Spring 2005 Psych 230  Advanced Social Psychology

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TEXTBOOK:

Grades:

Class participation  40 points  A  90-100%
Written experiment report 1  20 points  B  80-89%
Written experiment report 2  30 points  C  70-79%
Summaries 2 x 20 points  40 points  D  60-69%
Quizzes 3 x 20  60 points
Individual Experiment report  20 points
Group presentation  30 points
Group written experiment report  30 points
Your contribution to the group  30 points
  (Grade given by group)

Total  300 points

Make-up Quiz Policy:  None permitted except for serious illness (physician's note required).  If I allow make-up it will be Thursday, May 11 at noon.

Policy on late assignments:  10% of points for assignment will be deducted for each date past due date except for serious illness.

On the reading list below, all but one of the assigned articles is from our textbook.  The abbreviation JPSP is Journal of Personality and Social Psychology and JESP is Journal of Experimental Social Psychology.
Jan 19  Introduction

Jan 24  Experimental methods. (Chapter 11).
and the mere-exposure hypothesis.  *JPSP, 35*, 597-601.

Jan 26  **Summary 1 Due** on Chapter 10:
(See assignment description at end of syllabus).  **Note: LEAVE
WIDE MARGINS and TRIPLE SPACE FOR COMMENTS**

the mental control of mood and mood-related thoughts.

*Our minds are not as rational as we may think*

Jan 31  Chapters 1 and 2
influences on social judgments: Private access versus public theories.
*JPSP, 35*, 613-624.
McFarland, C., Ross, M., & DeCourville, N. (1993). Women’s
theories of menstruation and biases in recall of menstrual symptoms.
*JPSP, 65*, 1093-1104.

Feb 2  Chapter 3
affective forecasting.  *JPSP, 75*, 617-638.

Feb 7  Chapter 4
phenomenon: Biased perception and perceptions of media bias coverage of the

Feb 9  **Summary 2 due** on Chapter 9

Feb 14  Chapter 16
Feb 16  **Quiz 1**

Feb. 21  **Presidents Day**

**Attribution and Prejudice**

Feb. 23  Chapters 12 and 13


Feb. 28  Chapter 14  **Written Experiment Report I due.**
Article to be described in the written experiment report: (handout)


Background for the article described in the report: (Chapter 14).


March 2  Chapter 23


March 7  Chapter 15


**Classic Social Psychology  Social Influence and Altruism**

March 9  Chapters 6 and 7


March 14  **Topic selection for group presentation**
March 16  **Quiz 2**

**SPRING BREAK**

March 28  Chapters 17 and 21

March 30  **Work on presentations**

April 4  Chapters 18, 19, and 20

April 6  Group 1
April 11  Group 2
April 13  Group 3
April 18  Group 4
April 20  Group 5
April 25  Group 6
April 27  Summing up
May 2 and 4  **Cooperative work on group paper**
May 9  **Written Experiment Report II due**

*Final Quiz (Quiz 3) during final exam period. Includes all articles read since last quiz, including those described in group presentations. Evaluation of Group Member contributions to the group due*
ASSIGNMENTS

SUMMARY PAPERS (Maximum length: 300 words)

Assignment: Write a brief summary of the purpose of the assigned study and describe how the researchers tested the main idea, what they found, and what it means.

Objectives
1. Familiarize students with social psychological research
2. Develop ability to identify the most important points made in a research article
3. Develop ability to summarize important points in coherent way

Criteria for grading
1. Does summary demonstrate understanding of article?
2. Has student correctly identified major points?
3. Are major points described clearly?

Individual Oral Experiment Report

On a day I assign to you, you will be responsible for reading the original article which is the subject of that day’s assigned chapter. In class you will be asked to answer the following questions:
1. What information from the original article could have been included or in the textbook chapter to better help the reader understand the study described in the textbook chapter? Is there any information in the chapter that was not necessary to understand the original article?
2. What was surprising to you about the original article that you did not expect given how it was described in the textbook chapter?
3. Are there any important points or issues raised in the original article that you thought were misrepresented, over-simplified, or overlooked in the chapter?

Written Experiment Reports I and II

Objectives
1. Develop ability to evaluate research
2. Develop ability to present coherent summaries of related research findings and describe their implications for relevant theories

Criteria for grading
1. Does the paper follow a logical train of thought. How well is it organized?
2. Does paper describe relationships between studies and theories?
3. Does the paper summarize relevant studies well?
4. Does paper integrate studies with each other? Avoid describing
each study in isolation unless a particular study warrants a detailed description to make your major point.

**Written Experiment Report I (maximum length 8 pages)**
Read both of the assigned readings for this report. Using the textbook chapters as a model, write a summary of the Snyder & Haugen article. This summary should include sections labeled as they are in the textbook. Use the Snyder, Tanke, and Berscheid article (Chapter 14) to provide the background and context for the Snyder & Haugen article.

**Group Projects: Written Experiment Report II and Group presentation**

**Group Topic Selection**
Your group will select an article to be the focus of the group activity. This article can either be
a. an article from one of the textbook chapters that we did not read for class (Chapters 5, 7,22,24,25,26,27,28),

b. or, with my permission can be an article from a major social psychological journal (*Journal of Personality and Social Psychology, Journal of Experimental Social Psychology, or Personality and Social Psychology Bulletin*) that was not the focus of any of the textbook chapters.

You must be present on the day in class set aside for selection of group topic or you will lose your chance to influence the choice. Different groups may not select the same article, although they could select an article on a topic related to another group’s choice.

**Group presentation** The group will be responsible on their assigned day for presenting information about their article that provides background, describes what the researchers did, what they found, what it means, and what the broader implications of the research are. Each person in the group must read at least one background article for the article the group chooses to present in class. This requires identifying the articles that are most relevant from the reference list of the chosen article. The group should be creative in how they present the material. The presentation must be structured to encourage some class discussion. Demonstrations, video clips or other audio-visual materials may help make the points more clear or stimulate discussion.

**Written Experiment Report II** (Maximum length 15 pages) The group will be responsible for producing one joint paper, modeled after the chapters in our book, that describes their article. The group may, but need not, assign each person in the group to write one section. The group also can collaborate together on all sections of the written experiment report. The last week of class will be devoted to this collaborative effort.

**Grades for presentation and Written Experiment Report II** Members of the
group will receive a grade for the presentation and a grade for the written report. Each member of the group will get the same grade. A “group contribution” grade also will be given to each member of the group by fellow group members. This grade will be based on group members’ assessment of the value of the contribution each person made to the group.