



**Social Psychology**  
**Department of Psychology**  
**PSY-350-M70, Summer 2025**  
**Asynchronous Web Course**  
**May 12 – May 30**

**Instructor:** Dr. Young-Jae Yoon

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**Office:** GRH 3023      **Office hours:** by appointment (email me to set up a Zoom meeting)

**Course Catalog:** This course provides a general introduction to social psychology for majors and non-majors in psychology. The psychology of how people think about and relate to others. Topics include self, love, altruism, aggression, conformity, intergroup conflict, prejudice, and persuasion. Colonnade/Statewide General Education Code K-SC | SB

**Prerequisite(s):** 21 hours of Foundations and Explorations Courses, or junior status

**Course overview:** Social psychology is to understand how people think about, influence, and relate to one another in social settings. In this course, you will learn various concepts and theories in social psychology, which are all highly applicable to our everyday life. The major areas are self, social perception, attribution, attitude, decision-making, attraction and rejection, aggression, pro-social behaviors, prejudice and discrimination, cultures etc. This course benefits students who would like to learn about themselves, improve social relationships with others, and apply basic psychological concepts to other applied fields such as business, law, politics, or healthcare. In addition, this class can help you practice useful skills like critical thinking, public speaking, and writing skills.

**Class Format:** This course is a fully **asynchronous** online class, which means that we will not meet in person or in a live virtual class. However, the class consists of not only lectures and many activities/assignments that are intended to give students hands-on experience and/or practice with some of the concepts relevant to the course. During the three weeks of the summer session, several sets of one-hour lecture videos (1 to 2 hours per day, approximately **21 hours** as a total) will be posted on Blackboard (students will receive a notification email). Students must watch the posted videos and then complete the given exercises/assignments. Based on the class activity responses that students will submit via Blackboard, class attendance/participation points will be given (see below, “*How will ‘Attendance & In-Class Activity’ be administrated and graded?*”).

**Course Goals:** I designed this course understanding that I will be teaching a group of students with a variety of interests, not limited to psychology. Therefore, I incorporated general skills that I believe will help students from any discipline, as well as more specific information that may interest future psychology majors. I hope that all students who will leave this course are able to efficiently manage time; effectively prepare for class and study for exams; think critically about social psychology; converse meaningfully about concepts in social psychology; and relate social psychological theories to the real world. Specifically, the student will be able to do the following things by the end of this course:

1. Describe key concepts, theories, and findings in social psychology
2. Apply your knowledge of social psychology to social issues and your everyday life.
3. Analytically describe how social situations affect human behaviors and how theories in social psychology helps understanding various human behaviors in social settings (e.g., attraction, social influence, helping, prejudice)
4. Demonstrate your ability to collaborate with others.
5. Deliver your thoughts to others through written assignments and in-class discussion.

**Required textbook:** This class is a Zero Textbook Cost (ZTC) course. That is, you can access all class materials online without paying any costs. We will use an online textbook “Principles of Social Psychology” (you can download it from our Blackboard website). If there is a supplementary reading, I will post it on Blackboard. Course readings should be completed prior to class because they will form the basis for our discussion. The information that is provided in class will extend or complement what is in the text and will be presented assuming that you have read the assigned chapter. But please note that in class I will NOT simply repeat what is in the text. I will often add new information in the lecture slides if it helps illustrate and amplify the points that I intend to make in class. Because lectures will often include material not covered in the textbook, class attendance and good notes will be important.

**Communication:** I will communicate with you using Blackboard and e-mail address that is tied to your WKU account. Please check both Blackboard and your WKU email regularly.

**Course Expectations:** Research suggests that students who have clear expectations about a course will feel more comfortable and learn more. With this in mind, here are some of the course-wide expectations:

- It is important that you prepare for each class, reading and reviewing the material beforehand. I strongly recommend that you read ahead on weekends and/or review previous lessons. You will be glad you did this when you begin having exams (not just in this class, but in other classes too). Also, I strongly encourage you to take notes while watching recorded videos. This includes material from lectures, discussions, videos, and demonstrations. All material covered in class is testable! Research demonstrates that actively writing down (more so than typing) material makes it easier to recall later.
- I will use class time to clarify difficult concepts, to expand on selected topics, and to challenge you intellectually. I will lecture on, discuss, and demonstrate topics in the book as well as outside the book. I may occasionally assign outside readings as well. This means that you are responsible for more material than is covered in class. As noted above, I will not teach straight out of the book, but will use the text as a guide.
- Because we will discuss many issues in social psychology, we are likely to encounter various perspectives and opinions about certain topics from individuals in class (such individuals include other students and the instructor). While it is expected that students will not necessarily agree with opinions of those individuals regarding the topics in this course, it is expected that students will be respectful during all interactions with people in class. Please keep in mind that people come from all walks of life, and it is important that we, as a classroom, create a learning environment that nurtures this diversity, even if our course is an asynchronous, web course.

### Online Etiquette:

- This is a fully online course. As such, it is important to set straightforward expectations about our virtual communications. For the vast majority of you, this paragraph of the syllabus is absolutely not needed. However, my experience has told me it's important to be explicit about this topic at the get-go, nonetheless. Practicing the skills of "online etiquette" now is important for your success in the professional world in the future.
- When emailing the instructor, please put the course and course section in the subject line (e.g., PSY 350-M70).
- In the content of your email, you should use proper grammar, punctuation, and complete sentences. Remember that emails are not text messages. Please consider the tone and language of your writing.

**Course evaluation:** Your course grade will be based upon your performance in six areas:

Category	Detailed info	Point
1. Attendance & In-Class Activity	1 point for each class	13 (+3)
2. Nine Blackboard Assignment (BA)	2 points for each BA	18
3. Exams (1, 2, & 3)	23 points for each exam	69
4. TED Talk Extra Points	Up to 3 points	-
<b>Total Point</b>		100

**Grades:** Grades in this course will not be curved, which means that if everyone does well in the course, everyone could earn an A.

- I do all that I can to ensure that you have what you need to succeed. However, I do not change grades. Please do not ask.
- Letter grades will be assigned based on Total Points (100). For example, if you have 90 points, then  $90/100 = .90$ .  $.90 \times 100 = 90$  thus, your course grade is 90%. Additionally, you will find the grading scale (see below) that I will use when computing your final grade. In this example, you will obtain an A, because your course grade is a 90%.

A (Above 90%)	90 – 100
B (80%)	80 – 89
C (70%)	70 – 79
D (60%)	60 – 69
F (Below 60%)	Below 60

### IMPORTANT INFORMATION FOR ALL GRADED WORK:

- **How will 'Attendance & In-Class Activity' be administrated and graded?**
  - This is a **student-centered class**, which means that you will participate in various types of in-class activities while taking online lectures.
  - Basically, the in-class activity is equivalent to "attendance and participation" in in-person classes.

- **There are approximately 22 hours of lectures. Students are expected to watch 1 to 2 hours of video lectures per day (we have 14 days for the current course).** After watching a recorded video, students must turn in an in-class activity sheet via Blackboard (or one paragraph class reflection – questions, points, etc.). I will keep track of attendance based on your activity sheet.
  - Each class attendance (activity sheet) equates to **1 point**. Although we have a total of 14 classes (14 days), I have built in **one freebie**, leaving 13 opportunities. Thus, the total attendance score will be 13 points (one freebie). To reward attendance, if you watch all lecture videos and complete all in-class activities, you can earn **3 bonus points**.
  - To successfully participate in in-class activities, you need to read assigned materials before class.
- **How will ‘Exams’ be administrated and graded?**
    - Three online exams will be given (see the course schedule below), each covering approximately 1/3 of the course material. Each exam is worth 23 points. Exam 3 (Final) is not cumulative.
    - All three exams are **open-book exams** consisting of multiple-choice and short essay questions. While taking the exams via Blackboard, you are allowed to refer to the reading materials, PPT slides, and class notes, however, **online searching (e.g., googling, Chegg) is highly prohibited**. To prevent it, **LockDown** Browser will be used. Thus, please keep your documents with you before taking the online exam.
    - **Makeup exams** will only be given in extraordinary circumstances. You must notify me **at least two days in advance** by email and you must provide a **legitimate reason** for the circumstances.
- **How will ‘Nine BA Assignment’ be administrated and graded?**
    - Each week, you will have three BA assignments. Each BA is worth 2 points. We have a total of 9 BA assignments (for due dates, see the Course Schedule below)
    - The format of BA assignments will vary: **BA Survey** (self-reported survey), **BA Essay** (short essay that applies theories to your own experience), **BA Quiz** (mini quiz based on your reading), and **BA Discussion** (discussion post that covers the assigned reading). Late work will simply not be accepted. Only very exceptional cases will be considered.
- **What are ‘TED Extra Points’?**
    - You may compose 1-2 pages (500-800 words) of reflection paper (up to two reports) after watching TED talks (www.ted.com) delivered by social psychologists or topics relevant to social psychology.
    - Please try to summarize the talk in one or two sentences first. Then, you can discuss how it is related to other theories or findings in social psychology that you learned from this course. Give your own thoughts and make it a valuable learning experience!! Reflection paper(s) submitted by no later than the due date will be counted. This is **optional**.

- Followings are some suggested clips worth to watch (possible up to two reports; each worth 1.5 points of your final grade):
  - *The psychology of evil* (Philip Zimbardo)
  - *The moral roots of liberals and conservatives* (Jonathan Haidt)
  - *Why we make bad decisions* (Daniel Gilbert)
  - *Can prejudice ever be a good thing* (Paul Bloom)
  - *The paradox of choice* (Barry Schwartz)
  - *The art of choosing* (Sheena Iyengar)
  - *The surprising science of happiness* (Daniel Gilbert)
  - *How to turn a group of strangers into a team* (Amy Edmondson)
  - *Why self-efficacy matters* (Mamie Morrow)
  
- Unless otherwise noted, all assignments should be turned in via Blackboard in .doc or .docx format (not .pdf), allowing me to edit your assignments for effective feedback (e.g., track changes). I am not a Mac User, so I cannot open .pages files.
  
- **Respect for Intellectual Property:** This syllabus and all lectures and course materials (power point presentations, tests, outlines, and related materials) are protected by copyright. Students may take notes and make copies of course materials for their own use. However, students may *not* participate in the distribution or sharing of the course material via the Internet or other means without the written permission of the instructor.
  
- **Course Incompletes:** Incomplete (I) grades will not be assigned without preapproval by the instructor. The instructor will only approve incompletes in extreme circumstances. Students receiving permission to take an incomplete will be required to adhere to a contract, devised by the student and instructor, specifying required assignments and due dates. Otherwise, the incomplete grade will be converted to an F.
  
- **Academic Honesty Policy:** Cheating and plagiarism will not be tolerated. Any student suspected of academic dishonesty will be required to meet with the instructor and may be referred to the Office of Judicial Affairs in order to determine the consequences of the student's actions. Details on the university's academic dishonesty procedures can be found at <http://www.wku.edu/judicialaffairs/process-for-academicdishonesty.php>.
  
- **The Learning Center Peer Tutoring Services:** The Learning Center (TLC) provides free tutoring services that empower students to achieve academic success. Trained peer tutors are available to review course content, answer questions, and demonstrate effective study strategies. TLC offers individual appointments and group sessions (PASS) for hundreds of undergraduate courses. For more information or to make an appointment, visit [www.wku.edu/tlc](http://www.wku.edu/tlc).
  
- **Accommodations for Students with Disabilities:** In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-

3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodation directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

- Know your Title IX:** Western Kentucky University does not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, gender identity/expression, marital status, age, uniformed services, veteran status, pregnancy, childbirth or related medical conditions, or physical or mental disability in admission to career and technical education programs and/or activities, or employment practices in accordance with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Revised 1992, and the Americans with Disabilities Act of 1990. Information regarding WKU’s Title IX compliance, policies, and procedures may be found on the following websites: <https://www.wku.edu/eoo/titleix>
- ChatGPT & Generative AI statements:** In this class you are free to use generative artificial intelligence (AI) tools such as ChatGPT4 on assignments and activities in this course (*but never use it for the Exams*). If you chose to utilize AI, you will be expected to properly document and cite this information (*but NOT necessary if you use AI tools only to improve language or readability such as spelling and grammar check*). For this course, we will follow the guidelines of the American Psychological Association (APA). APA recommends including your prompt in your narrative to provide context for the text that was generated but does require prompt information in the citation. In other words, please describe or cite the text of your prompt in addition to the text generated by AI. Any time you use words that are not your own you must include quote marks and citations. Examples of citing AI are available at: <https://libguides.wku.edu/stylewrite/ai>.)

### Course Policy

#### Mutual Expectations

Instructor	Students
<ul style="list-style-type: none"> <li>I will promptly reply to your email responses (less than 24 hours)</li> <li>I will use various videos, examples, activities, and traditional PowerPoint slides.</li> <li>I will provide timely and ongoing feedback on students’ assignments.</li> <li>I will evaluate students’ assignments fairly.</li> <li>I will treat each student with respect and dignity</li> </ul>	<ul style="list-style-type: none"> <li>Students will watch recorded videos to complete class activities.</li> <li>Students will read the assigned reading materials in each class.</li> <li>Students will do BAs.</li> <li>Students will study well in advance for the exams.</li> <li>Students will treat me and their classmates with respect.</li> <li>Students will reach out to me when they need help</li> </ul>

## Course Schedule

(This schedule is tentative and subject to change with notification)

DATE	TOPIC	READINGS	EXAM/ASSIGNMENT
<b>Week 1</b>			
Monday, May 12	Course overview Intro to Social Psychology	Syllabus Ch. 1	
Tuesday, May 13	The Self (1) The Self (2)	Ch. 4	BA #1 5/13 (Tu) 11:59pm
Wednesday, May 14	The Self (3) Social Cognition (1)	Ch. 4 Ch. 2	
Thursday, May 15	Social Cognition (2) Social Affect (1)	Ch. 2 Ch. 3	BA #2 5/15 (Thur) 11:59pm
Friday, May 16	Social Affect (2)	Ch. 3	
<b>Weekend Exam 1</b>	<b>Online Exam 1 (08:00 am – 11:55 pm, CST) Saturday, May 17</b>		BA #3 5/18 (Sun) 11:59pm
<b>Week 2</b>			
Monday, May 19	Perceiving Others	Ch. 6	
Tuesday, May 20	Attitudes, Beliefs, and Persuasion (1)	Ch. 5	BA #4 5/20 (Tu) 11:59pm
Wednesday, May 21	Attitudes, Beliefs, and Persuasion (2)	Ch. 5	
Thursday, May 22	Influencing and Conforming (1)	Ch. 7	BA #5 5/22 (Thur) 11:59pm
Friday, May 23	Influencing and Conforming (2)	Ch. 7	
<b>Weekend Exam 2</b>	<b>Online Exam 2 (08:00 am – 11:55 pm, CST) Saturday, May 24</b>		BA #6 5/25 (Sun) 11:59pm
<b>Week 3</b>			
Monday, May 26	<b>No Class!! Memorial Day</b>		
Tuesday, May 27	Liking and Loving	Ch. 8	BA #7 5/27 (Tu) 11:59pm
Wednesday, May 28	Helping	Ch. 9	

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS</b>	<b>EXAM/ASSIGNMENT</b>
Thursday, May 29	Aggression	Ch. 10	BA #8 5/29 (Thur) 11:59pm
Friday, May 30	Stereotype & Prejudice	Ch. 12	
<b>Weekend Exam 3</b>	<b>Online Exam 3 (08:00 am – 11:55 pm, CST) Saturday, May 31</b>		BA #9 5/31 (Sat) 11:59pm

Note: All dates and topics listed are tentative and subject to change as the semester progresses, although test dates will rarely be changed. All times are in central time.