



## On-Campus Course Syllabus

PSY 320 L1

Social Psychology

Fall 2024

### Class Information

**Day and Time:** Tuesdays and Thursdays, 8:00 AM - 9:15 AM

**Room Number:** E207

### Contact Information

**Instructor Name:** Derrick Sledge, MS, MABS, LCDC, LPC-S

**Instructor Email:** dsledge@criswell.edu

**Instructor Phone:** (469) 855-1838

**Instructor Office Hours:** By appointment.

### Course Description and Prerequisites

An examination of the scientific study of human social influence and interaction. This course explores the various ways people think about, affect, and relate to one another. The course will cover topics such as the social self-concept, social judgment, attitudes, persuasion, conformity, aggression, prosocial (i.e., helpful) behavior, prejudice, and interpersonal relationships.

### Course Objectives

- Identify various research methods and their characteristics used in the scientific study of social psychology
- Describe the historical influences and early schools of thought that shaped the concepts of psychopathy and other behavioral and personality disorders.
- Describe some of the prominent perspectives and approaches used in the study of moral psychology. Use terminology unique to the study of psychology.
- Describe accepted approaches and standards in psychological assessment and evaluation.
- Identify factors in physiological and psychological processes involved in human behavior

### Required Textbooks

Heinzen, T. & Goodfriend, W. (2021). Social Psychology (Second Ed.). Sage: Thousand Oaks, CA. ISBN : 9781544393513

## Course Requirements and Assignments

### **Research Paper (25%)**

This paper is a research paper in which the student will discuss and demonstrate their knowledge and comprehension of a selected social issue and how it might be addressed from the perspective of a social psychologist. Student will read one book (a primary source) published by his/her theorist of choice and consult with a minimum of two additional reputable sources (excepting the Bible). The paper should reflect a depth of knowledge and comprehension of social psychology as a discipline and pertinent principles discussed in Scripture. The paper should be formatted in APA style and be 10 pages in length. (A sample paper and detailed instructions for APA style and format can be viewed at the following link:

<https://owl.english.purdue.edu/owl/resource/560/01/>.

Additional information for the paper and the rubric are available in Canvas.

### **Reflective Essays & Interaction (25%)**

Reading the course text thoroughly is required. The student will submit a brief *reflective essay* in Canvas discussing the chapter(s) assigned for each week. The student will thoughtfully read and interact with the post of one or more of his/her classmates. The student's written interactions should reflect knowledge and comprehension of the essential points of the chapter read. For additional information regarding this assignment, see assignment titled, "Reflective Essays & Interactions" in Canvas.

### **Presentation (20%)**

Student will compose a 7-10 slide presentation based on one of the mini chapters in the course text. Student will research the topic from the mini chapter they selected and expound on it. The presentation should be engaging, interactive and informational. Students will have 15 minutes to make their presentations. Additional information regarding the assignment will be shared during class.

### **Interview w/Mental Health Professional (20%)**

Meet with a licensed mental health professional (MHP) for an interview regarding the *sociological and psychological underpinnings* of those they work with. Prior to meeting with the individual, create a brief questionnaire consisting of *5-7 substantive questions/prompts* and then schedule an interview. During the interview, inquire and dialogue with the MHP about their experience in working with their clientele. Make the interview fit your needs for personal, ministerial and professional growth. The interview may be done in person, over the phone, or via video conference. *Identify and discuss the three points* that resonated with you the most as the result of your interview. Discuss them in a three-page paper; remember to format your paper in APA style. Include your interview questions/prompts as a section on the first page.

### **Class Participation (10%)**

Students are expected to be *fully* engaged during class sessions. Participation in class discussions and course activities are critical to acquiring knowledge and comprehension of course material. We respectfully request that

students not use their phones and/or other devices during class time unless directed by the instructor to do so. If you must make or take a call, please excuse yourself quietly. Make such occurrences infrequent, brief and return to class quickly.

## Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses. Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

**NOTE:** Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

**NOTE:** A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

## Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College email account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

## Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

## Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

## **Academic Honesty**

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## **Institutional Assessment**

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments. Students are permitted to set up automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to set up and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

## Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu). Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring

Center located on the second floor in room E203. For questions, call 214.818.1373 or email at [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu).

## Course Outline/Calendar

Week #	Meeting Dates	Learning Opportunities
1	8/20, 22	Introductions, syllabus review, Canvas Heinzen, Chapter 1: <b>AN INTRODUCTION TO SOCIAL PSYCHOLOGY &amp; Mini Chapter/MC A</b> Discussion Assignments due: Meet & Greet, Ch. 1 Essay and Interaction (E & I)
2	8/27, 29	Heinzen, Chapter 2: <b>Research Methods</b> Discussion Assignments due: Ch. 2 E & I
3	9/3, 5	Heinzen, Chapter 3: <b>The Social Self &amp; MC F</b> Discussion Assignments due: Ch. 3 E & I
4	9/17, 19	Heinzen, Chapter 4: <b>Social Cognition</b> Discussion Assignments due: Ch. 4 E & I
5	9/24, 26	Heinzen, Chapter 5: <b>Person Perception MC B</b> Discussion Assignments due: Ch. 5 E & I; <i>Interview w/Mental Health Professional</i>
6	10/1, 3	Heinzen, Chapter 6: <b>Attitudes and Persuasion &amp; MC G</b> Discussion Assignments due: Ch. 6 E & I
7	10/8, 11	Heinzen, Chapter 7: <b>Social Influence: Conformity, Social Roles, and Obedience &amp; MC C</b> Discussion Assignments due: Ch. 7 E & I
8	10/14-10/18	<b>WEEK OF STUDENT DEVELOPMENT NO CLASSES!</b>

9	10/22, 24	Heinzen, Chapter 8: <b>Group Processes</b> Discussion Assignments due: Ch. 8 E & I
10	10/29 31	Heinzen, Chapter 9: <b>Stereotyping, Prejudice, and Discrimination &amp; MC D</b> Discussion Assignments due: Ch. 9 E & I
11	11/5, 11/7	Heinzen, Chapter 10: <b>Helping and Prosocial Behavior &amp; MC E</b> Discussion Assignments due: Ch. 10 E & I
12	11/12, 14	Heinzen, Chapter 11: <b>Aggression &amp; MC H</b> Discussion Assignments due: Ch. 11 E & I
13	11/19, 21	Heinzen, Chapter 12: <b>Intimate Relationships</b> Discussion Assignments due: Ch. 12 E & I
14	11/25-29	<b>FALL BREAK- NO CLASSES:-)! THANKSGIVING HOLIDAY!!!</b>
15	12/3, 5	Assignments due: <b><i>Presentations on Social Topics (Select from "Mini Chapters" in course text)</i></b> Q/A, Discussion
16	12/10	<b>WEEK OF FINALS!</b> Assignments due: <b><i>Research Paper</i></b>

**Note:** Please submit all assignments via Canvas unless otherwise directed by your instructor. Also, the syllabus is a "fluid" document. Over the course of the semester, it may be necessary to revise it to ensure that we meet the required course objectives.



## Selected Bibliography

Balswick, J.O., King, P.E., and Reimer, K.S. (2005) *The Reciprocating Self*. IVP Academic Press: Downers Grove, IL.

Balswick, J.O. & Balswick, J.K. (2006). *A Model for Marriage: Covenant, Grace, Empowerment and Intimacy*. Downers Grove, IL: IVP Academic.

de Shazer, S. (1985). *Keys to Solution In Brief Therapy*. New York, NY: Norton.

Deal, R.L. (2002). *The Smart Stepfamily: Seven Steps to a Healthy Family*. Minneapolis: Bethany House.

Harley, Willard. (2011). *His Needs, Her Needs*. Grand Rapids, MI. Revell/Baker Publishing Group.

Keller, Timothy. (2011). *The Meaning of Marriage: Facing the Complexities of Commitment with the Wisdom of God*. New York, NY: Penguin Publishing.

Kuther, T.L. (2020). *Lifespan Development: Lives in Context*. Vantage (Third Edition). Sage: Thousand Oaks, CA.

Seamands, David. (2105) *Healing for Damaged Emotions*. Colorado Springs, CO. David C. Cook Publishing.

Stanley, S.M. (1998). *The Heart of Commitment*. Nashville, TN: Thomas Nelson Publishers.

Stanley, S.M., Trathen, D., McCain, S., & Bryan, M. (2014). *A Lasting Promise: A Christian Guide to Fighting For Your Marriage*. San Francisco, CA: Jossey Bass, Inc.

Sue, Derald Wing, Sue, David. (2019). *Counseling The Culturally Diverse: Theory and Practice, (8th ed)*. Hoboken, NJ. John Wiley & Sons, Inc.

Thomas, Gary (2000). *Sacred Marriage*. Grand Rapids, MI: Zondervan.