Questions that Social Psychology and this course address

How much influence do different situations have on our behavior? What are the conditions under which people will care about making social comparisons and what are the conditions they won’t care? How do our expectations influence our interpretations of different events or people? How accurate are our perceptions of others and ourselves? What processes influence the way we perceive others and ourselves? When will attitudes predict our behaviors? Are our attitudes stable or can they change? What kinds of influence does advertising have on us? Why do we conform? Is conformity good or bad? Why do people join groups? Are two (or more) heads better than one? What factors predict attraction between people? Which of the two adages is true “Absence makes the heart grow fonder” or “Out of sight, out of mind”? Or are there conditions under which each is more likely to be true? Why do people help others? Is it purely altruistic or purely egotistic? Is aggression inborn; is it learned, instinctual, situational, or optional? What causes prejudice? How can prejudice be reduced?
Learning Objectives

This course emphasizes social psychology as a behavioral science. It is designed for students interested in psychology as their field of concentration as well for those who wish to include knowledge of social psychology mainly as part of their general education requirements. Its objectives are to help you acquire knowledge of:

- vocabulary and concepts involved in describing and explaining social psychological phenomena;
- basic methods used by social psychologists to investigate social human behavior scientifically;
- principles, theories, and other empirical generalizations which have emerged from social psychological studies;
- career options available in Social Psychology;
- key psychological values (e.g., skepticism, intellectual curiosity, respect for evidence and human diversity), the limits of psychological knowledge and skills, and the necessity of ethical behavior in all aspects of the science and practice of psychology;

Will acquire skills necessary to:

- integrate theories and research with real-life applications so as to make the study of social psychology both interesting and meaningful to you. This includes learning how to improve or solve societal problems;
- appreciate that all behavior is the result of a complex interaction between multiple factors;
- learn how to interpret social psychological knowledge to be able to apply it to daily life, everyday problems, and social issues.

Evaluation of Course Work

Exams: There will be a total of six exams, five midterm exams, and one final exam. Each exam will consist of 50-100 multiple choice questions. All exams will be taken using Chi Tester, which is a computerized testing program. You may take the exams from any WSU testing center during the exam period. You will have 4 days to take each exam.

Please note that you should save your answers frequently before continuing to the next question. If you don’t, you may receive a 0 on an exam because none of your responses will have been saved. All exams are to be taken with no external help (book, notes, other people, etc.). All testing centers demand that you show up NO LATER than ONE HOUR before closing time. That means you should plan enough time for you to travel to the testing center and arrive no later than one hour before closing time to be able to take the exams. Otherwise, you have unlimited time to take the exams. So, if you feel you need more than one hour to take the exam be sure to give yourself enough time to arrive to the testing center and enough time to be able to take the exam at your pace. It is highly recommended that you DO NOT wait until the last minute or day possible to take the exams. It is highly probable that you will experience some sort of difficulty at that time and no ability to resolve it in time for you to take the exams. You may request to see a dictionary or foreign dictionary if necessary.

Each exam will consist of 25-40 multiple choice questions PER chapter. Each exam will be worth 100 points and make up 55% of your final grade. MAKE-UP EXAMS ARE NOT ALLOWED. A missed exam counts as a 0. You are responsible for knowing the test deadlines. This means try your hardest to not miss an exam. IF you know of a conflict with the exam schedule, you may take ANY exam early. However, no exam may be taken late. You may, however, replace your missing or lowest exam score by taking the final exam. The Final exam is not mandatory but optional and should be taken with one of two purposes ONLY. First, if you miss an exam, you may take the final exam to replace your missing exam score. If you miss more than one exam, remember that only one exam grade will be replaced by the final exam score and your second missed exam will receive a 0! Second and alternatively, if you receive a rather low score on one of the first 5 exams, you may take the final exam in the hopes that you will score higher on it and your final exam score can replace your lowest score. The final exam will only replace a previous exam if you score higher on it, otherwise, you will keep your original score.

The final exam will be comprehensive (that means it will cover material from the entire course). If, however, you take the first FIVE exams (meaning, you don’t miss any of them), I will drop your lowest grade. Exam questions will be taken from your textbook and class materials. Hours for the Social Science
Testing Center are provided below but you could also take it from any other WSU testing center. The Social Science Testing Center is located in the Social Science Building room 36, phone # 626-6847. Be sure to bring your ID to the Testing Center or you will not be allowed to take the exam. After the exam period is over, you may review the exam on Chi tester to see which questions you missed.

Monday – Thursday 8:30 AM – 8:00 PM (Must show up by 7:00 PM to take an exam)
Friday 8:30 AM – 4:30 PM (Must show up by 3:30 PM to take an exam)
Saturday 10:00 AM – 4:30 PM (Must show up by 3:30 PM to take an exam)

Syllabus Quiz
Be sure to read the syllabus very carefully! Your syllabus should answer most of the questions you have. To be sure that you have read over your syllabus and that you understand ALL class policies, you must complete a syllabus quiz that will be available through ChiTester and you make take the quiz from home or any computer. The Syllabus quiz will be titled “SYLLABUS QUIZ FALL 2014 PSY 3460.” You may use your syllabus as a reference as you answer the questions and you MUST complete it by **Monday, September 8, 2014 at 11:55 p.m.** Be sure to answer questions regarding deadlines and days you have to take exams, etc. by following the recommended dates presented in the class calendar of your syllabus. You may take it as many times as needed to obtain a perfect score. Each time you re-take it, only the questions you missed prior will re-appear. **If you do not complete the syllabus quiz by the deadline, then I will NOT accept any of your other work.** This may sound rather harsh but this way I can be sure that you understand ALL class policies and we avoid many problems later.

Homework Assignments: There will be 5 homework assignments that you will need to complete. These assignments will be available in CANVAS for you to print and work on but will be turned in on ChiTester (chitester.weber.edu- you will need your Wildcat id and password). You will be able to submit your homework from ANY computer at home or school. Homework assignments will consist of 50-100 multiple choice questions about 25-40 questions per chapter. Each homework assignment will be worth 100 points and will be worth 10% toward your final grade. Each homework assignment is to be done individually unless otherwise specified. You may use your text, class notes, and text web resources to complete your homework. You should print out the homework assignment to have while you are reading and reviewing your text. Once you have figured out the answers, you can then submit your responses on ChiTester. Homework assignments are **due on the specified date in the course outline below.** Homework assignments are due no later than 11:55 p.m. on the due date. Please do not wait until 11 p.m. to start working on the homework. Technical and web site difficulties occur often and you must begin the assignment early so that those problems can be avoided. You may turn in your homework assignments at any point in the semester up to the due date. Plan to turn your assignment in by the day prior to the due date, just in case you have any problems with computer connections. I cannot emphasize enough the importance of planning to turn in your assignment at LEAST one day prior to the due date!!! **Your lowest homework assignment will be dropped.** Homework assignments will be meant to aid in your further understanding of concepts and issues learned in class and readings and to prepare you for exams.

Canvas: In Canvas, you will find power points for each of the chapters to be covered.

For help with browser configuration issues or username/password issues, call 801-626-7777 or send an email to csupport@weber.edu (please include your Wildcat Username, your contact information, the course, and CRN). Toll free number for distance students: 1-800-848-7770, select option 2, request extension 7777 from the operator.

For help with Canvas navigation, Canvas tools, course enrollment issues, or eTutoring, call 626-6499 or send an email to wsumonline@weber.edu (please include your Wildcat Username, your contact information, the course, and CRN). This phone is staffed Monday-Thursday from 8:00am to 5:00pm, Friday from 8:00am to 4:30pm.

ChiTester: Use your WildCat username and password to log in. If you need help with your Wildcat username or password or experience any difficulties, call 801-626-7777.
**Assorted Work & Assignments:** Various class exercises, writing assignments, pop quizzes, etc. will be provided during class time. This is a catch all category. These assorted assignments may involve group work and cooperation. In other instances, they may require individual work. These assorted assignments are meant to help you understand class material better or to make sure you have understood class material. Reading class material before class will be the most beneficial in completing and understanding the assignments best. You will need to be in attendance to receive the exercise, participate, and receive credit. These exercises will be mostly unannounced so if you are absent on a day that a class exercise was conducted, you will be unable to receive credit for that day. In addition, at times, you may be asked to prepare for a class exercise ahead of time by looking for relevant material or by watching or reading additional material at home before the next class (some of which may not be found in your text) and both prior preparation and presence in class will be crucial to know what you are being assigned to do and for full credit. **Therefore, NO LATE OR MAKE UP exercises may be turned in; however, the lowest 3 exercises will be dropped.** These exercises will make up 10% of your class grade and points will vary for each.

**Social Psychology in The New York Times Article Discussions**: In order to teach you how social psychology is all around you and is relevant to day to day occurrences in the world, you will need to find a NY Times article that contains information that is relevant to Social Psychology and post it on Facebook. We will use a class Facebook page. You will be required to interact on Facebook at least two times, although you can certainly do so more often. You need to use Facebook with as much privacy as you desire. **Make sure to either create a new identity for yourself or to set your settings at high levels of privacy if you are concerned.** The only thing that I request is that you let me know through e-mail if the name on your facebook page is different than the name on the class role. This is simply to make grading easier. The class page that you will need to look for and like is called “Garza Psy 3460 WSU F14”.

To obtain free access to the NY Times, you will need to go to [www.nytimes.com/pass](http://www.nytimes.com/pass) to register. You will need to register with your Weber State e-mail account. Follow the instructions given to you in the site above. If you are unable to access the NY Times after you have registered at any point in time, give it a half an hour and try again. Weber State University has been given several hundred seats and in the rare chance that everybody is logged on at the same time, you may not have temporary access. This is very unlikely to happen but just in case. What is really cool about your college pass to The New York Times is that you will be able to search by topic the entire archives since 1851.

There are three due dates for posts on the class syllabus, but one will be dropped, so you only HAVE to post 2 times during the semester. These are due periodically throughout the semester: Sep. 24th, Oct. 20th, & Nov. 14th. You must submit what you posted on Facebook AND on Canvas or I will not grade it. You can submit a screen capture or submit the article and comment that you posted. You can do them all early, but you have to have one complete by each date. You also cannot repeat another student’s post. For example, if some other person posts about the relationship between media violence and actual violence before you get to it, you have to find something else. One of these submissions will be dropped so you only have to submit two times to receive full credit. Each submission will be worth 40 points and make up 10% of your grade. Please see final page.

The required interactions are as follows:

1. You will create a link on the page to a New York Times story that deals with a topic that relates to Social Psychology in some way. **In the comments section you will explain why the story interested you, how it relates to Psychology (i.e., what theory, principle, or finding it illustrates), how it is similar or different to what has been discussed in your text or lecture materials, and what you think the implications are of that news item.**

2. You will comment on another student’s New York Times link reacting to the story and to some student’s comment. Your reaction can be to any student who commented, it does not
have to be to the original student posting. But it must be civil. Your response to someone’s post should occur one week after each deadline: for each of the deadlines above.

**Final Grant Project and Presentation**: The goals of this project are to (a) develop an in-depth understanding of an important societal problem and the various social psychological factors that contribute to it (b) learn about effective ways to address societal problems and understand how small actions by individuals can result in social change and justice (c) develop clear and persuasive oral and written communication skills.

This assignment will require that you select a societal problem that you believe is particularly important, that occurs locally, and that can be explained with social psychological theories. To add a “real world” dimension to the assignment,

1) each student will volunteer at an organization that addresses the social problem you are interested in addressing.
2) each student will be asked to contribute $10 to create a “grant fund” that will be used to help address one of the problems selected by a class member. (You may choose to donate more if you’d like). I, the instructor, will contribute money to the grant fund as well.
3) each student will do a presentation discussing the social problem you selected, its roots, and empirically based interventions aimed at the social problem. You will pitch to your class why the class should choose your organization to be funded.

First, you will be asked to identify a community organization that addresses the social problem you want to address. A good place to start is to attend the Volunteer Day on Sep. 3rd during class time to determine a possible community organization where you could volunteer to learn more about what the organization does and how it attempts to address a local social problem. You will be required to volunteer **20 hours total during the semester at a local organization.** You may choose to volunteer 2 hours a week for 10 weeks or to volunteer in a more concentrated manner on a specific big project the organization may be organizing. Be aware that depending on the organization you may be asked to provide a criminal background check or receive some other training. Training necessary to volunteer will count toward your total number of volunteer hours necessary. During your volunteer time, you are to assess how the social problem is being addressed by the organization. Are they using empirically tested interventions? Is there a way to add a component to the service or intervention that would make the work more effective? What is the human side of the problem you are exploring?

Second, you will also be asked to conduct library research to learn more about your chosen social problem, including social psychological factors that contribute to their persistence. Included in this library search is finding interventions that have some demonstrated effectiveness in addressing those issues. You should avoid proposals that would be difficult to support or require ongoing support or management. Based on this knowledge, you will **write a mini-grant (no less than 4 pages and no more than 5 pages, double-spaced with 10 – 12 point font and 1 inch margins in APA format, should have separate title page and a list of references. Thus, the entire proposal will be 7 pages long at its longest)** in which you will discuss the problem, present a potentially effective solution, and argue that the class grant money should be used to fund the intervention. This will include finding a local organization that can potential provide the intervention selected. Ideally, this is the organization for which you have volunteered in during the semester.

Third, a **5 minute presentation** will be given to the class the last week of classes to present the issue and argument for your intervention. After listening to all of the presentations, the class will vote which proposal should receive the pooled grant money. **Whoever presents the most persuasive argument will win the grant money for their chosen organization to put your plan into action!** When deciding on which proposal to support, consideration of the effectiveness of the proposal and degree to which funding will make a difference rather than quality of the oral presentation should be taken into account. A letter will need to be written accompanying the donation explaining how the organization was selected and shall include the names of all class members who donated funds. This project will be completed as individuals or in groups of 2. **In the rare case that you are morally opposed to the problem and organization selected to be funded, you may submit a request that the money you donated not be included in that particular donation and request that the donation be given to a different organization.** The overall final project will be worth 280
points (170 points for the written project and presentation and 110 points for the volunteer hours) and make up 15% of your grade (10% for the written project and presentation and 5% for your volunteer hours).

Important Deadlines also included in the Class Calendar. All assignments will be turned in through CANVAS except the oral presentation.

1. **Sep. 5th** – CCEL training certificates due (10 points)
2. **Sep. 9th** – Attendance of Volunteer Fair in Shepard Union Atrium during class (10 points)
3. **Sep. 19th** – Submission of Social Problem that your Grant Proposal will address (10 points)
4. **Oct. 8th** – List of Project Outline and Potential References (10 points)
5. **Oct. 27th** – Summaries of References Due (20 points)
6. **Nov. 17th** – Final grant submission with final reference list (will need to include brief summary of each reference) (60 points)
   a. Will need 8 references total (5 must be from Social Psychology journals, 2 may be from the New York Times, & remaining 2 other may be from other sources)
   b. You are allowed to use a maximum of two direct quotations in the paper, and neither can exceed 25 words. All other information must be paraphrased.
   c. Any plagiarism will result in a grade of zero and a report to the Dean of Students, see section on Academic Dishonesty below for more information
7. **Dec. 1st, 3rd, & 5th** – Presentations of your intervention (20 points) & Peer Review of Group Members (10 points)
8. **Dec. 5th** – Reflection Paper Due & Pre & Post Questionnaire (20 points)
9. **Dec. 8th** – Letter for Awardee Due (10 points)

In order to help you prepare for your final grant submission, below is a detailed outline of what should be included in your proposal. I’ve also included an example of an outline for a proposal.

Your paper should include:
1. A clear statement of the position you are arguing – that something (your topic) is an important problem related to one of the core topics in social psychology in some direct manner (be sure to specify how)
2. At least three arguments or examples in support of your position, with research supporting each one
3. Discussion of at least one potential solution for your problem, with relevant research and an explanation of why this solution is likely to be effective
4. Discussion of the implications and consequences of your problem and solution within your paper. Be sure to define concepts, acknowledge assumptions, and otherwise address the elements of reasoning.

Below is an example of the beginning outline for a persuasive proposal that laws should protect gay and lesbian parents. This is just an example of an outline that you will turn in on Oct. 8th but not what the final paper will look like.

**I. Introduction (statement of problem)**
   A. Even though society has increased its acceptance of gays and lesbians, they still do not have the same relationship and parental rights as heterosexuals.
      a. People have negative reactions because they believe that gays and lesbians violate traditional gender roles and are unable to be good parents.
   B. Over half of all U.S. states have laws banning gays and lesbians from getting married. Only a few states allow same-gender marriage or have civil unions (Herek, 2006).
   C. However, a substantial percentage of gays and lesbians are in long-term relationships, and many raise children (Patterson, 2000).
      a. 34% of lesbian couples and 22% of gay couples (U.S. Census, 2000)
   D. Children can suffer because their parents don't have adequate legal rights.
   E. Conclusion: Gay and lesbian parents should have the same legal rights as heterosexual parents.

**II. Argument 1: Current laws do not provide adequate parental rights to gay and lesbian parents.**
   A. In three states, gay and lesbian individuals are not allowed to adopt children (Urban Institute, 2007).
B. Many courts have denied gay or lesbian parents custody of children that were conceived in a heterosexual relationship (Falk, 1989).
C. Even if gay or lesbian couples have children, it can be difficult for both parents to have legal rights.
   a. In many states, the only way that non-biological parents can adopt children is for biological parents to relinquish their rights.
   b. States need to adopt second parent adoption laws to solve this problem (Perrin, 2002).

When you turn in your outline, please include your receipt for the $5 (or higher) contribution to our class "grant fund." Your contribution should be submitted at the Bursar’s office. I will provide you the account number in class. Whoever presents the most persuasive argument will win the grant money for their chosen organization to put your plan into action! (see below).

**Your written proposal is worth 60 points. Points will be determined in the following manner:**

| Clear statement of your argument and how it relates to a core topic in social psychology. | 5 points |
| 1st argument or example in support of your position – clearly described, logical, supported by research | 6 points |
| 2nd argument or example in support of your position – clearly described, logical, supported by research | 6 points |
| 3rd argument or example in support of your position – clearly described, logical, supported by research | 6 points |
| Discussion of one or more potential solutions for your problem – clearly described with explanation of why it is effective and related research | 6 points |
| Implications and consequences of your problem and solution | 6 points |
| Discussion and incorporation of social psychological theories, principals, and findings | 10 points |
| Writing style – grammar, spelling, clarity | 10 points |
| Proper paraphrasing, citations, and references (APA style) | 5 points |

**Oral Presentations**
On December 1, 3 and 5, you will make a short oral presentation about your problem and proposed solution. Please plan on standing up in front of the class and talking for approximately **5 minutes**. To make sure we get through all of the presentations, I will cut people off if they run long. If you are extremely motivated and talented, you may present a **5 minute** video instead – all group members must speak/present in the video.

In your presentation, please state the problem you addressed in your paper and provide a brief overview of some of the evidence or examples that show it is an important problem. Then, describe your proposed solution and explain why it would work. Given the shortness of the presentations, you are not required to create a power point presentation but if you do you may not have any more than 4 slides.

At the end of the presentations, the class will vote on who made the most persuasive case for their problem and solution based on the criteria below. If there is a tie, a second vote will take place where each person votes on their favorite of the two proposals. **The proposal with the highest overall ratings will win.**

*Whoever presents the most persuasive argument will win the grant money for their chosen organization to put your plan into action!* Everyone will have to write a letter to their organization before knowing which is the winning project. I will provide a template for this.

**Your Oral Presentation is worth 20 points. Points and votes will be determined based on the ratings given to each of the following criteria:**

| Clarity and Organization of Presentation (3 points) | 3 points |
| Was presentation persuasive? (4 points) | 4 points |
| Is Intervention Empirically Based on Social Psychological Theories? (4 points) | 4 points |
| How much difference would proposal create? (8 points) | 8 points |
| Was appropriate length kept? ~ 5 minutes (1 point) | 1 points |
Peer Review of Group Member(s) is worth 10 points. Points will be determined in the following manner:

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<th>Did group members work in true collaboration?</th>
<th>5 points</th>
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<tbody>
<tr>
<td>Was work divided equally among group members?</td>
<td>5 points</td>
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</table>

**Reflection Paper**

You will be required to reflect on the final project in various formats and multiple times during the semester. You will answer a questionnaire at the beginning of the semester as well as at the end of the semester for a total of 5 points (2.5 points each). In addition, you will be required to turn in a typed-double spaced, 12 size Times New Roman font with 1 inch margin paper answering thoughtfully and carefully **all of the** questions below. This paper will be worth 15 points towards the final project.

The questions you need to answer are:

What was the social problem you investigated? What are some of the major social psychological causes for the problem you investigated? What academic concepts became apparent while working on the final project? Were there any differences between what was learned in class, in the research you conducted, in your experience at the community organization and how the social problem you investigated tends to be dealt with in society and in organizations that are meant to help with the social problem? What changes do you think are needed in order to deal with the social problem in a more effective way? What goal are you hoping your proposal will accomplish? Was this an easy or a difficult task to undertake? Why? Did this experience increase your sense of responsibility for acting on behalf of others? What steps have you taken – or do you plan to take – to implement action to your sense of responsibility for others?

**Volunteer Hours**

In order to engage more fully in the community and in the social problem you are interested in, you will complete a total of 20 hours in a local community organization. These hours may be completed slowly throughout the semester or in more condensed time frame in a special event the community organization is planning.

1. **You will find an organization to volunteer in. You may find an organization by**
   - Attending the Volunteer Fair on Sep. 3rd in the Shepard Union Ballroom
   - The Center for Community Engaged Learning has a list of partners that you may choose from [http://www.weber.edu/ccel/directory.html](http://www.weber.edu/ccel/directory.html)
   - You may also double dip in this class, if some other course requires you to do engagement, those hours can count for this course as well

2. **Complete the required training modules**
   - Go to [http://weber.edu/ccel/training.html](http://weber.edu/ccel/training.html)
   - Complete the two modules listed below, take the quizzes on ChiTester, and email me or mail me the certificates of completion
     - Professionalism
     - Cultural Sensitivity
     - Ethics
     - Depending on the organization in which you will be volunteering, you may also need to complete one or more of the following training modules: Intro to Tutoring & Mentoring, Mentoring, Tutoring, Pre-College Knowledge, &/or FERPA. Feel free to ask me if you are unsure which ones you need to complete.
       - The certificates must be turned in to me by Sep. 5th.

3. **Register and record these hours with the CCEL**
   - Go to [http://weber.edu/ccel/trackinghours.html](http://weber.edu/ccel/trackinghours.html)
   - Click on the button that says “Track Community Engagement hours”
   - It will take you to OrgSync, click on where it says sign in using your CAMPUS ID, you will need your Weber State user id and password to gain access. You can also access Org Sync through your weber portal.
d. Once you successfully register, track all hours you accumulate throughout the semester by using Weber Sync. Weber Sync will ask you to list the partner (community organization) in which you volunteered, the activity name, start and end date of activity, total hours volunteered, reference name (person in the organization that can vouch for your participation), their e-mail address, their title, their phone #, and where applicable, upload a file which the reference has signed vouching your participation.

e. Alternatively, in community organizations that have a swipe machine, you will only need to swipe your card in their location in and out in order for your hours to log.

f. For any additional problems or questions with Org Sync please contact, Carla Jones at carlajones@weber.edu.

**Extra Credit:**
I do not have planned any sort of extra credit options. So, just do the work and do your best all the time. If there is a faculty or student who need participants for a project that approaches me, I will provide extra points to an exam based on your willingness to help them out but I have no idea at the moment whether this will occur or not.

**What is the workload expectation for this course?**
In this course, in addition to the 42 hours spent in class or taking exams, you should spend up to 84 hours doing "homework," to include reading the text and documents, writing your assignments, and studying for exams. That equals 126 hours, which is the university standard in-and-out-of-class workload expectation for a three-hour course under the semester system. This is roughly equivalent to 2 hours outside of class per hour spent in class, which is about 6 hours per week.

**Student Disability** Weber State University is committed to equal opportunity in education for all students, including those with documented physical disabilities or documented learning disabilities. Weber State University policy states that it is the responsibility of students to contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary. The instructor will meet with the student and staff members of the SSD to formulate a written plan for appropriate accommodations, if required.

**Calculation of Grades**

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<thead>
<tr>
<th></th>
<th>Final Grade</th>
<th>Final Grade</th>
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</thead>
<tbody>
<tr>
<td>Exams</td>
<td>100 pts. ea.</td>
<td>55% of your grade</td>
</tr>
<tr>
<td>Homework</td>
<td>100 pts. ea.</td>
<td>10% of your grade</td>
</tr>
<tr>
<td>Assorted Work &amp; Assignments</td>
<td>pts will vary</td>
<td>10% of your grade</td>
</tr>
<tr>
<td>New York Times Article Discussions</td>
<td>40 pts. ea.</td>
<td>10% of your grade</td>
</tr>
<tr>
<td>Grant Proposal Presentation</td>
<td>150 pts</td>
<td>15% of your grade</td>
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</table>

**Final Grades:** Please note that due to the policy in which assignments are dropped in most of the categories, extra points are usually awarded in exams, and the extra grade opportunities are available, final grades are not “rounded up or curved”. Meaning that if you have an 89.9 in the class, you will not be rounded up to an A-, rather you will receive a B+. In the ONLY circumstance in which a grade will be rounded is if ALL assignments and exams have been completed. This means ALL exams, including final exam and ALL assignments, even ones that could have been dropped. There should be NO missed assignment, exam, or
missed attendance in order for me to do this. Please DO NOT e-mail me approaching the end of the semester OR once the semester is over asking if there is anything you can do to improve your grade. The answer will always be NO. Plenty of opportunities are given during the semester to improve your grade. Realizing at the end that you should have done more is too late and not my responsibility.

Grade Appeals: You are welcome to review each exam for 2 weeks after its deadline. Each exam will be available on ChiTester for review from any computer. If, after completing an exam or homework, you think a question is open to more than one interpretation, please do not ask about this during class. Write down on a sheet of paper your challenge to me. The challenge must be submitted within two weeks after taking the exam and must explain how the question could be interpreted so that one of the other answers (the one you chose) would be as “correct” as my answer. I will return the challenges with comments either accepting or rejecting the challenge. I encourage you to utilize this option if you feel strongly about a test question. Your challenge must include the following (if any of these components are missing, your challenge will automatically receive no credit): 1) your name 2) your exam with answer sheet 3) the number of the question that you are challenging and what the question is generally asking 4) the CORRECT answer (according to me) 5) YOUR answer, and 6) why YOUR answer is as “correct” as the CORRECT answer. NOTE: Good challenges include citations from lecture notes, text (with page numbers), or assigned articles. Challenge points are almost never given for arguments based on your own life experience, on the simple assertion that your answer is correct, etc. THIS IS THE ONLY WAY that your concerns will be addressed. ONLY written questions and comments THAT YOU SUPPORT will be evaluated. At times, your professor may determine that a particular question is problematic due to the number of students missing an exam question; she will then give points back for that particular question. Thus, no challenge will be necessary for that particular question.

Name changes: If your name has recently changed or will be changing during the semester, please notify me immediately. This will help avoid confusion that arises by having different names in the class roll vs. CANVAS.

E-mail communication: When you send me an e-mail, it is crucial that you identify in your subject line what course you are enrolled in and a brief summary of the issue. Include your name and repeat what class you are taking from me (whether it is online or face to face) and what your question or concern is in the text of the e-mail. Don’t assume that I know who you are and/or I know/understand what you are e-mailing me about. Please provide a context for your question as well. Before e-mailing me, be sure that your question is not answered in the syllabus first. When e-mailing me about a homework or exam question be sure to include the entire question and all response options, this will help in me providing a quicker reply even if I don’t have access to the homework or exam at the time I receive your e-mail.

Class Attendance: Please note that although attendance will not officially be taken every class, an excessive number of absences will result in a lower grade. Remember that tests will cover both reading and lecture material and lectures might often cover material not found in the book. Material to be covered is likely to change. Therefore, it is to the student’s benefit to attend the class every time.

Excused Absences for University-Recognized Activities. “Students who will be absent while representing the University in officially recognized University activities (sports, band, professional conferences, etc.) must notify the instructor ten days prior to absence. Students will be permitted to make up both assignments and examinations in consultation with their instructors.

Emergency Closure: If for any reason the university is forced to close for an extended period of time [for example, some epidemic, terrorists attack, the apocalypse, etc.], assuming we still have electricity, we will conduct our class via Canvas. Look for announcements in your Weber e-mail and on CANVAS. Code Purple is a good way to be alerted to campus closures, and you are encouraged to sign up for it.

Dropping the Course: You may completely withdraw from the semester at any time. Please be aware of the dates in which “W”s are assigned and such.
Core Beliefs: According to PPM 6-22 IV, students are to “[d]etermine, before the last day to drop courses without penalty, when course requirements conflict with a student's core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a resolution from the instructor. This policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the instructor in writing and the student must deliver a copy of the request to the office of the department head. The student's request must articulate the burden the requirement would place on the student's beliefs.”

Class Contact: At times it is necessary to miss a part or all of class. When this happens, it is helpful to have the name and number of another student in the class you can call to answer any questions you may have about any information missed, etc. Please use the space below to write down the name, email, and phone number of at least one student in this class who you can contact:

______________________________________________________________________________________
______________________________________________________________________________________

CLASS DISRUPTIONS

Students in this course have the right to participate in lecture sessions that are relatively free of any unnecessary noises or other distractions that could impair their ability to take good lecture notes. For this reason, all students attending class will be expected to refrain from the following:

Chronic Tardiness. Students who anticipate being late for class on a regular basis should see me at the beginning of the semester to explain why they will be late. They also should plan to sit in an area of the classroom that will lead to the least amount of class disruption when they arrive. Students who are chronically late (4 or more times) but fail to discuss the problem with me can expect to receive a final grade in the class that is one letter grade lower than is indicated by their total point accumulation in the course.

Early Departures. Students who must leave a class early should discuss their plans with me before the beginning of the class period. Students who expect to make many such departures should talk to me about their plan at the beginning of the semester. Students who depart early from class on a regular basis without permission will be penalized in the same manner as indicated for chronic tardiness.

Inappropriate Behavior. Students engaging in horseplay or disruptive, lecture-irrelevant conversations during a class period will be given up to two warnings to stop their behavior. Following the second warning, disruptive students will be asked to leave the classroom after each additional incident. A petition will be submitted to the Dean of students’ office to drop the disruptive students from the class roster after the second class dismissal. Those dropped from the roster may receive a grade of “E”.

Electronic Gadgetry. Students are expected to deactivate all beepers, cellular phones, and watch alarms while class is in session. Any student who disrupts the class more than 2 times during the semester because of these devices will be asked to leave the classroom after each subsequent incident. No walkmans, ipods, or other portable headsets may be worn while class is in session. Tape recorders are permitted in lecture; however, care should be taken to not disrupt class while changing tapes. Ipad and laptops are allowed as long as they are being used to take notes or look up class material. If your use of these devices are for login in to facebook, chatting, or anything not related to class work, you will be asked to turn the device off. If you are expecting an important phone call (e.g., someone is in the hospital, you are expecting a baby, etc.), please notify me and if you are contacted during class, please step outside of the classroom to answer your phone.

VISITORS AND CHILDREN

No child or adult visitors are allowed in class without prior permission.

Academic Dishonesty

PLAGIARISM AND CHEATING

All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. “Plagiarism” means the intentional unacknowledged use or incorporation of any other person’s work in, or as a basis for, one’s own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one’s own, without attribution, any other individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.
For example, you are engaging in plagiarism if you
1) turn in the work of another person as your own;
2) “cut & paste” material into your paper/talk, fail to quote or paraphrase the material, and fail to cite the source;
3) paraphrase an author’s idea(s) and fail to cite the source;
4) only change around or delete a few words from the source, whether or not you cite the source;
5) use an author’s exact words and fail to put the material in quotes whether or not you cite the source;
6) use an author’s exact words in quotations but fail to cite the source of that information.

Frequently Asked Questions about Plagiarism, Quotations and Paraphrasing

How can I avoid plagiarism?
You must give credit to the original source whenever you use another person’s ideas, concepts, or theories, whenever you use another person’s facts, statistics, graphs, or drawings that are not common knowledge (e.g., The Declaration of Independence was signed on July, 4th 1776), whenever you use another person’s actual spoken or written words, and whenever you paraphrase another person’s spoken or written words.

When should I quote material?
You must use quotation marks and an APA-style citation when you use another writer’s exact words, even if a short phrase. It must be clear to your audience which words are your own and which words are another writer’s.

How do I quote material?
For direct quotations, you must enclose the quoted material in quotation marks AND include an APA-style citation, with the author, year, and page number in parentheses at the end of the quote. Consider this example:

Sociology and social psychology are distinct disciplines. Sociologists “study groups, from small to very large” (Myers, 2005, p. 6). Social psychologists, by contrast, “study average individuals – how one person at a time thinks about others, is influenced by them, relates to them” (Myers, 2005, p. 6).

What is paraphrasing, and how do I do it right?
Paraphrasing is rewriting another writer’s ideas in your own words. Acceptable paraphrasing accurately relays the information presented in the source, uses your own words (not the words of the source author), and lets your reader know the source of your information. When paraphrasing, you must rewrite the original language, change the original sentence structure, and include an APA-style citation. Unacceptable paraphrasing is plagiarism because it you are only changing around/deleting/adding a few words or phrases, changing the order of sentences from the source material, and/or failing to cite the source for any ideas or facts.

Ignorance is not an excuse; understanding and avoiding plagiarism is your responsibility. Please ask me if you have questions about how to properly cite sources. Although it may not seem to be “a big deal” and it often occurs because of carelessness rather than maliciousness, plagiarism is an act of stealing (another person’s ideas) and an act of lying (passing another person’s ideas off as your own). Plagiarism or cheating is an act of academic dishonesty and a violation of University Standards and the Student Code of Conduct. It will result in a grade of zero for the assignment. It may further result in failure of the course. Regardless of the outcome, the Dean of Students will be notified of the incident. Therefore, it could have serious implications for your academic career (e.g., academic probation, suspension, or expulsion). Refer to http://www.weber.edu/ppm/Policies/6-22_StudentCode.html for the WSU Student Code.

Help with Writing:

"In addition to seeking my assistance with your writing, the WSU Writing Center is a place for you to seek assistance in becoming a better, and more confident, writer. Tutors working in the Writing Center are students who have been trained to assist students with all aspects of their writing, including composition, grammar, structure, and ideas for English papers, scientific research papers, abstracts, and creative writing."
Tutors are not editors or proofreaders with the goal of fixing your writing problems for you. Instead, tutors seek to help you become a better writer. Therefore, you should be prepared with specific questions about the areas of your writing that you want to improve. There is no need to make an appointment for the Writing Center and there is no cost for the assistance provided. The Writing Center is located in Room 261 of the Student Services Building (phone # 626-6463). Writing Center hours are Monday-Friday, 9:00 am - 4:00 pm, Monday-Thursday, 6:00 - 9:00 pm, and Saturday 10:00 am - 1:00 pm. For more information, please refer to the following web site: http://departments.weber.edu/writingcenter/Default.htm

ACADEMIC PROBATION

Students who believe that a poor grade in this course may lead to their dismissal from Weber State University should come talk to me BEFORE the first exam about strategies to improve their class performance. Seeing me after the final exam will not be helpful since extra-credit projects and test retakes are not to be available in this course.

Students who do not perform well on the first exam should come and see me immediately to determine ways in which to help improve your scores for the rest of the course. Coming to see me because you are unhappy with your grade after the third or final exam will be of no avail. At that point in time, it is too late to do anything to improve your grade since no extra-credit or test retakes are available in this class.

This Syllabus:

This syllabus is our contract. It details your obligations to me, and mine to you. This syllabus is intended to give the student guidance in what will be covered during the course and will be followed as closely as possible. However, the instructor reserves the right to modify, supplement, and make changes as needs arise. Please bring this syllabus to class with you and record any changes in requirements or deadlines on it. Announcements made in class “count” just as much as policies outlined in the written syllabus.

Staying registered in this class indicates that you have understood this syllabus and agree to abide by the guidelines of this class and to be evaluated accordingly.

Permissions/Notifications: If at any time you need to notify me of an upcoming absence, tardiness, or any unique circumstance, you are to provide me with a written notice in both hard copy and electronic format (e-mail). This procedure will allow me to remember what agreements or arrangements have been made with you.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Type</th>
<th>Event Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 25 (M)</td>
<td>Syllabus</td>
<td></td>
</tr>
<tr>
<td>Aug. 27 (W)</td>
<td>What is Social Psychology?</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Aug. 29 (F)</td>
<td>Doing Social Psychology Research</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Sep. 1 (M)</td>
<td>Labor Day, NO CLASSES</td>
<td></td>
</tr>
<tr>
<td>Sep. 3 (W)</td>
<td>Volunteer Fair</td>
<td>Shepard Union Ballroom</td>
</tr>
<tr>
<td>Sep. 5 (F)</td>
<td>Doing Social Psychology Research</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Sep. 8 (M)</td>
<td>Doing Social Psychology Research</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Sep. 10 (W)</td>
<td>Exam 1 – No Class</td>
<td>Exam available 9/10- 9/13</td>
</tr>
<tr>
<td>Sep. 12 (F)</td>
<td>Grant Project Proposal Workshop</td>
<td></td>
</tr>
<tr>
<td>Sep. 15 (M)</td>
<td>Perceiving Persons</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Sep. 17 (W)</td>
<td>Perceiving Persons</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Sep. 19 (F)</td>
<td>Perceiving Persons</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Sep. 22 (M)</td>
<td>Attitudes</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Sep. 24 (W)</td>
<td>Attitudes</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Sep. 26 (F)</td>
<td>Attitudes</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Sep. 29 (M)</td>
<td>Presentation of Persuasive Message</td>
<td></td>
</tr>
<tr>
<td>Oct. 1 (W)</td>
<td>Grant Project Proposal Workshop</td>
<td>Outline and References should be Drafted</td>
</tr>
<tr>
<td>Oct. 3 (F)</td>
<td>Exam 2 – No Class</td>
<td>Exam available 10/1 – 10/4</td>
</tr>
<tr>
<td>Oct. 6 (M)</td>
<td>Stereotypes, Prejudice, &amp; Discrimination</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Oct. 8 (W)</td>
<td>Stereotypes, Prejudice, &amp; Discrimination</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Oct. 10 (F)</td>
<td>Stereotypes, Prejudice, &amp; Discrimination</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Oct. 13 (M)</td>
<td>Stereotypes, Prejudice, &amp; Discrimination</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Oct. 15 (W)</td>
<td>Aggression</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Oct. 17 (F)</td>
<td>Fall Break – No Classes</td>
<td></td>
</tr>
<tr>
<td>Oct. 20 (M)</td>
<td>Aggression</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Oct. 22 (W)</td>
<td>Aggression</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Oct. 24 (F)</td>
<td>Exam 3 – No Class</td>
<td>Exam available 10/22- 10/25</td>
</tr>
<tr>
<td>Oct. 27 (M)</td>
<td>Conformity</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Oct. 29 (W)</td>
<td>Conformity</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Oct. 31 (F)</td>
<td>Conformity</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Nov. 3 (M)</td>
<td>Group Processes</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Nov. 5 (W)</td>
<td>Group Processes</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Nov. 7 (F)</td>
<td>Group Processes</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Nov. 10 (M)</td>
<td>Exam 4 – No Class</td>
<td>Exam Available 11/7 -11/11</td>
</tr>
<tr>
<td>Nov. 12 (W)</td>
<td>Attraction and Close Relationships</td>
<td></td>
</tr>
<tr>
<td>Nov. 14 (F)</td>
<td>Attraction and Close Relationships</td>
<td>New York Times Article Discussion</td>
</tr>
</tbody>
</table>
### Submission of Final Grant Project

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 17 (M)</td>
<td>Attraction and Close Relationships</td>
<td>Chapter 9</td>
</tr>
<tr>
<td></td>
<td>Submission of Final Grant Project</td>
<td>Due in class and on CANVAS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>by 11:55 p.m.</td>
</tr>
<tr>
<td>Nov. 19 (W)</td>
<td>Helping Others</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>Nov. 21 (F)</td>
<td>Helping Others</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>Nov. 24 (M)</td>
<td>Helping Others</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>Nov. 26 (W)</td>
<td>Exam 5</td>
<td>Exam available 11/22 – 12/3</td>
</tr>
<tr>
<td>Nov. 28 (F)</td>
<td>Thanksgiving Day – No classes</td>
<td></td>
</tr>
<tr>
<td>Dec. 1 (M)</td>
<td>Presentations</td>
<td>Presentations Due</td>
</tr>
<tr>
<td>Dec. 3 (W)</td>
<td>Presentations</td>
<td>Presentations Due</td>
</tr>
<tr>
<td>Dec. 5 (F)</td>
<td>Presentations</td>
<td>Presentations Due</td>
</tr>
<tr>
<td>Dec. 8</td>
<td>Letter for Grant Awardee Due</td>
<td></td>
</tr>
<tr>
<td>Dec. 8 - 11</td>
<td>Final Exam</td>
<td>Final exam available</td>
</tr>
</tbody>
</table>

**NOTE:** The schedule could possibly change as necessary and it is your duty to attend class to learn about the changes. Test dates rarely change; however, material to be covered in test might and often change. If there is time at the end of the semester, we will return to some of the skipped chapters.

### How can I be successful in this course?

- **Set up a study schedule, study regularly and keep up.** Do not put off studying until the last moment. In order, to be prepared for homework, you must begin studying immediately using your study questions as guides. For the exams, it is very difficult to “cram” several chapters into your head in one night of frantic studying. Also be sure to allow for study breaks and only study for the amount of time in which you can be alert and awake. You should find a place to study in which there is minimum distractions. Reward yourself with small rewards every time you study to keep you motivated.

- **Ask questions and participate in class.** Do not be afraid to ask questions of the instructor. More than likely, other students in the class have the same questions and concerns. If you can, try to ask a specific/direct question rather than a very general one (e.g., “What is the difference between the central route vs. the peripheral route of persuasion” vs. “I don’t get Chapter 6.”). This course is designed for true participation. Please respect your colleagues and be open to perspectives different from your own. You should expect the same respect from all others in the class.

- **Keep up on the class & homework.** These are not just busy work; they will help you learn and master the material.

- **Read the book.** The textbook may explain something in a slightly different way than the instructor; something that was unclear in class may become clear as you read the text. Read intelligently- a good guideline is to begin examining the chapter by skimming the titles and headings so that you will have an idea about what the chapter will cover. Create questions from the headings that the subsequent material will answer. Then read each paragraph and summarize it in your own words by answering the question posed. If possible, add any personal examples (from your own or friends life, from TV shows or movies, or newspapers, novels, etc.) that illustrate the concepts being discussed or devise mnemonics to remember the information being covered. You should print out the slides posted on CANVAS before coming to class, examine them for similarities and differences in the information covered from the text. Pencil in any questions that arise as you look over them and bring them to class. Read the chapter once more. Next, go through
each question that you created and see if you can answer the question out loud in your own words. Do not move to the next section until you have mastered that material.

- **Integrate notes from book and lecture.** After every lecture, be sure you go over your notes, fill in any gaps in your notes. Be sure to look and highlight or note information that is not covered in your text and be sure you understand it, if not ask for clarification during the next class or e-mail me with your questions, or you can post your queries on the class discussion board for your classmates to help. Create your own outline integrating your text and lecture notes, so that the organization of the material fits your perception and understanding of the material. Work from this outline when you study for an exam. **Short on time?** Write questions and summaries in the margins of your text and lecture notes as you read them.

- **Study with someone else.** Studying with someone else or studying with a group is usually helpful; try to secure a study partner or a study group. Oftentimes one student’s knowledge can complement another student’s knowledge from the class. Many times a peer can explain things better than the text or the instructor. Ask each other questions and practice explaining concepts to each other. Be sure to ask for examples of concepts and application of the concepts.

- **Don’t skip class.** A missed class is often very detrimental to your grade. Remember that exam questions will also come from lecture material that is not covered in the text. So, if you miss class and don’t get another student’s notes, you are likely to miss questions over that material. Everyone has a million and one things to do…..we all have busy lives. You will need to prioritize time for this class in order to do well.

- **Learn from your mistakes.** Take a look at the missed questions on your homework, and study aids and find out why you missed the questions you did. Did you not come to class? Did you not read the book? If you find out what went wrong, you can often correct it.

**Start your studying and organization of information on the FIRST day!!!**

**Grade Record**
Please keep a record of the grades you receive on all of your work. This will help insure that you are always aware of your academic progress in this class.

Exam #1 ______
Exam #2 ______
Exam #3 ______
Exam #4 ______
Exam #5 ______  Final Exam ______ (optional – if all 5 exams have been taken)

Homework #1 ______
Homework #2 ______
Homework #3 ______
Homework #4 ______
Homework #5 ______
- Drop lowest grade.
New York Times Article Discussion # 1

New York Times Article Discussion # 2

New York Times Article Discussion # 3
  - Drop lowest grade.

Class Assignment # 1          Class Assignment # 6
Class Assignment # 2          Class Assignment # 7
Class Assignment # 3          Class Assignment # 8
Class Assignment # 4          Class Assignment # 9
Class Assignment # 5          Class Assignment # 10
  - Drop lowest 3 grades

CCEL Training Certificates
Volunteer Fair Attendance
Social Problem
Outline & References
Reference Summaries
Final Paper
Oral Presentation
Peer Review
Reflection
Pre & Post Survey

*: This assignment was adapted from one of Dr. Leah Murray’s assignments. *: This assignment was adapted from one of Dr. Jennifer Hunt’s assignments.
Below please find the grading rubric used for grading the New York Times submissions and entries.

<table>
<thead>
<tr>
<th></th>
<th>10 (Excellent)</th>
<th>9 (Good)</th>
<th>8 (Fair)</th>
<th>7 (Poor)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contribution to the Classroom</strong></td>
<td>Posting is insightful, thorough, and interesting.</td>
<td>Posting is thorough and interesting.</td>
<td>Posting is interesting but lacks insight and depth.</td>
<td>Posting is uninteresting and/or too brief for the assignment.</td>
</tr>
<tr>
<td><strong>Inspires Reply Postings from Other Students</strong></td>
<td>A serious effort is made to frame the discussion posting in such a way as to encourage others to reply.</td>
<td>A serious effort is made to frame the discussion posting in such a way as to encourage others to reply.</td>
<td>Some effort is made to frame the discussion posting in such a way as to encourage others to reply.</td>
<td>No effort is made to frame the discussion posting in such a way as to encourage others to reply.</td>
</tr>
<tr>
<td><strong>Demonstrated Understanding of the Reading Assignment</strong></td>
<td>Posting demonstrates a thorough understanding of the reading assignment and is substantiated by making a connection to the textbook, companion website, or lecture materials.</td>
<td>Posting demonstrates an understanding of the reading assignment and is substantiated by making a connection to the textbook, companion website, and/or lecture materials.</td>
<td>Posting demonstrates an understanding of the reading assignment but is not substantiated by making a connection to the textbook, companion website and/or lecture materials.</td>
<td>Posting demonstrates very little understanding of the reading assignment.</td>
</tr>
<tr>
<td><strong>Grammar, Mechanics, Spelling, and Sentence Structure</strong></td>
<td>Posting is highly polished; no grammar or spelling errors.</td>
<td>Posting is polished; maximum of one grammar or spelling error.</td>
<td>Posting is adequate; maximum of two grammar or spelling errors.</td>
<td>Inadequate posting; more than two spelling or grammar errors.</td>
</tr>
</tbody>
</table>