



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number PSY 204	Course Title SOCIAL PSYCHOLOGY	Credits 3
Hours: Lecture/Lab/Other 3/0/0	Co- or Pre-requisite PSY 101 Pre-requisite with a minimum C grade	Implementation Semester & Year FALL 2022

Catalog description:

Studies the behavior and development of the individual in society, the function of social attitudes, and the emergence of social awareness. Topics include socialization and identity, person perception, attraction, attribution, theory, conformity and obedience, and attitudes and prejudices.

General Education Category:
Goal 5: Social Science

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Required texts & Other materials: Gilovich, Keltner, Chen, & Nisbett (2016). *Social Psychology* (4th ed).
New York, NY: Norton

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

- 1) Explain social psychology as a field of study concerned with interpersonal behavior and describe how the individual influences the group as well as how the group influences the individual. [Supports ILGs#1,5, 8 ,9,11]
- 2) Understand the scientific method as it relates to social psychological inquiry. [Supports ILGs#1, 5 ,8,9,11]
- 3) Examine the influence of situational factors on individual perception and behavior. To explain the role of construals, i.e., people’s interpretations, in how they experience their lives. [Supports ILGs#1, 5 ,8, 11]

- 4) To investigate the nature of the individual as he/she conforms or fails to conform to the demands of the group. [Supports ILGs#1, 5, 8, 9, 10, 11]
- 5) To explore several theoretical viewpoints concerning the origins of aggression and violence. [Supports ILGs#1,5,8,9,11]
- 6) To explore the factors influencing the development of prejudice, racism, and sexism. [Supports ILGs#1, 5, 8, 9, 11]
- 7) To illustrate and emphasize the factors which encourage close social relationships and pro-social behavior. [Supports ILGs#1, 5, 8, 9, 11]
- 8) Develop writing skills in conjunction with the use of APA format [Supports ILGs#1, 10]

Course-specific Institutional Learning Goals (ILG):

- Institutional Learning Goal 1. Written and Oral Communication in English.** Students will communicate effectively in both speech and writing.
- Institutional Learning Goal 5. Social Science.** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
- Institutional Learning Goal 8. Diversity and Global Perspective:** Students will understand the importance of a global perspective and culturally diverse peoples
- Institutional Learning Goal 9. Ethical Reasoning and Action.** Students will understand ethical frameworks, issues, and situations.
- Institutional Learning Goal 10. Information Literacy:** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
- Institutional Learning Goal 11. Critical Thinking:** Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Units of study in detail – Unit Student Learning Outcomes:

Unit I: Social Psychology: Introduction and Methods [Supports Course SLOs # 1,2,3,4,5,6,8]

Learning Objectives

The student will be able to...

- Outline the history of social psychology
- Discuss how social psychology is a part of everyday life
- Evaluate the field of social psychology from a scientific perspective
- Recognize the importance of both correlational and experimental research
- Outline ways to maintain ethical standards in social science research

Unit II: Social Cognition, Perception, and Attitudes [Supports Course SLOs # 1,2,3,4,5,6,8]

Learning Objectives

The student will be able to...

- Explain the creation/maintenance of schemas and stereotypes
- Discuss how memory works
- Explain how perception takes place and influences us
- Analyze the formation of the self-concept and the role of gender in self-perceptions and behavior
- Evaluate the role of situational factors in human behaviors
- Explain the measurement, formation, and function of attitudes
- Discuss the processes of persuasion

Unit III: Conformity and Discrimination [Supports Course SLOs # 1,2,3,4,5,6,8]

Learning Objectives

The student will be able to...

- Examine the variables that influence whether individuals conform
- Demonstrate different methods for attempting to gain compliance
- Evaluate the formation and function of stereotypes in creating and maintaining prejudice
- Explain the emotional sources of prejudice and discrimination
- Discuss methods of reducing prejudice and discrimination

Unit IV: Aggressive/Helpful Social Behavior [Supports Course SLOs # 1,2,3,4,5,6,7,8]

Learning Objectives

The student will be able to...

- Discuss how groups interact with individual behavior
- Examine what factors influence aggression

- Examine the importance of the social context in understanding aggression
- Identify factors the influence helping behavior
- Evaluate the role of social support in prosocial behaviors

Unit V: Social Relationships [Supports Course SLOs # 1,2,3,4,5,6,7,8]

Learning Objectives

The student will be able to...

- Evaluate the formation and maintenance of close relationships
- Examine which variables lead to attraction and liking
- Discuss attachment across the lifespan
- Examine which variables determine the success of social relationships

Evaluation of student learning:

Students will be required to take a series of chapter quizzes and tests (at least three), each of which may consist of multiple choice, true-false, matching, completion, essay type questions, or any combination of the above. Objective assessments will account for no more than 70% of the overall course grade.

Students will also be required to complete a series of writing assignments to assess social psychology knowledge and critical thinking skills. These writing assignments will be used to analyze social behaviors and social psychology concepts/theories. These writing assignments may consist of reflection or reaction papers, research papers, projects, or recordings of observations. At least one assignment should incorporate information and computer literacy. Students will be expected use APA format in their writings. Writing assignments will account for no less than 30% of the overall course grade.