
Course Information

Course Section: PSYC3305_002_202510

Instructional Method: Face to Face

Part of Term: Full Term

Credit Hour: 3

Meeting Location(s): Science & Technology (STEM) 173

Class Meeting Times: Class: M/W/F 1:00pm - 1:50pm

Schedule: [Click Here](#) for semester agenda (*available no later than Friday of first week*)



Instructor Information

Name: Jacquelyn Raimondi

Pronouns: she/her

Email: jraimondi@tamusa.edu

- Always put your class section in the subject line, then additional information

ex. 3305 002 - advisory appt. pls!

Phone: 210.816.1401

- This is a Google Voice number. txt ok!

Office: 237D STEM

Office Hours: 237D STEM

Mon./Wed. 11:45am - 12:45pm

Available by appointment

Tue./Thurs. 9:30am - 10:30am

- in person or virtual!

Faculty Profile (CV): (summary)

M.A. Psychology with certificate in Organizational Behavior, Harvard University

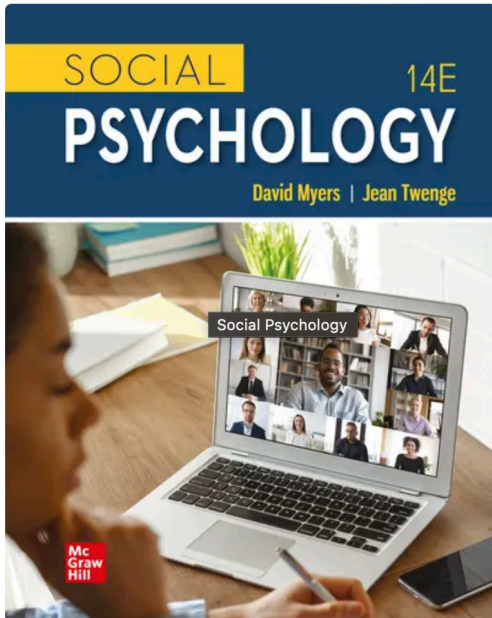
[Click Here](#) for more information or contact me with questions.

Department Information

Chair: Amy K. Bohmann, Ph.D. Associate Professor of Psychology Chair, Health and

Behavioral Sciences abohmann@tamusa.edu 210-784-2206

Materials



Social Psychology 14e.

ISBN10: 1260888533

Authors: David Myers and Jean Twenge

Publisher: McGraw

Publication Date: 2022

<https://www.bkstr.com/texasamsanantoniostore/product/mcgraw-hill-ebook-access-card-180-days-for-social-psychology-234139-1>

It is not necessary to purchase the 14th edition. Even the 12th edition will suffice for this class. We will use free supplemental sources through the semester.

If you would like to view and/or copy sections, please visit the library and request the reserved copy behind the front desk. (This is the 12th edition.)

Alternatively, you may purchase one yourself on [Amazon.com](https://www.amazon.com). Amazon offers a Kindle option, renting for \$35.61 and purchase for \$72.64.

Helpful study tools come with this publication! [Click Here to see the app.](#)

Description

Theory and phenomena of social psychology. Includes the nature of social variables and the methods used to study them, and covers topics such as the self, conformity, persuasion, prejudice, relationships, altruism, attitudes, attribution, conflict, and peacemaking. Credit may not be obtained in both PSYC 3305 and SOCI 3301 or SOCI 3311. Prerequisite(s): PSYC 2301. TSI Restriction(s): Reading, Math, and Writing.

Learning Outcomes

Students who successfully complete the course will demonstrate:

1. An understanding of the nature of the relationship between situational and individual factors on human behavior;
2. An understanding of the major ways in which social psychology and sociology differ from one another;
3. An understanding of the research methods commonly used by social psychologists;
4. An understanding of the concept of “self” and related concepts (i.e., self-esteem, self-concept);
5. Identify examples of social psychological phenomena.

Evaluation

Evaluation is the way we measure the a student's mastery of the course's learning outcomes.

Assessment

A student's final grade will be based solely on their own performance. Students do not compete against each other for grades. The grade scale is in percentiles and is as follows:

A= 90 – 100 B= 80 - 89 C= 70 - 79 D=60 - 69 F=59 and below

Actual grades will be given on a point bases. Grades will be rounded up.

Note

All writing assignments will be graded based on the rubric. However, "additional feedback" may be given that may provide more information than reflected in the grade. This "additional feedback" is above and beyond the scope of the rubric.

Assignments

All assignments are listed in the **Assignments** tab, and populated by due date on the calendar. They *should* also populate in your "To Do" list located on your dashboard. The type of assignments are indicated by an icon on the assignment. They can be types such as, but not limited to, discussions, writing assignments which require a file to be turned in, a quiz or survey, or a required text entry. A schedule will be available digitally and physically by the end of the first week of class. This schedule is to be considered a part of the official syllabus.

Note About Blackboard

If you have trouble with Blackboard automatically populating your dashboard or syncing to your calendar, please contact me immediately to correct this. Alternatively, you may choose to manually organize your reminders - because: technology!

Modules

Modules may be used as needed in Blackboard. Each class is different, and this feature may be utilized if the class would benefit. If new sections of Blackboard are utilized for course fundamentals (assignments, assessment, exams, etc.), this syllabus will be updated and the update will be declared.

Weighted Grading

Grading will be weighted, divided into four categories:

Development Assignments	10%	Usually in-class assignments. Not announced ahead of time. Attendance is key!
Discussions	20%	These are outlined in our schedule.
Milestone Assignments and Midterm	30%	The Milestone Assignments are larger assignments, outlined in our schedule.
Capstone Assignment and Final Exam	40%	The Capstone Assignment is the big finale and outlined in our schedule.

Expanded Descriptions of Assignments

Discussions are located on Blackboard. Discussions require posting in response to a prompt and may require replying to others. *A note about discussions: online discussions take the place of any traditional homework and should be considered as important as such.*

Milestone assignments are think pieces, quizzes (including any pop quiz given as a result of students not reading the material), and the midterm exam.

The Capstone Assignments the largest assignment and will be outlined in our schedule. Students will be given Development Assignments, Discussions, and Milestone Assignments that will be building blocks for this Capstone Assignment. The Final Exam is a test, given on the dates determined by the institution.

I reserve the right to adjust assignments throughout the semester as required. Extra credit opportunities will be presented before the midterm. The extra point earned by these assignments will be outlined in the description of the assignment and added at the end of the semester.

Communication

Please use the Blackboard inbox to message your me, any instructor, or a section leader (not all classes have section leaders). You can expect to receive a response to an inquiry within 72 hours, this excludes weekends and holidays. My responses will be prioritized by both order of receiving and urgency of message. Please remember to consult this syllabus and announcements in Blackboard, as you may find answers there. HINT: Download the syllabus and use the [find function](#) to search it! Contact by phone should be reserved for urgently time sensitive concerns and emergencies. Please note that I rarely answer the phone, so please leave a voicemail. Text is best. It is important that we stay in touch throughout the semester! My commitment to you is that I will make sure to keep up with messages, respond to questions as best I am able, and be available for meeting. I can't help you if I don't know there is a problem. Meetings can be done in groups or individually.

Messaging Peers

It is also very important to connect with your peers in class. I highly recommend the class find ways to connect with each other. I encourage students to stay in touch throughout the class. My recommendation for doing this is via WhatsApp. While other apps are capable, this allows group members to create a contact list which serves as a network beyond this once class. For example: I have the contact of at least 70% of all my classmates from my graduate class at Harvard. You may find that your contact list from your time at TAMUSA to contain the very connection(s) which launches your career.

Course Policies

Course polices help the class have a plan of action. **These guidelines are here to protect students and instructors alike by making an agreement about how class is conducted, what the students can expect, and what is expected of the student.**

Reading

You are expected to come to class prepared, having read the assigned material before class begins. This is to increase your exposure to the material and make class more interesting by increasing class discussions. Reading the course material is vital to your success as a student in this course. There is a lot of information to cover and we may not explore everything that is in the textbook during our classes. Students who find that a concept covered in the textbook but not covered in class is unclear, are invited to request additional resources or schedule time with me to discuss the topic. If it becomes apparent that the majority of the class is not reading the material, I reserve the right to administer pop quizzes, at 10% of the final grade.

Academic Integrity

Academic dishonesty will not be tolerated. This is a serious issue; students should be aware of the consequences. Any confirmed instance of academic dishonesty will, minimally,

result in a 0 on the assignment. It can result in your being removed from the course. In the event of a violation of the [Student Code of Conduct](#) college personnel with administrative authority may initiate disciplinary proceedings. A violation of academic integrity includes, but is not limited to, cheating on a test, plagiarism, and collusion. See Student Code of Conduct for more details. I choose to believe in the integrity of the student; therefore, if I suspect that there is a violation of academic integrity, I commit to my students that I will share my concerns with respect and the intent to help. Often, the incident is only a mistake that can be corrected by better clarification.

Cheating

Examples of cheating include using unapproved resources during exams/assignments, looking at at your neighbor's answers during an in-person exams, purchasing or selling completed assignments. One gray area of cheating is repurposing your own previously written materials into new assignments. In this class, reusing your previously written material is acceptable only when the student has 1) declared the intent to use the material via email or Blackboard message, to which the instructor has responded or 2) the repurposed material makes up less than one paragraph of a short paper (think piece, etc.) or three paragraphs of a full length paper (term paper, research paper, etc.). *Note: You will be penalized 5% of your grade if your paper is marked as plagiarized due to content that is your own writing that was not submitted before the turning in the assignment.*

Plagiarism

Plagiarism is copying someone else's work and presenting it as your own. This includes copying other students' work or writing from published sources, both printed or online. For students who have previously written papers or materials, use of your own material needs to be declared and approved BEFORE submitting the assignment or the automated system may catch it; you will be penalized 5% of your grade if your paper is marked as plagiarized due to content that is your own writing that was not submitted before the turning in the assignment.

AI Tools

The use of generative AI is prohibited, except in the following ways:

1. Students may use AI, such as ChatGPT, as a resource at the level of Wikipedia to help generate ideas for research, topics, and creative templates.
2. Language based generative AI, like ChatGPT, can be used to assist ESL students in ensuring proper usage of English in their original self-written materials.
3. Generative AI, such as ChatGPT, can be employed to clarify or condense **portions** of their self-written material. This does not allow for editing entire assignments. Students may use the tool to edit for grammar and spelling, in likes of Grammarly.

Students who choose to utilize language based AI tools for this purpose **MUST**:

- a. include their original writing as an appendix to any assignment submission,
- b. declare the use of the AI tool by identifying the program used in the comment section of the assignment submission page, and
- c. cite the tool in References.

Students are cautioned that all written assignments are checked for integrity using Turnitin, an AI program that detects plagiarism and language based generative AI content. If generative AI usage is detected and not declared upon assignment submission, the student may be held accountable for violating the Academic Integrity Policy. *The first step following any flagged material is a conversation with the student to discuss the situation.*

4. Graphic generative AI tools, like Midjourney or Firefly, may be used to create visually creative aids in projects. Projects using these tools **MUST**:
 - a. declare the use of the AI tool by identifying the program used in the comment section of the assignment submission page and
 - b. cite the tool use in References.
5. Students may use AI tools such as Canva, Gamma, or Express to create presentation materials. Students who choose to utilize AI presentation tools must cite the tool in References.

If language based generative AI is used to create written content from only a prompt, the student must declare the use of the AI tool in the comment section of the assignment submission page and include all prompts used. Students are warned that all material is checked for accuracy - students are encouraged to confirm all information generated from a prompt, even when only created presentation material, is accurate.

6. In the interest of upholding intellectual property rights, the instructor retains the prerogative to limit the use of specific AI tools at any point during the term.

Students are prohibited from using generative AI to create entire assignments.

7. Generative AI is not permitted during open-book examinations.

8. The professor retains the right to withdraw the use of any AI tools for any assignment at any time.

Guidance for how to cite AI-generators, like ChatGPT, can be found here <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Attendance and Tardiness

Your class attendance is critical to your learning experience; excessive absences reflect upon your commitment and professionalism. You are expected to be on time and stay for the entire class period. However, if you feel ill, please stay home. If you miss a class, you are still responsible for the material from that class. You should consult classmates for notes and keep up with reading, assignments, and announcements on Blackboard. As there are no official excused absences, please do not worry about emailing the professor an explanation for your absence.

The exception to this is if you are going to miss an extended period of class: in that case please reach out to the instructor to make arrangements. I do not drop students for nonattendance other than the first week as dictated by district policy. Failure to officially withdraw may result in a failing grade for the course. It is the student's responsibility to withdraw officially from a class by submitting a completed withdrawal form to the appropriate office.

Within-Class Sections

Depending on the makeup of the class, I may assign sections in order to facilitate communication between instructor and students. These are groups of students who are assigned together for study and support. Each section will have a schedule of online meetings which are optional, during which course material and details can be reviewed. If sections are assigned, these meetings are fully optional; attendance will have no impact on grades. If no one arrives in the Zoom meeting within the first 10 minutes, I, or any assigned section lead, has the right to terminate the meeting for that day. There is no negative consequences for no one showing up! The meeting is only an opportunity for students to communicate as needed: If there's no need, no harm, no foul. If the class size is small, a section meeting may be offered to the whole class. Schedules for this will be posted in Blackboard as needed, and announced in class.

Grading Privacy

Grades are posted in Blackboard. I cannot discuss actual grades over messaging. This is in compliance with federal privacy regulations (FERPA). If you need to discuss a grade with me, please make an appointment to see me during my office hours.

Student Accommodations

Students who are given accommodations from the DSS office must make an appointment to meet with the professor to review their letter of accommodation within one week of it being received or prior to any assessment (i.e. exam, quiz, etc.). This is to ensure that the accommodations are understood by all parties involved, failure to do so may result in a delay in accommodation implementation.

Late Assignments

Late assignments are not accepted without prior permission for extension. Some larger assignments, such as a midterm/final and project may provide for a late penalty. Assignments

submitted via email or Blackboard messenger are not accepted unless directed otherwise in the assignment directions. The instructor reserves the right to respond to individual situations.

Communication is the only way to receive such responses.

Technical Difficulties

Any trouble with submitting an assignment should be reported to me immediately! If you experience a technical problem, please take a screenshot. I commit to my students that I will respond to any impact to an on-time submission due to technical problems in good faith, seeking a solution which focuses on student success. However, I reserve the right to refuse late submissions for reasons of technical trouble if the circumstance could have been communicated earlier. Technical troubles which arise after the due date for major assignments (papers) will not be considered for an extension beyond one day.

Extra Credit

In the interest of equity, I do not provide extra credit to individual students, however general extra credit opportunities may be given to all students.

Classroom Etiquette

When the class is gathered in the classroom, I expect us to engage in our studies with professionalism, kindness, and a collectivist attitude. These characteristics are supported by these course values from which I approach teaching: 1) we have Respect For All, 2) we create Brave Spaces, and 3) we Succeed Together. Please take time to read the descriptions!

1. Respect For All

Students are expected to engage with others respectfully, meaning that communication and behavior is mannered with mindfulness for the person, the environment, and the goals of the class. We keep a "family friendly" atmosphere, so students should please align their language and general decorum. Respect is the cornerstone of professionalism, and create the foundation for a brave space.

2. Brave Spaces

A brave space occurs when respect is leveled up to allow kindness. In a brave space, students should be able to share their thoughts, concerns, and questions with confidence that the instructor and peers will be empathetic and sympathetic, even when disagreeing or feeling frustrated. Discussions in a brave space allow for disagreement, even conflict, and is regarded as a positive interaction, remembering that disagreement and conflict can improve learning, creativity, and problem solving. People in a brave space are encouraged and invited to be their whole, true, self.

3. Succeed Together

By having respect, and creating a brave space, we can keep a "collectivist attitude," which is an attempt to apply the protective factors of a collectivist culture alongside theories of social learning and active learning. In our classroom, we will remember that a cohesive group can create better solutions than an individual. There is no competition within this class, therefore each student group has the opportunity to work together to address the challenges of learning, personal development, and career success.

Selected References

Özcan, B., Bulus, M. Protective factors associated with academic resilience of adolescents in individualist and collectivist cultures: Evidence from PISA 2018 large scale assessment. *Curr Psychol* 41, 1740–1756 (2022).

<https://doi.org/10.1007/s12144-022-02944-z>

Hwang, G. & Chen, P. (2023) Effects of a collective problem-solving promotion-based flipped classroom on students' learning performances and interactive patterns, *Interactive Learning Environments*, 31:5, 2513-2528,
DOI: 10.1080/10494820.2019.1568263

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

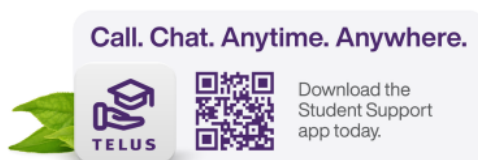
Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit tamusa.edu/studentcounseling

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>.

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Any student receiving federal financial aid who does not attend by the census date will have their financial aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester, a Care report will be submitted, and you will possibly be dropped from the class. Your financial aid may have to be recalculated and a portion of your federal aid may have to be returned to the DoE.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics/>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots’ Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused

absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

AI Policy for Fall 2024

The use of generative AI is prohibited, except in the following ways:

1. Students may use AI, such as ChatGPT, as a resource at the level of Wikipedia to help generate ideas for research, topics, and creative templates.
2. Language based generative AI, like ChatGPT, can be used to assist ESL students in ensuring proper usage of English in their original self-written materials.
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- a. declare the use of the AI tool by identifying the program used in the comment section of the assignment submission page and
- b. cite the tool use in References.

5. Students may use AI tools such as Canva, Gamma, or Express to create presentation materials.

Students who choose to utilize AI presentation tools must cite the tool in References. If language based generative AI is used to create written content from only a prompt, the student must declare the use of the AI tool in the comment section of the assignment submission page and include all prompts used.

Students are warned that all material is checked for accuracy - students are encouraged to confirm all information generated from a prompt, even when only created presentation material, is accurate.

6. In the interest of upholding intellectual property rights, the instructor retains the prerogative to limit the use of specific AI tools at any point during the term.

Students are prohibited from using generative AI to create entire assignments.

7. Generative AI is not permitted during open-book examinations.

8. The professor retains the right to withdraw the use of any AI tools for any assignment at any time.

NOTE: Guidance for how to cite AI-generators, like ChatGPT, can be found here <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Important Dates:

August 26	First day of class
September 2	Labor Day Holiday
November 11	Last day to drop with an automatic “W”
November 19	Last day to drop a course or withdraw from the University
November 27	Study Day – No classes
November 28-30	Thanksgiving Holiday – No classes
December 5	Last day of classes
December 6	Study Day – No classes
December 7-13	Final exams

The complete academic calendar is available online: <https://www.tamusa.edu/academics/academic-calendar/index.html>.

General Psychology Course Plan

This is a skeleton plan for our assignments and responsibilities through the course.

Important Things To Know

- Details are subject to change as needed.
- All assignments are to be submitted through Blackboard.
- Reading the assigned material is required before the class day. If it is clear from discussions and submitted assignments that the material is not being read, I will add chapter quizzes. Readings are assigned for M/W.
- All assignments will be due Fridays by end of day - 11:59pm. Occasionally, due to circumstances through the week, an assignment may be extended to Saturday, end of day.
- Exams and pop quizzes may have different due dates! Peer review days will require materials to be completed and brought to class. Please note those on the schedule!
- In-Class assignments are due Friday, to give more time to engage with the material from the whole week. Otherwise, you may upload answers from each class at the end of class (the assignment is set for multiple submissions). If you have hand written answers, you may submit a photo or scan of the paper.

Final Project

Your final project will be due before your final exam. This will require in class presentation. More details are available on the Social Psych Capstone Plan file located in course files and attached to the assignment.

Important Dates

Your major project will include a paper, a presentation, and the option to choose a proposal for an intervention or advocacy project. Be aware of these dates: [annotated references](#), [peer review day](#), [paper and presentation draft due](#), [in-class presentations](#), [final due date](#), and [Final Exam](#).

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[Week 1](#) Aug. 26

[Week 2](#) Sept. 2 (Labor Day Holiday Mon.)

[Week 3](#) Sept. 9 (Drop for non-payment)

[Week 4](#) Sept. 16

[Week 5](#) Sept. 23

[Week 6](#) Sept. 30

[Week 7](#) Oct. 7 (Midterm Grades)

[Week 8](#) Oct. 14

[Week 9](#) Oct. 21

[Week 10](#) Oct. 28

[Week 11](#) Nov. 4

[Week 12](#) Nov. 11 (Last Day Drop with "W")

[Week 13](#) Nov. 18 (Last Day full withdrawal)

[Week 14](#) Nov. 25 (Thanksgiving 11//27-30

[Week 15](#) Dec. 2 (Last Week of Classes)

[Week 16](#) Dec. 9 (Finals Week)

Plan by Week

Week 1

Assigned Reading Monday: none

Assigned Reading Wednesday: none

Assignments Due:

1. Introductions
2. Trivia team names submission or alternate

Week 2

Assigned Reading Monday: **NO CLASS**

Assigned Reading Wednesday: Chapter 2

Assignments Due:

1. In-Class Assignment - Slides Questions Chapter 2

Week 3

Assigned Reading Monday: Chapter 3

Assigned Reading Wednesday: Chapter 4

Assignments Due:

1. In-Class Assignment - Slides Questions Chapter 3
2. In-Class Assignment - Slides Questions Chapter 4
3. Discussion # 1

Week 4

Assigned Reading Monday: Chapter 5

Assigned Reading Wednesday: Chapter 6

Assignments Due:

1. Milestone Assignment - Taking Sides

Week 5

Assigned Reading Monday: Chapter 7

Assigned Reading Wednesday: none

Assignments Due:

1. Discussion #2

Week 6

Assigned Reading Monday: Chapter 9 &10

Assigned Reading Wednesday: Chapter 11

Assignments Due:

1. In-Class Assignment - Slides Questions Ch. 9-11
2. **Draft of 3rd Discussion - have ready in class**
Monday

Week 7

Assigned Reading Monday: none - workday for 3rd discussion with peer review

Assigned Reading Wednesday: Chapter 12

Assignments Due:

1. Discussion # 3

- Begin working on reading research for your final project!

Week 8

Assigned Reading Monday: Chapter 13

Assigned Reading Wednesday: Chapter 14 & 15

Assignments Due: none

- **Continue working on reading research for your final project!**

Week 9

Assigned Reading Monday: Chapter 16

Assigned Reading Wednesday: In Class Workday

Assignments Due:

1. Discussion # 4 - sharing **annotated references**

- **Begin working on Presentation Draft**

Week 10

Assigned Reading Monday: Taking Sides - see assigned course materials

Assigned Reading Wednesday: workdays for final project outline + using presentation draft

Assignments Due: none

- **Be working on Final Project Paper Draft**

- **Be working on Presentation Draft**

Week 11

Assigned Reading Monday: Chapter 8

Assigned Reading Wednesday: Taking Sides - see assigned course materials

Assignments Due: **have these ready for Fri.!**

1. **Final Project Paper Draft!**

2. **Presentation Draft!**

Week 12

Assigned Reading Monday: Implicit Bias - may have assigned reading

Assigned Reading Wednesday: Pessimism &

Optimism - may have assigned reading

NOTE: Final Project Workday Fri. - Peer Review

Assignments Due: none

Week 13

Assigned Reading Monday: Social Learning Theory - may have assigned reading

Assigned Reading Wednesday: Communication - professional + intimacy/personal

Assignments Due:

1. **Final Project Due**

Week 14

Assigned Reading Monday: none -

Assigned Reading Wednesday: none

Presentations All Week

Assignments Due: none

Week 15

Assigned Reading Monday: REVIEW FOR FINAL

Assigned Reading Wednesday: REVEIW FOR FINAL

Assignments Due: none

Week 16 - FINALS WEEK!

Exam Time: 10am Dec. 13th!