

**Department of Human Services**  
**EPS 651.020 - Soc Basis of Behavior and Personalities**  
**Fall 2019**

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**Office Hours:** Tuesday 11:00-12:30, Wednesday 12:30-2:00, Thursday 8:00-9:30

**Department:** Department of Human Services

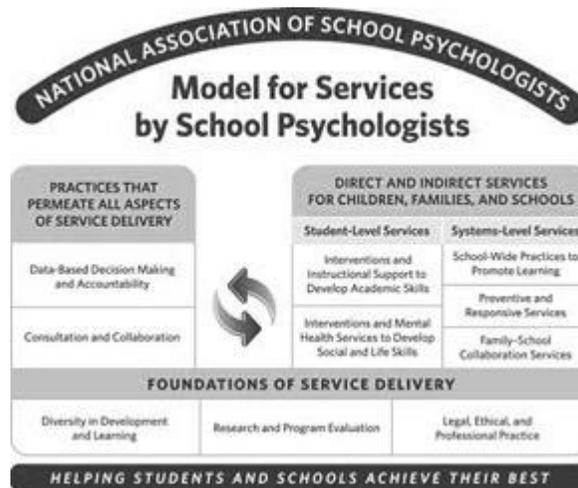
**Class meeting time and place:** Tues 4:30-7:00/Location TBA

**Credits:** 3

### Course Description

This course examines the effects of the social environment and cultural influences on individual behavior and the development of personality.

### Program Learning Outcomes



1. Data-Based Decision Making and Accountability. School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
2. Consultation and Collaboration. School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.
3. Interventions and Instructional Support to Develop Academic Skills. School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.
4. Interventions and Mental Health Services to Develop Social and Life Skills. School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.
5. School-Wide Practices to Promote Learning. School psychologists have knowledge of school and systems structure, organization, and theory; general and special education;

technology resources; and evidence-based school practices that promote learning and mental health.

6. Preventive and Responsive Services. School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

7. Family–School Collaboration Services. School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

8. **Diversity in Development and Learning**. School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

9. Research and Program Evaluation. School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

10. Legal, Ethical, and Professional Practice. School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

### **Student Learning Outcomes**

1. Apply principles of social and personality psychology to educational and clinical problems. [PLO-4, 8; NASP-4, 8]
2. Analyze how the social/cultural environment shapes and maintains behaviors. [PLO-4, 8; NASP-4, 8]
3. Determine how the social/cultural environment influences thoughts and attitudes and how these in turn influence behavior. [PLO-4, 8; NASP-4, 8]
4. Evaluate how behavior in groups differs from individual behavior. [PLO-4, 8; NASP-4, 8]
5. Apply group behavior contingencies and patterns to educational problems. [PLO-4, 6, 8; NASP-4, 6, 8]
6. Analyze child behavior based on personality and social influences of peers, adults, and groups. [PLO-4, 6, 8; NASP-4, 6, 8]
7. Demonstrate understanding of how relationships and interpersonal behavior is shaped and how it affects performance in school, home, and social settings. [PLO-4, 6, 8; NASP-4, 6, 8]
8. Evaluate how principles of social and personality psychology may affect professional practice. [PLO-4, 6, 8; NASP-4, 6, 8]

### **Text and Materials**

- 1.) Crisp, R. J., & Turner, R. N. (2014). *Essential social psychology* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage. <http://www.sagepub.com/books/Book240655?siteId=sage-us&prodTypes=any&q=social+psychology&fs=1>

- 2.) This course uses Schoology.com. The course access code is GWCB-ZZM3-DNMR6. I will provide you with directions to access the course materials through Schoology.com.
- 3.) Please bring a computer or tablet to class.
- 4.) Any extra articles listed in the course schedule are available in Schoology or <https://edge.sagepub.com/crispandturner3e/student-resources-0/chapter-1/learning-objectives>

### Course Requirements

- 1.) **Syllabus Agreement Form (Pass/ Fail):** As per Human Services department guidelines, students must complete and return the attached syllabus agreement form. This form must be received before the end of the first class. Questions and concerns regarding the syllabus agreement form must be brought to the attention of the instructor immediately.
- 2.) **Quizzes:** There will be 15 Quizzes in this course. Quizzes will include 10 multiple choice and true/false questions. These questions will be derived from the required readings. Please be aware that you are responsible for all the material in the chapters. The quizzes will be administered online via Schoology. You will take the quiz on your computer during class. (10 points each)
- 3.) **Reflection Papers:** There will be 15 Reflection papers in this course. These papers will be 250 words on a subject from the reading each week. They will be completed in class. (10 points each)
- 4.) **Participation self-report:** You will rate your participation in the class each week. At the end of the week you will give yourself a participation rating. Self-rating helps to develop important meta-cognitive skills that contribute to a range of important graduate capabilities (10 points each).
- 5.) **Best Practice Group Presentation:** Students will present individually or in pairs to information from a Best Practice article. The presentation should highlight only the most salient points of the article. In addition, a handout emphasizing the most important “take-away” messages will be created and provided to the rest of the class. The presentation length must be between 10-20 minutes (30 points).
- 6.) **Paper: How Social Psychology Pertains to School Psychology (100 points/19%):** Each student will write a 10 page APA style paper on how the information learned in class and through assigned readings relates to the field of school psychology. At least 10 peer-reviewed journal articles must be referenced in the paper (50 Points)
- 7.) **Discussion Questions:** Each student will submit at least 5 discussion questions related to the reading assignments every class period. Discussion questions are to be posted to schoology at least 2 hours prior to the class period. The weekly grade will reflect full completion of the assignment, with 10 points available each class. In other words, a student submitting only 2 discussion questions will receive no credit as opposed to partial credit for that week. Questions should be higher-order questions that are likely to facilitate discussion, not factual questions (150 points).

### Course Calendar

	Subject	Chapter	Class Activities
8/27	History, Methods, Approaches	Ch. 1 Gray (2013)	Ice Breaker Syllabus Reflection Paper

			Small Group Activity Milgram Movie Participate in a study Participation Quiz
9/3	Attribution	Ch. 2	Quiz Discussion Questions Small Group Activity Reflection Paper Attributes Activity Participation Quiz
9/10	Social Cognition	Ch. 3	Quiz Discussion Questions Small Group Activity Reflection Paper News Article Activity Participation Quiz
9/17	Attitudes	Ch. 4 <a href="#">Chatzisarantis, N.L.D., &amp; Hagger, M.S. (2007).</a> <a href="#">Starzyk, K.B., Fabrigar, L.R., Soryal, A.S., &amp; Fanning, J.J. (2009)</a>	Quiz Discussion Questions Small Group Activity Reflection Paper Participation Quiz
9/24	Social Influences	Ch. 5	Quiz Discussion Questions News Article Activity Zimbardo movie Reflection Paper Participation Quiz
10/1	Group Processes	Ch. 6 <a href="#">Bond, R. (2005).</a> <a href="#">Reicher, S.D., Haslam, A., &amp; Smith, J.R. (2012).</a>	Quiz Discussion Questions News Article Activity Reflection Paper Participation Quiz
10/8	Self and Identity	Ch. 7 <a href="#">Goethals, G.R. (1986)</a>	Quiz Discussion Questions News Article Activity Reflection Paper Participation Quiz
10/15	Prejudice	Ch. 8 <a href="#">Ho, A.K., Sidanius, J., Pratto, F., Levin, S., Thomsen, L., Kteily, N., &amp; Sheehy-</a>	Quiz Discussion Questions News Article Activity Reflection Paper Participation Quiz

		<a href="#">Skeffington, J. (2012).</a>	
10/22	Intergroup Relations	Ch. 9 <a href="#">Jessop, D.C., Albery, I.P., Rutter, J., &amp; Garrod, H. (2008)</a> <a href="#">Pinter, B., &amp; Greenwald, A.G. (2011)</a>	Quiz Discussion Questions News Article Activity Reflection Paper Participation Quiz
10/29	Aggression	Ch. 10 <a href="#">Rudman, L.A., &amp; Mescher, K. (2012)</a> <a href="#">Drabman, R.S., &amp; Thomas, M.H. (1974b).</a>	Quiz Discussion Questions News Article Activity Reflection Paper Participation Quiz
11/5	Prosocial Behavior	Ch. 11 <a href="#">Batson, C.D., Ahmad, N., Yin, J., Bedell, S.J., Johnson, J.W., &amp; Templin, C.M. (1999).</a>	Quiz Discussion Questions News Article Activity Reflection Paper Participation Quiz
11/12	Affiliation and Attraction	Ch. 12	Quiz Discussion Questions News Article Activity Reflection Paper Participation Quiz
11/19	Friendship and Love	Ch. 14 <a href="#">Battaglia, D.M., Richard, F.D., Datteri, D.L., &amp; Lord, C.G. (1998).</a> <a href="#">Reis, H.T., &amp; Aron, A. (2008)</a>	Quiz Discussion Questions News Article Activity Reflection Paper Participation Quiz
11/25-11/29	Thanksgiving Break		
12/3	Presentations and Papers Due		

### Grading Policy

Evaluation and Assessments (Grading):

15 Quizzes (2 lowest scores dropped)	120
15 Reflection papers (2 lowest scores dropped)	120
Participation Rating (2 lowest scores dropped)	120

Discussion Questions Weekly	120
Final Paper	100
<u>Best Practices Presentation</u>	<u>30</u>
Total	610

### **Grading Scale**

A	549-610 points
B	488-548 points
C	427-487 points
D	366-426 points
F	Below 366

### **Attendance Policy**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports (including the first 12-day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

### **Academic Integrity (A-9.1)**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

### **Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic\\_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

### **Withheld Grades *Semester Grades Policy (A-54)***

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

### **Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.

### **Course Evaluations:**

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.