**Course Information:**
PSYC 4381 Honors
**Monday 2:00 – 4:45**

**Professor Information:**

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**Course description:** The first course in a two-part honors in psychology sequence, in which students will study and engage with advanced content in a specific sub-area of psychology, and work in groups to design an original research proposal in that same sub-area of psychology to be conducted the following semester.

*A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

Prerequisite for this course: PSYC 2354 Psychological Statistics (or equivalent).  
Recommended: PSYC 2331 Research Methods in Psychology

**Course overview:**

We have designed this honors course sequence with several big goals in mind for you as the student. During this semester, we want to accomplish the following things as a class:

1. Learn about and engage in major issues in the field of Social Cognition. We will learn about major theoretical perspectives in the areas of overlap between Cognitive Psychology and Social Psychology. Although a background in either Cognitive or Social is advantageous, they are not necessary.

2. We will consider how what we know about cognitive processes, such as attention, encoding, and memory representation informs our theories about social psychology, then consider how the subject matter of social psychology, such as self, attribution processes, social inference, attitudes, stereotyping and prejudice are best explained using a cognitive lens.

3. We will look at specific research studies for each broad topic to exemplify methods and strategies for investigating the cognitive components of social psychology. Each student will be assigned one such study to present in detail to the class.

4. The class will be divided into separate groups of 2-3 people. Working in a small group you will develop a research question and a proposed method to answer that question over the
course of the semester. After having your proposal approved by your instructor, you will apply for IRB approval which is required for carrying out any university sponsored research involving human subjects.

In the Spring semester, you will enroll for the second part of the yearly sequence, and carry out the experiment with your group, culminating in a publication-ready manuscript and at least one formal presentation at a research conference.

Evaluation and Grading

**Exams:** There will be two take-home exams during the semester, covering primarily the assigned textbook. The exams will be open book, open-notes, but we do expect you to work on your answers individually—they are NOT collaborative. The exams are a way for you to demonstrate your emerging understanding of important issues in the field of social cognition and how they can be studied via research as well as applied to people’s lives. Exams will be made available October 7 and November 20, and will be due on October 14 and December 2.

**Weekly discussions and online assignments:** Each content unit listed in the syllabus will be organized on Blackboard as Modules for which you will need to complete each reading and any related assignments. Prior to class each week, you will need to complete the relevant readings and online discussion boards. Completing (with effort and thought) the assignments and readings each week will get you a 100% for that week’s work.

**Mini-expert presentation:** During each content unit, we will be discussing several landmark studies from your book that are good examples of the methods and techniques used to investigate relevant research questions. Each of you will be responsible for presenting one of these studies to the class during the week your topic is covered. Your presentation should include: (1) detailed information about the methods used in the study, (2) the study results (what did they find?), (3) its application (why do we care?), and (4) strengths and weaknesses of this method. I will present the first two such studies so that you have examples of what I am looking for.

**Group research project proposal:** You and 1-2 of your peers will work together to come up with an interesting research question that is related to social cognition. Over the course of the semester, we will work on finding articles and developing your hypothesis and methodology. Keep in mind that this is a study that you will ACTUALLY run next semester, so make sure you keep it simple and feasible. You will also be working on an IRB application to submit over the winter break, so that we can proceed with data collection early in the spring semester. You will be turning in components of the project throughout the semester for feedback before delivering the finished proposal by semester end.
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<tr>
<th>WEEK</th>
<th>ASSIGNED CHAPTER</th>
<th>Book Chapters</th>
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<tr>
<td>August 26</td>
<td>Ch1: Introduction to Social Cognition</td>
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<td>September 2</td>
<td>Ch3: Attention and Encoding</td>
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<td>September 9</td>
<td>Ch4 Representation in Memory</td>
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<td>September 16</td>
<td>Ch5 Self in Cognition</td>
<td>Topic Selection Work in Class</td>
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<td>September 23</td>
<td>Ch6 Attribution Processes</td>
<td>Literature Search in Class</td>
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<td>September 30</td>
<td>Ch7 Heuristics and Shortcuts</td>
<td>Writing: How to write a hypothesis</td>
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<td>October 7</td>
<td>Ch8 Social Inference</td>
<td>Exam 1 handed out</td>
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<td>Writing: How to structure an intro</td>
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<td>October 14</td>
<td>Ch9 Cognitive structures of attitudes</td>
<td>Exam 1 due</td>
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<td>October 21</td>
<td>Ch10 Cognitive processing of attitudes</td>
<td>Lit review/Intro draft due</td>
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<td>October 28</td>
<td>Ch11 Stereotyping</td>
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<td>November 4</td>
<td>Ch 12 Prejudice</td>
<td>Writing: Parts of the methods section, how the IRB process works. AH-</td>
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<td>hands back intro feedback</td>
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<td>November 11</td>
<td>Ch13 From social cognition to affect</td>
<td>Writing: Work on finalizing measures for study</td>
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<td>Ch14 From affect to social cognition</td>
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<td>November 18</td>
<td>Ch15 Behavior and Cognition</td>
<td>Writing workshop: Troubleshooting the methods</td>
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<td>November 25</td>
<td>Thanksgiving Break- No class</td>
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<td>December 2</td>
<td>Presentations in Class</td>
<td>Final Project Proposals due, draft of IRB application due</td>
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<td>Exam 2 Handed Out</td>
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<td>December 9</td>
<td>Finals Week</td>
<td>Exam 2 Due</td>
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**University Policies:**

**Grade Replacement/Forgiveness**

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

**Disability Statement**

"If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact Ida MacDonald in the Disability Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Services counselor. In order to assure approved services the first week of class, diagnostic, prognostic, and prescriptive information should be received 30 days prior to the beginning of the semester services are requested. For more information, call or visit Disability Services located in the University Center, Room 3150. The telephone number is (903) 566-7079. Additional information may also be obtained at the following UT Tyler Web address: [http://www.uttyler.edu/disabilityservices](http://www.uttyler.edu/disabilityservices)."
Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:

- copying from another student’s test paper;
- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
• paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;

• falsifying research data, laboratory reports, and/or other academic work;

• taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,

• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

Psychology B.S./B.A. Program Mission Statement:

The mission of the undergraduate program in Psychology is to provide students with a demonstrable knowledge and understanding of the science of behavior and the mind, including content in Memory and Thinking; Sensory and Behavioral Neuroscience; Developmental Psychology; Clinical and Abnormal Psychology; Social Psychology; Psychological Measurement and Methodology. We seek to prepare students for either postgraduate education or a wide variety of employment settings and careers.

Psychology B.S./B.A. Program Learning Outcomes may be found at:

http://www.uttler.edu/psychology/BSBAPsychPLO