

Subject Description Form

Subject Code	APSS 5064																	
Subject Title	Advanced Social Psychology																	
Credit Value	3																	
Level	5																	
Pre-requisite / Co-requisite/ Exclusion	Nil																	
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Attendance and Participation</td> <td style="text-align: center;">10 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Application Journal</td> <td style="text-align: center;">10 %</td> <td></td> </tr> <tr> <td>3. Seminar Presentation & Written Report</td> <td style="text-align: center;">30 %</td> <td style="text-align: center;">20 %</td> </tr> <tr> <td>4. Class Quiz</td> <td style="text-align: center;">30 %</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Attendance and Participation	10 %	--	2. Application Journal	10 %		3. Seminar Presentation & Written Report	30 %	20 %	4. Class Quiz	30 %	--
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Objectives	<ol style="list-style-type: none"> 1. Students should acquire in-depth and critical view of the major concepts and theories in social psychology for explaining social behaviors and relations in social situations. 2. Students should be able to critically apply such concepts and theories to address selected problems with substantiation from empirical evidence and analytical perspectives acquired from this subject. 																	
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. articulate using major concepts and theories in social psychology to conceive and interpret commonly observed social behaviors and relations in social settings. b. differentiate and compare evidence from contending theories on controversial issues in social psychology and put these arguments in application. c. appreciate how social and psychological variables interact in shaping individual, group, and societal attitudes and behavior. d. apply different perspectives and research findings in social psychology to solve problems in everyday life and in society. 																	

Subject Synopsis/ Indicative Syllabus	<p>Selected social psychological processes will be examined in the context of cognitive processes of the self, action and characteristics of others, environmental and cultural context, as well as biological factors. These processes include:</p> <ol style="list-style-type: none"> Attribution and Impression Formation Affect and Rationality in Social Cognition Attitude Formation, Persuasion and Behavior Change Interpersonal Attraction and Close Relationships Stereotyping, Prejudice and Discrimination Altruism and Aggression Conformity, Compliance and Obedience Groups and Individuals 						
Teaching/Learning Methodology	<p>Learning Approach:</p> <p><u>Input Process</u></p> <table border="1" data-bbox="464 701 1461 891"> <tr> <td>Lectures & tutorials</td> <td>27 hours (3hrs × 9)</td> </tr> <tr> <td>Seminar presentations</td> <td>12 hours (3hrs × 4)</td> </tr> <tr> <td>Private study sessions</td> <td>Equivalent to 3-4 hours per week of reading and writing or a total of about 40-60 effort hours</td> </tr> </table> <p><u>Output Process</u></p> <ol style="list-style-type: none"> Assessment of content knowledge attainment through class quiz. Seminar presentation (Each group is to present for 35 minutes and lead a class discussion for 10 minutes). An individual paper based on the self-selected topic presented in the seminar. <p>Teaching & Learning Methods:</p> <p>The major chunks of content for the course will be delivered in lectures, in the use of web-assisted platform and students' active learning will be stimulated through participating in discussion both on and off-line, conducting projects and presentation in seminars. The teaching and learning activities of the subject are further empowered by the web deliverables of this course. The web-assisted features are designed to deepen the understanding of the students to the subject, to encourage self-directed learning, and to reduce the time or place constraint on learning. Active participation of students is promoted through encouraging them to use the communication tools of Learn@PolyU in exchanging their points of views.</p> <p>Students will be advised to read the recommended textbook and supplementary readings on controversial issues in social psychology as well as to search relevant information from the library and the internet in preparing their assignments and in their private study. The subject teacher and the tutor will be available for students' consultation on problems in the study if such request arises. Feedback to students' progress in the subject will be provided from the results of the continuous assessment.</p>	Lectures & tutorials	27 hours (3hrs × 9)	Seminar presentations	12 hours (3hrs × 4)	Private study sessions	Equivalent to 3-4 hours per week of reading and writing or a total of about 40-60 effort hours
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Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
		a	b	c	d
1. Attendance & Participation	10%	√		√	√
2. Application Journal	10%	√	√	√	√
3. Seminar Presentation & Written Report	50%	√	√	√	√
4. Class Quiz	30%	√		√	√
Total	100 %				

- The grade is calculated according to the percentage assigned;
- The completion and submission of all component assignments are required for passing the subject; and
- Students must receive an overall pass grade when all components are combined in order to pass the subject.

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Method of assessment

Class Quiz (30%)

The class quiz aims at consolidating students' comprehension of the essential and content knowledge blocks in the respective units and academic journal papers.

Application Journals (10%)

Students will be asked to keep two reflective journals in order to (a) facilitate the learning of social psychological concepts, and (b) apply the course concepts to their daily social experiences to promote self-knowledge. Students may apply four cognitive operations (labeling, explaining, making inferences, and self-assessing) to each of the three different aspects of the self (thoughts, feelings, and behaviors). Students can write their reactions and responses to lectures and readings, give real-life examples of their own to explain the concepts and theories, indicate how this knowledge could be applicable to their work setting or daily life.

Presentation (20%) and Written Report (30%)

	<p>Seminar presentation is made up of a group presentation and an individual report of the seminar presentation topic.</p> <p>Seminar presentation grades will be determined by the subject teacher, tutor, and students' peer evaluation according to a set of criteria. Grades for the written report will be determined by two main characteristics:</p> <ol style="list-style-type: none"> 1. How the controversial issue is formulated and the depth of understanding the views chosen as reflected by the literature reviewed 2. Critical discussion of current issues in theoretical or other local empirical studies, personal and/or practice experiences <ul style="list-style-type: none"> • The grade is calculated according to the percentage assigned; • The completion and submission of all component assignments are required for passing the subject. 	
Student Study Effort Expected	Class contact:	
	▪ Lecture	27 Hrs.
	▪ Seminar	12 Hrs.
	Other student study effort:	
	▪ Private Study (Reading & Writing)	63 Hrs.
	Total student study effort	102 Hrs.
Reading List and References	<p><u>Essential</u></p> <p>Branscombe, N. R. & Baron, R. A. <i>Social psychology</i> (2017). (14th ed.). Boston: Pearson.</p> <p>University of Minnesota Libraries. (2015). Principles of social psychology [Print PDF version]. Retrieved from https://doi.org/10.24926/8668.2001</p> <p>Smith, P. B., Fischer, R., Vignoles, V. L., & Bond, M. H. (2013). <i>Understanding social psychology across cultures: Engaging with others in a changing world</i> (2nd ed.). London: Sage.</p> <p><u>Supplementary</u></p> <p>Myers, D. G., & Twenge, J. (2019). <i>Social psychology</i> (13th ed.). New York: McGraw-Hill.</p> <p>Goodfriend, W. (2018). <i>Taking sides: Clashing views in social psychology</i> (6th ed.). New York: McGraw-Hill.</p> <p>Abelson, R. P., Frey, K. P., & Gregg, A. P. (2004). <i>Experiments with people: Revelations from social psychology</i>. Mahwah, NJ: Lawrence Erlbaum.</p>	

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| | <p>Brown, R., & Gaertner, S. (Eds.). (2002). <i>Blackwell Handbook of Social Psychology: Intergroup Processes</i>: Wiley-Blackwell.</p> <p>Fletcher, G. J. O., & Clark, M. S. (Eds.). (2002). <i>Blackwell Handbook of Social Psychology: Interpersonal Processes</i>: Wiley-Blackwell.</p> <p>Hogg, M. A., & Tindale, S. (Eds.). (2002). <i>Blackwell Handbook of Social Psychology: Group Processes</i>: Wiley-Blackwell.</p> <p>Tesser, A., & Schwarz, N. (Eds.). (2001). <i>Blackwell Handbook of Social Psychology: Intraindividual Processes</i>: Wiley-Blackwell.</p> |
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