EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

College of Arts and Sciences
Department of Psychology
www.psychology.eku.edu

127 Cammack
521 Lancaster
Richmond, Kentuck
(859)622-1105 FAX:

Dear Members of the Committee,

I am writing to request that my sections of PSY 300: Social Psychology be approved as a Writing-Intensive General Education course starting the Fall 2008 semester. This course has already been approved as a General Education course, and I believe that transforming it into a WI course would only require a few additions and changes.

Social Psychology introduces students to theories and empirical findings that explain how people are influenced by their social environment. It is a course that is easily translated into students' everyday experiences and is therefore accessible to students from any background or interest area. The original format of this course involved several writing assignments, all of which required critical thinking skills, but I have further revised the course to include more assignments and opportunities for revising older drafts (the total of the writing assignments will be worth about 54% of their grade). The revised version will incorporate a) exams with short essay questions, b) short responses to lecture material, c) chapter summaries, and d) two papers (please refer to the attached assignments and explanation for more details). Each of these assignments assesses students' ability to understand the material, think critically about the information they receive, and write their arguments in a clear and concise manner. Students will also receive extra credit opportunities, which will require further writing and critical thinking.

Please review the attached assignments and explanation for how each supports the Writing-Intensive criteria. I am looking forward to this opportunity to improve our students' writing abilities, and I appreciate the support offered to faculty through this initiative.

Sincerely,

Jonathan S. Gore

Kentucky UNBRIDLED SPIRIT

Eastern Kentucky University is an Equal Opportunity/Affirmative Action Employer and Educational Institution.

Explanations for Assignments
Social Psychology (PSY 300)
Jonathan S. Gore

As noted in the syllabus, I will assess students' writing and critical thinking skills through a variety of assignments. As mentioned in the cover letter, these assignments make up 215 out of the total 400 possible points for the course (53.75% of their final grade). Each of these assignments provides a specific type of writing experience, all of which I believe are crucial for students to improve their writing abilities. The following is an explanation of the proposed assignments, and how they are aligned with the critical thinking and written communication rubrics for the TCAC program.

Exams

The course will assess students' knowledge and application of the material through four unit exams and a cumulative final exam. The unit exams will include 40 multiple choice questions and two, 5-point short essay questions (see attached exam). These short answer questions assess students' ability to recognize concepts, evaluate problems and offer solutions using social psychological theories. These questions will address the comprehension, application, analysis, recognition of perspectives, synthesis, and interpretation/evaluation components of the Critical Thinking rubric. They will also address the critical thinking and control of written language components of the Written Communication rubric. As noted in the attached exam, students will be expected to address all of the conceptual issues of the question while maintaining a cohesive, written argument. The short essay questions will be worth 40 points total (10% of their final grade).

Papers

Students' writing and critical thinking will be thoroughly assessed through two papers, each of which will undergo a revision process. The first paper will ask students to outline and critique a research article from a social psychology journal (see attached assignment). As noted on the assignment, students will be asked to a) outline the article, b) explain how other scientific fields, institutions, or businesses could use the information, c) integrate the findings in the article with relevant information they learned in class, d) critique the methodology in the design while using the correct terminology to do so, and e) maintain an evaluative tone throughout the critique rather than re-summarizing the article's content. This assignment addresses the comprehension,

application, analysis, and interpretation/evaluation components of the Critical Thinking rubric. These data have been and will continue to be available as an outcome assessment for this course. They will also be assessed through the rhetorical knowledge, critical thinking, control of written language and integration components of the Written Communication rubric. Students will also be assessed on how well they revise their original draft after receiving feedback from me. They will submit the outline, the first draft and the revised draft on separate occasions so they may receive feedback from me on their progress (see attached Draft Checklist). The first paper is worth 60 points (15% of their final grade)

The second paper will ask students to apply concepts from social psychology to explain the content of scenes in a popular movie of their choosing (see attached assignment). As noted in the assignment, students will be graded on a) their ability to define the concept from class, b) their description of a specific piece of evidence from the film, c) their ability to synthesize the definition of the concept with the elements from the scene, justifying why the scene reflects the concept, and d) their ability to establish cohesive and clear arguments throughout the paper. This paper assignment addresses the comprehension, application, identification of evidence and synthesis components of the Critical Thinking rubric. It also addresses the four components of the Written Communication rubric mentioned above. Students will also receive feedback from me on a first draft (similar to the Draft Checklist for Paper #1) and will be graded on the quality of revisions in the final draft. The second paper is worth 40 points (10% of their final grade).

Chapter Summaries

Students will be asked to summarize and evaluate the material presented in five textbook chapters (see attached assignments). Each assignment will ask students to a) outline and summarize the chapter in their own words, b) define a concept in the chapter and apply it to their own lives, and c) summarize and critique a research study presented in the chapter. These assignments address the comprehension, application, analysis, synthesis, and interpretation/evaluation components of the Critical Thinking rubric. They also address the control of written language component of the Written Communication rubric. The chapter assignments are worth a total of 50 points (12.5% of their final grade).

Quick Responses

Students will be given a Quick Response slip at 25 random points in the course, which will ask them to either a) think of something they learned from the lecture or film presented in that particular class, or b) ask a question they had about the lecture or film. They are also asked to write their responses in complete sentences. Although this will be used partly to take attendance, it will also give students the opportunity to absorb the material and get more practice writing their ideas in coherent sentences. These assignments will mostly address the comprehension component of the Critical Thinking rubric and the control of written language component of the Written Communication rubric. The quick responses are worth a total of 25 points (6.25% of their total grade).

Extra Credit Assignments

Students will also receive some opportunities to earn extra credit (these points are not factored into the 53.75% mentioned earlier since not every student is required to complete these assignments) through one of three ways. The first of these assignments asks them to participate in a research study, summarize what happened, and evaluate their experience (see attached assignment). Participants will be allowed to participate in up to five hours of research studies (each hour of participation is worth one point), and the written responses are due by the end of the semester. The second type of assignment asks students to complete a short survey, score their responses and analyze their own scores based on what we discussed in lecture that day (see attached assignment). These in-class extra credit assignments are worth one point each. The third type of assignment asks students to behave a particular way in public and note other people's reactions to their behavior (see attached assignment). These out-of-class extra credit assignments are worth two points each.

Summary

I believe that Social Psychology can easily become a writing-intensive course with the implementation of these assignments. Students will get a variety of writing experiences, all of which will benefit them in other classes and in their career. It is my goal that each student who completes the course will have a better understanding of social psychology and the confidence to write papers of high quality.

PSYCHOLOGY 300

CHAPTER ASSIGNMENTS #1 AND #2

10 POINTS EACH (1 point deduction for each day late)

DUE AT THE FIRST REVIEW SESSION

Instructions: Please pick TWO chapter assignments to complete and turn in by the first review session.

CHAPTER 2 ASSIGNMENT

10 POINTS

Please type your answers on a separate piece of paper

1. Provide an outline of this chapter, identifying and providing a 2-3 sentence summary of the main sections (5 points).
2. Provide a definition of one of the terms from this chapter and an example from your life when you saw it happen (1 point).
3. Read the "Research Close-Up" on pp. 35-36, and provide the following (4 points):
    a. What they were looking for
    b. What their methodology was
    c. What they found
    d. What's missing from this research that they could have looked at?

CHAPTER 3 ASSIGNMENT

10 POINTS

Please type your answers on a separate piece of paper

1. Provide an outline of this chapter, identifying and providing a 2-3 sentence summary of the main sections (5 points).
2. Provide a definition of one of the terms from this chapter and an example from your life when you saw it happen (1 point).
3. Read the "Research Close-Up" on p. 96, and provide the following (4 points):
    a. What they were looking for
    b. What their methodology was
    c. What they found
    d. What's missing from this research that they could have looked at?

CHAPTER 4 ASSIGNMENT

10 POINTS

Please type your answers on a separate piece of paper.

1. Provide an outline of this chapter, identifying and providing a 2-3 sentence summary of the main sections (5 points).
2. Provide a definition of one of the terms from this chapter and an example from your life when you saw it happen (1 point).
3. Read the "Research Close-Up" on pp. 125-126, and provide the following (4 points):
    a. What they were looking for
    b. What their methodology was
    c. What they found
    d. What's missing from this research that they could have looked at?

CHAPTER 5 ASSIGNMENT

10 POINTS

Please type your answers on a separate piece of paper.

1. Provide an outline of this chapter, identifying and providing a 2-3 sentence summary of the main sections (5 points).
2. Provide a definition of one of the terms from this chapter and an example from your life when you saw it happen (1 point).
3. Read the "Research Close-Up" on p. 160, and provide the following (4 points):
    a. What they were looking for
    b. What their methodology was
    c. What they found
    d. What's missing from this research that they could have looked at?

Psychology 300:
Paper #1: ARTICLE OUTLINE AND CRITIQUE

Outline is due September 19
First Draft of Critique is Due October 1
Revised Draft of Critique is Due October 24
Note: each section will be docked 3 points each day it is late.

For this assignment, you will be asked to outline and critique an empirical journal article from the list below:

- **Personality and Social Psychology Bulletin**
- **Journal of Applied Social Psychology**
- **Journal of Experimental Social Psychology**

(Please do *NOT* use an article from the World Wide Web)

STEP ONE: Choose the article

There are several different ways to do this. You could go to one of the journals listed below and browse for an interesting article. Or, you could find one that was mentioned in the text or class and read that one (the citations for all the articles in the text are in the back of the book). Or, you could use a computer-based search engine to find an article on a particular topic that you find interesting (go to http://www.library.eku.edu/articles/title/nr.php, then click PsycINFO). My best advice is to try to find an article that is interesting to you. This will make this assignment easier and more fun.

STEP TWO: Outline the article (Due September 19. The outline is worth 10 points)

In case you are not familiar with outlining, outlines contain brief statements organized in a hierarchical fashion. They usually have headings, and subheadings, and sub*sub*headings, etc., along with more sentence-like statements. They may look something like this:

I. Major heading (perhaps something like, "Method")
   A. Subheading (perhaps something like, "Participants")
   B. Subheading (perhaps something like, "Procedure")
      1. Statement (perhaps something like, "Participants first filled out several questionnaires…")

Your outline should cover the ENTIRE journal article. You will need to read the entire article ***very carefully*** in order to outline it fully. The outline should contain enough detail that I could read it and know what topic the article is about (the **introduction**), what they did to study it (the **Methods** section), what they found (the **Results** section), and what they think it means (the **Discussion** section). You do **not** need to include means, standard deviations, *p* values, or other statistics in your outline. It's more important to demonstrate that you *understand* the results than it is to be able to tell me a bunch of numbers. Your outline could easily be 4 pages long. I will evaluate your outline on its completeness and clarity.

STEP THREE: Critique the article (First Draft is Due October 1; Revised Draft is Due October 24)

Next, I'd like you to provide your own commentary on the article. **This section is *more* important than the outline**, so please devote appropriate attention and effort to this section.

Here are some things you must consider:

- How does this article apply to other fields of science? How does it apply to the real world and your own life? Be specific on how it applies.
- What are some problems with their methodology? Go BEYOND problems with the sample, such as possible confounds, social desirability, determining causation, external validity, etc.
- How does this research apply to what we learned in class (other than the research lectures)? INTEGRATE these findings with what we already know. Specify concepts, effects, research findings, etc. from lecture and the book.
- Additional things you can bring up: Do you think the topic of the research is important? Can you think of any implications of the research that the authors did not state? How do the results of the research relate to your life? Who should be the most interested in these results (besides psychologists)? Do you think this study was ethical?

This section should be AT LEAST three *WHOLE* pages in length. I know what half a page looks like. This section should contain mostly YOUR IDEAS, but you need to specify sections of the article that you are referring to.

FORMAT

The expected length for this paper is 3-4 pages for the outline, and 3-5 pages for the critique, and must be typed (double spaced, 1 inch margins). Your critique is an essay, and grammar and structure is important (and will be graded). *Please also turn in the copy of the article you read (it's ok if you have notes and/or highlighting all over it).*

PAPER GUIDELINES

CRITERIA FOR THE OUTLINE

Your outline will be graded on thoroughness (i.e., all sections and subsections are included), summarizing the sections in your own words, and your understanding of the information in the article. This part is worth 10 points.

CONCEPTUAL CRITERIA FOR THE CRITIQUE

While I'm reading your critique, I will give you a rating from 1 to 4 on five dimensions (see below). The sum of these five ratings will then be doubled to give you the total points for this paper. Thus, the most amount of points you can get will be 40, and the least amount of points you can get will be 0 (but I don't think anyone will get a score this low!). These points will only be tallied on the final draft, not the first draft.

	4 – Accomplished Exceeds course expectations	3 – Competent Meets course expectations	2 – Developing Incomplete in meeting expectations	1 – Beginning Inadequate in mee course expectatio
Comprehension	Comprehends the important concepts of the discipline as well as subsidiary and implicit aspects	Comprehends the important concepts of the discipline	Comprehends some of the important concepts of the discipline	Comprehends few o important concept the discipline
Application & Analysis	Uses relevant concepts/theories insightfully in different contexts	Uses relevant concepts/theories in different contexts	Uses relevant concepts/theories in different contexts, but in an incomplete or superficial way	Does not use relev concepts/theories different contex
Integration Across the Course	Fully integrates relevant information, appropriate perspectives, and important principles	Integrates most relevant information, appropriate perspectives, and important principles	Integrates some relevant information, appropriate perspectives, and important principles, but missing others	Fails to demonstr understanding o methods used in discipline
Interpretation and Evaluation	Establishes a conclusive position or interpretation through the development of a cogent line of reasoning; Discusses implications and consequences	Establishes a conclusive position with some justification; Identifies implications and consequences	Asserts a position or interpretation, but fails to provide adequate justification; Limited identification of implications and consequences	Fails to establish recognizable conclu
Methods	Demonstrates a thorough understanding of appropriate methods to gather data used to make conclusions	Demonstrates an understanding of appropriate methods to gather data used to make conclusions	Demonstrates an incomplete understanding of appropriate methods to gather data used to make conclusions	Fails to demonstr understanding o appropriate metho gather data used to conclusions

WRITING CRITERIA FOR THE CRITIQUE

The sooner you start this paper, the better. I expect you to read through your paper a couple of times prior to handing it in to make sure your paper has all of the necessary elements in it AND is written clearly, using correct grammar and spelling. You should also ensure that your arguments are clear, consistent and cohesive. You will receive up to 10 points based on the quality of your writing.

Below are some elements I will be looking for in terms of writing quality:

If your paper….	You will receive points…
Demonstrates Rhetorical Knowledge	▪ By focusing on a specific purpose for a defined audienc ▪ By defining a specific topic through a clearly stated thes ▪ By constructing an effective discourse organization. ▪ By providing adequate and relevant supporting evidence documentation, and clear and valid assumptions and co
Demonstrates Critical Thinking, Reading, and Writing	▪ By searching a library database and the Internet for appr information. ▪ By comprehending and summarizing the main ideas and information into their essays.
Demonstrates Control of Written Language	▪ By integrating their own ideas with those of others, follo academic writing to construct coherent text. ▪ By controlling sentence structure and vocabulary approp writing. ▪ By using the appropriate documentation style to integrat with those of others.
Integrates Material	▪ By appropriately synthesizing across sources and fully i information, meaningful concepts, and important princip

REVISION CRITERIA FOR THE CRITIQUE

All good papers have been substantially revised at least once. Thus, you will be asked to complete a first draft of this paper, and make revisions based on my recommendations on the Draft Checklist. These revisions will mostly be based on the conceptual issues and arguments that you need to make clearer, elaborate, or change. It will also be based on the writing mechanics of the paper based on the writing criteria mentioned above. You will be asked to include your earlier draft and checklist with the final paper (as well as the original article). Including all of these elements with your final paper, and adequately revising the paper based on the recommendations, will be worth 10 points.

It is very important that you take this paper seriously, so I encourage you to come by with questions as soon as they come up.

Good luck!

Name _____

PAPER #1
Draft Checklist for Critique

CONCEPTUAL ISSUES

Comprehension

_____ Understands the concepts and effects described in the paper
_____ Results and implications of results are understood and reported consistently

Application

_____ Draws connections between results of article and other scientific fields
_____ Draws connections between results and people's daily experiences
_____ Explains how the results relate rather than simply stating they are connected

Integration across the Course

_____ Draws connections between findings and material from class or the textbook
_____ Integrated material is relevant to the article
_____ Explains consistencies and inconsistencies between findings and class material

Interpretation & Evaluation

_____ Specific elements are cited in the critique
_____ Critique contains a consistent, argumentative stance rather than a summary

Methods

_____ Identifies problems with the internal validity of the research presented in the article

Psychology 300
Paper #2: SOCIAL PSYCHOLOGY GOES HOLLYWOOD
First Draft Due November 15
Revised Draft Due November 28

This paper will give you some practice applying social psychological concepts you've learned in class to a popular movie. For this assignment, you will first be asked to watch one of the movies listed below. While watching it, you need to identify ***4 social psychological concepts / effects / phenomena*** from class or the book that are demonstrated. Once you have identified these 4 concepts, you need to be able to a) give the definition of that concept (refer to the book or lecture notes), b) describe the scene in which this concept takes place, and c) explain why you believe this concept is represented in the scene (i.e., what particular elements made you come to that decision). I will only accept concepts from social psychology, so please leave other areas out of your paper (e.g., no severe mental disorders). The justification is worth more points than the definition and description of the scene, so make sure that you provide a good explanation for why you believe that concept was present.

Format
This paper must be typed, using 12-point font, double-spaced lines, and 1" margins. The total pages on this should be at least 4, although you may write more if necessary. ***Papers will be docked 2 points each day it is late***. The organization of your paper is outlined below:

1. Describe the plot of the movie (in 1-2 paragraphs) – 1 point
2. Concept #1 Heading
   a) Definition of concept from class notes or textbook glossary – 2 points

Jonathan Gore **Psychology 300** **EXAM 1**

NAME _____

Short Essays (5 points each)

1. In the space below, provide a) an example of an experience that would create ***cognitive dissonance***, b) identify the two cognitions involved, and c) provide two possible solutions for reducing the tension.

   You must answer all parts of the question and use complete sentences to receive full credit.

2. In the space below, identify a ***psychological*** characteristic that shows a significant gender difference, and state which gender (Males or Females) is higher on that characteristic.

   Next, explain that gender difference using two of the seven theories of gender differences discussed in class.

   You must answer all parts of the question and use complete sentences to receive full credit.

Multiple choice (1 point each)
PLEASE CIRCLE THE BEST ANSWER.

1. (book & lecture) Which discipline is the scientific study of how people think about, influence, and relate to one another?
   a) Evolutionary psychology
   b) Personality psychology
   c) Social psychology
   d) Sociology

2. (book & lecture) All of the following are fundamental ideas in social psychology EXCEPT:
   a) our behaviors are based more on our social environment than we believe
   b) our concept of reality is subjective, not objective
   c) people react to similar situations in a variety of ways
   d) personality is a stronger predictor of behavior than one's environment

3. (book & lecture) Social psychology is more likely than sociology to examine all of the following EXCEPT:
   a) environmental factors that cause children to be aggressive
   b) how people become attracted to each other
   c) how poverty rates and divorce rates are related
   d) the effects of imprisonment on self-esteem

4. (book & lecture) Which field of psychology is interwoven THE MOST with social psychology?
   a) Clinical
   b) Evolutionary
   c) Personality
   d) School

5. (lecture) Oversimplified, global explanations of behavior are prevalent in:
   a) Biological psychology
   b) Folk wisdom
   c) Social psychology
   d) Sociology

6. (book & lecture) When information is relevant to our self-concepts, we process that information more quickly, and retain it longer, compared to information that is not relevant to our self-concepts. This is known as the _____ effect.
   a) Self-concept
   b) Self-esteem
   c) Self-reference
   d) Self-schema

7. (book & lecture) Bill went to a small high school where he was the smartest in his class. When he came to college, he was no longer the only exceptional student, and his academic self-esteem dropped. Which process explains this phenomenon the best?
   a) Looking-glass self
   b) Possible self
   c) Social identity
   d) Social comparison

8. (lecture) Which type of self-discrepancy commonly leads to symptoms of depression?
   a) Actual-ideal self-discrepancy
   b) Actual-ought self-discrepancy
   c) Ideal-ought self-discrepancy
   d) Ought-ideal self-discrepancy

9. (lecture) All of the following are fundamental motives of the self EXCEPT:
   a) Self-effacement
   b) Self-enhancement
   c) Self-knowledge
   d) Social inclusion

10. (book & lecture) Sally wants to improve her grades, and decides to study twice as many hours per week in order to accomplish her goal. Her belief that she can influence positive outcomes by her own actions or efforts reflects her:
    a) Durability bias
    b) External locus of causality
    c) Internal locus of causality
    d) Learned helplessness

11. (book & lecture) Attributing your successes to your skills and hard work, and your failures to bad luck is indicative of:
    a) External locus of control
    b) Internal locus of control
    c) Optimistic explanatory style
    d) Self-handicapping

12. (lecture) All of the following are true about *schemas* EXCEPT:
    a) They make sense of unfamiliar stimuli
    b) They organize our knowledge of the social world
    c) They relate the present to the past
    d) They require a lot of cognitive energy

13. (book & lecture) You and Mr. X have an IQ of 120. I think that you're intelligent, so I give you lots of praise for giving correct answers. I think Mr. X is stupid, so I treat any correct answers from him as a "fluke." As a result, of my behavior, you get an A on the exam, and Mr. X fails it. I say, "I knew it all along!" Which phenomenon explains this?
    a) Controlled processing
    b) Dual-process models
    c) Self-fulfilling prophecy
    d) Self-serving bias

14. (book & lecture) You believe that Dr. Gore owns more dress shirts than T-shirts, when in actuality the reverse is true. This is because instances when you've seen him in dress shirts are more easily brought to mind than instances when you've seen him in a T-shirt. Which judgmental heuristic explains this?
    a) Anchoring and adjustment
    b) Availability
    c) Representativeness
    d) Similarity

15. (lecture) Which causal dimension of attribution theory is most often used when evaluating how responsible other people are for their failures?
    a) Controllability
    b) Distinctiveness
    c) Locus of causality
    d) Stability

16. (lecture) Whenever I'm crabby, I attribute it to my bad day. Whenever you get crabby, I attribute it to you being a bad person. Which phenomenon explains this best?
    a) Actor-observer differences
    b) Anchoring and adjustment heuristic
    c) Distinctiveness
    d) Representativeness heuristic

17. (book) "If only I hadn't gone to the bar last night, I wouldn't feel like dirt today" is a statement that exhibits:
    a) Counterfactual thinking
    b) False consensus
    c) Illusory correlation
    d) Regression toward the average

18. (book) The tendency to overestimate the accuracy of one's beliefs is called:
    a) Confirmation bias
    b) Counterfactual thinking
    c) Illusion of control
    d) Overconfidence phenomenon

19. (book & lecture) All of the following increase the influence of attitudes on behaviors EXCEPT:
    a) Examining specific attitudes and specific behaviors
    b) Making attitudes salient
    c) Maximizing social influences
    d) Minimizing situational influences

20. (book & lecture) I was able to get you to give me a standing ovation on the first day of class by asking for a small request first ("clap once"), then incrementally increasing my requests until you were applauding. Which phenomenon did I use to my advantage?
    a) Cognitive dissonance
    b) Foot-in-the-door
    c) Self-presentation
    d) Social roles

21. (book & lecture) People tend to endorse a group when they have to endure a great personal sacrifice to join it. This is explained best by:
    a) Bogus pipeline
    b) Insufficient justification
    c) Principle of aggregation
    d) Self-presentation

22. (book) Your son loves to read, so you decide to reward him with $50 every time he finishes a book. One day, you ask him how much he likes to read, and he says "not very much." Which of the following explains this the best?
    a) Foot-in-the-door
    b) Insufficient justification
    c) Overjustification effect
    d) Role playing

23. (lecture) Over the weekend, you sit in front of the TV even though you know exercising would be better for you. This causes cognitive dissonance. All of the following would reduce this dissonance EXCEPT:
    a) Deciding that exercising is overrated
    b) Going on a jog
    c) Justifying watching TV by saying it helps you relax
    d) Watching an exercise show on TV

24. (lecture) Which of the following is associated with *upward social comparison*?
    a) feeling good about yourself
    b) being motivated to try harder
    c) comparing yourself to people worse off than you
    d) being satisfied with where you are in life

25. (book & lecture) Which of the following IS NOT a step in a *self-fulfilling prophecy*?
    a) perceiver has an expectation about the target
    b) perceiver acts in a way that elicits confirmatory behavior from target
    c) perceiver acts in a way that elicits disconfirmatory behavior from target
    d) perceiver notices the target's behavior

26. (lecture) People who change their actions from one person to the next are often called "social chameleons." Social psychologists call such individuals:
    a) High self-monitors
    b) Low self-monitors
    c) High self-handicappers
    d) Low self-handicappers

27. (film) "Killing Us Softly III" focuses on:
    a) How advertisements affect the way women feel about themselves
    b) How murderers often go free in the legal system
    c) How second-hand smoke increases the likelihood lung cancer
    d) How fast food advertisements breed obesity

28. (lecture & book) The proportion of variance in a group that can be accounted for by genetic variance is called:
    a) environmentality
    b) eugenics
    c) heritability
    d) phenotypic variance

29. (lecture & book) Which of the following forms of genetic research typically studies non-humans?
   a) adoption studies
   b) family studies
   c) selective breeding studies
   d) twin studies

30. (lecture & book) All of the following are true about collectivist cultures EXCEPT:
   a) emphasis is placed on group goals
   b) emphasis is placed on in-group harmony
   c) members have independent self-concepts
   d) they tend to be in East Asia

31. (lecture) Which of the following ideas is NOT fundamental to Confucianism?
   a) people should attend to their social obligations
   b) people should strive toward their potential
   c) people should try to behave consistently
   d) people should try to find balance in their lives

32. (lecture) When members of a culture display equal treatment to all individuals, this is referred to as:
   a) a culture of honor
   b) egalitarianism
   c) evoked culture
   d) transmitted culture

33. (lecture) Cultures that emphasize honor also tend to show high levels of:
   a) Aggression
   b) Cooperation
   c) Egalitarianism
   d) Prosocial behaviors

34. (lecture & book) "Gender differences are based on culturally-constructed rules for behavior" would most likely be argued using which theory?
   a) evolution
   b) hormone
   c) social learning
   d) social roles

35. (lecture & book) Ken is both highly assertive and highly empathic to others' feelings. How would you characterize Ken?
   a) androgynous
   b) feminine
   c) masculine
   d) undifferentiated

36. (lecture) At which of the following ages would you be MOST likely to find a gender difference in global self-esteem?
   a) 5
   b) 20
   c) 40
   d) 80

37. (lecture & book) People high in testosterone tend to be all of the following <u>EXCEPT</u>:
   a) aggressive
   b) rambunctious
   c) sexually aroused
   d) submissive

38. (lecture & book) Evolutionary psychology explains all of the following <u>EXCEPT</u>:
   a) Why we cooperate with each other
   b) Why we like it when we feel part of a group
   c) Why men and women behave differently
   d) Why Americans and Japanese behave differently

39. (lecture) Which of the following would be considered *relational aggression*?
   a) Burning someone's house down
   b) Running someone over with your car
   c) Spreading a rumor about someone
   d) Yelling at someone

40. (lecture) Joey curses at the TV for the first time while playing a video game after observing his stepdad curse at the TV during a football game. Which theory would explain this phenomenon the best?
   a) evolution theory
   b) hormonal theory
   c) social learning theory
   d) social role theory

Name _____

QUICK RESPONSE

In the space below, write something about today's lecture or film that a) you thought was particularly interesting, b) you thought was surprising, or c) made you think of a question (if so, provide the question as well). Please use complete sentences when providing your comment or question.

Extra Credit #7 (2 points)
"Social Influence in Action"

For this assignment, you can take your pick of one of six activities to do in the "real world." Each activity refers to one of the six social influence principles, and each has its own rules for what you need to do. Be sure to report the reactions of others and remember to KEEP IT LEGAL!

NOTE: PLEASE ANSWER ALL OF THE QUESTIONS TO GET FULL CREDIT

Reciprocity Activity "The Old Give and Take…and Take"
Offer to do something nice for someone you know. After you've completed this act of altruism, ask this person for a favor, then another, then another. See how many favors you can get this person to do for you, referring back to your initial favor if challenged. Once you've hit their limit, apologize for taking advantage and explain the reciprocity rule to them. Then, answer the following questions:

1. What was your initial favor? How many favors did this person do for you? What were they?
2. How long did it take this person to realize he or she was being manipulated (if at all)? How angry did this person get?
3. Do you think this would have worked better or worse with someone you didn't know? Explain.

Consistency Activity "I Dare You"
When around your friends and/or family, act completely out of character for at least one hour in their presence. If you're usually happy, act sad. If you're usually quiet, BE LOUD! If you're usually calm, be stressed out. Note how often these close others react

unfavorably to you and want you to change back. When you're done, reassure them that you haven't lost your mind. Then, answer the questions below.

1. How many times did people ask you if you are OK, or ask why you are acting so weird? How did they react to you unfavorably?
2. How much pressure did you feel from them?
3. How difficult was it to not revert back to your "old self?"

Social Proof Activity "Follow the Flock"
For this one, you need to employ some friends or family members to be in on the gag. Your assignment for this one is to publicly act in a way that gets other people to follow. Usually the more normal the behavior is, the better (e.g., walking backwards might not work, but walking with your heads turned sideways might; talking in another language might not work, but talking with an accent might). See how many other people follow suit, and answer the questions below.

1. What was the behavior? How many people did you employ to be in on it? How long did you all engage in the behavior?
2. How many people did you notice mimicking your behavior?
3. Did anyone realize they were being tricked? If so, why do you think they weren't fooled? If not, why do you think it worked so well?

Liking Activity "Flattery Will Get You Everywhere"
The first step for this assignment is to pick someone you know and compliment them on an aspect that they think is very important (e.g., looks, achievement, health, etc.). After you've boosted their ego, ask them for a favor right away. Try this again on two other people, but make the time between the compliment and the favor longer each time. After you explain to them your intentions, answer the questions below:

1. What was the compliment and the favor for Person #1? Person #2? Person #3?
2. What was the lag time between the compliment and the favor for Person #1? #2? #3?
3. Did the time lag make a difference in whether they did the favor for you or not? If so, why do you think that is? If not, explain why.

Scarcity Activity "Supplies Are Limited"
For this assignment, you need to try to tell someone you know that you heard an everyday object (e.g., pencil, paperclips, 8 ½ X 11 paper, etc.) is going to be discontinued. Tell them you are going to go to the store to get some, and see how many they want you to get for them (make sure they promise to pay you back). After you reassure them that your Chicken Little story was made up, answer the questions below:

1. What was the object? How did you explain its sudden disappearance?
2. How many of these objects did your friend ask for? What other reactions did they have?

3. Do you think this would have worked as well with someone else or with another type of object? Explain why or why not.

<u>Authority Activity</u> “Respect My Authori-tah!”
Find a store (e.g., clothes, restaurant, etc.) that has at least two locations in town. Pick two of these stores. At each location, you are going to go in, and explain that you are conducting a study seeing how local stores advertise with coupons and if you can get some free samples of their coupons (the more the better). At the first location, dress in some of the shabbiest clothes you have and introduce yourself by your first name. At the second location, dress in some of your best clothes and introduce yourself as Dr. and your last name. After you’ve completed this test of alter egos, answer the questions below.

1. Describe your appearance at location 1. How many coupons did you receive? If you didn’t receive any coupons, how long did the person try to help you out?
2. Describe your appearance at location 2. How many coupons did you receive? If you didn’t receive any coupons, how long did the person try to help you out?
3. What differences, other than what you received, did you notice between the two locations? Do you think this was because of the store or because of you? Explain why.