

Designing an Effective Hybrid Course



HANDBOOK Curry College 2016

FACULTY CENTER FOR PROFESSIONAL DEVELOPMENT
AND CURRICULUM INNOVATION

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FACULTY READINESS PROCESS FOR HYBRID COURSE DELIVERY

CURRY COLLEGE

Introduction

Through its Strategic Plan, Curry College has committed to developing and delivering academic programs using a hybrid teaching format. Pursuant to that goal, the Faculty Center created a **Faculty Readiness Process** to prepare faculty with the technical skills and instructional design concepts necessary to teach in this academic environment. Before starting the process, we recommend faculty complete the Penn State Faculty Self-Assessment which measures technical, administrative, and pedagogical competency to teach hybrid courses.

This **Faculty Readiness Process** has three steps:

| | |
|---------------|---|
| Step 1 | Blackboard Readiness Online Course This is a self-paced online tutorial course with self-checks to teach faculty the essential Blackboard components needed to teach in the Hybrid format. These tutorials prepare faculty for the Blackboard Assessment (below), and are valuable for those new to elements of Blackboard or as a refresher. |
| Step 2 | Blackboard Assessment This is a Blackboard assessment course for faculty to complete to demonstrate their knowledge of Blackboard. Faculty will receive feedback from the Instructional Designer to either re-submit parts of the assessment, or to move on to the next step. |
| Step 3 | Blended Learning Pedagogy Best Practices Workshop This will be taught by the Instructional Designer and will be scheduled according to faculty availability. Upon completion of the Workshop, faculty will demonstrate their understanding of Best Practices by designing their hybrid or online course complete with content for evaluation before being issued a certificate. Chairs will then be able to use this artifact to assist in determining class assignments. |

Follow up consultation will also be available for course design or instruction on technology tools.

This **Faculty Readiness Process**, described in detail below, will ensure that the faculty teaching courses in our blended programs have the training and support they need to deliver high quality instruction.

Penn State Faculty Self-Assessment

Prior to beginning the Blackboard and course design training, it is recommended that faculty take a Faculty Self-Assessment, created by Penn State, that measures competence in three areas:

- Technical Competency
- Administrative Competency
- Pedagogical Competency

This tool is valuable not only for self-assessment, but also to introduce faculty to concepts in hybrid course delivery. When the assessment is finished, the respondent will receive an email with a report including their answers and a list of resources to consult for questions they answered incorrectly.

Click on the link below to take the assessment. Type in your first name, last name and email address; then click Begin. There is no other login needed. The assessment should take approximately ten minutes to complete: [Faculty Self-Assessment](#)

Click on the following link to see an example of the report you will be sent: [Self-Assessment Report](#)

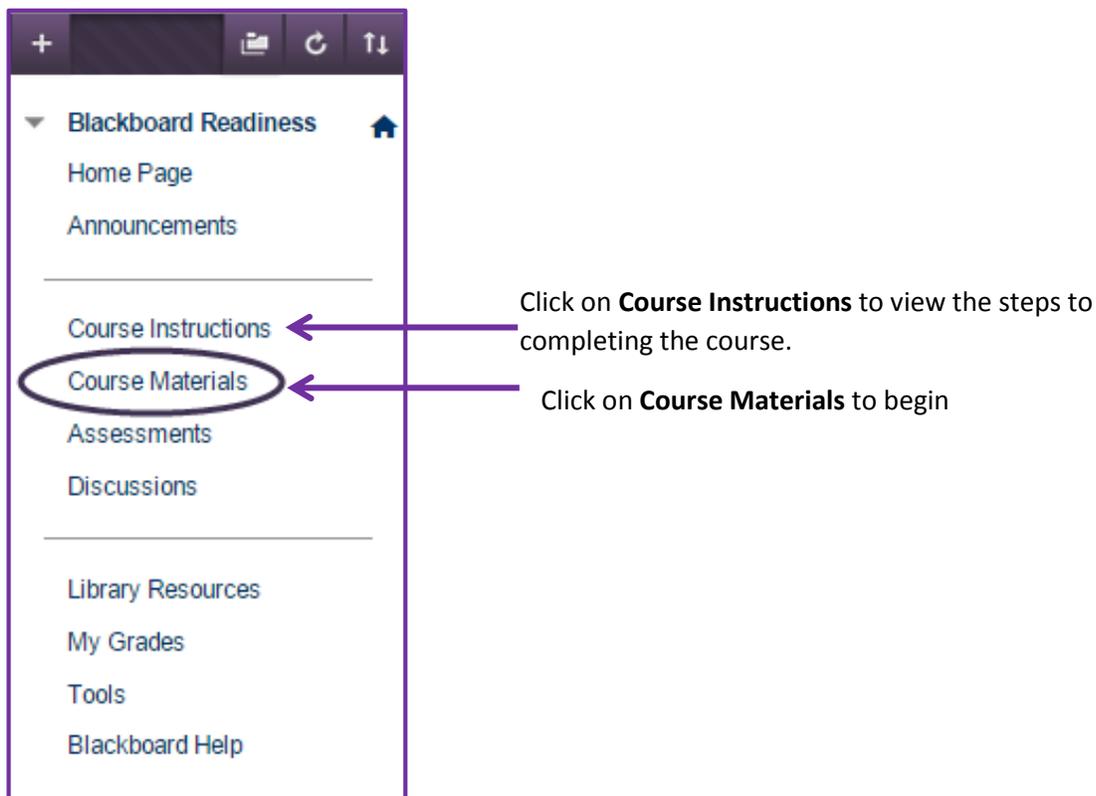
Step 1: Blackboard Readiness Online Course

This step in the process is designed to teach faculty the critical technical skills necessary to use the Blackboard LMS (the Blackboard Readiness Online Course), and then assess their use of those skills through a course-building exercise (the Blackboard Build Assessment).

At the conclusion of the Blackboard Readiness Online course, faculty should be able to:

1. Build Content
2. Use Collaboration/Communication Tools
3. Create Assessments
4. Use Course Management Tools
5. Manage the Grade Center

When you get into the course, you will see everything you need to complete the tutorials. The left navigation looks like:



These are the five modules. Instructions below each folder tell you exactly what to do:

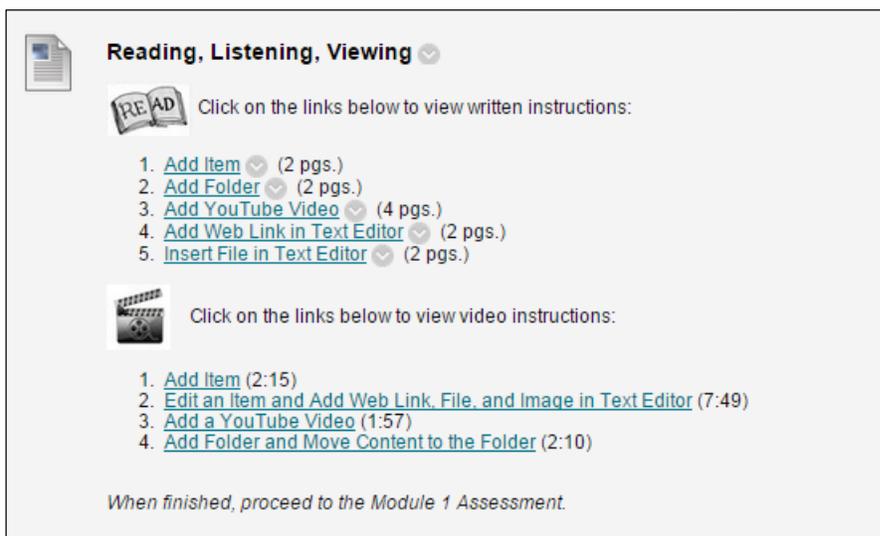
| |
|---|
|  Module 1 - Build Content |
| <ul style="list-style-type: none">Click on Module 1 to learn about Building Content in a Blackboard Course.It will take you approximately 30 minutes to complete the material and 10 minutes to complete the Assessment. |
|  Module 2 - Use Collaboration/Communication Tools |
| <ul style="list-style-type: none">Click on Module 2 to learn about Collaboration and Communication Tools in Blackboard.It will take you approximately 30 minutes to complete the material and 10 minutes to complete the Assessment. |
|  Module 3 - Create Assessments |
| <ul style="list-style-type: none">Click on Module 3 to learn about Creating Assessments in Blackboard.It will take you approximately 30 minutes to complete the material and 10 minutes to complete the Assessment. |
|  Module 4 - Use Course Management Tools |
| <ul style="list-style-type: none">Click on Module 4 to learn about some of the Course Management Tools in Blackboard.It will take you approximately 30 minutes to complete the material and 10 minutes to complete the Assessment. |
|  Module 5 - Manage the Grade Center |
| <ul style="list-style-type: none">Click on Module 5 to learn about the Grade Center in Blackboard.It will take you approximately 30 minutes to complete the material and 15 minutes to complete the Assessment. |

Within each module, you will see:

Learning Objectives, a Reading, Listening, and Viewing Folder, a Test and a Discussion Board to ask questions:

| |
|--|
|  Learning Objectives |
|  <p>At the end of this Module, you should be able to:</p> <ul style="list-style-type: none">Add an ItemAdd a Folder, and Move Content into the FolderAdd a YouTube Video to your CourseEdit an Item and Add a Web Link, File, and Image in the Text Editor |
|  Reading, Listening, Viewing |
| <ul style="list-style-type: none">Open this folder to view this week's readings and videos.There are 5 documents to review and 4 videos to watch. |
|  Build Content Self-Assessment |
| <ul style="list-style-type: none">Click the link above to begin your Assessment.You have unlimited attempts to take the Assessment.There are 5 questions. |
|  Questions Module 1 |
| <p>Click on the Questions Link above to post any questions you have about this Module.</p> <p>To add your question:</p> <ul style="list-style-type: none">Click on Create Thread, Add a Subject, Add a MessageClick Submit |

Within each Reading, Listening, and Viewing folder, you will see a list of guide sheets and video tutorials covering each of the learning outcomes. For example, in Module 1, you will see:



The screenshot shows a Blackboard interface for a folder titled "Reading, Listening, Viewing". It contains two sections of instructions. The first section, "Click on the links below to view written instructions:", lists five tasks: "Add Item (2 pgs.)", "Add Folder (2 pgs.)", "Add YouTube Video (4 pgs.)", "Add Web Link in Text Editor (2 pgs.)", and "Insert File in Text Editor (2 pgs.)". The second section, "Click on the links below to view video instructions:", lists four tasks: "Add Item (2:15)", "Edit an Item and Add Web Link, File, and Image in Text Editor (7:49)", "Add a YouTube Video (1:57)", and "Add Folder and Move Content to the Folder (2:10)". At the bottom, it says "When finished, proceed to the Module 1 Assessment."

Finally, we ask that you complete a short survey to let us know what you thought about the course and if there was anything else we could add.

Step 2: Blackboard Build Assessment

Given an individual Blackboard Course Shell, you will be asked to demonstrate the following competencies:

- Build content in a course
- Structure a course by using folders
- Communicate with students and create collaboration among students
- Create assessments to evaluate student learning
- Manage your course and use course tools
- Manage the Grade Center

You will be given questions based on each of these areas to build in Blackboard.

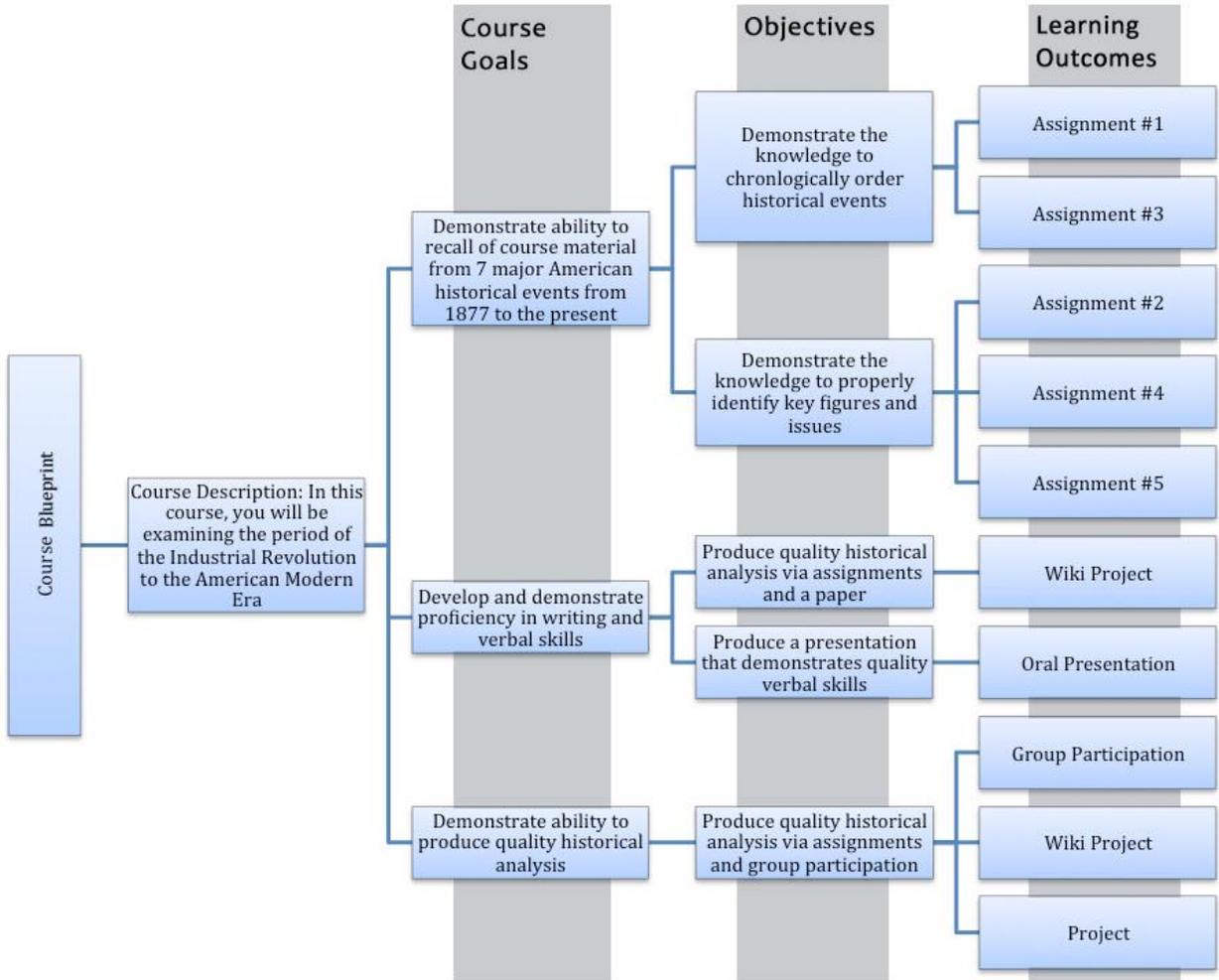
Step 3: Blended Learning Workshop

The objectives of the Blended Learning Face-to-Face workshop are:

- Receive and review Curry College's [Blended Learning Best Practices](#) document.
- Discuss the unique Pedagogy of teaching in the Blended format. At the conclusion of the workshop, faculty should be able to:
 - Use the appropriate departmental hybrid/online template
 - Write measurable learning outcomes
 - Meet Seat-time equivalency requirements
 - Create a strong faculty presence during online weeks
 - Discuss tools for creating video presentations during online weeks
- Design your hybrid or online course complete with content prior to receiving your Certificate. This will be reviewed by the Instructional Designer and final approval is made by the Chair of the Department.

Course Map

Sample Course Template – American History 1877 – Present



Blended Course Redesign Checklist¹

Together the ten areas below represent critical components and considerations in a blended course: skill/knowledge development, technology competency, communication, integration, etc. Use this blended course redesign checklist to ensure you've addressed each.

| Blended Course Planning Considerations | Notes |
|---|-------|
| <p>1. When students successfully complete my course, they will have obtained the following types of knowledge and abilities:</p> <ul style="list-style-type: none"> • Foundational knowledge • Process skills • Communication skills • Critical thinking abilities • Applied knowledge abilities • Production skills • Organizational skills | |
| <p>2. I've determined which learning objectives would be better achieved online and which would be best achieved face-to-face?</p> | |
| <p>3. I've developed challenging and engaging out-of-class learning activities that complement face-to-face activities. Out-of-class activities may serve any of these or other purposes: reinforcement, practice, evidence, application, introduce new content, etc.</p> | |
| <p>4. I have considered and prepared for the opportunities and challenges that arise from asynchronous and synchronous communications in a blended course.</p> | |
| <p>5. I have considered how the face-to-face and out of class components will be integrated into a single course and how the work done in each component will feed back and inform the other.</p> | |

¹ Based on the 10 Questions to Consider from UWM Learning Technology Center. Veronica Diaz, PhD ©, 2011. Please contact Veronica Diaz for permission to use this material at drvdiuz@gmail.com.

| | |
|---|--|
| | |
| 6. Considering students taking blended courses frequently have problems managing their time, and understanding the implications of the blended course and learning, I've made some plans to help students address these issues? | |
| 7. I've considered and determined how to divide the percent of time between the face-to-face portion and the online/outside of class portion of your course each week (i.e. one two hour face-to-face followed by one two hour online session each week). | |
| 8. My course grading scheme and assessment strategies clearly addresses both the face-to-face and online/outside of class activities and the relationship between the two. | |
| 9. I've considered and determined the technologies I'll be using in my course and have made plans on how to assist students in becoming familiar with those technologies (e.g., the learning management system, web 2.0 tools) <ul style="list-style-type: none"> • Early in the course and as technologies are introduced • Before any high stakes assessments or activities are to take place | |
| 10. I've carefully reviewed my course to ensure that I'm requiring an adequate amount of work throughout the course. As I facilitate the course, I'll note my observations on student workload in case any adjustments need to be made in the future. | |

Blended Learning Best Practices at Curry College with Links to Online Resources

If you are considering teaching a blended course, this document will get you started with best practices for designing and delivering your course.

What are the Best Practices for Building and Teaching a Blended Learning Course?

Two step process:

a. Design and Develop Course:

- a. Start with the end in mind, by answering the following questions:
 - i. What are the course learning outcomes, how will they be assessed, and do they map to the [Program Outcomes](#)?
 - ii. What are the weekly learning outcomes, how will they be assessed, and do they map to the course learning outcomes?
 - iii. Are your outcomes specific and measurable? Click here to view Bloom's Taxonomy for a list of measurable action verbs: [Blooms Taxonomy](#).
- b. Design a variety of learning experiences; for example: include individual and group work, web links, readings, case studies, tests, papers, discussions.
- c. Set clear expectations; for example: explain what you expect students to accomplish during the online weeks, as well as the in-class meetings.
- d. Chunk materials into manageable segments; for example:
 - i. By week.
 - ii. By module or unit and break those into individual weeks.
 - iii. Click on this link to learn more about [Chunking Information](#).
- e. Use Course Files to upload files to your course, then link them in your course from "Browse Course."
- f. Include various media in your course; for example: audio, video, and graphics, especially for the online weeks. Examples:
 - i. Audio - [Audacity](#) (Free), Blackboard's Audio Tool for uploading .mp3, .wmv files.
 - ii. Video – Panopto, Narrated PowerPoint.
 - iii. Graphics - [Copyright Free Images](#), [SnagIt](#) (Free Trial) for capturing images on your screen.
- g. Create collaborative experiences for both the online and face-to-face weeks; for example: group exercises, group discussion boards, wikis, or group projects. Here is a link with resources on [Team-Based Learning](#).
- h. Create assessments that measure the stated learning outcomes.
- i. Seat-time equivalency: Demonstrate that students' time on task spent during the online part of the class is equal to the time spent in class, not including homework. For example: if your class is three hours long, the time students spend listening to videos, reading, participating in discussions, etc. should be three hours. Refer to this Table as a guide: [Quantifying Online Learning Seat Time](#).
- j. Syllabus – This is the contract between you and the student. It needs to be adapted to include the best practices cited in this document. Here are some examples of Curry Hybrid Syllabi: [MCJ](#), [MBA](#).

- b. *Deliver Course:*
 - a. Faculty presence is important:
 - i. Deliver concise lectures for the online weeks. If creating a video, keep it to about 15 minutes. It is better to have two 15-minute videos than one 30 minute video.
 - ii. Tell students the best way to communicate with you during the online part of the course; for example: email, phone, or discussion board.
 - iii. Tell students when you will respond to their questions; for example: within 24 or 48 hours (no longer than 48 hours.)
 - iv. Give timely feedback on discussion board posts, assignments, exams, etc.
 - b. Link the In-Class and Online weeks:
 - i. Include a “What’s Next” in your Blackboard course telling students what you will be covering the following week and how (in-class or online).
 - ii. During the in-class week, prepare students for what will be coming up next in the online week.
 - iii. Use both the in-class and online weeks to review any concerns about the previous week’s work, and/or to include remedial assignments or additional resources.
 - c. Student Support:
 - i. Set student expectations regarding the technical skills they will need to participate successfully in the blended course.
 - ii. Provide an introduction to the Blackboard Course in the first face-to-face meeting.
 - iii. Provide a tour of the Blackboard Course either face-to-face or through a video in the course.
 - iv. Show students where they can find Help in the Blackboard Course and in Atomic Learning.
 - v. Use face-to-face or virtual office hours to assist students with Blackboard questions.
 - vi. Use an “Ask the Professor” discussion board forum for student questions about Blackboard.
 - vii. [Writing Center](#), [Speaking Center](#)

10 Tips for New Blended Learning Faculty:

1. Start early.
2. Keep your design student-centered and focused on the learning outcomes.
3. Plan and design your entire course before beginning to teach it.
4. Attend a workshop and work with a mentor or instructional designer.
5. Let technology serve as a tool versus a prescription for how and what to teach.
6. Set student expectations during the initial in-class meeting.
7. Be present in all components of your class.
8. Be sure your instructions are specific and clearly written.
9. View your course from a student perspective.

10. Use the standard template for your program, if it exists. This supports consistency and avoids reinventing the wheel.

Online Resources:

1. [Penn State Faculty Self-Assessment: Preparing for Online Teaching](#)
Penn State has created a free *Faculty Self-Assessment* for preparing to teach in an online environment. To take the assessment, click on the link above and enter your first name, last name, and email address. There is no need for a password and there are no right or wrong answers. When you've finished, you will receive a report with helpful commentary and links based on your answers. The assessment takes about 10-15 minutes.
2. [Blueprint for Building Your Course](#)
The above link provides a one-page overview for building a blended course. It also includes a map to assist you in aligning your assignments and assessments with your weekly and course outcomes.
3. [Blended Learning Toolkit](#)
The Blended Learning Toolkit link above provides a step-by-step task list for building a blended course along with some helpful templates and checklists.
4. [Quality Matters Rubric](#)
The Quality Matters Rubric is a set of standards used to measure the quality of a blended or online course. Once you have your course built, this is a helpful guide to evaluate the quality of your course.

Bloom's Taxonomy Action Verbs

| I. Remembering | II. Understanding | III. Applying | IV. Analyzing | V. Evaluating | VI. Creating |
|--|--|--|---|---|--|
| Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. | Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main | Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way. | Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. | Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. | Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. |
| <ul style="list-style-type: none"> • Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why | <ul style="list-style-type: none"> • Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate | <ul style="list-style-type: none"> • Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize | <ul style="list-style-type: none"> • Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme | <ul style="list-style-type: none"> • Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value | <ul style="list-style-type: none"> • Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory |

Instructional Design Rubric for Assessing Course Elements in: Technology Enhanced Face-to-Face, Hybrid, or Fully Online Courses

| Course Elements | Exemplary |
|----------------------|---|
| Goals and Outcomes | <ul style="list-style-type: none"> • Goals and objectives are easily located within the course and are: • Clearly written at the appropriate level and reflect desired outcomes • Written in measurable outcomes (students know what they are expected to be able to do) • Made available in a variety of areas in the course (within the syllabus and each individual learning unit) |
| Content Presentation | <ul style="list-style-type: none"> • Content is made available or “chunked” in manageable segments (i.e., presented in distinct learning units or modules) • Navigation is intuitive in the LMS • Content flows in a logical progression • Content is presented using a variety of appropriate mechanisms (content modules, links to external resources, print material) • Content is enhanced with visual and auditory elements • Supplementary resources are made available (course CDs, textbooks, course manuals, etc.) |
| Learner Engagement | <ul style="list-style-type: none"> • It is clear how the instructional strategies will enable students to reach course goals and objectives • Course design includes guidance for learners to work with content in meaningful ways (e.g., pre-reading outlines, web-quests, etc.) • Higher order thinking (e.g., analysis, problem solving, or critical reflection) is expected of learners and explained with examples or models • Individualized instruction, remedial activities, or resources for advanced learning activities are provided |
| Technology Use | <ul style="list-style-type: none"> • Tools available within the LMS are used to facilitate learning by engaging students with course content • LMS tools are used to reduce the labor-intensity of learning (e.g., providing links to needed resources where they will be used in the course) • Technologies are used creatively in ways that transcend traditional, teacher-centered instruction • A wide variety of delivery media are incorporated into the course |

Seat Time Equivalency Estimates

The following table represents guidelines to calculate seat-time equivalencies for assignments and academic activities undertaken in a virtual classroom format. If you are rescheduling class time through the registrar by holding a face-to-face class on an alternate day, there is no need to use this.

| Activity | Estimated Seat Time Equivalent |
|---|---|
| Live virtual lecture (webcast) | <ul style="list-style-type: none"> • Time based on length of lecture (e.g., one hour of live virtual lecture equals one hour of contact time) • If lecture is also recorded, see “Recorded lecture” below <p><i>[it is recommended that you record the live lecture (webcast), and post link in Blackboard for students who could not attend]</i></p> |
| Recorded lecture | <ul style="list-style-type: none"> • Time based on length of lecture (e.g., one hour of recorded lecture equals one hour of contact time) • Time allocated for student to review lecture: Estimated by instructor based on complexity of material <p><i>[e.g. if students need to review and take detailed notes on several slides, add an extra 3-5 minutes per slide]</i></p> |
| Video, audio, music, or other media | <ul style="list-style-type: none"> • Time based on length of media • Repeated viewing/listening based on related assignments, to be estimated by instructor <p><i>[e.g. if students need to listen to a piece of music or watch a video two or three times to answer a question or write a reflection, add time for repeated listening/viewing]</i></p> |
| Formal writing assignment (<u>not already assigned in the syllabus</u>) | <ul style="list-style-type: none"> • Approximately 30 minutes per page (more or less based on the complexity of the writing as estimated by faculty) |
| Discussion board posts | <ul style="list-style-type: none"> • Reading student discussion board posts: 1-3 minutes per post, depending on complexity • Composing Blackboard short answer posts: 5-15 minutes • Composing more complex posts: 15-45 minutes • Alternately, faculty may tell students how much time they should spend reading and responding. |
| Reading material <u>not assigned as homework in the syllabus</u> | Please use the suggestions below as rough guidelines—give your best estimates based on your experience with selected texts. |

| | |
|---|---|
| | <ul style="list-style-type: none"> • Reading assignment—complex, highly academic or technical prose, (e.g., advanced scientific textbook, difficult academic prose) Est. 5-10 minutes per page • Reading assignment—less complex prose (e.g., narrative history, 1000-level textbook) Est. 3-4 minutes per page |
| Online group work | Time estimated by faculty based on complexity of assignment and extent of collaboration required in group task. |
| Quizzes/tests/surveys | Estimated by instructor based on content and anticipated length of exam or survey |
| Field Trip (linked to course content) | <ul style="list-style-type: none"> • Time students spend engaging in activity on field trip. <i>[e.g. if students are to spend one half hour at the exhibition space in the Hoon Keith Quiet Study Lounge (currently featuring juried student art), it would count for one half hour class time</i> |
| Meetings with individual students or small groups | Calculate contact time per student |

PSY 2800 Social Psychology Syllabus Summer 2015

Wednesday, 5:30-10:15 p.m.

Instructor: Eric B. Weiser, Ph.D.

Telephone: 617-333-2070

Office: 432 Kennedy

Email: eweiser@curry.edu

Office hours: W 3:00-5:00 p.m. (and by appt.)

Blackboard website: <http://blackboard.curry.edu>

Prerequisite: Any 1000-level PSY course

Textbook website:
<http://www.mhhe.com/myers11e>

How to contact me: Feel free to stop by during office hours should you like to speak with me. You may also either call my office or email me. If you call, leave a message if I am not there. In general, the **best** way to contact me is through email, as I check it regularly; if you email me, be sure to include your first and last name at the end of your email.

Course Textbook: Myers, D. G. (2013). *Social Psychology* (11th Edition) Boston, MA: McGraw-Hill (The textbook is **required**).

The textbook is available at the Curry College Bookstore. Although you may purchase the text online if you wish, I recommend that you purchase it at the bookstore because it may take a long time to be shipped if you order it online. **If you order the text, be sure to order the 11th edition; please do not purchase any other edition.**

Hybrid Course Format

This course will be delivered in **hybrid** format, meaning that part of it will be delivered online (through Blackboard), and the other part will be in the classroom on the Milton campus. The scheduled **in-class** meeting dates are **July 8, July 22, August 5, and August 19**. The other dates (i.e., July 15, July 29, and August 12) will be **exclusively online**. Students should **not** consider the online weeks as being "off," but rather switch into a different gear, reviewing and studying narrated PowerPoint presentations and checking in for the discussion groups during the week. The hybrid component of this course is meant to do several things: (1) Provide students with some flexibility in the learning environment, rather than sitting in the classroom for several hours straight every week, (2) allow students more time to reflect on the topics, keeping conversations going on the discussion board throughout the week.

For those weeks online, you will be expected to:

1. Review the week's learning objectives
2. Complete all assigned readings
3. Complete all lecture materials for the week
4. Participate in the Discussion Board (responses posted by **Monday** of the following week)
5. Complete and submit all assignments by the due dates (as applicable).

Additional details concerning the online component of the course are discussed below.

Official Catalogue Description of the Course

"This course examines the various ways our thoughts, feelings, and behavior are influenced by other people. The objective is to familiarize students with issues, methods, theories, and research pertinent to the study of social psychology, as well as to help students understand how social psychological principles are applicable to their lives. Classic and contemporary topics include social perception, judgment errors and biases, conformity, obedience to authority, attitudes and persuasion, brainwashing, stereotypes and prejudice, interpersonal attraction and relationships, group behavior, aggression, and pro-social behavior."

Course Overview

This course is designed to survey Psychology's most interesting and dynamic area, **Social Psychology**. Generally speaking, Social Psychology is the study of how people think about, influence, and relate to one another. As such, this course will explore the social side of human existence: the ways our thoughts, feelings, and behaviors are affected by other people. Many of the issues we will encounter along the way will be intriguing. Why do we hurt others sometimes, yet go to great lengths to help them at other times? How do we form impressions of others, and are these impressions always accurate? Or fair? How can we persuade others to do what we want them to do? Should we *always* trust our intuition? What triggers groups of people to sometimes engage in destructive, antisocial behavior? What are the causes of prejudice, and how can it be eliminated? How do groups reach difficult decisions, and why do they sometimes make terrible decisions? Why are we attracted to some people, yet repulsed by others? Is romantic love something that can be studied scientifically, or do its "secrets", as one Senator William Proxmire once said, lie "strictly in the hearts of songwriters and poets?" What *really* leads to happiness? These and many other questions will be addressed in this course.

Some General Information...

A Note on the Nature of the Covered Material

At various points in the semester, we will deal with topics that some individuals may consider controversial, sensitive, or embarrassing. For example, the topics of race, evolution, and violence will be examined in several contexts during this class. Please reconsider your decision to take this class if you are unwilling to examine these topics in a dispassionate, scientific manner.

A Note for Students with Disabilities

Students with disabilities who believe that they need accommodations in class are encouraged to contact the Student Disabilities Officer (telephone # 333-2182) as soon as possible to ensure that such accommodations are implemented in a timely fashion. Students enrolled in PAL should work with their PAL instructors (and, in some cases, the Coordinator of PAL) to determine appropriate accommodations.

Blackboard Website

Resources for this course are available on the class Blackboard Website. Students must access Blackboard for copies of class notes, videos, links, and other course-related materials. Once in Blackboard, simply click on “Weekly Course Materials” and then click on the corresponding week for that week’s materials. Copies of **PowerPoint slides** for each week will be made available on Blackboard for students to download and bring to class. You will find these PowerPoint slides within the “Reading, Listening, and Viewing” link for that week. There will be several sets of PowerPoints, and they will be organized for you. **You are very much encouraged to download these slides and bring them to class with you, as this will facilitate note-taking.** You should consider obtaining a 3-ring binder to keep things organized.

Additionally, **the publishers of the textbook have created a website on which you can obtain resources to assist in your studying of the material in each chapter, as well as take practice quizzes.** The URL is provided at the beginning of the syllabus (a link can also be found in the “Syllabus” tab in Blackboard).

Course Format and Content

In-Class Meetings

In general, in-class meetings will have a lecture/discussion format, with relevant questions and comments welcomed whenever students wish to pursue them. The content of this course will derive solely from the textbook and class notes. The text is an **excellent**, well-written, and engaging account of Social Psychology; it should not present any difficulties in reading. However, **please be aware that I will sometimes discuss material in class that is not found in the text; in addition, I will occasionally present the material from a perspective different from that of the text.** Our class sessions are intended to elaborate on and supplement the text, not merely to regurgitate this material. Occasionally, some topics will be covered in much greater detail than that offered by the text. **You will do best and get the most from this course if you read the assigned materials before class.**

The text is extensive, thus we will not be able to cover all 16 chapters in detail during class. However, you will still be responsible for the chapters when they are assigned, regardless of how extensively they are covered in class.

Please notice that the order in which I want you to read some of the chapters in class will not always be in the order in which they are presented in the textbook (e.g., I want you to read Chapter 3 before reading Chapter 2). **Pay close attention to this** and read the chapters in the order specified in the schedule.

Online Classes

During the online weeks, your tasks are as follows:

1. **Narrated PowerPoint slides** will be posted; these slides will cover the topics for that particular week. Your job is to listen to the narrated presentations and take notes as you normally would in class (of course, you get to do this on your OWN time!). Naturally, you'll need to turn up the speakers on your computer so that you can listen to the narrations of the slides. Each set of narrated set of PowerPoint slides lasts about 30-45 minutes (maybe shorter or longer, as the case may be).
2. Each online week, there will be a series of **Discussion Questions**. You must post **threads** in which you respond to each question. Doing this is easy, and instructions are provided in the "Week (#) Discussion" tab. If you like, you have the option of replying to another student's thread (or your own). I will be monitoring this, and may reply accordingly. **Please note that posting answers to the Discussion Questions is required, and your posts will be factored into your grade.** You are free to post threads as frequently as you like (as long, of course, that at least one of the threads provides answers to the discussion questions).
3. There will also be a **Practice Quiz** each online week. After completing the readings and the narrated PowerPoint presentations, you must complete the Practice Quiz for that week (5-10 questions, multiple choice). Your scores on these Practice Quizzes will **NOT** be factored into your grade; nevertheless, **you must complete each of these online quizzes.**

One important note about the Discussion Questions: I expect everyone to provide **thoughtful, well-articulated responses** to each of the questions. Also, if you reply to a classmate's post, please be civil and courteous (e.g. do not say something like, "that is a dumb answer."). Also, do not post an answer to something simply by reading someone's post and saying "Yes, same thing for me). Your responses must be **original**.

****BE SURE TO CHECK THE SCHEDULE OFTEN TO SEE WHICH CHAPTERS AND WHAT PARTS OF CHAPTERS YOU ARE TO READ BY CERTAIN DATES.**

Policy on Attendance

Students are responsible for all the information (including lecture material, handouts, course announcements, and so on) that is disseminated during in-class time, as well as during the online weeks. As there are only four in-class meetings, missing a class will entail missing a great deal of material. As such, it is crucial that you attend **each** in-class session for the **full duration**, and that you come **prepared**. **Accordingly, missing class, arriving late, or leaving early (and thereby missing essential material) will very likely have a negative effect on your grade.**

If you know in advance you will have to miss class or part of a class for a legitimate reason, you should let me know ahead of time. If you have to miss a quiz (see below), you must contact me **BEFORE** the quiz to let me know. You must have a legitimate reason for missing the quiz, as well as proof for the reason.

****ONE ABSENCE FROM AN IN-CLASS MEETING WILL RESULT IN A FULL LETTER**

GRADE DEDUCTION IN YOUR FINAL GRADE; TWO OR MORE ABSENCES FROM INCLASS MEETINGS WILL RESULT IN AN AUTOMATIC FAILURE OF THE COURSE. These policies will be enforced REGARDLESS of the circumstances of absences. Late arrivals and early departures may constitute absences. Please try not to miss any class meetings!

Grading Procedures

Your grade in this course will be based on your performance on three quizzes, a take-home final, two written assignments, and class participation (more information on these is provided below). Collectively, your performance on the quizzes will account for approximately 30% your grade, the take-home final another 25%, the written assignments about 25-30%, and class participation (i.e., both in-class and online) about 15-20%. Grades will be based on total points accumulated, with the possibility of a curve applied if necessary. **I reserve the grade of A for truly outstanding work.**

A. Quizzes

We will have a total of **three** quizzes during the course. The quizzes will consist of approximately 15 multiple choice questions and will be held on the in-class dates of **July 22, August 5, and August 19**. You will **not** be permitted to use readings, notes, and other materials during quizzes. The quizzes will contain items consisting of material covered during the **previous** two week periods. Reading materials corresponding to a particular class day will not be covered on the quiz scheduled for that day. The quizzes will be taken **promptly at 5:30 p.m.** (first thing) on the dates during which they are scheduled. **Late arrivals will not be permitted to take the quizzes.** An unexcused absence from a quiz (or a late arrival) will result in a grade of 0 for that quiz.

B. Written Assignments

Two written assignments will be distributed this term. Each assignment will consist of two or three critical thinking-style questions, and will generally be due the following week. You will receive specific instructions on how to prepare these assignments. The assignments must be submitted through **SafeAssign** and are due at the **beginning** of class on the days in which they are due. **Grades on the assignments will be reduced by 50% if turned in late;** late assignments not submitted to me by 5 p.m. the following day will receive a grade of 0.

C. Take Home Final

A take-home final will be distributed at the end of class on August 19 and due the following week. More information on the nature of the exam will be provided later in the term. **Take-home finals not turned in on time will receive a grade of 0.**

D. Class Participation

Your class participation grade will be influenced by your attendance, as well as your completion of all online tasks (e.g., completion of all online tasks and **quality of Discussion Question responses**). To help insure you receive all possible points for class participation, you should strive for perfect attendance, avoid leaving class early (or arriving late), and give some real thought to the quality of your Discussion Questions posts.

Classroom Policies

Commonsense rules of courtesy apply to this class (as they do for any class). For example, please treat others civilly and respectfully. Additionally, electronic devices (cell phones, iPhones, etc.) should be turned off and put away during class time. Also, please avoid conversing with others during class, as others find this very distracting. Eating during class is prohibited, but drinks will be permissible (please clean up after yourself!). Additionally, **please arrive to class on time and do not leave early** (late arrivals and early departures may be counted as absences).

Finally, **please do your best to avoid leaving the room during class** (I will allow ample break times for you). If you must leave the room during class, please do so as quietly and inconspicuously as you can so as to not disturb others.

Concerns about the Course

Please seek assistance if you have questions about the class material or if you are having problems in the course. **I can only be helpful if I am sought out.** Bring problems or concerns to my attention early rather than late. For example, if a student waits until late to inform me that his or her performance may have been impaired because of personal problems, there is very little help I will be able to offer at that point. However, if the same student discusses the problem with me early on, a variety of helpful options are likely to be available.

If you have a serious personal issue (e.g., grades, illnesses, problems with the class, etc.) that you would like to discuss with me, please do so during my office hours, by phone, after class (after others have left for the night) or by email. **Please avoid engaging me in a serious discussion about personal problems right before class or during class**, as I will not have time to discuss the matter with you at length at those times, and other classmates do not need to hear the discussion. Private or personal matters should be discussed with me **privately** (not in front of or within earshot of other students).

PSY 2800 Course Outline, Schedule, and Reading Assignments

| Date | Topics | Learning Objectives | Readings/Assignments |
|---|---|--|---|
| Week 1 July 8 In-Class | Orientation Introduction Research Methods | <ul style="list-style-type: none"> • Describe the course structure and hybrid format • Summarize the key principles of Social Psychology • Explain research methods used in the field of Social Psychology | Chapter 1 – Introducing Social Psychology |
| Week 2 July 15 Online | Social Thinking The Self Narcissism | <ul style="list-style-type: none"> • Explain how we perceive, judge, and explain our social worlds • Recognize errors and biases in human thinking and decision--making • Describe how our expectations of our social worlds matter • Define the nature of the "self" • Explain self-serving biases | Chapter 2 – The Self in a Social World Chapter 3 – Social Beliefs and Judgements Chapter 14 – pp. 521-528 Chapter 16 – pp. 597-610 |

| | | | |
|---|--|---|--|
| | | <ul style="list-style-type: none"> Describe self-presentation | <p>Discussion Board</p> <p>Practice Quiz 1</p> |
| <p>Week 3</p> <p>July 22</p> <p>In-Class</p> | <p>Attitudes</p> <p>Attitude Change and Persuasion</p> | <ul style="list-style-type: none"> Describe the nature and formation of attitudes Explain how attitudes affect behavior Show how the theories and methods of attitude change and persuasion | <p>QUIZ I</p> <p>Assignment 1</p> <p>Chapter 4 – Behavior & Attitudes</p> <p>Chapter 7 – Persuasion</p> |
| <p>Week 4</p> <p>July 29</p> <p>Online</p> | <p>Conformity and Obedience</p> <p>Group Influence</p> | <ul style="list-style-type: none"> Define conformity Name several classic conformity studies Explain when and why people conform (and do not) Define a group Describe social facilitation, social loafing, deindividuation, group polarization, groupthink, minority influence | <p>Chapter 6 – Conformity and Obedience</p> <p>Chapter 8 – Group Influence</p> <p>Note: Chapter 5 (<i>Genes, Gender, & Culture</i>) will not be discussed, but it will be covered on the following week’s quiz. So, please read the chapter.</p> <p>Discussion Board</p> <p>Practice Quiz 2</p> |
| <p>Week 5</p> <p>August 5</p> <p>In-Class</p> | <p>Prejudice</p> <p>Social Psychology in Court</p> | <ul style="list-style-type: none"> Identify the principles, theories, and approaches to the study of prejudice Apply how social psychology principles we've discussed so far relate to what happens in judicial (courtroom) settings | <p>QUIZ II</p> <p>Chapter 9 – Prejudice: Disliking Others</p> <p>Chapter 15 – Social Psychology in Court</p> |
| <p>Week 6</p> <p>August 12</p> <p>Online</p> | <p>Interpersonal Attraction and Intimacy</p> | <ul style="list-style-type: none"> Describe what leads to friendship and attraction Explain the nature of love and romantic relationships | <p>Chapter 14 – pp. 545-552</p> <p>Chapter 11 – Attraction and Intimacy: Liking and Loving Others</p> <p>Discussion Board</p> <p>Assignment 2</p> <p>Practice Quiz 3</p> |
| <p>Week 7</p> <p>August 19</p> <p>In-Class</p> | <p>Aggression</p> <p>Helping</p> <p>Conflict and Cooperation</p> <p>Course Wrap UP</p> | <ul style="list-style-type: none"> Define aggression Describe the theories and influences of aggression Name what factors influence helping Explain why conflict exists, and how to foster cooperation | <p>QUIZ III</p> <p>Chapter 10 – Aggression: Hurting Others</p> <p>Chapter 12 – Helping</p> <p>Chapter 13 – Conflict and Peacemaking</p> <p>FINAL EXAM</p> |

Sources

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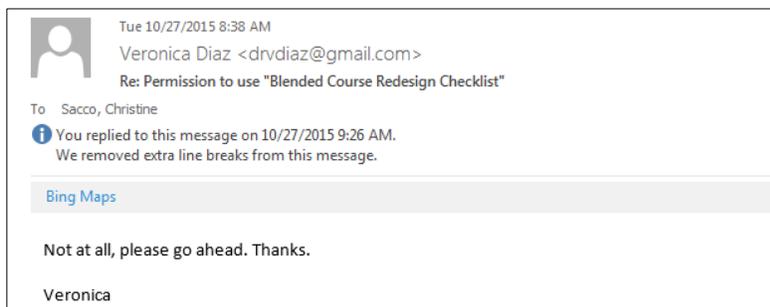
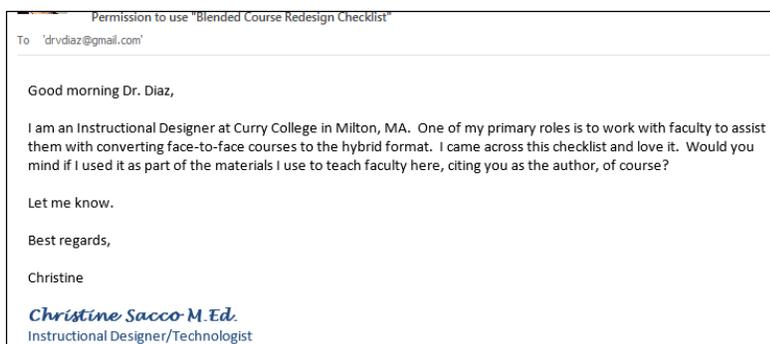
Course Map

[University of Central Florida Blended Learning Toolkit](#) (2015)

Blended Course Redesign Checklist

[Based on the 10 Questions to Consider from UWM Learning Technology Center](#). Veronica Diaz, PhD ©, (2011). Please contact Veronica Diaz for permission to use this material at drvdiuz@gmail.com

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Blended Learning Best Practices at Curry College

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Bloom's Taxonomy Action Verbs

[Anderson, L. W., & Krathwohl, D. R. \(2001\)](#)

Instructional Design Rubric for Assessing Course Elements

Adapted from [Blackboard Exemplary Course Rubric Program](#) (2012)

Seat Time Equivalency Estimates

Nancarrow, William, Ph.D. and Sacco, Christine, M.Ed. (2015)

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