

SOCIAL PSYCHOLOGY

Psychology/Sociology 230

Profs. Keith Farrington and Deborah Du Nann Winter

Spring, 2006

Maxey 303: Monday and Wednesday 1-2:20

Office Hours:

Keith Farrington: (Maxey 114 and Library 317; phone 527-5203 [office] and 522-2722 [home]; email: farrinmk@whitman.edu); Monday 10:00-10:50 [in Library 317]; Tuesday and Thursday 1:15-2:15 [in Maxey 114]; Wednesday 2:30-3:30 [in Maxey 114]; Friday 11:00-11:50 [in Library 317]; other times by appointment

Deborah Winter (Maxey 320; phone 527-5123; email: winterd@whitman.edu); Monday and Wednesday: 2:30-4:00; Thursday: 11:00-12:00 noon; and by appointment (best to use e-mail to arrange)

Course Goals:

Our goals are to enhance your

- Insights into how behavior and perception are socially constructed
- Knowledge of typical biases (including your own) that people employ in making sense of themselves and the world around them
- Skill in using the vocabulary and concepts from social psychology, so that you can read and understand new material
- Ability to analyze current events in light of social psychological concepts
- Insights into the similarities and differences between the ways in which sociologists and psychologists approach the general field of social psychology
- Enhanced interpersonal and intrapersonal skills, so that the insights you gain in this course facilitate your effectiveness as a social being

We will explore these questions methodologically, theoretically, and experientially. We will also work to strengthen your skills in writing, oral presentation, discussion, and group process.

Required Reading Material:

All of the assigned reading for this course will be taken from the following texts:

- Myers, D.G. (2005). Social Psychology, 8th Ed. McGraw Hill
- O'Brien, J., & Kollock, P. (2001). The Production of Reality, 3rd Ed. Thousand Oaks, California: Pine Forge Press.
- Gamson, William A. (2000). Simulated Society Participant's Manual, 5th Ed. New York: Free Press.

Class Schedule and Assigned Readings: (subject to change with prior notice)

Please read each selection carefully for the class date listed. And see discussion elsewhere in the syllabus recommending how to best prepare for each class.

Date: Topic/Reading

- Wed 1/18 Introduction to class and professors; organization and goals of course
Reading Assignment: None
- Mon 1/23 What exactly is "social psychology"?
Reading Assignment: Myers, ch. 1 (pp. 3-35); O'Brien & Kollock, pp. 1-14
Note: Please come to class today prepared to take a quiz on the syllabus, on student names, and on the first reading assignment.
- Also, please get and come to class with your individual VARK scores, at <http://www.vark-learn.com/english/page.asp?p=questionnaire>
- Wed 1/25 The problematic nature of social reality
Reading Assignment: O'Brien & Kollock, pp. 15-59
- Mon 1/30 How we come to know the social world in which we live: Symbols, language, and communication
Reading Assignment: O'Brien & Kollock, pp. 61-123
- Wed 2/1 How do we construct our beliefs and judgments?
Reading Assignment: Myers, ch. 3 (pp. 83-131)
- Mon 2/6 What are the cognitive processes that underlie social perception?
Reading Assignment: O'Brien & Kollock, pp. 124-185
- Wed 2/8 The "self": Who are we, anyway?
Reading Assignment: Myers, ch. 2 (pp. 39-81)
- Friday 2/10: Paper #1: Due 1 p.m.**
- Mon 2/13 How is "the social self" constructed and maintained?
Reading Assignment: O'Brien & Kollock, pp. 288-345
- Wed 2/15 Social "groups" and their importance
Reading Assignment: Myers, ch. 8 (pp. 285-327)
- Mon 2/20 President's Day: No class meeting
- Wed 2/22 Preparing for Sim-Soc
Reading Assignment: Gamson, pp. 1-36
- Sat-Sun 2/25 and 2/26: Sim-Soc Weekend: Attendance Mandatory!**
- Mon 2/27 Processing Sim-Soc: No reading

- Wed 3/1 The self and social interaction
Reading Assignment: O'Brien & Kollock, pp. 189-243
- Mon 3/6 Negotiating reality in interactions with others
Reading Assignment: O'Brien & Kollock, pp. 244-287
- Wed 3/8 Constructed realities and social interaction
Reading Assignment: O'Brien & Kollock, pp. 349-392

Friday 3/10: Paper #2: Due 1 p.m.

Mon 3/13 through Fri 3/24: Spring Break! Practice Social Psychology on your family and friends!

- Mon 3/27 Constructed realities and behavior
Reading Assignment: O'Brien & Kollock, pp. 393-442
- Wed 3/29 When do we conform to each other?
Reading Assignment: Myers, ch. 6 (pp. 207-243)
- Mon 4/3 Gender and its social construction
Reading Assignment: Myers, ch. 5 (pp. 169-205)
- Wed 4/5 Why and when are we prejudiced against each other?
Reading Assignment: Myers, ch. 9 (pp. 331-377)
- Mon 4/10 The social psychology of "deviance" and difference
Reading Assignment: O'Brien & Kollock, pp. 443-469; 483-514; 554-557; 566-572
- Wed 4/12 Why and when do we like each other?
Reading Assignment: Myers, ch. 11 (pp. 423-473)
- Mon 4/17 Why do we go to war, and how can we stop?
Reading Assignment: Myers, ch. 13 (pp. 519-563)
- Wed 4/19 In-Class Presentations: Teams 1 and 2
Reading Assignment: None
- Mon 4/24 In-Class Presentations: Teams 3 and 4
Reading Assignment: None
- Wed 4/26 In-Class Presentations: Teams 5 and 6
Reading Assignment: None

- Mon 5/1 In-Class Presentations: Teams 7 and 8
Reading Assignment: None
- Wed 5/3 The future of social psychology
Reading Assignment: O'Brien & Kollock, pp. 577-586
- Mon 5/8 Can social psychology help save the world?
Reading Assignment: Myers, ch. 16 (pp. 639-662)
- Wed 5/10 **Reading Day: 4 p.m. Party at Deborah's house: We hope that you can all attend!**
- Sat 5/13 **@ 2:00 [Final Exam Time Period]: Attendance mandatory, for all students!**
- Paper #3: Due 2 p.m. (at the latest); Final papers handed in prior to this deadline will be gladly accepted**

Course Requirements:

- **Three short papers (50 pts):**

Over the course of the semester, you will be required to write three 3-5 page papers. The paper due dates are:

Friday, Feb 10

Friday, Mar 10

Saturday, May 13

The last of these papers will be a synthesizing task, and will function as a take-home final integrative exercise. There will be no final exam in this course.

You are encouraged to re-write papers, provided you carefully follow the course Writing Manual instructions which are included later on in the syllabus.

- **Group project: (25 points total: 5 points self-evaluation; 5 points team evaluation; 5 points class evaluation; 5 points professors' evaluation of your performance; 5 points professors' evaluation of your group's performance).** We will have more to say about these projects a bit later on in the syllabus.
- **Pop Quizzes: 10 points**

We will have a series of in-class written exercises (pop quizzes, written responses to the assigned reading, etc.) designed to keep you caught up with the reading, and involved with the class material. These will occur over the duration of the semester.

- **Class Participation: 15 points**

This course requires active engagement in the reading material and with one another. You will also be graded on your participation in classroom discussions. We will have more to say about class participation and discussion a bit later on in the syllabus.

- **Course Evaluation: (0)**

You will not receive a grade for this course unless you have come to our final class meeting during the assigned final exam time slot at 2:00 p.m. on Saturday, May 13, and filled out and turned in a course evaluation at that time.

- **Laboratory Weekend (0)**

Everyone is required to attend a weekend-long "simulated society" exercise (Sim-Soc) on the weekend of Feb. 25-26. If you have scheduling conflicts which prevent you from participating, you will need to drop this class. So please check your schedule now, make sure you can participate in the exercise and block that weekend off in your calendar.

Summary of Course Requirements and Points

Course Requirement	Points
Paper #1	15
Paper #2	15
Paper #3	20
Team Project	
Self Assessment	5
Team Assessment	5
Class Assessment	5
Professor Assessments	10
Pop Quizzes	10
Class Participation	15
Course Evaluation	0
Laboratory Weekend	0
Total	100

Our Thoughts on Class Participation

Participation extends far beyond showing up for class; we take as a given that you'll be in class. To be evaluated positively for participation, you need to take an active role in discussions, develop leadership skills in directing and moving discussions in interesting and important ways, and encourage and stimulate others to speak.

A good discussion is not simply a bunch of people saying stuff in the same room. A good discussion is not a bull session. Neither is it a debate, in the sense that your job isn't to convince other people of the rightness of your own position. Good group discussion is neither to win an argument nor to amuse oneself, nor to gain points in the professor's notebook. **Good group discussion results in increased student learning.**

Fruitful discussions do not "just happen." Many people think that good discussions are a matter of luck or "chemistry" of the class. Instead good discussions are the product of concerned cooperative effort on the part of **all** participants, along with two key ingredients - preparation and organization.

Many discussions flounder because participants haven't really prepared for them. In this course, you will be expected to carefully prepare for every session in order to maximize the value of class time. For each of the reading assignments, you should take notes, answering the following questions in writing and bringing your notes to class. As you answer the following questions, make note of text material wherever you can (underline the text and be ready to provide page numbers).

1. What did the author really say?
 - A. Define all important terms and concepts.
 - B. State the author's general point in your own words.
 - C. What are the major themes and key points? Which points are central to the piece and which are secondary; which are tangential?

2. What do you think about what the author said?
 - A. Integrate this material with other knowledge, particularly that which has come before in this course, but also from other classes.
 - B. Consider possible applications and implications.
 - C. Evaluate the author's presentation; what are the limits of the position? What is especially convincing?

Each of the class members is responsible for making sure that time is appropriately allocated. If you sense that the group is getting hung up on a point, you should suggest that we consider moving on. On the other hand, if you do not feel satisfied with a particular question, you should voice your concern and see if anyone else feels the same way. Not all individuals will get all their intellectual needs met in each discussion, but all are responsible for seeing that the group functions as effectively as possible for the most number of people.

Be conscious about using discussion for an exchange of ideas. Many students speak in an attempt to make brownie points with the professor, while only superficially engaging the question. Sometimes students try to dominate discussions without caring about what others think, rarely asking for or listening to others' input. On the other hand, probably the most prevalent problem jeopardizing good discussions is the number of students who remain silent, either visibly uninvolved, or more often, timidly staying on the sidelines while watching the action. Neither hogging the floor, nor withdrawing, are useful discussion behaviors.

Instead, good discussions happen when students ask for and give information and reactions, compare ideas, clarify, ask questions, listen and respond to other students. We judge a good discussion both by the number of people who participate, and the quality of the interactions between students, rather than between student and professor. In short, each of you is each responsible for **both** participating and providing **support and stimulation for others to participate**.

Class Papers and the Importance of Good Writing

Here are the three paper assignments (which may be tweaked slightly as the class progresses):

Paper #1: Due Friday, Feb. 10, 1 p.m. (15 points)

Not long ago, Whitman was an unknown world to you; now you have a social reality called Whitman, a set of beliefs about how this social entity functions as a group of individuals, a collection of groups, and even as a small "society." Use the texts to reflect on the social reality that you have constructed here, and how that reality is both similar to, and/or different from, your "reality" before coming here. Use specific examples of your learned meanings through social interaction, including your own conformity and attitude change. Cite the texts to demonstrate your ability to link their insights with your own social experience.

Please pay particular attention to the Writing Manual that appears a bit later on in the syllabus, and make sure you follow directions carefully for handing in this paper.

Paper #2: Due Friday, Mar 10, 1 p.m. (15 points)

What does your participation in Sim-Soc tell you about principles of social psychology? What does this experience indicate about social cognition, the ways in which meaning is constructed, group dynamics, patterns of conformity and/or deviance, the relative impact of various social pressures, and the ways in which power is used, etc.? Use material from texts and lectures to illuminate your thinking.

Please pay particular attention to the Writing Manual, and make sure that you use comments from both professors on your previous paper.

Paper #3: Due Saturday, May 13, 2 p.m. (20 points)

What has social psychology taught you about how you and others function as social beings? As you consider this question, please feel free to comment on important similarities (and differences) between the disciplines of psychology and sociology as they conceptualize and empirically investigate "the social psychological." What insights from either or both discipline(s) will be particularly useful in facilitating your future effectiveness in social settings, be they intimate relationships, family, workplace, team, community, nation, or status as a global citizen?

Please pay particular attention to the Writing Manual, and make sure that you use comments on your previous paper(s).

Paper-Writing and Our Grading of Your Written Work

As with many courses at Whitman, your writing in this course - primarily in the three papers that you will write over the course of the semester - will play a critical role in the way in which your overall class performance is evaluated. We will spend a good deal of time reading and commenting upon the papers that you submit, and one of our ultimate goals in this process will be to provide you with feedback that will enable you to become a stronger, more effective writer.

We plan to help you with your writing in three ways:

1. By making you accountable to high expectations. Although it should go without saying, we expect all of your writing for this course to be your best quality. It is simply not acceptable to turn in sloppy prose, mechanical errors, poor organization of ideas, etc. As college students you are expected to be literate and serious about your work. Please don't embarrass yourself or insult us with anything less than your best. Here is the grading scheme that the two of us will use in evaluating and assigning grades to your papers.

A (100%): A pretty much perfect college-level paper. Such a paper is strong on content, clear and convincing in its argumentation, well documented and cited, and written with style and flair. Papers receiving a grade of A don't absolutely have to be, but often are, creative in their general approach to the topic in question. It should go without saying that an "A quality" paper will be very strong mechanically, with virtually nothing in the way of syntax, spelling or mechanical writing errors.

A-/B+ (90%): While perhaps not a "perfect" paper, nonetheless a very good piece of written work in all regards - substantively, mechanically and from the standpoint of effective writing literacy. Often, the distinction between a paper receiving a grade of A and one which received a grade of A-/B+ is a fine line indeed.

B (85%): A solid, very acceptable piece of college-level work, which nonetheless could be improved in significant ways. The grade of B is probably the most common paper grade given by both professors. A paper receiving a grade of B should not necessarily be seen as "deficient" in any major way(s); however, it is a paper in which the content, argumentation, organization and/or writing are "good," but not uniformly "excellent."

B-/C+ (80%): A paper which is bit "below average" in terms of the quality of written work that we expect at Whitman College. It may be that the paper is flawed according to a number of different criteria, or it may be that there are one or two particularly problematic aspects of the paper which serve to bring the grade down below B level.

C (75%): A passing piece of work, but not particularly strong on any front. Most likely needs improvement in the points being made, the quality of argumentation, the use and integration of class material, and effectiveness of writing style. C quality papers often give the impression - correctly or not - of having been written in hurried and careless fashion.

C-D+ (70%): A minimally acceptable piece of college-level written work. A passing attempt was made at writing to the assigned topic, but this is a paper which is severely flawed in one or more important ways.

Keith will assign grades using these general categories; Deborah will tally and record points on the feedback sheet, using the same percentages for eventual translation to letter grades.

2. By supporting you as you work to do your best. Just as we expect your best from you, as your professors, our job is to do our best to help you produce your best. We will spend a lot of energy and time reading and commenting on your papers, which we hope will be matched by your serious consideration of our comments. Our goal is to give you feedback that will help you improve your writing. If you do not understand what we are telling you, you are responsible for coming in to talk to us. We will try very hard to make feedback clear on the evaluation sheets and on your paper, but we won't always succeed. Since feedback is a very expensive part of your education, if you do not understand it, we both have wasted a lot of time and energy. If you feel harshly or unfairly treated, please come in and talk about your feedback. Our aim is always to be supportive and challenging, and sometimes it is hard for us to know how to balance these dimensions unless we know your reactions.

We will be reading each of your papers twice. The first time we will read them "blind" - that is, not knowing who has written them. The second time, we will read each one after having looked at your previous written work. The reason that we ask you to turn in all your papers each time is so that we can see how your writing is progressing through the course, and we will be looking for explicit improvement on each of the 5 scores on the feedback sheet. If we see that you are not using the feedback we are providing, we won't bother to make extensive written comments anymore. (You've got us on a reinforcement schedule, you know!) If, on the other hand, we see that you are making improvements and conscientiously working with the feedback we provide, we will not only continue giving your writing our serious attention, but will grade you accordingly. In other words, **the purpose of grading papers is to help you improve**, and we will be looking for improvement.

Grades on papers are not based on how closely your opinions fit ours, but on the criteria specified on the feedback sheets (see page 18 of this syllabus).

Finally, some of you will no doubt note that Deborah and Keith sometimes disagree on the quality of a particular paper, and what grade that paper deserves (even though they use the same basic grading criteria, and are equally serious about the paper-grading process). At least part of the reason for this is because Deborah obviously thinks and writes like a psychologist while Keith, just as obviously, thinks and writes like a sociologist. In academics, the standards for good writing are somewhat specific to the discourse community for which you are writing. Thus, for example, some of you may have found that writing which works well in the humanities may be problematic in the social sciences. Similarly, good writing in a psychology course can differ from that in a sociology course, and differing evaluations by different professors are usually more than "subjective" opinions, though they are certainly always that, too. Learning to write well is like to learning to speak a foreign language. Applying certain rules will help, but, like language and culture more generally, writing involves many tacit understandings. Consequently, it is not always easy to articulate a specific rule that might help you improve your writing, although often we can suggest rewording to remedy a particular problem. Please do not feel insulted or disempowered by our suggestions. Learning to write well, and learning to teach others to write well, is a long-term process, which we look forward to sharing with you.

3. By giving you the opportunity to re-write and re-submit papers. Good writing comes as a result of hard work and practice. Consequently, re-writing papers (and allowing us to read and re-evaluate these revisions) is one of the best things that you can do to grow as a writer. For this reason, we welcome revisions of papers, as long as you:
 - a. Talk to one of us about how you plan to revise it. You should have a substantive plan about how to improve the paper (i.e., something that goes beyond mechanical and grammatical corrections)
 - b. Turn in the re-write within 1 week of when it was originally returned to you.

- c. Turn the new draft in along with the original paper and the earlier feedback which you received from us

To re-write a paper, follow these steps:

- _____ Read (or listen to) and study our comments on your papers, as well as on the evaluation sheet.
- _____ Reread the Writing Manual, and make sure you understand all of our comments. Be prepared to ask specific questions about specific comments or criticisms you do not understand.
- _____ Submit a rewrite proposal, in writing, within 48 hours of when your feedback was given. This proposal should have two parts:
 1. Your reactions, questions, and thoughts about specific feedback on your paper, as well as on the feedback sheet. Use this opportunity to explain and think more fully about your ideas, mechanical and organization problems, prose, insights, and your reactions (conceptual and emotional) to your feedback.
 2. Your proposal for rewriting the paper. We do not accept simple copy editing changes, so any rewrite should develop at least a few substantive ideas to strengthen your discussion.

Submit this proposal, along with your paper, and ask for a re-write appointment.
- _____ In your conference, we will study your proposal and make sure that we agree on your strategy for a re-write. Please be prepared to talk about:
 - a. Our comments on your paper (be sure to bring it!)
 - b. Your ideas about what you want to argue in your re-write
 - c. Your process and progress in writing (remember John Updike—see the Writing Manual!)

Ideally, the re-write should be submitted within a week of your getting your paper feedback, although sometimes, because of busy schedules, we will allow a slightly later rewrite.
- _____ All rewrites must be handed in on the agreed upon date (set at your re-write conference), with an Author's Note, a feedback sheet and a peer reader sheet.

Our policy on late papers:

We realize and appreciate that Whitman students are busy people, and that this is a demanding course. Because of this, we are usually willing to grant you short extensions, provided that:

- 1) you don't make a habit of it; and
- 2) you ask in advance.

Rewrites and late papers may be returned somewhat more slowly than original submissions.

Writing Manual for Psychology/Sociology 230

Writing is easy; all you do is sit staring in front of your keyboard or a blank sheet of paper until little drops of blood form on your forehead.

attributed to both Gene Fowler and Red Smith

It's easier if you believe in God, but not impossible if you don't. If you believe, then this God of yours might be capable of relieving you of some of your] perfectionism. Still, one of the most annoying things about God is that he [sic] never just touches you with his magic wand, like Glinda the Good, and gives you what you want. Like it would be so much skin off his nose. But he might give you the courage or the stamina to write lots and lots of terrible first drafts, and then you'd learn that good second drafts can spring from these, and you'd see that big sloppy imperfect messes have value.

Anne Lamont, Bird by Bird

Writing is often hard work, but it is also richly rewarding and greatly empowering. Below are the guidelines that we use to define good writing.

General Principles

1. Good writing is continuous with good thinking. Ideas are inseparable from the language used to express them. It is simply not true that your ideas are clear if your writing is not. As your thinking gets clearer, so will your writing.
2. Good writing is actually good re-writing. As John Updike said, "Writing and rewriting are a constant search for what it is one is saying." Very few people can put out a good first draft. Most of us have to get our ideas down and then cut, paste, restructure, elaborate, drop, reorganize, and rewrite several times before a draft is really strong. This process takes diligence, emotional stamina, and lots of time and hard work.
3. Fully and properly citing the sources that you use in developing and presenting your ideas is of critical importance in academic writing. Learning to express your ideas in scholarly terms requires care with format. Please pay careful attention to the following rules:
 - A. Do not use footnotes for citations.
 - B. Do not mention the title of an article or book unless you have some reason to do so – i.e., unless you refer to the specific phrasing in some meaningful way.
 - C. When citing sources that you use in the body of your paper, put the author's name(s), the date of publication, and the specific page number(s) to which you are referring inside a parenthetical citation. For example, (Farrington & Winter 2006, p. 27).
 - D. Put the citation directly after the term or point or authors' name(s) to which it applies.
 - E. Always cite specific page numbers so we can look them up if we need to. (Please note that this requirement is a departure from APA and ASA format, both of which require page numbers only after quotations, or in conjunction with the mention of very specific facts, ideas or concepts.)

- G. When the citation comes at the very end of the sentence, be sure to put the period **after** the parenthesis.
- H. To cite material out of the O'Brien and Kollock reader, please use the authors of the articles, the date of original publication (usually given on the first page of the article), and the phrase "in O. & K.," For example, (Zerubavel, 1991, in O. & K., p. 135). Since O'Brien and Kollock wrote the introductions, they will be the authors in some instances, in which case you don't need to use the phrase "in O. & K."
- I. After making the full citation once, use page (p.#) or paragraph number (para.#) if you make a second citation directly thereafter.
- J. As a general rule of thumb, if you are going to err in one direction or the other, it is probably marginally better to overcite than undercite sources, since doing so helps to avoid any possible hint of plagiarism on your part, or confusion on ours as to where your idea has come from.
- K. Material from lectures and class discussion that doesn't appear in our books or articles can be cited with "(class, date)."
- L. If you use materials from outside our syllabus, from either library or web, you need a full citation in a section called "References" at the end of your paper (use the format modeled in the list of articles and books on page 17 of this syllabus). If you are only using materials that we've assigned in class, however, do not include a Reference section.
- M. Web citations should provide the authors' name(s), the date of "publication," the title of the specific "article," the retrieval date, the site address, and the paragraph or page numbers (if any), in parentheses – e.g., (Haskins, R. & I. Sawhill. (2003). "The Future of Head Start." Retrieved January, 17, 2006 (<http://www.brookings.edu/es/research/projects/wrb/publications/pb/pb27.htm>).

Common Writing Errors to Avoid

1. Do not use sexist (and other forms of discriminatory) language in your own writing. In general, it is possible to avoid sexist referents by switching to plural forms of the word in question. For example, avoid "A scientist should be aware of his assumptions." Although the phrase, "A scientist should be aware of his or her assumptions" is technically correct, it is often more elegant to use phrasing like, "Scientists should be aware of their assumptions." And, when you encounter sexist language in sources that you are citing, please use the convention "[sic]" to indicate this, as in "Man [sic] and Nature." (See the quotation of Lamont on p. 1 of this Manual).
2. Watch agreement problems such as "one should argue their own ideas". By the way, "data" is the plural form of "datum." To say "the data is good" constitutes an agreement problem.
3. Get the distinction between "it's" (a contraction of it and is) vs. "its" (possessive) and don't use an apostrophe for the possessive.
4. Get the distinction between "affect" and "effect." As nouns, "affect" is a feeling, "effect" is the result of a cause. As verbs, to "affect" is to partially influence and to "effect" is to create.
5. Avoid passive language such as "It is thought that. . .". Who thinks it? Active constructions are much more accurate and powerful forms of phrasing.

6. Be careful about semi-colons vs. colons: use colons to introduce an oncoming phrase; semi-colons to separate two complete thoughts.
7. Avoid non-sequiturs, which we will often denote with “NS.” A non-sequitur occurs when a thought doesn’t follow logically from another. An example would be: “Because psychology is becoming more diversified, it has always embraced science.” The thought about science doesn’t follow logically from diversification.
8. Be careful about starting sentences with “This.” Always clarify what “this” refers to by adding a noun clause such as “This quality, or “This increasing trend” or “This new idea”. Add clarity to your prose by either avoiding “this” altogether, or immediately clarifying what “this” refers to by adding a noun immediately after the referent.
9. In general, avoid using second person pronouns, as in “Social psychology makes you aware of complicated environments.” Second person works well when giving instructions, as in this manual. If you want to make more general statements, a better construction is “Social psychology makes one aware,” or even better, “Social psychology makes me aware.”
10. Don’t use the word “feel” when you mean “think,” “believe,” or “assume.” Incorrect use of the word “feel” is very common, and promotes a confusion between thoughts and feelings. Feelings are emotions, not thoughts.
11. Be careful of the word *correlation*; don’t use it unless you are referring to a computed statistic. *Relationship* is more often the appropriate word.

Tips on Producing Lucid prose

1. Try to use as few words as possible. It is often possible to improve lucidity by dropping unnecessary words as you rework subsequent drafts of your writing.
2. Find transitional phrases and connecting thoughts between ideas. Your thinking ought to proceed logically from one idea to the next. Avoid lists. Avoid the phrases ‘another point’, and ‘also relevant’ which make your thinking read like a grocery list, rather than a coherent discussion.
3. Avoid repeating words and phrases, especially in the same paragraph.
4. Don’t spend time telling the reader what you are going to tell the reader. Just say it!
5. Avoid paragraphs of less than two sentences and more than a page.
6. Proofread your paper several times before submitting it, and always have someone else in the class) do so as well. Trading papers is a good way to improve your effectiveness as a writer because you get help on your paper, as well as become sensitized to the role of the reader.
7. Use the first person throughout. You think this, question that, etc., so say so.
8. Title your paper with an elegant or catchy phrase that illuminates your position. You will probably find your best title after the paper is written.
9. Quote material if and when the author’s phrasing adds an important idea and/or turn of phrase. Do not quote simply to quote, and do not repeat your own thinking with quotes. Graft the quoted material into a smooth flow in your own prose. That is, use the author’s words, but make

the thinking your own. One good strategy is to pick up the author's phrase in the middle of your own, as in

Like Parker Palmer, I believe that "knowledge contains its own morality" (as quoted by O'Brien & Kollock, 2001, p. 1)

Rather than,

Parker Palmer states, "I have come to see that knowledge contains its own morality" (as quoted by O'Brien & Kollock, 2001, p.1). This statement is true.

The first construction flows much more smoothly, gives you ownership of the idea, and uses fewer words to do so.

10. You do not need to use a formal reference page in this course unless you use and cite materials outside of our course reading (which you are certainly encouraged to do).

Requests for Formatting

1. Please **double-space** the typing in your papers.
2. Please use **12-point font** (or larger).
3. Please always **number your pages** (in the top right corner) in any paper that you hand in to us.
4. Please be sure to **staple** (with the pages in the correct order, obviously) all papers that you hand in to us. Do not use paper clips.
5. We would prefer that you use ragged right **margins** (that you not justify).
6. We strongly recommend that you **retain a computer disk copy or photocopy** of whatever you turn in to us, for the duration of the course. We have many papers coming in at many different times during the semester, and it is always possible that we might lose or misplace a piece of your written work.
7. Please make sure that you are using good quality paper, and make sure your printer ribbon or cartridge is dark.
8. Please use **both sides** of the sheet to print your paper, if possible.
9. If you cannot print your paper on both sides for some reason, please use recycled paper if you can.

Procedures for turning in papers

Please follow these instructions carefully when turning your papers in to us:

1. Always hand in your papers in the folder which you will receive in class.
2. Whenever you are handing in a new (or rewritten) paper in this course, please be sure to hand it in with all previous papers in your folder.

3. Be sure to append an **Author's Note**, telling us how the process of writing this paper went for you, how you regard the quality of this paper, and on what dimensions, in particular, you would like our feedback.
4. Please be sure to have a class member read your paper, give you suggestions, and sign **the evaluation sheet** that you will fill out. This requirement applies to all papers that you submit in this class.
5. Fill out the evaluation sheet yourself, assigning grades for each category, and **explain in one or more sentences why you believe that each grade is justified**. Have your proof reader sign the form to indicate that s/he has read a draft for you. Leave the other side of the form blank, for us to fill out. Include this evaluation sheet in your file folder, but do not staple it to your paper itself.
6. Put your paper in your folder with your name **on the back** covered with a piece of masking tape (that will prove to be easily removable when we are ready to do so); this will allow us to not know your identity when we first read your paper. To further help insure this anonymity, please do not write your name anywhere else on the paper.
7. If you are handing in your paper to be graded by both professors, please be sure to hand in two copies of the paper, both of which follow the instructions indicated above.
8. If you are handing in your paper to be graded only by a single professor, please be sure to indicate this fact clearly on the front of your paper.
9. Bring your folder to the Division I office (located on the first floor of Maxey Hall) and leave it on the coffee table near the front door, in the box marked "Social Psych Papers." The due dates for handing in all three papers are clearly indicated in the course syllabus.

We realize that these are a lot of nit picky requests, but your complying with these rules will help us focus on your thinking rather than grammar or syntax as we read your papers.

Recommended Reading on Good Writing

- APA Publication Manual, 5th Ed. (2003). Washington D.C.: American Psychological Association.
- Cronin, T.E. (1993). The write stuff: Writing as a performing and political art. 2nd ed. Englewood Cliffs, N.J.: Prentice-Hall.
- Johnson, W.A., Jr., R.P. Rettig, G.M. Scott, & S.M. Garrison (1998). The sociology student writer's manual. Upper Saddle River, NY: Prentice-Hall.
- Krenzin, J. & J. Kanan (1997). Handbook of the mechanics of paper, thesis, and dissertation preparation, 2nd ed. Washington, DC: American Sociological Association.
- Parott, L (1999). How to write psychology papers. New York: Longman.
- Lamott, A. (1994). Bird by bird: Some instruction on writing and life. New York: Bantam.
- The Sociology Writing Group (1998). A guide to writing sociology papers, 4th ed. New York: St. Martin's.

Please use this format when citing works from outside the class on a Reference page.

Psych 230 Feedback on Papers (Winter)

Name of Writer _____

Paper # _____

Date handed in _____

Name of Reader _____

Please give yourself points for each item, and explain your rationale in one or more sentences.

_____ 1. (10 pts) Mechanics: spelling, syntax, grammar, typos.

_____ 2. (10 pts) Clear line of thought: appropriate paragraphing, clear links between thoughts and ideas, well organized arguments.

_____ 3. (10 pts) Rigorous and accurate documentation of points: accurate comprehension of course text material; claims frequently backed up by references to reading, proper use of class citation format (author, year, pg. #). Material from outside class referenced in bibliography. Appropriate use of quoted text to make points succinctly and insightfully.

_____ 4. (10 pts) Well crafted and lucid prose: no unclear referents, no repeating words or phrases, no passive sentence constructions, no unnecessary words.

_____ 5. (10 pts) Insight and creativity: analysis moves beyond what has been said in class and course texts; counterarguments handled effectively; uses original examples and/or makes original points; articulates personal insights.

_____ Author's Note included (check)

_____ Paper submitted in file folder according to requested procedure (check)

The Group Project

In this course, you will be working with a team to accomplish a team project. Teams will present their work April 19 - May 1. Here is a list of team presentation topics. In the first several weeks of the semester, we will ask you to indicate your top three preferences, and we'll get you assigned to and started with your teams, consisting of students with similar interests:

1. The Social Psychology of Violence and Aggression
2. The Social psychology of Families and Intimate Relationships
3. The Social Psychology of Work and the American Workplace
4. The Social Psychology of Racism and Classism
5. The Social Psychology of Advertising and the Media
6. The Social Psychology of Gender and Homophobia
7. The Social Psychology of Prosocial Behavior
8. The Social Psychology of Mental and Physical Health

Here are some examples of the kinds of team projects (on the above topics) that you might choose:

- a. Video Presentation: Make and present a video which illustrates key concepts of the course material.
- b. Service Learning Project: Volunteer for community service and present your insights into course material which you have gained from your work in the community.
- c. Class Demonstration: Design some other kind of class presentation or demonstration which illustrates course material.
- d. Poster Project: Create a poster which illustrates insights into course material.
- e. Public Event Analysis: Analyze an event in the national news, such as the war on terrorism, or a more regional topic, such as environmental issues in the Northwest, or a local issue in Walla Walla, which demonstrates insights into the course material.

Your individual and group performance on this project will be evaluated by each of four sources: yourself, your team-mates, the class as a whole, and your professors. Please see the Team Evaluation Forms that follow a bit later on for the criteria on which you will be assessed.

Guidelines for Good Group Presentations

1. **Use class materials (including the relevant but not formally assigned chapters in the class-texts) to generate ideas and information for this presentation.** We do want your presentations to be creative and to draw in information not directly tied to this class, but we also want to see these presentations grounded in basic principles of social psychology as these are presented and discussed in the course texts.

2. **Practice your talk enough times so that you aren't reading it.** Instead, speak clearly about ideas with which you are comfortable. Your individual presentation(s) should follow a clear outline, but be spontaneous in delivery. Use eye contact, body movement, good voice projection, spontaneous asides, and make sure that you speak to everyone in the room.
3. **Remember your audience:** Although you should assume that your classmates have done at least some of the reading that you will be drawing from, remember that they are not nearly as conversant with its arguments as you are. Your talk needs to proceed along a clear train of thought, and this means that you must proceed slowly enough that your audience can follow you. Introduce your main point clearly, and coherently indicate secondary points as distinct from central ones. Highlight your most important points, and avoid jargon.
4. **Enhance your presentation with audio-visuals.** Presenting information in other modes (slides, overheads, handouts, videos, costumes, posters, role play scenarios, demonstrations, etc.) significantly enhances the engagement and understanding of your listeners. Make sure, however, that your audio-visuals enhance and clarify your points, rather than distracting from and confusing them. Practice with them several times before your presentations. All materials should be easily readable by everyone in the room (which means no less than 24 pt font for Powerpoint and overheads).
4. **Organize your presentation.** Your message should be very clear. Better to cover a little material well, than too much in a fused manner. A good rule of thumb is to make no more than 3 main points. Your secondary points should follow clearly from your main ones.

Your team presentations will be evaluated using the form shown on pp. 21-23.

Name _____

Team Evaluation Form

Your performance on your team presentation will be evaluated by four sources: you, your team members, the class generally and your professors. Although it is unusual for students to evaluate each other, it is important for you to get feedback from your team-mates; your performance as a group member is an important aspect of your work in this course. Also, the ability to work well in small groups is a crucial one for future success, but one which is underemphasized at Whitman.

Part I: Your assessment of your own performance:

Please rate on a scale from 0 (poor) to 20 (excellent) the following dimensions of your own performance. **Please provide at least a one sentence explanation:**

_____ Preparation and attendance at meetings:

_____ Initiation of ideas; quality of conceptual contribution

_____ Initiation of group process; quality of group membership

_____ Follow-through with promises and commitments

_____ Performance during presentation (Delivery, Visual Aids, Rigor, Clarity, Creativity, Speaking vs. Reading)

Part II: Evaluation of your team members: please evaluate each of the other members of your team on the same dimensions: Use the same number scale as above and **provide at least a one sentence explanation:**

Person #1 _____

_____ Preparation and attendance at meetings:

_____ Initiation of ideas; quality of conceptual contribution

_____ Initiation of group process; quality of group membership

_____ Follow-through with promises and commitments

_____ Performance during presentation (Delivery, Visual Aids, Rigor, Clarity, Creativity, Speaking vs. Reading)

Person #2 _____

_____ Preparation and attendance at meetings:

_____ Initiation of ideas; quality of conceptual contribution

_____ Initiation of group process; quality of group membership

_____ Follow-through with promises and commitments

_____ Performance during presentation (Delivery, Visual Aids, Rigor, Clarity, Creativity,
Speaking vs. Reading)

Person #3 _____

_____ Preparation and attendance at meetings:

_____ Initiation of ideas; quality of conceptual contribution

_____ Initiation of group process; quality of group membership

_____ Follow-through with promises and commitments

_____ Performance during presentation (Delivery, Visual Aids, Rigor, Clarity, Creativity,
Speaking vs. Reading)

Person #4 _____

_____ Preparation and attendance at meetings:

_____ Initiation of ideas; quality of conceptual contribution

_____ Initiation of group process; quality of group membership

_____ Follow-through with promises and commitments

_____ Performance during presentation (Delivery, Visual Aids, Rigor, Clarity, Creativity,
Speaking vs. Reading)

Part III: The professors' evaluation of your individual performance: (1= poor; 20 = excellent)

_____ Delivery: Includes eye contact, voice projection, spontaneity vs. reading, body movement, ease of speaking, ability to engage listeners

_____ Visual Aids: Includes value, creativity, power, and thoughtfulness

_____ Rigor: Accurate use of course material, substantive content of your argument

_____ Clarity of Points Made: Coherence and organization of argument

_____ Contribution to Team: our feedback based on team ratings

Part IV: The professors' evaluation of your team's overall performance : (1= poor; 20 = excellent)

_____ Delivery: Includes eye contact, voice projection, spontaneity vs. reading, body movement, ease of speaking, ability to engage listeners

_____ Visual Aids: Includes value, creativity, power, and thoughtfulness

_____ Rigor: Accurate use of course material, substantive content of your argument

_____ Clarity of Points Made: Coherence and organization of argument

_____ Contribution to Team: our feedback based on team ratings