Psyc241 ASO Social Psychology
Fall 2025 Syllabus

Instructor: Li-Jun Ji (lijunji@queensu.ca)
Class time and location: **online via OnQ**
TAs: Claire Wei (ns138@queensu.ca), Bianca Wilhelm (bsw5@queensu.ca), Matthew Peng (yd35@queensu.ca)

Course Description
The study of social psychology is a fascinating field, certainly one that readily applies to our lives. In this course, I will provide you with a general overview of research and theory in social psychology, based on classic and contemporary findings from the social psychological literature. This course is research-oriented. You will also learn about the scientific methods used by researchers in social psychology to conduct valid research.
Prerequisites: PSYC 100
Number of credits: 3   **Learning hours:** 9

Learning Outcomes
After successfully completing PSYC 241, you will be able to
1. Explain the scientific theories underlying phenomena such as social judgment, prejudice, group influence, altruism, and aggression.
2. Explain how individual difference variables and situational factors interact to predict cognition and behavior.
3. Draw connections between social psychological theories and everyday life, applying these theories to real-world problems.

Course Materials
We will use the following textbook, which is available at the [Campus Bookstore](https://www.campusbookstore.com/?ID=90&Course=PSYC26936) (https://www.campusbookstore.com/?ID=90&Course=PSYC26936)
Myers, D. G., Jordan, C. H., Smith, S., & Twenge, J. (2024). *Social Psychology* (9th Canadian ed.). New York: McGraw-Hill. ISBN: 9781264841882, $129.95

Please note: This textbook has an "e-version" as well, which you can purchase instead of the hard copy. Either option is fine. Also, this book has a number of online resources associated with it (e.g., Connect). You are welcome and encouraged to take advantage of these resources but they are not formally part of the course content (i.e., they are optional).
If you choose to buy an older edition of this textbook, please note that you are responsible for all of the information in the 2024 edition.
The Stauffer Library Reserve has ordered a copy of the textbook for you to read at the library.

Timeline
The Course Timeline shows all relevant course dates, including assessments, as well as links to other important course information. As dates may change, you should consult the Timeline each time you log in to the course.

Please note, some students may see an onQ Calendar for their course. However, the onQ calendar does not display all dates associated with your course assignments. For complete information on all of your assignments in this course and the start and close dates, please refer to the **Course Timeline**.

If there are discrepancies between dates in the course onQ site, the Timeline will be considered accurate.

All times are in Kingston time (Eastern Time).

Suggested Time Commitment

Students can expect to spend approximately 8 to 10 hours a week (120 hours per term) in study, practice, and online activity for this course.

Expectations of Students

Students in this course are expected to attend remote sessions, be prepared to learn, participate, and contribute productively to the course environment. It is recommended that students prepare themselves by reading the assigned material before class and keeping up to date on activities in onQ. Students must take personal responsibility for their learning and actions, such as by taking the initiative to try to find the answers to their questions, clarify concepts, and complete required assignments to the best of their ability.

Throughout this course, there will be opportunities for you to interact with your TAs, instructor, and your peers. The TAs, instructor, and students in this course are expected to "act in good faith," which means fair and honest dealings, interactions, and communications. You are expected to always behave with integrity, both in face-to-face interactions and when engaging with each other online.

Weighting of Assessments

Discussion Forums (best 5 out of 6)	20%
Written Application Assignments (3)	15%
Midterm Exam	15%
Final Exam	50%
Participant Pool	2% (Bonus)

Description of Learning Activities and Assessments

Video Lessons

Each week, you will be responsible for completing a video lesson. Self-test questions may be included sometimes as opportunities for you to test your understanding of the content of the lessons in preparation for the midterm and final exams. These self-test questions are not graded.

Discussion Forums

During weeks 3, 5, 7, 9, 10 and 11, you will participate in small group discussions related to the interactive lessons and readings. Your participation in these discussions will be graded. Your final grade in the course will include your best 5 marks for the 6 discussion posts.
Please note that discussions that are not completed for any reason, regardless of documentation, will be graded as 0.

Written Application Assignments
You will be assigned three papers that will give you the opportunity to apply what you have learned in the course. Please note that we will be enforcing a very strict word limit of 500 words on these papers. Content beyond this word limit will not eligible for credit. Also, please note that the 500 word limit does not include your name, student number, or in-text citations. Each written assignment is worth 5%.
   o   Written assignments should be submitted as a word document.

Midterm Exam
The midterm exam will cover all course material, including readings, interactive lessons, chapter videos, and discussions, from Modules 1 through 5.
The marking for the midterm test is as follows: 30 multiple choice questions (15 points).
   o   Students must complete the midterm exam in order to pass the course.

Proctored Final Exam
The final exam is cumulative and will cover all course materials, including lectures and readings from Modules 1 through 12.
   o   The format of the final exam is multiple choice.
   o   Students must pass the final exam in order to pass the course.

Submission of Assignments
All assignments are to be submitted through onQ. Emailed assignments will not be accepted and will not be graded.
It is the student's responsibility to ensure that their document is 1) submitted in the correct format and 2) can be opened by members of the teaching team.
1) Written assignments should be submitted as an MS Word file (*.docx). Each student is provided with free access to MS Word as part of their Microsoft 365 account. For information on how to access your account, please contact Information Technology Services (ITS). Files that are not in the required format will be considered late and penalized accordingly until the assignment is properly submitted.
2) Unreadable, corrupt, empty, or incomplete files will be considered late and penalized accordingly until the assignment is properly submitted.
Students are not permitted to revise their submissions in any manner once the deadline has passed.
Please note, the marking rubric has been created to help guide you toward success on this assignment, highlighting key criteria essential to your success; however, the marking rubric is not an exhaustive list of success criteria. While the teaching team will be providing marks on this assignment using the criteria outlined in the marking rubric, the teaching team reserves the right to provide feedback that is not always explicitly stated in the marking criteria, should

circumstances warrant. Please review the marking rubric in detail and connect with the teaching team if you have any questions.

Essential Requirements and Flexibility to Succeed

Your grade in this course will be calculated based on your performance on the assessments as documented in this syllabus. There are no other opportunities for credit other than those documented in this syllabus.

Assignments in this course have been designed with flexibility for academic consideration for all students: each written assignment (including discussion posts) have a 72-hour grace period; graded discussion questions will be marked best 5 out of 6.

Short term academic considerations are built into all assignment due dates and will not be extended past this three-day grace period.

Please note that discussions that are not completed for any reason, regardless of documentation, will be graded as 0.

Long-term requests will be handled on a case-by-case basis if needed. See Academic Regulation 7.2.1.

In order to pass the course, students must:
- complete 2 out of 3 written application assignments,
- complete 4 out of 6 interactive discussion posts,
- complete the midterm exam,
- PASS the final exam.

Students who miss the midterm exam and have been excused from the exam (such as by an approved academic consideration) will write a deferred midterm exam (dates TBD). Students will not be able to write a deferred midterm exam after grades have been returned for the midterm exam scheduled on October 18-19th.

Students who have received permission to write a deferred final exam are expected to write their exam during the Fall deferred final exam period usually held in January (dates TBA). Requests for earlier final exam dates or individualized deferred exam dates will not normally be accommodated. The deferred exam is considered an official exam to which all the exam regulations apply. The Exams Office will set a conflict-free schedule for each student.

It is essential that written submissions (e.g., assignments 1, 2, 3) are composed with university-level writing, including spelling and grammar. Quality of writing, including spelling and grammar, is graded according to the assignment rubrics. Written assignments are designed so that there is sufficient time for students to review and correct their writing prior to the published deadlines. Please take advantage of the following resources to ensure your submission satisfies this essential requirement:
- Academic English Skills: https://sass.queensu.ca/resources/academic-english-skills
- Asynchronous Feedback Service: eal.sass@queensu.ca
- Peer Writing Assistants: https://sass.queensu.ca/appointments
- Professional Writing Consultants: https://sass.queensu.ca/appointments

Policy on Regrading Requests

Grades on assessments are allocated based upon demonstrated mastery of the materials and skills as evaluated by the instructor/TAs.

All assignments and learning activities will be graded by the teaching team using detailed marking rubrics in line with established marking practice.

Students who believe grades on their assessments are inaccurate should first discuss the grading and feedback with the teaching assistant who graded their work. This initial request must occur within **five days** of receiving the original feedback. Requests for re-marking should be emailed to the instructor within 48 hours of the discussion with the initial grading TA and must explicitly and clearly state how the work deserves a different grade than assigned. The request should include:
- the assignment,
- all feedback from your TA (including your discussion with them), and
- why discussions with the teaching assistant did not resolve the situation.

If I decide to approve a re-mark, another teaching assistant will re-mark the assessment under my supervision. The re-mark will stand as the final mark, even if it is lower than the original mark.

Participant Pool Information

Students in this course have the option of volunteering in psychological research conducted by faculty and advanced students in the Psychology Department. For every half hour of research completed, you can increase your final mark in this course by 0.5% up to a maximum of 2%. If you are enrolled in more than one eligible course, you will select the course toward which your research participation will be credited when you sign up for a study. You can complete studies toward each course. You cannot apply the same study credit to more than one course, and **research credit cannot be used to improve a failing mark to a passing mark**. The last day to participate in research for bonus credit is the last day of classes. For more details, please see the [Departmental Participant Pool website](#).

Although participation is not a requirement, we do consider it to be an integral part of the course and encourage students to participate. Students gain valuable direct experience in methods of psychological investigation and contribute to research.

How to sign up for studies

We use the website [Sona](#) for the participant pool. All students will be activated in the participant pool in the 3rd week of classes. If you have previously used the participant pool, you will use the same userid and password that you used previously. If you are new to the participant pool, you will receive an email with your login information during the 3rd week of class.

During the first week of the semester, you will be emailed a link to an online prescreening questionnaire. If you complete the larger prescreening questionnaire online, you may become eligible for additional studies, and those researchers will contact you directly to find a time to participate.

If you are in multiple 2nd year Psychology courses that use the participant pool, you must assign your credits to a particular course. For example, if you are in PSYC 241 you can have 2 credits assigned to it. If you have 3 credits assigned to that course, the extra credit won't count unless it's applied to another course. If you have credits assigned to the incorrect courses, please contact participant.pool@queensu.ca . The final day you can request a credit reassignment is the final day of class.

Signing up for studies is done through the Sona site directly: [CLICK HERE](#)

What if I don't want to participate?

Participation in research is entirely voluntary. If you want to earn credit but don't want to participate in a particular study, you can complete an alternative assignment instead. For the alternative assignment, researchers either will offer a walk-through of their experiment, or they will have you to read an article or blog post, listen to a short podcast, or watch a short video and then answer questions about it. To complete an alternative assignment, you must contact **the principal investigator** of a particular study (see the study's contact information on SONA for their email) before the last week of classes for the semester to complete the alternative assignment option. Although the length of studies will vary, all alternative assignments will last approximately 30 minutes, so you will earn 0.5% for each alternative assignment that you complete.

Off-Campus Students

Off-campus students: please note that you can participate in online studies and researchers who offer these studies also offer online alternative assignments.

Who should I contact for help?

*Note: Your course instructor is not involved in the administration of studies and alternative assignments. If you have questions about studies, please contact the researchers listed on SONA. Questions about the pool (e.g., credits) should be directed to the participant pool coordinator at participant.pool@queensu.ca.

Contacting the Teaching Team

The teaching team contact information is located on the Homepage of the course (see "Teaching Team").

For general questions about the course, please post to the Course Questions forum (located in the upper right corner of the homepage of the course). Feel free to help answer your peers' questions on this forum. Most questions are answered within 48 hours, excluding weekends and holidays.

Email is the preferred method of contact for the instructor and TAs. Please enter **PSYC 241** in subject line. Please note that the instructor responds to emails within approximately 48 hours (although usually the same day) during business hours (Monday to Friday, 9 am to 5 pm).

To schedule an appointment, please email the teaching team or myself, indicating whether you'd like to meet in person or online, along with a brief note about the purpose of the meeting. Meeting times are usually for 15 minutes. If you would like to schedule a longer meeting, feel free to indicate so in your email.

Course Feedback

During the course, I may ask you to take part in a variety of feedback activities, such as surveys and questionnaires. This feedback enables my teaching team and me to make any adjustments necessary to improve your learning environment. Additional feedback may be requested throughout the course. All surveys are anonymous and are directly related to activities, assessments, and other course material.

Copyright

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's express

consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Accessibility/Accommodations

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the QSAS website to learn more about academic accommodations or start the registration process with QSAS by clicking *Access Ventus* button at **Ventus | Accessibility Services | Queen's (queensu.ca)**

VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office and other support services in the process to request, assess, and implement academic accommodations.

To learn more go to the Visual Guide to Ventus for Students.

Academic Considerations for Students in Extenuating Circumstances

Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to,

- short-term physical or mental health issues (e.g., stomach flu, pneumonia, COVID diagnosis, vaccination, etc.),
- responses to traumatic events (e.g., death of a loved one, divorce, sexual assault, social injustice, etc.),
- requirements by law or public health authorities (e.g., court date, isolation due to COVID exposure, etc.).

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the Senate Policy on Academic Consideration for Students in Extenuating Circumstances.

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. For more information, undergraduate students in the Faculty of Arts and Sciences should consult the Faculty's webpage on Academic Consideration in Extenuating Circumstances and submit a request via the Academic Consideration Request Portal. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their instructor and/or course coordinator as soon as possible once Academic Consideration has been granted. Any delay in contact may limit the options available for Academic Consideration.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, please see the Faculty of Arts and Science Academic Consideration website.

Please see the Teaching Team page for all contact information regarding Academic Accommodations and Considerations.

Please contact **Tara Karasewich at psyc.accom@queensu.ca with any request.**

Please use the information provided on the Teaching Team page.

Academic Integrity

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge, and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Queen's students, faculty, administrators and staff therefore all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

The following statements from "The Fundamental Values of Academic Integrity" (2nd edition), developed by the International Center for Academic Integrity (ICAI), contextualize these values and qualities:

1. **Honesty:** Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.
2. **Trust:** Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential.
3. **Fairness:** Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty, and administrators.
4. **Respect:** Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honor, value, and consider diverse opinions and ideas.
5. **Responsibility:** Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing.
6. **Courage:** To develop and sustain communities of integrity, it takes more than simply believing in the fundamental values. Translating the values from talking points into action -- standing up for them in the face of pressure and adversity — requires determination, commitment, and courage.

Students are responsible for familiarizing themselves with and adhering to the Senate regulations concerning academic integrity, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the

regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

Generative Artificial Intelligence (AI) Tools

Using generative AI writing tools such as ChatGPT in your submitted work is not permitted in this class. This type of use constitutes a departure from academic integrity. Original work, completed wholly by you, is expected to be submitted in this course.**Turnitin Statement**

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarized text in this course. Data from submissions is also collected and analyzed by Turnitin for detecting Artificial Intelligence (AI)-generated text. These results are not reported to your instructor at this time but could be in the future.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. The similarity report generated after an assignment file is submitted produces a similarity score for each assignment. A similarity score is the percentage of writing that is similar to content found on the internet or the Turnitin extensive database of content. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read Turnitin's Privacy Policy, Acceptable Use Policy and End-User License Agreement, which govern users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes.

For further information about how you can exercise control over cookies, see Turnitin's Privacy Policy.

Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

Portions of this document have been adapted, with permission, from the University of Toronto Centre for Teaching Support and Innovation tip sheet "Turnitin: An Electronic Resource to Deter Plagiarism".

University Operating Dates

Please visit the Faculty of Arts and Sciences Sessional Dates website for all academic deadlines.

Land Acknowledgement

Queen's University is situated on the territory of the Haudenosaunee and Anishinaabek. Ne Queen's University e'tho nón:we nikanónhsote tsi nón:we ne Haudenosaunee táhnon Anishinaabek tehatihsnonhsáhere ne onhwéntsya. Gimaakwe Gchi-gkinoomaagegamig atemagad Naadowe miinwaa Anishinaabe aking.

Equity, Diversity, and Inclusivity Statement

Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect and systemic discrimination exists within our institutional structures, policies and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith and socioeconomic status, among other examples. In this class I will work to promote an anti-discriminatory, anti-racist and accountable environment where everyone feels welcome. Students in this class are encouraged to participate during class discussions and to support others in their participation. Because the class will represent a diversity of individuals, beliefs, backgrounds, and experiences, every member of this class is asked to show respect for every other member.

Name/Pronoun

Knowing and applying students' names and pronouns is a crucial part of developing a productive learning environment that fosters safety, inclusion, and personal dignity. This is an important part of the inclusion work here at Queen's.

If you wish to change how your name appears in onQ and on class lists, please follow these steps. You may also use this process to add your pronouns to the appearance of your name.

1. Log into SOLUS.
2. Click on Personal Information tab.
3. Click on the Names tab
4. Click on the Add New Name tab
5. Choose Preferred from the Name Type drop down menu
6. Enter your preferred name.
7. Click Save.

Please allow 24 to 48 hours for your preferred name to be registered within the system. If you have further questions or concerns please contact ITS at Queen's University.

Privacy Statement for Third Party Software

This course makes use of McGraw-Hill for e-text required readings (McGraw Hill: https://www.mheducation.ca/product/social-psychology-9781264841882-can-group#configurable-product-options-title)

Be aware that by logging into Connect, you will be leaving onQ, and accessing McGraw-Hill's website. Your independent use of this site, beyond what is required for the course (for example, purchasing the company's products), is subject to McGraw-Hill's terms of use and privacy policy. You are encouraged to review McGraw-Hill's privacy policies before using the site.