

## PSY320H (Social Psychology: Attitudes)

Fall 2024 (September 5 – December 5)

**Location:** RW143

**Time:** Thursday, 2pm–5pm

**Course Instructor:**

Rebekah Gelpi

**Office Hours:**

During weekly discussion

**Email:**

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**Teaching assistant:**

Colin Boothby

**Office Hours:**

TBA

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### Practical Matters

**Required Textbook:** Maio, G. R., Haddock, G., & Verplanken, B. (2018). *The Psychology of Attitudes & Attitude Change* (3rd edition). Los Angeles: Sage.

- **Please note:** Content drawn from the textbook will come from the 3rd edition. I cannot guarantee that all content that is discussed is present in an older edition.

**Prerequisites:** The following courses are required to register:

- One of [PSY201H1](#)/ [ECO220Y1](#)/ [EEB225H1](#)/ [GGR270H1](#)/ [POL222H1](#)/ [SOC202H1](#)/ [STA220H1](#)/ [STA238H1](#)/ [STA248H1](#)/ [STA288H1](#)/ [PSY201H5](#)/ [STA215H5](#)/ [STA220H5](#)
  - One of [PSY220H1](#) / [PSY220H5](#) / [PSYB10H3](#) / [SOC213H1](#)
- It is your responsibility to ensure that you have met all prerequisites listed in the Psychology section of the A&S Calendar for this course. If you lack any prerequisites, you will be removed from the course. No waivers will be granted.

**Course communication:**

- **General inquiries related to the course content, policies, or assessments** should first be posted on the Quercus discussion board. Before you post, make sure that your question has not been answered by existing discussion posts or announcements. The TAs and instructor will monitor the board, but feel free to answer and support your peers as well if you know the answer to a question.
- **Office Hours:** The last ~30 minutes of class every week will be devoted to office hours. This is a great opportunity to ask questions about course content. The TA's office hours will be focused on helping you prepare for assignments or tests and will be a great place to ask specific questions about your assignments. TA hours will be announced in class and on Quercus at least one week in advance.
- **Scheduling appointments for exam viewing or additional content review** should be emailed directly to the TA.
- **Personal questions related to illness, accessibility, accommodations, or course concerns** should be emailed to the instructor at [rebekah.gelpi@mail.utoronto.ca](mailto:rebekah.gelpi@mail.utoronto.ca).
- **All emails must include the term 'PSY320' in the subject line** as well as a description of the topic of the email. We will try to respond to your email within 2 business days during normal working hours.

## Course Description and Goals

Welcome to PSY320H, **Social Psychology: Attitudes!** This course is designed to give you an overview of what we know about the psychology of *attitudes*, the positive or negative views that we hold on people, places, things, or events that help us make judgments and act on the world. The study of attitudes has a long history in psychology; as far back as 1935, Gordon Allport claimed that attitudes were the most “indispensable concept” in social psychology, and they are still a central concept within the field today.

The primary objective of this course is to foster critical thinking about the topic of attitudes, and to give you a deeper understanding of their structure, function, and measurement. We will do so by giving an overview of the history of and ongoing major theoretical debates in the area of attitudes and evaluations. You will be pushed to think critically about methods, results, conclusions, and theories in the field, and you should expect to gain an understanding of why and how we conduct this research.

*By successfully completing this course, you will be able to...*

**Goal One:** Understand different approaches in understanding the structure, function, measurement, and behavioural consequences of attitudes

- Describe and classify them in terms of their shared and distinct features and predictions
- Relate and interpret the results of experiments in terms of theories
- Evaluate the evidence for and against major theories

**Goal Two:** Understand the common methods and designs from this research area

- Evaluate the evidence provided by these methods
- Discover open questions in the field
- Apply your understanding of the methods to propose new experimental designs to contribute to the field’s existing knowledge.

**Goal Three:** Employ your knowledge of social psychology in the future

- Practice writing about social psychology in order to communicate with both a scientific and public audience
- Understand the implications of what we know in the context of future coursework, research, or applied work

<b>Course Outline/Schedule</b>			
<b>Week</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignment</b>
September 5 (Week 1)	Introduction		<b>Entry survey</b>
September 12 (Week 2)	Attitude Structure	Chap. 1, Chap. 2	
September 19 (Week 3)	Attitude Measurement	Chap. 1, Chap. 2	<b>Discussion Q&amp;A #1</b>
September 26 (Week 4)	Attitude Function	Chap. 2, Chap. 3	
October 3 (Week 5)	Attitudes and Behaviour	Chap. 3, Chap. 4	<b>Discussion Q&amp;A #2</b>
October 10 (Week 6)	<b><i>Midterm Test (in class)</i></b>		
October 17 (Week 7)	Unconscious Attitudes	Chap. 9	<b>Paper Proposal Due</b>
October 24 (Week 8)	Attitude Consistency	Chap. 7	<b>Discussion Q&amp;A #3</b>
October 31 (Week 9)	<b><i>No classes – Reading Week</i></b>		
November 7 (Week 10)	Attitude Change	Chap. 5, Chap. 6	<b>Discussion Q&amp;A #4</b>
November 14 (Week 11)	Persuasion I	Chap. 8, Chap. 10	<b>Rough Draft Due</b>
November 21 (Week 12)	Persuasion II	Chap. 8, Chap. 10	<b>Peer Feedback Due Discussion Q&amp;A #5</b>
November 28 (Week 13)	Catch-up and Review	Chap. 11	
December 5 ( <i>Finals</i> )	<b><i>Final Papers due December 5th at 11:59pm Final Exam (date TBA)</i></b>		

## Assignments and Marking Scheme

Your grade in this class will be composed of three major components:

- **Discussion Board Q&A (10%)**
- **Midterm Test (25%) and Final Exam (25%)**
- **Original Research Project Paper (40%):**
  - **Paper Proposal and Peer Discussion (5%)**
  - **Rough Draft and Peer Feedback (5%)**
  - **Final Paper (30%)**

### *Discussion Board Questions and Answers (10%)*

Throughout the course, there will be a weekly discussion board to discuss the week's reading and lecture. My goal is for this to be a place where people can ask questions about elements of the lecture or readings that were unclear, but also to get people to think critically about the topics beyond just the lecture or readings. Thus, one component of your grade will be determined by your active participation on the Quercus discussion board.

About every two weeks, you will be assigned to write a short (about 100 words) response to at least one of the week's readings on a dedicated Quercus discussion board. The response should highlight a particular element of the readings that you found interesting, confusing, or even something you disagreed with, and include a question or problem that you pose to the rest of the class. A few examples of questions to pose:

- Pointing out a contradiction between a theory and experimental results
- Asking for clarification about an experiment or theory
- Questioning how a finding would be explained by a different model of attitudes

In addition, you will be asked to respond to use your own insights from the readings and the lecture to write a short response to one student's question, using what you learned to answer the question or describe what kind of information we might need to answer the question. Don't worry about getting it exactly right—this assignment is just intended to get you to think about the readings and the lecture in a few different ways.

Since there are 5 weeks with a Discussion Q&A assignment, each with one question and one answer due, you will get 1 point for a question and 1 point for an answer. You will get full credit on this assignment as long as you demonstrate a sincere effort to complete the assignment.

Your questions are due **Wednesdays the day before class at 11:59pm**, while answers are due **the following Wednesday at 11:59pm**. Because the weekly discussion questions are intended to help you engage with both the readings and the lecture, **late submissions will not be accepted**. However, you can skip 2 responses without incurring any penalty.

## Assignments and Marking Scheme, cont.

### *Midterm Test (25%) and Final Exam (25%)*

There is one term test and one final exam. The term test (25%) will cover material from Weeks 1–5, while the final exam (25%) will cover material from Weeks 7–13. The final exam is not designed to be cumulative, but because many of the concepts you will learn about build upon one another, remembering things that are covered in the first half of the course will help you on the final exam!

Both the test and the exam will contain multiple choice questions, short answer questions, and a longer essay. A week before both the term test and the final exam, I will publish a study guide containing possible essay questions. Each will always include one of the essay questions from the study guide.

### *Original Research Project Paper (40%)*

The goal of this paper will be to incorporate theory and empirical data by finding an empirical article published between 2021 and 2024 (in press is OK) that **has not been covered** in class and proposing your own experiment on a similar topic to further the research endeavor.

### *Topic Proposal and Peer Discussion (5%)*

You will submit a 1-page description of your proposed topic and study, due **October 17th**. You may propose an experiment on any topic in the field of attitudes that interests you and is covered in the course (if you would like to propose a topic in attitudes not covered in the course, please speak with me or the TA first). During class, you will discuss your project idea along with other students in class. Your description should be sufficiently developed that (1) you are comfortable presenting it and having it discussed by your peers, and (2) it forms a useful basis for developing an experiment. Your topic paper must include a citation for the empirical article your proposed experiment will build on.

You will have a short workshopping discussion of your proposals in class, and each student will be asked to offer feedback on topic proposals written by ~2 other students. This will serve two goals: (1) provide direct feedback to the proposal writer on the strengths and areas of improvement in their proposal, (2) provide reviewers with insight into how to critically evaluate research proposals, which they can utilize when writing and revising their own final paper.

### *Rough Draft and Peer Assessment (5%)*

You will submit a complete draft of your paper on **November 14th**, in order to participate in a peer assessment exercise due **November 21st**, allowing you to receive formative feedback from your workshop group. We will then discuss drafts of your paper with your workshop group in-class.

## Assignments and Marking Scheme, cont.

### *Final Paper (30%)*

1. An abstract. This should be similar to the abstract of an empirical article, and does not count towards your page limit. The abstract should be 250 words or less.
2. A 3-4 page literature review of your topic, summarizing the experiments and arguments made in your chosen article as well as other relevant articles, and ending with the specific question you'd like to address and an explanation of its connection to the literature. The format should be APA style and comparable to the Introduction/Background of a journal article.
3. A 2-3 page description of your proposed experiment. The experiment should specify the population to be tested, the materials and procedure you will use, and the conditions you hope to test. The format should be comparable to the Methods/Procedures section of a journal article.
4. A 2-3 page discussion section. This section should discuss the conclusions you would draw if your hypothesized results were confirmed. It should also discuss alternative results and conclusions you might draw from those. Finally, it should anticipate possible objections to your approach and suggest areas for further study. The format and tone should be comparable to the Discussion and General Discussion sections of a journal article.
5. A reference section (APA style; not counted in 10-page limit).

Please keep this between 8-10 pages (Times, 12-font, double-spaced, 1 inch margins). The final paper will be due **December 5th at 11:59pm** (the first day of the exam period).

## Course Policies

### Cell phones and laptop usage

Technology can support student learning, but it can also become a distraction. Research indicates that multi-tasking (texting, surfing the Internet, using social networks) during class time can have a negative impact on learning (Clapp, Rubens, Sabharwal & Gazzaley, 2011; Ellis, Daniels, Jauregui, 2010; Hembrooke & Gay, 2003). Out of respect for your fellow learners in this class, please refrain from using laptops or mobile phones for entertainment during class and do not display any material on a laptop which may be distracting or offensive to your fellow students. Laptops should be used only for legitimate classroom purposes, such as taking notes, downloading course information from Quercus, or working on an assigned in-class exercise.

### Use of course material

Students are free to use all lecture video, slides, and other materials for their own use. Students are, however, **not** permitted to share lecture slides or recordings with others not enrolled in this course. **Only the instructor** has permission to record and post lectures. Uploading course materials to an external website or shared server is expressly prohibited. Lectures are the intellectual property of the instructor, and the slides and recordings should be respected thus. Posting them to third-party websites without permission is a violation of intellectual property and of student privacy rights. If you would like to make your own recordings of class, please speak to me in person first.

### Academic Integrity and Plagiarism

The University of Toronto expects all of its students, faculty, and staff to abide by the Code of Behaviour on Academic Matters (found [here](#)). For students, this means ensuring that the work you submit represents your honest efforts and cites source material that you draw from appropriately. Academic misconduct will not be tolerated in any form. Academic misconduct includes, but is not limited to:

- Submitting the work of another (whether in part or in whole) as your own. This includes putting your name on group work that you did not contribute to, as well as using someone else's writing without providing quotation or citation of the material.
- Possessing prohibited materials while writing tests and exams.
- Providing or receiving assistance from another student unless explicitly permitted to do so by the instructor. In this class, this means that unless explicitly stated, all homework, problem sets, and writing submitted for a grade must be done independently. You are, however, encouraged to study and practice with peers.

If you are unclear on whether a particular action constitutes an academic offence, **please see me first**. Don't risk your grade—ignorance of the policy is not a defence for violating it!

### Regrading Requests

The TA and I work hard to grade assignments fairly. If you believe an assignment has been graded incorrectly or unfairly, you may submit an appeal a **minimum** of 24 hours and a **maximum** of 2 weeks after the assignment has been returned. Please write a brief cover letter indicating your concern and deliver it to the instructor by email along with a copy of the original assignment. Please note that regraded assignments will be regraded in their entirety, so you may receive a higher mark, lower mark, or the same mark as before.

## Course Policies, cont.

### Ongoing Learning Disability or Accommodation Requirement

Students with diverse learning styles and needs are welcome in this course. If you have an ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) (<https://accessibility.utoronto.ca>) at the beginning of the academic year. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will then assess your medical situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your condition with any instructor, and your instructors will not reveal that you are registered with AS.

### Make-Up Exams

If you miss the term test, you must submit documentation that demonstrates your inability to complete that assessment (i.e., the ACORN illness self-declaration tool, a VOI form, or an email from your college registrar or accessibility counselor). Documentation must be submitted to me via email within 7 calendar days of the missed test. If you do not provide appropriate documentation, you will receive a 0 for the missed test.

As a rule, makeup tests will not be issued. If you miss the term test due to illness, your remaining term test will be reweighted to make up the missing chunk of your grade at 45% of your total grade, with an additional 5% allocated to the final paper. If you miss the final exam, you will need to contact your College Registrar to file a petition for late term work (for more information, see the following link: <https://www.artsci.utoronto.ca/current/faculty-registrar/petitions>) or work out an alternative plan.

### Extensions and Lateness Policies

As mentioned above, the weekly discussion questions are intended to help you engage with both the readings and the lecture. As such, extensions will not be granted for the discussion questions. However, you can skip 2 responses (questions or answers) without incurring any penalty.

For extensions related to the original research project paper (topic proposal, rough draft, or final paper), penalty-free extensions of up to three days can be requested for any reason (e.g., sickness, technical difficulties, personal reasons) without requiring documentation. These requests should be sent to the TA and will always be granted; however, you **must** submit a draft of what you have completed by the **original** due date. Otherwise, a lateness penalty of 5% per day will apply to all submissions that have not received a penalty-free extension or are turned in more than three days past the original due date. Further extensions will not be considered or provided.

If you are registered with Accessibility Services and require additional consideration for the completion of your assignments or tests, please inform the instructor by email at least one week in advance by email and CC your point of contact at Accessibility Services. Because there will be in-class peer feedback sessions related to the original research project assignment, if you have an accessibility-related extension for work related to the topic proposal or rough draft approved, your grade for the paper will be reweighted accordingly, with points for the peer feedback component assigned to other components of your grade.



## Course Policies, cont.

### Writing and English Language Help

Part of this course involves being able to communicate and write clearly and effectively. The University of Toronto has several resources available for students who wish to improve their skills:

- English Language Learners (ELL) has a number of programs and workshops aimed at students who wish to improve their reading, listening, speaking and writing skills in English. This includes a short mini-course in March on professional writing. If you are interested in this program, visit <https://www.artsci.utoronto.ca/current/academic-advising-and-support/english-language-learning> for more information.
- Each college and campus has a Writing Centre that offers workshops and programs as well as **one-on-one counselling** to help you improve your writing and develop your skills through **personalized feedback**. If you are interested in taking advantage of this resource, I recommend you schedule appointments sooner rather than later, as appointment slots fill up very quickly. Learn more at <https://writing.utoronto.ca/writing-centres/>.

### Use of Generative AI

Use of generative AI (e.g., ChatGPT) for any assignment where not explicitly allowed will be considered a violation of academic integrity and will result in a failing mark on the part of the assignment where it was used. All use of generative AI when permitted must be fully documented (prompts used, results of prompts, etc.).

### COVID-19 Policies

For many reasons, people can be especially vulnerable to COVID-19, flu, and other diseases. This could be true of you or a close family member. I request and strongly recommend that you wear a mask if you are displaying symptoms or have been recently exposed to someone who has tested positive, and I will do the same.

### Religious Observance Accommodations

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of backgrounds, cultural traditions, and spiritual beliefs. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate missing a major course assessment due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

### Personal Accommodations

Sometimes issues can be more complex than the situations above lay out, e.g. long-term illness, family emergencies, and other unforeseen situations. I want to support you and see you succeed, so if something of this nature occurs and interferes with your ability to complete the course content, please reach out to me via email and I will do what I can to try to help you obtain accommodations when they are reasonable and feasible. In this situation, I will also ask you to speak to your College Registrar, as they are able to support you in requesting extensions or other accommodations and put you in touch with resources on campus that will be able to help in your situation.