PSY320H1 S

Social Psychology: Attitudes

Winter 2024 Syllabus

Course Meetings

PSY320H1 S

Section	Day & Time	Delivery Mode & Location
LEC0101	Monday, 11:00 AM - 2:00 PM	Online Synchronous

Refer to ACORN for the most up-to-date information about the location of the course meetings.

Zoom link for lectures: https://utoronto.zoom.us/j/81449900346 (password: 3202024)

Synchronous online lectures will be held via Zoom Mondays from 11am-2pm ET. Lectures will be recorded and posted to Quercus by the end of the following day.

Course Contacts

Course Website: https://q.utoronto.ca/courses/339178

Instructor: Emily Schwartzman
Email: emily.schwartzman@mail.utoronto.ca
Office Hours and Location: Mondays, 2pm-3pm (immediately after lecture, in same Zoom room); Thursdays, 11am-12pm, via Zoom - https://utoronto.zoom.us/j/88358118189 (password: 3202024)
Additional Notes: Please include the course code in the subject line for all emails. The instructor and TA will answer course emails within 48 hours, excluding weekends.

Teaching Assistant: Evi Myftaraj
Email: evi.myftaraj@mail.utoronto.ca
Office Hours and Location: By appointment

Course Overview

Intensive study of social attitude development, description, measurement, modification, and organization.

This course will discuss key topics in the study of social attitudes, including their structure and organization, how attitudes are measured, and how attitudes develop and change.

Course Learning Outcomes

1. Knowledge: By the end of this course, you should be able to name and apply theories pertaining to the social psychology of attitudes. Moreover, you should understand key research

methods used in social psychology to explore topics related to attitudes.

2. Application: By the end of this course, you should be able to apply findings in the social psychology of attitudes to your life and current events.

3. Scientific Thinking: By the end of this course, you should have a better understanding of common research methods used in psychology, and you should be able to think of ways to empirically examine research questions concerning the social psychology of attitudes.

4. Critical Evaluation: By the end of this course, you should be able to appraise and critique different approaches to the measurement and modification of attitudes

5. Communication: By the end of this course, you should have improved your ability to construct arguments and to communicate your thoughts verbally and in writing.

Prerequisites: PSY201H1/ ECO220Y1/ EEB225H1/ GGR270H1/ IRW220H1/ POL222H1/ SOC202H1/ STA220H1/ STA238H1/ STA248H1/ STA288H1/ PSY201H5/ STA215H5/ STA220H5/ PSYB07H3/ STAB22H3/ STAB23H3/ STAB57H3, PSY220H1/ PSY220H5/ PSYB10H3/ SOC213H1
Corequisites: None
Exclusions: PSY320H5
Credit Value: 0.5

Course Materials

Maio, G. R., Haddock, G., & Verplanken, B. (2018). The Psychology of Attitudes & Attitude Change (3rd edition). Los Angeles: Sage.
(If you purchase an older edition, you are responsible for any differences in content. The instructor is not able to provide a list of content differences).

The textbook is available in physical and ebook formats through the UofT Bookstore.

Marking Scheme

Assessment	Percent	Details	Due Date
Check-in Assignments (2.5% each)	10%	One-paragraph reflections discussing and/or applying course concepts. 4 assignments, due on Sunday of the corresponding week.	2024-01-28,2024-02-11,2024-02-25,2024-03-10,2024-03-24
Midterm Test	25%	Online open-book midterm covering the first 5 weeks of lectures and readings.	2024-02-12

Assessment	Percent	Details	Due Date
Final Paper	35%	Final writing assignment in which you will propose an intervention to change people's attitudes and/or behaviour.	2024-03-31
Online Final Exam	30%		Final Exam Period

More details about the midterm and the final paper will be provided in lecture and on Quercus.

The final exam will have the same format as the midterm (i.e., online and open-book) and will be semi-cumulative.

Late Assessment Submissions Policy

There is no late penalty for assignments in this course, but submissions on Quercus will close 1 week after the due date (i.e., work that is 7+ days late will not be accepted or graded).

Course Schedule

Week	Description	Reading	Work Due
Week 1 Jan 8	Introduction to Attitudes	Chapter 1	
Week 2 Jan 15	Research Methods & Measurement	Chapter 1	Check-in #1 (Jan 21, 11:59pm)
Week 3 Jan 22	Attitude Content, Structure, & Functions	Chapter 2	
Week 4 Jan 29	Attitudes & Information Processing	Chapter 3	Check-in #2 (Feb 4, 11:59pm)
Week 5 Feb 5	Attitudes & Behaviour	Chapter 4	
Week 6 Feb 12	NO LECTURE (midterm test)		
Week 7 Feb 19	Reading Week		
Week 8	Cognitive Influences	Chapter 5	

Feb 26			
Week 9 Mar 4	Affective Influences	Chapter 6	Check-in #3 (Mar 10, 11:59pm)
Week 10 Mar 11	Behavioural Influences	Chapter 7	
Week 11 Mar 18	External Influences	Chapter 10	Check-in #4 (Mar 24, 11:59pm)
Week 12 Mar 25	Implicit Attitudes	Chapter 9	Final Paper (Mar 31, 11:59pm)
Week 13 April 1	TBD		

Policies & Statements

Late/Missed Assignments

There is no penalty for late assignments in this course, but you must submit assignments within 1 week of the due date listed in the syllabus. If you think you'll need additional time, contact the instructor before the listed due date. If you request an extension after the assignment is officially due (even if Quercus submissions are still open), you'll be expected to provide appropriate documentation (i.e., ACORN Absence Declaration, Verification of Illness or Injury Form, Letter of Academic Accommodation, College Registrar's letter, or equivalent).

Make-Up Test Policy

If you are unable to write the midterm test on February 12th, notify the instructor as soon as possible, and no later than 7 days after the midterm. Be prepared to provide appropriate documentation (Absence Declaration, VOI, Registrar's letter, or equivalent). Depending on the circumstances, you may have the opportunity to write a make-up test, or your final grade may be re-weighted to omit the midterm.

Students with Disabilities or Accommodation Requirements

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting https://studentlife.utoronto.ca/department/accessibility-services/. 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 assess your 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 needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

Specific Medical Circumstances

If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. If you cannot submit a VOI due to limits on terms of use, you can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI (including dates, academic impact, practitioner's signature, phone and registration number). For more information on the VOI, please see http://www.illnessverification.utoronto.ca. For information on Absence Declaration Tool for A&S students, please see https://www.artsci.utoronto.ca/absence. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Religious 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 cultural and religious traditions. 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 being absent from class or missing a major course activity (such as a test or in-class assignment) 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.

Accommodation for Personal Reasons

There may be times when you are unable to complete course work on time due to non-medical reasons. If you have concerns, speak to me or to an advisor in your College Registrar's office; they can help you to decide if you want to request an extension or other forms of academic consideration. They may be able to email your instructors directly to provide a College Registrar's letter of support and connect you with other helpful resources on campus.

Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Academic Integrity

All suspected cases of academic dishonesty will be investigated following procedures outlined in the [Code of Behaviour on Academic Matters (https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019)](https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources. For example, to learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at http://www.writing.utoronto.ca. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see [A&S Student Academic Integrity (https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity)](https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity) and the [University of Toronto Website on Academic Integrity (https://www.academicintegrity.utoronto.ca)](https://www.academicintegrity.utoronto.ca).

Plagiarism Detection Tool

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faq).

Use of Generative AI

Generative AI is a new tool with interesting implications for academic writing and research. Like any other tool, its role should be to supplement—not replace—the development of your own independent knowledge and skills. As such, generative AI may be used for certain purposes in this course, but not for others.

You are **NOT** permitted to use generative AI to write or otherwise assist with the check-in assignments, the midterm, or the final exam. These assignments and assessments exist to determine your understanding of the course material and your ability to apply course concepts; your submissions should therefore be in your own words and reflect your own learning. Submitting AI-generated work for these assignments or assessments will be treated as academic dishonesty and will be subject to the procedures discussed above.

You **may** use generative AI for some aspects of the final paper. These include:
-Brainstorming ideas
-Outlining your paper
-Writing certain formulaic sections of your paper (more on this in March)
-Proofreading and editing
You may **NOT** use generative AI to write sections of the final assignment that should reflect your own critical thinking and insights (e.g., literature review, discussion).

If you do use generative AI in any capacity in your final paper, you are required to document your process thoroughly by saving all your prompts and outputs and submitting them as a supplement to your final paper; missing or incomplete documentation will be considered

academic dishonesty, akin to failing to cite the source of a quote or an idea. Moreover, you will remain fully accountable for any AI-generated content in your paper: If you include AI-generated text that features faults such as unsound claims, improper citations, plagiarized writing, etc., you will be subject to the same grade penalties and/or academic dishonesty procedures as if you had written the text yourself.

Participation in Class

During class, you will have the opportunity to ask questions in real time, as well as participate in discussions and activities with your classmates via voice and via text-based chat. Synchronous lecture attendance is not required, but is strongly encouraged.

Re-marking Policy - Timeline and Protocol

Please think carefully before contesting your grade for an assignment or test. Your course instructors and TAs work very hard to mark course assignments and tests as fairly as possible. If you have concerns about how an assignment was graded, you must first meet with the TA who graded your term work during that TA's office hours. If after your meeting you still would like to have your term work re-graded, you must contact the instructor within 2 weeks of the return of the term work. If your request is granted, the instructor will re-grade an item of term work once and re-grading may result in an increase in grade, a decrease in grade or no change in grade.

Mental Health and Well-being

As a student, you may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries and so forth. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. Everyone feels stressed now and then – it is a normal part of university life. Some days are better than others, and there is no wrong time to reach out. There are resources for every situation and every level of stress.
There are many helpful resources available through your College Registrar or through Student Life (http://studentlife.utoronto.ca and http://www.studentlife.utoronto.ca/feeling-distressed). An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources.

Course Materials, including lecture notes

Course materials are provided for the exclusive use of enrolled students. These materials should not be reposted, shared, put in the public domain, or otherwise distributed without the explicit permission of the instructor. These materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Students violating these policies will be subject to disciplinary actions under the Code of Student Conduct.

Lecture Recordings

All lectures will be recorded and posted on Quercus. Lecture recordings and all other course materials are the intellectual property of the instructors and should be respected as such.