



## CONTACT INFORMATION

**Instructor:**

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**Office Hours:** By appointment (Zoom)

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## COURSE DESCRIPTION, GOALS, & PREREQUISITES

Social cognition is the study of how people make sense of other people and themselves. We will cover how humans attend to and remember information about others, how moral and personality judgement are made, the consequences of these processes, and how and when these conclusions change (or don't change) over time. The objectives of this course are 1) to review what is known about social cognition from previous research and 2) to become a more critical consumer of research in this area of study.

**Prerequisites:** PSY201H1 (or equivalent) and PSY220H1. 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**. No waivers will be granted.

**How the course will work:** While the University of Toronto and the Faculty of Arts and Science have decided to attempt a return to in-class learning I have been contacted by several students who are concerned about the risk of having to travel to and be on campus. Therefore, to ensure that the greatest number of students can successfully complete the course lectures will be delivered online asynchronously. Watching the lectures and completing the assigned readings

are all that will be required to complete the tests and reflection assignments.

With that said, I understand that students are eager to have a chance to interact more directly with their professors and peers. Therefore, I will be hosting a weekly, Zoom drop-in session from 1PM to 3PM on Fridays throughout the semester. These sessions will be a chance for students to ask me questions about course material and/or engage in broader discussions about topics in social cognition / social psychology. These sessions will be unstructured, and attendance is not required to well in the course. The first drop-in session will be held on Friday, October 10<sup>th</sup> from 1PM to 3PM.

## REQUIRED READING

Readings will be assigned each week to supplement lectures. The majority of the readings will come from the following books:

Carlston, D.E. (2013). *The Oxford handbook of social cognition*. Oxford, UK: Oxford University Press

Fiske, S.T., & McCrae, C.N. (2012). *The SAGE handbook of social cognition*. Los Angeles, USA: Sage

The readings will be posted on Quercus and a summary of the weekly reading assignments is provided on the final page of the syllabus. **Assigned readings will be tested on the term tests and final exam.** The assigned articles provide an overview of a topic in social cognition. Therefore, students are not expected to remember the small details of these articles. However, students should be able to extract the key ideas and arguments presented.

Furthermore, both of these books are available in electronic format via the University of Toronto library. These texts provide articles on a wide range of topics in social cognition that will not be directly covered in lecture. Therefore, students are encouraged to consult these texts when thinking about their reflection assignments. Additionally, students who want to continue to explore the field of social cognition should review these texts in greater detail.

## ASSESSMENT

Assessment Type	% of Final Grade	Due Date
<b>TERM TEST #1</b>	25%	Friday, October 8, 2021: 1PM to 4PM EST (Quercus)
<b>TERM TEST #2</b>	25%	Friday, November 5, 2021: 1PM to 4PM EST (Quercus)
<b>REFLECTION #1</b>	5%	Due by 11:59PM on Sept. 26, 2021 (Quercus)
<b>REFLECTION #2</b>	5%	Due by 11:59PM on Oct. 31, 2021 (Quercus)
<b>REFLECTION #3</b>	5%	Due by 11:59PM on Dec. 5, 2021 (Quercus)

<b>FINAL EXAM</b>	35%	TBD: During Exam Period (Quercus)
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**TERM TESTS AND FINAL EXAM:** Term tests and the final exam will be held remotely via Quercus and will be 3 hours in length. Term tests and the final exam will consist of 50 multiple-choice questions. Term tests and the final exam will include content from both lecture and readings. ***Term tests and the final exam are NOT open-book and students should not consult lectures, lecture slides, nor lecture notes during the test.*** Term test 1 will test your understanding of material covered in weeks 1 through 4. Term test 2 will test your understanding of material covered in weeks 6 through 10. The final exam will include material covered through weeks 1 through 12 but will be more heavily weighted with material that had not previously been assessed (i.e., material from weeks 11 and 12).

- **Reliable Internet Access**

- Term Tests and the Final Exam will both be administered using Quercus. Therefore, it is the student's responsibility to ensure that they have access to reliable internet access in order to complete this course.
- **TECHNICAL ISSUES DURING TESTS & EXAMS:**
  - If there is a system-wide issue with any of our course activities, we will post an announcement.
  - If you are personally experiencing a technical issue with one of UofT's systems, we recommend trying a different browser or a different computer
  - If you have tried all this and are still experiencing issues, you need to document it. Take screenshots or videos and email Dr. Robinson right away (BEFORE the end of the test).

- **Missed Tests**

- If you miss either Test 1 or Test 2 you must complete an Absence Declaration via ACORN and contact Dr. Robinson (via email) within **three business days** of the missed test. Failure to complete these steps, within the specified time window, will result in a zero on the test.
- Students who complete these steps will be required to write a make-up test. In order to maintain the integrity of the term test, make-up tests will contain different questions from the original term test. While all possible attempts will be made to make the exams equal in difficulty this cannot be guaranteed.

- **Missed Final Exam**

- Instructors and departments cannot excuse a student from writing a Final Exam nor can they offer an alternative date or form of examination
- If you miss the Final exam you must file a formal petition through the College Registrar's Office no later than one week after the end of the Final Examination Period

**REFLECTION ASSIGNMENTS:** In addition to the term tests and final exam students are required to complete 3 reflection assignments (each worth 5% of your total grade) over the course of the semester. For each assignment I will post a question. Your job is to produce a two-page, APA formatted essay that answers my question.

This is your chance to practice writing a professional level APA style document and therefore your assignment should use the Professional APA paper template (as opposed to the APA student paper template) that I have provided on Quercus.

Reflection assignment essays should reference material covered in lecture and in the assigned readings and integrate key ideas. While no additional research is required to complete these assignments, students are free to include additional references if they wish. These assignments are a chance to apply what you've learned in class and consolidate your understanding of the topics covered.

The reflection assignment question will be posted on Monday and be due the following Sunday. For example, the question for reflection assignment 1 will be posted on Monday, September 20, 2021, and will be due by 11:59PM on Sunday, September 26, 2021. Due dates for each of the reflection assignments can be found in the table below.

- **Penalties for Lateness**

- Late assignments (handed in after 11:59PM) will be immediately assessed a 5% penalty with an additional 5% penalty assessed every 24 hours after the original due date. Assignments will be accepted for up to 5 days after the original due date. Assignments submitted more than 5 days after the original due date will receive a mark of zero.
- TECHNICAL ISSUES DURING ASSIGNMENT SUBMISSION:
  - You are expected to back up your written assignments as you work on them. We do not accept the excuse that one of your systems failed to save your work.
  - Consider submitting your assignments at least an hour before they are due, to avoid slow connections at the last minute.
    - If there is a system-wide issue with any of our course activities, we will post an announcement.
    - If you are personally experiencing a technical issue with one of UofT's systems, we recommend trying a different browser or a different computer.
    - If you have tried all this and are still experiencing issues, you need to document it. Take screenshots or videos and email Dr. Robinson right away (BEFORE the assignment deadline).
    - Technical issues need be reported BEFORE an assignment is due. Any problems reported after a deadline will not be accommodated.

- **Extension Requests**

- Students may request an extension up to **5PM on the Friday** before the reflection assignment is due. Please note that extension will only be granted to students experiencing exceptional circumstances that are beyond their control.

**GRADES AND GRADE DISPUTES:** I take student evaluation very seriously and am guided by the goal of providing assignments, that help students further their understanding of course material while also building their analytic research skills, and tests that fairly evaluate a student's grasp of the material covered in lecture and the assigned readings. Please review the Arts and Science grading policy to understand what the grade you receive on an assignment or test means (<http://writing.utoronto.ca/advice/general/grading-policy>).

If you have concerns about the grade you received please follow these steps:

1. Contact your TA to arrange a virtual meeting where your work can be discussed in more detail. Please note that TAs do not have the power to change a student's grade without Dr. Robinson's approval.
2. If after this meeting you continue to have concerns about your grade email Dr. Robinson requesting your work be re-evaluated. Dr. Robinson will then personally evaluate your work and provide you with feedback and a final decision regarding your grade. Relative to the grade assigned to you by the TA Dr. Robinson's evaluation could result in your grade going up, down, or remaining the same. Dr. Robinson's decision is final and any further grade disputes will have to be made via a formal petition.

When considering whether you would like Dr. Robinson to re-evaluate your work you should consider that there are only three valid arguments that can be made to justify your grade being changed. 1) A clerical error has been made, 2) an error was made by either Dr. Robinson or the Teaching Assistant when grading the assignment, or 3) there was something unfair about the assignment or test itself. Requests for grades to be altered must be accompanied by a clear explanation regarding which of these arguments applies to your particular case. ***Requests for grade changes for a reason not listed above will be ignored.***

Each student's final grade will be round to the nearest whole percentage using standard rounding practices. For instance, a final grade of 79.5% will rounded to 80% and a final grade of 79.4% will be rounded to 79%. ***Requests for a final grade to be changed in order to reach a higher GPA category will be ignored.***

## GETTING HELP

**QUESTIONS ABOUT COURSE CONTENT:** During the semester it is also likely that you'll need to get clarification on a topic covered in lecture or the readings or something about the course itself (e.g., questions about your reflection assignment). When dealing with these types of issues emailing Dr. Robinson and/or the Teaching Assistant ***SHOULD BE A LAST RESORT.*** Below are the steps you should take ***BEFORE*** emailing Dr. Robinson or your TA

- 1) **Read the Syllabus:** Answers to questions like "when is the first test?" are found in the syllabus. *Emails that contain questions of this nature will be ignored.*
- 2) **Go to the Source Material:** In lecture Dr. Robinson will cover a variety of different papers and studies. Lecture slides will always provide the reference for the material being discussed. If you didn't quite understand a specific study Dr. Robinson discussed use the reference, look up the article, and read it for yourself. See if you can answer your own question using the primary text.
- 3) **Discussion Boards:** On Quercus there will be a discussion board for general FAQ's as well as discussion boards for each lecture. All questions should be posted to the relevant discussion board. Dr. Robinson and the TA will be monitoring these boards closely and will answer questions that have been posted ***Please allow up to two business days for responses to discussion board questions and note that the discussion boards will not be monitored during weekends or holidays. Emails with content questions that have not been posted to the discussion board will be ignored.***
- 4) **Email:** If you've completed all of these steps and you still require clarification then email Dr. Robinson to arrange a virtual meeting via Zoom. In your email, please include 3 or 4 specific time slots when you're able to connect with Dr. Robinson. ***Please note***

***email messages must come from a “utoronto” account and must have PSY326 in the subject line or else they will be ignored.***

**PERSONAL MATTERS:** Over the course of the semester, you may encounter a personal matter that impacts your participation in the course and requires you to get in touch with Dr. Robinson. If this is the case, please don't hesitate to send Dr. Robinson an email. ***Please allow up to 48-hours for a response to your message and note the Dr. Robinson does not read or respond to emails during the weekend.***

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## ACADEMIC RESOURCES

**ACCESSIBILITY:** Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or Accessibility Services at (416) 978 8060; [accessibility.utoronto.ca](http://accessibility.utoronto.ca).

**WRITING:** As a student here at the University of Toronto, you are expected to write well. The university provides its students with a number of resources to help them achieve this. For more information on campus writing centres and writing courses, please visit <http://www.writing.utoronto.ca/>.

**ACADEMIC INTEGRITY AND PLAGIARISM:** Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters ([www.governingcouncil.utoronto.ca/policies/behaveac.htm](http://www.governingcouncil.utoronto.ca/policies/behaveac.htm)) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see [www.utoronto.ca/academicintegrity/resourcesforstudents.html](http://www.utoronto.ca/academicintegrity/resourcesforstudents.html)).

**OTHER RESOURCES:** Student Life Programs and Services (<http://www.studentlife.utoronto.ca/>)  
Academic Success Services (<http://www.asc.utoronto.ca/>)  
Counselling and Psychological Services (<http://www.caps.utoronto.ca/main.htm>)

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## REFERENCE LETTER REQUESTS

Please note that I **DO NOT** provide reference letters for students applying to graduate school programs. This is because simply participating in my course does not provide me with enough information to be able to accurately assess your potential suitability for graduate level studies. I apologize for any inconvenience this may cause.



## COURSE OUTLINE & SCHEDULE

DATE	TOPIC	READING / ASSIGNMENTS
Sept. 10 (Week 1)	<b>Lecture 1:</b> Introduction to Social Cognition	Ackerman, Huang, and Bargh (2012)
Sept. 17 (Week 2)	<b>Lecture 2:</b> Attention, Encoding, Memory Representation	Payne & Cameron (2013)
Sept. 24 (Week 3)	<b>Lecture 3:</b> The “Self” in Social Cognition	Beer (2012) <b><i>Reflection Assignment #1: Due by 11:59PM on Sunday, September 26, 2021</i></b>
Oct. 1 (Week 4)	<b>Lecture 4:</b> Affect, Behaviour, and Social Cognition	Isbell & Lair (2013)
Oct. 8 (Week 5)	<b>TERM TEST #1: Friday, October 8, 2021; 1PM – 4PM Eastern Time</b>	
Oct. 15 (Week 6)	<b>Lecture 5:</b> Heuristics, Accuracy, & Efficiency in Social Inference	Dunning (2013)
Oct. 22 (Week 7)	<b>Lecture 6:</b> Attitudes	Ferguson & Fukukura (2012)
Oct. 29 (Week 8)	<b>Lecture 7:</b> Attribution Processes	Reader (2013) <b><i>Reflection Assignment #2: Due by 11:59PM on Sunday, October 31, 2021</i></b>
Nov. 5 (Week 9)	<b>TERM TEST #2: Friday November 5, 2021; 1PM – 4PM Eastern Time</b>	
Nov. 12	<b>READING WEEK: NO LECTURE</b>	
Nov. 19 (Week 10)	<b>Lecture 8:</b> Implicit Theories	Plaks (2017)
Nov. 26 (Week 11)	<b>Lecture 9:</b> Stereotyping & Prejudice	Bodenhausen et. al., (2012)
Dec. 3 (Week 12)	<b>Lecture 10:</b> Moral Cognition	Kay & Eibach (2012) <b><i>Reflection Assignment #3: Due by 11:59PM on Sunday, December 5, 2021</i></b>
TBD	<b>FINAL EXAM</b>	

