

## PSY326: Social Cognition

### Winter 2024 LEC0101

#### Contact Info

<b>Instructor:</b> Dr. Patricia Y. Sanchez (she/her)	<b>Teaching Assistant:</b> Ryan Panela
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<b>Office Info:</b> Room 4051 in Sid Smith <b>Zoom Room Info:</b> Meeting ID: 797 294 4734 Passcode: 102046	<b>Zoom Room Info:</b> See Quercus page.
<b>Office Hours:</b> By appointment (email me)	<b>Office Hours:</b> See Quercus page.

#### Course Info

<b>Classes Meet:</b> Tuesdays, 2-5pm	<b>Room:</b> SS 1069 (Sidney Smith)
<b>Course Website:</b> <a href="https://q.utoronto.ca/courses/339210">https://q.utoronto.ca/courses/339210</a>	
<b>Reading(s):</b> Fiske, S.T., & McCrae, C.N. (2012). <i>The SAGE handbook of social cognition</i> . Los Angeles, USA: Sage All additional assigned material will be made available to you on Quercus. <b>Note about text:</b> The book is available to you for free in electronic format from the library. You can access it <a href="#">here</a> .	

#### Course Overview & Goals

Social cognition is the study of how people make sense of other people and themselves. We will cover how basic cognitive functions (e.g., attention allocation, memory) are used to understand the social world, other people, and the self. We will explore how we attend to and remember information about others, how moral and personality judgments are made, the consequences of these processes, and how and when these consequences change over time.

### Intended Learning Outcomes

1. To increase your understanding of the core concepts in social cognition
2. To enhance your ability to think critically about research and psychological theory in social cognition
3. To apply social cognitive principles to “real world” situations
4. To develop your ability to communicate about psychological science and be a critical consumer of science communication

### Prerequisites

PSY201H1/ ECO220Y1/ EEB225H1/ GGR270H1/ IRW220H1/ POL222H1/ SOC202H1/ STA220H1/ STA238H1/ STA248H1/ STA288H1/ PSY201H5/ STA215H5/ STA220H5/ PSYB07H3/ STAB22H3/ STAB23H3/ STAB57H3, PSY220H1/ PSY220H5/ PSYB10H3/ SOC213H1

Exclusion: PSYC13H3/ PSYD12H3/ PSYD15H3

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.

## Course Structure & Requirements

### Course Communication

- *General inquiries related to course content, policies, or assessments* should first be posted to the relevant Quercus Discussion Board. The TA and Dr. Sanchez will monitor the board, but you are welcome to respond to and support your peers as well.
- *Scheduling appointments to review content, get study advice, or view tests* should be done by emailing the TA directly at [ryan.panella@utoronto.ca](mailto:ryan.panella@utoronto.ca)
- *Personal questions related to illness, accessibility, accommodations, or other class concerns* should be addressed directly to the instructor, Dr. Sanchez at [patricia.sanchez@utoronto.ca](mailto:patricia.sanchez@utoronto.ca)

- **FOR ALL EMAILS:** Please include a descriptive subject line, a greeting, complete sentences, and a signature with your full name. Please also include “**PSY326**” in the subject line with the topic of your email! Make sure though that your subject is still descriptive (i.e., “PSY326 lecture question” is not descriptive enough). We will try to respond to all emails within 2 business days. Emails received after 6pm or on the weekends may not be looked at until the next business day.

### **Course Webpage: Quercus**

This course will use the University’s learning management system, Quercus, to post course information including readings, assignments, grades, and important announcements. You will also be submitting assignments and participating in certain assignments on Quercus. I will rely on this resource heavily throughout the semester so make sure you check it regularly and/or your email is set up correctly.

### **Lectures**

Almost every class meeting will involve some time for lecture. Lectures will review and synthesize material from the readings and other assigned material as well as introduce additional material *not* covered in the readings to expand on important points or ideas. Lecture slides will be provided in PDF format before each class period. These slides are meant to support your learning and do not contain the level of detail that is required to do well in this class. Thus, keep in mind *reading the slides is not a substitute for attending class*. If you are going to miss a class, you are responsible for borrowing notes from a classmate or scheduling office hours to review missed material.

Lectures will not be recorded. You may not independently record any part of the lectures unless you receive explicit permission from the instructor. If you are given permission to record any part of a lecture, the recordings cannot be distributed to anyone (including other students in the course) or posted online. Remember that the recording is only for the use of studying for the course (see *Use of Course Material* policy below).

### **Engagement and Participation**

Your active engagement with the course material by participating in discussions and activities, taking notes, and thinking deeply about the questions that are posed helps us build a positive learning environment and enhances your understanding of the course concepts. There will also be several opportunities to participate outside the classroom such as discussion

boards and journals. Your participation and engagement will be evaluated for effort (i.e., reading material before class, contributing to discussions) and quality (i.e., insightfulness, respectfulness).

Although attendance does not directly contribute to your grade, you will miss out on important lectures and class discussions and activities if you do not attend regularly. Please let me know if you will be unable to participate in class discussions for any reason.

### **Preparation (Readings)**

Lectures and in-class activities will typically draw from and expand on material in the readings. Please make sure to take note if specific pages are assigned in a chapter. Over the semester, you will be tested equally on lecture and assigned reading materials. The textbook is a supplement to our lectures and provide overviews of the topic in social cognition we are discussing. Therefore, you are not expected to remember all the details of the chapters. However, you should be able to extract key ideas, concepts, and arguments presented. Reading guides will be provided for most readings on Quercus.

I will also assign empirical journal articles, and other media like podcasts or videos. Reading empirical research will help you develop a skill you can apply in the future for academic purposes and to help you critically evaluate research and arguments in general. You are expected to complete all assigned readings even if they aren't directly discussed in lecture. Sometimes the textbook will cover a concept that we don't discuss in detail in class. You are responsible for the material in all the assigned content (e.g., readings, podcasts, videos), whether it is explicitly covered in lecture or not. Keeping up with the provided Reading Guides will ensure you are at least comprehending the main ideas from the assigned material.

I may occasionally provide additional readings (or videos or podcasts) when I lecture on a given topic. This additional material will be added on a rolling basis as we work through the semester in the Supplemental Material module on Quercus. Although material from this module will not directly be tested (and therefore, is optional reading), expanding your understanding on topics from the course will help you understand the material more deeply.

## **Assessment & Evaluation**

### **Term Tests (40%)**

There will be 2 term tests covering information from both lecture and readings (each worth 20% of your final grade). These tests may include multiple choice, short answer, and brief essay questions. You should be prepared not only to provide definitions and explanations of concepts, but also be ready to synthesize material from the lectures and readings, support arguments with evidence from the course, and apply the course concepts to novel scenarios. Tests will take place in person and will be closed note/closed book. More info on these tests will be covered later in the term.

### **Discussion Groups (5%)**

To keep you engaged with the material and to give you a chance to discuss the implications of the material we are covering, you will participate in small group discussions frequently in this course. Groups will vary throughout the semester. *Before* each class on discussion days, you will submit a 3-2-1 breakdown of the reading to be discussed (more info on Quercus). After each discussion, you will submit a discussion reflection where you report on how discussion went (e.g., Was everyone prepared? Was there a specific question that really stumped the group? Was there something that a group member shared that was particularly insightful?). More info on this assignment will be discussed in class.

### **Science Communication Blog Post Assignments (15%)**

Throughout the term, you will write 3 blog post assignments related to the course material. In these assignments, you will be tasked with writing a summary of a research article on a covered topic for a lay audience. You will be given guidelines on how to write these posts throughout the semester.

### **“Social Cognition in my Life” (SCL) Journal (15%)**

One of the central themes of this course is understanding of how people make sense of the world. The great news is that you are a person, and therefore, almost everything we cover in this class may apply to your life in some way. This assignment will help you track how your learning in this course can inform your life outside of this class. In your journal entries, you will reflect on your own observations and elaborate on how social cognition applies. To earn full marks, you must complete at least 3 entries by our last day of class (by 11:59pm on April 5). Because these journals are meant to help you *along the learning process*, entries must be at least one week apart from one another to count toward your final grade. In other words, you can't submit all three entries at one time! More details on this assignment will be posted on Quercus and covered in class.

## Final Exam (25%)

The final exam will be cumulative and cover topics from the entire semester; however, more focus will be on content not yet assessed. Like the term tests, the final exam may contain multiple choice, short answer, and brief essay questions. The exam will be held during the final examination period and must be taken as scheduled.

## Grading/Marking Scheme

Your final grade in this course will be calculated based on the breakdown below:

	Weight (%)
Discussion Groups	5%
Science Communication Blog Post Assignments	15%
“Social Cognition in my Life” Journal	15%
Test 1	20%
Test 2	20%
Final Exam	25%

Note: Any grades posted in the Quercus gradebook are posted for your information only, so you can view and track your progress through the course. No grades are considered official, included any posted in Quercus at any point in the term, until they have been formally approved at the end of the course.

## Course Policies

### Late Assignments & Extensions

Late assignments (those turned in after the due date without prior discussion with me) will incur a 5% penalty for each day it is late up to 25% (5 days after the due date). Late work will *not be accepted more than 5 days after the due date* unless you have formal accommodations, have provided legitimate documentation, or prior arrangements have been made.

I am typically willing to grant 48-hour extensions on course work (e.g., the Blog Post assignments) if the extension request is received *at least 48 hours* before the assignment due date of the assignment (via email directly to Dr. Sanchez). Any requests for extensions made less than 48 hours before the due date will not be granted. I will not grant extensions longer than 48 hours or accept work

after the extended due date except in the case of registered accommodations or extraordinary circumstances. If you will be unable to submit work by the extended due date, please let Dr. Sanchez know within 12 hours of the missed extended deadline (or as soon as you can), and we can discuss your case.

### **Missed Term Work Policy**

If you miss class for *any* reason, you are responsible for making up the missed material and you should not expect the instructor or TA to re-teach the material from the class you missed. There will be no chances to make up missed in-class activities. If you miss a test, you must submit documentation to Dr. Sanchez that demonstrates your inability to be present for the test (i.e., the ACORN illness self-declaration tool, UofT Verification of Illness or Injury form (VOI), a letter from your College Registrar or Accessibility Counselor). Documentation must be submitted within 7 calendar days of the missed test. If you do not provide appropriate documentation, you will receive a 0 for the missed test.

**Make up assessments will not be issued.** If you are legitimately excused from missing a term test, your other term test and the final exam will be reweighted to make up for the missing assessment (the remaining term test will be weighted 30% and the final exam at 35%). If you miss both term tests, your final exam will be reweighted to 55%, with an additional 5% allocated to each your Blog Post and Social Cognition in my Life Journal assignment grades. If you miss the final exam, you will need to contact your College Registrar to file a petition for late term work (<https://www.artsci.utoronto.ca/current/faculty-registrar/petitions>).

### **University's 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 website (<https://uoft.me/pdt-faq>).

### **Online Communication Policy**

Some questions are best answered in person or in an online meeting and some are best answered via email. If you have a complex question (i.e., you want to further discuss an idea from the course), me or your TA will be happy to meet with you to discuss it (see *Course Communication* above). Having face-to-face

discussions, whether in person or online, about complex questions or issues is generally more effective. If you have a short/simple question, email might be the most efficient way to ask it. If you don't know, send an email with your question to either me or the TA and we'll let you know if a meeting would be better.

When communicating via email please adhere to the following:

- Students can expect an email response within 2 business days. Emails received after 5pm will count as being received the following business day. Do not email the day of the due date with a question about the assignment, we might not see your email in time to send a helpful reply.
- Please consult the course syllabus, schedule, discussion board, other handouts, and announcements on Quercus before submitting inquiries by email. There's a chance there is an answer to your question somewhere in these materials.
- In the subject line indicate the course code and the topic of your email (e.g., PSY326 Blog Post #1 question).
- Begin your emails by greeting the person you are writing to (e.g., "Hello Dr. Sanchez", "Dear Prof. Sanchez,"). Make sure to address the person you are emailing in your greeting.
- Emails should come from your utoronto email account to communicate with the professor and TA (otherwise they may get marked as spam).
- All communications (verbal, email) should be respectful in language and tone and constructive in nature. This includes communications with me, the TA, and your fellow students.

### **Grade Dispute Policy**

If you believe an assignment has been incorrectly or unfairly marked, you can request a re-evaluation from the grader. You must wait 24 hours after the feedback is returned to bring up a grade concern. Grade concerns received within 24 hours of receiving the feedback will not be considered. Additionally, grade concerns must be brought to either mine or your TA's attention within 14 days of the return of the assignment or they won't be considered.

If you have concerns about how an assignment or test was graded, please first meet with your TA who graded your work. If, after your meeting, you still would like to submit your work for re-evaluation, please submit the request to Dr. Sanchez. In your request, please email me with a short paragraph detailing your grade concern including: 1) the question(s) to be re-evaluated, 2) why you provided the answer you did and where in the course materials you learned this content, and 3) why you think the grade is incorrect or incomplete and

what in the course materials would support your request. Only reasonable and well-justified concerns will be considered, and all decisions are final.

Please consider very carefully before contesting your grade for an assignment or test. Course instructors and TAs work very hard to mark course assignments and tests as fairly as possible. By submitting a grade dispute, you are consenting to a full re-evaluation of the assignment. This means your grade may go up, go down, or stay the same. If a re-evaluation is granted, **you must accept the resulting mark as the new mark.**

### **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. 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. For more information on the VOI, please see [www.illnessverification.utoronto.ca](http://www.illnessverification.utoronto.ca). For information on Absence Declaration Tool for A&S students, please see [www.artsci.utoronto.ca/absence](http://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 Accommodation**

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. I will make every reasonable effort to avoid scheduling assessments 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) 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 or non-religious reasons. If you have concerns about your ability to complete an assignment, please 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 accommodation. They may be able to provide you with a College Registrar's letter of support to give to your instructors, and importantly, connect you with other resources on campus for help with your situation. Regardless of the situation, it is always best to reach out about the issue as soon as possible.

### **Academic Integrity and Plagiarism**

All students, faculty, and staff are expected to follow the University's guidelines and policies on academic integrity. For students, this means following the standards of academic honesty with writing assignments, collaborating with fellow students, and writing tests and exams. Ensure that the work you submit for grading represents your own honest efforts. Plagiarism—representing someone else's work as your own or submitting work that you have previously submitted for marks in another class or program—is a serious offence that can result in sanctions. Speak to me or your TA for advice on anything that you find unclear. 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 <https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity> and <http://academicintegrity.utoronto.ca>.

### **Use of Generative AI Tools**

The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT and other AI writing or coding assistants, is allowed in this course only for very specific purposes. Students may not use these tools to write or complete course assignments (e.g., Blog Post assignments, Discussion questions). However, these tools may be useful when gathering information across sources and assimilating it for understanding. Some assignments may require an AI use declaration which would include what tool(s) were used, how they were used, and how results from the AI were incorporated into your submitted work.

Students may not copy or paraphrase from any generative AI applications for the purpose of completing assignments in this course. Representing as one's own idea, or expression of an idea, that was AI-generated may be considered an academic offense in this course. This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes.

### **Use of Course Material**

Keep in mind that lectures and lecture materials are the intellectual property of the instructor, and the slides and related materials should be respected thus. Students are free to use all lecture slides and lecture material for their own use, but are not permitted to share lecture slides or materials with others not enrolled in this course without my approval. Uploading course materials to the Internet or shared server is expressly prohibited. I do not want to discover that a student has put any of my materials into the public domain, has sold my materials, or has given my materials to a person or company that is using them to earn money. The University will support me in asserting and pursuing my rights, and my copyrights, in such matters.

### **Instructor Policy Statement**

I intend to treat you with respect, to have empathy for your struggles (in and outside of this course), to assess your progress in a reasonable and thoughtful manner, and to offer you constructive feedback. I am available to discuss any concerns you have. I strongly encourage you to ask questions in class, book an office hour visit with me, and/or email me to discuss any concerns or questions. With all issues, I encourage you to contact me as early as possible so we can work together on a solution. You may email me at any time, and I will do my best to respond within 2 business days. I will also do my best to refrain from sending out course announcements or emails on the weekends or on holidays.

## **Student Resources and Support**

### **Accessibility Services (AS)**

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) at the beginning of the academic year by visiting <http://www.studentlife.utoronto.ca/as/new-registration>. 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.

### **Recognized Study Groups**

I encourage everyone to strongly consider joining or leading a study group. The Faculty of Arts and Science has a Recognized Study Groups program that can help you facilitate this (particularly useful if you don't know anyone else in the class!). If you become a study group leader, you can also receive co-curricular credit. To learn more about the program and join or start a study group visit: <https://sidneysmithcommons.artsci.utoronto.ca/recognized-study-groups/>

### **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, engaged with each other, and respect one another's differences. Cultivating such an environment is important in all courses, and especially so when discussing topics like intergroup relations, stigma, and discrimination. As your instructor, I aim to create a classroom environment that supports the learning and growth of all students. Neither I nor the University of Toronto condones discrimination or harassment against any persons or communities.

### **Mental Health & 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.

There are many helpful resources available through Student Life ([www.studentlife.utoronto.ca/feeling-distressed](http://www.studentlife.utoronto.ca/feeling-distressed)) and Counselling and Psychological Services (<http://www.caps.utoronto.ca/main.htm>).

An important part of the University experience is learning how and when to ask for help. There are many resources available to you here at the University. Feel free to visit the Academic Success Centre (<https://www.studentlife.utoronto.ca/asc/about-us>) for more information on navigating through the university experience.

### **Writing**

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

## **English Language Resources**

For anyone who would like to advance their understanding and command of English, there are many supports available at UofT:

<http://www.artsci.utoronto.ca/current/advising/ell/resources-for-students>

## Course Schedule

This schedule is subject to change and adjustments. Students will be advised of all updates promptly on Quercus. All readings are required unless otherwise indicated.

Week	Date	Topic	Reading(s)	Assignment Due
1	1/9	Introduction to Social Cognition	Syllabus Ch. 1	
2	1/16	Dual Process Models	Bargh et al (2012) Ch. 2 (supplemental)	
3	1/23	The Self Discussion #1	Ch. 17 (pgs. 330-340) Heatherton et al (2004)	Blog Post #1 Due Fri, 1/26
4	1/30	Decision-Making & Social Inference Review Session	Ch. 13 (pgs. 251-260)	
5	2/6	<b>TEST 1</b>		
6	2/13	Attitudes: Structure and Processing	Ch. 9 Feinberg & Willer (2013)	You should have at least 1 SCL entry by now
	2/20	<b>NO CLASS - READING WEEK</b>		
7	2/27	Attribution Processes & Impression Formation Discussion #2	Ch. 7 (pgs. 115-120) McAndrew & De Jonge (2011)	
8	3/5	Stereotyping & Prejudice I Discussion #3	Ch. 16	Blog Post #2 Due Fri, 3/8
9	3/12	Stereotyping & Prejudice II Review Session	Bodenhausen & Peery (2009) Dr. Lasana Harris podcast	You should have at least 2 SCL entries by now
10	3/19	<b>TEST 2</b>		
11	3/26	Implicit Measures and Implicit Theories Discussion #4	Fazio & Olson (2003) Ch. 3 (pgs. 31-36)	
12	4/2	Affect & Behaviour Cultural Perspectives in	Miyamoto & Eggen (2013) Ch. 15 (supplemental)	Blog Post #3 Due Fri, 4/5

		Social Cognition General Review		Final SCL entry Due by Fri, 4/5
<b>CUMULATIVE FINAL EXAM</b> TBD				

All assignments are due at 11:59pm EST on their scheduled due date unless otherwise stated.