

PSCH 3301: Social Psychology

[June 1, 2023 – version 1.0]

I. Basic Course Information

I-A. Course Description

This course is an introduction to the study of social psychology, an area that focuses on the way our thoughts, attitudes, and behaviors of individuals and groups are influenced by other people. Topics generally associated with social psychology include social cognition, conformity, obedience, persuasion, propaganda, attribution, aggression, prejudice, liking, loving, and helping.

I-B. Student Learning Objectives for this Course

The student will be able to:

- Recognize the central concepts of social psychology theory and research in such areas of study as conformity, social cognition, social influence, and mass communication.
- Recognize social psychology's role in understanding social problems such as aggression and prejudice.
- Recognize how techniques of effective persuasion can be applied to one's own life and work.
- Recognize how important concepts and findings in areas related to love, liking, and interpersonal sensitivity can be applied to enhance one's own life and relationships.

I-C. Meeting Time and Location

This course is offered online via Blackboard.

I-D. Instructor

The instructor for this course is Dr. Wesley Wynne.

Email: wwynne@sulross.edu

Office: Uvalde A105.

Phone: 830-279-3044.

General Student Availability Hours:

Anytime. Since we live and work in many different communities, just email me to convey your concerns or to set up a visit by phone or in person. The most effective method of contact is by email at wwynne@sulross.edu. To protect student privacy, send from your Sul Ross email account. Email etiquette (and common sense) requires that you state your name in every email you send. Also, please specify the course you are referring to and state clearly the precise concern you have.

I-E. Course Materials

Required Texts

- *Social Psychology (13th Edition)*, by Myers and Twenge. ISBN: 9781260397116.
- *Publication Manual of the American Psychological Association, (7th Edition)*, by APA. ISBN: 978-1433832161.
- *Dreyer's English*, by Dreyer. ISBN: 9780812995701.

By law, Sul Ross is required to tell you the following: "A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer." In fact, bargains on textbooks are often found on the websites of many Internet booksellers. Major online vendors typically accept major credit cards, checks, and money orders.

🚫 Illegal copies of textbooks are prohibited at all times in classrooms and labs.

II. Assignments

II-A. Online Discussions (15%)

Each week, students will participate in a series of discussions on Blackboard. Take part in these discussions regularly; they will be available from 12 pm Thursdays to 11:59 pm on Fridays.

*For every discussion forum, you should contribute at least **two** posts:* one should be a post of your own thoughts about something in the chapters covered for the week, and a *second* post in which you respond insightfully to a post that another student has made.

All postings to the discussion boards should be thoughtful and literate. The use of proper English is important here, so refer to *CliffsNotes Writing* if you are unsure of your writing.

Thoughtful contributions will receive credit; overly brief or trite contributions will not. Below is an example of a credited versus an un-credited contribution on the topic of "Love and Friendship" in a course on human sexuality:

Example of a Thoughtful Contribution - Credited:

I really enjoyed this chapter because it made a lot of my own "theories" make sense. One topic that really interested me was people marrying for money instead of love. My sister is the type of person that would marry for money instead of love and that is something that I never understood. She recently moved to California and has totally adopted a typical California attitude. Along with this, she has surprised the entire family. She is a very pretty girl, 20 years old and dating a man who is 32, very rich, but very unattractive. He is controlling and manipulative and is constantly making her change her ways of life. But he takes her to very expensive restaurants and buys her very expensive things and she thinks that makes it all better. She thinks he is so "cool" because he drives a \$70,000 car. She even admits that she is only with him for his money. I have never understood how someone could live so unhappily just because they want to be rich. What upsets me the most is that we weren't brought up that way, and I don't understand where she got it.

Example of an Insufficient Contribution – No Credit Awarded:

I don't know. I don't think I believe in love because people just want to take advantage of you and stuff. I get tired of it.

II-B. Weekly Chapter Exams (50%)

Weekly exams will cover material from the textbook chapters, as well as material from any additional readings and discussions posted at the same time. Exams will be posted and available at 12 pm each Thursday and must be completed by 11:59 pm on Friday. Every student enrolled in this course is expected to attempt each exam that is given. However, **one absence** from *any* weekly exam will be allowed without

penalty, no excuses necessary. These exams will never take more than one hour to complete.

- 🚫 Students who miss **more than two** exams may be dropped from the course with an automatic F for non-participation.

II-C. Film Reflection Paper (20%)

The classic 1957 film *12 Angry Men* will be assigned to watch online. It may be rented or purchased on amazon.com. This film examines such topics as conformity, prejudice, and group processes – concepts that are at the heart of social psychology. The paper you write will be a reflection paper, one in which you will relate what you see in the film both to what you read in the textbook and to your own experiences. This five-page reflection paper will be due on Blackboard by the end of the day on **Monday, June 26**.

II-D. Cultural/Social Engagement Assignment (15%)

An important approach to learning about psychology is examining it from the perspective of your own experiences. In this course, you will be given three short assignments over a three-week period. There will be two options: For Option 1, which is preferred, students may attend three one-hour Zoom meetings at noon on the Fridays of June 9, 16, and 23. In larger universities, such lunchtime sessions are called “brown bags,” and typically people eat while listening to a speaker. Students are welcome to have their lunch during the Zoom meetings.

For Option 2, students who do not attend the brown bag Zoom meetings will instead watch three videos related to this course. (Incidentally, students may also choose a mix of one Zoom meeting and two videos, or two Zoom meetings and one video.) Each week, after participating in the Zoom meeting or watching the corresponding video, students will write a two-page reflection paper.

These three papers will be due on **June 14, 21, and 28**, respectively. Then one week later, students will combine them to produce a revised and combined six-page reflection paper that will be due on **July 5**. More information on this assignment will be provided.

II-E. Assignment Schedule

Date	Topics and Assignments
<u>Notice: We will not be covering the book chapters in order. We will skip around. Take care to make sure you are studying the ones assigned.</u>	
June 1	Read Ch. 1 on Introducing Social Psychology and Ch. 2 on The Self
June 8	Ch. 1 & 2 Exam; Read Ch. 7 on Persuasion
June 12	Read Ch. 8 on Group Influence
June 15	Ch. 7 & 8 Exam; Read Ch. 9 on Prejudice
June 19	Read Ch. 10 on Aggression
June 22	Ch. 9 & 10 Exam; Read Ch. 3 on Social Beliefs & Judgments
June 26	<i>12 Angry Men</i> paper due on Blackboard by the end of the day.
June 26	Read Ch. 4 on Behavior & Attitudes
June 29	Ch. 3 & 4 Exam; Read Ch. 11 on Attraction & Intimacy
July 3	Read Ch. 12 on Helping
July 5	Engagement Assignment Reflection Paper
July 6	Ch. 11 & 12 Exam

Notice: The schedule of topics above is subject to change for pedagogical reasons at the discretion of the instructor.

☛ *All major written assignments must be completed and submitted to pass any course, regardless of a student's overall grades on other assignments. Students who do not complete all assigned papers and presentations will receive an F as a final grade for this course.*

☛ Written assignments must be submitted through Blackboard unless otherwise authorized. They must be submitted as Microsoft Word files (.docx) or as RTF files or PDF files. Assignments submitted other file formats will not be accepted. Assignments that are emailed without prior authorization will not be accepted or considered submitted under any circumstances.

Exam dates will not be changed except in exceptional circumstances. Due dates for other assignments, such as papers and presentations, may in certain circumstances be shifted to a later date, but not to an earlier date. (In other words, students may in some instances be granted additional time to submit certain assignments.)

In face-to-face and teleconference courses it is expected that students attend all class meetings and always direct their full attention to the class. Announcement that are made in class will not necessarily be announced via email for the benefit of students who are not present.

If it is not possible to administer a final exam (for example, due to an internet outage, power outage, emergency school closure, or other extraordinary circumstances), final grades for this course will be calculated solely from the assignments submitted prior to the final exam. Exams may contain experimental test questions that will not be included in grading.

Extra credit assignments may be offered in this class. Certain extra credit opportunities might involve an invitation to participate in an event at a physical location or being online at a particular time. If your other responsibilities or your own location makes it inconvenient for you to participate in a particular extra credit assignment, don't fret. No extra credit opportunity will disadvantage students who, for whatever reason, do not participate. Extra credit does not affect the curve at all; it is just added on top of grades already earned. It's just something extra.

III. Grading

III-A. The Calculation of Grades

Grades for each assignment, and for the course itself, are calculated as follows: A: 90% or above; B: 80%-89%; C: 70%-79%; D: 60%-69%; F: 0%-59%.

On assignments with curved grades, the top score will be converted to a 100. All other grades on the assignment will be expressed as a percentage of the top score. For example, if the top score on an exam is a 20 out of 25 items available, the 20 will be converted to a 100. If you get 15 of the 25 questions correct, your grade will be a 15/20, which is equal to a 75 (in other words, a C).

The times and dates when assignments are due and when evaluations are given will not be altered to fit your schedule. You will be expected to alter your schedule to fit class responsibilities.

In the interest of more thorough coverage of certain topics, the professor may decide to omit some of the assigned material from coverage on any particular exam. You are responsible to learn of any announced omissions.

III-B. The Basis of Final Grades

Grades in this course are based on performance alone. They will not be rounded upwards. It is important for every student to understand that evaluation is not based ultimately on how hard someone has worked to earn a particular grade, or whether someone needs this course to graduate. Nor are grades based on personal & family needs, or on personal conceptions about what seems to be fair. All grades, including your final course grade, will be based *solely* on your academic work in this course, according to the criteria described in this syllabus.

III-C. The Reporting of Final Grades

For non-graduating students, final course grades will be posted on Banner at noon on the Monday after commencement (and for graduating seniors, at noon on the Friday before commencement). Final exam week is a hectic time for students and the faculty alike, so please respect the privacy of all your professors during and after this period. Please do not inquire concerning grades between the start of the final exams period and when grades are reported. If the professor needs information from you during this time, he will be the one to initiate contact.

Unsolicited voicemails and emails from any non-graduating student during the final exams period are liable to be ignored. This policy is based on years of experience: most communications from students during final exams and the grading period are based on anxiety rather than necessity. Please understand that any issues of grading that truly must be resolved may still be resolved *after* final grades are reported. Access to assignment grades and other course content will also be available to you on Blackboard until the week after commencement.

IV. Student Confidentiality

Because of privacy laws, all school-related issues — academic, disciplinary, and personal — must be handled between the university and the student directly. A student's parent, spouse, boyfriend, best friend, case worker, parole officer, et cetera has absolutely no standing to intervene for a student or inquire concerning grades, disciplinary matters, or any other issues. Do not ask such persons to contact university faculty and staff to serve as a liaison, make inquiries, or settle disputes on your behalf.

V. Academic Integrity

V-A. The Honor Code

As members of the academic community, no student should tolerate cheating. According to the honor code, it is the responsibility of every student to report obvious cheating or any suspicious behavior that may compromise the integrity of the grading process. The confidentiality and anonymity of students who report such incidents will be respected.

☛ To report cheating, call 210-288-1393. If there is no answer, leave a detailed description of what you witnessed.

V-B. Policy on Academic Dishonesty

Academic dishonesty and the penalties pertaining to it are described in the SRSU student handbook. In this course, all communication among students while taking exams is prohibited.

- ☛ Communicating material included on an exam with or in the presence of someone who has not yet taken that exam is also prohibited.
- ☛ No student may print, photograph, copy, or in any other way reproduce material from any exam. The consequence of violating this directive will be severe, up to and including dismissal from the course with a grade of F.
- ☛ Except in online courses, unless specifically authorized, no student shall take an exam at any computer outside of the designated testing facility.
- ☛ Students may not share books, notes, phone calls, texts, or any other form of communication during exams. Do NOT sit next to another student who is taking the same test in the lab unless no other seats are available. No student taking an exam should have open any website other than the Blackboard site. Close all other windows. Failure to follow these instructions may, at a minimum, result in a zero for the exam and might result in an F for the course.
- ☛ The possession of any course-related material in an exam room during an exam period in which the material in question is forbidden is *ipso facto* evidence of scholastic dishonesty. In plain language, if you bring material, such as a textbook, into a testing situation where you are not supposed to have that material with you, you are thereby committing a violation, even if you were not referring to the material or intending to use the material to cheat.
- ☛ Unless otherwise specified, the possession and use of cell phones, tablet devices, online aids, e-books, and any other electronic device is not permitted during testing and may result in the forfeiture of the test grade and other penalties.
- ☛ No electronic device other than the computer on which an exam is being taken may be used by a student while taking an exam.
- ☛ No website other than the Blackboard website is to be opened or viewed by a student while taking an exam.
- ☛ Plagiarism, as every student should know, involves taking the work of others and claiming it as your own. It will not be tolerated and will result in a zero for the assignment on academic grounds alone, as well as disciplinary penalties. If you are unsure what constitutes plagiarism, find out online at www.plagiarism.org.

Using an illegal copy of textbook materials constitutes academic dishonesty. If a student is found to be using illegally copied textbook material during an open-book exam, the penalty will be failure of the exam. In addition, the student will have the choice of immediately surrendering the illegal copy to SRSU faculty/staff or receiving a failing grade for the course.

The penalty for serious academic dishonesty is severe: a student who turns in a plagiarized paper or cheats on an exam may receive an F for the entire course. A plagiarized paper will be given a zero on academic grounds alone, yet the student may face the additional disciplinary penalties for academic dishonesty. You and you alone are responsible for understanding and avoiding academic dishonesty in all your work.

VI. Student Classroom Behavior

VI-A. Student Behavior in Traditional and Teleconference Courses

Please remember to follow all the conventional classroom rules, such as: Show up to class on time. Do not leave class early. (If you must leave early or show up late in special circumstances, notify the professor *in person* ahead of time.) And absolutely do not get up and leave the classroom during lecture to go get food, take calls or for other trivial reasons.

Students in VMR classes must log in with a working camera and microphone on their device. The camera must be turned on and the student must appear in the frame at almost all times, with few exceptions. Students whose cameras are turned off or whose image is not in frame may be removed from VMR class sessions and not allowed back in for the remainder of a class session.

Please remember that Sul Ross has a policy on appropriate campus attire. The policy refers to “the responsibility to dress in a manner which will not detract from the academic atmosphere of the library, classrooms, and other facilities.” Students whose attire detracts from the academic atmosphere of the classroom to an extent that becomes disruptive will be notified of the problem by the professor and thereafter expected to dress more appropriately.

Attendance will sometimes be taken, usually but not always at the beginning of class. Students who are not present for roll call will be counted absent. Sul Ross policy allows that students may be automatically dropped with an F from courses if they have excessive absences, defined as nine hours of absence from a course (this translates to 3 absences from an evening course, 6 absences from a daytime course, and 3 absences from a summer course). The professor will enforce this policy when a pattern of negligent behavior is observed. Students who without authorization arrive late or leave class early for any reason without approval may be counted absent for the entire session.

VII. Statement on Intellectual Tolerance and Academic Freedom

Psychology is a field of inquiry that touches upon many controversial issues, including sexuality, evolution, gender, race, ethnicity, individual differences, parenting, divorce, crime and public policy, drug use, religion, and multicultural issues, among others. Professors and students often have strong opinions and make forceful arguments concerning these phenomena. It is often educationally productive to address and debate these matters in the context of classroom instruction and course assignments. Social taboos discouraging open discussion are inappropriate in this context and must be laid aside in the interest of intellectual inquiry.

Your grade will not be influenced in any way by expressing points of view that disagree with the professor's. If time permits, students are encouraged to express their opinions and arguments whenever relevant to the subject material. The professor is free to do likewise.

Students who experience excessive anxiety or discomfort during the discussion of a sensitive topic (e.g., domestic abuse) should not hesitate to leave the classroom for a time if necessary and should never feel embarrassed for doing so. This can be an adaptive response to an emotionally difficult situation.

In contrast, other individuals are offended in principle by the mere exposure to concepts, opinions, and arguments with which they disagree. The response of such persons is sometimes to try and shut down discussion or to become hostile or vindictive toward others. Such persons are not encouraged to take psychology courses at Rio Grande College until they have resolved the personal issues preventing them from engaging in serious intellectual discourse.

VIII. Teaching Philosophy

A college degree signifies accomplishment; it will increase a person's prestige and can help its holder acquire a job. However, once the job is taken, success depends on what has been learned—a college degree by itself is merely a sheet of paper. If a student takes full advantage of the opportunity of education, the sheet of paper signifies skills and knowledge that will improve one's value as a worker and as a member of the community. If not, the student might find himself or herself with a sheet of paper only, without additional skills, useful knowledge, or value to employers. Sul Ross psychology courses are designed to provide students with knowledge and skills that will help them in their careers, in their relationships, and in their capacity to be responsible members of a community.

The early 20th Century American writer Albert Jay Nock had this to say about his college experience:

We were made to understand that the burden of education was on us and not on one else, least of all our instructors; they were not there to help us carry it or to praise our efforts, but to see that we shouldered it in proper style and got on with it.

I believe that through encouragement and deserved praise, college professors can and should ease the burden of education for their students. Yet students who enroll at Sul Ross must remember they are expected to perform upper-division college-level work. No course in the psychology curriculum is remedial. As Albert Jay Nock understood, a professor's responsibility is to lead students to knowledge; it is, however, each student's responsibility to learn.

Almost no students who major in psychology at Sul Ross express an interest in pursuing a career in academic psychology. Yet the typical American psychology undergraduate curriculum and textbook are seemingly designed around this notion. I believe that while exposure to research methods and technical esoterica does have a rightful place in the degree program, Sul Ross students are much better served by a phenomenological educational orientation that places real-life applications of psychological theories and findings higher than the focus on technical training. Therefore, I strongly encourage students to relate and apply what is taught in my psychology classes to their own emotional lives, family lives, workplaces, and communities.

IX. Special Accommodations

Our institution complies with state and federal laws concerning people with disabilities. If a student needs accessibility services, it is the student's responsibility to initiate a request. This may be done by calling 830-279-3003. The address is 2623 Garner Field Road, Uvalde, Texas 78801.

X. Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. [If the course requires students to take proctored exams or to purchase additional software or equipment, those requirements are described herein above.] The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in online courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

XI. Program Learning Objectives and Skills

XIV-A. Student Learning Objectives for the Psychology Program

This course is an element of the Sul Ross psychology program. It is expected that the graduating student in this program will demonstrate the capacity to:

- Recognize the central concepts in the department's main areas of focus: abnormal psychology; social & personality psychology, and developmental psychology.
- Recognize and apply basic psychological research methods.
- Communicate effectively in written assignments and oral presentations concerning psychological subject matter.

XIV-B. Marketable Skills for the Psychology Program

1. Students will demonstrate competency in public speaking and communicating scientific information to diverse audiences. (speaking effectively)
2. Students will demonstrate empathic or active listening and conversational skills, and/or write clearly about their affective stance, respectfully attuned to the needs of their audiences. (describing feelings)
3. Students will demonstrate the aptitude to locate, organize and evaluate the credibility of information from multiple sources. (identifying resources)
4. Students will demonstrate ability to examine the underlying issues of scientific problems, attending to the pertinent details and creating action plans, recognizing ambiguity and complexity as essential components. (Analyzing)

XII. Miscellaneous

This syllabus was written as accurately as possible at the time of its publication. It is possible, however, that errors or unforeseen circumstances will necessitate further changes in the best interest of the class. If further changes are made, they will be implemented in a way to minimize any inconvenience or difficulty for all parties affected.

If you have a problem that prevents you from submitting an assignment on time, contact the professor immediately once you decide that you cannot resolve the problem and complete/submit the assignment as instructed. Waiting until after the deadline to contact the professor may result in forfeiture of the grade for the assignment.

Appendix 1: Assessment Rubrics for Assignments in Psychology

Assessment rubrics are helpful to plan and evaluate professional writing and oral presentations. Students should refer to these rubrics at appropriate points in the development of assignments.

RUBRIC FOR ORAL PRESENTATIONS					
DIMENSION OF ANALYSIS	Fail 0	Poor 1	Average 2	Good 3	Top 4
Topic and Focus follow the instructions provided for the assignment.					
Structure is logical in its organization & fully developed, with a distinct introduction & conclusion.					
Audio-Visual Aids are effectively utilized and appropriate for professional presentations.					
Verbal Communication is clear, fluent, well-paced, properly intoned, and not over-reliant on notes or slides.					
Non-verbal Communication clarifies and enhances the message with appropriate eye contact, gestures, and posture.					
Grammar, Spelling, & Punctuation meet levels expected for formal professional presentations.					
Documentation fully conforms to accepted professional standards.					

RUBRIC FOR PROFESSIONAL WRITING					
DIMENSION OF ANALYSIS	Fail 0	Poor 1	Average 2	Good 3	Top 4
Psychological Analysis of the subject matter is relevant, accurate, and thoroughly utilizes assigned sources.					
Clarity of Expression is appropriate for professional-level communication.					
Grammar, Spelling, & Punctuation meet levels expected for formal professional writing.					
Documentation fully conforms to accepted professional standards.					

Appendix 2: General Guidelines for Written Assignments in Psychology

Follow these specifications, unless you are instructed otherwise:

1. Refer to pp. 61-67 of your *APA Publication Manual (7th Ed.)* to format your paper.
2. Double space everything and use 12-point Times New Roman. It looks like this and is very easy to read when printed out and double-spaced.
3. Use one-inch margins all around on every page.
4. Number all your pages in the upper right-hand corner.
5. Always include a cover page. The cover page should be centered and should include (listed on separate lines): your paper's title; your name; your program and school (Psychology Program, Sul Ross State University); the name of your course; your professor's name, and the due date for the assignment.
6. Create a title that is original and descriptive, not something bland and thoughtless like "Psychology Reflection Paper."
7. Do not include an abstract in your paper.
8. Include a references page; all your references should be formatted correctly in APA style (not in MLA style or some other style).
9. Grammar-check and spell-check your paper before submitting it.
10. Keep both hard-copy and electronic-copy back-ups of your paper.
11. Remember that your cover page and your references page do not count toward the page count of the paper. For example, a five-page reflection paper should have a title page, five *full* pages of text, and a references page.
12. Do not plagiarize at all. Plagiarizing (copying someone else's work and passing it off without credit as your own) will not be tolerated. You will fail for it.

Appendix 3: How to Avoid Plagiarism

Students often have uncertainties about plagiarism and the proper citing of sources. I hope this little guide provides some clarity. – Dr. Wynne

In Chapter 5 of Straub (2019), we find the following passage:

Another important external factor in how we cope with threatening events is the degree of social support that we receive. Social ties and relationships with other people powerfully influence us, in both positive and negative ways. In stressful situations, people who perceive a high level of social support may experience less stress and may cope more effectively. (p. 145)

Question 1: Is the statement below plagiarism?

Another important external factor in how we cope with threatening events is the degree of social support that we receive.

Answer: Yes, it is obviously plagiarism. You cannot simply copy what someone else has written and use their words as your own. You have to give them credit.

Question 2: Is the statement below plagiarism?

An important factor in how we cope with threats is the degree of social support that we get from others.

Answer: Yes, it is plagiarism. All I've done here is rewrite someone else's statement. I've just changed a few words, but the sentence in this example is simply a re-write of Dr. Straub's copyrighted work to make it look like it's my own work. But it is not my own work; it's merely a re-write. You simply cannot do this. Ever. This is definitely plagiarism.

Question 3: Is the statement below plagiarism?

An important factor in how we cope with threats is the degree of social support that we get from others. (Straub, 2019).

Answer: Yes, this is plagiarism, too. I've referenced Dr. Straub's textbook but I still rewrote his statement, using a modified version of his sentence.

Question 4: Is the statement below plagiarism?

Another important external factor in how we cope with threatening events is the degree of social support that we receive. (Straub, 2019).

Answer: Yes, this would still be considered plagiarism. Even though I've used Dr. Straub's original sentence here and included a citation here, a reader would not know that I am quoting his words because I don't even use quotation marks. Whenever you quote someone, you have to make it completely clear that you are quoting them. Typically, this done by using quotations marks. Without those quotation marks, any reader would assume the words are your own and not Dr. Straub's words, and that cannot be allowed to happen.

Question 5: Is the statement below plagiarism?

“Another important external factor in how we cope with threatening events is the degree of social support that we receive.” (Straub, 2019).

Answer: This is not exactly plagiarism. After all, quotation marks are provided and a citation is made. However, there is still a major problem. When you quote someone, you need to tell the reader exactly where you found the quote, so that the reader can go and verify the quote. But (Straub, 2019) refers to a five-hundred-page textbook. You can't expect anyone to search through an entire book to find a quote. What you do is include the page number where the quote appears.

Question 6: So how do I properly quote and cite something that I want to quote?

Answer: You can do it like this. This is a right way:

“Another important external factor in how we cope with threatening events is the degree of social support that we receive.” (Straub, 2019, p. 145).

Question 7: So should I always use quotation marks when I quote something?

Answer: There is an exception to using quotation marks: your APA Publication Manual explains on page 272 that if you quote something that is forty words or longer, you should not use quotation marks but should instead indicate you are quoting by using what is called a “block quotation.” My indented quote near the top of this handout is an example of a block quotation. I reproduce it here:

In Chapter 5 of Straub (2019), we find the following passage:

Another important external factor in how we cope with threatening events is the degree of social support that we receive. Social ties and relationships with other people powerfully influence us, in both positive and negative ways. In stressful situations, people who perceive a high level of social support may experience less stress and may cope more effectively. (p. 145)

Take a look again at that block-quoted passage above. Do you want to make sure you understand it but won't plagiarize it when you try to summarize it in your own words? Do this: read the segment (or chapter section or subsection) two or three times to make sure you understand the main concepts. Then close the book. And then with the book closed, *rely on your memory* to reconstruct the main points. You can do this for whatever section or subsection of a chapter you are trying to summarize. Just remember to *close the book* before you start writing. Below is my own summary of the essential information in that block quote from page 145:

Social support – the care and concern we receive from our friends, family, and other people – is also a major factor in stress and handling stress. Generally, individuals who feel like they have a healthy amount of social support feel like they can cope with stress better than people who do not. They might even sense events as less stressful thanks to the social support they enjoy.

See what I've done? I've restated the core concepts of that quote from p. 145 *in my own words*. It doesn't contain every idea in the quoted segment. It's not supposed to – it's just a summary, after all, and summaries are intended to summarize – to boil down the essence of something without including all the details. But it is all *in my own words*. And because

these weekly exams are explicitly identified as summaries of chapters from the Straub text, and because you are citing the Straub text as the reference for your exam, you couldn't reasonably be accused of plagiarizing the text if you wrote something like this in your own exam.

However, it is important to point out that in other kinds of writing (not our chapter summaries but in works such as research papers, magazine articles, and books), many scholars would insist that you still need to cite and reference the Straub text in my example summary statement above, since that's where the information was found. When it comes to avoiding plagiarism, it is wise to err on the side of caution.

A final point: understand that I could have summarized the quoted segment from page 145 *much more concisely* just by just saying this: "Social support helps people handle stress better." After all, that is the key point that you want to remember from the quoted segment.

Please examine pages 269-278 of your APA publication manual for more information on how to quote sources in APA style.

Reference

Straub, R.O. (2019). *Health psychology* (6th ed.). Worth Publishers.

Appendix 4: Summary vs. Reflection - What's the Difference?

A summary of a non-fiction book or a feature film is essentially a basic retelling of the main points of a book or the plot of a film. A summary is descriptive, but it doesn't reveal much at all about you, the author, other than how effective you are at writing a summary. Here is an example of summarization from a paper that was assigned as a reflection paper over a film:

The film "As Good as It Gets" involves a main character by the name of Melvin Udall, who is first depicted as a smart aleck with a lot of obsessive-compulsive tendencies a bad temper, and a selfish outlook toward others. Melvin is a writer who lives alone. He is next-door neighbors with a craftsman named Simon, who gets robbed and beaten. Melvin hesitantly helps Simon out by watching his dog while Simon recovers in a hospital and he eventually lets Simon move in with him. The other main character is Carol. Carol is a waitress at a coffee shop where Melvin goes for breakfast each day. For Melvin, having breakfast at the coffee shop and having Carol wait on him is an important part of his daily routine. So one day, when Carol takes off work to deal with her sick child, Melvin becomes extremely restless because his routine is disrupted.

That description is okay, but it's pretty boring if you've already seen the movie. And honestly, if you wanted a summary of any film, you could find a much better one on the Internet.

In contrast to summaries, reflections are your own personal thoughts, questions, feelings, and insights that relate to various aspects of a book or film you have been assigned. There are a million ways to write about your reflections, but here is one good example referring to the same film as above:

Melvin was the character I'd hoped he would be, artistically speaking. He puts up a mental wall blocking out the people around him. I believe he was thinking that his emotions were a vulnerability that might expose weaknesses within him. I've seen that before in other people. Growing up, I was always told by an uncle to be careful with whom I share personal information because it can back-fire. Perhaps because of that strategy of dealing with people, my uncle's judgment of character has not been the best because he's always at arms-length with everyone he comes across, trying not to "let them in." So that similarity between my uncle and Melvin caught my attention. Also, there is a stereotype that all artists must be a little crazy. Like Melvin, my uncle is an artist. And he's a little crazy himself.

Isn't that more interesting? It shows that the author here has seriously thought about what he saw in the film. He is analyzing one of the film's characters and he makes a perceptive comparison with a person from real life. The author's reflections here are psychologically sophisticated, original, and unique to his own thoughts and experiences.

So this is what you should aim for in a reflection paper. It might involve more effort than simply writing a summary, but it makes you think. And it is an effective way to learn more deeply about the ideas you are studying.