



Social Cognition (PSY: 3570)
Learning Guide
Fall, 2023

Monday, Wednesday, & Friday 11:30am-12:20pm
Face to face in 469 Van Allen Hall ([TILE classroom](#))

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Instructional Collaborators

Instructor: Kelly Danaher, PhD

Name: Kelly, Dr. Danaher, or Dr. D. (your preference)

Pronouns: she/her

E-mail: kelly-danaher@uiowa.edu

Phone: 319-467-1692

Location: 172 Psychological & Brain Sciences Building

Zoom Link: XX

Zoom Meeting ID: XX

Student Drop-in Hours: I'm happy to chat about our course or your career goals during the below times, and I welcome a hello at any time. No need for an appointment during drop-in hours. Just stop by! I'm in 172 Psychological & Brain Sciences Building (PBSB).

Mondays 2:30-4:30 and Tuesdays 1:30-2:30 (in-person or Zoom),
Or by appointment (send me an email to schedule a time)

Graduate TA: XX

Name: XX or Nickname (your preference)

Pronouns: he/him

Email: XX

Office hours: Mondays and Tuesdays 2:30-4:00

Location: 364 Psychological & Brain Sciences Building

Zoom Link: XX

Zoom Meeting ID: XX

Contacting your instructors: Please feel free to reach out to us at any time! The best way to get in touch is via email using your UI email address (uiowa.edu). I ask that you give at least 24 hours (Monday through Friday) for a response, and please be patient if it takes a bit longer. Responding to emails can be particularly challenging during busy times of the semester, but we'll do our best to get back to you ASAP.

Course Context

Welcome to Social Cognition! I (Kelly, your instructor) look forward to working with you this semester. We will explore how people make sense of others and themselves, and in turn, you will better understand the complexity of social reality. Through understanding and applying social cognitive mechanisms, I hope you come to recognize that:

1. Each person's reality is a unique subjective experience shaped by a series of social cognitive processes. Knowing this might help you better understand the seemingly inexplicable things your roommate does or why your romantic partner's text seemed cold.
2. Humans are biased because of basic social cognition mechanisms, and that's okay! What's important is that we can work to prevent this bias from negatively impacting our own judgments, decisions, and actions.
3. Learning is a process that unfolds over time. An important aspect of this course is practicing effective learning techniques, including collaboration and reflection. These skills are important to be an effective employee, citizen, and lifelong learner.

We will learn about social cognition by exploring key research findings and applying course concepts to examples we encounter in our everyday lives. Because life provides insight into social cognition, the course content will often be socially, politically, and personally relevant. Please note that it's okay if your own experiences and opinions do not align with the course content. My goal is to speak from my lens as a Social Cognitionist. I ask that you do your best to understand the psychological science, but outside of class you may use the science as best fits you. We may discuss and reflect upon emotionally sensitive topics, and being a student is challenging in general! So, I ask that you take care of your [mental](#), [emotional](#), and [physical](#) well-being by seeking the supports you need and deserve! The university is here to help (see UI Support below). And don't forget, your TA(s) and I are here to support you as you learn! Please let us know what more we can do to help you learn Social Cognition.

What do I (Kelly) bring to the class? We all come to our classroom with experiences and identities that shape how we learn. My experiences as a social psychologist and teacher shape how I create this course. My other social identities as a white, first-generation college graduate, cisgender woman from the Midwest who grew up in a middle-class household also shape our course.

What does this mean for you?

1. Our course content is based on Social Cognitive research, but the connections I make to life outside the course stem from my own experiences, which do not reflect all experiences. If you have examples that better reflect you, please share. We can learn from each other.
2. I've been an instructor for many years, but I recognize that each class provides a unique opportunity to explore how best to engage students. So, please feel free to share any of your learning experiences with me. Your insights can prompt improvements in my instruction.
3. My scholarly work explores how social identities (e.g., gender, race, and sexual orientation) impact everyday experiences. These identities may carry negative connotations for some, so I ask that you speak from your own experiences and do not speak for others. Please help create a supportive learning community by respecting each other.

We will collaborate to create a shared understanding of social cognition.
Your experiences are important for this to happen.
Let's learn together!

Course Administrative Details

Department of Psychological and Brain Sciences

Location: G60 Psychological and Brain Sciences Building (PBSB)

Website: <https://psychology.uiowa.edu/>

Department Executive Officer: Dr. Mark Blumberg, 378 PBSB, mark-blumberg@uiowa.edu

Course Home: The College of Liberal Arts and Sciences (CLAS) is the home of this course, and CLAS governs the add and drop deadlines, the “second-grade only” option (SGO), academic misconduct policies, and other undergraduate policies and procedures. Other UI colleges may have different policies.

Course Prerequisites: To adequately learn in this class, it is expected that students have an introductory understanding of the field of Psychology. The prerequisites for this course are Research Methods & Data Analysis in Psych I (PSY: 2811) or Research Methods in Psychology (PSY:2810) and Intro to Social Psychology (PSY: 2501).

Course Content Overview

What's the course about?

This course is an introduction to the major theoretical ideas within social cognition as well as some specific research methodologies and findings that are important within the area. Social cognition is the study of how people make sense of other people and themselves. More broadly, social cognition looks at the cognitive structures and processes that underlie people's judgments, decisions, perceptions, beliefs, and behaviors in social situations. Topics include attribution, counterfactual thinking, judgment heuristics, schemas, person perception, social comparison, stereotypes, and attitudes.

What you'll learn in the course:

You will learn to think like a social cognitive scientist by working to accomplish the following course learning outcomes.

<u>Course Learning Goals</u>	<u>How you'll know you've accomplished these goals</u>
	By the end of this course, I hope you will be able to:
Goal 1: Understand the basic components of social cognition	~Describe and differentiate the components of the social cognition information processing model. ~Interpret basic social cognition methods into social cognitive concepts, including internal states.
Goal 2: Apply and integrate social cognitive concepts.	~Use social cognitive concepts and measures to better understand social and personal experiences. ~Connect underlying mental processes to social cognitive outcomes (e.g., judgments & behavior).
Goal 3: Come to see individuals as products of social cognitive mechanisms.	~Investigate how subjective realities are a product of complex social cognitive mechanisms. ~Explain how social cognition concepts unintentionally create common and consistent errors in thinking and behaving.
Goal 4: Become self-directed learners through reflection and collaboration.	~Evaluate learning practices to improve subsequent learning techniques. ~Design and implement effective learning techniques using course resources. ~Work with others to create knowledge about social cognitive concepts.

Course Learning Components

How I encourage learning: My general philosophy for our course is to foster collaborative, incremental, and reflective learning.

Collaborative: Learning happens in relation to others. You will work with an assigned group to learn social cognition. This team-based approach prompts you to explain, justify, and correct your understanding of course concepts and in doing so solidify knowledge. Keep in mind that your instructors are part of the process. We work with you to support your learning but also learn from you along the way!

Incremental: Learning unfolds over time by repeatedly grappling with small amounts of information. You will complete course activities, assignments, and exams designed to build on each other. Assigned readings tend to be short and spread out. Assignments and class activities correspond to readings and lecture. Exams are administered frequently and based on assignments and activities.

Reflective: Learning is a skill that needs to be taught and practiced. You will learn about best practices in memory formation and will have opportunities to implement these techniques. To improve this skill, you will reflect on the learning process through exam corrections, collaborative teamwork, and meta-cognitive prompts.

What you'll be graded on:

Collaborative Quizzes: The purpose of collaborative quizzes is for you to work with others to create knowledge about social cognitive concepts. You will read six scholarly articles and complete a short multiple-choice quiz over each article. Five out of the six reading quizzes will go toward your final grade. You will take the quiz individually and then work within groups to submit a single team quiz. Teams will immediately know which questions they missed on the first submission and then have an opportunity to retake the quiz. Each quiz grade will consist of the individual portion, team portion, and peer evaluations. See Appendix A for details.

Engagement Assignments: Assignments will be completed either in or out of class to prompt application, integration, and explanation of course concepts. Your responses will be in narrative form and should reflect a thorough understanding of the relevant concept. See Appendix B for an example assignment. Some assignments will be completed and due during class, and in general, these assignments cannot be made up. You will have the opportunity to complete six assignments throughout the semester. Five out of the six assignments will go toward your final grade. This drop approach is to accommodate students' busy lives for the inevitable instance when you cannot attend class or are not able to dedicate time to an assignment.

Unit Exams: We will use exams both as summary indicators of what you've learned and as a technique to improve learning. You will complete four exams covering material from class, activities/demonstration, assignments, and readings from the corresponding unit. These unit exams are not cumulative.

Exams will consist of two components: 1) in-class multiple choice questions, 2) two take-home short answer questions. Multiple choice exams are closed note and book; however, students can use course material—textbook, notes, assignments—to complete the out of class written portion. The written portion will be available for 24 hours the day of the exam. All exams are to be completed independent of peers, and students are not to use AI. See “Course Values & Expectations” for information on academic integrity.

Exam corrections: Addressing course learning goal 4, you will have an opportunity to review your graded exam in class. For the multiple-choice portion, you will know which questions you missed. You can then correct your answers or object to the question. You will need to seek out the correct answer using course resources and explain your rationale. This will be done in class using course resources and/or team members. Corrections can be done for two questions to earn partial points. The goal of this activity is to correct inaccurate understanding, review course concepts, and reflect on the learning process. You will receive open-ended feedback from an instructor on the written portion. Correction opportunities will not be provided for this portion of the exam. This review process is designed to support student success on the cumulative final exam.

Final: The final will be cumulative and will provide you with an opportunity to demonstrate what you've learned throughout the semester—addressing course learning goals 1-3. The final will have two components:

1. In-class multiple choice: This portion of the exam will be administered in class during the exam time assigned by the Registrar. This exam will be completed individually. Although the exam is cumulative, it is not exhaustive of the entire course. Specific course learning objectives with corresponding learning questions will be provided in a review guide like that provided on the unit exams.

2. Take home written essay: This portion of the exam will be completed outside of class and will be due at the start of finals week. You are to complete this exam on your own using only resources provided in the course. You should not work with others or use generative AI to respond to the prompt. See appendix C for detailed instructions.

See ICON for detailed instructions and due dates for all graded activities.

How to succeed: There are five units to the course, and each unit has a basic structure designed to encourage collaboration, reflection, and incremental learning so that you can accomplish the course goals. Learning happens best when knowledge is constructed by you rather than passively acquired through me. Below are the nongraded and graded activities we will practice to encourage active learning. I hope you fully utilize these learning opportunities. This takes time and effort on your part, but your instructors are here to help!

Nongraded learning activities:

Course Readings

Textbook and other assigned readings are to be done *prior* to each class. This will provide a base knowledge for you to ask questions and think critically about in-class material. See daily content in ICON to determine how best to prepare for each class.

Attending lecture

I hope you participate in lecture by listening, summarizing, and questioning content presented in my PowerPoint slides. I encourage questions and discussion at any time, so be prepared to think and talk! Attendance in class is encouraged but not mandatory.

Group Activities

Throughout class, I will ask you and your group to complete worksheets, respond to reflection and application prompts, debate controversial topics, and discuss course concepts. These activities and the TILE classroom are used to encourage collaboration to solidify learning.

Why TILE? TILE classrooms are designed with learning in mind. We will utilize the simple features of the room, including the circular arrangement of desks and the whiteboards, to facilitate communication with your group and share responses with the class.

Graded learning activities:

Collaborative quizzes	Engagement assignments	Unit Exams
Learning goal 1 & 4	Learning goal 2 & 3	Learning goal 1 - 3
We will explore scholarly articles for a nuanced understanding of course concepts. These are to be read before class using the provided guiding questions. In class, you will collaborate with your group to complete a short reading quiz using a team-based approach. Correct answers will become evident	These assignments prompt application, integration, and explanation. You will use the knowledge learned from the textbook readings and lectures to respond to questions, so it is important to complete readings and take thorough lecture notes. Please review assignment instructions before class; we will briefly discuss assignments	The multiple-choice portion of the exam provides students an opportunity to apply, identify, and demonstrate understanding of course concepts. Review guides will be provided to help students prepare for the multiple-choice portions. The written portion prompts higher order thinking by asking students to apply, integrate, and

through this collaborative process. This immediate feedback provides an opportunity for students to correct inaccurate knowledge. You will then use this knowledge to respond to one written question on the corresponding unit exam.	in class. Assignment feedback will be provided for you to use in preparation for the exam. You are encouraged to review feedback to adjust your understanding. The engagement assignment will correspond to one exam written question.	explain social cognitive mechanisms. Written questions correspond to the collaborative reading quiz and the engagement assignment. This will be an opportunity to demonstrate what you learned on those assignments.
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Helpful Tip: For every 50 minutes in class, spend about two hours outside of class on course related work.

How grading will unfold: It is important to meet assignment deadlines so that we (your instructors) can give you timely feedback, which is necessary for learning. We will work hard to give you feedback that you can review and use to correct your understanding. Because the course is cumulative, it is important to use these opportunities to modify your understanding before moving to the next unit.

Here's the grading timeline you can generally expect from us:

- Collaborative quizzes: Your group will receive immediate grades after quiz submission. There will be class time for you and your group to review the readings to correct inaccuracies in understanding. I too will be available to address any questions.
- Engagement assignments: Feedback and grades will be given within a week of the assignment due date. Instructors will provide feedback for students to use in preparation for the corresponding written portion of the unit exam.
- Unit exams: Exams will be reviewed and test corrections completed in the third- or fourth-class meeting following the exam—see ICON for exact dates. Exam grades and feedback will be posted by the morning of exam reviews.
- Final: Students will have access to final grades as soon as possible. The timeframe depends on the Registrar assigned exam date, but typically, final grades will be posted no later than the Monday following finals week.

How graded activities contribute to your course grade: Grades for each assignment will be posted in ICON. Periodically check your grades. If you believe there is a mistake, please contact me immediately. Your final course grade will consist of each of the below graded activities, totaling 1,000 points.

Graded Activities	Each Worth	Total Points	Total %
Unit Exams (x4)	100pts	400	40%
Final	200pts	200	20%
Engagement Assignments**	40pts	200	20%
Collaborative Reading Quizzes**	40pts	200	20%

**x5 out of 6; lowest scores dropped

The below scale will be used to calculate final letter grades. Your grades will be based on a sum of points earned on graded activities. Note that an A+ is given only for extraordinary performance.

A+	99.0-100%	B	83.0-86.9%	C	73.0-76.9%	D-	60.0-62.9%
A	93.0-98.9%	B-	80.0-82.9%	C-	70.0-72.9%	F	59% or below
A-	90.0-92.9%	C+	77.0-	D+	67.0-69.9%		
B+	87.0-89.9%		79.9%	D	63.0-66.9%		

Course materials needed to learn:

Readings: The textbook listed below is necessary to succeed in the course. Readings for the collaborative quizzes will be provided on ICON.

Title: Social Cognition: How Individuals Construct Social Reality (2nd Ed)
ISBN: 9781138124455
Authors: Greifeneder, Bless, & Fiedler
Publisher: Taylor & Francis Group, LLC
Cost: Approximately \$45.33 will be billed to your U-Bill
Copyright Year: 2018

Immediate Access to Course Textbook
Simply click *ICON Direct eTexts* from the ICON navigation pane

Our textbook is provided to you through *ICON Direct eTexts*, a UI platform to provide students automatic access to course materials at a discounted price. Your student account will be automatically charged if you do not opt out of ICON Direct by the specified deadline (see this site for details: <https://teach.uiowa.edu/icon-direct-opt-out>). You may opt out of this content, but you will be responsible for acquiring the content provided in the textbook. This would drastically harm your grade in the course. Students who change their minds after the opt-out deadline and wish to participate may purchase a license from retailers directly at the full licensing price.

Course Online Platforms: We will use ICON and other UI-supported online platforms of your choosing to complete class assignments and reading quizzes. To collaborate with your group in and out of class, we suggest using university-supported [OneDrive](#) or [Microsoft Teams](#).

We ask that you bring an internet capable device to each class. If you are limited in access to the technology needed to succeed in this course, please contact the Office of the Dean of Students—(319) 335-1162; dos-assistance@uiowa.edu. We want you to have the tools you need to succeed!

ICON: We will use ICON as a main hub for the course. Login to ICON at <https://icon.uiowa.edu/> using your HawkID and password. Please check ICON on a regular basis. See ICON for learning outcomes, lecture slides, and reminders about assignments. I tried to create our course for ease of navigation and clarity of content. If you have suggestions for improvement, please let me know.

Supports available beyond those provided in the class: We all have unique challenges, from caring for family and food insecurity to technology concerns, interpersonal conflict, and much more. Day-to-day experiences are often complex and far from ideal, which can make it challenging to flourish as a student. Below are UI resources I encourage you to use to support your success in our class and beyond. Keep in mind that the university is concerned about you as a whole person, not just as a student. As psychological science tells us, maintaining mental, physical, and emotional well-being is necessary before learning can happen. Please use these resources! And keep in mind, your TA(s) and I are also available to help as we can. Feel free to send an email or stop by drop-in hours.

UI Supports: Academic

- Student Disability Services: (319) 335-1462; <https://sds.studentlife.uiowa.edu/>
- UI Writing Center: <https://writingcenter.uiowa.edu/>
- Tutor Iowa: <https://tutor.uiowa.edu/>
- Speaking Center: <https://speakingcenter.uiowa.edu/>

UI Supports: Well-being

- Office of the Dean of Students: (319) 335-1162; dos-assistance@uiowa.edu; 132 Iowa Memorial Union
 - General Student Care & Assistance: <https://dos.uiowa.edu/assistance/>
 - Basic Needs & Supports: <https://basicneeds.uiowa.edu/resources/>
 - Creating Effective Habits: <https://studentwellness.uiowa.edu/>
- University Counseling Service: (319) 335-7294; counseling.studentlife.uiowa.edu
- Multicultural & International Student Support & Engagement: 152 Iowa Memorial Union; <https://multicultural.uiowa.edu/>
- Sexual Misconduct Response Coordinator: (319) 335-6200; <https://osmrc.uiowa.edu/>
- Office of Equal Opportunity and Diversity: (319) 335-0705; <https://diversity.uiowa.edu/office/equal-opportunity-and-diversity>

Course Values & Expectations

Respect for Diversity: It is my intention to facilitate learning for all students regardless of background and perspective; yet, as a social cognitive scientist I know that even good intentions can be disrupted by unconscious biases—a point that will come up throughout our course. I think it is important to recognize this fact and take steps to foster an inclusive learning environment. I will work to respect you as a unique individual with distinct experiences. I ask that you share your experiences as you see fit and that you respect the voices of your peers by approaching conversations with empathy and care. Our class is a place for active engagement with ideas, and as such, it should be an environment where all can ask questions and discuss relevant topics in an open and accepting manner. Openly listening and questioning your own view is an important part of the learning process. If you feel you have not been given the respect you deserve by me or your peers, please address the concern by speaking with me or the TA(s) privately or notifying an academic advisor or trusted faculty member or peer.

Accommodating Learning Needs: We will implement best practices to encourage learning, but each one of you has unique learning needs. If you find aspects of the course—from the design of the ICON course to how exams are administered or how group activities are implemented—are creating challenges to your learning or inclusion in our learning community, please let me or the TA(s) know. If you have a documented disability, please email your letter of accommodation (LOA) to me (kelly-danaher@uiowa.edu). The sooner you share your LOA—preferably within the first week of the

semester—the sooner we can ensure your learning needs are met. But of course, please contact me at any time in the semester, and we will adjust accordingly. [UI Student Disability Services](#) is a great resource if you have a documented disability or think you do. Regardless of your circumstance, we're happy to support your learning needs as best we can and in conversation with you and any university resources.

When life gets in the way:

- *Attendance:* Attendance in class is encouraged but not mandatory. However, I hope you will attend, as class time will be used to critically explore concepts presented in the textbook, and attendance is necessary to complete exams, reading quizzes, and engagement assignments completed in groups (see ICON for details).
- *Absences:* What if you need to be absent a class or two? No worries. I know your life is busy and a variety of circumstances may keep you from attending class. Because of this, I've created flexibility in course grades such that your lowest engagement assignment and reading quiz will be dropped. Make-up exams and reading quizzes will be administered per the CLAS policy if an exam or quiz needs to be missed due to illness, religious holy day obligations, military service obligations, including service-related medical appointments, or unavoidable circumstances. If this is the case, please contact me (kelly-danaher@uiowa.edu) to make alternative arrangements. Note that I expect you will contact me prior to or immediately following (within 24 hours) the assignment to make these arrangements.
- *Late Assignments:* Engagement assignments are designed as learning checks, and receiving immediate feedback is important to that process. As such, timeliness in meeting deadlines is important. Because of this, the general class policy is that no makeup work will be offered for missing a due date. Dropping your lowest grade for class assignments is meant for that inevitable day when (for whatever reason) you cannot attend or didn't have a chance to fully prepare. If there is an assignment you have missed for unique and unforeseen circumstances, please contact me for advice on how to proceed. In general, grades are docked 5% for every 24 hours late.

Maintaining Academic Integrity: I ask that you maintain the academic integrity of our classroom by submitting work that reflects your own thoughts and voice. This means that all written work should be completed by you—copying from course material or using AI is plagiarism and jeopardizes the academic integrity of our course by undermining your ability to think critically. I also ask that you do not collaborate with your peers on exams and individually assigned activities. There will be exceptions to this, but I will clearly communicate when I would like you to work with your team to complete an assignment. Please do not engage in any of the following examples of academic integrity violations: <https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code>.

Learning in a generative AI world

Generative AI—in particular, ChatGPT—is reshaping learning contexts and how we think about knowledge creation. When discussing academic integrity in the past, this seemed relatively straightforward, but now, generative AI complicates things. I find myself asking: How can we use it as a tool to support our work in the classroom in a way that maintains ethics and honors our own intellectual capabilities?

My goal in creating our class is to get ideas to stick so that years from now you have some knowledge of our learning goals. But learning is a process, and for it to happen, students must dedicate time and energy to engage in deep and effortful thinking. I know doing this can be challenging—you have numerous commitments and responsibilities. With this in mind, I created our course to be challenging—prompting higher order thinking—but not beyond the means of your capabilities.

So, let's be honest; thinking takes work! And I'm asking you to do the work. This is what I mean by honoring our own intellectual capabilities. I hope you find enough value in our course and the learning process that **you do not use generative AI or other software unless explicitly stated by me.** And I too am willing to do the work. I've spent extensive time and energy creating our learning activities, but now it's time to explore how to integrate generative AI into some of our assignments.

Let's work hard and learn together!

Course Schedule

Below is an overview of the course highlighting general topics, major assessments (i.e., exams) and corresponding days. This schedule is subject to change depending on the learning needs of the class. If we fall ahead or behind, this will be clearly communicated. For details about the course schedule—including daily learning objectives and corresponding readings, assignment due dates and detailed instructions, and additional learning supports—see the ICON course site (<https://uiowa.instructure.com/courses/215291>).

<i>Week</i>	Monday	Wednesday	Friday
<i>1 Jan 15 – 19</i>	No Class: Martin Luther King, Jr. Convocation	Syllabus & Introduction to Social Cognition	Ch. 1: Social Cognition
<i>2 Jan 22 – 26</i>	Ch. 1: Social Cognition	Ch. 2: Social Cognitive Processing Framework	Ch. 2: Social Cognitive Processing Framework
<i>3 Feb 5 – 9</i>	Ch. 2: Social Cognitive Processing Framework	Ch. 2: Social Cognitive Processing Framework	Ch. 2: Social Cognitive Processing Framework
<i>4 Feb 5 – 9</i>	Ch. 8: Fluency	Ch. 8: Fluency	Unit Exam 1 (Ch. 1, 2, & 8)
<i>5 Feb 12 – 16</i>	Ch. 3: Perceiving & Encoding	Ch. 3: Perceiving & Encoding	Ch. 3: Perceiving & Encoding
<i>6 Feb 19 – 23</i>	Ch. 4: Storing & Retrieving	Ch. 4: Storing & Retrieving	Ch. 4: Storing & Retrieving
<i>7 Feb 26 – Mar 1</i>	Ch. 4: Storing & Retrieving	Ch. 4: Storing & Retrieving	Unit Exam 2 (Ch. 3 & 4)
<i>8 Mar 4 – 8</i>	Ch. 6: Judgmental Shortcuts	Ch. 6: Judgmental Shortcuts	Ch. 6: Judgmental Shortcuts
<i>9 Mar 11 – 15</i>	No Class: Spring Break	No Class: Spring Break	No Class: Spring Break
<i>10 Mar 18 – 22</i>	Ch. 5: Using Information	Ch. 5: Using Information	Ch. 5: Using Information
<i>11 Mar 25 – 29</i>	Ch. 5: Using Information	Ch. 5: Using Information	Ch. 5: Using Information
<i>12 Apr 1 – 5</i>	Unit Exam 3 (Ch. 5 & 6)	Ch. 9: Communicating	Ch. 9: Communicating
<i>13 Apr 8 – 12</i>	Ch. 9: Communicating	Ch. 9: Communicating	Ch. 9: Communicating
<i>14 Apr 15 – 19</i>	Ch. 10: Environmental Constraints	Ch. 10: Environmental Constraints	Ch. 10: Environmental Constraints
<i>15 Apr 22 – 26</i>	Unit Exam 4 (Ch. 9 & 10)	Bias	Bias
<i>16 Apr 29 – May 3</i>	Bias	Bias	Final Exam Review
<i>17 May 6 – 10</i>	Final Exam Week— See Registrar's schedule for date and time		

Additional UI Expectations & Supports

Note: I'm providing the below resources as these are required in all UI courses taught in the College of Liberal Arts and Sciences (CLAS). These policies are designed to protect you, instructors, and the University, and knowing your rights and responsibilities will help support your success at Iowa. I encourage you to pay particular attention to the sections on mental health supports, student care and assistance, and accommodations for students with disabilities. Please utilize these resources!

CLAS Course Policies

Academic Honesty and Misconduct: All students in CLAS courses are expected to abide by the [CLAS Code of Academic Honesty](#). Undergraduate academic misconduct must be reported by instructors to CLAS according to [these procedures](#). Graduate academic misconduct must be reported to the Graduate College according to Section F of the [Graduate College Manual](#).

Student Complaints: Students with a complaint about a grade or a related matter should first discuss the situation with the instructor and/or the course supervisor (if applicable), and finally with the Director or Chair of the school, department, or program offering the course. Undergraduate students should contact [CLAS Undergraduate Programs](#) for support when the matter is not resolved at the previous level. Graduate students should contact the CLAS [Associate Dean for Graduate Education and Outreach and Engagement](#) when additional support is needed.

Drop Deadline for this Course: You may drop an individual course before the deadline; after this deadline you will need collegiate approval. You can look up the drop deadline for this course [here](#). When you drop a course, a “W” will appear on your transcript. The mark of “W” is a neutral mark that does not affect your GPA. Directions for adding or dropping a course and other registration changes can be found on the [Registrar's website](#). Undergraduate students can find policies on dropping and withdrawing [here](#). Graduate students should adhere to the academic deadlines and policies set by the Graduate College.

Attendance and Absences: See “Class Values & Expectations” above for additional information and click [here](#) for CLAS policies.

Exam Policies: [University regulations require that students be allowed to make up examinations](#) that have been missed due to illness, religious holy days, military service obligations (including service-related medical appointments), or other unavoidable circumstances or University-sponsored activities. Students with UI-authorized activities must discuss their absences with the instructor as soon as possible. Religious obligations must be communicated within the first three weeks of classes. See “Course Values & Expectations” above for course specific information and click [here](#) for CLAS policies.

Date and Time of the Final Exam: The [final examination date and time](#) will be announced by the Registrar generally by the fifth week of classes and it will be announced on the course ICON site once it is known. Do not plan your end of the semester travel plans until the final exam schedule is made public. It is your responsibility to know the date, time, and place of the final exam. According to Registrar's final exam policy, students have a maximum of two weeks after the announced final exam schedule to request a change if an exam conflict exists or if a student has more than two exams in one day (see the [policy](#) here).

Communication & UI Email: Students are responsible for all official correspondences sent to their UI email address (uiowa.edu) and must use this address for any communication with instructors or staff in the UI community. For the privacy and the protection of student records, UI faculty and staff can only correspond with UI email addresses.

Mental Health Resources and Student Support: Students are encouraged to be mindful of their mental health and seek help as a preventive measure or if feeling overwhelmed and/or struggling to meet course expectations. Students are encouraged to talk to their instructor for assistance with specific class-related concerns. For additional support and counseling, students are encouraged to contact University Counseling Service (UCS). Information about UCS, including resources and how to schedule an appointment, can be found at counseling.uiowa.edu. Find out more about UI mental health services at mentalhealth.uiowa.edu.

Student Care and Assistance provides assistance to University of Iowa students who are experiencing a variety of crisis and emergency situations, including but not limited to medical issues, family emergencies, unexpected challenges, and sourcing basic needs such as food and shelter. More information on the resources related to basic needs can be found at basicneeds.uiowa.edu/resources/. Students are encouraged to contact Student Care & Assistance in the Office of the Dean of Students (Room 135 IMU, dos-assistance@uiowa.edu, or 319-335-1162) for support and assistance with resources.

Accommodations for Students with Disabilities: The University is committed to providing an educational experience that is accessible to all. If a student has a diagnosed disability or other disabling condition that may impact the student's ability to complete the course requirements as stated in the syllabus, the student may seek accommodations through [Student Disability Services](#) (SDS). SDS is responsible for making Letters of Accommodation (LOA) available. The student must provide an LOA to the instructor as early in the semester as possible, but requests not made at least two weeks prior to the scheduled activity for which an accommodation is sought may not be accommodated. The LOA will specify what reasonable course accommodations the student is eligible for and those the instructor should provide. Additional information can be found on the [SDS website](#).

University Policies

Free Speech and Expression

Absences for Religious Holy Days

Classroom Expectations

Non-discrimination

Sexual Harassment/Misconduct and Supportive Measures

Sharing of Class Recordings

Appendix A

Collaborative Quizzes

Overview: You will read six scholarly articles and complete a short multiple-choice quiz over each article. Quizzes will be completed individually and then collaboratively with your team. The quizzing process will serve to reward students for effortful reading, encourage deep processing through conversations with teams, and clarify inaccurate knowledge for success on subsequent exams.

Purpose

Quizzes are often viewed as the outcome of learning, but the goal of collaborative quizzing is to make quizzing part of the learning process. The purpose of collaborative quizzing is for students to improve knowledge retention and depth of understanding by engaging in collaborative investigation into the assigned scholarly article. These quizzes address course learning goals 1 and 4.

This assignment will prompt you to better understand the assigned reading and improve collaborative skills by having you:

- Defend your point of view using content learned in class.
- Actively listen to understand arguments.
- Reflect on the learning process and knowledge integration.

Task

Overview: Each quiz has corresponding learning objectives provided in a reading guide designed to lead you through the reading. At the start of class, you will first practice retrieving knowledge on an individual quiz. Then, you will deepen that knowledge by explaining your answers and defending your responses to your team. You will receive immediate feedback to prevent inaccurate memory retention.

Reading Advice

~Start by reading the learning objectives and guiding questions. Think about what you already know from the textbook reading and class.

~Read the article abstract, section headers, and skim the introduction and conclusion sections. Review the guiding questions. See what you can answer and identify what more you need to know. This would be a good point to make sure you understand what each question is asking.

~Read the source one section at a time. After each section, pause to answer the reading guide questions in your own words. Try to do this without looking at the source. This is an indicator of whether you actively and deeply read. If you can't answer in your own words, that's an indicator you might not understand.

~After reading and prior to class, review by quizzing yourself over your reading notes. An easy way to do this is to cover up your answers to a guiding question and quiz yourself to see what you remember.

Quiz Preparation: Prior to class, you will thoroughly read the assigned scholarly article (see ICON for the reading). Reading guides are provided to lead you through the reading. Each guide has a list of questions designed to encourage you to accomplish the learning objectives.

Quiz Process: Collaborative quizzing will take most of the class time. You will complete the quiz individually and then in assigned teams. You will have access to course resources—the reading, textbook, your notes—while taking the quiz.

1. **Individual Quiz:** You will have 15-20 minutes to submit your individual portion of the quiz. The team portion will not start until students have submitted individual responses. Because of this, it will be important that you arrive on time. Quizzing will begin at the start of class.
2. **Team Quiz:** In your assigned groups, you will complete the same quiz. One team member will submit a single quiz for the entire team.
 - It will take discussion, listening, debating, and conceding to come to a consensus. To defend your answer to your group, you must be able to explain how (what knowledge) and why (logic) you came to a given conclusion.
 - Teams will have the opportunity to submit their quiz twice. After each submission, your team will receive immediate feedback. You will know which questions you missed, so you will have an opportunity to further grapple with any questions incorrectly answered.
3. **Knowledge Check:** After your second and final team quiz submission, you are to clarify any misunderstandings by further reviewing the reading and discussing with your group. You may need to review additional course materials (e.g., textbook) to support your understanding. We will then take the last 10 minutes of class to address any questions.

Team Evaluations: For each quiz, you will evaluate *your own and each group member's* contribution to the team quizzing process. This includes not only assessment of individual preparation and sharing of knowledge, but also the effectiveness in collaborating within the team.

Note: We're human and it's hard to give you're all 100% of the time. That's okay! I expect you will give yourself and/or group members lower marks sometimes. This will not make or break a grade. This will be an opportunity to hold each other accountable.

Evaluations will be completed outside of class to ensure honest and reflective feedback. Evaluations will contribute to grades and will be due by the start of the next class. If you do not complete an evaluation, you will not receive points for that evaluation, regardless of what your team members' evaluations reflect.

Miscellaneous Information

Grading: The individual portion of the quiz will be worth 60% of the total grade, and the team portion of the quiz will be worth 30%. The two team quiz grades will be averaged for a single composite grade.

You will evaluate your own and each group member's contributions, and this will be worth 10% of the total grade. Grades will be determined by considering all group member's ratings. A composite grade will be given, and the instructors will be the only ones who see individual ratings.

Team Evaluation Questions:

~Member actively contributed to the collaborative quiz.

~Member came to collaborative quiz prepared.

~Member treated other group members with respect.

Grading Overview

Individual Quiz—60% (24pts)

Team Quiz—30% (12pts)

Team Evaluations—10% (4pts)

Total Points for each Quiz: 40 points

Absences: Quizzes needing to be missed due to illness, religious holy day obligations, military service obligations, including service-related medical appointments, or unavoidable circumstances can be made up per the CLAS policy. Students will have an opportunity to take the reading quiz individually. This quiz will count toward both the individual (24 pts) and team (12 pts) portions of the quiz. The team evaluation portion of the grade cannot be made-up. Please let me (kelly-danaher@uiowa.edu) know immediately if you have issues taking a quiz, and we can make alternative arrangements.

Testing Platform: At the beginning of the quizzing activity, all students will receive a personal quiz in paper form. Students can write on this as needed and will have access to this throughout the quizzing process. For immediate feedback, students will submit quiz responses in ICON. This means you will need to bring an internet-capable device to each class. If you do not have access to a device that will work for this assignment, please let me know, and we'll explore options.

Teams: Teams will be pre-established and consist of 4-5 students assigned by me. Teams will work together on group activities and assignments in class throughout the semester. Teams will remain the same unless feedback from the entire class indicates new team formation is necessary.

Appendix B

Example Engagement Assignment

Confirmation Bias in the News Submit as a Word document in ICON

Purpose: The purpose of this assignment is to identify confirmation bias and collective knowledge in the real world. You will explore how different news outlets cover the same story. This assignment addresses course learning goal 2 and 3.

Learning Objectives:

- Explain how confirmation bias is reflected in journalism.
- Explain how news stories illustrate collective knowledge.
- Understand how confirmation bias constrains the dissemination of collective knowledge.

Task:

Find a story: Peruse news outlets of your choosing to find a story (e.g., MSNBC, Fox News, CNN, Twitter, Facebook, Google, etc.).

Find sources: After you identify a story you want to use, find two different news outlets that cover it. Focus on finding an example of a news story that is covered very differently across the two outlets that you choose. The story should be about the same thing in both articles. It might be helpful to focus on current social issues across outlets with different presumed political views.

Describe the stories: Briefly describe each story and include the source. The topic of the stories should be clear and differences in the framing of each story should be clear. No more than 3-4 sentences for each story. *Include a link to each news article.*

Respond the following Reflection Questions:

1. Explain how confirmation bias is reflected in each news story. Your explanation should focus on the source and creation of the story. Responses should be 2-4 sentences for each story. Note: No need to explain why confirmation happens. Simply identify and describe confirmation bias.
2. Explain how news stories in general are examples of collective knowledge. Your explanation should describe how the collective knowledge exists at both the individual and the collective level. Responses should be 2-4 sentences.

Grading Rubric:

Class Assignment Rubric (1)				
Criteria	Ratings			Pts
Accuracy	30 to >20.0 pts Advanced Responses are thorough and reflect a full understanding of the relevant Social Cognitive concepts from course readings and class lecture.	20 to >10.0 pts Developing Responses are moderately thorough and reflect a surface understanding of the relevant Social Cognitive concepts from course readings and class lecture.	10 to >0 pts Insufficient Responses reflect minimal to no understanding of the relevant Social Cognitive concepts from course readings and class lecture.	30 pts
Completeness	10 to >6.67 pts Advanced Completes all aspects of activity in an articulate and grammatically correct narrative form	6.67 to >3.33 pts Developing Completes most aspects of activity in a mostly articulate and grammatically correct narrative form	3.33 to >0 pts Insufficient Completes some aspects of activity but is hard to understand or has numerous writing errors	10 pts
				Total Points: 40

Appendix C

Final Exam Essay

75 Points (7.5% of final grade)

This assignment is one part of your final exam in this course. Having both the multiple-choice *and* essay components of the exam accommodates various learning approaches—every student is given the opportunity to successfully highlight their knowledge in multiples formats.

PURPOSE:

The purpose of this assignment is to illustrate your comprehensive understanding of social cognition by applying the underlying mechanisms of the social cognitive information processing model and the construction of social reality to a real-world TV/movie scene example.

Skills: By critically analyzing a real-world TV/movie scene, students will demonstrate their ability to

- Describe and differentiate the components of the social cognition information processing model. (course learning goal 1)
- Connect underlying mental processes to social cognitive outcomes (e.g., judgments & behavior). (course learning goal 2)
- Investigate how subjective experiences are a product of complex social cognition mechanisms. (course learning goal 3)

OVERVIEW:

Your essay should address all three of the below prompts in a narrative form. Your first paragraph will consist of your response to the first prompt. In this paragraph, you will explain how the three building blocks of the construction of social reality are illustrated in a TV or movie scene, using a character of your choosing from that scene. In the next paragraph, you will explain how your chosen character demonstrated the three themes of cognitive processing throughout the scene (prompt #2). And in the final paragraph(s), you will respond to prompt #3 by explaining how the information processing model is an underlying mechanism for the construction of social reality using a phenomenon of your choosing (i.e., a theme from the right column of the scene choice table). Your response should indicate a clear and comprehensive understanding of the underlying mechanisms in constructing social realities and the application of course material.

TASK:

- Choose one of the following movie or TV show scenes (refer to the table of scene options). Follow the link provided. These are the only scenes you can use for this assignment.
- After watching the scene, write an essay responding to the following prompts:
 1. Choose one character from your chosen scene and explain how the three building blocks in constructing social reality *worked together* to create a single subjective experience for the character you selected. A reminder that the basic building blocks are: 1) input from the environment, 2) input in the form of prior knowledge, and 3) processes that operate on the input. This should take about one paragraph.

2. Next, explain how the three basic themes involved in all cognitive processing *interacted* in the construction of social reality for the character identified in prompt one. A reminder that the themes are: 1) processing capacity, 2) automatic vs. controlled processing, and 3) top-down vs. bottom-up processing. This should take about one paragraph.

3. Finally, choose one phenomenon that is listed in the box to the right of your chosen scene (refer to the table of scene options). Explain how the information processing model (see page 26 illustration 2.4 in your textbook) is an underlying mechanism of the construction of social reality by using this phenomenon, and how it plays out in the scene. This should take ~1-2 paragraphs. Your explanation should include each component of the information processing model from input in the situation to a behavioral response. It should be clear how the components interact in the example.

CRITERIA:

- Your response should be thorough and reflect a full understanding of the concepts. How and why each concept manifests in the scene should be clear in your writing. See the writing prompts above and the grading rubric below.
- Responses should NOT include any extraneous information or information that is contradictory or incorrect. Points will be deducted if your response includes extraneous or inaccurate information.
- Your response should be in your own words; in other words, properly paraphrase from course material. Do not use any sources other than those provided in the class, do not quote any of the course material, and do not use generative AI. Use your voice to explain the course concepts.
- This assignment is to be completed independent of others. Your responses should reflect your own knowledge, understanding, and application of course material.
- You will be graded on writing quality and your ability to respond accurately and appropriately to the question prompts. Follow the rubric below as you write and proofread your responses.

Please submit your response on ICON as a Word document

Scene Options: List of movie and TV show scenes

Movie/TV show scene title	Link to scene clip	Phenomena from scene
Mean Girls Lunch scene	https://youtu.be/jMTPp-QGWfo	Stereotypes, in-group vs. out-group, social communication
The Office Fire drill scene	https://youtu.be/9Ht_GI2zOxo	Social communication, stereotypes, encoding, memory retrieval
The Hate U Give Fight scene	https://youtu.be/TZqc6AE7gYo	Stereotypes
You Opening scene	https://youtu.be/xyNYkd2kLHs	Social judgments, communication, encoding
Euphoria Cassie scene	https://youtu.be/pFTAX70s0Zs	Social judgments, communication
New Girl Douchebag jar scene	https://youtu.be/fWSKU3-52pk	Communication, social judgments, retrieving memories
Grease Summer nights scene	https://youtu.be/ZW0DfsCzf4	Same objective input resulting in different subjective realities, stereotypes

Grading Rubric

Criteria				
Prompt 1: Basic Building Block	<p>Advanced</p> <p><i>> 21 pts</i></p> <ul style="list-style-type: none"> - - Response demonstrates a critical analysis and application of course content to a real-life scenario. - Response names each of the three building blocks in the construction of social reality and accurately connects and fully explains how each block is illustrated in relation to a character from their chosen scene. 	<p>Developing</p> <p><i>7 to 14 pts</i></p> <ul style="list-style-type: none"> - Response contains some errors or inconsistencies, but mostly demonstrates a critical analysis and application of course content to a real-life scenario. - 1+ of the basic building blocks of constructing social reality is missing, applied incorrectly, or not fully connected to the scenario. 	<p>Poor</p> <p><i><7 pts</i></p> <ul style="list-style-type: none"> - Response is unclear, inconsistent, or missing multiple components of the writing prompts. - 2+ of the building blocks of constructing social reality is missing, applied incorrectly, or not fully connected to the scenario. 	21 points
Prompt 2: Themes of Cognitive Processing	<p>Advanced</p> <p><i>> 21 pts</i></p> <ul style="list-style-type: none"> - - Response demonstrates a critical analysis and application of course content to a real-life scenario. - Response names each of the three themes of cognitive processing and accurately connects and fully explains each theme in relation to a character in their chosen scene. 	<p>Developing</p> <p><i>7 to 14 pts</i></p> <ul style="list-style-type: none"> - Response contains some errors or inconsistencies, but mostly demonstrates a critical analysis and application of course content to a real-life scenario. - 1+ of the themes of cognitive processing is missing, applied incorrectly, or not fully connected to the scenario. 	<p>Poor</p> <p><i><7 pts</i></p> <ul style="list-style-type: none"> - Response is unclear, inconsistent, or missing multiple components of the writing prompts. - 2+ of the themes of cognitive processing is missing, applied incorrectly, or not fully connected to the scenario.. 	21 points

<p>Prompt 3: Social Cognitive Information Processing Model</p>	<p>Advanced</p> <p><i>> 21 pts</i></p> <ul style="list-style-type: none"> - Response demonstrates a critical analysis and application of course content to a real-life scenario. - Response explains how the information processing model is an underlying theme of the construction of social reality by using one of the given phenomena from the righthand column (that corresponds to their scene) in the table above. 	<p>Developing</p> <p><i>7 to 14 pts</i></p> <ul style="list-style-type: none"> - Response contains some errors or inconsistencies, but mostly demonstrates a critical analysis and application of course content to a real-life scenario. - Response does not include an explanation of how the information processing model is an underlying mechanism of cognitive processing using a given social phenomenon. 	<p>Poor</p> <p><i><7 pts</i></p> <ul style="list-style-type: none"> - Response is unclear, inconsistent, or missing multiple components of the writing prompts. - Student demonstrates an understanding of social cognition and processing that is below a basic level expected upon completion of this course. 	<p>21 points</p>
<p>Writing Quality</p>	<p>Advanced</p> <p><i>> 12 pts</i></p> <ul style="list-style-type: none"> - No grammatical, spelling, punctuation, or formatting errors. - Response is written in a clear 12 pt. font and double-spaced. - Response is clear and concise. - Responses are written in student's own words. - Response is not longer than necessary to answer the writing prompts. 	<p>Developing</p> <p><i>4 to 8 pts</i></p> <ul style="list-style-type: none"> - Some grammatical, spelling, punctuation, or formatting errors. - Response lacks some clarity and/or conciseness. - Mostly in student's own words. - Response is slightly off-topic or longer than necessary to address the writing prompts. 	<p>Poor</p> <p><i><4 pts</i></p> <ul style="list-style-type: none"> - Numerous grammatical, spelling, punctuation, or formatting errors. - Response lacks much clarity and/or conciseness. - Response is mostly not in student's own words. - Response often goes off-topic, does not make sense, or greatly exceeds length recommendations. 	<p>12 points</p>

TOTAL POINTS: 75