THE UNIVERSITY OF HONG KONG  
FACULTY OF SOCIAL SCIENCES  
Department of Psychology

COURSE OUTLINE (2020/2021, SEMESTER TWO)

1. Basic Course Information

<table>
<thead>
<tr>
<th>Course Code</th>
<th>PSYC3052C</th>
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<tbody>
<tr>
<td>Course Title</td>
<td>Advanced Social Psychology</td>
</tr>
<tr>
<td>Course Credits</td>
<td>6.00</td>
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</tbody>
</table>
| Lecture Time & Venue | Tuesday 4:30pm to 6:20pm  
Lectures will be conducted via Zoom (please refer to the course Moodle page for the Zoom IDs) |
| Tutorial Time & Venue | Tuesday 1:30pm to 2:20pm (Online)  
Tuesday 2:30pm to 3:20pm (Online) |

2. Course Instructor / Course Co-ordinator

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>E-mail</th>
<th>Consultation Hour (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. Cecilia CHENG (Instructor)</td>
<td>6.60, JCT</td>
<td>39174224</td>
<td><a href="mailto:ceci-cheng@hku.hk">ceci-cheng@hku.hk</a></td>
<td>Tuesday 3:30pm to 4:30pm or by appointment</td>
</tr>
<tr>
<td>Mr. Lance WONG (Tutor)</td>
<td>6.17, JCT</td>
<td>39178227</td>
<td><a href="mailto:lancewlw@hku.hk">lancewlw@hku.hk</a></td>
<td>Friday 11:30am to 12:30pm or by appointment</td>
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3. Course Description

This laboratory course aims to:

a. explore selected controversies, emerging perspectives, and cutting-edge research in the realms of personality and social psychology.
b. critically review the utility of current personality and social psychological constructs in explaining and predicting behaviour.
c. examine the alternatives provided by competing theoretical and research approaches that seek a better solution to some problems in psychological research.
d. equip students with advanced research skills that enable students to conduct independent research and report findings to a broad audience.

4. Course Learning Outcomes

On completing the course, students will be able to:

a. critically evaluate and challenge existing modes of thought
b. resolve controversies through integrating seemingly opposing approaches
c. analyze real-life issues and problems using psychological theories
d. apply psychological theories, concepts, and research findings to novel situations and ill-defined problems in daily life

e. understand the nature of cultural differences on psychological processes and their manifestation in behavior

f. demonstrate sensitivity to the ethical responsibilities of the profession of Psychology towards research participants, and be able to critically evaluate the ethical soundness of a psychological research study

g. design a small-scale psychological study and formulate testable hypotheses

h. write a clear and well-organized scientific report individually, including synthesis of relevant materials, logical derivation of hypotheses, employment of appropriate statistical tests, and discussion of theoretical and practical implications of the research

i. communicate ideas, research materials, and findings via discussion, presentation, and writing

j. discuss and critically evaluate others’ research ideas and design

5. Assessment Methods and Weighting

<table>
<thead>
<tr>
<th>Assessment methods</th>
<th>Weighting in final course grade (%)</th>
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<tbody>
<tr>
<td>Research Proposal</td>
<td>60</td>
</tr>
<tr>
<td>Class Participation</td>
<td>20</td>
</tr>
<tr>
<td>Seminar Presentation (Summary of discussion)</td>
<td>10</td>
</tr>
<tr>
<td>Thought Piece</td>
<td>10</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Assessment Ratio:  100 % Coursework and  0 % Examination

6. Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topics</th>
<th>Readings</th>
<th>Due</th>
<th>Tutorial Topics</th>
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<tbody>
<tr>
<td>Jan 19</td>
<td>Social Psychology Research &amp; Current Trend</td>
<td>1, 2</td>
<td></td>
<td></td>
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<tr>
<td>Jan 26</td>
<td>Research Ethics</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb 2</td>
<td>Positive versus Negative: A Double-Edged Sword?</td>
<td>4, 5</td>
<td>TP1</td>
<td>TT1</td>
</tr>
<tr>
<td>Feb 9</td>
<td>Universal versus Cultural: We are the World?</td>
<td>6, 7</td>
<td>TP2</td>
<td>TT2</td>
</tr>
<tr>
<td>Feb 23</td>
<td>Self- vs. Peer-Report</td>
<td>8, 9</td>
<td>Draft 1</td>
<td>TT3</td>
</tr>
<tr>
<td>Mar 2</td>
<td>Multi-method Approach</td>
<td>10, 11</td>
<td></td>
<td>TT4</td>
</tr>
<tr>
<td>Mar 9</td>
<td>Reading week (No lecture)</td>
<td></td>
<td>Draft 2</td>
<td></td>
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<tr>
<td>Mar 23</td>
<td>Project Presentation I</td>
<td></td>
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<tr>
<td>Mar 30</td>
<td>Project Presentation II</td>
<td></td>
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<tr>
<td>Apr 13</td>
<td>Project Presentation III</td>
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<td>Apr 20</td>
<td>Project Presentation IV</td>
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<tr>
<td>Apr 27</td>
<td>Final Paper due (5:00pm)</td>
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<td>Final Paper</td>
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Note: TP = thought piece; TT = tutorial
7. **Required/Recommended Readings**

**Topic 1: Introduction**

**Topic 2: Research Ethics**

**Topic 3: Positive vs. Negative: A Double-Edged Sword?**

**Topic 4: Universal vs. Cultural: We are the World?**

**Topic 5: Self- vs. Peer-Report**

**Topic 6: Multi-method Approach**

8. **Course Activities and Requirements**

**Small-Group Discussion (20%) and Summary Sheet (10%)**

This seminar is heavily oriented toward discussion, and so participation on the part of the students is vital for its success. Students are expected to attend all online classes and to come prepared to discuss the assigned questions on each topic. Readings—including journal articles and book chapters—will constitute the bases of class discussions. In the discussions, each student will be assessed by how actively he or she (a) engages in the group discussion, (b) offers own ideas and relevant comments, and (c) builds on the ideas and comments of other students. The more students participate and are well prepared for class, the more they will retain what they have learned in this seminar. So please arrive in class on time, and remain for the
duration of the class period. After the discussion, each group will share what they have discussed by submitting a summary of discussion.

**Thought Piece (10%)**

Prior to each class, students are expected to complete all the assigned readings and write a thought piece (1-2 double-spaced pages) on their reactions to the readings on each of the selected topics (see page 2). The primary purpose of these assignments is to prepare students for class discussion, and so late thought pieces will NOT be marked. Short, precise answers are expected, and long answers that exceed the page limit will not be read. Please submit the softcopy of thought pieces TO MOODLE before 1:00pm on the due date.

**Research Proposal (60%)**

At the end of the semester, each student will hand in a research proposal. The topic of the paper must receive prior approval from the tutor. This paper provides students with an opportunity to delve into a topic covered in this course in greater depth, think critically about theories/principles and methodology, and gain some hands-on experience in conducting research. Students may work with other students to collect articles/books, discuss research or review each other’s papers; however, the final product must be independently written.

Each paper is to be 10-12 pages long (excluding title page, abstract, and references), double-spaced, typed, stapled, and must adhere to the *APA Publication Manual*. Papers not adhering to the APA style (7th edition) will lose points. Before submitting the final paper, students are required to submit two drafts. The first draft should include the Introduction (5%) and the second should include the Introduction, Method, Expected Results and Discussion sections (15%). Both drafts should be submitted before 1:00pm on the due date (see page 2). The final paper (40%) is due by 5:00pm on the due date (see page 2). Late drafts and papers will lose 10% of course grade per day. No drafts or papers will be accepted 1 week after the due date.

Please submit all drafts and the final paper in soft copy. All of these should be submitted to MOODLE.

Evaluation of the draft/paper is based on the following criteria:
1) accuracy of application of personality/social psychological principles, formulation of hypotheses, and description of research methodology
2) conceptual adequacy and mastery of the literature
3) quality of argument and presentation of topic
4) critical evaluation of conceptualization and research design
5) quality and clarity of writing
6) utilization of feedback on drafts in revision (final paper only)

A copy of the grading criteria will be distributed, and you are advised to read them before preparing the draft and final paper.

9. **Feedback Policy**

Every effort will be made to return graded assignments (including thought pieces and research proposal drafts) to students within one to two weeks after submission:
- Thought pieces will be returned to students via Moodle. Grading rationales will be explained and the details will also be made available on Moodle for students’ reference.
- For research proposal draft 1, feedback will be given to students during individual consultations from Feb 25 to Mar 5, 2021.
- For research proposal draft 2, feedback will be given to students during individual consultations as well, according to the order of project presentations – students who are going to present earlier will
get feedback first.
- For the final paper, feedback will be given to students within a month after submission, upon students’ request

10. Important Notes

- Academic Honesty:

  We cherish academic honesty. Although you are encouraged to share your views and course-relevant resources with your classmates and/or other students, NEVER show them any of your own written work (drafts or completed assignments). Things other people wrote (whether published or unpublished) may be used in your assignments only with proper acknowledgement and referencing. Follow the APA Publication Manual for formats of citation and references.

  Do not submit the same work in more than one class. Work submitted for one course should not be used to satisfy requirements of another course unless the student obtains permission from the instructor or tutor.

  Academic dishonesty will not be tolerated. Any student who engages in any form of academic dishonesty (e.g., cheating on exams, plagiarism, self-plagiarism, interfering with grading, falsification and fabrication of data in any academic exercise etc.) will receive a grade of F in this course and will be reported to the Department/Faculty Office/University Disciplinary Committee for further disciplinary action. There will be no exceptions. If you are not sure what constitutes the academic offense of plagiarism, checkout the webpage at http://www.hku.hk/plagiarism. Department of Psychology has formulated departmental policies/guidelines on student misconduct. Visit the website at https://psychology.hku.hk/useful-information-to-current-students/ for more information.

  Students are responsible for knowing the rules - ignorance (i.e., “I lost my syllabus”, etc.) of the rules is not an excuse or defence.

- Plagiarism:

  Plagiarism will not be tolerated. Neither may you use materials submitted for another course without proper acknowledgement. (This is called self-plagiarism.) When using the words or ideas of another, even if paraphrased in your own words, you must cite your source.

  A softcopy is required for all written assignments. The softcopy will be checked for plagiarism against a database of articles, books, webpages, and essays submitted by students at HKU and other universities. No credit will be given for an assignment that contains plagiarized materials. Further penalties will also be applied. These penalties include a zero mark for participation in course tutorials and a zero mark for the course. Plagiarism will also be reported to the Department/Faculty Office/University Disciplinary Committee for consideration of possible disciplinary action.

- Classroom citizenship:

  Sometimes we will discuss controversies in certain topics. Please respect other people in this class, even if they hold different and opposing opinions. Rudeness, lack of consideration, or disruptive behavior will not be tolerated. Any student who engages in such behaviors may be requested to leave the classroom or quit the zoom session. Moreover, to show respect to the teaching staff and students, please refrain from using your mobile phone or tablet for activities unrelated to learning when attaining class.