PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David
SWANSEA - ABERTAWE

Ysgol Seicoleg
School of Psychology

Ψ

BSc (Hons) Psychology

BA (Hons) Counselling Studies and Psychology

BA (Hons) Education Studies and Psychology

Module M4X00904 Communication and Social Interaction

Llawlyfr Modiwl

Module Handbook

2017-2018

Module M4X00904 Communication and Social Interaction

Module Leader: Dr Judith Marshall

Contact details: email judith.marshall@uwtsd.ac.uk
Phone: 01792 482013

Office: TA107, 1st Floor, Psychology and Counselling Building

This handbook has been designed to provide you with the necessary information required for your progression throughout the module. It is very important that you keep this in a safe place as it is your essential guide to module content and the learning outcomes required to complete the module.

Good luck with your studies. If you have any queries regarding this module, please contact the module leader.

Judith Marshall

Contents

An Introduction to the Module M4X00904 4

Communication and Social Interaction 5

Lectures and Seminars 7
Readings 8

Module Assessment 9
Assessment criteria at level four. 9

SEMESTER TWO LECTURES .....

Lecture 1: Social Cognition and Causal Attribution 10
Lecture 2: Prosocial Behaviour 11
Lecture 3: Attitudes and Attitude Change 12
Lecture 4: Communication and Language 13
Lecture 5: Verbal and Non-verbal Communication 14
Lecture 6: Social influence 15
Lecture 7: Relationships 16
Lecture 8: Group Dynamics, ... 17
Lecture 9: Decision making and Leadership 18
Lecture 10: Crowd Behaviour 19
Seminars and Readings……..20

An Introduction to the Module M4X00904

Communication and Social Interaction

This is a Level 4 module and therefore is designed to provide you with the foundational skills which will be critical for the future years of your degree programme.

The Communication and Social Interaction module assumes no previous knowledge of psychology as a topic and the topics covered will give you a thorough grounding in the topic areas that are essential to introductory social psychology. Key concepts, theories and empirical studies will underpin the social psychology modules you will take in your second and third years.

In order to develop the necessary skills and knowledge base for your degree it is vital that you attend all scheduled lectures and seminars, keep up with the readings required for lectures and seminars and also carry out your own literature searches for wider reading.

The core texts for this module will provide a sound overview of the topics covered. Each lecture comes with essential readings, and it is important that you use these to supplement your learning throughout the year. However, you are encouraged to engage in relevant additional reading as much as possible, using either suggested books and journal readings or from appropriate sources that you locate yourself.

Module title:	**Communication and Social Interaction**
Module leader:	Dr. Judith Marshall
Level:	4
Credits:	20
Semester:	2

Aims:

- To introduce students to key conceptual and methodological issues in understanding human social behaviour
- To develop an understanding of how to apply social psychological theories to a variety of classic and contemporary individual and group phenomena
- To develop students' self-awareness of their own behaviour in individual and group settings.

Learning Outcomes:

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

1. Understand key social psychological concepts in understanding how individuals and groups interact
2. Describe classic social psychological theories of human social behaviour
3. Demonstrate awareness of how multiple channels of communication can be applied to understanding real world issues

Indicative Content:

Lectures and seminars will allow students to develop their understanding of classic social psychological theories and empirical studies that have offered explanations for human social behaviour. Topics will include:

- Causal attribution
- Attitudes and attitude change
- Prosocial behaviour
- Relationship formation, maintenance and dissolution
- Group dynamics
- Verbal and non-verbal communication

Teaching and learning strategy:

Topics will be introduced in weekly lectures, and consolidated through seminars which will vary in format from group exercises and discussions to small group exercises in order to further develop students' understanding of the principles and key topic areas within social psychology.

Allocation of teaching to deliver the module are:

Activity type	Hours	Percentage
Ten x two-hour weekly lectures = 20 hours Ten x two-hour weekly seminars = 20 hours	40	20%
Independent learning	160	80%
Placement learning	-	-
TOTAL	**200**	**100%**

Assessment:

Learning Outcomes	**Assessment Criteria** *To achieve each outcome a student must demonstrate the ability to:*
• Understand key social psychological concepts in understanding how individuals and groups interact	Accurately describe and discuss key psychological concepts, debates and theories relating to individual and group interaction
• Describe classic social psychological theories of human social behaviour	Accurately describe appropriate social psychological theories and clearly identify the main concepts and assumptions that underpin these
• Demonstrate awareness of how multiple channels of communication can be applied to understanding real world issues	Describe how social psychological theories of communication have contributed to understanding and explaining social interaction in the real world.
• The ability to present work through appropriate media	Present work through the required media using appropriate conventions

Lectures and Seminars

Lectures will cover some of the major topics of interest to social psychologists, and will include key theories, concepts and empirical studies within this field.

The following pages set out the lecture and reading structure for the Communication and Social Interaction module.

Seminars will focus on specific areas of the sub-topics covered in lectures. These will allow you to display your knowledge of the topics and to discuss the issues raised in the readings and lectures. **For this module seminars will take place weekly.** We will use the seminars to discuss topics relating to lectures and make use of small group work to consolidate your understanding of key concepts in Social Psychology and to provide guidance on the academic skills required for your assignment. It is essential that you keep up to date with the readings attached to lectures in the module in order to fully benefit from these seminars.

Each student is assigned to a group for seminars. A schedule will be arranged for each of these groups and distributed to you at the start of the lecture series. We have arranged this in order to ensure that we can work more closely with individual students in a small group environment. Therefore, it is imperative that students only attend their assigned group seminar; there will be no allowance for students to switch groups or attend another group seminar.

Please note: Lectures will start promptly at 9.05pm. There will be **no admittance** to the lecture theatre after this time, as reports from staff and students alike suggest that this is highly disruptive to lectures. When a break is appropriate entry will be allowed at this time.

Readings

Lectures and seminars can only provide you with a scaffold of information – it is your wider reading that will help you to develop a comprehensive understanding of the topic. Each lecture comes with a series of readings, some classed as 'essential' and others as 'additional'. It is expected that you will carry out the essential reading for the lectures as we go along (it is a good idea to spend some time going over the essential reading before the lecture, to aid your understanding of the topic during the lecture). The additional readings will provide depth to your knowledge, and you are encouraged to engage with as many of these readings as possible. Importantly, engaging in wider reading in Year One will get you used to the extent of wider reading of both primary and secondary sources expected in Years Two and Three.

Essential Reading

Baron, R. A., & Branscombe, N. R., Byrne, D. (2009). *Social Psychology (12th edition).* London: Pearson.

Harley, T. A. (2013). *The Psychology of Language: from Data to Theory.* London: Taylor & Francis.

Hewstone, M., Stroebe, W. and Jonas, K. (2008). Introduction to Social psychology: A European Perspective

Holtgraves, T. M. (2002). *Language as Social Action.* New Jersey: Lawrence Erlbaum Associates, Inc.

Useful Additional Reading

Gross, R. D. (2007). *Key studies in psychology*. London: Hodder and Stoughton.

Hogg, M. A., & Vaughan, G. M. (2008). *Social Psychology*. Harlow, Essex: Pearson Prentice Hall.

Kassin, S., Fein, S., & Markus, H. R. (2011). *Social psychology* (8th Edition). Belmont, CA: Wadsworth.

Module Assessment

The Communication and Social Interaction module is assessed during the module through a 1,500 word written coursework assignment (essay) and also at the end of Semester 2 through a two hour combined exam (multiple choice and short answer exam. The exam will assess levels of knowledge and understanding related to key concepts that will underpin modules delivered at levels five and six, The essay will assess students' ability to develop a deeper, empirically-supported discussion around a specified topic. Details of the assignment can be found on Moodle under the Module Assessment Proforma for this module.

Assessment criteria at level four.

The following generic guidelines can help in your preparation for both assessments in this module:

At **Level 4** it is expected that students will demonstrate the following qualities:

- Be able to write in well-formed English sentences, paragraphs and essays so as to present arguments in a clear and effective manner.
- Be able to speak in a direct, coherent and effective fashion.
- Be able to find relevant evidence to inform written and oral communication.
- Understand how to gain information through the use of library facilities.
- Be able to work individually.
- Be able to work as an effective member of a group.
- Begin to understand the theoretical concepts behind the forms of knowledge encountered in the course of their study.
- Begin to understand and apply the investigative methods associated with the forms of knowledge in their study.
- Understand the difference between, and relationship between, primary and secondary data.
- Be able to acquire computer and other IT skills.

Lecture One: Social Cognition and Causal Attribution

The first part of this lecture will consider the scope of social psychological topics relating to Communication and Social Interaction and familiarize us with the themes to be discussed in further lectures within this module. We will also consider some of the concepts relevant to social cognition; how we think about the social world. The second half of the lecture will explore explanations of how we make sense of our world by considering theories of attributions regarding the causes of behaviour.

Main Themes:

- What social psychology is
- Dealing with social information
- Theories and models of causal attribution

Essential Readings

Hewstone, M., Stroebe, W. and Jonas, K. (2008). Introduction to Soial psychology: A European Perspective (Chapter 3)

Additional Readings

Most social psychology textbooks will provide additional coverage of the topics discussed in this lecture – there are many useful textbooks in the library. We particularly recommend the following as an additional text for supplementing your reading of these issues if you are struggling to understand some of the basic concepts discussed in this lecture.

Hogg, M. A., & Vaughan, G. M. (2008). *Social Psychology*. Harlow, Essex: Pearson Prentice Hall. (Chapter 1)

Lecture Two: Prosocial Behaviour

This lecture will consider theory and research that attempts to explain why individual and groups do or do not engage in helping behaviour. We will discuss factors that facilitate or impede helping behaviour.

Main Themes

- Models of helping behaviour
- Personal characteristics influencing helping behaviour
- Environmental characteristics influencing helping behaviour

Essential Readings

Hogg, M. A., & Vaughan, G. M. (2008). *Social Psychology*. Harlow, Essex: Pearson Prentice Hall. (Chapter 14)

Additional Readings

Hewstone, M., Stroebe, W. and Jonas, K. (2008). Introduction to Soial psychology: A European Perspective (Chapter 9)

Gross, R. (2010). *Psychology: The science of mind and behaviour* (6th ed). London: Hodder Education. (Chapter 30).

Lecture Three: Attitudes and Behaviour Change

In this lecture we will recognise that we are not neutral observers of world. We will discuss what attitudes are, where they come from, what their functions are and how they might be changed. We will consider how attitudes are linked to other topics with social psychology and how they can be measured.

Main Themes

- The antecedents, structure and function of attitudes
- How attitudes change
- How attitudes are measured

Essential Readings

Gross, R. (2010). *Psychology: the science of mind and behaviour* (6th ed). London: Hodder Education. Chapter 24.

Hewstone, M., Stroebe, W. and Jonas, K. (2008). *Introduction to Social psychology: A European Perspective* (Chapter 6)

Additional Readings

Hogg, M. A., & Vaughan, G. M. (2008). *Social Psychology*. Harlow, Essex: Pearson Prentice Hall. (Chapter 5)

Kassin, S., Fein, S., & Markus, H. R. (2011). *Social psychology* (8th Edition). Belmont, CA: Wadsworth. (Chapter 6)

Lecture Four: Communication and Language

This lecture will introduce you to the field of communication and language. We will begin by focusing on what communication is, and on different types of communication. We will then begin to consider explanations for the development of human language.

Main Themes

- Types of communication
- Communication styles
- Chomsky's nativist, linguistic explanation of language development
- The biological basis of language

Essential Readings

Forrester, M. A. (1996). Psychology of Language: a critical introduction. London: Sage. (Chapter provided)

Harley, T. A. (2013). *The Psychology of Language: from Data to Theory.* London: Taylor & Francis. (Chapter 1)

Hogg, M. A., & Vaughan, G. M. (2008). *Social Psychology*. Harlow, Essex: Pearson Prentice Hall. (Chapter 15)

Lecture Five: Verbal and Non-Verbal Communication

During this lecture we will begin to consider how we communicate with other people. We will consider different explanations of the development of language in humans, and how language is used to fulfil different purposes. However, much of the information we present and receive during social interactions come through non-verbal communication channels. How do we understand such communication? Do we all understand it in the same ways?

Main Themes:

- Cognitive and Social Bases of Language
- Non-verbal communication:
    - Facial expressions, eye-contact, body movement and postures
    - Proxemics
    - Status and Gender
    - Non-verbal aspects of speech

Essential Readings

Hogg, M. A., & Vaughan, G. M. (2008). *Social Psychology*. Harlow, Essex: Pearson Prentice Hall. (Chapter 15)

Kassin, S., Fein, S., & Markus, H. R. (2011). *Social psychology* (8th Edition). Belmont, CA: Wadsworth. (Chapter 4)

Lecture Six: Social Influence

This lecture will take a social psychological view of the ways in which other people may influence our behaviours and also our thoughts. You will consider why people may behave in ways they would have previously thought not possible.

Main Themes

- Theories of social influence, including
    - Social facilitation
    - Types of social influence
    - Social norms
    - Conformity, Compliance, Obedience

Essential Readings

Hewstone, M., Stroebe, W. and Jonas, K. (2008). Introduction to Soial psychology: A European Perspective (Chapter 8)

Hogg, M. A., & Vaughan, G. M. (2008). *Social Psychology*. Harlow, Essex: Pearson Prentice Hall. (Chapter 7)

Additional Readings

Kassin, S., Fein, S., & Markus, H. R. (2011). *Social psychology* (8th Edition). Belmont, CA: Wadsworth. (Chapter 7)

Gross, R. (2010). *Psychology: The science of mind and behaviour* (6th ed). London: Hodder Education. (Chapters 26 and 27).

Lecture Seven: Relationships

In this lecture we will consider different types of relationships, along with theories that offer explanations for relationship choices and behaviours. We will also discuss specific factors that have been found to influence relationship formation and maintenance.

Main Themes:

- Friendship formation, maintenance and dissolution
- Attraction
- Interdependence theory
- Reinforcement theory
- Social Exchange theory

Essential Readings

Hewstone, M., Stroebe, W. and Jonas, K. (2008). Introduction to Soial psychology: A European Perspective (Chapter 11)

Additional Readings

Hogg, M. A., & Vaughan, G. M. (2008). *Social Psychology*. Harlow, Essex: Pearson Prentice Hall. (Chapter 13)

Gross, R. (2010). *Psychology: The science of mind and behaviour* (6th ed). London: Hodder Education. (Chapter 28).

Kassin, S., Fein, S., & Markus, H. R. (2011). *Social psychology* (8th Edition). Belmont, CA: Wadsworth. (Chapter 9)

Lecture Eight: Group Dynamics

This lecture will introduce you to a social psychological understanding of groups and group processes. We will consider definitions of groups, their structures and functions, levels of membership and how groups operate to underpin both individual and group identity. We will also explore the ways in which groups exert influence upon their members. We will discuss how and why group potential and group performance might differ and how group performance may be managed.

Main Themes

- Individuals in groups
- Group development and structure
- Group decision-making
- Leadership

Essential Readings

Hewstone, M., Stroebe, W. and Jonas, K. (2008). Introduction to Social psychology: A European Perspective (Chapter 11)

Additional Readings

Hogg, M. A., & Vaughan, G. M. (2008). *Social Psychology*. Harlow, Essex: Pearson Prentice Hall. (Chapter 8)

Kassin, S., Fein, S., & Markus, H. R. (2011). *Social psychology* (8th Edition). Belmont, CA: Wadsworth. (Chapter 8 and pages 545-552)

Lecture Nine: Decision Making and Leadership

In this lecture we will consider how groups operate to discuss issues and make decisions. We will explore social psychological explanations of how members of groups may influence decision making. We will also discuss explanations of leadership, including the qualities considered to make leadership effective.

Main Themes

- Group decision-making
- Leadership

Essential Readings

Hewstone, M., Stroebe, W. and Jonas, K. (2008). Introduction to Social psychology: A European Perspective (Chapter 11)

Additional Readings

Hogg, M. A., & Vaughan, G. M. (2008). *Social Psychology*. Harlow, Essex: Pearson Prentice Hall. (Chapter 8)

Kassin, S., Fein, S., & Markus, H. R. (2011). *Social psychology* (8th Edition). Belmont, CA: Wadsworth. (Chapter 8 and pages 545-552)

Lecture Ten: Crowd behaviour

During this lecture we will explore the behaviour of crowds, with an emphasis on a Social Identity Theory approach to crowd behaviour. How well can social identity theory explain crowd dynamics?

Main Themes

- Crowd dynamics
- Theories/models of crowds and crowd behaviour
- Social Identity Theory

Essential Readings

Reicher, S. (2004). The Psychology of Crowd Dynamics. In M. Brewer and M. Hewstone. Self and Social Identity. Oxford: Blackwell.

Hogg, M. A., & Vaughan, G. M. (2008). *Social Psychology*. Harlow, Essex: Pearson Prentice Hall. (Chapter 11; particularly pp. 419-427)

Additional Readings

Kassin, S., Fein, S., & Markus, H. R. (2011). *Social psychology* (8th Edition). Belmont, CA: Wadsworth. (pp. 307-309

McHugh, J., Kearney, G., Rice, H. and Newell, F. N. (2012). The sound of the crowd: auditory information modulates the perceived emotion of a crowd based on bodily expressions. *Emotion, 12(1), 120-131.*

Seminars and Readings

Week 1	NO SEMINAR
Week 2 **Attribution**	**<u>Compulsory prior reading</u>** Klein, K. M., Apple, K. J., Kahn, A. S. (2001). Attributions of Blame and Responsibility in Sexual Harassment: Re-examining a Psychological Model. Law and Human Behavior, Vol 35(2), Apr, 2011. pp. 92-103. Before the seminar, read the journal article cited above and note how Kelley's Covariation Theory has been used to understand observer's perceptions of sexual harassment We will discuss this study in the seminar. You will be expected to undertake group work during this seminar.
Week 3 **Pro-social Behaviour**	**<u>Compulsory prior reading</u>** Penner, L. A., Dovidio, J. F., Piliavin, J. A. and Schroeder, D. A. (2005). *Pro-social Behaviour: multilevel perspectives.* Annual Review of Psychology, 56, 365-392. <u>Group work:</u> Explaining and assessing different explanations of why people do and do not help. <u>Class discussion:</u> strengths and weaknesses of the explanations. <u>Group work:</u> Finding out about the attitudes people hold
Week 4 **Attitudes**	<u>Class activity:</u> Persuasion **<u>Advance preparation</u>**: Students should each bring TWO items intended to persuade and be prepared to discuss how the content of the items is designed to achieve a particular aim. These may be advertisements, election campaign material, lifestyle messages (e.g. global warming, land use, human rights issues etc.). These do not have to be current items - it may be interesting to consider both old and contemporary messages. Consider: - routes to persuasion (e.g. the ELM – central and peripheral) - potential effectiveness of messages (e.g. theory of planned behaviour) <u>Quiz</u>: Attitudes and Social Influence

Week 5 **Communication and Language**	**<u>Compulsory prior reading</u>** Yee, N., Bailenson, J. N., Urbanek, M., Chang, F. and Merget, D. (2007). *The unbearable likeness of being digital: the persistence of non-verbal social norms in online virtual environments.* Cyberpsychology and Behavior, 10 (1), 121.
Week 6 **Verbal and Non-verbal communication**	**<u>Preparation for seminar</u>** Read and take notes about Chomsky's theory of language acquisition. You may read the books indicated in the handbook (and below), or you may find information about this in other psychology texts in the library. Gross, R. D. (2010). Psychology: the science of mind and behaviour (6th ed.). London: Hodder Education. (Chapter 19. particularly Theories of Language Acquisition) Harley, T. A. (2014). *The Psychology Of Language: from data to theory (4th ed.).* London: Psychology Press. Consider: What type of theory is this? What are the fundamental principles of the theory? What are the important terms/language used in the theory? What are the criticisms of the theory?
Week 7 **Social Influence**	<u>Class activity:</u> Deindividuation <u>Class activity:</u> Influences in advertising **<u>Advance preparation</u>**: Bring to class at least one print advertisement or a strong description of a TV ad (may use screenshot/photo of video) concerning conformity and at least one concerning compliance.
Week 8 **Gender and Relationships**	<u>Class activity: Relationships</u> **<u>Compulsory prior reading</u>** Calmes, Christine A., and John E. Roberts. "Rumination in interpersonal relationships: Does co-rumination explain gender differences in emotional distress and relationship satisfaction among college students?." *Cognitive Therapy and Research* 32.4 (2008): 577-590. <u>Class activity:</u> Images of beauty on children's literature, cartoons and films

Week 9 **Group Dynamics** **Leadership**	Class activity: Group work **Compulsory prior reading:** Park, Sung, and Richard Catrambone. "Social facilitation effects of virtual humans." *Human factors: The journal of the human factors and ergonomics society* 49.6 (2007): 1054-1060. Judge, T. A., Piccolo, R. F. (2008). *Transformational and Transactional Leadership: a meta-analytic test of their relative ability.* Journal of Applied Psychology, 89 (5), 755-768.
Week 10 **Revision**	**Please bring all your lecture notes with you.** **This will be a further session that will be valuable to your revision**