

# Tutorial Letter 101/3/2018

**Social Psychology**

**PYC3701**

**Semesters 1 and 2**

**Department of Psychology**

This tutorial letter contains important information  
about your module.

BARCODE

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# 1 INTRODUCTION

Dear Student

We are pleased to have you as a student of Social Psychology and hope you will enjoy this subject. Because our field of study is relevant to everyday life in so many ways, it is likely that you will find the module particularly interesting and useful.

You will receive a number of tutorial letters during the year. A tutorial letter is our way of communicating with you about teaching, learning and assessment.

Tutorial Letter 101 contains important information about the scheme of work, resources and assignments for this module. We urge you to read it carefully and to keep it at hand when working through the study material, preparing the assignment(s), preparing for the examination and addressing questions to your lecturers.

Please read Tutorial Letter 301 in combination with Tutorial Letter 101 as it gives you an idea of generally important information when studying at a distance and within a particular College.

In Tutorial Letter 101, you will find the assignments and assessment criteria as well as instructions on the preparation and submission of the assignments. This tutorial letter also provides all the information you need with regard to the prescribed study material and other resources and how to obtain it. Please study this information carefully and make sure that you obtain the prescribed material as soon as possible.

We have also included certain general and administrative information about this module. Please study this section of the tutorial letter carefully.

Right from the start we would like to point out that **you must read all the tutorial letters** you receive during the semester **immediately and carefully**, as they always contain important and, sometimes, urgent information.

We hope that you will enjoy this module and wish you all the best!

**Social Psychology lecturers**

## 2 PURPOSE AND OUTCOMES

### 2.1 Purpose

The purpose of this module is to help students gain insight into the theoretical aspects of cognition, social perception, the self, attitudes and prejudice, interpersonal relationships, social influence, prosocial, antisocial, and group behaviour. The module also seeks to bring students in contact with internationally acceptable standards by exposing them to both fundamental and applied South African and international social psychological research.

### 2.2 Outcomes

Specific outcomes of this module are the ability to access social psychological information effectively and responsibly and to know and understand the psychological principles that determine behaviour in particular contexts. Learners should eventually be aware of social processes and social problems and be able to understand and apply conceptual and theoretical knowledge. Finally, learners should be able to present social psychological information in a written format.

Broadly, the outcome of the module is to facilitate the ability to apply social psychological principles in areas such as clinical psychology, health psychology, the psychology of work, and society in general.

## 3 LECTURER(S) AND CONTACT DETAILS

### 3.1 Lecturer(s)

The lecturers for this module and the chapters in the prescribed book they are responsible for:

**Mr K. Mbatha** (Chapters 2, 3, 4, 5 & 6) (012) 429-8299  
e-mail: [mbathk@unisa.ac.za](mailto:mbathk@unisa.ac.za)

**Ms K. Shirinda-Mthombeni** (Chapters 7, 8, 9, 10 & 11) (012) 429-8317  
e-mail: [shirik@unisa.ac.za](mailto:shirik@unisa.ac.za)

If you want to contact a lecturer via the *myUnisa* proceed as follows:

Register as a *myUnisa* user (follow the procedure in Section 1.2). Select “My Courses” and then the option “Contact Lecturer”. This will enable you to send e-mail correspondence to the lecturers involved in this module (also consult the publication **my Studies @ Unisa**).

### 3.2 Department

#### 3.2.1 Communication with the Department (by letter)

Address all correspondence concerning

- problems experienced in studying a specific module, or
- arrangements for an appointment with a lecturer to:

**The Department of Psychology**  
**(Name of lecturer or module concerned)**  
**PO Box 392**  
**Unisa**  
**0003**

**NOTE:** You may enclose more than one letter to the *Psychology Department* in an envelope, but do not address enquiries to different departments (e.g. Despatch and Library Services) in the same letter. This will cause a delay in the replies to your enquiries. Write a separate letter to each department and mark each letter clearly for the attention of that department.

Letters to lecturers may not be enclosed together with assignments. Always write your student number and the study-unit code at the top of your letter.

### 3.2.2 Communication with the Department (by telephone, e-mail or fax)

Our telephone numbers and e-mail addresses are on **page five**.

Lecturers frequently have to attend meetings, conferences, discussion classes, etcetera. They may therefore not be in their offices at all times. **If you cannot get hold of any particular lecturer in his or her office, phone the secretary Mrs C Nel on [012] 429-8233.**

Her e-mail address is [nelc1@unisa.ac.za](mailto:nelc1@unisa.ac.za).

Our departmental fax number is [012] 429-3414. When you send a fax, remember to indicate the module code and the lecturer's name.

**Note that study material can NOT be faxed to students.**

### 3.2.3 Personal visit to the Department

Always make an appointment *before* coming to Unisa to see a lecturer. Lecturers often have other commitments that prevent them from seeing students without formal appointments.

## 3.3 University

Consult **my Studies @ Unisa** for general contact details.

## 4 RESOURCES

### 4.1 Prescribed books

The book prescribed for this module is:

Baron, R.A., & Branscombe, N.R. (2017). *Social Psychology*, (14<sup>th</sup> ed.). Pearson Education, Inc.  
 ISBN-13: 978-1-292-15909-6  
 ISBN-10: 1-292-15909-X

Make sure you ignore the activities based on the *South African Supplement* in your study guide since we are no longer using the book.

Remember to place an order at your bookseller as soon as possible. This will save you the delay and frustration experienced by those who wait too long. Prescribed books can be obtained from the University's official booksellers.

Refer to the list of official booksellers and their addresses in the **my Studies @ Unisa** brochure.

If you have difficulty in locating your book(s) at these booksellers, please contact the Prescribed Book Section at Tel: 012 429-2965 or e-mail [Lottea@unisa.ac.za](mailto:Lottea@unisa.ac.za)

The **PYC3701 syllabus** consists of a *Study Guide* and the *following ten chapters* in the prescribed book.

- Chapter 2:** *Social Cognition*
- Chapter 3:** *Social Perception*
- Chapter 4:** *The Self*

- Chapter 5:** *Attitudes*  
**Chapter 6:** *Stereotyping, Prejudice and Discrimination*  
**Chapter 7:** *Interpersonal Attraction and Close Relationships*  
**Chapter 8:** *Social Influence*  
**Chapter 9:** *Prosocial Behaviour*  
**Chapter 10:** *Aggression*  
**Chapter 11:** *Groups and Individuals*

Ignore Chapter 12 (Social Psychology) in the Study Guide. Note that each chapter in the study guide is divided into a number of **study units**. At the end of each study unit are a number of activities or study tasks.

#### **4.2 Recommended books**

There are no recommended books for this module.

#### **4.3 Electronic reserves (e-reserves)**

There are no e-Reserves for this course.

#### **4.4 Library services and resources information**

For brief information, go to [www.unisa.ac.za/brochures/studies](http://www.unisa.ac.za/brochures/studies)

For detailed information, go to <http://www.unisa.ac.za/library>. For research support and services of personal librarians, click on "Research support".

The library has compiled a number of library guides:

- finding recommended reading in the print collection and e-reserves – <http://libguides.unisa.ac.za/request/undergrad>
- requesting material – <http://libguides.unisa.ac.za/request/request>
- postgraduate information services – <http://libguides.unisa.ac.za/request/postgrad>
- finding, obtaining and using library resources and tools to assist in doing research – [http://libguides.unisa.ac.za/Research\\_Skills](http://libguides.unisa.ac.za/Research_Skills)
- how to contact the library/finding us on social media/frequently asked questions – <http://libguides.unisa.ac.za/ask>

## **5 STUDENT SUPPORT SERVICES**

For information on the various student support systems and services available at Unisa (e.g. student counselling, tutorial classes, language support), please consult the publication my Studies @ Unisa that you received with your study material.

#### **Free computer and internet access**

Unisa has entered into partnerships with establishments (referred to as Telecentres) in various locations across South Africa to enable you (as a Unisa student) free access to computers and the Internet. This access enables you to conduct the following academic related activities: registration; online submission of assignments; engaging in e-tutoring activities and signature courses; etc. Please note that any other activity outside of these is for your own costing e.g. printing, photocopying, etc. For more information on the Telecentre nearest to you, please visit [www.unisa.ac.za/telecentres](http://www.unisa.ac.za/telecentres).

## 6 STUDY PLAN

NOTE: Use your my Studies @ Unisa brochure for general time management and planning skills.

### 6.1 General module objectives

This module, which is an introduction to social psychology, will acquaint you with some major theories and research findings in social psychology. Note that we do not expect you to know the names of all the researchers mentioned in the prescribed book. However, sometimes the names of researchers whose work has important theoretical or practical implications may appear in multiple choice questions.

Note that the contextualisation of your social psychological knowledge is very important.

### 6.2 Work programme

We recommend the following: Use the Study Guide as a point of departure and read the Introduction carefully. Draw up a study timetable to suit your personal commitments and complete all the activities in each chapter before proceeding to the next chapter.

Remember: We advise you to draw up a timetable as soon as possible. It should make provision for all your subjects, and also for unforeseen circumstances such as illness and work pressure, to enable you to work through the entire syllabus in good time and to submit your Assignments on time. The social psychology module is very labour intensive and the volume of work is large. It is therefore very important to study regularly.

### 6.3 The importance of the Study Guide

Although the examination will consist of multiple choice questions only (see Section 8.8), mastering the activities or study tasks for the different study units remains extremely important for studying the syllabus. Remember, these tasks will guide you, by means of interactive self-teaching, to consider various viewpoints and debates between theorists; to apply theoretical knowledge appropriately and responsibly; to learn through self-reflection and self-enrichment; and to apply general social psychological knowledge to everyday social and family life. Working through these tasks will also teach you to organise information and to write systematically.

## 7 PRACTICAL WORK AND WORK-INTEGRATED LEARNING

There are no practical assignments for this module.

## 8 ASSESSMENT

### 8.1 Assessment criteria

Students are competent in accessing social psychological information effectively and responsibly when they are able to:

- identify and describe the different and relevant social theories
- identify and describe the different social psychological principles
- explain the different social psychological concepts

Students should be able to:

- Identify relevant psychological principles that determine behaviour from case studies provided

- Identify relevant psychological principles that determine behaviour specifically within the South African context
- identify the various social processes in the different contexts through the use of case studies
- through the use of case studies, identify the various processes that may lead to social problems in the different social contexts
- identify the different social problems within the different social contexts
- identify the different ways in which these problems can be resolved, keeping in mind the particular context and by considering various viewpoints and debates between theorists
- Work out self-study tasks in order to exercise their writing skills
- Answer questions relating to social psychology in the form of an essay by collating relevant information in a coherent manner.
- Organise information and write systematically

## 8.2 Assessment plan

Assignments are seen as part of the learning material for this module. As you do the assignment, study the reading texts, consult other resources, discuss the work with fellow students or tutors or do research, you are actively engaged in learning.

Eventually, students should be able to identify relevant psychological principles that determine social behaviour from research and also be able to identify psychological principles that determine behavior specifically within the South African context.

In some cases, additional assessment might be available on the *myUnisa* site for your module. For students attending tutorial sessions, tutors may also set additional tasks and give feedback in class.

**IMPORTANT:** Although students may work together when preparing assignments, each student must submit his or her own individual assignment. It is unacceptable for students to submit identical assignments on the basis that they worked together.

- **Examination admission and marking policy:** *Assignments 01 and 02 are compulsory* and you have to submit these assignments on time to gain *examination admission*.

Note that there are ***no further opportunities*** to gain examination admission.

**Our marking policy for the multiple choice questions in the assignments is as follows:** We adjust the marks to accommodate the effect of 'blind guessing' or 'random guessing' by subtracting a fraction of the marks for each incorrect answer. For questions with four alternatives the maximum that we will subtract is one mark for three incorrect answers (in other words, 0, 33 mark for each wrong answer).

- Assignments 01 and 02 count 20% towards your year mark. Doing the best you can in these assignments is an obvious necessity.

If a student fails the examination with less than 40%, the year mark will *not count*.

There is also a Module Evaluation non-compulsory 'assignment'.

## 8.3 Assignment numbers

### 8.3.1 General assignment numbers

Remember, there are **TWO compulsory and one Module evaluation assignment per SEMESTER**. Make sure that you do the correct assignments and that you use the correct unique numbers.

### 8.3.2 Unique assignment numbers

Assignment number	Semester 1	Unique number
01 (Compulsory)		686345
02 (Compulsory)		843927
03 Module Evaluation		-

Assignment number	Semester 2	Unique number
01 (Compulsory)		882359
02 (Compulsory)		730199
03 Module Evaluation		-

### 8.4 Assignment due dates

Assignment number	Semester 1	Due dates
01 (Compulsory)		23 March 2018
02 (Compulsory)		26 April 2018
03 Module Evaluation		30 April 2018

Assignment number	Semester 2	Due dates
01 (Compulsory)		17 August 2018
02 (Compulsory)		14 September 2018
03 Module Evaluation		21 September 2018

The Unisa computer identifies all assignments by the unique number. Remember; make sure that you indicate the **unique assignment numbers** on your mark reading sheets before submitting Assignments. Also, do not forget to fill in your student number and other required information on your mark reading sheet. For detailed information and requirements regarding assignments, as well as instructions for the use of mark reading sheets, consult **my Studies @ Unisa**.

You will receive two kinds of feedback on the compulsory assignments:

- A computer printout showing your answers, the correct answers, and the mark you obtained. **Assignments will be scored with a correction factor for guessing (see Section 8.1).**
- A tutorial letter with feedback about the assignment.

Feedback on the compulsory assignments will be available *after their closing dates*. No extension for the handing in of assignments will therefore be possible and **late assignments will not be marked**.

### 8.5 Submission of assignments

You may submit your assignments either by post (on mark reading sheets) or electronically via *myUnisa*. Assignments may **not** be submitted by fax or by e-mail. For detailed information and requirements as far as assignments are concerned, see the brochure **my Studies @ Unisa**.

To submit an assignment **via myUnisa**:

- Go to *myUnisa*.
- Log in with your student number and password.

- Select the module.
- Click on assignments in the left-hand menu.
- Click on the assignment number you want to submit.
- Follow the instructions on the screen.

Assignments submitted **by post** should be addressed to:

The Registrar  
PO Box 392  
UNISA  
0003

As you will know by now, the following important guidelines should be kept in mind before you submit any one of your assignments:

- Always keep a copy of your assignment answers in case your assignment does not reach the University.
- Submit the **original** copy.
- Remember to use your correct student number and the correct unique number.
- Where an assignment involves the use of a MARK READING SHEET, read the section "INSTRUCTIONS FOR THE USE OF MARK READING SHEETS" in **my Studies @ Unisa**.
- Students who do not have access to the internet must complete their assignments on a mark reading sheet provided with your study material.

## 8.6 The assignments

### 8.6.1 Appendix A - Assignment 01 for Semester 1

# Assignment 01 for Semester 1

**Closing date: 23 March 2018**

**Unique Number: 686345**

**Remember the following:**

- Use only an **HB pencil** (not a 'pacer') and mark your answers **clearly** as follows: [-]
- If you mark a block incorrectly, make sure that the mark is erased properly.

**Do not staple your mark reading sheet to any document.**

**MULTIPLE CHOICE.** Choose the one alternative that best completes the statement or answers the question.

1. Solomon has constantly heard that he is not a good student, after a while he starts to behave as people perceive him. This behavioural change supports the notion of - - - - .
  1. individualism
  2. anchoring and adjustment
  3. self-fulfilling schema
  4. social influence

2. According to the notion of counterfactual thinking our thoughts are influenced by - - - - -.
  1. the pessimistic bias
  2. what has happened in the past
  3. careful and deliberate attention
  4. imagined outcomes
  
3. Two drivers are cut off by a bus. The first driver, who thinks that the bus driver did not see him, is relatively calm. The second driver, who thinks that the bus driver deliberately tried to hit him, is furious. This scenario illustrates how - - - - -.
  1. affect influences arousal
  2. affect influences cognition
  3. cognition influences affect
  4. cognition influences thinking
  
4. It is hypothesised that the actor-observer effect occurs, in part, because - - - - -.
  1. of the self-schema bias
  2. it is easier to detect deception in the self than in others.
  3. people do not attach much importance to the actions of others
  4. we are more aware of external factors that influence our own behaviour
  
5. The mechanism by which we compare ourselves to other people to determine whether or not our perception of social reality is correct is known as - - - - -.
  1. reality checking
  2. impression manifestation
  3. social comparison
  4. societal comparison
  
6. The type of learning that is based on association of two or more stimuli is called - - - - -.
  1. observational learning
  2. operant conditioning
  3. signal relations learning
  4. classical conditioning
  
7. The theory of reasoned action suggests that
  1. in addition to attitudes toward a given behaviour individuals also consider their ability to perform the behavior.
  2. events trigger our attitudes and simultaneously the appropriate norms for how people should behave in a given situation.
  3. the decision to engage in a particular behaviour is the result of a rational process in which behavioural options are considered.
  4. people often erroneously believe that others have different attitudes from themselves.
  
8. The - - - - - refers to electing women for high status positions that are risky and likely to fail.
  1. glass ceiling barrier
  2. glass cliff effect
  3. objectification of females
  4. shifting standards rule

9. Jenny drives the same route to work every day. One morning, a car goes through a red light and hits Jenny's car at a certain intersection. After that, every time Jenny approaches the intersection, her hands begin to sweat and her heart races. In this scenario, the intersection is - - - - for Jenny.
1. a conditioned stimulus
  2. an unconditioned stimulus
  3. subliminal exposure
  4. social learning
10. Which one of the following statements is INCORRECT?
1. Attitudes can be classically conditioned even without our awareness.
  2. Attitudes that are acquired through instrumental conditioning stem from differential rewards. and punishments for adopting particular views.
  3. Attitudes are not affected by subliminal conditioning.
  4. People may express different attitudes to different audiences.
11. If you are in the shops to buy a new car radio and you find yourself listening to the salesperson's life story, then according to the elaboration likelihood model you are focused on
1. the peripheral route of persuasion.
  2. the central route of persuasion.
  3. cognitive dissonance.
  4. systematic processing.
12. When confronted with a strong hard sell attempt to influence us, reactance will cause us to
1. experience dissonance.
  2. resist the attempt.
  3. identifying with the influencing agent.
  4. adopt the views of the influencing agent.
13. The term 'discrimination' refers to
1. negative evaluations of a social group.
  2. negative attitudes toward a social group.
  3. negative behaviour directed toward a social group.
  4. negative emotional responses toward a social group.
14. Sophia heard a new song and did not like it at all. Afterwards, she heard it repeatedly. It is likely that Sophia's liking for the song - - - - .
1. increased
  2. increased and then decreased
  3. decreased and then increased
  4. decreased
15. Gender-based discrimination affects a substantial proportion of the population by
1. blocking men disproportionately from technical careers.
  2. blocking women's progress in the workplace.
  3. affecting women's status in the social world more generally.
  4. Increasing the level of marital discord.

## 8.6.2 Appendix B - Assignment 02 for Semester 1

**Assignment 02 for Semester 1****Closing date: 26 April 2018****Unique Number: 843927**

1. Regardless of the factors leading up to one liking or disliking another individual, those likes and dislikes are determined by one's immediate - - - - .
  1. proximity
  2. need for affiliation
  3. affective state
  4. interpersonal relationship
  
2. The research finding that people tend to respond positively to indications that another person shares their attitudes, beliefs, and interests while they respond negatively to indications that another person differs from them in terms of attitudes, beliefs, and interests is known as the - - - - .
  1. proportion of similarity
  2. similarity-dissimilarity effect
  3. repeated exposure effect
  4. affect-centered model
  
3. On the basis of the proportion of similar attitudes, the person we would like the *most* would be the one with
  1. twelve similar attitudes and twenty dissimilar attitudes.
  2. ten similar attitudes and ten dissimilar attitudes.
  3. nine similar attitudes and eight dissimilar attitudes.
  4. twenty similar attitudes and four dissimilar attitudes.
  
4. According to balance theory, balance is achieved when
  1. two people like each other and discover they are similar in some way.
  2. one person likes the other and discovers a similarity between himself/herself and another person without checking to see if his/her perception is shared.
  3. two people like each other and discover they are dissimilar in some way.
  4. two people dislike each other and discover they are dissimilar in some way.
  
5. When researchers asked students to say which traits were most important for their ideal person to have, across a spectrum of different types of relationships, they named - - - - and - - - - as the two most important.
  1. intelligence; humor
  2. trustworthiness; cooperativeness
  3. extraversion; trustworthiness
  4. ambition; physical attractiveness

6. Lerato tells her friend, Sizakele, "Didn't you hear that eating lots of garlic is good for you?" If Sizakele then changes her eating habits to include a lot of garlic, it would be due to - - - - .
1. peer pressure
  2. symbolic social influence
  3. informational social influence
  4. normative social influence
7. One technique used for seeking compliance from others involves making a small request first, then making a larger request that is actually desired after compliance with the smaller request has been obtained. This is known as - - - - .
1. the door-in-the-face technique
  2. the lowball procedure
  3. the foot-in-the-door technique
  4. ingratiation
8. One reason why people are willing to obey persons in authority who order them to engage in destructive behaviours is because
1. authority figures are selected on the basis of their superior knowledge and understanding in most situations.
  2. the authority figure relieves those who obey of responsibility for their actions.
  3. the authority figure represents a significant threat to those who do not obey.
  4. the authority figure may inadvertently stimulate heuristic mental processes that limit our ability to think about what we are doing.
9. Lunga volunteers at a homeless shelter two days a month. She finds that she looks forward to her volunteer days because she feels good when helping others. Her mood is elevated before she reaches the shelter and for a few days afterwards. This situation best represents the
1. implicit bystander effect.
  2. altruistic personality.
  3. empathy-altruism hypothesis.
  4. empathic joy hypothesis.
10. When there are many bystanders during an emergency, the probability of receiving help is reduced. This is because of
1. the diffusion of responsibility that occurs.
  2. selective altruism.
  3. the empathy-altruism hypothesis.
  4. moral hypocrisy.
11. A bystander may ultimately decide not to help when confronted with an emergency situation if the
1. bystander fears potential negative consequences for trying to help.
  2. person who needs help has the same facial expression as the bystander.
  3. bystander was in a particularly positive mood before encountering the emergency.
  4. bystander believes the person who needs help is not responsible for the situation.
12. Empathic responses to the needs of others are more common in children who have
1. a secure attachment style.
  2. emotionally cold, distant mothers.
  3. families that avoid discussion of emotions.
  4. fathers who use anger to control their children's behaviour.

13. According to Bandura's social learning perspective, people learn
1. that some groups encourage aggression against their members.
  2. different ways of inflicting harm on others and what situations tolerate or encourage aggressive behaviour.
  3. that aggressive behaviours are always punished in the long run, but rewarded in the short run.
  4. that aggressive behaviours are always rewarded with desirable outcomes.
14. John has been watching a very exciting adventure movie at the theater. His heart rate is still a little elevated as he leaves the cinema. Just as he reaches his car in the parking lot, he sees someone accidentally bump his car as they back out of another parking space. John becomes extremely agitated and excitedly begins yelling and pounding on the other person's car fender. This extreme reaction to a relatively minor annoyance can best be explained by
1. the provocation theory.
  2. the frustration-aggression hypothesis.
  3. the excitation transfer theory.
  4. a hostile attributional bias.
15. Lefa always feels like he's pressed for time. As a result, he's chronically in a hurry. He is competitive with others, feeling a strong need to "prove himself" and win at everything he tries. He also tends to be somewhat irritable and aggressively impatient with those who move more slowly than he does or who get in his way. Lefa probably has a - - - - .
1. Type A personality
  2. Type B personality
  3. holistic approach to aggression
  4. hostile attributional bias
16. Higher levels of aggression are associated with alcohol because
1. alcohol is ordinarily consumed in mixed-gender settings, and the presence of females tends to make males more aggressive.
  2. alcohol is ordinarily consumed under crowded conditions where provocations, such as jostling and bumping, are more likely to occur.
  3. alcohol reduces one's ability to process certain kinds of information and changes one's reactions to unexpected behaviours by others.
  4. cultural norms in Western societies encourage those who consume alcohol to become at least somewhat belligerent.
17. Joining and belonging to a group often has a strong positive effect on the status of, and hence the self-esteem, of people who are motivated by - - - - .
1. other-enhancement
  2. collective effort
  3. self-enhancement
  4. other-transcendence
18. People whose motivation to join a particular high-status group is primarily self-enhancement tend to have a - - - - than are those whose primary motivation is self-transcendence.
1. weaker deindividuation within the group
  2. stronger identification with the group
  3. greater deindividuation within the group
  4. weaker identification with the group

19. A social dilemma is a situation in which each person can increase his or her individual gains by
1. cooperating with other persons but not by competing with them.
  2. acting in a selfish manner, but if most persons do so, the outcomes experienced by all are reduced.
  3. competing with other persons but not by cooperating with them.
  4. acting in one way, but at the expense of other persons.
20. Procedural justice involves individuals' judgments
1. about whether the rewards they receive are proportionate to the contributions they have made.
  2. about whether the rewards they receive are the same as the rewards received by other group members.
  3. about the individuals who decide which group members receive rewards and the ways in which those rewards are presented.
  4. concerning the fairness of the procedures used to distribute available rewards among group members.

### 8.6.3 Appendix C - Assignment 01 for Semester 2

## Assignment 01 for Semester 2

**Closing date: 17 August 2018**

**Unique Number: 882359**

#### Remember the following:

- Use only an **HB pencil** (not a 'pacer') and mark your answers **clearly** as follows: [-]
- If you mark a block incorrectly, make sure that the mark is erased properly.

#### Do not staple your mark reading sheet to any document.

**MULTIPLE CHOICE.** Choose the one alternative that best completes the statement or answers the question.

1. Mental frameworks for organising and processing social information are known as - - - - .
  1. affective states
  2. anchoring frameworks
  3. schemas
  4. heuristics
  
2. Which one of the following individuals is *most* likely to experience information overload? A person who is
  1. talking on a cell phone while driving a car.
  2. singing in the shower.
  3. dancing and talking at a party.
  4. chatting with his wife while dressing for work.

3. The tendency to imagine outcomes in a situation other than what actually occurred is known as
  1. counterfactual thinking.
  2. reminiscence thinking.
  3. mitigation thinking.
  4. counterintuitive thinking.
4. Heuristics exert a strong influence on our thinking because they
  1. activate critical brain structures such as the amygdala.
  2. reduce the mental effort needed to make judgments and decisions.
  3. are effortful processes that require an expenditure of mental energy.
  4. rely on our internal personal biases and unknown prejudices.
5. We tend to remember facts and other information better when we are in the same mood as we were in when we learned the information. This is known as
  1. affective state determined retrieval.
  2. affect-cognition feedback.
  3. the mood congruence effect.
  4. mood dependent memory.
6. In general, we - - - - in our detection of deception.
  1. don't perceive others as being trustworthy
  2. do only a little better than chance
  3. feel the need to be polite
  4. often confront people directly
7. Our tendency to perceive the actions of others as caused by their dispositions or personality rather than perceiving the cause of their actions as the situation they are in, is known as
  1. a self-serving bias.
  2. perceptual salience.
  3. correspondence bias.
  4. the actor-observer effect.
8. Imagine that you see a friend arguing with a sales clerk in a store. You have never seen your friend argue with anyone in public before. Therefore, you think that the clerk did something to cause the argument. The theory that most directly explains how you reached this conclusion is the
  1. theory of correspondent inference.
  2. theory of discounting and augmenting.
  3. inferential correspondence effect.
  4. theory of consensus consistency.
9. The "fundamental attribution error" refers to our tendency to
  1. assume that we can do no wrong.
  2. overestimate the role of situations in causing our own behaviour.
  3. overestimate the role of situations in causing others' behaviour.
  4. overestimate the role of dispositions in causing others' behaviour.

10. Impression formation is the process by which
1. we regulate our own behaviour in order to achieve a particular goal.
  2. particular facial expressions are used by particularly effective public speakers.
  3. we form impressions of others.
  4. implicit personality theories are recognised.
11. Tshepo was listening as a friend described him to someone else on the telephone. His friend's description included "friendly, tall, active" and similar terms. As a result, Tshepo is now probably thinking of himself in terms of - - - - .
1. intergroup comparisons
  2. intragroup comparisons
  3. individualistic relationships
  4. collectivist relationships
12. Our tendency to evaluate stimuli as negative or positive occurs - - - - we attempt to understand the meaning of the stimuli; this suggests that attitudes reflect a(n) - - - - stage of social thought.
1. both before and after; early as well as a late
  2. before; early
  3. after; late
  4. after; early
13. Palesa feels somewhat ambivalent about premarital sex. However, most of her friends seem to be unambiguously in favour of sexual activity before marriage. As a result, in a recent group discussion in her health class, Palesa expressed fairly strong opinions in favour of premarital sex, and avoided voicing her real concerns about the topic. Palesa's actions are most likely due to
1. peer pressure.
  2. impression motivation.
  3. attitude accessibility.
  4. pluralistic ignorance.
14. Efforts to change our attitudes by using different kinds of messages are known as - - - - .
1. subliminal conditioning
  2. hypocrisy
  3. persuasion
  4. intentions
15. Group polarisation involves the tendency of
1. some group members to shift from one extreme position to another, depending on the views of the group's leadership.
  2. group members to shift toward more extreme positions than those they initially held as a result of group discussion.
  3. groups to attract members who initially agree with the group's position, and then to take that agreement to extreme levels.
  4. some individuals to take a charismatic leadership position within a group.

## 8.6.4 Appendix D - Assignment 02 for Semester 2

**Assignment 02 for Semester 2****Closing date: 14 September 2018****Unique Number: 730199**

1. According to Sternberg's triangular model of love, intimacy involves - - - - -.
  1. the closeness felt by two people
  2. the sexual motives associated with a couple's relationship
  3. the cognitive processes involved in deciding that you love another person
  4. a complete and ideal love
  
2. Our belief that social influence plays a smaller role in shaping our own actions than it does in shaping the actions of others is known as - - - - -.
  1. introspection illusion
  2. conformity
  3. social influence
  4. symbolic social influence
  
3. The extent to which we are attracted to a social group and want to belong to it is known as
  1. ingratiation.
  2. conformity.
  3. social influence.
  4. cohesiveness.
  
4. If you have a friend who is reluctant to help you wash your entire car, you may be successful if you ask him to simply help you wash two of the doors. This approach is referred to as - - - - - technique.
  1. that's-not-all
  2. door-in-the-face
  3. lowball procedure
  4. foot-in-the-door
  
5. The negative-state relief model proposes that
  1. helpers respond to the needs of a victim because they want to accomplish something.
  2. people help others because it reduces their uncomfortable negative emotions.
  3. helpers enjoy the positive reactions shown by those they help.
  4. people help others to improve their own positive mood.
  
6. People who are unlikely to help someone because there are many people present would be exhibiting - - - - -.
  1. groupthink
  2. diffusion of responsibility
  3. group polarization
  4. mere-exposure effect

7. The excitation transfer theory of aggression proposes that
1. physiological arousal dissipates slowly.
  2. people are aware of their heightened physiological arousal.
  3. we inherit the predisposition to be aggressive.
  4. playing violent video games decreases physical aggression.
8. Ralph is talking to Joseph (one of his friends), Joseph asks, "Do you have problems watching horror movies? I have been watching this kind of movie for a long time, and it doesn't bother me." This statement indicates which one of the following?
1. Priming
  2. Catharsis
  3. Desensitisation
  4. Weakening of aggression
9. Catharsis is - - - - .
1. irrelevant to aggression
  2. *blowing off steam*
  3. *doing your thing*
  4. turning inward
10. Which one of the following is valued by cultures that emphasise 'individualism'?
1. Analytical thinking
  2. Communality
  3. Mutual involvement
  4. Submissiveness
11. Cooperation is sometimes not possible because the - - - - .
1. individuals have invested too much in the process
  2. outcome is incompatible with the process
  3. desired goals cannot be shared
  4. conflict is too great
12. - - - - refers to individuals' judgments about whether they are receiving a fair share of available rewards; - - - - refers to the fairness of the procedures; - - - - refers to the extent to which people who distribute rewards explain their decisions.
1. Distributive justice; procedural justice; transactional justice
  2. Procedural justice; transactional justice; distributive justice
  3. Transactional justice; distributive justice; procedural justice
  4. Distributive justice; transactional justice; procedural justice
13. According to Baron and Branscombe loneliness occurs when - - - - .
1. a desire for a close relationship is unfulfilled
  2. a long-term relationship has ended
  3. one has very few friends
  4. one is alone

14. Many strategies can be used in attaining integrative agreements, one of them, - - - - , is when available resources are increased so that both sides can obtain the major goals.
1. nonspecific compensation
  2. broadening the pie
  3. logrolling
  4. bridging
15. The process by which we try to understand the causes behind others' behaviour is known as
1. Correspondent inference theory.
  2. Fundamental attribution theory.
  3. Actor-observer effect.
  4. Attribution theory.
16. The evaluations we have of various aspects of the social world are called - - - - .
1. cognitions
  2. heuristics
  3. attitudes
  4. schemas
17. The planning fallacy occurs as a result of the - - - - .
1. optimistic bias
  2. underconfidence barrier
  3. negativity bias
  4. actor-observer effect
18. All of the factors that bind group members together into a coherent social entity are collectively known as - - - - .
1. cohesiveness
  2. social influences
  3. social norms
  4. ingratiation
19. One current perspective on aggression suggests that aggressive behaviour is triggered by a variety of situational and individual variables that influence affect, cognitions and arousal. This perspective is known as - - - - .
1. The thanatos hypothesis
  2. the general-aggression model
  3. the frustration-aggression model
  4. the excitation transfer theory
20. In collective cultures, people tend to work harder when in a group than they do when alone because - - - - .
1. men are more likely to be part of a work team
  2. women are more likely to be part of a work team
  3. individual accomplishment is more highly valued than the collective good
  4. the collective good is more highly valued than individual accomplishment

8.6.5 Appendix E - Assignment 03 for Semester 1 and Semester 2

<b>Assignment 03</b>		
<b>Semester</b>	<b>Closing date</b>	<b>Unique Number</b>
<b>Semester 1</b>	30 April 2018	-
<b>Semester 2</b>	21 September 2018	-

This assignment is **not compulsory**, and carries **no examination credits**. The assignment consists of 31 questions to evaluate the Social Psychology module. Please assist us to improve the module by evaluating it. Note that this is not an assignment in the real sense of the word and you will not get any marks or credits for completing it. We only use the assignment format to utilise our computer to analyse the data.

**NOTE: Ignore any “mark” you get for the assignment.**

**Remember to use an ordinary mark-reading sheet to indicate your answers.**

**MODULE EVALUATION**

1. My **overall opinion** of the Social Psychology module is that it is
  1. poor
  2. average
  3. good
  4. excellent.
  
2. My **expectations** of this module have been met.
  1. No, not at all.
  2. Yes, but only to some extent.
  3. Yes, to a great extent.
  4. Absolutely, yes!
  
3. This module has led to **greater insight** into South African **society**.
  1. No, not at all.
  2. Yes, but only to some extent.
  3. Yes, to a great extent.
  4. Absolutely, yes!
  
4. This module has led to a better understanding of South African **social health issues**.
  1. No, not at all.
  2. Yes, but only to some extent.
  3. Yes, to a great extent.
  4. Absolutely, yes!

5. It was - - - - to understand the PYC3701 **Study Guide**.
  1. very difficult
  2. difficult
  3. fairly easy
  4. very easy
  
6. The **Study Guide and study tasks** contributed to my **mastering** of the module material.
  1. Not at all.
  2. To some extent.
  3. To a great extent.
  4. The study guide is crucial.
  
7. The **prescribed work** for this module is
  1. very difficult
  2. difficult
  3. acceptable
  4. very easy.
  
8. It was - - - - to **get hold** of the **prescribed work**.
  1. very difficult
  2. difficult
  3. relatively easy
  4. very easy
  
9. The **tutorial letters** for this module is - - - - to understand.
  1. very difficult
  2. difficult
  3. relatively easy
  4. very easy
  
10. The **tutorial letters** contributed to my **mastering** of the module material.
  1. Not at all.
  2. To some extent.
  3. To a great extent.
  4. The tutorial letters are crucial.
  
11. The two **compulsory assignments** for this module were
  1. very difficult
  2. difficult
  3. acceptable
  4. easy.

12. If English is **not your first language**, to what extent did language contributed to module difficulty in the case of PYC3701?
1. Not applicable (English is my first language).
  2. It caused serious difficulties.
  3. It sometimes contributed to the level of difficulty.
  4. It was not a source of difficulty.
13. In total, the **workload** for this module is
1. too demanding
  2. demanding
  3. manageable
  4. easy to manage.
14. On average, I **spent** - - - - **studying** this module.
1. less than 4 hours per week
  2. 4 to 6 hours per week
  3. 7 to 10 hours per week
  4. more than 10 hours per week
15. Did you **enjoy** studying this module?
1. No, I did not enjoy it at all.
  2. No, not really.
  3. Yes, to some extent.
  4. Absolutely yes!
16. Would you **recommend** this module to your colleagues or friends?
1. No, not at all.
  2. With reservations.
  3. Yes.
  4. Yes, with great enthusiasm!

**CONTACT WITH PYC3701 LECTURERS**

17. How **often** during 2017 have you made contact with **3701 lecturers**?
1. Weekly.
  2. Monthly.
  3. Quarterly.
  4. Not at all.
18. How do you prefer to **communicate** with your lecturers?
1. Telephone calls.
  2. E-mails.
  3. Personal visits.
  4. Letters/faxes.

19. In general, **how helpful** were the lecturers?

1. Not applicable (I didn't contact them).
2. Not at all helpful.
3. Helpful.
4. Very helpful.

**E-TUTORIAL SITE**

20. Did you **participate** in the e- tutor discussions?

1. No, I was not really interested.
2. No, I was not linked to an e-tutor.
3. Yes, I enjoyed the e-tutor discussions.
4. Yes, I participated in the e-tutor discussions.

**If you participated** in the e- tutor discussions, **please complete the following section.**

Use the scale below to express your opinion on each one of the following statements. Mark (4) "Not applicable" *only* if a statement is clearly not relevant in your case):

- 1 = D (Disagree)**
- 2 = A (Agree)**
- 3 = SA (Strongly agree)**
- 4 = NA (Not applicable)**

**E-Tutorial discussions Statements:**

21. I found the discussions intellectually challenging.	1	2	3	4
22. I found the discussions worthwhile.	1	2	3	4
23. I came prepared to the discussions.	1	2	3	4
24. I feel more confident about the examination after participating in the discussions.	1	2	3	4
25. The e-tutorial discussions focused on the syllabus.	1	2	3	4
26. The e-tutor came prepared to the discussions.	1	2	3	4
27. The e-tutor demonstrated knowledge of the subject.	1	2	3	4
28. The e-tutor encouraged active participation.	1	2	3	4
29. The e-tutor responded effectively to questions.	1	2	3	4
30. The e-tutor was open to a discussion of other viewpoints.	1	2	3	4
31. The e-tutor showed respect for students as individuals.	1	2	3	4

**THANK YOU FOR YOUR COOPERATION.**

## 8.7 Other assessment methods

There are no other assessment methods for this module.

## 8.8 The examination

Use your **my Studies @ Unisa** brochure for general examination guidelines and examination preparation guidelines.

### 8.8.1 Examination Paper

**The multiple choice examination questions will be based on any part or section of the relevant chapters in the main text (the 14th edition of Baron and Branscombe).**

There are only two examination sessions per year in the semester system, in May/June 2018 or October/November 2018. If you fail the module, but achieve a mark of 40% or higher, you are entitled to one supplementary examination. This will take place during the next examination session at the end of the next semester. *You will be expected to inform the Examination Department of your intention to write the supplementary examination. You will also be expected to pay the examination fees.* Note that there will be **no** further supplementary exams. If you fail the supplementary examination, you will be required to re-register for the module.

**The multiple choice examination papers will not be marked negatively. Remember again - the examination paper is based on the 14th edition of the prescribed book.**

**The examination paper will be in English only.**

If you are **repeating this module**, it is necessary to keep the following in mind: Our experience is that students who repeat the module are frequently over-confident and tend to revise the work *superficially* - everything appears familiar to them and, consequently, they merely read the work instead of *studying essential detail*. Be careful not to make this mistake!

### 8.8.2 Format of the examination paper (two hours)

- The examination paper (two hours) will consist of *seventy multiple choice questions* for a total of 70 marks.
- The total marks for this two hour examination paper is 70. Your mark out of 70 will be re-calculated as a percentage.
- Remember that the multiple choice questions will be set on *any part or section of any one of the prescribed chapters of the 14th edition of Baron and Branscombe* (see also the introductory section of your Study Guide).
- Also remember that, in this module, the year mark counts 20% and the examination 80% of the final mark. Your average for Assignments 01 and 02 counts toward your year mark.

### 8.8.3 Examination period

PYC3701 is a semester module. This means that you will write the examination in May/June 2018 or October/November 2018.

The Examination Section will provide you with information regarding the examination in general, examination venues, examination dates, examination times, supplementary and special examinations (due to illness or accident). Please make sure that you have these details.

**Your lecturers will unfortunately not be able to help you with this.**

## **9 FREQUENTLY ASKED QUESTIONS**

The **my Studies @ Unisa** brochure contains an A-Z guide of the most relevant study information.

## **10 SOURCES CONSULTED**

The prescribed and recommended material was consulted.

## **11 IN CLOSING**

We hope that you will enjoy this module and wish you all the best!

Greetings and best wishes,

**Your PYC3701 lecturers**

## **12 ADDENDUM**

Appendix A - Assignment 01 for Semester 1

Appendix B - Assignment 02 for Semester 1

Appendix C - Assignment 01 for Semester 2

Appendix D - Assignment 02 for Semester 2

Appendix E - Assignment 03 for Semester 1 and Semester 2