

Course Overview

Course Details

School:	College of Arts and Sciences
Term:	Fall 2026 Semester
Course:	PSYC2030
Course title:	Social Psychology
Credit value:	3
Requisites:	PSYC1010
Required or elective:	Required
Class size:	max. 40
Class location:	G204
Meeting times:	Tuesdays, 1:30–4:20 P.M.

Faculty and Teaching Assistant Information

Faculty Information

Name: Mikhail Spektor
Email: mikhail.s@vinuni.edu.vn

Teaching Assistant Information

Name: Phung Mai Linh
Email: linh.pm@vinuni.edu.vn

Course Overview and Rationale

Social Psychology explores how individuals' thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others. This course aims to provide students with a comprehensive understanding of the fundamental theories and concepts in social psychology, and how these can be applied to real-world situations. By examining topics such as social influence, group dynamics, and interpersonal relationships, students will gain insights into the psychological mechanisms that underpin social interactions.

Learning Framework

Course Learning Objectives

Upon completion of this course, students will be able to:

1. Understand and explain key theories and concepts in social psychology.
2. Analyze how social contexts influence individual behavior and thought processes.
3. Evaluate research methods used in social psychology.
4. Apply social psychological principles to everyday life and societal issues.

PLO/CLO Alignment Matrix

This course contributes to the following Program Learning Outcomes (PLOs) and Performance Indicators (PIs):

- **PLO 2: Analyze human psychology by applying psychological knowledge and principles.**
 - PI 2.1: Analyze psychological phenomena using knowledge of the anatomy and functioning of the human nervous system.
 - PI 2.2: Analyze behavioral phenomena with an appropriate level of complexity, identifying the interactions between psychological, biological, social, and cultural factors.
 - PI 2.3: Analyze the formation and development of personality based on knowledge of human psychological development.
- **PLO 3b: Apply psychological knowledge to human resource management, communication, marketing, and business activities.**
 - PI 3b.1: Apply psychological knowledge to human-resource management.

- PI 3b.2: Apply psychological knowledge to design communication and marketing strategies in organizational settings.
- PI 3b.3: Apply psychological knowledge to identify and address conflicts and problems.
- **PLO 3c: Apply psychological knowledge to address challenges of clients.**
 - PI 3c.1: Analyze challenges of clients using psychological knowledge.
 - PI 3c.2: Apply psychological knowledge to propose solutions for challenges of clients.
- **PLO 4c: Apply psychological principles and skills effectively to address challenges of clients.**
 - PI 4c.1: Effectively gather information about clients' problems using appropriate psychological methods and tools.
 - PI 4c.2: Identify clients' problems through the analysis and interpretation of collected information.
- **PLO 6: Demonstrate critical and creative thinking skills, and problem-solving skills.**
 - PI 6.1: Generate arguments to formulate and test evidence-based solutions for addressing complex problems in the field of Psychology.
 - PI 6.3: Systematically solve practical issues in the field of psychology at local, regional, and global scales.
- **PLO 7: Coordinate and lead diverse teams across disciplines and cultures.**
 - PI 7.1: Demonstrate one's sense of autonomy, judgment, and adaptability when working in diverse teams across disciplines and cultures.
 - PI 7.2: Lead and innovate in employment environments.
- **PLO 8: Communicate effectively with a range of audiences across cultures.**
 - PI 8.2: Navigate multicultural and globalized environments with adaptability and respect for both common standards and diverse perspectives.
- **PLO 10: Continuously engage in reflection-in-action to identify strengths and areas for improvement, embrace innovation, and proactively seek opportunities for growth and lifelong learning. Demonstrate a lifelong learning attitude to adapt to an evolving professional landscape.**
 - PI 10.1: Continuously engage in reflection-in-action to identify personal strengths and areas for improvement, fostering a commitment to lifelong learning.
 - PI 10.2: Engage in self-study, perform well-planned work, and set personal development goals.
- **PLO 11: Demonstrate an entrepreneurial mindset, embracing innovation, and proactively seeking opportunities for growth.**

- PI 11.1: Identify opportunities to innovate within psychological practices by applying entrepreneurial principles.
- PI 11.2: Develop and implement innovative solutions that address emerging psychological needs, leveraging entrepreneurial skills for sustainable impact.

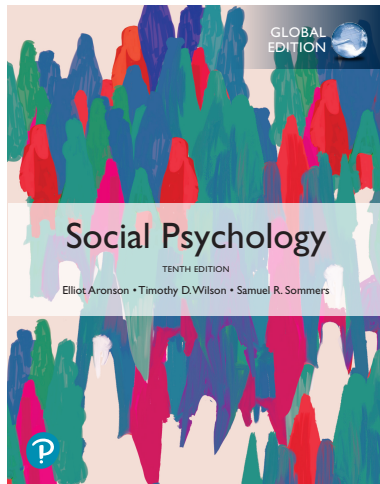
	Foundational Knowledge			Professional Knowledge			Professional Skills				General Skills			Attitude					
	PLO2			PLO3b			PLO3c		PLO4c		PLO6		PLO7	PLO8	PLO10		PLO11		
CLO	2.1	2.2	2.3	3b.1	3b.2	3b.3	3c.1	3c.2	4c.1	4c.2	6.1	6.3	7.1	7.2	8.2	10.1	10.2	11.1	11.2
1	I	R	R	I	I	I													
2							R	R	R	R	R	R							
3											R	R							
4													R	R	R	R	R	R	R

Alignment of Course Learning Objectives (CLOs) with Program Learning Outcomes (PLOs).

- Introduced (I) — The knowledge/skills related to the PLOs are presented in the course. This typically occurs in foundational or lower-level courses in your program.
- Reinforced/ Practiced (R) — The knowledge/skills related to the PLOs are being worked on at a level above the introductory stage and/or the knowledge/skills are being developed at a deeper level.
- Mastery (M) — You should have developed a sufficient level of competency in the knowledge/skills related to the PLOs. This is where the assessment of the program learning outcome is done (or the artifact for analysis is collected).

Essential Logistics

Required Materials



Title: Social Psychology

ISBN: 1-292-34151-3; ISBN 9781292341514

Authors: Elliot Aronson, Timothy D. Wilson, & Samuel R. Sommers

Publisher: Pearson

Publication Date: 2021

Edition: 10th

Library Link

Workload Expectations

The VinUniversity expectation is that students must spend 2 hours per week outside of class per 1 credit hour for pre-class work, practice, and independent learning. This will vary—some weeks will be lighter or heavier than others, but on average you must devote 2:1 time outside of class. If you are struggling to keep up with the workload, please contact me and I will try my best to support you.

Course Schedule

Course Schedule

Week	Topic	Lesson Focus
1	Introduction to Social Psychology	Introduction to the course
2	Research Methods in Social Psychology I	How do we learn about human behavior in social settings?
3	Research Methods in Social Psychology II	What are some challenges in social-psychological research?
	Lies and Deception I	How often and why do we lie?
4	Lies and Deception II	How can we detect lies?
	The Social Self I	How do we know who we are?
5	The Social Self II	How do we establish our self-image and make sense of our experiences?
6	Perceiving Others I	What are the mechanisms of perceiving others as being similar or distinct?
7	Perceiving Others II	How do we form impression of others, as individuals and as groups?
	Attribution I	How do we make sense of other people's behaviors?
8	Attribution II	What are the mechanisms and key principles of attribution?
9	Attribution III	What are some of the mistakes that we make when making attributions?
10	Affect and Cognition	How do we deal with conflicts between emotions, thoughts, and behaviors?
11	Social Influence and Behavior Change	How can we change ourselves (and others)?
12	Decision Making	How do we make decisions and how can we tell if they are "good"?
13	Heuristics and Biases	Which mistakes do we make when evaluating information, and why?
	Group Dynamics	How do we behave in groups?
14	Attraction and Altruism	How can we make sense of human relationships? When do we help others, and when do we not?
15	Revision and Mock Exam	Semester review

Schedule Modification

This schedule may be modified to best accommodate learners. Any major changes will be communicated through official channels.

Assessment

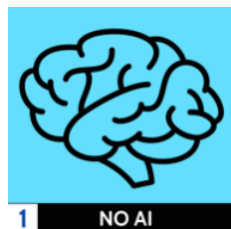
Assessment Overview

Assessment	Weight (%)	CLOs Measured
Quizzes	10%	1
Group Project	40%	1, 2, 3, 4
Final Exam	50%	1, 2, 3, 4

1. Quizzes

There will be a total of five (5) quizzes spread throughout the semester. They will comprise of multiple-choice questions and prompt knowledge from all sessions and potential reading assignments up to the session during which they take place.

*Permitted use of
generative AI:*

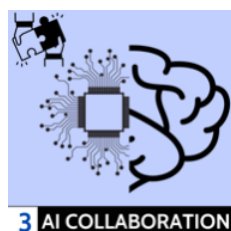


The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills. **You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.**

2. Group Project

Students will work in groups to complete a group presentation in the course. Details on this assignment will be provided in the first weeks of class.

*Permitted use of
generative AI:*

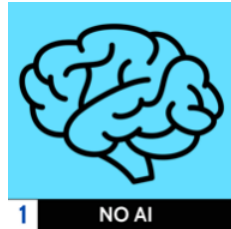


AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI outputs, demonstrating their understanding. **You may use AI to assist with specific tasks such as drafting text, refining, and evaluating your work. You must critically evaluate and modify any AI-generated content you use.**

3. Final Exam

The final exam will comprise of questions covering the entirety of the course and will consist of long-answer questions.

*Permitted use of
generative AI:*



The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills. **You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.**

Guidelines on Ethical and Responsible Use of GenAI

VinUniversity Institutional Statement on the Ethical and Responsible Use of GenAI (taken from <https://policy.vinuni.edu.vn/all-policies/guidelines-on-student-use-of-generative-artificial-intelligence/>).

VinUniversity supports the ethical and responsible integration of generative AI and other innovations in teaching and learning. We encourage VinUniversity students, faculty, teaching assistants, and staff to purposefully utilize generative AI through a critical lens to spark creativity and deepen understanding. However, submitting largely AI-generated work as one's original work without formal acknowledgement fundamentally violates the principles of academic integrity. Generative AI has the potential to supplement and assist the learning process but must not replace the invaluable role of original human thought, analysis, and expression which are the core tenets of all academic endeavors. As an institution, VinUniversity is committed to upholding the highest ethical standards of scholarly work while leveraging the potential of the purposeful, discerning, and responsible application of generative AI to enhance learning. Each faculty may have their own specific thresholds of acceptable generative AI use, so students should carefully review and adhere to the policies set by their instructors for a more nuanced understanding in each course. When in doubt, students should discuss with their instructor for clarity and confirmation.

AI Assessment Scale

To provide more specificity of the permitted use of GenAI tools at the course level, clear instructions for major assessments will be provided to students regarding acceptable use of GenAI tools. This will be communicated through an AI Assessment Scale (AIAS) which explicitly declares the thresholds of acceptable GenAI use for each major assignment. I will communicate the level of acceptable GenAI use in the assignment instructions.

VinUniversity Artificial Intelligence Assessment Scale v1.0. Adapted from Perkins, Furze, Roe, & MacVaugh (2024)

Level	Description	Possible Evidence/Documentation
 Level 1: No AI Use	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills. You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.	Supervision under invigilated conditions. In-class work without the use of devices, or with the use of a secure lockdown browser.
 Level 2: AI for Planning	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasize the ability to develop and refine these ideas independently. You may use AI for planning, idea development, and initial research. Your final submission should show how you developed and refined these initial ideas into the final submission.	Reflection detailing the ideation process and how AI was used for the initial ideation and planning. Before-and-after comparison of AI-generated content and the student's final, refined version. Screenshots or link to chat history of the AI tool(s).
 Level 3: AI for Collaboration	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining, and evaluating your work. You must critically evaluate and modify any AI-generated content you use.	Reflection on the collaboration process with AI, including critical evaluation of AI output. Annotations may be required. "Before and after" comparison of AI-generated content and the student's final work, showing changes and rationale. Screenshots or link to chat history of the AI tool(s) used during the collaboration phase.
 Level 4: Full AI Use	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You may use AI extensively throughout your work as you wish, or as specifically stated in your assessment. Focus on directing AI to achieve your goals while demonstrating critical thinking.	Written or recorded explanation of the strategy used to direct AI, including decision-making processes. Portfolio showcasing the evolution of the work, from AI-generated content to final product and a reflection of the strengths, weaknesses, biases of the AI tool(s), and the effectiveness of the AI-human process.
 Level 5: AI Exploration	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.	Project proposal outlining intended AI exploration, limitations, and ethical boundaries. Regular check-ins or progress reports on AI experimentation. Portfolio or reflection of the exploration process including the strengths, weaknesses, and biases of the AI tool(s).

When permitted, any use of GenAI must be formally acknowledged in your submitted work. Acknowledgement of GenAI use typically includes stating which tool(s) were used, the specific prompts input into the tool(s), and how the AI-generated output was integrated into your work. The specific requirements for this acknowledgment will be shown in the assignment instructions. Failure to properly disclose AI use or submitting AI-generated content as one's own original work constitutes academic dishonesty and will be treated as a violation under the VinUniversity Academic Integrity Policy.

Responsibility for Fact Checking

You are responsible for ensuring the accuracy of any content in their academic work, whether human- or AI-generated. Being mindful of the tendency of GenAI to hallucinate (where the AI model presents false or misleading information as fact), you should fact check and cross-reference with credible sources to critically assess GenAI output. You are responsible for the final product that they submit and should be prepared to justify and explain any aspects of their assignments to demonstrate a thorough understanding of the work.

Course-specific guidelines on GenAI

All submissions **require** an accompanying statement of GenAI use, including a description and evidence as described in the 'VinUniversity Artificial Intelligence Assessment Scale' above. If no such statement is provided, the submission will be treated as if no GenAI was used. Any and all suspicion of using GenAI will be investigated, and potentially reported, accordingly.

Grading Scheme

Letter grade	Percentage Range	GPA
A	93–100%	4.0
A–	90–92%	3.7
B+	87–89%	3.3
B	83–86%	3.0
B–	80–82%	2.7
C+	77–79%	2.3
C	73–76%	2.0
C–	70–72%	1.7
D+	67–69%	1.3
D	63–66%	1.0
D–	60–62%	0.7
F	0–59%	0.0

Grading Scheme Rounding Policy

When scores are at a boundary between two letter grades, they are rounded up from 0.5–0.99 and remain at the same letter grade from 0.01–0.49.

- Example 1: 59.6% would be rounded up to 60% to the next highest letter grade (D–).
- Example 2: 89.4% would remain at the current letter grade (B+).

Late Submission Policy and Makeup Request Procedures

Due to the nature of the assignments, the only assignment that can be submitted late is the *Group Project*. Here, 5% will be deducted for every 24 hours or part thereof.

Only in the case of the Final Exam can the students request a makeup exam. The procedure follows the VinUniversity policy outlined in the ‘Academic Regulations for Full-Time Undergraduate Programs’ (accessible [here](#)), Chapter III, Article 21, Paragraph 6: Absence from examinations. In absence of a valid reason, the Final Exam will be marked as 0% (F). In the presence of valid reasons, a retake exam may be offered. The retake exam will be an oral exam that will be arranged shortly after the regular Final Exam took place.

- Example 1: The Group Project assignment is submitted 5 hours late and the assignment itself is marked as 92%. The final grade for the assignment will be 87% (B+).
- Example 2: The Group Project assignment is submitted 25 hours late and the assignment itself is marked as 82%. The final grade for the assignment will be 72% (C–).

- Example 3: A student does not come to the final exam. Valid documentation is provided to the Registrar Office within one (1) week of the final exam. The student may be allowed to take an oral retake exam.
- Example 4: A student does not come to the final exam. Valid documentation is NOT provided to the Registrar Office within one (1) week of the final exam, or the reason for absence is not judged as being valid by the Registrar Office. The Final Exam will be marked as 0% (F) and the student will not be allowed to take a retake exam.

Course Expectations

Attendance and Punctuality

Attendance is not formally required, but successful participation and completion is impossible without regular attendance.

Emergency Protocols and Safety

In the event of emergency situations that require class cancellation or format changes, you will be notified through official VinUniversity communication channels. If classes must be suspended, we will transition to online learning to ensure continuity of instruction. All assignments, deadlines, and course expectations will be communicated clearly during any emergency period.

In case of severe weather, natural disasters, or other emergencies affecting campus operations, please monitor official VinUniversity announcements and do not come to campus if conditions are unsafe. Your safety is our top priority. If you experience personal emergencies that affect your ability to attend class or complete coursework, please contact your instructor and Student Affairs Management as soon as possible to discuss accommodations.

For immediate campus emergencies, follow posted evacuation procedures and emergency contact information. Please familiarize yourself with emergency exits and emergency procedures. If you notice any safety hazards, please contact the Campus Services and Development Office (Campus Security & Safety hotline) at:

0247 108 9779 ext. 9901

Institutional Policies

VinUniversity Academic Integrity Policy

VinUniversity Statement on Academic Integrity

Each student in this course is expected to follow the VinUniversity Academic Integrity Code. Students must submit their own work for receiving academic credit in this course. In the case of group assignments or projects, students must follow the instructions for co-operative work provided by faculty.

Students are encouraged to study together and to discuss information and concepts covered in the lecture and the sections with other students. However, no student may copy all or part of the work done by someone else.

If copying occurs, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Students may also receive a failing grade for the course and face further disciplinary action.

Students may not copy information from online sources, books, articles, any other public or private source, and submit it as your own work. When using someone else's work to support students work, students must cite the appropriate reference. If students use someone else's work without properly citing it, it is considered plagiarism. All submitted materials at VinUniversity are subject to plagiarism check using Turnitin. The penalties for plagiarism are the same as those for copying.

During examinations, students must do their own work. Talking or discussion is not permitted during the examinations. Students may not compare papers or answers, copy from others, or collaborate in any way. If students fail to follow these rules, students will receive an automatic fail in the exam. Students may also receive a failing grade for the course and face further disciplinary action.

Please refer to the Student Academic Integrity policy at <https://policy.vinuni.edu.vn/all-policies/student-academic-integrity/> for more details.

Last updated September 30, 2022.

Grade Appeal Policy

Grade appeals are limited to final course grades. Instructors (including faculty and teaching assistants) have the exclusive right to assign grades based on their professional judgment, and they strive for accuracy, fairness, and transparency throughout the grading process. Students have the right to appeal grades which they believe were affected by clerical errors or were awarded in a biased or arbitrary way. It is the student's responsibility to initiate the appeal process, and they must provide proof to support their claim. Students should begin the grade appeal process directly with the instructor as soon as possible after grades are released before escalating to higher authorities.

If the result does not produce a satisfactory resolution of the student request, or if the student

feels the grading was prejudiced, arbitrary, or capricious, the student may appeal in writing (refer to Step 2 in the procedure). If students choose to appeal in writing, they must submit a formal written appeal using the official Grade Appeal Form, detailing the reasons for disputing the grade and any efforts made to resolve the issue, including all relevant supporting documentation. Students must pay the Exam Score Review fee and submit proof of payment before the appeal can be processed, in accordance with Section II – Item 4: Academic Administrative Fee of the University’s Financial Regulations and Tariff (for students).

Please read the full Student Grade Appeal Procedure here: <https://policy.vinuni.edu.vn/all-policies/student-grade-appeal-procedure/>

Last updated on January 21, 2026

Formal Escalation Management Procedure

At VinUniversity, we are committed to fostering a positive and inclusive environment where students feel empowered to share their experiences. Students may voice their concerns and seek resolutions, but should do so with sensitivity, fairness, and impartiality.

If you experience issues during the course, you should first speak with the instructor, and if needed, follow the escalation process outlined in the Formal Escalation Management Procedure for Students’ Complaint (<https://policy.vinuni.edu.vn/all-policies/formal-escalation-management-procedure-for-students/>)

Student complaints should be raised and addressed in a manner that is respectful, constructive, and made in good faith, with the aim of achieving fair resolution and continuous improvement, in alignment with the University’s core values of integrity, mutual respect, accountability, and community well-being.

A genuine complaint is defined as any issue that a student feels is inappropriate to resolve informally, or they have been unable to resolve informally. Otherwise, the matter of interest is considered as an enquiry, concern or feedback that can be addressed informally at a local level in person or in writing. If a student is unsure who to contact to resolve their issue, they should contact Student Affairs Management (SAM) via connect-sam@vinuni.edu.vn

Last updated on December 24, 2025.

Diversity, Equity and Inclusion Policy

VinUniversity is committed to cultivating an inclusive, equitable, and respectful learning and working environment. The University values diversity in all forms and ensures that no member of the community – student, faculty, or staff – is discriminated, harassed, or bullied. Diversity, equity, and inclusion are integral to VinUniversity’s mission of excellence in education, research, and service.

The VinUniversity Diversity, Equity, and Inclusion (DEI) policy establishes VinUniversity’s principles and expectations for advancing diversity, equity, and inclusion across all areas – governance, recruitment, admissions, learning, research, community engagement, and operations. The DEI policy applies to all members of the VinUniversity community, including employees, students, con-

tractors, partners, and visitors, in all programs and activities, ensuring an environment free from discrimination where every member can fully participate and reach their potential.

VinUniversity explicitly prohibits discrimination, harassment, or unfair treatment on the grounds of age, disability, race, religion or belief, gender and sexual orientation, gender identity or expression, marriage, pregnancy and maternity, or any other characteristic protected by law. To read the full DEI policy, please visit <https://policy.vinuni.edu.vn/all-policies/vinuniversity-diversity-equity-and-inclusion-dei-policy/>

Last updated on Oct 27, 2025

Student Academic Accommodations

VinUni is committed to providing an inclusive, equitable, and accessible learning environment for all students. The Guidelines on Student Academic Accommodation aim to ensure that students with documented or substantiated needs are provided with reasonable academic adjustments, remove unnecessary barriers to learning and assessment, maintain academic standards, learning outcomes, and academic integrity, and align with international best practices in inclusive education and student well-being.

Specific arrangements may vary depending on the student's medical profile and learning needs. Final accommodation recommendations shall be developed by the Student Affairs Management Office, in consultation with the Office of the Registrar and, where necessary, the student's treating healthcare professional or qualified specialist. The relevant academic unit shall determine how the approved accommodations are implemented while maintaining academic standards and learning outcomes.

Students may request academic accommodation by submitting a formal Academic Accommodation Request to the Student Affairs Management Office, specifying the accommodation sought and providing all relevant supporting documentation (medical, psychological, or other substantiating information where applicable). In case of mental health conditions, please refer to the Mental Health and Wellbeing Counsellor to have a counselling consultation prior to this process.

Contact: connect-sam@vinuni.edu.vn

Please read the full guidelines at: <https://policy.vinuni.edu.vn/all-policies/guidelines-on-student-academic-accommodation/>

Last updated on July 22, 2026

Assessment Task	Accommodation	Replacement task/clarifications
Group project presentation (40%)	Student can be absent during the presentation of the group project.	Student needs to contribute more to the preparation of the presentation and provide evidence

Assessment Task	Accommodation	Replacement task/clarifications
Group project presentation (40%)	Waiver	Student needs to submit an individual project that is identical to the group project but with a written commentary (instead of presentation)
Final exam (50%)	Separate room	Final exam takes place in a separate room under individual invigilation
Final exam (50%)	Waiver	Replacement with an oral exam
Final exam (50%)	Use of technological devices	Technological device needs to be checked and approved in advance so that it does not provide any advantage compared to other students
Final exam (50%)	Time extension	(up to 50%)