

Texas A&M University-San Antonio
College of Arts & Sciences
PSYC 2319.601: Social Psychology

Term:	Fall Semester 2026	Credit hours:	3
Instructor:	Dr. Gary Coulton	Office phone:	(210) 784-2203
Class Meeting:	Online Asynchronous	E-mail:	gary.coulton@tamusa.edu
Office hours:	Mon, 10:00 to noon, Wed., 2:00-4:00 and by appointment..		

Welcome to PSYC 3305 – Social Psychology

Course Catalog Description

PSYC 2319 - Social Psychology: A survey of human behavior in relation to the social environment. The course includes an emphasis on how individuals are influenced behaviorally, emotionally, and cognitively. Topics include but are not limited to the self, social cognition, aggression, interpersonal attraction, attitudes, social influence, prejudice and discrimination, gender, race, person perception, cultural norms, and conflict and peace-making.

Prerequisites: [PSYC 2301](#).

Student Learning Outcomes

Students who successfully complete the course will be able to:

- Enumerate the main features of correlational and experimental research designs, and identify the advantages and limitations of each design.
- Articulate the nature of the relationship between situational and individual factors (e.g., personality traits) on human behavior;
- Articulate the major ways in which social psychology differs from sociology;
- Identify the major elements of persuasion;
- Describe the basic elements of the concept of “self “ and related constructs;
- Identify common applications of the principles of social psychology.

Course Materials

Textbook

Myers, D. G. & Twenge, J. M. (2022). *Social psychology* (14th ed.). McGraw Hill.

ISBN: 978-1-260-88853-9.

Optional Resources

The resources below can be of much value to psychology students.

Stanovich, K. E. (2019). *How to think straight about psychology*. (11th ed.). Pearson.

ISBN-13: 978-0-13-447862-3.

In my opinion, every psychology major and minor should be required to read this book.

Silvia, P. J., Delaney, P. F. & Marcovitch, S. (2017). *What psychology majors could (and should) be*

doing: A guide to research experience, professional skills, and your options after college (2nd ed.).

American Psychological Association. ISBN: 9781433823794.

Silvia, et al. is also highly recommended. As we all know (but don't do as much as we should), it's good to plan ahead.

Online Psychology Resources

[APA Dictionary of Psychology](#)

[Social Psychology Network](#)

[Society for Personality and Social Psychology](#)

General Resources

Internet Archive - <https://archive.org/>

A non-profit library of millions of free texts, movies, software, music, websites, and more.

O*Net - <https://www.onetonline.org/>

There is a site, sponsored by the U.S. Department of Labor, that provides very comprehensive information about duties, training requirements, median earnings, etc. of nearly every occupation in the US.

Merriam-Webster Dictionary (and Thesaurus) - <https://www.merriam-webster.com/>

The gold standard of online dictionaries.

Helpful Video Series

Dr. Stephen Chew has created a free [video series](#) on study strategies for college students. These are the best videos that I have seen on the subject. Viewing the videos is *optional*; (unless specifically assigned); however, I believe doing so would be a *great investment* of your time. The videos are relatively short; however, I recommend you distribute your viewing of them over a week or so.

Nearly everyone can improve his or her study skills. If you are satisfied with your overall academic performance—that's great. However even if you currently earn the kind of grades you desire, it's likely that some of the strategies Dr. Chew recommends could save you considerable time and effort. In closing, it is unlikely that every technique Dr. Chew discusses will be of use to you; however, I suggest that you view the videos and try at least a few of them.

If you have difficulties with Bb (e.g., trouble submitting assignments) that you are not able to solve yourself, the best thing to do is to contact the [Information Technology Services](#) (ITS) Help Desk; **I can seldom be of help in such matters.**

Electronic Communications. I will make announcements during the semester that, in addition to those posted on Bb, will be sent to your Jaguar email account. To remain up to date on class matters, **you will need to check your Jaguar e-mail at least once per day** (more often is better). Failing to check your Jaguar email is *not* an acceptable excuse for lapses in responding to, or acting on, such messages.

Do not message me on Bb! I simply don't have enough time to check messages on Bb. If you send me a message there, you won't get a response (not because I'm 'ghosting' you, but because I haven't read the message).

Computer Resources

This course requires that you have access to a reliable computer and internet connection. The internet browsers [Chrome](#) and [Firefox](#) are recommended. In addition, you will need access to both [Adobe Acrobat Reader](#) and Microsoft Word; it is recommended that you use the most recent version of Word.

Reading Assignments

The format of the course will likely require that you do much more independent learning and spend more time reading than in traditional face-to-face courses. For the best results please keep up with the assigned readings.

Writing Assignments

Writing is a skill, and as such improving your writing requires practice. This course will provide you with considerable writing practice. To attain maximum benefit, please be sure to carefully review the feedback provided on each writing assignment before writing the next one.

Writing Resources. All assignments will be written in American Psychological Association (APA) style. Whether you are familiar with APA style or not, an extremely valuable reference is the [Purdue Online Writing Lab \(OWL\) – APA Style Guide](#) (you may find the sample paper there especially helpful regarding APA format). Points will be deducted for APA style errors.

Another valuable resource is the [Writing, Language, and Digital Composing Center](#). Tutors there work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise written assignments. Students can make face-to-face or virtual appointments with a writing tutor. The Writing Center is located in Central Academic Building, Suite 208. You may make an [appointment](#) via Jagwire.

Format of Assignments

Format of Files

Unless otherwise noted, all written assignments must be submitted **as MS Word docx files; *no pdf, Google docs, or other files please!*** Assignments submitted as anything other than a docx file will be returned to the student. Such assignments may be resubmitted; however, a late penalty (**a minimum of 10%**) will apply.

Format of Submissions

Please use the following format when you submit files. Start with the brief name of the assignment followed by the course number (i.e., Assignment #_Student's Name_PSYC [and course number]).

Communicating with your Instructor

Students are welcome to call, email, or take advantage of office hours (including appointments outside of office hours) if they need assistance. **By federal law (the Family Educational Rights and Privacy Act [FERPA]) faculty may only communicate with students by email via secure networks (i.e., Jaguar email).** Platforms like Gmail and Yahoo are not secure (**you pay for their service with your privacy**).

Students are responsible for activating and using their Jaguar email accounts. If you need help setting up your Jaguar email, call the Information Technology Services (ITS) Help Desk at 784-4357 (784-HELP) or send an email to helpdesk@tamusa.edu

Which email address should you use?

I will often send e-mail messages via Bb, **but I do not monitor it**, so messages sent to that account will not be read. To contact me by email, send messages to gcoulton@tamusa.edu. I typically respond to emails in less than two weekdays. (Please don't send messages after midnight or on weekends and expect an immediate reply.)

Format of e-mail messages.

Use the following format for emails. In the Subject line - write your name as the lead, followed by the course and section number (i.e., Subject: Your Name PSYC [course number.section #]). **Emails not formatted in this way will be returned unread.**

Evaluation of Student Performance

Grades will be earned according to the standards in the Course Catalog.

- A – 90% or greater
- B – 80 to 89%
- C – 70 to 79%
- D – 60 to 69%
- F – Less than 60%

Exams and Quizzes

There will be several exams and, perhaps, quizzes in the course. The questions may be multiple-choice, fill-in-the-blank, short answer, and/or short essay. Details will be provided on Bb. Exams will be online, there will be a time limit, and they will be available for a period of 48 to 72 hours.

Content of Exams/Quizzes. Exams and quizzes will cover assigned chapters in the textbook and *may* also cover topics raised by PowerPoints, videos, and any other supplemental materials. It is imperative that you read the text and other assigned readings and study all assigned materials to prepare for exams. **Please note**

that the Powerpoint slides (PPTs) are only an instructional aid; they do *not* substitute for reading the textbook.

As with exams in most classes, you will be expected to know a number of terms. However, please note-your Instructor is more interested in student's understanding *concepts* and being able to *apply* what they've learned than simply recalling definitions of terms. Expect that a number of exam questions will incorporate brief scenarios that illustrate relevant constructs (e.g., Bob did X...this is an example of which of the following concepts?).

Missed Examination Policy. If you have a medical or family emergency that will prevent you from meeting the exam deadline, contact your Instructor (or have someone else contact him) ideally *before* the exam deadline. In any case, you (or someone else) must contact the Instructor no more than 24 hours following the exam deadline (and supply documentation of the reason you missed the exam) in order to be considered for a make-up exam.

Other Sources of Course Credit

Extra Credit Points

Students may earn the equivalent of 5% of the total raw score points in the class in extra credit (which is equal to half a letter grade). Extra credit points may be earned in any combination of three ways: (a) participation in research studies conducted by faculty members or students (the number of credits earned varies by study depending on the time commitment); (b) by attending relevant university sponsored events (e.g., the Psychology Speaker Series, the College of Arts & Sciences Speaker Series, or talks at academic conferences [when available]); and/or (c) submission of short papers on TED talks or other videos from a list provided by the Instructor.

What is SONA and why should I care? SONA is the software platform that the Psychology Program uses to schedule and keep track of research participation. All students in the course will be enrolled in [SONA](#). Those who wish to participate in experiments or get credit for attendance at sponsored speaker events will need to *create an account* and monitor the opportunities posted there.

Your Instructor will receive notification of all student's SONA participation at the end of the semester. Please keep track of your participation, but there is no need to report it to your Instructor.

06/25/26