

Texas A&M University-San Antonio
College of Arts & Sciences
PSYC 3305.001: Social Psychology

| | | | |
|----------------|---|---------------|--|
| Term: | Spring 2024 | Credit hours: | 3 |
| Instructor: | Dr. Gary Coulton | Office phone: | (210) 784-2203 |
| Class Meeting: | MW 12:30-1:45 PM | E-mail: | gcoulton@tamusa.edu |
| Classroom: | SciTech Bldg. 227 | Office: | SciTech Bldg. 349-A |
| Office hours: | T 2:00-4:00, W 10:00-12:00, and by appointment. | | |

Welcome to PSYC 3305-Social Psychology. Most of what is presented here concerns your Instructor's policies and requirements specific to this course. Information about University policies and student resources are located in appendices to this document. **Details about assignments, exams, and quizzes can be found in the Grade Table, Course Schedule, and related documents posted on Blackboard (Bb).**

Course Catalog Description

PSYC 3305: Social Psychology: Theory and phenomena of social psychology. Includes the nature of social variables and the methods used to study them, and covers topics such as the self, conformity, persuasion, prejudice, relationships, altruism, attitudes, attribution, conflict, and peacemaking. Prerequisite: 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.). New York: McGraw Hill.

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

Students are *not* required to bring their book to class; in fact, they are *discouraged* from doing so. Lectures will often deviate from the order information is presented in the text. Additionally,

some lecture material will not be in the text. All things considered, attempting to use your book in class will likely be counterproductive.

Optional Resources

The resources below can be of great value to psychology students. These books may not be available at the campus bookstore, but they are easy to purchase on-line.

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

ISBN-13:

978-0-13-447862-3. This book costs about \$65.00 new. An e-version is available for less and used copies are available. For your purposes copies of earlier editions, which are available at lower cost, would be fine.

Helpful Websites

[Social Psychology Network](#)

[Society for Personality and Social Psychology](#)

Helpful Video Series

Dr. Stephen Chew has created an excellent, and free, [video series](#) on study strategies for college students. These are the best videos on the subject. Viewing the videos is *optional*; 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.

Blackboard (Bb)

The University uses the Bb learning management platform. Class materials are posted there (e.g., Course Schedule and Grade Table), and assignments will be submitted there.

Bb issues. If you have serious difficulties with Bb (e.g., trouble submitting assignments), please contact the Information Technology Services (ITS) Help Desk at 784-4357 (784-HELP) or send an email to helpdesk@tamusa.edu; I can seldom be of help in such matters.

Classroom Etiquette

I've found it helpful to remind people about some points of classroom etiquette. Doing anything distracting (to other students or your Instructor) is, of course, not acceptable classroom behavior. Students who are disruptive may be asked to leave class. Students who are repeatedly disruptive may be dropped from the class. Below are a few other points regarding classroom etiquette.

Coming to Class Late

Do all that you can to ensure that you are on time for class. Campus parking may be difficult and bad weather may extend your travel time. I think we can agree that many San Antonio drivers do not adjust their driving habits in bad weather. It's not necessary to risk your life to get here on time. It's better to "arrive alive" than not at all.

Leaving Class Early

I appreciate that students may occasionally need to leave class early for reasons beyond their control, but please make every effort to avoid doing so. Getting up and walking out of class without justification is rather rude. Imagine how you would feel if while you were giving a presentation and one or more students packed up their belongings and walked out of class. Students who leave class, and do not speak with the Instructor (and provide a legitimate excuse) in advance or by the next class session, will be counted absent.

Electronic Communication Devices

Modern portable electronic devices (i.e., smart phones, laptops, tablets, Apple watches and the like) are amazing things. However, when used during class they are typically much **more distracting than helpful**, due to the fact that (contrary to popular belief) people *cannot* engage in more than one cognitive task at a time. (Sorry but it's true.) **Therefore, the use of such electronic devices is prohibited during class time.** Students who persist in using their devices may be asked to leave class.

What if I'm expecting an urgent call or text? Let your Instructor know before class begins if you are expecting an urgent communication (e.g., news about a sick family member). When the call comes in step into the hallway, take care of business, and return to class. **Please note, such instances should be rare.**

So what do I do with my smart phone during class? Please mute your phone and stow it among your other belongings; out of both my sight and yours.

Why can't I use my laptop to take notes? It's actually *very poor practice* to type class notes. Research shows that typing notes in class is much less effective than taking them by hand (typing notes is a lot like taking dictation, which does not require an understanding of content).

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 the 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 within 48 hours on 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 for correction.**

Evaluation of Student Performance

Point values of all assignments are provided on the Grade Table, which is posted on Bb.

Exams and Quizzes

There will be several exams and, perhaps, quizzes in the course (see Class Schedule). The questions may be multiple-choice, fill-in-the-blank, short answer, and/or short essay. Details will be provided on Bb. All exams and quizzes will be given in class. You will need to bring your own Scantron form 882-E or equivalent and a number 2 pencil to exams.

Content of Exams/Quizzes. Exams and quizzes will cover assigned chapters in the textbook and may also cover topics raised by Discussion Questions, PowerPoints, videos, and supplemental readings. 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.**

I am sorry but I do not provide study guides. Using review information presented at the end of chapters in the text may substitute for a study guide. The PowerPoint slides may also help structure your study for exams (but reviewing them does not substitute for reviewing the textbook and notes).

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 students understanding *concepts* and being able

to *apply* what they've learned rather than simply recalling the definitions of terms. Expect that a number of questions on the exams will incorporate brief scenarios that illustrate relevant constructs.

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 your 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. **Being unable to take an exam or quiz on schedule due to reasons such as having reservations for a cruise are not acceptable reasons for making special arrangements.**

Other Assignments

Other assignments *may* include but not limited to essays, video presentations, and article write-ups. Due dates are on the Course Schedule. Details about assignments and their point values are available posted on other documents on Bb.

Writing Assignments

Writing is a skill, and as such improving your writing requires practice. This course will provide you with opportunities to write. 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 (unless otherwise specified). Whether you are familiar with APA style or not, an extremely valuable reference is the [Purdue Online Writing Lab \(OWL\) – APA Style Guide](#) (you will likely find the sample paper there especially helpful).

Another valuable resource is [The Writing Center](#). Tutors at the Center work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Face-to-face and virtual sessions are available. The Center can be reached by emailing writingcenter@tamusa.edu or calling 210-784-1222.

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 your name and the course and section numbers (i.e., Assignment Name or #_Student's Name_PSYC [and course number]).

Other Sources of Course Credit

Attendance

This is a face-to-face class. Students are expected to attend all class sessions. Attendance will be taken. Five percent of the raw score points (one-half a letter grade) in the class will be allotted for attendance. Students who miss four or more sessions, without a legitimate excuse, **will lose those points** (i.e., they will be deducted from the student's total raw score at the end of the semester).

Participation

Participation in a face-to-face class, such as this one, is reflected in actual participation in class (e.g., asking and responding to questions). While students will not be formally scored on participation, your Instructor may add 'participation points' to the raw score totals of students who end up a few points short of the next higher letter grade in the course.

Extra Credit Points

Students may earn the equivalent of 5% of the total raw score points in the class in extra credit (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 a *SONA* account. If you are interested in taking part in studies/experiments, please monitor SONA for opportunities.

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.

Source of Students' Written Work

Your Instructor requires that all work submitted is generated/created by the students themselves, working individually or in groups (the latter only when specifically indicated).

Students *shall not* have another person or entity (Artificial Intelligence [AI]) write any portion of any assignment, which includes hiring a person or company to write assignments and use of AI tools like ChatGBT.

Both of the above qualify as *academic dishonesty* and are a violation of the university's standards of academic integrity. Penalties for academic dishonesty range from a zero on the assignment to suspension or expulsion from the university. Written assignments in this class will be submitted online via Turnitin. Besides checking for possible plagiarism, **Turnitin also flags submissions suspected of having been generated by AI**. Submissions that are flagged will not be scored until the student meets with the Instructor and provide convincing evidence that they wrote the paper/assignment. Students who do not meet with their Instructor will, at minimum, receive a zero on the assignment. Suspected violators who do not meet with the Instructor or who, in the opinion of the Instructor will be reported to the University Administration for further action.

1/16/24