

**Texas A&M University Central Texas**  
**PSYC 4320-110 (History of Psychology)**  
**Mondays/Wednesdays (9:30 a.m.—10:45 a.m.)**

**INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Brian L. Nowell, M.S., Ph.D. (Positive/Developmental Psychologist)

**Office:** TAMUCT Campus--Warrior Hall—Psychology Department—318R

**Phone:** (605-214-5627) (call only between 4:30 p.m. and 10:00 p.m.) Please identify which class you are in when you call or e-mail me. Request (by e-mail) a telephone conversation appointment for best results. I am currently text disabled (so call or e-mail instead).

**Email:** Use the Canvas ***Inbox*** icon (left menu) within the course to send messages within our online Canvas course classroom. To reach me outside our online course classroom, use our TAMUCT e-mail system ([blnowell@tamuct.edu](mailto:blnowell@tamuct.edu)), or use my personal e-mail address ([blnowell@gmail.com](mailto:blnowell@gmail.com)) if these other means are unavailable.

**Virtual Office Hours:** Available anytime through e-mail, or by telephone with an appointment.

**TAMUCT Campus Office Hours:**

- Mondays & Wednesdays (11:00 a.m.—1:00 p.m.) (4:30 p.m.—6:00 p.m.) (If needed, early evening time, by appointment only)
- Tuesdays (2:30 p.m.—5:00 p.m.) (If needed, early evening time, by appointment only)

**Mode of instruction and course access:** *This course is a face to face course and it also uses the TAMUCT Canvas LMS (<https://tamuct.instructure.com/login/ldap>). You will use your username and password communicated to you separately to logon to this system.*

**Student-instructor interaction:** I check e-mail correspondence several times each day and reply within a short time. If you send a message using ***Inbox*** within our Canvas online course classroom and do not hear back from me soon, then please e-mail me ([blnowell@tamuct.edu](mailto:blnowell@tamuct.edu)).

## **Required Course Progress Meeting**

Around mid-semester (probably beginning at week 6), please arrange to meet with me in person.

I am available to meet with you afternoons, any day of the week except Sundays, and at various times of the evening Monday-Wednesday.

Refer to my office hours schedule to know exactly when these meeting can be scheduled.

The purpose of the meeting is for us to discuss your progress in this course and for me to learn how I can further help you do well in this course.

# 911 Cellular

**911 Cellular:** This is our new Emergency Warning System for Texas A&M University – Central Texas. 911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

- Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

## COURSE INFORMATION

**Course Overview and Description:** PSYC 4320-110 (History of Psychology)

**Catalog course description:** (WI) Analyze historical prescientific psychology in philosophy and physiology through the period of the psychological schools of thought. Prerequisite(s): [PSYC 2301](#) and [PHIL 1301](#) or [2303](#), and [PSYC 3309](#) and Junior classification, or permission of department chair.

### Course Objectives:

1. ***Demonstrate factual knowledge of fundamental principles, generalizations, or theories regarding the history of psychology.*** Students will read about, identify, research, and write about theoretical concepts underlying each major school of thought in the history of psychology. Students will demonstrate their ability to identify key facts and theories in exams and will explain selected concepts and support them with the Eminent Person writing assignments.
2. ***Demonstrate an understanding and appreciation of intellectual/cultural activity in science regarding the development of modern psychology.*** Students will read about and independently research a prominent scientist who contributed to the development of modern psychology. Students will use their research to write an Eminent Person paper discussing the life, times, and theoretical contributions of the selected scientist. Students will also explain how the individual's contributions are related to later developments and current research in psychology. Students will present their research and share it with the class.
3. ***Find and use resources for answering questions or solving problems.*** Students will identify resources and conduct research on self-selected topics in their reflection papers. Students will identify resources and conduct information research for their Eminent Person paper.
4. ***Demonstrate skill in expressing oneself in writing.*** Students will read and incorporate the information in the APA style manual in their writing. Students will incorporate the information from their research in their writing. Students will express ideas in writing on the APA style of the Eminent Person papers and presentations.
5. ***Analyze and critically evaluate ideas, arguments, and points of view.*** Students will write independent reflections of course materials. These reflections will require students to write explanations that include comparing and contrasting theories, analyzing parts of theories, and

explaining one aspect of whole-person human psychology from two perspectives and evaluating which theory provides the best account of the one aspect of whole-person human psychology.

**Required Reading and Textbook(s): Always bring these books with you to class.**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (ISBN: 978-1-4338-0561-5)

Schultz, D. P., & Schultz, S. E. (2016). *A history of modern psychology* (11<sup>th</sup> ed.). Belmont, CA: Wadsworth. ISBN: 978-1305630048

*Required Readings from A History of Psychology by Ludy T. Benjamin, Jr. will be provided at our Canvas pages.*

Please purchase or rent our course textbooks as soon as possible. You cannot pass this course without the textbooks. Also, please do not use a previous or later edition of these textbooks, because the textbook content changes with each edition.

## COURSE REQUIREMENTS

### Course Learning and Evaluation Requirements:

**Textbook & Supplemental Readings--Reaction Journal Assignments** (The total of these assignments is worth 20% of final course grade) [Total 200 points]

**In-Class Learning Participation—Active Class Discussion/Small Group Work/Minor Writing Assignments** (20% of final course grade) [Total 200 points]

**End of Semester MFT Exam** (5% of final course grade) [Total 50 points]

**SONA Research Participation** (5% of final course grade) [Total 50 points]

**Major Writing Assignments (Eminent Persons in Psychology)** (100 points each; Combined Major Writing Assignments are worth 50% of final course grade) [Total 500 points] These will be further explained as the course proceeds.

*Total Possible Points for Entire Course: 1000 points*

### Grading Criteria Rubric and Conversion

**Individual Reaction Journal Research/Writing Assignments, Class/Small Group Discussion Participation, In-Class Research/Writing Assignments, Major Writing Assignments, SONA Research Participation, MFT Exam = Final Course Grade**

A = 90-100% (900-1000 points) (Outstanding Course Scholarship)

B = 80-89.99% (800-899.99 points) (Good Course Scholarship)

C = 70-79.99% (700-799.99 points) (Satisfactory Course Scholarship)

D = 60-69.99% (600-699.99 points) (Marginal Course Scholarship)

F = below 60% (0-599.99 points) (Course Failure)

(In rare/valid instances an Incomplete (I) will be given if the appropriate conditions are met. The missing work must be completed in 30 days or the (I) will automatically become an F).

***I do not round grades up to the next grade at the end of the semester. Any requests for “bumping up” grades will not be given a reply.***

### **Posting of Grades:**

*Writing Assignment Grades will mainly post 72 hours after the due date has passed, or before that time when possible.*

*Final Course Grades will be submitted to the registrar usually within 48 hours after the course end date.*

## **TECHNOLOGY REQUIREMENTS AND SUPPORT**

### **Technology Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [ <https://tamuct.instructure.com> ].

**Username:** Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

**Password:** Your MyCT password

### **Technology Support.**

**For log-in problems, students should contact Help Desk Central.**

- 24 hours a day, 7 days a week
- Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)
- Phone: (254) 519-5466
- [Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

*Please let the support technician know you are an A&M-Central Texas student.*

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

For issues related to course content and requirements, contact your instructor (Dr. Nowell).

***Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of assignment and evaluation deadlines.***

### **Instructor’s Personal Statement**

*It is very important for all psychology majors to learn and refine their understanding of the development and holistic attributes (context) of modern psychology. This involves continued learning of and application of high quality critical thinking.*

*Class Members taking this course will be provided with an engaging, personally relevant, and academically sound introduction to and exploration of the history, development, and current attributes of Modern Psychology.*

**Note:** *The learning model for this course is: (1) Coming to class prepared (preparatory readings, exercises, assignments completed on time before class); (2) In-Class participation (writing, critiquing/peer-feedback, discussion participation); (3) Possibly teaching pre-assigned topics to small group and/or whole class.*

*As your instructor and learning facilitator, I will provide information and feedback in ways that I have found to be effective for internalization and life application. I expect every class member to be respectful of all others in class. Always be kind and sensitive while presenting your peer-feedback and in all classroom discussions.*

## **COURSE AND UNIVERSITY PROCEDURES AND POLICIES**

### **Drop Policy:**

If you discover that you need to drop this course, you must contact or go to the Registrar's Office and complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop\_Request\_Form.pdf].. Professors (I) **cannot** drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be returned, completed and signed. Once you return the signed form to the Registrar's Office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, **FOLLOW-UP** with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid any potential penalty for absence. Should you miss the deadline or fail to follow the procedure, and you do not appropriately participate in the course, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### **Academic Integrity:**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

### **Academic Accommodations:**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations

please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

### **Tutoring:**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at [imdavis@tamuct.edu](mailto:imdavis@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

### **The University Writing Center:**

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

The UWC has an orientation video. Here is the link:



[http://www.kaltura.com/index.php/extwidget/preview/partner\\_id/730522/uiconf\\_id/36520062/entry\\_id/1\\_aiwuu\\_uhi/embed/auto?&flashvars\[streamerType\]=auto](http://www.kaltura.com/index.php/extwidget/preview/partner_id/730522/uiconf_id/36520062/entry_id/1_aiwuu_uhi/embed/auto?&flashvars[streamerType]=auto)

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

### **University Library:**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

---

### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

### **The Course Operation and Being a Disciplined Learner**

Effective course learning requires class members to be very self-disciplined; be sure you understand and are prepared to comply with all required class assignments and deadlines. For this course, the Weekly Assignments will be posted on the Course Schedule with corresponding due dates listed within the Course Schedule. All graded weekly assignments are due by the start of a class meeting or by Sunday, 11:59 p.m. of the associated week, except for Week 16 which ends for our course on Thursday of that week.

**Dr. Nowell does not want to accept late assignments.**

If a class member experiences a technical problem that prevents submitting an assignment by the due date, the student should contact the instructor (Dr. Nowell) immediately. All assignments in this course are due by the listed due dates found on the Course Schedule and at our Canvas pages for each specific assignment. All weekly graded assignments are due by Sunday, 11:59 p.m. of the associated week, except for Week 16 which ends for our course on Wednesday of that week.

It is the class member's responsibility to read any announcements posted by the instructor (Dr. Nowell) under the Announcements section of our Canvas homepage or in e-mail. Students are expected to follow all instructions provided by the instructor (Dr. Nowell) for each specific assignment, precisely.

### **Class Discussion Participation and Class Attendance**

Regular classroom attendance, perhaps active small-group and class discussion participation (asking questions and providing answers), in-class-writing and reading assignment quizzes, and perhaps peer-writing-feedback is required. A class member may receive an F in the course when his/her lack of attendance/active discussion participation prohibits him/her from meeting the course objectives, or when a class member accumulates excessive absences that prevent his or her active discussion participation, as well as completing and submitting assignments by the listed due dates. For every 100 points that a student misses in this course, the student's final grade will drop one letter. In addition to active classroom activity and discussion, **class members should not go more than 2-3 days without logging on to our course at Canvas to check for new announcements, reminders, and/or assignments.**

**The following schedule is subject to change at the instructor's discretion, to facilitate class members' learning needs/pace. You will be notified of any grade affecting changes prior to the changes.**

### **COURSE SCHEDULE**

**Some weekly graded assignments are due by Sunday, 11:59 p.m.**

**Most weekly graded assignments are due in a Canvas dropbox and in class by class time (9:30 a.m.) Mondays and/or Wednesdays.**

<b>MODULE DATES</b>	<b>DISCUSS./ASSIGN./ACTIV.</b>	<b>READINGS/GRADED ASSIGNMENTS</b>
<b>Week 1</b> <b>16-21 January</b> <b>No Class Monday-MLK</b>	<b>Foundations/Introduction</b>	<b>1. Read Supplemental Reading (N/A)</b> <b>2. Read Textbook Chapter 1 &amp; 2</b> <b>3. Research/Write/Post (N/A)</b>
<b>Week 2</b> <b>22-28 January</b>	<b>Report on and Discuss Previous Week's Readings</b>	<b>1. Read Supplemental Reading (LB, C-1)</b> <b>2. Read Textbook (C-1 &amp; C-2)</b> <b>3. Research/Write S&amp;S, C-1 (Due Thurs., Class)</b> <b>4. Research/Write S&amp;S, C-2 (Due Sun., Mid.)</b>
<b>Week 3</b> <b>29 January-4 February</b>	<b>Report on and Discuss Previous Week's Readings and/or Eminent Person</b>	<b>1. Read Supplemental Reading (LB, C-3)</b> <b>2. Read Textbook Chapter (C-3 &amp; C-4)</b> <b>3. Research/Write 2 Phil/1 WR, (Due Tues., Class)</b>



		4. Research/Write <b>LB, C-1 (Due Thurs., Class)</b>
Week 4 5-11 February	Report on and Discuss Previous Week's Readings and/or Eminent Person	1. Read Supplemental Reading ( <b>LB, C-4</b> ) 2. Read Textbook Chapter ( <b>C-5</b> ) 3. Research/Write <b>RJ, (S&amp;S, C-5 or LB, C-4)</b>
Week 5 12-18 February	Report on and Discuss Previous Week's Readings and/or Eminent Person	1. Read Supplemental Reading ( <b>LB, C-5</b> ) 2. Read Textbook Chapter ( <b>C-6</b> ) 3. Research/Write <b>RJ, (S&amp;S, C-6 or LB, C-5)</b>
Week 6 19-25 February	Report on and Discuss Previous Week's Readings and/or Eminent Person	1. Read Supplemental Reading ( <b>None</b> ) 2. Read Textbook Chapter ( <b>C-7</b> ) 3. Research/Write <b>EP—Biological or Gestalt</b>
Week 7 26 February-4 March	Report on and Discuss Previous Week's Readings and/or Eminent Person	1. Read Supplemental Reading ( <b>LB, C-6</b> ) 2. Read Textbook Chapter ( <b>C-8</b> ) 3. Research/Write/Post <b>RJ, (S&amp;S, C-8 or LB, C-6)</b>
Week 8 5-11 March	Report on and Discuss Previous Week's Readings and/or Eminent Person	1. Read Supplemental Reading ( <b>None</b> ) 2. Read Textbook Chapter ( <b>C-9</b> ) 3. Research/Write/Post <b>RJ, (S&amp;S, C-9)</b>
<b>Spring Break</b> 12-18 March		
Week 9 19-25 March	Report on and Discuss Previous Week's Readings and/or Eminent Person	1. Read Supplemental Reading ( <b>LB, C-8</b> ) 2. Read Textbook Chapter ( <b>C-10</b> ) 3. Research/Write <b>EP—Behavioral</b>
Week 10 26 March-1 April	Report on and Discuss Previous Week's Readings and/or Eminent Person	1. Read Supplemental Reading ( <b>None</b> ) 2. Read Textbook Chapter ( <b>C-11</b> ) 3. Research/Write/Post <b>RJ, (S&amp;S, C-11)</b>
Week 11 2-8 April	Report on and Discuss Previous Week's Readings and/or Eminent Person	1. Read Supplemental Reading ( <b>LB, C-7</b> ) 2. Read Textbook Chapter ( <b>C-12</b> ) 3. Research/Write/Post <b>RJ, (S&amp;S, C-12 or LB, C-7)</b>
Week 12 9-15 April	Report on and Discuss Previous Week's Readings and/or Eminent Person	1. Read Supplemental Reading ( <b>LB, C-7</b> ) 2. Read Textbook Chapter ( <b>C-13</b> ) 3. Research/Write <b>EP-- Psychodynamic</b>
Week 13 16-22 April	Report on and Discuss Previous Week's Readings and/or Eminent Person	1. Read Supplemental Reading ( <b>LB, C-9</b> ) 2. Read Textbook Chapter ( <b>C-14</b> ) 3. Research/Write/Post <b>RJ, (S&amp;S, C-14 or LB, C-9)</b>
Week 14 23-29 April	Report on and Discuss Previous Week's Readings and/or Eminent Person	1. Read Supplemental Reading ( <b>LB, C-11</b> ) 2. Read Textbook Chapter ( <b>C-15</b> ) 3. Research/Write/Post <b>RJ, (S&amp;S, C-15 or LB, C-11)</b>
Week 15 30 April-6 May	Report on and Discuss Previous Week's Readings and/or Eminent Person	1. Read Supplemental Reading ( <b>LB, C-10</b> ) 2. Read Textbook Chapter 3. Research/Write <b>EP—Humanistic or I/O</b>
Week 16 7-11 May	<b>MFT Exam</b>	1. <b>MFT Exam</b> 2. Research/Write <b>EP—Cognitive or SocioCultural</b>

**Dr Nowell does not want to accept late assignments.**

### **Important Spring Semester 2018 Dates & Deadlines**

**January 15 (Monday), Martin Luther King Day, CAMPUS CLOSED**

**January 16 (Tuesday), Add/Drop/Late Registration begins**

**January 18 (Thursday), Add/Drop/Late Registration ends, 16-week and 1st 8-week classes**

**January 23 (Tuesday), Last day to drop 1st 8-week classes with no record**

**January 31 (Wednesday), Last day to drop 16-week classes with no record**

**February 2 (Friday), Priority Deadline to Submit Graduation Application**

**February 9 (Friday), Last day to drop a 1st 8-week class with a Q or withdraw with a W**  
**March 2 (Thursday), Deadline to Submit Graduation Application for Ceremony Participation**  
**March 9 (Friday), First 8-Week Courses End**  
**March 12 (Monday), Spring Break Begins**  
**March 19 (Monday), Add/Drop/Late Registration Begins for Second 8-Week Courses-They Also Begin**  
  
**March 21 (Wednesday), Add/Drop/Late Registration Ends for Second 8-Week Courses**  
**March 27 (Tuesday), Last day to drop 2nd 8-week classes with no record**  
**March 30 (Friday), Last day to drop with a Q or withdraw with a W (16-week courses)**  
**April 13 (Friday), Last day to drop a Second 8-week course with a Q or withdraw with a W**  
**May 7-11, Finals Week**  
**May 11 (Friday), Last day to withdraw from the University (16-week and 2nd 8-week classes)**  
**May 11 (Friday), Last day to file for Degree Conferral (Registrar's Office)**  
**May 12 (Saturday), Commencement Ceremony (Belt County Expo Center) (7:00 p.m.)**

### **How to find Peer Reviewed Articles**

Psychological journal articles are the best source of Subject Matter Expert (SME) information to use to support what you write in your Reaction Journal Assignments. If you choose to include that sort of SME information in your RJ Assignments, be sure to use the most pertinent information from the peer reviewed article, if you choose to do this. If you choose to include peer-reviewed material, you can use the following guideline to retrieve peer-reviewed articles from the online library at TAMU-CT.

1. **University Library Online:** Click or use this URL in your browser <http://tamuct.libguides.com/index>
2. Click: A-Z Databases (left side of page)
3. Choose your database. For example, scroll way down to "P" and choose Psychology and Behavioral Sciences Collection
4. The next step may ask you to login using normal log in credentials, if you are off campus.
5. Type in search topic in top box just under the name of the data base. For example for Module 1, you may type in: Premarital Sex
6. It is VERY IMPORTANT that before you hit search that you check the box that says: **Peer Reviewed** AND the box that says: **Full Text** under the section called Limit Results
7. Click Search. This should bring up various peer-reviewed articles for your review.
8. If you don't find any relevant articles, try a different search word.
9. Please keep a copy of the article on your desktop or at least know how to retrieve it again should I ask you to provide the article to me through e-mail when I begin grading.
10. Cite the article in your reference list as you compose your discussion using APA formatting. If you don't already know APA formatting, view the information found to the left in this link about **in-text citations** (within the body of your discussion) and **Reference List: Articles in Periodicals:**  
<https://owl.english.purdue.edu/owl/resource/560/01/>

### **Rubric for your some of your Writing Assignments**

The following criteria will be considered in evaluating some parts or all parts of your **Writing Assignments**.

1. Accuracy: Are your statements, facts, or ideas correct?
2. Clarity: Is your writing clear and easy to follow? It helps to read your written assignment out loud to yourself.

Using this method, you can catch incomplete sentences, grammar errors, typos, and/or lapses in your thought.

3. Depth: Are **each** of the issues and implications thought out and explored?

4. Originality: What is your thesis (the main point or points of your writing)? When your own views are present, are they well articulated? Use your own words. Do not copy material directly from any readings or other sources without giving the author(s) proper credit by citation in the paragraph and full reference at the end of the paper. If you want to use any author's/persons exact words, put them in quotations and cite the page number or paragraph number from your source material. Remember that you need to express your own opinion(s).

**Quoted material must not exceed 5%-10% of the body of the written assignment.**

5. Supporting Evidence: Support your ideas/opinions/observations with empirical evidence if at all possible. This is a crucial part of any well written APA writing assignment. You may support your ideas with theories, previously conducted research, or other information that you encounter from books, and other sources (journal articles, online psychological SME articles, interviews with someone you know or meet, etc.). You may also use your personal experiences and observations as supporting evidence when appropriate.

6. References: Did you use appropriate references to support the main points of your writing? You may look in the course readings or a textbook and find references listed in the bibliography that might support your writing, then find and read those referenced journal or book articles. **Be sure that you have these referenced articles if you use them.** That means that you have the articles on hand and that you read them if you use them. Make sure that your references strongly relate to the point that you are making, or support your inferences.

7. Form, composition, spelling, etc: Try to make your writing neat and error free. It helps to run your spell checker and grammar checker before submitting your work and/or have a grammar/spelling competent peer or friend read over your work before submitting it.

8. When you paraphrase, use proper paraphrasing (see the handout on Proper Paraphrasing that I have provided). Please be sure that any paraphrased material that you include in your writing is also cited and referenced correctly.

9. APA Style: Follow the formatting rules of the American Psychological Association for your writing. Use your APA publication manual. You may also want to visit the APA or any other appropriate website for additional formatting information.

10. I have also posted two additional potentially useful handouts in our course Handouts folder. (Whole Person Diagram, Seven Whole-Person Attributes) These are optional to use for guidance for your research and writing.

**This document is subject to change at the instructor's discretion. Students will be notified of any grade affecting changes prior to implementation of changes.**

**Research Experience Requirement (Pass/Fail):** Students in selected psychology courses (i.e., PSYC 3307, PSYC 3309, PSYC 3330, PSYC 4312, PSYC 4320) are required to engage in research experience activities as part of the coursework. The research experience activity includes either participating in research studies directly related

to psychology (i.e., projects sponsored by the Psychology & Counseling Department faculty) or reading and writing summaries of peer-reviewed, empirical research articles in psychology related to each course (or a combination of both).

**Sign Up:** To receive credit for a research experience activity, students must sign up to participate in a research study or write a research summary through the Psychology and Counseling Research Sign-Up System hosted by SONA.

Students will receive an email from the research administrator with their username and password for logging into the sign-up system. When students receive this email, they should follow the link to <https://tamuct.sona-systems.com> and request an account using their TAMUCT email account. Students must verify their account requests before being granted access to the system. Once the account is verified, students will be able to sign-up for research experience activities (for additional information see [https://www.youtube.com/watch?v=\\_1OnT2ZU6QQ](https://www.youtube.com/watch?v=_1OnT2ZU6QQ)).

If a student must cancel a scheduled appointment, s/he may do so via the “My Schedule/Credits” tab in the sign-up system. If the cancel option does not appear next to the study information, it is too late to cancel participation via the sign-up system, so students must contact the researcher directly via email. Students must include their identity code in all correspondence with researchers. Students should be advised that late cancellation of an appointment may be counted as a no show. Researchers reserve the right not to accept late cancellations when sufficient time is not available to reschedule the cancelled slot. Students who accrue three (3) no-shows for research participation will be blocked from participating in research studies and must read and summarize peer-reviewed, empirical research articles to earn the remaining research experience credits.

**Credits:** Students are required to complete 3 research credits in this course. Credit is allotted as follows and is determined by the researcher (not the course instructor) based on estimated participation time:

- 1 credit for each hour (60 minutes) of research participation (in-person or online)
- ½ credit for each ½ hour (30 minutes) of research participation (in-person or online)
- 1 credit for each summary of a peer-reviewed, empirical research article (**NOTE: Research articles summarized for a course assignment cannot be counted towards the research experience requirement.**)

Any student who has not earned the required number credits **prior** to the opening of the final exam period for the course will receive an Incomplete (I) for the course. If the incomplete is not made up by the end of the following semester, it will automatically convert to an F. Students who drop a class after having earned research experience credit cannot apply any accumulated credit from that class towards the next time they take the course.

## Research Experience Requirement - Research Article Summary

To receive Research Experience credit for a research article summary, students should select a research article from the course reading list provided by their instructor. Articles not on the course reading list will not be accepted for credit.

After students select an article, they should read the article and write a brief summary of each of the sections from the article listed below. Participation in this activity should take approximately 1 hour. Each section that includes a summary from the research article as described below will earn 1 point; each section that is not explained as described below will receive 0 points.

Each article summary must earn a score of 60% or more on the rubric to receive credit. No credit will be awarded for summaries that earn less than 60% on the rubric. No credit will be awarded for information that has been plagiarized from another source. All information must be written in the student's own words.

1. The reference for the article includes author, publication year, article title, journal name, volume number, and page numbers written in APA style.
2. Thesis statement(s) for research article summary explains the purpose of the research.
3. The major variables in the research are explained.
4. The research questions/hypotheses tested in the study are explained.
5. A brief summary of research summarized in the Introduction section of the article is stated.
6. The participants in the research are described.
7. The study's procedure and the materials used to measure the variables (i.e., assessments) are described.
8. An explanation of how the results relate to the research questions/hypotheses is stated.
9. The study author's conclusions regarding the findings of the research are stated.
10. The author's limitations of the study are described.

Note, the information summarized for each section of the article can be written offline using a word processing program and copied and pasted into the online submission form.