

## PSYC 5320-110, CRN 60064, HISTORY AND SYSTEMS

Summer 2018

Texas A&M University-Central Texas

### INSTRUCTOR AND CONTACT INFORMATION

**Instructor:** Dr. Andria F. Schwegler

**Office:** online collaboration tools, linked in course

**Phone:** VoIP; schedule an appointment to receive a number and PIN

**Email:** Preferred mail is in Canvas Inbox in class; use [schwegler@tamuct.edu](mailto:schwegler@tamuct.edu) for non-class related communication

### Office Hours:

The professor is available to meet with students via voice over the internet protocol (VoIP) by appointment. Students should message the professor inside Canvas to schedule a time. Appointment times are very flexible, and regular meetings are highly encouraged.

### Mode of instruction and course access:

This course is a 100% online course and uses the TAMUCT Canvas Learning Management System: [https://tamuct.instructure.com]

### Student-instructor interaction:

The professor will logon to the course in Canvas daily during the work week (Monday through Friday) and will reply to email within two business days.

Students are expected to logon to the course in Canvas daily to review announcements and resources or to message the professor with updates on their work.

The professor will provide feedback on written work by posting comments as needed in the Submission box, on the document students submit, or on documents attached to messages. Students should review all comments when feedback is posted to examine and apply the information on subsequent portions of the project or similar assignments.

Students should message the professor to schedule an appointment to talk as needed.

### 911 Cellular:

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 911Cellular 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:

Analyze the historical development of the science of psychology from early philosophical theories through the establishment of psychology as a science to modern theoretical positions.

### Course Objective:

#### Student Learning Outcomes:

1. *Demonstrate comprehension and application of fundamental principles, generalizations, or theories regarding the history of psychology.* Students will read, write, and respond to information regarding the history of psychology as it pertains to philosophical and physiological influences on psychology, structuralism, functionalism, applied psychology, behaviorism, gestalt psychology, psychoanalysis, and contemporary developments in psychology including the cognitive movement and evolutionary psychology. Students will demonstrate their ability to comprehend and apply these concepts on the discussion assignments (assigned and self-selected), research paper, and exams.
2. *Analyze and critically evaluate ideas, arguments, and points of view.* Students will respond to others' writing including that of peers and experts in the field on topics related to the history of psychology and its perspectives and substantiate their points of view with theory and research when available. Students will demonstrate their ability to critically evaluate ideas on class discussions posts and replies (assigned and self-selected), article summaries, and the research paper.
3. *Demonstrate skill in expressing oneself in writing.* Using appropriate APA style, students will engage in a variety of writing assignments that target different purposes. Students will write two class discussion forums with replies per week to engage with their peers in scholarly discourse about the history of psychology, write four article summaries to succinctly summarize and critically evaluate scholarly articles in the field, and write a research paper integrating multiple scholarly sources for an academic audience.

#### Required Reading and Textbook(s):

American Psychological Association. (2009). *Publication manual of the American psychological association* (6<sup>th</sup> 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: 978-1-305-63004-8).

Scholarly articles accessed through the University Library, including those on e-Reserve and those independently retrieved.

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

## COURSE REQUIREMENTS

Students are responsible for meeting the course requirements as scheduled for each module in the course calendar. **Assignments may not be submitted for credit after the due date.** Students who are excused from coursework due to medical issues or military training must provide a written excuse documenting the dates of the absence, which must coincide with the work to be made up, provided by physicians, military supervisors, or law enforcement officers. Written documentation of an excused

absence must be provided immediately after the absence (or prior to the absence when possible), and students must arrange a plan with the professor to have all work made up based on the number of days indicated in the excuse.

All assignments must be written in a student's own words. No credit will be awarded for quoted or plagiarized material on any assignment. **Quoting or paraphrasing that closely mirrors the source (textbook or other reference material) will receive no credit even if properly cited. Students must write original sentences conveying the information they have learned to the reader (i.e., paraphrasing) and properly cite the source of the information to receive credit for writing.**

All assignments should be written in proper APA style. Students must follow the APA style guidelines provided in the *Publication Manual* and use online style resources provided by the American Psychological Association at [www.apastyle.org](http://www.apastyle.org)

**Weekly Discussions.** Students will write two discussion posts with replies per week (see below). For both forums, in addition to research in the text, students are expected to conduct internet-based research on their topics and include working web links in their post for the source of their information (e.g., video demonstrations, professors' blog posts, original articles, current journal articles about the topic). Students are to integrate their web research information into the information provided in the course textbook to write a post that explains the discussion topic in a manner that extends beyond the explanation provided in the textbook. All information provided in each post must be cited according to APA style with working web links included so classmates can follow the links to verify the information and learn more. Students will use the Schultz and Schultz (S&S) textbook as one source of information for their responses and must use at least one additional source of information per post.

**Assigned Discussion Post and Replies (20% of Overall Course Grade).** Each week students will research and write a discussion post on one of the assigned topics that requires them to analyze and/or synthesize concepts discussed in the course during the module. Students are to read all posts and reply with comments, corrections, or questions to at least two (2) responses posted by their peers.

**Self-Selected Discussion Post and Replies (20% of Overall Course Grade).** Each week students will research and write a discussion post on any topic they desire from that module's readings. Students should analyze and/or synthesize concepts discussed in the course during the module. Students are to read all posts and reply with comments, corrections, or questions to at least two (2) responses posted by their peers.

For all discussion posts, students must provide original, grammatically correct responses for each essay. **Quoting or close paraphrasing of the textbook or any other materials will receive no credit.** Until students write and submit their own post, they will not be able to view each other's work. Thus, all initial posts must be researched and written independently prior to discussion.

Though the specific writing assignments will vary weekly, essays and replies will be graded using the following grading rubric. The discussion post is worth 15 points, and each reply is worth 5 points for a total of 25 points each week for each forum (assigned and self-selected).

Discussion Post:

Schultz and Schultz Research on Topic with Citation and Page Number

0 – no post, no text research, no in text citation, or citation provided is not

related to discussion topic

- 2 –text research is cited properly but adds little relevant information to the discussion topic (i.e., the information does little to enrich understanding of the content)
- 4 –text research is cited and adds much relevant information to the discussion topic to enrich understanding and application of the topic but some elements in post are unrelated to essay prompt or some elements of essay prompt are not addressed or are not thoroughly explained
- 6 –text research is cited and adds much relevant information to the discussion topic to enrich understanding and application of the topic, all elements in post are related to essay prompt, and all elements of essay prompt are addressed and are thoroughly explained

#### Independent Research on Topic with Citation of Source and Textbook Integration

- 0 – no independent research, no in text citation, citation provided is not related to discussion topic, citation is not from a reputable source, and/or information cited does not add new information to discussion topic (i.e., a citation for information that is also provided in the textbook will not earn credit; independent research must provide information that extends the content in the text book, must come from a credible source, and must be written in proper APA style)
- 2 – independent research is cited properly and is from a reputable source but adds little relevant information to the discussion topic (i.e., the information does little to enrich understanding and application of the content)
- 4 – independent research is cited, is from a reputable source and adds much relevant information to the discussion topic to enrich understanding and application of the topic but some elements in post are unrelated to essay prompt or some elements of essay prompt are not addressed or are not thoroughly explained
- 6 – independent research is cited, is from a reputable source and adds much relevant information to the discussion topic to enrich understanding and application of the topic, all elements in post are related to essay prompt, and all elements of essay prompt are addressed and are thoroughly explained

#### Organization and Mechanics

- 0 – no post or several errors are present in idea organization, sentence structure, grammar, and/or spelling
- 1 – post expression is choppy or ideas are not in a logical order (e.g., reads as a collection of sentences not as a progressive explanation) or some errors in sentence structure, grammar, and/or spelling
- 3 – post expression is logical with connected ideas (e.g., reader is lead from one idea to the next with transitions, ideas are ordered in a meaningful way) and no errors in sentence structure, grammar, and/or spelling

Discussion Essay Reply (two required for each forum):

Extensions, Corrections, Questions to Classmate's Post:

- 0 – no reply or reply merely states “good job” or agreement with post without discussing content related to the course
- 1 – reply is posted and includes content related to the course, but it provides no new contribution that extends the original post
- 3 – reply is posted that adds new information to original post to extend the discussion (e.g., correction to information with a citation of source, additional content or example of concept, application of concept to other areas)

Organization and Mechanics

- 0 – no reply or several errors are present in idea organization, sentence structure, grammar, and/or spelling
- 1 – some errors are present in idea organization, sentence structure, grammar, and/or spelling
- 2 – no errors are present in idea organization, sentence structure, grammar, and/or spelling

**Article Summaries (20% of Overall Course Grade).** Students will summarize and critically evaluate four (4) scholarly articles pertaining to the history of psychology. Article summaries should include a synopsis written in the student's own words of information pertaining to the key points included in the article. Summaries should also include the student's own critical analysis of the key points in the article and an integration of how the article fits in with the broader historical context. A full reference written in APA style of the article should be included at the end of each summary. The research article summaries will be graded using the rubrics provided in class.

Summary of Key Arguments (i.e., objective explanation of the main ideas in the article)

- 0 = none present, or arguments summarized are not correctly identified/explained; it is not evident that the student read the article
- 2 = a summary is provided, but the arguments are not explained accurately; it appears that the student read the article but failed to grasp the main ideas
- 4 = at least one argument is accurately identified and explained, but summary lacks most of the points the author made
- 6 = at least two arguments are accurately identified and explained, but summary lacks many of the points the author made
- 8 = at least three arguments are accurately identified and explained, and the summary includes the main points the author made
- 10 = at least four arguments are accurately identified and explained, and the summary includes a thorough description of all relevant information

Critical Analysis of Arguments (i.e., professional evaluation of main ideas in article)

- 0 = no integration of ideas with summary, or summary is not correctly placed in broader context of the field
- 2 = poor integration of ideas with summary; ideas include only personal opinions that are not supported by historical context, broader theory, or concepts in the article (e.g., I like the article; I disagree with the author)

4 = weak integration of ideas with summary; ideas are mostly personal opinions though a mention of historical context, broader theory, or concepts in the article is attempted

6 = novel suggestions link the summary to the broader historical context in the field but are not fully described; ideas include few unsubstantiated personal opinions but explanations of historical context, broader theory, or concepts in the article are insufficient

8 = novel suggestions link the summary to the broader historical context in the field and are adequately described; ideas include no personal opinions that are unsubstantiated though explanations of historical context, broader theory, or concepts in the article could be more thorough

10 = novel suggestions link the summary to the broader historical context and are fully described; ideas include no personal opinions that are unsubstantiated and explanations of historical context, broader theory, or concepts in the article are thorough and convincing

#### Organization and Mechanics

0 = several errors in organization, expression, or grammar; writing is below expectations for the graduate level

1 = few errors in organization, expression, or grammar; writing is at the level of a developing graduate writer

3 = no errors in organization, expression, or grammar; writing is appropriate for the graduate level

#### Reference

0 = none present or includes several errors in APA style

1 = citation is present but includes minor errors in APA style

2 = citation is present and includes all information in proper APA style

**Research Paper (20% of Overall Course Grade).** Throughout the course of the semester, students will work on assembling information that leads to the completion of a 15-20 page research paper on a key development in the history of psychology. The research paper should be formatted in APA style (e.g., double-spaced in 12-point font). The title page and reference page are not included in the page count, and an abstract is not required. The assignments leading up to the development of the paper are worth 200 points total and include the submission of possible research topics (10 points), summaries of 3 sources (30 points), summaries of 3 additional sources (30 points), summaries of 3 additional sources (30 points), and the final research paper (100 points). The final paper should include a minimum of nine (9) scholarly sources beyond those included as course content.

**Examinations (30% of Overall Course Grade).** Three exams will be given during the semester (see Course Calendar for dates). These tests will cover content from the assigned chapters and activities listed in the Course Calendar. Students may use textbooks, notes, and resources when completing the exams. However, all exams must be completed independently with no assistance from other students. Direct all questions related to exams to the professor of the course.

Students should use a hardwired internet connection, NOT a wireless internet connection when completing exams. Wireless connections “blink,” and when they do, students will be exited from the exam and will not be allowed to re-enter it. If students are kicked out of an exam unexpectedly, email

the professor immediately. To reduce the likelihood of this occurrence, physically plug the computer into the wall port with an internet cable.

### Grading Criteria Rubric and Conversion

Graded Assignments	# Due	Points Each	Points Total	% of Overall Grade
Assigned Discussion Post/Replies	8	25	200	20.0
Self-Selected Post/Replies	8	25	200	20.0
Article Summaries	4	25	100	10.0
Research Paper	1	200	200	20.0
Examinations				
Exam 1	1	100	100	10.0
Exam 2	1	100	100	10.0
Exam 3	1	100	<u>100</u>	<u>10.0</u>
			1000	100%

### Posting of Grades

**Grading Scale:** Grades are not ‘given’ in this course; they are earned. Students earn grades by actively engaging in course content and by demonstrating their grasp of subject-matter content on written assignments and exams. Grades are determined based on the percentage of points earned on each assignment and the assignment’s weight toward the overall course grade.

<u>Grade</u>	<u>University Definition</u>	<u>Percentage</u>
A	Excellent	90-100
B	Good	80-89
C	Fair	70-79
D	Not Passing	60-69
F	Failing	59 or below

**Grade Posting:** All students’ grades will be posted in the Canvas Grade Center after the assignment due date has passed. On the writing assignments, the professor will begin reading, grading and recording grades on the Monday they are due and will have all grades posted within one week. Students should regularly monitor their grades in the Canvas Grade Center, and *students should not hesitate to ask the professor about any grade or concern.*

**COURSE OUTLINE AND CALENDAR**

<u>Week</u>	<u>Module</u>	<u>Instructional Activities</u>	<u>Assignments Due</u>
Complete before the semester begins	Get Ready	Log on to Canvas Establish library access from home Create a quiet study environment Resolve all computer difficulties Find 2 'back-up' computers w/internet Introduce self in Study Hall	<b>All assignments are due by 8:00am CST on Mondays except for initial discussion posts which are due by the end of the day on Thursdays (i.e., 11:59pm CST) prior to the close of the Module.</b>
June 4 (12:30am) through June 11 (8:00am)	<b>Module 1:</b> Introduction: History of Psychology	Read S&S Chapter 1 Read Extension Article Write Assigned Post Write Self-Selected Post Select Research Paper Topics	Article Summary Assigned Post & Replies Self-Selected Post & Replies Research Paper Topics
June 11 (8:00am) through June 18 (8:00am)	<b>Module 2:</b> Philosophical <b>and</b> Physiological Influences	Read S&S Chapters 2 and 3 Read Extension Article Write Assigned Post Write Self-Selected Post Write 3 Research Summaries	Article Summary Assigned Post & Replies Self-Selected Post & Replies Research Summaries 1, 2, 3
June 18 (8:00am) through June 25 (8:00am)	<b>Module 3:</b> The New Psychology <b>and</b> Structuralism	Read S&S Chapters 4 and 5 Read Extension Article Write Assigned Post Write Self-Selected Post <b>Take Exam 1 (Chapters 1-5)</b>	Assigned Post & Replies Self-Selected Post & Replies <b>Exam 1 (Chapters 1-5)</b>
June 25 (8:00am) through July 2 (8:00am)	<b>Module 4:</b> Functionalism: Antecedent Influences <b>and</b> Development and Founding	Read S&S Chapters 6 and 7 Read Extension Article Write Assigned Post Write Self-Selected Post Write 3 Research Summaries	Article Summary Assigned Post & Replies Self-Selected Post & Replies Research Summaries 4, 5, 6
July 2 (8:00am) through July 9 (8:00am)  July 6 is Graduation Application Deadline for Ceremony	<b>Module 5:</b> Applied Psychology: The Legacy of Functionalism <b>and</b> Behaviorism: Antecedent Influences	Read S&S Chapters 8 and 9 Read Extension Article Write Assigned Post Write Self-Selected Post Write 3 Article Summaries	Article Summary Assigned Post & Replies Self-Selected Post & Replies Article Summaries 7, 8, 9

July 9 (8:80am) through July 16 (8:00am)	<b>Module 6:</b> Behaviorism: The Beginnings <b>and</b> After the Founding	Read S&S Chapter 10 and 11 Read Extension Article Write Assigned Post Write Self-Selected Post <b>Take Exam 2 (Chapters 6-11)</b>	Assigned Post & Replies Self-Selected Post & Replies <b>Exam 2 (Chapters 6-11)</b>
July 16 (8:00am) through July 23 (8:00am)	<b>Module 7:</b> Gestalt Psychology <b>and</b> Psychoanalysis: The Beginnings	Read S&S Chapter 12 and 13 Read Extension Article Write Assigned Post Write Self-Selected Post	Assigned Post & Replies Self-Selected Post & Replies <b>Research Paper</b>
July 23 (8:00am) through July 27 <b>(11:59pm)</b>	<b>Module 8:</b> Psychoanalysis: After the Founding <b>and</b> Continuing Developments in Psychology	Read S&S Chapter 14 and 15 Read Extension Article Write Assigned Post Write Self-Selected Post <b>Take Exam 3 (Chapters 12-15)</b>	Assigned Post & Replies Self-Selected Post & Replies <b>Exam 3 (Chapters 12-15)</b>

The professor reserves the right to amend this syllabus at any time. If revisions are necessary, the professor will make every effort to provide as much advanced notice as possible.

### Important University Dates

See the Academic Calendar: <https://www.tamuct.edu/registrar/academic-calendar.html>

## **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

### **Canvas Support**

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

### **Other 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.*

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## **UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

### **Drop Policy**

If you discover that you need to drop this class, you must 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](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf)].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, 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 penalty for absence. Should you miss the drop deadline or fail to follow the procedure, 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) web page [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 related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. 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].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### **Tutoring**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus 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 have any other question, contact Academic Support

Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from 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 40 subject areas. Access Tutor.com through Canvas.

### **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-4pm Monday-Thursday during the summer with online hours available Monday-Thursday 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 [WCOOnline](https://tamuct.mywconline.com/) at [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!

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 85,000 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 24 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](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

### **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].

### **INSTRUCTOR POLICIES**

**Student Created Content:** All content submitted to the course for credit must be the student's own creation. Students must write or paraphrase and properly cite all content submitted. No credit will be awarded for plagiarized or quoted material even if it is appropriately cited (i.e., students cannot receive credit for submitting content that someone else wrote). Students should paraphrase all information and provide the appropriate citations.

**APA Style:** All text and citations submitted for course credit must follow the guidelines of the *Publication Manual of the American Psychological Association (6<sup>th</sup> ed.)*.

**Copyright Information:** Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

**Late Work:** No late work will be accepted. Due date extensions are offered only with a doctor's excuse or letter from the commander for military training that includes the dates missed. Students should make arrangements to reschedule appointments that will cause them to miss class. It is very difficult for students who miss class with a documented excuse to catch up. Students who miss class and do not

provide a written excuse from a doctor or military commander will not be allowed to make up any work.

### Recommended Academic Strategies:

1. According to the federal definition of a credit hour, students should spend “not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class...for one semester hour of credit” (<http://www.sacscoc.org/subchg/policy/CreditHours.pdf>). For a 3-credit hour class that is delivered fully online, students should spend at least **17 hours on coursework per week for an 8-week course**. Bear in mind that this guideline is for an average class. Some students may find this course challenging and may require *significantly more time* to grasp the concepts and complete the assignments. Plan accordingly.
  - a. Research indicates that spaced practice is better than massed practice when learning new information. Thus, spending 3 hours a day for 6 days a week on coursework is better for your learning and your grade than ‘pulling an all-nighter.’ Adjust your schedule accordingly.
  - b. Begin each module the day it opens. The course requirements are too time-demanding and labor-intensive to wait until the last day an assignment is due to begin work.
2. Be professional and use proper netiquette (i.e., internet etiquette) in all course correspondence. Your college education is grooming you for a professional career.
  - a. Use standard English in all of your communications. Do not abbreviate or use texting shortcuts (e.g., OMG! R U kidding. ROFL!). Spell check, revise, and edit your messages before sending them. Use proper punctuation and capitalization.
  - b. Be polite and respectful of others. Do not use all UPPERCASE LETTERS, which is equivalent to shouting. Avoid sarcasm and irony because they are easily misinterpreted by the reader. Do not ‘flame’ others by sending negative or hurtful comments; though the reader cannot see you, you are not anonymous.
  - c. Remember that you are individually accountable for all your messages and online actions. Treat all of your interactions with others in class as you would in your future professional career.
3. Follow the sequence of instruction. Gaining a full, independent understanding of the text is absolutely critical in an online course, and the sequence of instruction provides diverse activities based on sound educational practice to meet this goal.
4. Pay attention to the percentage of your grade each assignment is worth. Simply doing well on the exams will not allow you to pass the course. Students must submit all assignments every week to do well in the course.
5. Complete and submit course assignments on time. Extensions for coursework will **not** be granted. Find at least two “back-up” computers with internet access if your primary computer “crashes” or you have connection difficulties. Save your work often and on multiple media (e.g., hard drive, jump drive), so you do not lose your work.
6. Stay focused. Just as in a face-to-face class, reduce as many distractions as possible when working on course assignments. Turn off all electronic devices such as cell phones, music players, gaming equipment, etc. Postpone business not related to the course until you have completed your assignments for the day.
7. Keep me informed. At the first sign of confusion or difficulty, request assistance in Study Hall. Unless I hear from you, I will not know how to help you.