

**Texas A&M University Central Texas**  
**PSYC 4320-110 (History of Psychology--Spring 202**  
**Tuesdays/Thursdays (9:30 a.m.—10:45 a.m.) (WH-417)**

**INSTRUCTOR AND CONTACT INFORMATION**

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

**Office:** TAMUCT Campus--Warrior Hall—Counseling & Psychology Department—318D

**Email:** Use the Canvas ***Inbox*** icon (left menu) within the course to send messages within our online Canvas course classroom (Canvas Messages). To reach me outside of our online course classroom, please use our TAMUCT e-mail system ([blnowell@tamuct.edu](mailto:blnowell@tamuct.edu)). I am currently text disabled (so e-mail instead).

**Virtual Office Hours:** Available by appointment, most days and times through Canvas WebEx (left menu link).

**TAMUCT Campus Office Hours:**

- Mondays & Wednesdays (1:00 p.m.—4:30 p.m.) (If needed, early evening time, by appointment only)
- Tuesdays & Thursdays (2:00 p.m.—3:00 p.m.) (If needed, early evening time, by appointment only)

**Mode of instruction and course access:** *This course is a face-2-face course, and it uses the TAMUCT Canvas LMS (<https://tamuct.instructure.com/login/ldap>) for assignments, grades, and supplemental course materials. 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 usually reply within a short time. If you send a message using ***Inbox*** within our Canvas online course classroom (a Canvas Message) and do not hear back from me soon, then please e-mail me ([blnowell@tamuct.edu](mailto:blnowell@tamuct.edu)). I have family and other important community responsibilities every Saturday and Sunday, and so I am most likely to be unavailable to answer e-mails on those days.

## **Required Course Progress Meeting**

Around mid-semester, please arrange to meet with me in person (meeting times starting week 6 and ending at the end of week 8). It is your responsibility to arrange this meeting.

I am available to meet with you in my office (WH 318D) afternoons, any day of the week except Fridays, Saturdays, and Sundays (see office hours posted above). If necessary, I can also arrange to meet with you at various times of the early evening Monday-Thursday.

Refer to my office hours schedule to know exactly when meetings in my office most often can and cannot 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. There are 20 course points associated with this meeting.

## Warrior Shield App (911 Cellular)

**911 Cellular:** This is our new Emergency Warning System for Texas A&M University – Central Texas. 911 Cellular 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.

- **Warrior Shield AP (for iPhone and iPad at Apple App Store):** The Warrior Shield safety application, developed by 911 Cellular, not only connects the user to the proper 9-1-1 center, but also provides the user's location through an internal positioning system or geographic locator. Once the application is opened, the user hits the "911" button and if they take no further action within three seconds the application summons help. The dispatcher can then forward the information including the user's location to first responders. In addition to connecting the user to 911, the app has several other features: iReports Safe Walk Friend Watch Personal Profile <https://apps.apple.com/us/developer/texas-a-m-university-central-texas-police-department/id1465791523>
- 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 911 Cellular, university officials can quickly pass on safety-related information, regardless of your location.

## COVID-19 Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- **Self-monitoring**—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- **Face Coverings**—Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
  - If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.
- **Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- **Classroom Ingress/Egress**—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not

congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

## COURSE INFORMATION

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

**Course description:** (WI) An analysis of historical prescientific psychology in cultures, philosophy, and physiology as the foundations of scientific modern psychology, as those historical matters relate to the modern scientific psychological schools of thought (paradigms). Prerequisite(s): [PSYC 2301](#) and [PHIL 1301](#) or [2303](#), and [PSYC 3309](#) and Junior classification, or permission of department chair.

**Course Objectives/SLOs:**

1. ***Demonstrate factual knowledge of fundamental principles, generalizations, or theories regarding the history of psychology.*** Students will read about, identify, research, discuss in class, 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, and will explain selected concepts and support them, in their Critical Thinking Writing Assignments/Critical Thinking Asynchronous Discussions. Students will also explain selected concepts and support them with the Eminent Person writing assignments. (Evaluated by all course writing assignments and discussions)
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 about 5 prominent psychological scientists 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 each of the 5 selected psychological scientists. Students will also explain how the individual's contributions are related to later developments and current research in psychology. (Evaluated by 5 EPITHOP papers)
3. ***Find and use resources for answering questions or solving problems.*** Students will identify resources and conduct research on self-selected topics in their Critical Thinking Writing Assignments/Critical Thinking Asynchronous Discussions. Students will also identify resources and conduct information research for their 5 Eminent Person papers. (Evaluated by all course writing assignments and discussions)
4. ***Demonstrate skill in expressing oneself in writing and class discussions.*** 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 and class discussion participation. Students will express ideas in writing on the APA style of the Eminent Person papers and the textbook chapter related Reaction Journal Writing Assignments. (Evaluated by all course writing assignments and discussions)
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/discuss explanations that include comparing and contrasting theories, analyzing parts of theories, and explaining one aspect of whole-person human psychology from two or more perspectives and evaluating which theory provides the best account of the one aspect of whole-person human psychology. Class members will also demonstrate these skills in critical thinking class discussion. (Evaluated by all course writing assignments and discussions)

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

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. (ISBN: 978-1-4338-3216-1)

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 (Files link). (some parts of some pages did not scan effectively—just do your best to read those pages anyway)*

*If you want to purchase this textbook it should be inexpensive as it is an older edition (the information that you need to get the correct edition is posted in the Ludy Benjamin folder.*

*Handouts (Canvas “Files”--“Handouts” links)—Please carefully read at each of these important handouts. You will find them to be helpful as you do your writing assignments. Talk with me in person or call me (605-214-5627) if you want to understand any of the handouts better.*

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.

This is a Writing Instructive (WI) course so writing will be an integral part of my instruction and our interactions. Writing will also be a fundamental way that I measure student mastery of course content. WI means that you will have many opportunities to work on improving your writing skills.

## COURSE REQUIREMENTS

### Course Learning and Evaluation Requirements:

**Textbook & Supplemental Readings—Online Discussion Writing Assignments (Your Self-Chosen Discussion Topics & 2 Substantive Replies to your classmates’ Self-Chosen Discussion Topics Threads** (The total of these ten 20-point 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** (3% of final course grade) [Total 30 points]

**Course Progress Meeting** (2% of final course grade) [Total 20 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 at each assignment in Canvas.

**Dr. Nowell will accept most late assignments (except not late replies to classmates’ postings). After an assignment deadline has passed, there is a 10% earned-grade reduction per day that an assignment is late. Any missed assignments (except Substantive Replies) can still be submitted after being 5 days late**

(until midnight of the last day of this course), for 50% of the grade points that would have been earned if the assignment were submitted before its deadline.

Please do not submit any writing that you have previously submitted for any course, for any of your writing assignments for this course. A grade of zero will be earned for any writing assignments of this sort.

*Total Possible Points for Entire Course: 1000 points*

## Grading Criteria Rubric and Conversion

**Online Research/Writing/Discussion Assignments, Class Meeting Discussion Participation, In-Class Research/Writing Assignments, Major Writing Assignments, Course Progress Meeting, 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

**We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

### 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 historical and continuing development (**continuity**) and holistic attributes (**context**) of pre-modern and 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, active 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 online and classroom discussions.*

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

### **Drop Policy**

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty (Dr. Nowell) 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. Once you submit the completed 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, working with others in an unauthorized manner, 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 referred 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.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=0].

## **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 Office 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 Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

## **Important information for Pregnant and/or Parenting Students**

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 [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, 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 Associate Dean in 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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing [studentsuccess@tamuct.edu](mailto:studentsuccess@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 online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

## **University Writing Center (UWC)**

Similar to last semester, the **University Writing Center (UWC)** offers you flexibility in how you can engage with the UWC at the beginning of the semester due to our current cultural conditions relative to the COVID-19 pandemic.

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Spring 2021 semester, all services are online only.

The UWC also has two videos to introduce you to the tutoring services of the UWC. This link is: <https://tamuct.instructuremedia.com/embed/0eba0825-19b2-44c1-8dfe-db621dfa5662>

You can also learn from a shorter UWC video as well by using this link: <https://www.youtube.com/watch?v=ycAYL9YPMTc&feature=youtu.be>

In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

## **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 (hours of library operation vary). Research sessions can be scheduled for more comprehensive assistance, and they 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].

**For Spring 2021, all reference service will most likely be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.**

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## **OPTIONAL POLICY STATEMENTS**

### **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/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

### **Behavioral Intervention**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

**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 Sunday, 11:59 p.m. of the associated week, except for Week 16 which ends for our course on Thursday of that week.

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 (Tuesdays and Thursdays before class time) found on the Course Schedule and at our course

Canvas pages for each specific assignment. All weekly graded quizzes are due by Sunday, 11:59 p.m. of the associated week, except for Week 16 which ends for our course on Thursday 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, active small-group and class discussion participation (asking questions, providing answers, and engaging in respectful and thoughtful discussions with me and other course members), in-class-writing and reading assignment quizzes, and peer-writing-feedback are required. A class member may receive a significant grade reduction 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 major grade affecting changes prior to the changes.

### **COURSE SCHEDULE**

**Weekly graded assignments are due in a Canvas dropdown by specific days and times that vary. Be sure to remain aware when each graded assignment is due**

<b>MODULE DATES</b>	<b>DISCUSS./ASSIGN./ACTIV.</b>	<b>READINGS/GRADED ASSIGNMENTS</b>
<b>Week 1</b> <b>19 January-24 January</b>	<b>Foundations/Introduction</b> <b>(Continuity &amp; Context)</b>	<b>1. Read Textbook (S&amp;S Chapter 1)</b> <b>2. Read Supplemental Reading (LB, C-1)</b>
<b>Week 2</b> <b>25 January-31 January</b>	<b>Report on and Discuss</b> <b>Previous Week's Readings</b>	<b>1. Research/Write/Post (CT Topics)</b> <b>(S&amp;S, C-1) and (LB, C-1)</b>  <b>Your Self-Chosen Topics (from the assigned chapters) Discussion Thread is Due to be posted at our Canvas course page by Friday, 11:55 p.m.</b> <b><u>Points Lost for Late Submission</u></b> <b>Your Substantive minimum of 2 replies to your classmates Discussion Threads are to be posted at our Canvas course page by Sunday, 11:55 p.m.</b>

<p style="text-align: center;"><b>Week 3</b> <b>1-7 February</b></p>	<p style="text-align: center;"><b>Report on and Discuss Previous Week's Readings and Writing(s)</b></p>	<ol style="list-style-type: none"> <li>1. Read Supplemental Reading (<b>LB, C-2</b>)</li> <li>2. Read Textbook (<b>S&amp;S, C-2 &amp; C-3</b>)</li> <li>3. Research/Write/Post (CT Topics) (<b>S&amp;S, C-2 and C-3</b>) and (<b>LB, C-2</b>)</li> </ol> <p>Your Self-Chosen Topics (from the assigned chapters) Discussion Thread is Due to be posted at our Canvas course page by <b>Friday, 11:55 p.m.</b> <i><u>Points Lost for Late Submission</u></i></p> <p>Your Substantive minimum of 2 replies to your classmates Discussion Threads are to be posted at our Canvas course page by <b>Sunday, 11:55 p.m.</b></p>
<p style="text-align: center;"><b>Week 4</b> <b>8-14 February</b></p>	<p style="text-align: center;"><b>Report on and Discuss Previous Week's Readings and Writing(s)</b></p>	<ol style="list-style-type: none"> <li>1. Read Supplemental Reading (<b>LB, C-3</b>)</li> <li>2. Read Textbook (<b>S&amp;S, C-4 &amp; C-5</b>)</li> <li>3. Research/Write/Post (CT Topics) (<b>S&amp;S, C-4 and C-5</b>) and (<b>LB, C-3</b>)</li> </ol> <p>Your Self-Chosen Topics (from the assigned chapters) Discussion Thread is Due to be posted at our Canvas course page by <b>Friday, 11:55 p.m.</b> <i><u>Points Lost for Late Submission</u></i></p> <p>Your Substantive minimum of 2 replies to your classmates Discussion Threads are to be posted at our Canvas course page by <b>Sunday, 11:55 p.m.</b></p>
<p style="text-align: center;"><b>Week 5</b> <b>15-21 February</b></p>	<p style="text-align: center;"><b>Report on and Discuss Previous Week's Readings and Writing(s)</b></p>	<ol style="list-style-type: none"> <li>1. Read Supplemental Reading (<b>LB, C-4 and C-5</b>)</li> <li>2. Read Textbook (<b>S&amp;S, C-6 and C-7</b>)</li> <li>3. Research/Write/Post (CT Topics) (<b>S&amp;S, C-6 and C-7</b>) and (<b>LB, C-4 and C-5</b>)</li> </ol> <p>Your Self-Chosen Topics (from the assigned chapters) Discussion Thread is Due to be posted at our Canvas course page by <b>Friday, 11:55 p.m.</b> <i><u>Points Lost for Late Submission</u></i></p> <p>Your Substantive minimum of 2 replies to your classmates Discussion Threads are to be posted at our Canvas course page by <b>Sunday, 11:55 p.m.</b></p>
<p style="text-align: center;"><b>Week 6</b> <b>22-28 February</b></p>	<p style="text-align: center;"><b>Report on and Discuss Previous Week's Readings and Writing(s)</b></p>	<ol style="list-style-type: none"> <li>1. Research/Write <b>EP, 1800-Present (Biological or Gestalt Paradigm--see Paradigm handout)</b></li> </ol> <p>This Eminent Person in the History of Psychology (EPITHOP) Writing Assignment is to be posted at our Canvas course page by <b>Sunday, 11:55 p.m.</b></p> <p style="text-align: center;"><i><u>Points Lost for Late Submission</u></i></p>

<p><b>Week 7</b> <b>1-7 March</b></p>	<p><b>Report on and Discuss Previous Week's Readings, Writing(s), and Eminent Person</b></p>	<ol style="list-style-type: none"> <li>1. Read Supplemental Reading (<b>LB, C-6</b>)</li> <li>2. Read Textbook (<b>S&amp;S, C-8</b>)</li> <li>3. Research/Write/Post (CT Topics) (<b>S&amp;S, C-8</b>) and (<b>LB, C-6</b>)</li> </ol> <p>Your Self-Chosen Topics (from the assigned chapters) Discussion Thread is Due to be posted at our Canvas course page by <b>Friday, 11:55 p.m.</b> <i><u>Points Lost for Late Submission</u></i></p> <p>Your Substantive minimum of 2 replies to your classmates Discussion Threads are to be posted at our Canvas course page by <b>Sunday, 11:55 p.m.</b></p>
<p><b>Week 8</b> <b>8-14 March</b></p>	<p><b>Report on and Discuss Previous Week's Readings and Writing(s)</b></p>	<ol style="list-style-type: none"> <li>1. Read Supplemental Reading (<b>LB, C-8</b>)</li> <li>2. Read Textbook (<b>S&amp;S, C-9, C-10, and C-11</b>)</li> <li>3. Research/Write/Post (CT Topics) (<b>S&amp;S, C-9, C-10, and C-11</b>) and (<b>LB, C-8</b>)</li> </ol> <p>Your Self-Chosen Topics (from the assigned chapters) Discussion Thread is Due to be posted at our Canvas course page by <b>Friday, 11:55 p.m.</b> <i><u>Points Lost for Late Submission</u></i></p> <p>Your Substantive minimum of 2 replies to your classmates Discussion Threads are to be posted at our Canvas course page by <b>Sunday, 11:55 p.m.</b></p>
<p><b>SPRING BREAK WEEK</b> <b>15-21 March</b></p>	<p><b>No Class This Week</b></p>	<p><b>No Class This Week</b></p>
<p><b>Week 9</b> <b>22-28 March</b></p>	<p><b>Report on and Discuss Previous Week's Readings and Writing(s)</b></p>	<ol style="list-style-type: none"> <li>1. Research/Write <b>EP, 1800-Present (Behavioral Paradigm--see Paradigm handout)</b></li> </ol> <p>This Eminent Person in the History of Psychology (EPITHOP) Writing Assignment is to be posted at our Canvas course page by <b>Sunday, 11:55 p.m.</b> <i><u>Points Lost for Late Submission</u></i></p>
<p><b>Week 10</b> <b>29 March-4 April</b></p>	<p><b>Report on and Discuss Previous Week's Readings, Writing(s), and Eminent Person</b></p>	<ol style="list-style-type: none"> <li>1. Read Supplemental Reading (<b>LB, C-7</b>)</li> <li>2. Read Textbook (<b>S&amp;S, C-13 and C-14</b>)</li> <li>3. Research/Write/Post (CT Topics) (<b>S&amp;S, C-13 and C-14</b>) and (<b>LB, C-7</b>)</li> </ol> <p>Your Self-Chosen Topics (from the assigned chapters) Discussion Thread is Due to be posted at our Canvas course page by <b>Friday, 11:55 p.m.</b> <i><u>Points Lost for Late Submission</u></i></p> <p>Your Substantive minimum of 2 replies to your classmates Discussion Threads are to be posted at our Canvas course page by <b>Sunday, 11:55 p.m.</b></p>

<p><b>Week 11</b> <b>5-11 April</b></p>	<p>Report on and Discuss Previous Week's Readings and Writing(s)</p>	<ol style="list-style-type: none"> <li>1. Read Supplemental Reading (<b>LB, C-9</b>)</li> <li>2. Read Textbook (<b>S&amp;S, C-12</b>)</li> <li>3. Research/Write/Post (CT Topics) (<b>S&amp;S, C-12</b>) and (<b>LB, C-9</b>)</li> </ol> <p>Your Self-Chosen Topics (from the assigned chapters) Discussion Thread is Due to be posted at our Canvas course page by <b>Friday, 11:55 p.m.</b> <i><u>Points Lost for Late Submission</u></i></p> <p>Your Substantive minimum of 2 replies to your classmates Discussion Threads are to be posted at our Canvas course page by <b>Sunday, 11:55 p.m.</b></p>
<p><b>Week 12</b> <b>12-18 April</b></p>	<p>Report on and Discuss Previous Week's Readings and Writing(s)</p> <p><b>Your MFT Exam Sign Up-Online</b></p>	<ol style="list-style-type: none"> <li>1. Research/Write <b>EP, 1800-Present (Psychodynamic Paradigm--see Paradigm handout)</b></li> </ol> <p>This Eminent Person in the History of Psychology (EPITHOP) Writing Assignment is to be posted at our Canvas course page by <b>Sunday, 11:55 p.m.</b> <i><u>Points Lost for Late Submission</u></i></p>
<p><b>Week 13</b> <b>19-25 April</b></p>	<p>Report on and Discuss Previous Week's Readings, Writing(s), and Eminent Person</p> <p><b>Your MFT Exam Sign Up-Online</b></p>	<ol style="list-style-type: none"> <li>1. Read Supplemental Reading (<b>LB, C-11</b>)</li> <li>2. Read Textbook (<b>S&amp;S, C-15</b>)</li> <li>3. Research/Write/Post (CT Topics) (<b>S&amp;S, C-15</b>) and (<b>LB, C-11</b>)</li> </ol> <p>Your Self-Chosen Topics (from the assigned chapters) Discussion Thread is Due to be posted at our Canvas course page by <b>Friday, 11:55 p.m.</b> <i><u>Points Lost for Late Submission</u></i></p> <p>Your Substantive minimum of 2 replies to your classmates Discussion Threads are to be posted at our Canvas course page by <b>Sunday, 11:55 p.m.</b></p>
<p><b>Week 14</b> <b>26 April-2 May</b></p>	<p>Report on and Discuss Previous Week's Readings and Writing(s)</p> <p><b>Your MFT Exam Sign Up-Online</b></p>	<ol style="list-style-type: none"> <li>1. Research/Write <b>EP, 1800-Present (Humanistic or I/O-Applied Paradigm)</b></li> </ol> <p>This Eminent Person in the History of Psychology (EPITHOP) Writing Assignment is to be posted at our Canvas course page by <b>Sunday, 11:55 p.m.</b> <i><u>Points Lost for Late Submission</u></i></p>

<p><b>Week 15</b> <b>3-9 May</b></p>	<p>Report on and Discuss Previous Week's Readings and Writing(s) <b>Take Your MFT Exam</b> Monday, Tuesday, Thursday Only</p>	<ol style="list-style-type: none"> <li>1. Read Supplemental Reading (<b>LB, C-10</b>)</li> <li>2. Research/Write/Post (CT Topic) (<b>LB, C-10</b>)</li> </ol> <p>Your Self-Chosen Topic (from the assigned chapter) Discussion Thread is Due to be posted at our Canvas course page by <b>Friday, 11:55 p.m.</b> <i><u>Points Lost for Late Submission</u></i></p> <p>Your Substantive minimum of 2 replies to your classmates Discussion Threads are to be posted at our Canvas course page by <b>Sunday, 11:55 p.m.</b></p> <ol style="list-style-type: none"> <li>3. Research and then report next week in class discussion about the cultural influence of your assigned major world religion on modern psychology in the areas of the world where that religion is a large cultural influence.</li> </ol>
<p><b>Week 16</b> <b>10-14 May</b> <b>(Course Ends Friday)</b></p>	<p>Report on and Discuss Previous Week's Readings, Writing(s), and Eminent Person <b>MFT Exam End</b> <b>Tuesday, 11 May</b></p>	<ol style="list-style-type: none"> <li>1. <b>MFT Exam</b> (last day is Tuesday)</li> <li>2. Research/Write <b>EP, 1800-Present (Cognitive or SocioCultural Paradigm--see Paradigm handout)</b></li> </ol> <p>This Eminent Person in the History of Psychology (EPITHOP) Writing Assignment is to be posted at our Canvas course page by <b>Friday, 11:55 p.m.</b></p>

Dr. Nowell will accept late assignments. After an assignment deadline has passed, there is a 10% earned-grade reduction per day that an assignment is late. Missed assignments can still be submitted after being 5 days late (until midnight of the last day of this course), for 50% of the grade points that would have been earned if the assignment were submitted before its deadline.

### **Important Spring Semester 2021 Dates & Deadlines**

**January 18, 2021** Martin Luther King, Jr Day (University Closed)

**January 19, 2021** Add, Drop and Late Registration Begins for 16- and First 8-Week Classes  
\$25 Fee assessed for late registrants

**January 19, 2021** Classes Begin for Spring Semester

**January 21, 2021** Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes

**January 26, 2021** Deadline to Drop First 8-Week Classes with No Record

**February 3, 2021** Deadline to Drop 16-Week Classes with No Record

**February 26, 2021** Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)

**March 1, 2021** Deadline for Teacher Education Program Applications

**March 12, 2021** Classes end for 1st 8-Weeks Session March 15, 2021 Deadline for Clinical Teaching/Practicum Applications

**March 16, 2021** Deadline for Faculty Submission of First 8-Week Final Class Grades (due by 3pm)

**March 15-19, 2021** Spring Break (No Classes - Administrative Offices Open)

**March 22, 2021** Class Schedule Published for Summer Semester

**March 22, 2021** Add, Drop, and Late Registration Begins for Second 8- Week Classes \$25 Fee assessed for late registrants

**March 22, 2021** Classes Begin for Second 8-Week Session

**March 24, 2021** Deadline for Add, Drop, and Late Registration for Second 8-Week Classes

**March 26, 2021** Deadline for Spring Graduation Application for Ceremony Participation

**March 29, 2021** Deadline to Drop Second 8-Week Classes with No Record

**April 1, 2021** Deadline for GRE/GMAT Scores to Graduate School Office

**April 5, 2021** Registration Opens for Summer Semester

**April 16, 2021** Deadline for Final Committee-Edited Theses with Committee Approval Signatures for Spring Semester to Graduate School Office

**April 30, 2021** Deadline to drop Second 8-week Classes with a Quit (Q) or Withdraw (W).

**May 14, 2021** Deadline to Withdraw from the University for 16- and Second 8-Week Classes

**May 14, 2021** Spring Semester Ends

## **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.

## **Finding Quality SME Sources of Information for a Topic or Person**

There are several good avenues to find high quality SME information.

Talk with a Reference Librarian at our TAMUCT library (in person if possible or virtually). Reference Librarians are specially trained and have good professional experience in finding all sorts of SME and other information

Use Wikipedia ***only*** to learn more about your chosen topic or person and to see the many excellent SME ***primary*** sources of information at the end of the article about your topic or person. Try several well-thought search terms to find information about your chosen topic or person, because there are most likely various articles in Wikipedia about the topic or person.

A primary source of information is the original source, not information from someone who has read the original source. As best as possible, find and use primary sources of SME information to support your thinking and writing about your chosen topic or person.

Textbooks, Magazines, Newspapers, Wikipedia, Dictionaries, Encyclopedias, Most Internet Articles, etc. are not primary sources, but can have quality references that are primary sources. They can also have useful information to help you understand and write better about your topic or person. So, do read these secondary sources to learn about your topic or person and to find the referenced quality primary sources of SME information.

If your chosen topic or person is mentioned in our textbooks, there will also most likely be associated SME primary references.

# Research Experience Requirements

**Research Experience Requirement:** Students in selected psychology courses (PSYC 3307, PSYC 3409, PSYC 3312, PSYC 3430, PSYC 4320) are required to engage in research experience activities as part of the course. The research experience activity involves writing summaries of peer reviewed research articles that are related to the course content. Faculty will identify which articles can be reviewed for their course, and article reviews can be submitted directly to the faculty for evaluation.

If students choose not to write article summaries, they can complete an alternative research experience by participating in research studies directly related to psychology to gain this experience.

**Sign Up for Alternative Research Experience:** To receive credit for this alternate research experience activity, students must create an account in SONA. The [university SONA account](#) is where students will sign up to participate in research projects (<https://tamuct.sona-systems.com>). Students should view the introductory [tutorial video](#) before using SONA (<https://www.youtube.com/watch?v=1OnT2ZU6QQ>) and be sure to use their [university email](#) when signing up. Students who have problems signing up for SONA or have questions should contact the professor of the course.

**Credits:** Students are required to complete 3 research experience credits in this course. Credit is allotted as follows:

- 1 credit for each summary of a peer-reviewed, research article OR  
1 credit for each hour (60 minutes) of research participation (in-person or online)
- 1/2 credit for each 1/2 hour (30 minutes) of research participation (in-person or online)

Students can use a combination of article summaries and alternative research assignments to earn their credits. There is no guarantee that there will be sufficient research participation opportunities for students to earn 100% of their credits from this alternative research experience.

Students who drop a class after having earned research experience credit cannot apply any accumulated credit from that class towards future semesters without the documented approval of the department chair; however, credits in SONA can be transferred from one course to another in the same semester. Credits from previous semesters are not permitted to be transferred for current semester use.

**Penalties:** Any student who has not earned all required research credits prior to the end of the semester will be penalized 1 letter grade on the final course grade.

For 16-week courses the deadline is 12pm (noon) on 5-14-21.

For first-8-week courses the deadline is 12pm (noon) on 3-12-21.

For second-8-week courses the deadline is 12pm (noon) on 5-14-21.

## Psychological Journal Article Summary Guidance

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. (**Your Psychological Journal Article “course reading list” for this course includes any Eminent Psychologist who has published psychological research between 1950 and August 2020**).

After you select an article, you are to carefully read the article and then write a brief summary of each of the article sections as listed below. Participation in each psychological research article summary activity will most likely take approximately 1 hour or more.

In your summary, each of the 10 summary requirements about your chosen psychological 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 your own words.

- 1. Write the reference for the article, which includes author, publication year, article title, journal name, volume number, and page numbers written in (7<sup>th</sup> Edition) APA style. Place this reference at the top of your summary. Each of the following parts of the summary is to include a properly APA formatted in-text citation, which will be the same citation for each.**
- 2. Write in your own words, a summary of the thesis statement(s) for the research article that explains the purpose(s) of the research.**
- 3. Explain the major variables in the research.**
- 4. Explain the research questions/hypotheses tested in the research study.**
- 5. Write a brief summary of the research studies summarized in the Introduction section of the research article.**
- 6. Describe the demographics/characteristics of the participants in the research.**
- 7. Describe the study’s procedure and the materials which were used to measure the variables (i.e., assessments).**
- 8. Explain how the results relate to the research questions/hypotheses that were tested by the research.**
- 9. State the study author’s conclusions regarding the findings of the research.**
- 10. Describe the author’s stated limitations of the study.**

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