

PSYC 5320-115, CRN 60113, HISTORY AND SYSTEMS

Summer 2022

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

This course is a 100% online course and uses the [TAMUCT Canvas Learning Management System](https://tamuct.instructure.com) [https://tamuct.instructure.com]. The course is offered in the summer 2022 8-week semester, and the course date range spans June 6 through July 29, 2022 (inclusive). All course deadlines are based on the time zone of the physical location of the university, which is in the Central Standard Time (CST) zone, but Central Daylight Time (CDT) is observed in the summer.

INSTRUCTOR AND CONTACT INFORMATION

Instructor:

Dr. Andria F. Schwegler

Office:

online via MS Teams, book an [appointment](https://outlook.office365.com/owa/calendar/Examplecalendar@tamuct.onmicrosoft.com/bookings/) (https://outlook.office365.com/owa/calendar/Examplecalendar@tamuct.onmicrosoft.com/bookings/)

Email:

Preferred mail is in Canvas Inbox in class. If correspondence is not related to the course, [contact the professor via TAMUCT email](mailto:schwegler@tamuct.edu) (schwegler@tamuct.edu).

Office Hours:

The professor is available to meet with students via video teleconference using MS Teams from their preferred study location. Students should message the professor inside Canvas to schedule a time. Appointments times are very flexible, and regular meetings are highly encouraged.

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.

Emergency Warning System for Texas A&M University-Central Texas:

SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive

email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - o [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp) [https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

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.

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 in the quizzes, discussions, article summaries, 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 discussions and replies, article summaries, synthesis essays, and 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 discussions and replies each week to engage with their peers in scholarly discourse about the history of psychology, write three synthesis essays throughout the semester that synthesize information across course content, write nine self-selected article summaries and revise them after professor feedback to succinctly summarize 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. (2020). *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* (11th 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 submitted after the due date will not receive full credit.** A 25% penalty per day will be imposed on all assignments submitted after the deadline. Specifically, assignments submitted after the deadline on the due date will receive a 25% penalty, assignments submitted more than 24 hours after the deadline will receive a 50% penalty, assignments submitted more than 48 hours after the deadline will receive a 75% penalty, and assignments submitted more than 72 hours after the deadline will receive no credit though the professor will still provide feedback on the assignment.

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

Discussions Posts 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. The goal of the post is for students to analyze and/or synthesize concepts discussed in the course during the module. In addition to research in the text, students are expected to conduct internet-based research on their topic 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 materials 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 at least one additional scholarly, reputable source of information per post. Students should submit initial posts in the forums as new threads on concepts (i.e., theories, topics, constructs) by **11:59pm CST on THURSDAY**. Initial posts submitted after this time will not receive credit.

Students are to read all posts and reply with comments, corrections, or questions to at least two (2)

responses posted by their peers. Students will have until **8:00am CST the following MONDAY** to submit at least **two (2)** replies to posts made by classmates.

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, and plagiarized content will be submitted to the Student Conduct Office.***

Though the writing topics will vary weekly, posts 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.

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 Reply (two required):

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

Chapter Quizzes

(18% of Overall Course Grade). Quizzes covering content from the assigned chapters in the S&S text will be given each week during the semester (see Course Calendar for dates and chapters). Quizzes will consist of questions in multiple-choice format, and questions will be drawn from textbook readings. The quizzes are timed and must be completed independently in the same session they are begun. Students may not seek assistance from other students on quizzes. Direct all questions to the professor.

Synthesis Essays

(21% of Overall Course Grade). Students will critically evaluate the assigned course readings pertaining to the history of psychology and synthesize information across them in their responses to essay prompts at three points during the semester. Each essay should include a thorough explanation written in the student's own words of information pertaining to the key topics in the prompts. Essays should include a brief summary of information pertaining to each key topic, the student's own critical analysis of the key topics, and an integration across sources of how they fit in with the broader historical context. A full reference written in APA style of the sources used in the essays should be included at the end of each

essay in an APA style Reference list. The synthesis essays will be graded using prompt-specific rubrics provided in class.

Research Paper

(23% of Overall Course Grade). Throughout the course of the semester, students will work on assembling information that leads to the completion of a 15 to 20-page research paper on a key development in the history of psychology. The research paper should be formatted in APA style. 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), summary of a recent empirical article related to the development (10 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. Information from the sources should be synthesized by topic (not merely listed by source) and presented in chronological order to create an explanation of the development of ideas related to the topic.

Examinations

(18% of Overall Course Grade). Two exams will be given during the semester at midterm and course completion. These tests will cover content from the assigned chapters and activities listed in the Course Calendar. Students may use textbooks, notes, and online resources when completing the exams. However, all exams must be completed independently with no assistance from other people including other students and tutors. 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

Assignment	Number Due	Points Each	Points Total	Percentage
Chapter Quizzes	15	12	180	18
Discussion Post/Replies	8	25	200	20
Synthesis Essays	3	70	210	21
Research Paper Assignments				
Paper Topic	1	10	10	1
Article Summaries (Historical)	9	10	90	9
Article Summary (Empirical)	1	30	30	3
Final Paper	1	100	100	10
Midterm Exam	1	90	90	9
Final Exam	1	90	90	9
			1000	100%

Table 1 Grading Criteria

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

Table 2 Grading Scale

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>
	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	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.
June 6 (12:30am) through June 13 (8:00am)	Module 1: Introduction: History of Psychology	Read S&S Chapter 1 and 2 Read Extension Article Write Discussion Post Select Research Paper Topics	Chapter Quiz: 1 and 2 Discussion Post & Replies Research Paper Topics
June 13 (8:00am) through June 20 (8:00am)	Module 2: Physiological Influences and New Psychology	Read S&S Chapters 3 and 4 Read Extension Article Write Discussion Post Write 3 Research Summaries	Chapter Quiz: 3 and 4 Discussion Post & Replies Research Summaries 1, 2, 3
June 20 (8:00am) through June 27 (8:00am)	Module 3: Structuralism and Functionalism	Read S&S Chapters 5 and 6 Read Extension Article Write Discussion Post Write Synthesis Essays	Chapter Quiz: 5 and 6 Discussion Post & Replies Synthesis Essays
June 27 (8:00am) through July 4 (8:00am)	Module 4: Functionalism: Development and Founding and Applied Psychology	Read S&S Chapters 7 and 8 Read Extension Article Write Discussion Post Write 3 Research Summaries	Chapter Quiz: 7 and 8 Discussion Post & Replies Research Summaries 4, 5, 6
July 4 (8:00am) through July 11 (8:00am) July 1 is Graduation Application Deadline	Module 5: Behaviorism: Antecedent Influences	Complete Midterm Exam Write Synthesis Essays Read S&S Chapters 9 Read Extension Article Write Discussion Post	Midterm Exam (Ch. 1-8) Synthesis Essays Chapter Quiz: 9 Discussion Post & Replies

<u>Week</u>	<u>Module</u>	<u>Instructional Activities</u>	<u>Assignments Due</u>
July 11 (8:80am) through July 18 (8:00am)	Module 6: Behaviorism: The Beginnings and After the Founding	Read S&S Chapter 10 and 11 Read Extension Article Write Discussion Post Write 3 Research Summaries	Chapter Quiz: 10 and 11 Discussion Post & Replies Research Summaries 7, 8, 9
July 18 (8:00am) through July 25 (8:00am)	Module 7: Gestalt Psychology and Psychoanalysis: The Beginnings	Read S&S Chapter 12 and 13 Read Extension Article Write Discussion Post Finalize Research Paper	Chapter Quiz: 12 and 13 Discussion Post & Replies Research Paper including empirical article summary
July 25 (8:00am) through July 29 (11:59pm)	Module 8: Psychoanalysis: After the Founding and Continuing Developments in Psychology	Read S&S Chapter 14 and 15 Read Extension Article Write Discussion Post Write Synthesis Essays Complete Final Exam	Chapter Quiz: 14 and 15 Discussion Post & Replies Synthesis Essays Final Exam (Ch. 9-15)

Table 3 Course Calendar

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

Logon to A&M-Central Texas [Canvas](https://tamuct.instructure.com/) [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT email 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.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

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

24 hours a day, 7 days a week:

Email: helpdesk@tam.u.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tam.u.edu): [http://hdc.tam.u.edu]

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

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

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

[<https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdId=https://eis-prod.ec.tamuct.edu:443/samlSSO&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty 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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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>].

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].

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 Warrior Center for Student Success, Equity 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/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.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, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Summer 2022 semester, the hours of operation are from 10:00 a.m.–4:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only

Monday thru Thursday from 6:00-9:00 p.m. and most Saturdays from 12:00-3:00 p.m.

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 UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor 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 if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

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 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments/?g=6956) [https://tamuct.libcal.com/appointments/?g=6956]. 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].

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 Wellness and 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](#) online

[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) website for more information [https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

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* (7th 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:

Late work will receive a grade penalty. A 25% penalty per day will be imposed on all assignments submitted after the deadline. Specifically, assignments submitted after the deadline on the due date will receive a 25% penalty, assignments submitted more than 24 hours after the deadline will receive a 50% penalty, assignments submitted more than 48 hours after the deadline will receive a 75% penalty, and assignments submitted more than 72 hours after the deadline will receive no credit though the professor will still provide feedback on all submitted assignments.

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. 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.
 4. 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.
 5. 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.
 6. 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.