

**Texas A&M University-Central Texas**  
**Department of Counseling and Psychology**  
**PSYC 4320-110 History of Psychology (CRN 80321)**  
**Fall 2023: August 28, 2023 – December 15, 2023**

**Instructor:** Jeffery L. Kirk, PhD

**Office:** Warrior Hall 318A

**Office Phone:** 254-519-5427

**Email:** Preferred email is through Canvas “Inbox” for course-related information. If correspondence is not related to the course, contact the professor at [jeff.kirk@tamuct.edu](mailto:jeff.kirk@tamuct.edu)

**Office Hours:** By appointment either on campus (Warrior Hall, Room 318A) or book an [appointment](#) via MS Teams.

[<https://outlook.office365.com/owa/calendar/JeffKirk@tamuct.onmicrosoft.com/bookings/>]

**Class Day and Time:** Fully Online

**Mode of Instruction and Course Access**

This course is a 100% online course and uses the A&M-Central Texas [Canvas Learning Management System](#). [<https://tamuct.instructure.com>]. Asynchronous activities assigned each week will be completed no later than 8:00 am Central on the Monday following the module of instruction in question. See the Technological Requirements section of the syllabus for more information on accessing/using Canvas.

**Student-Instructor Interaction**

The professor will log on to the course in Canvas every weekday (Monday through Friday) and will reply to email within two business days. If students have course-related questions, these should be posted in Study Hall (discussion board) instead of sending the professor an email/message. When questions are posted in Study Hall, both classmates and professor can reply to questions and all students will have access to the information. Students should work to complete assignments well in advance of deadlines. Reaching out on Sunday afternoon/evening for homework assistance or to ask for clarification is a bit too late to receive a response from the instructor. If you have questions or need assistance, please use the study hall discussion board as you are more likely to receive more timely help.

Students are expected to log on to the course in Canvas daily to review and post assignments, read discussion boards, check messages, etc. The professor will provide feedback on assignments by marking grading rubrics and/or posting comments as needed in the Submission box or on attached documents. Students should review all assignments in the Grade Center when grades are posted to examine and apply the feedback on subsequent assignments. Students may also message the professor to schedule an appointment when needed.

**SAFEZONE**

**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.

**For updates on COVID information**, please monitor the University [website](https://www.tamuct.edu/covid19/)

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## **COURSE INFORMATION**

### **Course Overview and Description**

#### **PSYC 4320. History of Psychology. 3 Credit Hours.**

(WI) Analyze historical prescientific psychology in philosophy and physiology through the period of the psychological schools of thought. Prerequisite(s): PSYC 3307, PSYC 3309, PSYC 3330, PSYC 3312, PSYC 4305; or permission of department chair.

#### **Course Objectives (Course Student Learning Outcomes)**

Course objectives and content will be covered through assigned text readings, lectures, homework assignments, and, if available, fieldwork. Students will be responsible for both lecture-based material including activities and demonstrations as well as textbook-based material for writing assignments. Upon satisfactory completion of this course, students will be able to:

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 and replies, reaction papers, 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 in discussions and replies, reaction papers, and eminent person papers/presentations.
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 demonstrate their ability to write discussions and replies each week to engage with their peers in scholarly discourse about the history of psychology, write three reaction papers on topics selected by the professor designed throughout the semester that synthesize information across course content and write and present a third-person eminent person in psychology research paper/presentation integrating multiple scholarly sources for an academic audience.

## Required and Recommended Reading and Textbook(s)

### Required Textbooks/Resources:

American Psychological Association. (2020). *Publication manual of the American psychological association* (7<sup>th</sup> ed.). Author. (ISBN: 978-1-4338-3218-5, e-book; 978-1-4338-3216-1, paperback) (New, used, and digital costs range from \$16.00 to \$35.99)

Schultz, D. P., & Schultz, S. E. (2016). *A history of modern psychology* (11th ed.). Cengage Learning. (ISBN: 978-1-305-6300-4-8, hardcover; 978-0-176-8467-5-6, e-book) Cengage Learning Inc. (ISBN: 978-0357585047) (New, used, and digital costs range from \$49.49 to \$290.16). Students also may purchase e-book access directly from Cengage at savings. Here's the link for your convenience: <https://play.vidyard.com/LvUjrM4jQwiiBMnkUtccUW>

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. (Texas Education Code 51.9705.)

### COURSE REQUIREMENTS

Please note this class is organized by weekly learning modules (located on the left menu bar in Canvas). Each module contains several actions and activities designed to guide student participation and direct student attention to important course content.

Students are responsible for meeting the course requirements as scheduled for each module in the course calendar. Please note that assignments submitted after the initial 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 due date deadline 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.

#### **Statement on the use of Open-Source AI (e.g., Chat GPT) tools to complete class assignments.**

Students must know the 'rules' when preparing assignments using the newest AI technologies. While I'm a fan of these technologies to assist in the preparation of assignments (primarily written) for submission they may not be used as a replacement for human creativity, originality, or critical thinking. As technologies evolve to assist in writing so does the ability to detect the use of AI in your writing. Consequently, faculty are paying closer attention to these tools to ensure students remain faithful to academic integrity standards. For more information on this please visit the [Student Conduct](#) page and review the sections on Academic Integrity and the Code of Academic Honesty for more information on your responsibilities. Also, note there is now an AI check on submitted written assignments that will provide an index (like Turnitin) of AI-generated work in your paper. I always review these similarity reports before grading the writing assignments so please ensure you are submitting your original work to the course 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 the proper APA style. Students must follow the APA style guidelines provided in the Publication Manual and use online style resources provided by the American Psychological Association at [www.apastyle.org](http://www.apastyle.org)

### **\*\*\*WI Course (Writing Instructive Course)\*\*\***

Writing Instructive courses vary across programs, just as writing adopts diverse forms and functions across different disciplines. In a WI course, writing facilitates learning; as such, several written assignments have been incorporated to allow students to learn both the subject matter of the course and discipline-specific ways of reasoning and writing.

#### **WI Course Requirements**

- This course has a range of writing assignments worth a significant part of the final grade
- Writing assignments are an integral part of measuring the mastery of the content in a course
- All written assignments are tied to specific course objectives and outcomes
- You will receive feedback on submitted writing assignments
- You will be required to integrate edits and/or recommendations from previous assignments to improve your writing in the discipline
- All written assignments will be submitted in MS Word (or a compatible word processing program or if using Apple Pages export to MS Word before submitting). Please do not submit assignments using pdf or Apple Pages
- **To pass this class, all written assignments (reaction and eminent person papers) are required to be submitted to the instructor for grading. Failure to do so will result in an F for the class.**

#### **Course Assignments**

##### **Eminent Person in Psychology Research Paper (SLOs 1, 2, 3; 20% of Overall Course Grade; 200 points each, 3 assignments due for a total of 200 points)**

Students will select an individual (from the readings) and write about their “eminent person” in the history of psychology. Your selection must be approved by the professor to ensure an appropriate representation of eminent persons for the presentations/discussions. Your task is to learn as much as possible about the person and his or her contribution to psychology. You also will learn about the major social and political events that occurred before and during the life of your person. Once you’ve become your person you will make a guest appearance (video recording) in the class (see eminent person presentation, below).

Sources for your paper should include at least three books or book chapters (you may use the course textbook as one resource), three to five journal articles written by your person, about your person, or your person’s contribution to psychology, and one dependable Internet source. The paper will be prepared using MS Word (or a compatible word processing program) according to APA style, will be 12 – 15 typewritten pages in length, and will be written in a third-person narrative style. Each of the three parts of your paper should be approximately the same length (4-5 pages). Ensure that all factual statements in the paper are properly referenced and/or cited. The references used in the creation of the research paper will be obtained using library research using resources available through the local library or by using the online databases discussed in class. Librarians can provide specific instruction in the effective and efficient use of the resources to individuals and groups. The eminent person paper will be completed and submitted for review before conducting the narrated video presentation.

The assignment will be completed in three (3) parts:

- a. Part one will be prepared as background on the eminent person and will be a succinct summary of your person’s life that identifies the prevailing intellectual and cultural climate of the era (4-5 pages in length and using a minimum of 3 resources),
- b. In part two, you will discuss your eminent person’s contribution(s) to psychology (4-5 pages in length and using a minimum of 3 resources), and finally,

- c. Part three will contain the historical development, legacy, the status of your person's contribution, and a concluding paragraph/summary of your work (4-5 pages in length and using a minimum of 3 resources).

Each section of the paper will be reviewed and returned to students for their review and correction before adding the subsequent parts of the paper. For example, students will submit part one to the professor for review of content and APA mechanics. Professor will then review, grade, and return the assignment to the student to make edits/corrections to the assignment; the student then adds part two to the first assignment and submits them to the professor for a second review. The professor returns the second assignment for review and correction to any comments provided; the final submission includes all previous work and the final section of the assignment for a final review by the professor. Each submission is graded per the rubric developed for this assignment.

**Eminent Person in Psychology Presentation (SLOs 1, 2, 3; 5% of Overall Course Grade; 50 points each, 1 assignment due for a total of 50 points)**

Once students have submitted their final draft of the eminent person paper, they will record a narrated video presentation of their eminent person (12-15 minutes in length). This is a formal presentation and will be prepared and uploaded to the assignment by the established due date in the syllabus calendar and Canvas assignment. As noted above, this is a formal presentation to your classmates and will be available to all students so they may also learn more about your eminent person and have the opportunity to comment/ask questions about your life, the ideas, events, and people who may have influenced you, your contributions to the science and practice of psychology, and what happened to your legacy contribution since you proposed/developed it. The presentation will be submitted for peer review and each student will review and comment on at least 2 video presentations.

Presentations will be due no later than **8:00 am (CST) Monday** of the final week of the class. For your video presentation, assume the identity of the person you have selected. To accomplish this, you are encouraged (but not required) to dress appropriately for the era in which your eminent person lived so you can assume the personality of your person and deliver a first-person account of your eminent person's life. Your presentation will be evaluated according to your knowledge of your person's life and contributions to psychology; knowledge of the ideas, events, and people who influenced your person; ability to communicate clearly; and authenticity of your presentation (i.e., costume, props, theatrical flair).

**Reaction Papers (SLOs 1, 2, 3; 15% of Overall Course Grade; 50 points each, 3 assignments due for a total of 150 points).** Based on course readings, students will write 3 (750 – 1000 words; 3-4 pages, excluding the title page and reference section) requiring you to critically review and write about an assigned topic.

Reaction papers need to be more than a simple summary of material so each paper should/could:

- compare and contrast opposing points of view on the topic,
- hypothesize ways that the work could have been improved (or not),
- expand or extend the idea to new domains, or
- question the assumptions or values of the topic.

These papers will be graded, using the rubric created for this assignment, based on your written communications skills, content, and originality of ideas. Your reaction paper will include an introductory paragraph, the body of the paper which will include the details of your argument, and a concluding paragraph that recaps your argument. Please use the appropriate heading levels (see APA 7<sup>th</sup> ed., section 2.27) to format the paper. See the information in the Canvas assignment for more specific information on preparing your reaction papers.

## Discussion Posts and Replies

### **This Week in the History of Psychology (SLOs 1, 2, 3; 15% of Overall Course Grade; 10 Points each, 15 assignments due for a total of 150 points)**

Students will search the various internet resources, sites, and databases (see the weblinks in Canvas for examples) related to psychology and find one salient event that took place during this week in the history of psychology. Students will then make a post to the module discussion board. Students will provide sufficient context to the importance of their historical selection by writing a short narrative designed to inform the class as to the importance of the selection and how it has informed the study of psychology. The length of the original post should be approximately 100-150 words in length.

The purpose of this assignment/discussion board is to involve students in internet research related to the broad contributions to the study of psychology. Student responses are encouraged but not required but if you choose to respond to a student post, please expand as to why you chose to respond (e.g., interesting topic, wasn't aware of the event) and share a bit of your thoughts on the topic. Please note that 'current events' do not qualify as history and will not be accepted for credit on this assignment. For this assignment 'current events' are defined as events happening now. Look for historical events that happened more than 10 years in the past to report on.

Students must make their posts before they will be able to view others' replies to minimize 'copy and paste' posts. When posting please ensure you also include the source and webpage link to your reference so others can build an archive of resources if desired. **This is an 'information only' post and encourages but does not require students to comment.**

### **Weekly Chapter Discussion Questions (SLOs 1, 2, 3; 30% of Overall Course Grade; 20 Points each, 15 assignments due for a total of 300 points)**

Each week students will research and write a discussion post on a topic of their choice from the review questions located at the end of each chapter. The goal of the post is for students to analyze and/or synthesize concepts presented 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 posts for the source of their information (e.g., video demonstrations, professors' blog posts, original articles, and 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 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 **11:59 pm CST on THURSDAY**. Initial posts submitted after this time may not receive full credit for the assignment.

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 **8:00 am 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 and will be graded according to the rubric developed for this assignment.

***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.***

**Chapter Examinations (SLO 1, 15% of Overall Course Grade; 50 points each, 3 exams due worth a total of 150 points).** Three multiple-choice exams (50 points each) covering content from the assigned Schultz and Schultz textbook will be scheduled during the semester (see Course Calendar for dates). These exams will cover content from the assigned chapters listed in the Course Calendar. Students may use their textbooks when completing the exams. However, all exams must be completed independently. Direct all questions 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.

**Research Experience Requirement (SLOs 1, 2, 3; 0% of Overall Course Grade; 1 point each toward the Research Requirement; These points are not counted in the final course grade)**

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 includes writing summaries of peer-reviewed research articles that are related to the course content. The course instructor will identify which articles can be reviewed for their course, and article reviews can be submitted directly to the faculty member 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](#) [[https://www.youtube.com/watch?v=\\_1OnT2ZU6QQ](https://www.youtube.com/watch?v=_1OnT2ZU6QQ)] before using SONA 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 based on estimated participation time:

- 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 the alternative research experience.

Students who drop a class after having earned research experience credit cannot apply any accumulated credit from that class toward 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:** Students who have not earned all required research credits before the end of the semester will be penalized 1 letter grade on the final course grade.

## Grading Criteria Rubric and Conversion

### Assignments & Grading

Assignment	Number	Points Each	Points Totals	% Overall Grade
<b>Required but Not Graded Assignments</b>				
<b>Complete 'Start Here' Module</b>	1	0	0	0%
Add a profile picture to the Canvas course	1	0	0	0%
Acknowledgment of Understanding	1	0	0	0%
Meet and Greet Post	1	0	0	0%
Eminent Person Selection	1	0	0	0%
<b>Graded Assignments</b>				
Eminent Person Research Paper Section 1 Draft	1	50	50	5%
Eminent Person Research Paper Section 2 Draft	1	50	50	5%
Eminent Person Research Paper Final	1	100	100	10%
Eminent Person Research Paper Presentation	1	50	50	5%
Reaction Papers	3	50	150	15%
This Week in the History of Psychology	15	10	150	15%
Weekly Chapter Discussion Posts	15	20	300	30%
Chapter Examinations	3	50	150	15%
			<b>1000</b>	<b>100%</b>
<b>Research Experience Requirement (see requirements on the previous page)</b>				
Article Summaries	3	1 credit	3 credits	
<b>or</b>				
Alternative Research Experience	3	1	3	

**\*Research Experience Requirement Penalties:** Students should earn at least 1 research credit before module 5, 2 research credits before module 10, and have all 3 research credits completed before module 15. **Any student who has not earned all required research credits before the end of the semester is subject to a 1-letter grade penalty on the final course grade.**

### Posting of Grades/Grading Rubric

Please note that grades for this class are earned, not 'given'. Students earn points by actively utilizing course content and by demonstrating their grasp of subject-matter content on written assignments and quizzes. Grades are determined based on the percentage of points earned on each assignment and the assignment's weight toward the overall course grade. (To calculate your overall grade to date, multiply the percentage of points earned for each assignment by the 'Percentage of Overall Grade for Each Assignment' above, then sum all points earned.) Please note that requests for an **"Incomplete"** grade are recorded for a student are rarely considered and only in cases of extraordinary circumstances.

Grade	University Definition	Course Definition	Percentage
A	Excellent	Exceptional	90-100
B	Good	Above Average	80-89
C	Fair	Average	70-79
D	Passing	Unsatisfactory	60-69
F	Failing	Failure	59 or below

### Posting of Grades

All assignments are due no later than the date/time noted in Canvas. All student's grades will be posted in the Canvas Grade Center after the assignment's due date has passed. The professor will begin reading, grading, and recording grades on 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.



**Exam/Quiz Make-up Policy:**

Make-up exams/quizzes will be granted only under exceptional circumstances (e.g., cardiac arrest or death of a first-degree relative) and when accompanied by official documentation of your emergency (e.g., a note from the academic dean or a copy of an obituary). Make-up exams/quizzes may differ in format from the one given at the scheduled time. The professor reserves the right to determine if circumstances merit a make-up exam. **To be fair to all students, there are no exceptions to these policies.**

**Late Work Policy:**

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.

**Students also should note that once an assignment is submitted it is a completed assignment. No changes will be allowed and the grade for the assignment will be considered as final.**

## COURSE OUTLINE AND CALENDAR

Complete Course Calendar PSYC 4320 (August 28, 2023 thru December 15, 2023)

Week	Module	Instructional Activities	Assignments Due
	<b>Getting Started</b>	Log on to Canvas Establish library access from home Create a quiet study environment Resolve all computer difficulties Find 2 'backup' computers w/internet Introduce yourself in the discussion forum	Please review the syllabus and assignments in Canvas so you will be aware of assignment requirements and deadlines All assignments are due NLT 0800 (Central) on Monday mornings following the required module <b>Complete all required 'Start Here' Module assignments; meet and greet, and acknowledgment of understanding</b>
Aug 28 (12:30 am) thru Sep 4 (8:00 am)	Module 1: The Study of the History of Psychology	Read S&S Chapter 1 Take notes on PPT slides Participate in Study Hall/Office Hours This Week in the History of Psychology Discussion Post Weekly Chapter Discussion Post	This Week in the History of Psychology DB Post Weekly Chapter DB Post
Sep 4 (12:30 am) thru Sep 11 (8:00 am)	Module 2: Philosophical Influences on Psychology	Read S&S Chapter 2 Take notes on PPT slides Participate in Study Hall/Office Hours This Week in the History of Psychology Discussion Post Weekly Chapter Discussion Post	This Week in the History of Psychology DB Post Weekly Chapter DB Post <b>Reaction Paper 1: The Mind-Body Interaction Eminent Person Selection Due</b>
Sep 11 (12:30 am) thru Sep 18 (8:00 am)	Module 3: Physiological Influences on Psychology	Read Chapter 3 Take notes on PPT slides Participate in Study Hall/Office Hours This Week in the History of Psychology Discussion Post Weekly Chapter Discussion Post	This Week in the History of Psychology DB Post Weekly Chapter DB Post
Sep 18 (12:30 am) thru Sep 25 (8:00 am)	Module 4: The New Psychology	Read Chapter 4 Take notes on PPT slides Participate in Study Hall/Office Hours This Week in the History of Psychology Discussion Post Weekly Chapter Discussion Post	This Week in the History of Psychology DB Post Weekly Chapter DB Post

Week	Module	Instructional Activities	Assignments Due
Sep 25 (12:30 am) thru Oct 2 (8:00 am)	Module 5: Structuralism	Read Chapter 5 Take notes on PPT slides Participate in Study Hall/Office Hours This Week in the History of Psychology Discussion Post Weekly Chapter Discussion Post <b>Take Exam 1 (Chapters 1-5)</b>	<b>At least 1 research experience credit completed</b> This Week in the History of Psychology DB Post Weekly Chapter DB Post <b>Exam 1 (Chapters 1-5)</b> <b>EPP Section 1 Draft Due (see assignment in Canvas for specific requirements)</b>
Oct 2 (12:30 am) thru Oct 9 (8:00 am)	Module 6: Functionalism: Antecedent Influences	Read Chapter 6 Take notes on PPT slides Participate in Study Hall/Office Hours This Week in the History of Psychology Discussion Post Weekly Chapter Discussion Post	This Week in the History of Psychology DB Post Weekly Chapter DB Post <b>Reaction Paper 2: The Oxford Evolution Debate</b>
Oct 9 (12:30 am) thru Oct 16 (8:00 am)	Module 7: Functionalism: Development and Founding	Read Chapter 7 Take notes on PPT slides Participate in Study Hall/Office Hours This Week in the History of Psychology Discussion Post Weekly Chapter Discussion Post	This Week in the History of Psychology DB Post Weekly Chapter DB Post
Oct 16 (12:30 am) thru Oct 23 (8:00 am)	Module 8: Applied Psychology: The Legacy of Functionalism	Read Chapter 8 Take notes on PPT slides Participate in Study Hall/Office Hours This Week in the History of Psychology Discussion Post Weekly Chapter Discussion Post	This Week in the History of Psychology DB Post Weekly Chapter DB Post
Oct 23 (12:30 am) thru Oct 30 (8:00 am)	Module 9: Behaviorism: Antecedent Influences	Read Chapters 9 Take notes on PPT slides Participate in Study Hall/Office Hours This Week in the History of Psychology Discussion Post Weekly Chapter Discussion Post	This Week in the History of Psychology DB Post Weekly Chapter DB Post

Week	Module	Instructional Activities	Assignments Due
Oct 30 (12:30 am) thru Nov 6 (8:00 am)	Module 10: Behaviorism: The Beginnings	Read Chapter 10 Take notes on PPT slides Participate in Study Hall/Office Hours This Week in the History of Psychology Discussion Post Weekly Chapter Discussion Post <b>Take Exam 2 (Chapters 6-10)</b>	This Week in the History of Psychology DB Post Weekly Chapter DB Post <b>At least 2 research experience credits completed</b> <b>Exam 2 (Chapters 6-10)</b> <b>EPP Section 2 Draft Due (see assignment in Canvas for specific requirements)</b>
Nov 6 (12:30 am) thru Nov 13 (8:00 am)	Module 11: Behaviorism: After the Founding	Read Chapter 11 Take notes on PPT slides Participate in Study Hall/Office Hours This Week in the History of Psychology Discussion Post Weekly Chapter Discussion Post	This Week in the History of Psychology DB Post Weekly Chapter DB Post <b>Reaction Paper 3: What Became of Little Albert</b>
Nov 13 (12:30 am) thru Nov 20 (8:00 am)	Module 12: Gestalt Psychology	Read Chapter 12 Take notes on PPT slides Participate in Study Hall/Office Hours This Week in the History of Psychology Discussion Post Weekly Chapter Discussion Post	This Week in the History of Psychology DB Post Weekly Chapter DB Post
Nov 20 (12:30 am) thru Nov 27 (8:00 am)	Module 13: Psychoanalysis: The Beginnings	Read Chapter 13 Take notes on PPT slides Participate in Study Hall/Office Hours This Week in the History of Psychology Discussion Post Weekly Chapter Discussion Post	This Week in the History of Psychology DB Post Weekly Chapter DB Post
Nov 27 (12:30 am) thru Dec 4 (8:00 am)	Module 14: Psychoanalysis: After the Founding	Read Chapter 14 Take notes on PPT slides Participate in Study Hall/Office Hours This Week in the History of Psychology Discussion Post Weekly Chapter Discussion Post	This Week in the History of Psychology DB Post Weekly Chapter DB Post

<b>Week</b>	<b>Module</b>	<b>Instructional Activities</b>	<b>Assignments Due</b>
Dec 4 (12:30 am) thru Dec 11 (8:00 am)	Module 15: Continuing Developments in Psychology	Read Chapter 15 Take notes on PPT slides Participate in Study Hall/Office Hours This Week in the History of Psychology Discussion Post Weekly Chapter Discussion Post <b>Take Exam 3 (Chapters 11-15)</b>	This Week in the History of Psychology DB Post Weekly Chapter DB Post <b>Exam 3 (Chapters 11-15)</b> <b>Submit the Completed/Final EPP Paper</b> <b>(See the assignment in Canvas for more info)</b> <b>Submit the EPP presentation video to the Canvas assignment for peer review</b>
Dec 11 (12:30 am) thru Dec 15 (8:00 am)	Eminent Person Research Paper and Presentation	Eminent Person Research Paper and Presentation	<b>All 3 research experience credits complete</b>

Large portions of this syllabus were blatantly pirated from a wide variety of sources...mostly Dr. Andria Schwegler.

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 a 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](mailto:helpdesk@tam.u.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.***

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

### **Warrior Center for Student Success**

The Warrior Center for Student Success is a comprehensive academic support department at A&M-Central Texas, dedicated to fostering an environment of excellence and empowerment among its student body. The center offers a wide range of programs and services to ensure every student reaches their full potential and is a haven for students seeking guidance, resources, and a strong support network to excel in their educational journey.

**ADA Access and Accommodations:** Texas A&M University-Central Texas ensures that students with disabilities have equal access to educational opportunities by providing appropriate accommodations and support services. If you believe you have a physical, learning, or socio-emotional disability requiring reasonable accommodations, please visit [Access and Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) [https://www.tamuct.edu/student-affairs/access-inclusion.html] for more details or contact the Office of Access and Inclusion, WH-212; (254) 501-5836. Any information you provide is private and confidential.

**Success Coaching and Peer Mentoring:** Our experienced Success Coaches work one-on-one with students to develop personalized action plans, set academic goals, and build effective study strategies, time management skills, and resilience. Our Peer Mentors provide a valuable support system, offering guidance, encouragement, and a relatable perspective to help students navigate their academic and personal challenges. For more details call 254-501-5836 or 254-501-5928 or visit [Academic Support](https://www.tamuct.edu/student-affairs/academic-support.html) [https://www.tamuct.edu/student-affairs/academic-support.html]. Click the link to schedule a session (virtual or in-person) with a success coach [bit.ly/3q7uB50](https://bit.ly/3q7uB50) or visit WH, 111.

**Testing Services:** We offer a secure and comfortable environment for students and members of the community to take courses and distance learning exams, as well as placement tests and professional certification exams. Our Testing Service also offers resources and support referrals for testing-related challenges (test anxiety, learning disabilities, etc.) and supports all approved ADA accommodations. Call (254) 519-5830 or visit the [Testing Center](https://www.tamuct.edu/testing-center/) [https://www.tamuct.edu/testing-center/].

**Tutoring and Supplemental Instruction Services:** Our team of qualified Tutors and Supplemental Instructors assist students in various non-writing subjects, promoting academic comprehension and enhancing learning outcomes. Click the link to schedule a tutoring session with a TAMUCT tutor (virtual or in-person) or view tutor availability [bit.ly/43Q6wNz](https://bit.ly/43Q6wNz). You may also chat live with a remote tutor 24/7 for a variety of subjects through our partnership with Tutor.com, an online tutoring platform that is free to all TAMUCT students. To learn more please visit [Tutoring Services](https://www.tamuct.edu/student-affairs/academic-support.html#tutoring) [https://www.tamuct.edu/student-affairs/academic-support.html#tutoring] or call (254) 501-5836 or visit the Tutoring Hub in Warrior Hall, 111.

### **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 Student Conduct Office. 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 referral](https://cm.maxient.com/reporting.php?TAMUCentralTexas), [https://cm.maxient.com/reporting.php?TAMUCentralTexas].

### **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 Records and Admissions Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Records and Admissions 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 Records and Admissions 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.

### **Pregnant and/or Parenting Students Rights and Accommodations**

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of [Title IX and related guidance from US Department of Education's Office of Civil Rights](#), the Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the pregnancy as possible through the [Pregnancy & Parenting webpage](#) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. For more information, please visit [Student Affairs](#) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. If you would like to read more about these [requirements and guidelines](#) 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](#) specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions [<https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html>].

Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, [titleix@tamuct.edu](mailto:titleix@tamuct.edu), Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.

### **Title IX Rights and Reporting Responsibilities**

Texas A&M University-Central Texas is committed to creating a safe and open learning environment for all students. If you or another student has experienced any form of gender discrimination or sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and/or sex-based stalking, help and support are available. Our university strongly encourages all members of our campus community to report incidents and seek support for gender discrimination and sexual misconduct through the Title IX Office. You may contact the Title IX Office at 254.519.5716, [titleix@tamuct.edu](mailto:titleix@tamuct.edu), Founders Hall 317B, or learn more by visiting the [Title IX webpage](#) [<https://www.tamuct.edu/compliance/titleix.html>].

Please be aware that that under [Title IX](#), [Texas Senate Bill 212](#), and [System Regulation 08.01.01](#), [<https://policies.tamus.edu/08-01-01.pdf>] all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above and defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach.

If you or another student wishes to speak to a confidential employee who does not have this reporting responsibility, you can contact the [Student Wellness & Counseling Center](#), [<https://www.tamuct.edu/student-affairs/student-counseling.html>], 254.501.5955, or [swacc@tamuct.edu](mailto:swacc@tamuct.edu), located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or [ssa@tamuct.edu](mailto:ssa@tamuct.edu), located in founder Hall Room 317D.

### **University Library & Archives**

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 1,203,947 eBooks and 134,750 journals, in addition to the 96,879 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) [https://tamuct.libcal.com/appointments]. 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 workspaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/index) [https://tamuct.libguides.com/index]

### **University Writing Center**

Located in Warrior Hall 416 and online, 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. The face-to-face hours of operation are from 10:00 a.m.-5:00 p.m. Monday and Thursday in Warrior Hall 416. Online tutoring is available Monday thru Thursday from 10:00 a.m.-5:00 p.m. and from 6:00-9:00 p.m. and on 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 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 [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) 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.

### **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](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/bit) 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* (7<sup>th</sup> ed.).

### 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](https://sacscoc.org/app/uploads/2019/08/Credit-Hours.pdf), 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" (https://sacscoc.org/app/uploads/2019/08/Credit-Hours.pdf). For a 4-credit hour class that is delivered fully online, students should spend at least **12 hours on coursework per week for a 16-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 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 your interactions with others in class as you would in your future professional career.
3. Follow the sequence of instruction. Gaining a full, independent understanding of the text is critical in an online course, and the sequence of instruction provides diverse activities based on sound educational practice to meet this goal. (If you are memorizing the formulas, you are studying for the class incorrectly!)
4. Pay attention to the percentage of your grade each assignment is worth. Simply doing well on the exams will not allow you to pass the course. Students must submit all assignments every week to do well in the course.
5. Complete and submit course assignments on time. Find a “back-up” computer with internet access if your primary computer “crashes” or you have connection difficulties. Save your work often and on multiple media (e.g., hard drive, jump drive), so you do not lose your work.
6. Stay focused. Just as in a face-to-face class, reduce as many distractions as possible when working on course assignments. Turn off all electronic devices such as cell phones, music players, gaming equipment, etc. Postpone business not related to the course until you have completed your assignments for the day.
7. Keep me informed. At the first sign of confusion or difficulty, request assistance in Study Hall. Unless I hear from you, I will not know how to help you.

#### **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.

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