

Texas A&M University-Central Texas
Department of Counseling and Psychology
PSYC 4320-120 History of Psychology (CRN 80644)
Fall 2022: August 22, 2022 – December 9, 2022

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

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 8:00am 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 logon 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 logon 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/) [https://www.tamuct.edu/covid19/]

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 on discussions and replies, reaction papers, and eminent person paper/presentation.
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 to 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* (7th ed.). Washington, DC: American Psychological Association. (ISBN: 978-1-4338-3218-5, e-book; 978-1-4338-3216-1, paperback) (New, used, and digital costs range from \$24.00 to \$45.00)

Schultz, D. P., & Schultz, S. E. (2016). *A history of modern psychology* (11th ed.). Belmont, CA: Wadsworth, 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 \$75.00 to \$275.00)

Students also may purchase e-book access directly from Cengage at a 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. 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 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.

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

Course Assignments

Eminent Person in Psychology Research Paper (SLOs 1, 2, 3; 20% of Overall Course Grade; 200 points each, 1 assignment 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 two 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 about your person’s contribution to psychology, and one dependable Internet source. The paper will be prepared according to APA style, will be 10 – 12 typewritten pages in length and will be written in third-person narrative style. Each of the three parts of your paper should be approximately the same length (3-4 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 will provide specific instruction in the effective and efficient use of the resources to individuals and to groups. The eminent person paper must be completed and submitted for review prior to conducting the video presentation.

Specifically, your paper will contain information on the following:

- a. a succinct summary of your person’s life that identifies the prevailing intellectual and cultural climate of the era,
- b. a description your person’s contribution to psychology, and,
- c. the historical development and status of your person’s contribution.

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)

Students will record a video of their eminent person presentation (12-15 minutes in length). This is a formal presentation and will be prepared and uploaded to the assignment within one week of the completion of the eminent person paper. This is a formal presentation and will be available to all students so they may also learn more about your eminent person and have to 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.

Presentations will be scheduled beginning in Module 5 and will run for the remainder of the semester. The goal is for students to present in the week the eminent person is introduced in the textbook. For your videoed presentation, assume the identity of the person you have selected. To accomplish this you should dress appropriately for the era in which your eminent person lived so you can assume the personality of your person. 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). I would like students to select their ‘eminent person’ from the chapters that we will be studying (e.g., all eminent persons in chapters 2 – 5 would the lives of Descartes, Fechner, Wundt, Ebbinghaus, Stumpf, or Titchener could be presented in week 5).

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 (500 – 750 words) reaction papers 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 based on your written communications skills, content, and originality of ideas. Your reaction paper should 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. 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 do a search of the various internet resources, sites, 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. Length of original post should be approximately 75-100 words in length.

This purpose of this assignment/discussion board is to involve students in a bit of internet research related to the broad contributions to the study of psychology. Student responses are encouraged but not required. If you choose to respond 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.

Students must post their before they will be able to view others' replies so as 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 in 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 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 20 points each week.

Discussion Posts:

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 Examinations (SLO 1, 15% of Overall Course Grade; 50 points each, 3 exams due worth a total of 150 points). Three timed 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 SONA 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] 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 towards future semesters without the documented approval of the department chair; however, credits in SONA can be transferred from one course to another in the same semester. Credits from previous semesters are not permitted to be transferred for current semester use.

Penalties: Students should earn at least 1 research credit before the midterm of the course (**approximately October 17, 2022**). Any student who has not earned all required research credits prior to the end of the semester will be penalized 1 letter grade on the final course grade (**December 9, 2022**).

Grading Criteria Rubric and Conversion

Assignments & Grading

Assignment	Number	Points Each	Points Totals	% Overall Grade
Required but Not Graded Assignments				
Complete 'Start Here' Module	1	0	0	0%
Add profile picture to Canvas course	1	0	0	0%
Acknowledgement of Understanding	1	0	0	0%
Meet and Greet Post	1	0	0	0%
Graded Assignments				
Eminent Person Research Paper	1	200	200	20%
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%
			1000	100.0%
Research Experience Requirement (see requirements on the previous page)				
Article Summaries	3	1 credit	3 credits	
or				
Alternative Research Experience	3	1	3	

***Research Experience Requirement Penalties:** Students should earn at least 1 research credit before module 5 of the course (**September 26, 2022**), 2 research credits before module 10 (**October 31, 2022**), and have all 3 research credits completed before module 15 (**December 5, 2022**). Any student who has not earned all required research credits prior to the end of the semester (**December 9, 2022**) 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 students’ grades will be posted in the Canvas Grade Center after the assignment due date has passed. 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.

Exam/Quiz Make-up Policy:

Make-up exams/quizzes will be granted only under exceptional circumstances (e.g., cardiac arrest or death of 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 22, 2022 thru December 9, 2022)

Week	Module	Instructional Activities	Assignments Due
	Getting Started	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 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 Complete all required 'Start Here' Module assignments; meet and greet, and acknowledgement of understanding
Aug 22 (12:30am) thru Aug 29 (8:00am)	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 Discussion Post Weekly Chapter Discussion Post
Aug 29 (8:00am) thru Sep 5 (8:00am)	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 Discussion Post Weekly Chapter Discussion Post Reaction Paper 1: The Mind-Body Interaction Eminent Person Selection Due
Sep 5 (8:00am) thru Sep 12 (8:00am)	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 Discussion Post Weekly Chapter Discussion Post

Week	Module	Instructional Activities	Assignments Due
Sep 12 (8:00am) thru Sep 19 (8:00am)	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 Discussion Post Weekly Chapter Discussion Post
Sep 19 (8:00am) thru Sep 26 (8:00am)	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 Take Exam 1 (Chapters 1-5)	At least 1 research experience credit completed This Week in the History of Psychology Discussion Post Weekly Chapter Discussion Post Exam 1 (Chapters 1-5)
Sep 26 (8:00am) thru Oct 3 (8:00am)	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 Discussion Post Weekly Chapter Discussion Post Reaction Paper 2: The Oxford Evolution Debate
Oct 3 (8:00am) thru Oct 10 (8:00am)	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 Discussion Post Weekly Chapter Discussion Post
Oct 10 (8:00am) thru Oct 17 (8:00am)	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 Discussion Post Weekly Chapter Discussion Post
Oct 17 (8:00am) thru Oct 24 (8:00am)	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 Discussion Post Weekly Chapter Discussion Post

Week	Module	Instructional Activities	Assignments Due
Oct 24 (8:00am) thru Oct 31 (8:00am)	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 Take Exam 2 (Chapters 6-10)	This Week in the History of Psychology Discussion Post Weekly Chapter Discussion Post At least 2 research experience credits completed Exam 2 (Chapters 6-10)
Oct 31 (8:00am) thru Nov 7 (8:00am)	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 Discussion Post Weekly Chapter Discussion Post Reaction Paper 3: What Became of Little Albert
Nov 7 (8:00am) thru Nov 14 (8:00am)	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 Discussion Post Weekly Chapter Discussion Post
Nov 14 (8:00am) thru Nov 21 (8:00am)	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 Discussion Post Weekly Chapter Discussion Post
Nov 21 (8:00am) thru Nov 28 (8:00am)	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 Discussion Post Weekly Chapter Discussion Post
Nov 28 (8:00am) thru Dec 5 (8:00am)	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 Take Exam 3 (Chapters 11-15)	This Week in the History of Psychology Discussion Post Weekly Chapter Discussion Post Exam 3 (Chapters 11-15)

Week	Module	Instructional Activities	Assignments Due
Dec 5 (8:00am) thru Dec 9 (11:59pm)	Eminent Person Research Paper and Presentation	Eminent Person Research Paper and Presentation	All 3 research experience credits complete

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

Click here to view the [Academic Calendar](https://www.tamuct.edu/registrar/academic-calendar.html) [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

Logon to A&M-Central Texas [Canvas](https://tamuct.instructure.com/). You will login through the Microsoft portal.

Username: Your MyCT username. 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@tamu.edu

Phone: (254) 519-5466

Click here for [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

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services, and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH 212 or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

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

Academic Integrity

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

Drop Policy

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

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

Faculty 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.

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 Library & Archives

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group 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](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index]

University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

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-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOnline](#). In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu for any assistance needed with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

OPTIONAL POLICY STATEMENTS

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

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

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

Behavioral Intervention

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

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/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.

Copyright Notice

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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