PSYC 4309.001 - History & Systems of Psychology Capstone Course
Summer I, 2017
MW 12:00 to 1:55 PM, CS 114 and online

Lisa Comparini
BH 317
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BRIEF COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES

This course is a blended course meaning that we will meet face-to-face half of the time (M-W) and the other half of the course will be delivered online (more about this below). Throughout the term, you will become increasingly familiar with some of the major systems of thought in psychology. I will introduce 8 primary topics as a guiding structure for our further exploration. These are:

1. Early emphasis on physiology
2. Darwin’s work as a foundation for the developing field
3. American pioneers
4. Structuralism and Functionalism
5. Intelligence and intelligence testing
6. Behaviorism
7. Clinical psychology
8. Cognitive Psychology

Student Learning Outcomes:

1. Describe major themes which have impacted psychology, including science/non-science, free-will/determinism, nature/nurture, monism/dualism, etc.
2. Describe the predominant systems of thought in psychology and the contributions of individuals within their intellectual, historical, cultural, social, political, etc. contexts.
3. Demonstrate competence in group processes which includes making meaningful contributions, helping group to synthesize all contributions, fostering a constructive team climate and responding appropriately and constructively to disagreements/conflicts.
COURSE TEXTBOOK


We will also use this free student companion website:
http://bcs.wiley.com/he-bcs/Books?action=index&itemId=1118833759&bcsId=9263
This site from the publisher has review materials such as quizzes and matching exercises to help supplement your active reading of the text in preparation for class and online activities, and tests.

USE OF BLACKBOARD

This course is a blended course meaning that we will meet face-to-face half of the time (M-W) and the other half of the course will be delivered online. We will use the Blackboard platform for the online portion of the course. **Consistent and informed participation is expected of all students both in class and online.** This means that not only should you contribute to class discussions and activities, but that your comments, questions and contributions should show that you have read the assigned material so that your contributions are meaningful.

You are also expected to have reliable and dedicated internet access which enables you to view electronic resources, participate in discussions, and complete online exams. Blackboard will also be used for posting important class documents including information about tests, specific instructions for the various writing assignments, announcements, homework, and project assignments. It is your responsibility to check Blackboard regularly to ensure completion of all required coursework. If you do not know your login information for Blackboard, please contact the IT Help Desk, (361) 825-2692. If there are issues within the Blackboard course, please contact me first, as typically the instructor is the only one who can make changes/fix issues within a course. If you are having technical difficulties, please contact the IT Help Desk or your ISP.

**Late Work/Missed Exams.** Due dates for all work will be posted on the course calendar on Blackboard. **No late assignments will be accepted.** **Documented emergency situations** which require you to miss an exam/deadline must be discussed with me in advance or as soon as they arise.

**GRADED WORK**

**Small Group Online Discussions (3 points each):** For each of the 4 units, students will respond to a discussion prompt posted on the discussion board. These discussions will be framed as mini-debates between some of the main philosophers and psychologists we study and will help
prepare you for the final group project which will take a similar form.

**Online quizzes (3 points each).** For each of the 14 chapters, students will take an online quiz from the student companion website ([http://bcs.wiley.com/he-bcs/Books?action=index&itemId=1118833759&bcsId=9263](http://bcs.wiley.com/he-bcs/Books?action=index&itemId=1118833759&bcsId=9263)) to help gauge mastery of the material in that chapter. Once you have completed reading, studying and reviewing a chapter, you should then take the corresponding quiz as many times as needed until you achieve a score of 90% or higher. Once you have achieved this, take a screenshot of the page showing your score and submit on Blackboard.

**In-class work/Participation (30 points total).** While I will not take attendance, your participation in a total of 8 face-to-face meetings on Mondays and Wednesdays is a crucial component of the course. If you must miss class, please arrange to get announcements, handouts, class notes, etc. from a fellow student or to come by my office during office hours. In-class activities cannot be made up in most cases, even with an excused absence since they are designed to be interactive.

**Online Tests (44 points each, 4 total).** There will be 4 tests throughout the semester, each worth 45 points (15% each). Tests will include multiple choice and short answer questions over the material from the corresponding week (see course calendar), i.e. they are not cumulative. Please expect that any material covered in the assigned chapters and class discussions may be included on the exams.

All students are required to use the Respondus Lockdown Browser to access exams in this course. Students may also be required to utilize Respondus Monitor for some or all of the course exams. This program uses a webcam and video technology to prevent cheating during online exams. Use of the Monitor feature requires a small fee to utilize. **Students are responsible for downloading the program, ensuring appropriate equipment to utilize this service, and paying any associated fees prior to the testing window.**

**Final Group project (30 points).** The final group project will be an extension of the discussions you have on blackboard that fulfill the discussion board assignment. This group project is your opportunity to explore one of the central topics from the course in a little more depth, work collaboratively with others, and relate the information via presentation. Further instructions will be provided.
COURSE GRADES

Each student’s course grade will be calculated based on the following (use this chart to keep track of your scores and to calculate your own grade at any time of the semester):

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<tr>
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<th>Points Possible</th>
<th>Percentage</th>
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<tbody>
<tr>
<td><strong>Test 1</strong></td>
<td>44 points (14.6%)</td>
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<td><strong>Test 2</strong></td>
<td>176 total points possible (total 58.6%)</td>
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<td><strong>Test 3</strong></td>
<td>40 points possible (13.3%)</td>
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<td><strong>Test 4</strong></td>
<td>54 points possible (18%)</td>
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<tr>
<td><strong>In-class work/participation</strong></td>
<td>30 points possible (10%)</td>
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<tr>
<td><strong>Online work (discussions, quizzes)</strong></td>
<td>210 – 239 points</td>
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<td><strong>Final group project</strong></td>
<td>180 – 209 points</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>/ 300</td>
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<tr>
<th>Grade Range</th>
<th>Description</th>
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<tr>
<td>90-100% (270-300 points)</td>
<td>A indicates work of distinction, of consistent and exceptionally high quality</td>
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<tr>
<td>80-89% (240 – 269 points)</td>
<td>B indicates good work, maybe not consistent or of distinction</td>
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<tr>
<td>70-79% (210 – 239 points)</td>
<td>C indicates average work</td>
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<tr>
<td>60-69% (180 – 209 points)</td>
<td>D indicates marginal work</td>
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<td>Below 60% (below 180 points)</td>
<td>F indicates unacceptable work</td>
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**Classroom/professional behavior**
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.
I also ask, as a matter of professional courtesy, that all phones and other electronic devices not directly related to the ongoing course activities, be put away for the duration of class time.

**Dropping the Class**
I hope that you never find it necessary to drop this or any other class; however, it is sometimes in a student’s best interest to do so. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Simply no longer attending and participating in the class will NOT automatically result in your being dropped from the class. June 16 is the last day to drop a class with an automatic grade of “W” this term.

**Academic Honesty Policy**
As is true of all institutions of higher learning and intellectual communities in general, academic integrity is very highly valued at TAMUCC. I take this issue very seriously such that cheating on exams, plagiarism, and unauthorized collaboration on materials that are turned in will be strongly sanctioned.

No form of academic dishonesty will be tolerated in this class. This includes, but is not limited to: handing in another’s work as your own, using unauthorized materials on an exam, collaborating with others on an exam, copying another’s answers for an exam, turning in the same papers for two different classes, purchasing or otherwise obtaining papers written by another and turning that work in as your own. You are expected to avoid plagiarism (whether intentional or unintentional) by carefully citing your sources on all work. Any information used in your assignments that is not your own idea should be appropriately referenced using APA style (seek help if you do not know how to reference your sources; I can help you, and there are other resources available on campus). If academic dishonesty occurs, you will at minimum, receive a zero on the assignment, and the incident will be reported as described in the TAMUCC student code of conduct. Make sure you are familiar with all the information on TAMUCC’s Academic Honesty Policy at http://www.tamucc.edu/catalog/archives/Catalog03/Undergraduate/generali/general.htm l and if you have any questions or are unclear about anything, by all means please talk with me before engaging in any questionable behavior.

**Academic Advising**
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College’s Academic Advising Center is located in Driftwood 203E and can be reached at 825-3466.
**Students with Disabilities**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Grade Appeals Process**
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures (available at [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf)). For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, [http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean's Office.

**Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane, in which classes cannot be held on the TAMUCC campus, this course will continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., email, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
# Provisional Course Outline (dates may change at the discretion of the Instructor)

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<tr>
<th>Dates</th>
<th>Topic</th>
<th>Reading Assignment</th>
<th>Written Assignments, Exams</th>
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<tr>
<td><strong>SECTION 1</strong></td>
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| (T) May 30 – (T) June 6 | Taking a Historical Approach, Enduring Philosophical Questions, the Physiological Context, German Psychology & Early Work on Memory | Chapters 1 - 4               | • In-class work (Wed, 5/31 & Mon 6/5)  
• Online Discussion  
• Online Quizzes  
TEST #1 |
| **SECTION 2**  |                                                                        |                             |                                            |
| (W) June 7 – (T) June 13 | Evolutionary thinking, American Psychology, Women in Psychology, Structuralism & Functionalism | Chapter 5 - 7                | • In-class work (Wed, 6/7 & Mon 6/12)  
• Online Discussion  
• Online Quizzes  
TEST #2 |
| **SECTION 3**  |                                                                        |                             |                                            |
| (W) June 14 – (W) June 21 | Intelligence testing as Application, Gestalt Psychology, The Origins of Behaviorism, & Further Evolution of Behaviorism | Chapter 8 - 11              | • In-class work (Wed, 6/14 & Mon 6/19)  
• Online Discussion  
• Online Quizzes  
TEST #3 |
| **SECTION 4**  |                                                                        |                             |                                            |
| (Th) June 22 – (Th) June 29 | Postwar Cognitive Psychology, Clinical Psychology, Early Treatment of Mental Illness, Modern Clinical Psychology, & Postwar Cognitive Psychology | Chapters 12 - 14             | • In-class work (Mon, 6/26 & Wed 6/28)  
• Online Discussion  
• Online Quizzes  
TEST #4 |
| (F) June 30    |                                                                        |                             | Final Projects Due                        |