PSYC 4309.001 - History & Systems of Psychology Capstone Course
Spring 2018
T, Th 11:00 to 12:15, CS 101

Lisa Comparini
BH 317
Office hours: M, 2:00 – 4:00; T, Th, 12:30 – 2:00; or by appointment
825-2184
lisa.comparini@tamucc.edu

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 that 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=111833759&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.

ASSESSMENT AND GRADING

Small Group Online Question Sets (10 points/chapter, 14 total): For each of the 4 units, students will contribute to the construction and editing of a set of four questions for each chapter. Please see complete instructions on Blackboard.

Online quizzes (up to 4 points each, 10 total). On the free student companion website for the textbook (http://bcs.wiley.com/he-bcs/Books?action=index&itemId=111833759&bcsId=9263), there are a number of study aids available that I encourage you to use. One of the resources available is a multiple choice quiz for each chapter. As part of your preparation for class discussion, you will take the quizzes and upload a screenshot of your score on Blackboard. You will earn 4 points for a score of 90% or higher, 3 points for 80%-89%, 2 points for 70%-79% and 1 point for a score of 60%-69% for a maximum of 40 points. Your 4 lowest scores will be dropped. Note that high scores on these quizzes will likely contribute to higher scores on the in-class tests. See Blackboard for the instructions on where to post your scores.

In-class work/Participation (55 points). While I will not take attendance, your participation in class is a crucial component of the course. Participation points will be earned by turning in written work on days designated as “participation points days” (these will not be announced ahead of time) and by doing a short group presentation on one of the major figures in a chapter (see schedule of topics below). 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.

Tests (50 points each, 4 total). There will be 4 tests throughout the semester, for a total of 200 possible points. Tests will include multiple choice and short answer questions over the material from the corresponding unit (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 these tests.
**Final Group project (150 points).** For this project, students will take a historical approach to exploring topic in psychology (to be selected with me). In covering this topic, students will demonstrate how it is that philosophical and foundational “enduring questions” have been addressed by psychologists across the major systems of thought within the field and how this progression has affected and continues to be relevant to a current concern in the field of psychology. This project will be done in parts throughout the semester in a small group with each student in the group making meaningful contributions to the final product. Each group will prepare an APA style paper (10-15 pages, including references) and do a poster presentation of the project in lieu of a final exam. Further instructions will be provided.

**Departmental Assessment (participation credit & 15 points).** Departmental assessment of our major takes place in connection with this, the capstone course. As part of this course, you will take two different tests that will help us to assess the program: a short Critical Thinking Test (in-class) and the Psychology Major Field Test (MFT) (administered through the testing center on campus – please see information below). No preparation is necessary and please note that your performance on these tests will NOT affect your course grade; completion of these tests will earn you participation credit (for the in-class critical thinking test) and 15 points (for the MFT). This is not extra-credit.

Helpful links regarding the MFT:

Information: [http://testing.tamucc.edu/major_field_tests/index.html](http://testing.tamucc.edu/major_field_tests/index.html)

Dates and times for the MFT (register online using the link above):

- 3/30/2018 (Friday): 2:30PM
- 3/31/2018 (Saturday): 10:30AM
- 4/6/2018 (Friday): 2:30PM

Registration will open on **March 21** for campus testing. Students who have questions or who require accommodations should contact Judith Perales, Director of Academic Testing at 361-825-3733 or at Judith.Perales@tamucc.edu.
# COURSE GRADES

Each student’s course grade is 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):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Unit Tests 1 - 4</td>
<td>50 points (8.3%) each</td>
<td>8.3%</td>
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<tr>
<td></td>
<td>200 total points possible (total 33.2%)</td>
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<tr>
<td>In-class work/participation &amp; short presentation</td>
<td>50 points possible (8.3%)</td>
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<tr>
<td>Question sets (group Wikis) (4 Qs/chapter)</td>
<td>10 points per chapter (1.6%)  140 points (23.3%)</td>
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<tr>
<td>Online quizzes</td>
<td>40 points possible (6.6%)</td>
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<tr>
<td>Final group project</td>
<td>150 points possible (25%)</td>
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<tr>
<td>Departmental Assessments: MFT Critical Thinking Test</td>
<td>15 points (2.5%)  5 points (.8%)</td>
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<tr>
<td>TOTAL</td>
<td>/600</td>
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<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100% (540-600 points)</td>
<td>A</td>
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<tr>
<td>80-89% (480 – 539 points)</td>
<td>B</td>
</tr>
<tr>
<td>70-79% (420 – 479 points)</td>
<td>C</td>
</tr>
<tr>
<td>60-69% (360 – 419 points)</td>
<td>D</td>
</tr>
<tr>
<td>Below 60% (below 359 points)</td>
<td>F</td>
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- **A** indicates work of distinction, of consistent and exceptionally high quality
- **B** indicates good work, maybe not consistent or of distinction
- **C** indicates average work
- **D** indicates marginal work
- **F** indicates unacceptable work
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, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. 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. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 6 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
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. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

**Disabilities Accommodations**

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 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.C2.03, *Student Grade Appeals*, 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.C2.03, *Student Grade Appeals*. These documents are accessible online at: [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, [http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html).

**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)

<table>
<thead>
<tr>
<th>Dates &amp; Reading Assignment</th>
<th>Brief student presentations/Tests</th>
<th>Online work</th>
<th>Capstone Project</th>
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<tbody>
<tr>
<td><strong>Unit A: The Historical Approach, Enduring Philosophical Questions, the Physiological Context, German Psychology &amp; Early Work on Memory</strong></td>
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| Jan 18 – Feb 8 Chapters 1 - 4 | • Helmholtz  
• Ebbinghaus  
• Test #1 (February 8) | • Question sets  
• Quizzes | • Create groups  
• establish group policies |
| **Feb 13 – March 6 Chapter 5 - 7** | • Romanes & Morgan  
• James & Dewey  
• Calkins  
• Test #2 (March 6) | • Question sets  
• Quizzes  
• TEST #2 | • Project Outline 1  
(focus on the work of an individual central to the topic) |
| **Unit B: Evolutionary thinking, American Psychology, Women in Psychology, Structuralism & Functionalism** |
| **March 8 – April 5 Chapter 8 - 11** | • Thorndike & Hull  
• SPRING BREAK (no class 3/12 – 3/14)  
• Binet & Goddard  
• Kohler & Wertheimer  
• Test #3 (April 5) | • Question sets  
• Quizzes | • Project Outline 2  
(intellectual context) |
| **Unit C: Intelligence testing as Application, Gestalt Psychology, The Origins & Further Evolution of Behaviorism** |
| **April 10 – 26 Chapters 12 - 14** | • Watson & Skinner  
• Tolman & Hull  
• Witmer & Rogers  
• Test #4 (April 26) | • Question sets  
• Quizzes | • Outline 3 (social, political, etc. context) |
| **Unit D: Postwar Cognitive Psychology, Clinical Psychology, Early Treatment of Mental Illness, Modern Clinical Psychology, & Postwar Cognitive Psychology** |
| **May 1** | 5/1 – Capstone project wrap-up | | • Final paper (due May 1 – last day of class)  
• Final presentation (on day of final exam) |