BRIEF COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES

This course is partly lecture-based and partly project-based. Project-based instruction engages learners in exploring authentic, important, and meaningful questions of real concern to students. Through a dynamic process of investigation and collaboration, students will work in teams to formulate questions, design investigations, collect and analyze relevant material, make products and share ideas in learning and applying fundamental methods of inquiry.

Early in the semester, we will use an interactive lecture-discussion format as we familiarize ourselves 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. Define and explain elements common to all scientific investigations.
4. 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.

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.

We will make use of Blackboard for posted assignment instructions, turning in homework assignments, group work, announcements, etc. throughout the course.

Online Question Sets (10 points/chapter, 14 total) – Group assignment: For each chapter in the textbook, students will contribute to the construction and editing of a set of four questions to be submitted on Blackboard. Please see complete instructions and due dates on Blackboard.

Online quizzes (up to 4 points each, 10 total) – individual assignment. On the free student companion website for the textbook (http://bcs.wiley.com/he-bcs/Books?action=index&itemId=1118833759&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 exams, 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. See blackboard for complete instructions and due dates.

In-class work/Participation (50 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 related to your group project (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.

In-class 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 (200 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 (including 3 interim portfolios, interim peer evaluations, short “in-progress” class presentation, final paper and final poster presentation) 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 that will serve as the final exam. Please see blackboard for complete instructions and due dates for interim assignments.

**Departmental Assessment (20 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, 5 points) and the Psychology Major Field Test (MFT) (administered through the testing center on campus – please see information below, 15 points). No preparation is necessary and please note that your performance on these tests will NOT affect your course grade; points will be earned upon completion. **This is not extra-credit.**

See blackboard for helpful information and a link regarding the MFT.

**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.
**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</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Tests 1 - 4</td>
<td>50 points (7.7%) each</td>
<td>200 total points possible (total 30.7%)</td>
</tr>
<tr>
<td>In-class participation</td>
<td>40 points possible (6 %)</td>
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</tr>
<tr>
<td>Short group presentation</td>
<td>10 points possible (1.5%)</td>
<td></td>
</tr>
<tr>
<td>Online Question sets</td>
<td>10 points per chapter (1.5%)</td>
<td>140 points (21.5%)</td>
</tr>
<tr>
<td>Online quizzes</td>
<td>40 points possible (6.1%)</td>
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</tr>
<tr>
<td>Final group project</td>
<td>200 points possible (30.7%)</td>
<td></td>
</tr>
<tr>
<td>Departmental Assessments:</td>
<td>15 points (2.3%)</td>
<td>5 points (.7%)</td>
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<tr>
<td>MFT</td>
<td></td>
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<tr>
<td>Critical Thinking Test</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>/650</td>
</tr>
</tbody>
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**90-100% (585-650 points)** - A indicates work of distinction, of consistent and exceptionally high quality

**80-89% (520 – 584 points)** - B indicates good work, maybe not consistent or of distinction

**70-79% (455 – 519 points)** - C indicates average work

**60-69% (390 – 454points)** - D indicates marginal work

**Below 60% (below 390 points)**- F indicates unacceptable work
**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.

**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.

**Dropping a 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. November 8th is the last day to drop a class with the automatic grade of “W” this term.

**Grade Appeals**

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).

**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 professionalism and 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.

**Using Resources Outside of Class**

There are a number of resources available to you outside of class and I strongly encourage you to contact me if you have any questions, difficulties, comments, or simply want feedback. I want you to succeed in this class. Email is the best way to get in touch with me; please be sure to include your course & section number in the email subject line. I generally respond to email within 24 hours, except on the weekends. While most questions can probably be answered via email, you may also schedule meetings during office hours to discuss more complicated concerns.

You are also strongly encouraged to make use of the Center for Academic Student Achievement (CASA). CASA offers a variety of services including tutoring, writing assistance, and mentors. The personnel in the center are a great resource to help you with various aspects of academic and college life. You can access their website for additional information at [http://casa.tamucc.edu/](http://casa.tamucc.edu/).

The Counseling Center can help you to better understand and address factors which may interfere with your academic success. Counseling can help to increase self-awareness, improve self-confidence, strengthen coping skills, and teach you more effective strategies for all aspects of your life. Counselors can also help you to improving study skills, reduce text anxiety, strengthen time management skills, and improve problem solving skills. They are located in the Driftwood Building and you can access their website at [http://counseling.tamucc.edu/](http://counseling.tamucc.edu/).

Be sure to identify and remedy any concerns as early as you can during the semester. The more time we have to address a concern, the more likely it is that we will be able to resolve it in a way that allows you to be successful. If you wait until the end of the semester, there is less that
I or anyone else can usually do to help.

I will periodically send emails to your student islander account. If you haven't already, you are encouraged to sync your islander email with your phone so that you don't miss any important messages.

**Academic Honesty/Plagiarism**

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 academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a zero for that work and a possible failing grade for the course.

**Definition:** In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation of academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: http://owl.english.purdue.edu/, and from our local Writing Center at CASA.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi, this course would 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., emails, 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>Unit Dates &amp; Reading Assignment</th>
<th>In-class</th>
<th>Online Assignments</th>
<th>Capstone Project Assignments</th>
</tr>
</thead>
</table>
| **Unit 1: The Historical Approach, Enduring Questions, Early Work on Memory & Physiology** | **August 27 – Sept 12**  
Chapters 1 - 4  
• Student presentation 1  
• TEST #1 (9/12) | • Question sets (due 9/10)  
• Quizzes (due 9/11) | • Create groups  
• Define Roles |
| **Unit 2: Evolutionary thinking, Women in Psychology, Structuralism & Functionalism** | **Sept 17 – Oct 1**  
Chapter 5 - 7  
• Student Presentation 2  
• Library Session  
• Student Presentation 3  
• Grad school discussion  
• Test #2 (10/1) | • Question sets (due 9/30)  
• Quizzes (due 10/31) | • Portfolio 1 (due 9/26) |
| **Unit 3: Intelligence testing, Gestalt Psychology, The Origins & Further Evolution of Behaviorism** | **Oct 3 – Oct 29**  
Chapter 8 - 11  
• Student Presentation 4  
• Student Presentation 5  
• TEST #3 (10/29) | • Question sets (due 10/27)  
• Quizzes (due 10/28) | • Portfolio 2 (due 10/24) |
| **Unit 4: Postwar Cognitive Psychology, Early & Modern Treatment of Mental Illness** | **Oct 31 – Nov 21**  
Chapters 12 - 14  
• Student Presentation 6  
• Student presentation 7  
• TEST #4 (11/21) | • Question sets (due 11/19)  
• Quizzes (due 11/20) | • Portfolio 3 (due 11/14) |
| **Unit 5: Complete Final Capstone Project** | **Nov 26– Dec 3**  
• Capstone project wrap-up | • Final paper (due Dec 3, last day of class)  
• Final presentation on Final Exam Day: TBA |