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.

COURSE TEXTBOOK

We will also use this free 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)

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.

**GRADED WORK**

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

**Online quizzes (40 points; up to 4 points each, 10 highest scores) – individual assignment.** On the free student companion website for the textbook ([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)), 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 (be sure the chapter number and your score are clearly visible). You will earn 4 points for each 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 the instructions on where to post your scores.

**In-class work/Participation (40 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). In-class activities cannot be made up, even with an excused absence, since they are designed to be interactive, but everyone will be allowed to drop at least one (depending on how many there are). If you must miss class, it is your responsibility to check with a fellow student in the class or with me via email or during office hours to make sure you get announcements, handouts, class notes, etc.

**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 a topic in psychology. In covering this topic, students will research the work of relevant scholars/researchers and describe the historical progression of work in the topic area in relation to philosophical and foundational “enduring questions,” the social, cultural, political contexts that may have shaped the work. Each group will prepare a short “in-progress” class presentation in which each student summarizes relevant work by scholars in their topic area. For the final paper and final poster presentation, students will develop the other areas of the project, including the philosophical, cultural, social, political, etc contexts that help to locate how this work developed. Each group will prepare an APA style paper (10-12 pages, including references) and do a presentation of the project that will serve as the final exam. Please see blackboard for complete instructions and due dates.

**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, 10 points) and the Psychology Major Field Test (MFT) (administered through the testing center on campus – please see information below, 10 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. In cases of documented emergencies, make-up work will be arranged on a case by case basis.

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>Component</th>
<th>Points Possible</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Tests 1 - 4</td>
<td>200 (40%)</td>
<td>40%</td>
</tr>
<tr>
<td>In-class participation</td>
<td>40 (8%)</td>
<td></td>
</tr>
<tr>
<td>Online quizzes</td>
<td>40 (8%)</td>
<td></td>
</tr>
<tr>
<td>(drop lowest 4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final group project</td>
<td>200 (40%)</td>
<td></td>
</tr>
<tr>
<td>Departmental Assessments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MFT</td>
<td>10 (2%)</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking Test</td>
<td>10 (2%)</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>/500</td>
<td></td>
</tr>
</tbody>
</table>

**90-100% (450-500 points) - A** indicates work of distinction, of consistent and exceptionally high quality

**80-89% (400 – 449 points) - B** indicates good work, maybe not consistent or of distinction

**70-79% (350 – 399 points) - C** indicates average work

**60-69% (300 – 349 points) - D** indicates marginal work

**Below 60% (below 300 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.

Grade Appeals
As stated in University Procedure 13.02.99.C0.03, 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.C0.03, Student Grade Appeal Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost. These documents are accessible through the University Rules Web site at: http://academicaffairs.tamu.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf.

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. Last day to drop is April 10th.

Academic Honesty/Plagiarism
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 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.

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure of the work in question, possible failure for the course, and an incident report being submitted to the office of the Associate Dean of Students.

**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.

**Statement of Civility**
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**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 | **Jan 22 – Feb 10**  
   Chapters 1 - 4  
   • Student presentation 1 (TBA)  
   • **TEST #1 (2/10)**  
   • Quizzes (due 2/9)  
   • Upload interim group presentation slides (group 1) | | |
| **Unit 2:** Evolutionary thinking, Women in Psychology, Structuralism & Functionalism | **Feb 12 – Mar 4**  
   Chapter 5 - 7  
   • Library Session (TBA)  
   • Student Presentation 2 (TBA)  
   • Student Presentation 3 (TBA)  
   • **Test #2 (3/4)** | | **Upload interim group presentation slides (groups 2 & 3)** |
| **SPRING BREAK March 9-13** | | | |
| **Unit 3:** Intelligence testing, Gestalt Psychology, The Origins & Further Evolution of Behaviorism | **Mar 9 – Mar 30**  
   Chapter 8 - 11  
   • Student Presentation 4 (TBA)  
   • Grad school discussion (TBA)  
   • Student Presentation 5 (TBA)  
   • **TEST #3 (3/30)** | | **Upload interim group presentation slides (groups 4 & 5)** |
| **Unit 4:** Postwar Cognitive Psychology, Early & Modern Treatment of Mental Illness | **Apr 1 – Apr 20**  
   Chapters 12 – 14  
   **Note: drop date is 4/10**  
   • Student Presentation 6 (TBA)  
   • Student presentation 7 (TBA)  
   • **TEST #4 (4/20)** | | **Upload interim group presentation slides (groups 6 & 7)** |
| **Unit 5:** Complete Final Capstone Project | **Apr 22 – May 6**  
   **Final Exam – May 13**  
   • Capstone project wrap-up | | **Final Capstone Paper by GROUP (due May 6, last day of class)**  
   **Final presentation on Final Exam Day:**  
   May 13, 1:45 – 4:15 |