Psychology 420.501: History and Systems in Psychology

Instructor: Mark Ludorf  
Department: Psychology  
Email address: Please use my D2L email address (Emergency email if D2L email is not working: mludorf.sfasu.edu@gmail.com)  
Phone: 936.468.1460 (not the most effective method to contact me)  
Office: 215G - Education Building  
Course website: https://d2l.sfasu.edu/  

Office Hours:

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<tr>
<th>Month</th>
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<td>August</td>
<td>28</td>
<td>W – 11:00 am – 12:00 pm; R – 8:30 am – 12:30 pm</td>
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**I have changed editions this semester as the 6th edition had limited options for formats and was becoming MORE expensive to acquire than electronic versions of the 7th edition.
Welcome to History and Systems in Psychology! The goal of this course is to provide an introduction to the history, people, and systems that have influenced Psychology as a science and who we are today as students of psychology. Unfortunately, our discussions will not allow us to discuss everyone who has made a contribution during the last 3,000 years, but we will focus on those early influences, examine the influence of people you have probably heard of or read about, and then fast-forward to issues confronting psychology today.

The text for the course is Hergenhahn: An Introduction to the History Psychology 7th ed. Used physical copies, rentals, and ebooks are available at Amazon and at Cengage the publisher. The current cost for a 6 month ebook is around $28. The 8th edition will be coming out in 2018 so I would not recommend spending too much money on your acquisition. If you do purchase a physical book, please pay a little extra to have it shipped 1 or 2-day so you do not have an issue with the book not arriving in time. To bridge us for this semester, I have provided an electronic copy of chapter 1 from the 6th edition which will be the basis for all work in Chapter 1 only.

After Chapter 1, we will use the 7th edition. DO NOT BUY THE 6th Edition!

The 13 textbook chapters will introduce us to the people, movements, cultures, politics, religion, and circumstances that have shaped the course of Psychology, science, and intellectual thought from the time of the earliest learned people and cultures to today. We will explore the content of the text in Chapter 1; followed by a look at the influence of early philosophers and the beginnings of science with a special focus on the influence of an early university (Padova) in Chapters 2–4. We then move on to a period of refinement of thought exploring Empiricism, Sensationalism, and Positivism (chapter 5); followed by an exploration into the early years of Physiology and Psychology (chapters 8 and 9) and Evolution and Individual Differences (chapter 10). We then return to more “isms” with our examination of Functionalism and Behaviorism (chapters 11 and 12). We then conclude our exploration with Psychobiology, Cognitive Psychology, and Contemporary Psychology (chapters 18–20).

As mentioned above, the text will be divided into 13 sections each including a chapter of information. You will be responsible for reading the assigned chapters in the text. My reflections, Powerpoint slides, and outlines will cover MUCH (but, not ALL) of the information from the text. However, all assigned material, whether covered in my reflections or not, is potential material for the chapter assessments.

Before you can start the course you will need to complete the Syllabus Quiz (available in the course site) and earn a score of 95 or higher. The quiz can be taken as many times as necessary to earn the required score of 95. Your score on the Syllabus Quiz DOES NOT count towards your grade.
Course Objectives include
* Be able to identify the major contributors to intellectual development and science
* Outline the broad development of science and thinking from the early Greeks to the present
* Identify the major contributors to the field of psychology and describe their work.
* Discuss the major systems and schools of thought on scientific reasoning and psychology
* Understand how psychology developed as a field

The timing of the course is intended to follow that of an on campus course. We will officially start our activity starting on Monday and finish Friday. The deadline for all weekly activity (i.e., quizzes, discussions, etc) is **MIDNIGHT THE FRIDAY WE START THE CHAPTER** (see the course calendar on D2L for specific dates). Although there will be **NO official activity (by you or me) REQUIRED Saturday-Sunday**, you (as will I) should use the time to prepare for the upcoming week (see my Welcome letter you received). The course content will be released the previous weekend if you want to start reviewing the upcoming week’s activity. **The electronic calendar is the official calendar for the course.** The one appended is a tentative calendar.

**Now the fun part….**
The course is unlike any other course you have ever taken. In this course, **YOU will select the way YOU are assessed.** I have included a variety of types of weekly assessments for you to select from including quizzes, discussions, scholarly blogs, and talismans (each one is explained in more detail below). You will also have the opportunity to select **end-of-the-semester** assessments including a Final Paper and a comprehensive Final Exam.

You might be wondering, “well, how do I select my assessments?” “When do I pick my assessments?” “Can I make a selection at the beginning of the semester for the full semester?” “I have a variable schedule during the semester, is it possible to change each week the assessments I complete?” Well, let me walk you through the two choices you have for selecting the assessments to complete throughout the semester.

**Semester Long Assessment Selection**
The first choice is to make semester long decisions following Chapter 2 and feedback from the professor. That is, you can select to complete all 13 weeks of a specific assessment type. For example, you might want to complete the **discussions** and **quizzes** every week of the semester (i.e., for all 13 chapters). If you select these assessments in the semester-long selection process, you will be responsible for completing all 13 of the **chapter discussions** and all 13 of the **chapter quizzes**. The same would be true if you selected the **chapter scholarly blogs** or **talismans**. Your grade in the above example would be computed based on the 26 (13 **discussions** + 13 **quizzes**) assessments. The advantage of the semester long assessment decision is you **only need to make it once after getting feedback on 2 chapters worth of work and you avoid having to make the decision each week**. One disadvantage is that you lose flexibility in adjusting the number of assessments to fit your needs later in the semester.
You will make your semester-long selections using the *Semester-Long Assessment Selection Quiz* in the course site. It will be available following feedback on Chapter 2 activities. You can ignore the “score” on the quiz as it does not count towards your grade. **Your semester-long decision is final, absolute, and irrevocable** (regardless of the reason), so please select carefully.

**Week-by-Week Assessment Selection**
The second choice allows you to select your assessments for each week. That is, each week you would select at least one or more assessments to complete for that week and ONLY that week! Your selection each week is independent of the selections you made the previous week, nor do they affect the selections you make the following weeks. That is, just because you select a certain assessment(s) one week, does not mean you need to select the same assessments in subsequent weeks.

For example, in chapter 3 you might select to complete the *Scholarly Blog* and the *Quiz*. In chapter 4 you could select the same assessments as in chapter 3 (*Blog* and *Quiz*), but instead maybe you select just the *Talisman* in chapter 4. Then in chapter 5, maybe you select only the *Discussion*. Then in chapter 8 you select *Quiz* and *Talisman* and in Chapter 9 maybe you select all of the weekly assessments (i.e., *Blog, Quiz, Discussion, and Talisman*). As you can see, the week-by-week method allows you greater flexibility.

Each week you will make your selections using the *Chapter N Assessment Selection Quiz* (where N is the chapter number; e.g., *Chapter 5 Assessment Selection Quiz*) in the course site. You can ignore the “score” on the quiz as it does not count towards your grade. **Your weekly decision is final, absolute, and irrevocable** (regardless of the reason), so please select carefully.

For Chapters 1 and 2 you MUST “test drive” all 4 weekly assessments (i.e., Chapter Quiz, Chapter Discussion, Chapter Blog, and Chapter Talisman) and receive feedback. Your grades on these first chapter’s activities will be part of your final grade regardless of your future assessment selections.

Following Chapter 2 you will then have the choice to make a semester long decision regarding your assessments. **If you do not complete the semester long selection by 20 September 2017, the default will be for you to make your assessment decision each week. All of your decisions (whether semester long or in any given week) are binding and CANNOT be changed.** If you select the week-by-week assessment selection, you must complete at least 1 (one) assessment each week.

In addition to the weekly activities, you can also select to complete end-of-the-semester assessments. These end-of-the-semester assessments include a comprehensive Final Examination and a Final Paper. The Final Exam will be proctored electronically and you will be responsible for the cost (approximately $20 if scheduled in a timely fashion). You will have the opportunity to select these assessments following Chapter 2 as well. You will have until **20 September 2017** to make your decision. The decision you make cannot be changed. **End-of-the-semester assessments (i.e., Final Paper or Final Examination) are worth 15% each of**
your grade.

The total number of points in the course is 1000. The point value for any one assessment is based on the total number of assessments you complete during the semester and whether you select any of the *end-of-the-semester* assessments.

Below I describe a couple of possible scenarios to explain how points will be calculated.

**Student A** selects the minimum of 1 (one) assessment for each of the 13 chapters and no end of the semester assessments. In this scenario, each assessment would be worth 76.92 points $(1000/13 = 76.92)$.

**Student B** completes 38 weekly assessments (of the possible 52) and no end of the semester assessments. In this scenario, each assessment would be worth 26.32 points $(1000/38 = 26.32)$.

**Student C** completes 44 weekly assessments (of the possible 52) and also selects to take the Final Exam. In this scenario, the Final Exam would count 150 points (15% of 1,000) and each of the 44 assessments would be worth 19.32 points ($(1000 – 150)/44 = 850/44 = 19.32)$.

**Student D** completes 29 weekly assessments (of the possible 52) and also selects to take the Final Exam and complete the Final Paper. In this scenario, the Final Exam would count 150 points (15% of 1,000), the Final Paper would count for 150 points (15% of 1,000) and each of the 29 assessments would be worth 24.13 points ($(1000 – 150 – 150)/29 = 700/29 = 24.13)$.

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<th><strong>Student D</strong></th>
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<tr>
<td><strong>Weekly Assessments</strong></td>
<td>1000 points ($1000/13 = 76.92$ points per assessment)</td>
<td>1000 points ($1000/38 = 26.32$ points per assessment)</td>
<td>850 Points ($850/44 = 19.32$ points per assessment)</td>
<td>700 Points ($700/29 = 24.13$ points per assessment)</td>
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<tr>
<td><strong>End-of-the-Semester Assessments</strong></td>
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<td>0 points</td>
<td>150 points (Final Exam)</td>
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<td><strong>Total Points</strong></td>
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I will create and load a spreadsheet into the course site to help you easily keep track of your grades. If you have questions, please visit the FAAQ and post your question there.

Each assessment method is described in more detail below.
Chapter Quiz

There are two types of quizzes in the course: Practice and REAL. Practice quizzes are intended to prepare you for the REAL quizzes. They are similar to the REAL quizzes in terms of content and structure (i.e., 20 questions in 15 minutes).

The intent of the Practice Quizzes is for you to have a tool to objectively assess your level of understanding without the pressure of the grade counting. To this end the following have been implemented.

First, you should be able to see the questions, your answers, and correct answers for each Practice quiz you complete. Having access to this information should provide you some insights on the topics/ideas/facts that you are and are not understanding. Armed with that information, I would encourage you to return to the chapter materials and see why your answer was wrong and to possibly explore the topic more comprehensively.

Second, I have limited the number of practice quizzes to 10 for each chapter. Having 10 attempts should provide the necessary insights into your learning.

Third, the Practice quizzes are not intended to be a review of the test bank, but rather to provide a window into your learning. Thus, I have set the minimum score for the first practice quiz at 30%, the second at 40% and the remaining attempts at 50%. If you do not earn the minimum score on each one, you then lose the ability to continue taking the remaining Practice quizzes for the chapter.

Fourth, scores on the Practice quizzes DO NOT count directly towards your grade. However, you should use your performance on the Practice quizzes to help in assessing your understanding of the information. If you do not do well on the Practice quiz, re-read and review the information and reflect on why you were not able to correctly answer the questions. Although not required, it is recommended that take the Practice quizzes until you earn a reasonable score before taking the REAL quiz since you will have only one chance to take each REAL quiz.

Your performance on the REAL quizzes will be what is used to determine your Chapter quiz performance. ALL CHAPTER QUIZZES ARE CLOSED-NOTES/CLOSED-BOOK format. You will have 1 (one) chance to take each Chapter quiz (except in Chapter 1 where you will have 2). Please make sure you do not inadvertently start the quiz as this will count as an attempt.

THE DEADLINE FOR COMPLETING A QUIZ IS MIDNIGHT (ACTUALLY 11:59 PM) THE FRIDAY OF THE WEEK WE START THE CHAPTER (e.g., Chapter 1 starts on September 4 and the deadline is midnight (actually 11:59 pm) Friday September 8).
If I see any indication of academic misconduct occurring I will contact you for a conference. **Two such incidents will result in immediate failure in the course.** Please do not jeopardize your academic career for a few points.
**Chapter Discussion**

**Traditional:** Each week there may be one or more discussion topics. The Traditional discussions are intended to be like a discussion in class that may start with a specific question, but then, based on the initial responses, the discussion may evolve into something entirely different from the original question. Therefore, in the Traditional discussions, it is vitally important (to your grade) that you read all of the posts before making your post(s). If you post later in the discussion and you respond to the original question, your post will likely not add to the discussion and therefore you will not earn any points on the post. If in a Traditional Discussion I respond directly to your post, please respond in kind as I am usually helping you to earn maximum points by clarifying/augmenting/enhancing your original post. Finally, please participate early and stay engaged in the discussions by posting throughout the week.

**Dropbox:** Instead of a Traditional discussion in a chapter there may be a Dropbox discussion. Unlike the Traditional discussions described above, Dropbox discussions are submitted to a dropbox and your responses will be to the original question since you will not be able to see other students’ submissions.

All discussions are intended to assess your understanding and synthesis of the chapter materials. Passing grades will be earned based on how well your original ideas demonstrate your understanding and synthesis of the material from the text, the website, other students’ postings (in Traditional discussions), my comments, and any other sources of information.

That is, Full points will be earned if

- You make a post that contributes uniquely to the discussion and demonstrates your understanding and synthesis of the chapter materials including other students’ posts (for Traditional Discussions).

- Your submission is your “opinion” on a topic WITH a well-reasoned rationale based on specific, relevant, and meaningful course materials or other scholarly sources* to support your opinion.

*though there is no comprehensive list of scholarly sources, such sources generally will include journal articles, books, research monographs, etc (try Google Scholar) and not Wikipedia, various websites (even Psychology faculty ones), discussion boards, etc. If you’re not sure about a source and it did not come from Google Scholar, ask before you use it.
whereas No points would be earned if

- You make a post that does not demonstrate an understanding and synthesis of the topic/concept (e.g., “I agree with Sandy...”),

- You make a post that does not add to the discussion.

- You make a post in a Traditional discussion to the original question when the topic has evolved beyond the original question.

- You post your “opinion” without a well-reasoned rationale based on the course materials or other substantive scholarly sources to support your opinion.

**Your post contains “texting” language. This is a senior-level writing enhanced course, thus college level writing is expected including appropriate spelling, grammar, punctuation, capitalization, etc. D2L has a built in spellchecker in the discussions and email, so please use it so you do not lose points.**

You should compose your post in a word processor, check it for spelling, grammar, punctuation, etc., save the file (MS Word), then copy and paste your writing from your word processor file into the traditional discussion or submit the file in the appropriate Dropbox. That way you have a backup copy on your own computer in case of an emergency.

**Informal writing conventions such as (i.e., texting convention) “decartes had a good point. i think he was interested...” or “B4 making a statement”, “LOL”, “i think u hv mde a gd pt.” are not acceptable and will result in an automatic 0 for the discussion regardless of the content of your post.**

Your total contribution to the discussion will be graded each week as Pass, Pass/Fail, or Fail (2, 1, and 0 points, respectively). Contributions marginally better than a Fail, but not achieving a Pass grade will earn a Pass/Fail grade. Fractional points will be deducted for submissions containing writing errors like those described above.

**Extra credit**
In the Traditional discussions I encourage you to respond directly to other students’ posts and stay engaged in the discussion throughout the week. That is, you should stay engaged in the discussion by making more than one post and doing so before the final day of the discussion. Posting early and more than once increases your chances of earning a passing grade. **Extra credit** may be awarded to students who make extraordinary contributions to the discussions beyond the basic posting requirement. **Extra credit** may also be earned by posting early in the discussion versus near the deadline.
End of the Semester Compilation
At the end of the semester, you will be revising and submitting a compilation of the discussion responses you made throughout the semester. You should use the feedback you receive each week to revise your discussions. You are also encouraged to augment your original discussion response. The file containing your compiled and edited discussion response will be submitted to the appropriate dropbox.

Renegade Posts
In Traditional discussions posting outside the thread is called a Renegade post. Renegade posts will be deleted without warning (this is your warning). You should save a copy of your post on your own computer (see above) so you can easily repost if you accidentally create a Renegade post. Renegade posts occur when you do not use a copy of your post. Do not respond (even using reply to thread) to any Renegade post because your response to a Renegade post is deleted when the original Renegade post is deleted. You will have an opportunity to practice your postings to ensure you are posting in the correct place.

THE DEADLINE FOR POSTING TO THE DISCUSSION IS MIDNIGHT (ACTUALLY 11:59 PM) FRIDAY OF THE WEEK WE START OF THE CHAPTER (e.g., Chapter 1 starts on September 4 and the deadline is midnight (actually 11:59 pm) Friday September 8).
Chapter Learning Blog
A Learning Blog is a chance for you to reflect on the topics explored in the chapter and materials so that your own learning is improved and your understanding of psychology is enhanced. **Blogs are not just summaries of the chapter!** I already am familiar with the topics and concepts in the chapter. What I am unfamiliar with are your thoughts, reflections, reactions, etc. to the material found within the chapter. **The blog should capture your thoughts, reflections, reactions, NOT just summarize the chapter** (see Learning Blog Dropbox for additional details).

Chapter blogs will be graded using the same Pass, Pass/Fail, or Fail (2, 1, or 0 points respectively) scheme described above.

**THE DEADLINE FOR SUBMITTING YOUR BLOG IS MIDNIGHT (ACTUALLY 11:59 PM) FRIDAY OF THE WEEK WE START OF THE CHAPTER** (e.g., Chapter 1 starts on September 4 and the deadline is midnight (actually 11:59 pm) Friday September 8).

End of the Semester Compilation
At the end of the semester, you will be revising and submitting a compilation of the blogs you wrote throughout the semester. You should use the feedback you receive each week to revise your blogs. You are also encouraged to augment your original blog. The file containing your compiled and edited blogs will be submitted to the appropriate dropbox.
Chapter Talisman

A Talisman is a small amulet or other object, often bearing magical symbols, worn for protection against evil spirits or the supernatural.

In each chapter you will identify and acquire an image of an artifact that illustrates the ONE chapter topic you found to be THE most important/interesting/moving. You will then write a 1 – 2 page paper (with references) exploring your thoughts as to why the topic was most important/interesting/moving. For example, in chapter 1 there is a discussion of the mind/body problem. One of the possible solutions to understanding this problem is epiphenomenalism. As a talisman to represent epiphenomenalism I might select something like the image below and discuss why the image was selected to represent my thoughts about the mind/body problem while demonstrating your understanding and synthesis of the chapter information. More directions regarding the talismans are provided in the course site.

Chapter talisman documents will be graded using the same Pass, Pass/Fail, or Fail (2, 1, or 0 points respectively) scheme described above.

THE DEADLINE FOR SUBMITTING YOUR TALISMAN DOCUMENT IS MIDNIGHT (ACTUALLY 11:59 PM) FRIDAY OF THE WEEK WE START OF THE CHAPTER (e.g., Chapter 1 starts on September 4 and the deadline is midnight (actually 11:59 pm) Friday September 8).

End of the Semester Compilation
At the end of the semester, you will be revising and submitting a compilation of the talismans you wrote throughout the semester. You should use the feedback you receive each week to revise your talismans. You are also encouraged to augment your original talisman. The file containing your compiled and edited talismans will be submitted to the appropriate dropbox.
Final Examination

A comprehensive Final Examination can be part of your assessment. The online examination will need to be completed by the Wednesday of Finals week. **Your one (1) chance to take the final will be proctored electronically and you will need to pay the proctoring fee of approximately $20.**

The university uses **ProctorU** to electronically proctor exams. Assuming your equipment and internet speed meet the **required guidelines** for doing so, you are able to take the final exam on your own computer at your preferred location. You can find out more about the equipment requirements and test your equipment and connection speed.

Let me talk a little about the electronically proctored Final Exam. SFA (not me) has contracted with ProctorU to provide proctoring of online exams. **I do not have a choice as the university has determined the provider.** If you have issues with use SFA’s choice of providers, please seek out an alternative course.
Final Paper
A Final paper can be part of your assessment. The final paper will be a 5 – 7 page APA formatted paper exploring the History and Systems of Psychology. More details can be found in the course website. One thing to note is that the paper is a developmental paper and your grade is based on participating in the process, not just submitting a final paper. That is, there are preliminary products (e.g., outline, rough draft, etc) that must be turned in throughout the semester and failure to turn in the preliminary documents will mean that you cannot turn in a Final Paper. Please do NOT miss submitting any of these preliminary documents.

The paper due dates will be listed in the course calendar on the course website. All submissions will be submitted in the SFA D2L site using the Dropbox. The APA formatted paper will need to be in MS Word format.

Other Required Activities
Completion of the Syllabus Quiz (see details above).

Go to the ProctorU website to test your equipment and connection speed to ensure there will be no problems taking the Final Examination.
Grading Scale
The total number of points you can earn in the course is 1000. Following are the grades associated with different levels of performance. Given each one of you will have a different method for calculating grades the online grade book will NOT be used. Instead I will load an Excel Spreadsheet that you can download and enter your scores that will keep a running total for you.

A 900-1000 Points
B 800-899 Points
C 700-799 Points
D 600-699 Points
F < 600 Points

You are expected to actively participate in class. I am not specifying the amount of time, but your grade is heavily dependent upon it and I will monitor it. In the past, students that have actively participated have done well; those that did not participate did not do so well. DO NOT PROCRASTINATE!!!!

Similarly, the deadlines are non-negotiable. It is understood that there may be issues that would cause you to miss some aspect of the course, but given the chapter information is available for the entire week, there should be some time during the week, prior to the deadline, that you could complete your work. Waiting until the deadline to complete your work only increases the chances of a deadline becoming an issue. Moreover, it is better to address an issue BEFORE a deadline passes instead of AFTER.

EMAIL and communication
I will try to respond to your email and discussions as soon as possible. I will respond to all substantive email (most within 24 hours) during the official class time Monday-Friday. Email received after Friday at midnight will receive a response at the latest by the following Monday. Depending on the volume of discussion, it will be unlikely that I will respond to each individual post. If in the Discussion I respond directly to your post, please respond in kind as I am usually helping you to earn maximum points by clarifying/augmenting/enhancing your original post. Again, I will monitor the activity in the discussion board since a large part of your grade is dependent upon it.

PLEASE email me (in the course site) if you have any questions or are having any problems with the information being covered. If you do not receive an email response from me within 24 hours, please send an email follow up to mludorf.sfasu.edu@gmail.com. Please only use the @gmail.com email address only if you do not receive a response in the course email system.
If you are having technical trouble with D2L, please contact student support at SFA Online at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.

To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you’ll find written instructions and video tutorials.

Below is the tentative course schedule and description of the different tools. Please look them over (since they are covered on the syllabus quiz) and feel free to ask any questions you may have.
Welcome to PSY 420. August 28 is the first day of class. I look forward to the time we will spend together assisting you in your learning about the History and Systems of Psychology. Exploration of our past will hopefully provide you some perspective on how, as a science and a discipline, we arrived at where we are today.

August 28
Getting Started
Complete the Syllabus Quiz until you earn a 95 or higher. Also post an introduction about yourself in the appropriate discussion.

Week 1  Chapter 1: Introduction
Week 2  Chapter 2: Ancient Greece
Week 3  Chapter 3: Rome and the Middle Ages
Week 4  Chapter 4: Renaissance Science and Philosophy
Week 5  Chapter 5: Empiricism, Sensationalism, and Positivism
Week 6  Chapter 8: Physiology and Psychophysics
Week 7  Chapter 9: Early Approaches to Psychology
Week 8  Chapter 10: Evolution and Individual Differences
Week 9  Chapter 11: American Psychology and Functionalism
Week 10  Chapter 12: Behaviorism
Week 11  Chapter 18: Psychobiology
Week 12  Chapter 19: Cognitive Psychology
Week 13  Chapter 20: Psychology Today

Final Exam—Submit FINAL Exam by Midnight (11:59 PM) Wednesday of Finals Week
Final Paper—Submit FINAL Paper by Midnight (11:59 PM) Wednesday of Finals Week
**Course Tools**

**Syllabus:** Contains relevant information about the course including course objectives, grading scheme, etc.

**Content (Learning Modules):** This is really the heart of the course. Contained within this is the information from both the instructor and the text, along with excellent assessment tools for each chapter. Your learning plan should include processing and understanding of this information. Also you should feel uninhibited to review this material during the week.

**Calendar:** Contains information about when we will be studying and discussing the different chapters. It is important that you keep up with changes in the calendar, since it is the official calendar of the course. The calendar of events in the syllabus is only tentative.

**Email:** Email is the best communication device in the course. This will be the only email I will respond to. If you send something to my email @sfasu.edu I will likely reply using the D2L email the first time. Subsequently, a response to email sent to my @sfasu.edu account will be unlikely.

**Discussion:** Used extensively throughout the chapters. In the discussion are threads or topics and students’ responses to these threads which are called posts. To respond to an individual’s posting use the link **Reply to Thread** instead of **START A NEW THREAD**. Also, to stay within the “thread” use the link **Reply to Thread** instead of **START A NEW THREAD**.

Posting outside the thread is called a Renegade post. Renegade posts will be deleted without warning (this is your warning). You should save a copy of your post on your own computer so you can easily repost if you accidentally create a Renegade post.

**Checklists** Use this page to view the checklists available to you. To view a checklist and check any of its items, click the checklist name.

Let me give you a little tip here: One that is likely self-evident to everyone. You must log into and participate in the course to do well. One term when I taught a similar course there was a nearly +.87 correlation between activity level and overall grade. Points
were NOT awarded for activity in general; rather students who logged into the course and participated did well. Those that did not log in and participate did not do well in the course.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Allows you to take keep track of your grades. If you’re not able to see a grade, please email me so that I can investigate why you’re unable to see it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classlist</td>
<td>This shows you who is online in case you would like to chat with them.</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Shows you the live quizzes and surveys that are available for you to take. You can also see your responses on any given survey/quiz.</td>
</tr>
</tbody>
</table>
Withheld Grades - Semester Grades Policy (5.5)
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

I do not take kindly to ANY FORM of "Academic Misconduct" and will take necessary steps to ensure none occurs. Each incident will be dealt with on an individual basis. As part of the Syllabus Quiz you will need to confirm that you have read and understood the university’s Student Academic Dishonesty policy (http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf). The complete policy is available at for your review.

Student Academic Dishonesty (4.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. All forms of academic dishonesty will be dealt with seriously and immediately. Please respect SFASU, yourself and me enough not to participate in academic dishonesty.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf

Students with Disabilities (6.1)
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/ and http://www.sfasu.edu/policies/academic-accommodation-for-students-with-disabilities.pdf
Acceptable Student Behavior (in policy 10.4)
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.  
http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf

I reserve the right to change or modify this syllabus at any time throughout the semester. This is a tentative schedule and syllabus. The official ones are available when you log into the course.