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:

I am usually very active in the course and will respond to email inquiries in a timely fashion. If you want to meet in person, please see the weekly schedule for “In Office” office hours. If you’d like schedule an electronic office hour via chat, email, phone, etc. please send an email and we will find a mutually agreeable time to discuss your issues/concerns. I am here to help you, so please do not hesitate to contact me.

<table>
<thead>
<tr>
<th>Month</th>
<th>Week of</th>
<th>Office Hours</th>
</tr>
</thead>
</table>
| January  | 15          | M – 2:15 – 4:15 pm  
              T – 12:00 – 2:00 pm; 3:15 – 4:15 pm |
|          | 22          | M – 8:00 – 1:00 pm                                     |
|          | 29          | M – 2:15 – 4:15 pm  
              T – 12:00 – 2:00 pm; 3:15 – 4:15 pm |
| February | 5           | M – 8:00 – 1:00 pm                                     |
|          | 12          | M – 2:15 – 4:15 pm  
              T – 12:00 – 2:00 pm; 3:15 – 4:15 pm |
|          | 19          | M – 8:00 – 1:00 pm                                     |
|          | 26          | M – 2:15 – 4:15 pm  
              T – 12:00 – 2:00 pm; 3:15 – 4:15 pm |
| March    | 5           | M – 8:00 – 1:00 pm                                     |
|          | 12 – Spring Break |                                                 |
|          | 19          | M – 2:15 – 4:15 pm  
              T – 12:00 – 2:00 pm; 3:15 – 4:15 pm |
|          | 26 – Easter | M – 8:00 – 1:00 pm                                     |
| April    | 2           | M – 2:15 – 4:15 pm  
              T – 12:00 – 2:00 pm; 3:15 – 4:15 pm |
|          | 9           | M – 8:00 – 1:00 pm                                     |
|          | 16          | M – 2:15 – 4:15 pm  
              T – 12:00 – 2:00 pm; 3:15 – 4:15 pm |
|          | 23          | M – 8:00 – 1:00 pm                                     |
|          | 30 – Dead Week | M – 2:15 – 4:15 pm  
              T – 12:00 – 2:00 pm; 3:15 – 4:15 pm |
| May      | 7 – Final Exams |                                               |
**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 of 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 $20. **The 8th edition is now available so I would recommend NOT 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. So please do not purchase the 6th or 8th Editions!** 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
* 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). 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.

There are no on campus meetings of the course

Now the fun part….
The course is unlike any other course you have ever taken. In this writing enhanced course, YOU will have choice in how YOUR writing is assessed. I have included a variety of writing assessments for you to select from including discussions, scholarly blogs, and talismans (each one is explained in more detail below).

You might be wondering, “well, how do I select my writing assessments?”. “When do I pick my writing assessments?” “I have a variable schedule during the semester, is it possible to change each week the assessments I complete?”

Let me try to answer those questions. Each week the three writing assessments (i.e., discussions, scholarly blogs, and talismans) will be available for you to complete and you must complete one or more of these. Which assessment(s) you complete each week is/are independent of which assessments you completed the previous week, nor does your selection one week impact your future selections. That is, just because you completed a certain assessment(s) one week, does not mean you need to complete the same assessments in subsequent weeks.
For example, in chapter 3 you might complete the **Scholarly Blog** only. In chapter 4 you could complete the same assessment as in chapter 3 (**Scholarly Blog**), but instead maybe you complete just the **Talisman** in chapter 4. Then in chapter 5, maybe you complete only the **Discussion**. Then in chapter 8 you complete all of the weekly writing assessments (i.e., **Scholarly Blog**, **Discussion**, and **Talisman**). As you can see, this week-by-week method allows you great flexibility within and between weeks.

For Chapters 1 and 2 you MUST “test drive” all 3 writing assessments (i.e., Chapter Discussion, Chapter Blog, and Chapter Talisman) and receive feedback. Your grades on these first two chapters’ activities will be part of your final grade.

Following Chapter 2, you will then have the ability to pick and choose your writing assessments on a week-by-week basis. That is, following chapter 2, you can complete one or more of the weekly writing assessments to complete.

In addition to the weekly activities, you will also complete weekly quizzes and a comprehensive Final Examination. The Final Exam will be proctored electronically and you will be responsible for the cost (approximately $20 if scheduled in a timely fashion). The Final Examination is worth 20% 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 minus the 200 points for the Final Exam.

Below I describe some possible scenarios to illustrate how points will be calculated.

**Student A** completes all of the writing assessments for chapters 1 and 2 (3/chapter) and then only 1 (one) writing assessment for each of the 11 remaining chapters for a total of 17 writing assessments (3 + 3 + 11). In this scenario, each assessment would be worth 25 points (425/17 = 25).

**Student B** completes all of the assessments for chapters 1 and 2 (3/chapter), at least 1 (one) writing assessment for each of the 11 remaining chapters, and an additional 8 weekly assessments for a total of 25 (3 + 3 + 11 + 8) weekly writing assessments. In this scenario, each weekly assessment would be worth 17 points (425/25 = 17).

**Student C** completes all 39 weekly (3/week for 13 weeks). In this scenario, each weekly assessment would be worth about 11 points (425/39 ≈ 11(10.89)).
<table>
<thead>
<tr>
<th>Writing Assessments</th>
<th>Student A</th>
<th>Student B</th>
<th>Student C</th>
</tr>
</thead>
<tbody>
<tr>
<td>425 points</td>
<td>(425/17 = 25 points per assessment)</td>
<td>(425/25 = 17 points per assessment)</td>
<td>(425/39 ≈ 11 points per assessment)</td>
</tr>
<tr>
<td>End of the Semester Compilation</td>
<td>115 points</td>
<td>115 points</td>
<td>115 points</td>
</tr>
<tr>
<td>Reflection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quizzes</td>
<td>260 points</td>
<td>260 points</td>
<td>260 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200 points</td>
<td>200 points</td>
<td>200 points</td>
</tr>
<tr>
<td>Total Points</td>
<td>1000</td>
<td>1000</td>
<td>1000</td>
</tr>
</tbody>
</table>

**End of the Semester Compilation**

At the end of the semester, you will use the feedback you have received throughout the semester to revise your weekly writing assessments. In addition to revising you will compile your original and revised submissions and also create a reflection regarding your learning throughout the semester. You will submit your work in the Compiled/Reflection Dropbox. The compilation is worth 115 points. I will provide more details on this compilation and reflection later in the semester. However, please do not feel that you need to wait for the forthcoming details before revising your original submission based on the feedback you received. Most of the guidelines provides details on formatting and not content.

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 Quizzes

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 chapter quizzes are worth 260 points total.

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 consistently earn your desired 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 January 22 and the deadline is midnight (actually 11:59 pm) Friday January 26).

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.
Writing Assessments
Your writing assessments will be worth 425 points. All writing assessment(s) will need to include two APA formatted citations support a substantive point. You can use the textbook as well, but each assessment must have at least two additional external scholarly sources * although 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.

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 your contribution fulfills all of the following
• adds something unique to the discussion
• demonstrates your understanding and synthesis of the chapter materials including other students’ posts (for Traditional Discussions).
• includes a well-reasoned rationale based on specific, relevant, and meaningful course materials.
• contains at least two substantive scholarly sources* beyond the textbook.
whereas No points would be earned if your contribution DOES NOT

- add something unique to the discussion (e.g., “I agree with Sandy…” ),
- demonstrate an understanding and synthesis of the topic/concept including other students’ posts (for Traditional Discussions)
- include a well-reasoned rationale based on specific, relevant, and meaningful course materials.
- contain at least two substantive scholarly sources* beyond the textbook.

OR

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

  **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.**

  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.

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 response from your word processor file into the traditional discussion or submit the file in the appropriate Dropbox. Using a word processor will ensure you have a backup copy on your own computer in case of an emergency.

Using the “Read Aloud” tool in MS Word’s “Review” menu is also suggested.

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.

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 (even using) 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 January 22 and the deadline is midnight (actually 11:59 pm) Friday January 26).
**Scholarly Blog**

A Scholarly 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 Scholarly Blog Dropbox for additional details) and should be supported by at least two substantive scholarly sources beyond the textbook.

Scholarly 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 January 22 and the deadline is midnight (actually 11:59 pm) Friday January 26).**
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 response (with at least two substantive scholarly sources* beyond the textbook) 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 my 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 January 22 and the deadline is midnight (actually 11:59 pm) Friday January 26).
Final Examination

A comprehensive Final Examination will 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.

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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>900-1000</td>
</tr>
<tr>
<td>B</td>
<td>800-899</td>
</tr>
<tr>
<td>C</td>
<td>700-799</td>
</tr>
<tr>
<td>D</td>
<td>600-699</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 600</td>
</tr>
</tbody>
</table>

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. January 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.

January 16
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—Deadline is 11:45 PM (not a typo) Wednesday of Finals Week
Final Compilation/Reflections—Deadline 11:59 PM Wednesday of Finals Week
**Course Tools**

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Contains relevant information about the course including course objectives, grading scheme, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (Learning Modules):</td>
<td>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.</td>
</tr>
<tr>
<td>Calendar:</td>
<td>Contains information about when we will be studying and discussing the different chapters. <em>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.</em></td>
</tr>
<tr>
<td>Email:</td>
<td>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.</td>
</tr>
<tr>
<td>Discussion:</td>
<td>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 <a href="#">Reply to Thread</a> instead of <em>START A NEW THREAD</em>. Also, to stay within the “thread” use <a href="#">Reply to Thread</a> instead of <em>START A NEW THREAD</em>. <strong>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.</strong>*</td>
</tr>
<tr>
<td>Checklists</td>
<td>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</td>
</tr>
</tbody>
</table>
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-accomodation-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.