Psychology 420.591: History and Systems in Psychology
Fall 2019

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Department: Psychology  
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Office: 215G- Education Building  
Course website: https://d2l.sfasu.edu/

Office Hours:

<table>
<thead>
<tr>
<th>Month</th>
<th>Week of</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 26</td>
<td>T – (1:45 pm – 4:15 pm), W – (9:30 am – 12:00 pm)</td>
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<tr>
<td>Sept 2</td>
<td>T– (8:30 am – 12:30 pm; 1:45 pm – 2:45 pm)</td>
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<td>9</td>
<td>T – (1:45 pm – 4:15 pm), W – (9:30 am – 12:00 pm)</td>
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<td>16</td>
<td>T – (8:30 am – 12:30 pm; 1:45 pm – 2:45 pm)</td>
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<td>30</td>
<td>T– (8:30 am – 12:30 pm; 1:45 pm – 2:45 pm)</td>
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<td>Oct 7</td>
<td>T – (1:45 pm – 4:15 pm), W – (9:30 am – 12:00 pm)</td>
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<td>14</td>
<td>T – (8:30 am – 12:30 pm; 1:45 pm – 2:45 pm)</td>
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<td>21</td>
<td>T – (1:45 pm – 4:15 pm), W – (9:30 am – 12:00 pm)</td>
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<td>28</td>
<td>T – (8:30 am – 12:30 pm; 1:45 pm – 2:45 pm)</td>
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<td>Nov 4</td>
<td>T – (1:45 pm – 4:15 pm), W – (9:30 am – 12:00 pm)</td>
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<td>11</td>
<td>T– (8:30 am – 12:30 pm; 1:45 pm – 2:45 pm)</td>
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<tr>
<td>18</td>
<td>T – (1:45 pm – 4:15 pm), W – (9:30 am – 12:00 pm)</td>
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<tr>
<td>25</td>
<td>Thanksgiving</td>
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<tr>
<td>Dec 2</td>
<td>T – (1:45 pm – 4:15 pm), W – (9:30 am – 12:00 pm)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Finals – by appointment</td>
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</tbody>
</table>

I am usually very active in the course and will respond to email inquiries in a timely fashion. If you want to schedule a specific time to electronically discuss issues either 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. I am also available by appointment.
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.

PSYC 4320 “History and Systems of Psychology” (3 credits) is a writing-intensive, capstone course designed to introduce students to the study of history and systems in psychology by covering the historical background of psychology emphasizing its philosophical origins and evolution of the psychological point of view including contributions of major schools of psychology to modern psychology. Online course sections contain extensive written content that includes the same information students in a face-to-face lecture sections receive, requiring students to engage the online modules for at least three hours per week. For every hour a student spends engaging with the online content, he/she spends at least two hours completing associated activities and assessments.

The text for the course is Hergenhahn and Henley’s 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 $25. The 8th edition is now available 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 arriving in time. To bridge us for the first week, 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 “ism's” with our examination of American Psychology and Functionalism and Behaviorism (Chapters 11 and 12). We then conclude our exploration with Psychobiology, Cognitive Psychology, and Psychology Today (Chapters 18 – 20).

The text will be divided into 13 modules 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. You also need to confirm your computer’s (not phone) compatibility with ProctorU (see details below and in the coursesite).

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
* Chronicle how psychology developed as a field

There are no on campus meetings of the course

The timing of the course is intended to follow that of an on campus course. We will officially start our activity on Monday and finish Thursday. The deadline for all weekly activity (i.e., quizzes and discussions) is MIDNIGHT (ACTUALLY 11:59 PM) FRIDAY OF THE WEEK WE START THE CHAPTER (see the course calendar on D2L for specific dates). Although there will be NO official REQUIRED activity (by you or me) on Saturday – Sunday, you (as will I) should use those off days to prepare for the upcoming week (see my Welcome Letter for suggested study strategies). The electronic calendar is the official calendar for the course. The one appended is a tentative calendar.
The following activities will be used to compute your final grade: Writing Assessment, Chapter Quizzes, and a Final Examination. Final grades will be based upon the TOTAL POINTS earned on these assessment methods. Each method is described in more detail below.

**Chapter Quizzes (325 Points)**

There are two types of quizzes in the course: Practice and REAL. Practice quizzes are intended to prepare you for the REAL quizzes. The Practice quizzes are similar to the Chapter quizzes.

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 take any of the remaining Practice quizzes for the chapter.

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 you take the Practice quizzes until you earn a reasonable score before taking the Chapter quiz.

Your performance on the Chapter quizzes will be what is used to determine your Chapter quiz performance. ALL CHAPTER QUIZZES ARE CLOSED-NOTES/CLOSED-BOOK format. You will have two chances to take each Chapter REAL quiz.

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.

**THE DEADLINE FOR COMPLETING A QUIZ IS MIDNIGHT (ACTUALLY 11:59 PM) THE FRIDAY OF THE WEEK WE START THE CHAPTER.**
Writing Assessments (455 Points)
You will need to select one of the 3 writing assignments available (Chapter Discussions, Blogs, or Talismans). Regardless of the assignment selected, the writing assessments will be worth 455 points (325 for weekly discussions and 130 for the Compiled Discussion). All writing assessment(s) must include two APA formatted citations supporting 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 or the original articles discussed at Psychology Today) and NOT sites like Wikipedia, various websites (even Psychology faculty ones), discussion boards, etc. If you are not sure about a source and it did not come from Google Scholar or is the original article discussed at Psychology Today, ask before you use it.

For the first module (Chapter 1) 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 module’s activities will be part of your final grade regardless of your future assessment selections.

Following Chapter 1 I will provide feedback to help you in making your writing assessment decision. That is, you will decide prior to chapter 2, whether to complete Chapter Discussions, Blogs, or Talismans. You will only select one of the writing assessments and will complete that assessment each week. Your decision is a binding selection and cannot be changed.
Chapter Discussion

Traditional: 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. 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 and do not forget about the two required APA formatted sources in support of your response.

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. And, do not forget about the two required APA formatted sources in support of your response.

All discussions, whether Traditional or Dropbox, 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 reflections, and any other sources of information. The quality and integration of your two (2) required substantive scholarly references will also influence your grade.

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.

A few writing tools I highly recommend are the “Read Aloud” tool in MS Word’s “Review” menu, Grammarly (www.grammarly.com), and the SFA online writing lab (OWL - http://www.sfasu.edu/aarc/help-with-writing).

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.

**Renegade Posts**

In Traditional discussions, posting outside the thread is called a Renegade post. Renegade posts will be deleted since they cause confusion for other students who are unsure of where to post. Thus, you should save a copy of your post on your own computer (see recommendation above) so you can easily repost if you accidentally create a Renegade post. Renegade posts occur when you do not use . If you see a Renegade post, please do not respond (even using ) because your response to the Renegade post is deleted when the original Renegade post is deleted. You will have an opportunity to practice your postings (when you introduce yourself) to ensure you are posting in the correct place.
**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.

**Compiled Discussion Paper**

As part of the Chapter Discussions, at the end of the course, you will need to compile your responses for each chapter into a single document. Then, based on the feedback given, you will create a second document in which you 1) edit your original responses; and 2) augment your original responses. In the course site are additional details regarding the files, naming conventions, and other requirements. Please review as soon as possible.

*The deadline for posting to the discussion is the same as the quiz deadline - midnight (actually 11:59 pm) Friday of the week we start the chapter.*

**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. **Thus, 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 the chapter.*
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 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. Additional directions regarding the talismans are provided in the course site.

Chapter talisman submissions 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 the chapter.

Final Examination (220 Points)

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, which the university will pay for.

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 private location that is compatible with the testing environment requirements. 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 has contracted with ProctorU to provide proctoring of online exams. I do not have a choice as the university has determined the provider so please review the ProctorU website so you know what to expect (https://www.proctoru.com/resources/test-takers/live/). If you have issues with SFA’s choice of providers, please seek out an alternative course.
Other Required Activities

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.

Go to the ProctorU website to ensure there will be no problems with your equipment and connection speed for the Final Examination and review the information about the ProctorU experience (https://www.proctoru.com/resources/test-takers/live/).

Grading Scale

The total number of points you can earn in the course is 1000 (325 for Quizzes; 455 for the Writing Assignments; 220 for the Final Examination). Following are the grades associated with different levels of performance. I have loaded an Excel spreadsheet that you should download and enter your scores that will keep a running total for you.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<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>
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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 is 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.

Before emailing me a question, please check the FAAQ in the Discussion forums in case your
question is covered there.

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 m ludorf.sfasu.edu@gmail.com. Please only use the @gmail.com email address 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. 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.

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

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

Final Exam—Deadline is 11:45 PM Wednesday of Finals Week  
Final Compilation/Reflections—Deadline 11:59 PM Wednesday of Finals Week
## Course Tools

<table>
<thead>
<tr>
<th><strong>Syllabus:</strong></th>
<th>Contains relevant information about the course including course objectives, grading scheme, etc.</th>
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<tbody>
<tr>
<td><strong>Content (Learning Modules):</strong></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>
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<tr>
<td><strong>Calendar:</strong></td>
<td>Contains information about when we will be studying and discussing the different chapters. <strong>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.</strong></td>
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<tr>
<td><strong>Email:</strong></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>
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<tr>
<td><strong>Discussion:</strong></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 <strong>Reply to Thread</strong> instead of <strong>START A NEW THREAD</strong>. Also, to stay within the “thread” use <strong>Reply to Thread</strong> instead of <strong>START A NEW THREAD</strong>.  <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>
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<tr>
<td><strong>Checklists</strong></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 were NOT awarded for activity in general; rather students who</td>
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logged into the course and participated did well. Those that did not log in and participate did not do well in the course.

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<thead>
<tr>
<th>Grades</th>
<th>Allows you to take and 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>
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<tbody>
<tr>
<td>Classlist</td>
<td>This shows you who is online in case you would like to chat with them.</td>
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<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>
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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.