I. Course Description
HMS 500 employs a historical, theoretical and philosophical investigation of the field of study. In this course, students will be introduced to the Human Sciences Graduate Program. This will include information on the past, present, and future direction of Human Sciences fields. Additionally, students will develop an understanding of graduate school requirements, expectations and appropriate writing styles.

Course Justification
This course spans 15 weeks. The course contains extensive written content that includes the same information that would be presented in a faced-to-face lecture course, requiring students to engage the online modules for a minimum of three (3) hours per week. In addition to the “lecture” material, students have required academic components and deliverables: Students are required to find, read, and analyze academic articles; students complete multiple written assignments that evaluate their ability to think critically, interpret primary sources, and consider multiple sides of a concept or argument; students are required to actively participate in class discussions; students complete exams over the course content. For every hour a student spends engaging with the online content, he/she should spend at least three (3) hours completing associated activities and assessments.

II. Intended Learning Outcomes, Goals, and Objectives
The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society. Additional information about the College of Education’s vision, mission, and core values can be found at http://coe.sfasu.edu/about-us.

In the College of Education at Stephen F. Austin State University, we value and are committed to:

- Academic excellence through critical, reflective and creative thinking;

1: Dr. Brittany A. Fish, fishba@sfasu.edu
• Life-long learning;
• Collaboration and shared decision-making;
• Openness to new ideas, culturally diverse people and innovation and change;
• Integrity, responsibility, diligence, and ethical behavior;
• Service that enriches the community

Course Goals: Program Learning Outcomes (PLOs)

1. The student will display the professional dispositions, academic excellence, life-long learning, collaboration, openness, integrity, and service relative to Human Sciences professions.
2. The student will exhibit the professional behavior, strong communication skills, a professional image, a good work ethic and adequate preparation for employment in their specific discipline expected in Human Sciences professions.

Course Objectives: Student Learning Outcomes (SLOs)
This course provides students with a basic understanding the Human Sciences Graduate Program and Human Sciences professions. Upon completion of this course, students should be able to:

a. Investigate the creation and development of human sciences professions and how the student’s specialization fits within this profession (article reviews, research papers) PLO2
b. Identify leaders and researchers in the field (article reviews, research papers) PLO1
c. Identify the importance of research and the rules of research in the profession (APA activities, exams, literature review matrices) PLO2
d. Analyze philosophical changes which have occurred in the profession (article reviews, research papers) PLO2
e. Explore future predictions for the profession (article reviews, research papers) PLO2
f. Investigate the development of the student’s specialization and the impact on the profession (article reviews, research papers) PLO2
g. Understand graduate school culture and work expectations at the graduate level (APA activities, discussions, exams, online & Zoom participation) PLO1

III. Course Readings and Instructional Strategies

a. Required Textbook
Publication Manual of the American Psychological Association (7th edition)
Author: American Psychological Association
ISBN: 978-1-4338-3217-8

b. Required Technology
This course will be delivered through the university’s Learning Management System (LMS), Bright space. Each student is required to have access to a computer with internet capabilities in order to access the course. Each student is also required to have a working university (jacks.sfasu.edu) email account.
As a student of Stephen F. Austin State University, you have free access to this course’s Brightspace site. You will need to access the course regularly throughout the semester. Assignments for this course will be submitted electronically though Brightspace, unless otherwise instructed. Some assignment require audio files. Students must have a working computer microphone or the ability to add audio to files on their computer to complete these assignments. Files with audio are submitted as PowerPoint files unless otherwise instructed. All other submitted files must be in PDF or Word format.

**Brightspace Technical Support**
If at any point during the course you experience technical difficulties in Brightspace, please let your instructor know immediately. Please realize: 1. The instructor is not qualified to provide Brightspace support; and 2. Notifying your instructor of technical difficulties does not exempt you from assignments or activities that are due. Notifying your instructor is a courtesy.

In order to obtain proper technical assistance you will need to contact the SFASU Brightspace Support Team by emailing d2l@sfasu.edu or calling 936.468-1919.

**LiveText/Watermark Statement:**
This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

**IV. Evaluation & Assessments**
The course is graded on a letter grade bases (A-f). Final grade will be determined by a percentage of total grades. All assignments will be graded on a 100 point scale, but will be weighted according to the percentages below.

- A = 89.5% - 100%
- B = 79.5% - 89.4%
- C = 69.5% - 79.4%

3: Dr. Brittany A. Fish, fishba@sfasu.edu
D = 59.5% - 69.4%
F = 0% - 59.4%

Below is the outline of assignment weights:

<table>
<thead>
<tr>
<th>Category</th>
<th>Assignment Name</th>
<th>Points</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>HMS 500 Agreement</td>
<td>100</td>
<td>5%</td>
</tr>
<tr>
<td>Course Discussion Posts</td>
<td>Discussion Posts (10 total)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion TOTAL</td>
<td>100</td>
<td>25%</td>
</tr>
<tr>
<td>APA Activity</td>
<td>APA: Identifying Research</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>APA: Citations</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>APA: Annotated Bibliography</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Article Reaction Papers</td>
<td>Reaction Paper #1: Critical Thinking</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Reaction Paper #2: Legislation</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Specialization Research Paper</td>
<td>Human Sciences Profession Research Paper</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Guidelines for Evaluating Students in the Human Sciences Graduate program:**

An ‘A’ student is one who displays the following demeanors:

- Consistently goes above and beyond what is required in the experience;
- Displays initiative by looking up information before asking questions;
- Contributes meaningfully to the class by acting enthusiastically while remaining open to criticism;
- Understands that there is always more to learn;
- Exhibits flexibility, maturity, common sense, and is proactive by taking care of problems or issues without being requested to do so.

Every student should not expect an ‘A’. It is the student who displays the above characteristics, as well as sound technical ability and theoretical knowledge, who receives the ‘excellent’ grade.

A grade of ‘B’ should not be perceived as failure. A grade of ‘B’ means you have done “good” or “above average” work. A grade of ‘C’ means “average”. Be extremely careful of the number of ‘C’ grades you earn, as graduate students are expected to perform at above average levels.

**Extra Credit Policy**

There is no extra credit in this course. It is expected that graduate students complete the regular credit provided to them in the course at the expected performance levels.

**Deadlines Policy**

In this course you are part of an active community of learners, and as such, meeting the due dates and deadlines is extremely important. You are expected to keep an eye on the Course Timeline and to complete work on time. You cannot wait until the end of the
semester to complete assignments; you must complete them as the semester progresses. All assignments are due on the dates indicated on the Course Timeline and will not be accepted late (think of failing to complete an activity as missing an entire week of class.) Improperly submitted assignments, or assignments that are emailed without prior instruction to do so, will fall under the category of late.

Your instructor will reserve the right to raise or lower a grade by as much as 5% in response to conspicuously high or low levels of participation in the module. If, due to unforeseen circumstances, you feel you need a brief extension on any due date, please contact your instructor two (2) business days ahead of time to discuss alternate arrangements.

**Make-up Policy**
This online course allows flexibility in completing assignments by the required due dates. Therefore, make-up work is not allowed without a university-approved, documented excuse. It is expected that the student will complete an absence notification form through the Office of Community Standards, as well as provide appropriate documentation to the Instructor within seven (7) days of the missed assignment. NOTE: Alerts from the Office of Community Standards alone do not fulfill the requirements. Documentation must be provided.

**V. Course Activities and Assignments**
Correct use of spelling and grammar, along with the display of professional writing skills are necessary for all course assignments, discussion boards, and emails. Errors in spelling and/or grammar will result in a loss of points. Turnitin will be used to monitor writing originality and plagiarism.

All assignments must be submitted through the online course in a Microsoft Word format. Additionally, all assignments, quizzes, and exams will have an 11:30 PM deadline on the specified date. You will not have access to complete an assignment, quiz, or exam after that time.

If you have a question regarding an assignment, please email the instructor in a timely fashion. It is your responsibility to make sure that questions arrive in a timely manner. Any emails sent after 12:00 PM on Friday may not be answered until the following Monday.

a. **HMS 500 Agreement**
   At the beginning of the semester, the student will complete an agreement quiz stating they understand and agree to the requirements set forth for the course.

b. **Discussions**
   Throughout the course the student will engage in online discussions as a way to critically evaluate and analyze learned material. Each student will post one response to each discussion, in addition to commenting on a minimum of two other classmates’ posts. If a student fails to engage in the discussion by
commenting on classmates’ responses, the student will not earn full credit for the discussion.

c. **Article Reaction Papers**
Students will read and analyze peer reviewed articles throughout the semester in accompaniment to the course modules. Upon doing so, students will write reaction papers in alignment with APA requirements by critically evaluating and developing juxtaposition based on the information in the articles. Through these assignments, students will develop their technical writing skills as well as an understanding of how to appropriately contend research with research.

d. **APA Activities**
Part of developing the skillset needed for graduate school is understanding writing and research expectations. Students will engage in activities that will enhance their knowledge and expertise in APA formatting.

e. **Human Sciences Specialization Research Paper**
Students will complete a research paper discussing the development of their field of study or work (i.e. profession). The paper will address the history of their selected field, historical and futuristic trends, prominent leaders, and current research being conducted. This paper will be a minimum of seven (7) pages, not including the cover page or references. The student should use a minimum of five (5) journal references. This assignment is a critical assessment and is required to be uploaded to Dropbox and LiveText.

VI. **Course Evaluations, Student Ethics & Other Policy Information**
The following policies apply to all students enrolled in courses at Stephen F. Austin State University.

a. **Class Attendance and Excused Absence (Policy 6.7)**
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments is expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12-day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

b. **Student Academic Dishonesty (Policy 4:1)**

6: Dr. Brittany A. Fish, fishba@sfasu.edu
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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/or (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/academic_integrity.asp

Penalties for academic dishonesty may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university. Any student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

c. Withheld Grades Semester Grades Policy (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.

d. Academic Accommodation for Students with Disabilities (Policy 6.1 & 6.6)
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/

e. Student Code of Conduct (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 D-34.1). 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 at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

f. **Course Evaluations**

Near the conclusion of the semester, you will have the opportunity to evaluate the course. Evaluation data is used for a variety of important purposes including: 1.) Course and program improvement, planning, and accreditation; 2.) Instruction evaluation purposes; and 3.) Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!
## VII. Tentative Course Outline
The tentative course outline provides a best plan of action for the course. At the discretion of the instructor, assignments, due dates, and events may change.

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Topics/Content</th>
<th>Readings</th>
<th>Activities/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quicklinks &amp; Getting Started</td>
<td>Jan 15-19</td>
<td>Introduction to the Course</td>
<td>Module Content</td>
<td>Introduction Discussion Syllabus Quiz</td>
</tr>
<tr>
<td>Module 1</td>
<td>Jan 20-26</td>
<td>Student Goals &amp; Academic Preferences</td>
<td>Module Content</td>
<td>Module #1 Discussion</td>
</tr>
<tr>
<td>Module 2</td>
<td>Jan 27-Feb 9</td>
<td>Graduate School Procedures &amp; Opportunities</td>
<td>Module Content</td>
<td>Module #2 Discussion</td>
</tr>
<tr>
<td>Module 3</td>
<td>Feb 10-23</td>
<td>Critical Thinking</td>
<td>Module Content; Article</td>
<td>Module #3 Discussion Article Reaction Paper #1</td>
</tr>
<tr>
<td>Module 4</td>
<td>Feb 24-Mar 8</td>
<td>Scholarly Writing Principles; Mechanics of Style</td>
<td>Module Content; Textbook Chapter #1, #2, #4, #6</td>
<td>Module #4 Discussion APA Activity #1: Identifying Research</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Spring Break</td>
</tr>
<tr>
<td>Module 5</td>
<td>Mar 16-22</td>
<td>Referencing and Citations</td>
<td>Module Content; Textbook Chapter #8, #9</td>
<td>Module #5 Discussion APA Activity #2: Citations</td>
</tr>
<tr>
<td>Module 6</td>
<td>Mar 23-29</td>
<td>Introduction to Human Sciences; Legislation in the Field</td>
<td>Module Content; Article</td>
<td>Module #6 Discussion Article Reaction Paper #2</td>
</tr>
<tr>
<td>Module 7</td>
<td>Mar 30-Apr 12</td>
<td>Research in the Field</td>
<td>Module Content</td>
<td>Module #7 Discussion APA Activity #3: Annotated Bibliography</td>
</tr>
<tr>
<td>Module 8</td>
<td>Apr 13-26</td>
<td>Career Objectives; Profession Specializations</td>
<td>Module Content</td>
<td>Module #8 Discussion Human Sciences Specialization Paper</td>
</tr>
<tr>
<td>Wrapping Up</td>
<td>Apr 27-May 3</td>
<td>Final Thoughts</td>
<td>Module Content</td>
<td>Final Discussion</td>
</tr>
</tbody>
</table>

9: Dr. Brittany A. Fish, fishba@sfasu.edu