Psychology 4320.501: History and Systems in Psychology  
Summer I 2023

Instructor: Mark Ludorf  
Department: Psychology  
Email address: mludorf@sfasu.edu (only to be used if D2L email is NOT working)  
Phone: 936.468.1460  
Office: 215G- Education Building  
Course website: https://d2l.sfasu.edu/

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 outside of the office hours above to discuss issues, 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>
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<tr>
<th>Office Hours</th>
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<td>8:00 am – 9:00 am (Online)</td>
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SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFA Counseling Services
[www.sfasu.edu/counseling](http://www.sfasu.edu/counseling)
Tucker Building
936.468.2401

SFA Human Services Counseling Clinic
[https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic](https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic)
Human Services Building, Room 202
936.468.1041

**Crisis Resources:**
Burke 24-hour crisis line: 1.800.392.8343
988 Suicide and Crisis Lifeline: call or text 988
Suicide Prevention Lifeline: 1.800.273.TALK (8255)
**Crisis Text Line:** Text HELLO to 741-741

For a complete list of mental health resources for students can be found at: [https://www.sfasu.edu/info-for/current-students/mental-health-resources](https://www.sfasu.edu/info-for/current-students/mental-health-resources)

More information about student wellness and support options can be found on the Health and Wellness Hub ([https://www.sfasu.edu/thewhub](https://www.sfasu.edu/thewhub)) and the Lumberjacks Wellness Network ([https://www.sfasu.edu/lwn](https://www.sfasu.edu/lwn))

**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 relatively inexpensive (around $42.99 for a ebook rental @ Cengage). **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 (6th edition) which will be used 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 the ISMs of 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 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 5 weekly sections each including one or more chapters. 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 starting the course you should confirm that confirm that you have read and understood the syllabus by completing the Syllabus Confirmation Quiz. You should also confirm your computer’s (not phone) compatibility with the proctoring environment (see details below and in the course site).

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) THURSDAY 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 Thursday – Sunday, you (as will I) should use Thursday – Sunday 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: Chapter Discussions, Chapter Quizzes, and a Final Examination. Final grades will be based on the TOTAL POINTS earned on these assessment methods. Each method is described in more detail below.
**Chapter Quizzes (300 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 **REAL** chapter quizzes.

The intent of the **Practice** Quizzes is for you to have a tool to 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 **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 two chances to take each Chapter REAL quiz.**

**Also**, your quiz grade will be based on your 12 highest grades (out of 13). That is, your lowest chapter quiz grade will not be used in calculating your quiz total. Thus, if you miss a quiz, there is no need to contact me to “make it up”, that missed grade will be your lowest.

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 Thursday of the week we start the chapter.**
Chapter Discussions (400 Points)
The discussions will be worth 400 points. Your discussion grade will be based on your \( N - 1 \) highest grades (i.e., 3 of 4). That is, your lowest grade will not be used in calculating your discussion total. Thus, if you miss a discussion, there is no need to contact me to “make it up”, that missed grade will be your lowest.

All discussions must include at least one (1) current (since 2010), APA formatted (as you learned in PSYC 3441) citation supporting a substantive and relevant point. You can use the textbook as well, but each assessment must have at least one (1) additional external scholarly source *. Your work should be solely yours without assistance from any AI 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), magazines, 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.

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. The discussions include not only your post (a product), but also how you engage in the discussion (process). Therefore, in the Traditional discussions, it is vitally important (to your grade) that you read all of the posts before making your post(s) as part of your engaging in the process. 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 required APA formatted source in support of your response.

Since the Traditional Discussions take on a more conversational tone, we will not adhere strictly to the Self-Edit guidelines nor will we need absolute adherence to APA guidelines. However, wherever possible, following the Self-Edit and APA guidelines is desirable.

Dropbox: Instead of a Traditional discussion for 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. Thus, Dropbox discussions include only a product (your submission) and not a process as is part of a Traditional discussion. And, do not forget about the required APA formatted source in support of your response.
Since the Dropbox Discussions are more scholarly in tone, we will more strictly adhere to the Self-Edit and APA guidelines.

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 (not augmented by AI) demonstrate your understanding and synthesis of the material from the text, the website, my reflections, and any other sources of information. In Traditional discussions, you also need to synthesize previous responses and engage fully in the discussion process. The quality and integration of your one (1) required substantive scholarly reference 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).
- engages fully the discussion process (for Traditional Discussions)
- includes a well-reasoned rationale based on specific, relevant, and meaningful course materials.
- contains at least one current (since 2010) scholarly source* beyond the textbook in support of a substantive aspect of your post.

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)
- does not engage fully the discussion process (for Traditional Discussions – e.g., your only submission is near the deadline and therefore there is no opportunity to engage fully in the discussion process)
- include a well-reasoned rationale based on specific, relevant, and meaningful course materials.
- contain at least one current (since 2010) scholarly source* beyond the textbook in support of a substantive aspect of your post.

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 intensive course, thus college level writing in ALL discussions is expected including appropriate spelling, grammar, punctuation, capitalization, etc. The course site 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 md a gd pt.” are not acceptable for any of the discussions (Traditional or Dropbox) 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 – available for free from SFA), 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 or in the cloud 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 (i.e., content and engagement in the process) 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 and lack of participation in the discussion process.

**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 (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 and meaningful contributions to either type of discussions beyond the basic requirement. Extra credit may also be earned by posting early in a traditional discussion versus near the deadline.
Please note that this is the only extra credit in the course so please plan accordingly.

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

**Final Examination (300 Points)**

A comprehensive Final Examination will be part of your assessment. The online examination will need to be completed by the last Friday of the term. Your one (1) chance to take the final will be proctored electronically.

To ensure your equipment is still compatible with the proctoring system, one of the chapter Real Quizzes will also be proctored. This way any issues can be worked out prior to the final exam.

The university uses a variety of proctoring software to electronically proctor exams. The current system requires you to use Chrome on a computer equipped with both working audio and video and a reasonable internet speed. You are able to take the final exam on your own computer (phones cannot be used) at your preferred private (not public) location. In the course site you will need to review the requirements and confirm in D2L that your equipment and environment meet the requirements before you can start the course (i.e., access the course contents).
Let me talk a little about the electronically proctored Final Exam. SFA has contracted with these companies to provide proctoring of online exams. **I do not have a choice as the university has determined the provider so please review the requirements in the D2L Proctoring Confirmation quiz so you know EXACTLY what to expect.** There are no alternatives to the proctoring system the university requires. If you have issues with SFA’s choice of proctoring software, please seek out an alternative course.

**Other Required Activities**

Complete the Syllabus Confirmation Quiz (available in the course site). Your score on the Syllabus Quiz **DOES NOT** count towards your grade.

Also confirm in the D2L Quiz that your equipment meets the required proctoring guidelines.
Grading Scale
The total number of points you can earn in the course is 1000.

<table>
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<tr>
<th>Class Activity</th>
<th>Points</th>
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<tr>
<td>REAL Quizzes</td>
<td>300</td>
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<tr>
<td>Discussions</td>
<td>400</td>
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<tr>
<td>Final Exam</td>
<td>300</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
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Following are the grades associated with different levels of performance. I have loaded an Excel spreadsheet based gradebook that you should download and use by entering your grades/scores from the course site. The Excel gradebook can not only keep track of how you are doing in the course it can also project the maximum grade you can earn at any given point in the semester. It is a powerful tool I would recommend using. The D2L gradebook is unable to handle the complexity of the grading in the course, hence the gradebook is necessary.

A 925-1000 Points  
B 825-924 Points  
C 725-824 Points  
D 625-724 Points  
F < 625 Points

Attendance
Staying on top of the material on a daily basis is a good strategy and generally leads to doing very well in the course. If you log into the course as often as you log into your favorite website (e.g., Tik Tok, Instagram, Snap) or check your phone, you are likely to do very well in the course. You are expected to actively participate in class. In the past, students who have actively engaged in the course have done well; those that did not, did not do so well.

Regarding deadlines, they 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. Also, the “best” work approach (e.g., 12 of 13 quiz scores) being used allows for missing of an assessment (i.e., quiz or discussion) activity without any penalty.

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 by contacting me well before a deadline passes instead of after. Procrastination is the enemy of online students so I would encourage you to avoid it at all costs!!!
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) from the course site during the official class time Monday-Thursday. Email received after Thursday 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 significant portion 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 mludorf@sfasu.edu. Please only use the @sfasu.edu 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 https://www.sfasu.edu/covid19/students/student-guide-for-brightspace, where you will find additional information.

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 4320. I look forward to the time we will spend together and 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.

**Getting Started Week 1**
Complete the Syllabus Confirmation Quiz. Confirm your computer’s compatibility with the proctoring requirements. Also post an introduction about yourself in the appropriate discussion. The following are the chapters and start dates for them.

**May**

*May 30*
**Week 1: Getting Started and Chapter 1 (Quiz and Discussion close at midnight Thursday)**
Chapter 1: Introduction

**June**

*June 5*
**Week 2: Chapters 2 – 4 (Quizzes and Discussion close at midnight Thursday)**
Chapter 2: Ancient Greece
Chapter 3: Rome and the Middle Ages
Chapter 4: Renaissance Science and Philosophy

*June 12*
**Week 3: Chapters 5, 8, and 9 (Quizzes and Discussion close at midnight Thursday)**
Chapter 5: Empiricism, Sensationalism, and Positivism
NO Chapters 6 and 7
Chapter 8: Physiology and Psychophysics
Chapter 9: Early Approaches to Psychology

*June 19*
**Week 4: Chapters 10 – 12 (Quizzes close at midnight Thursday, No Discussion)**
Chapter 10: Individual Differences
Chapter 11: American Psychology and Functionalism
Chapter 12: Behaviorism
NO Chapters 13 – 17

*June 26*
**Week 5: Chapters 19 – 21 (Quizzes and Discussion close at midnight Thursday)**
Chapter 18: Psychobiology
Chapter 19: Cognitive Psychology
Chapter 20: Psychology Today

*June 29*    Quizzes and Discussions for Week 5 close at midnight.
*June 30*    Final Exam – Complete by 11:45 PM
## Course Tools

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<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>
</tr>
<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>
</tr>
<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>
</tr>
<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</td>
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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.

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<tr>
<td>Grades</td>
<td>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.</td>
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<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](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](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/](http://www.sfasu.edu/disabilityservices/) and [http://www.sfasu.edu/policies/academic-accomodation-for-students-with-disabilities.pdf](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.