ABOUT THE INSTRUCTOR

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ABOUT THE COURSE

Course Description
This course focuses on the important antecedents of contemporary scientific psychology, including issues, conceptual development, major schools and systems.

Prerequisite Knowledge and Credit Hours
Undergraduate level PSYC 111 Minimum Grade of D

Course Goals and Objectives
When you have completed this course, you should be able to:
1. Explain the approaches used to study the history of any discipline.
2. Describe the various processes involved in the development of modern psychology.
3. Describe the contributions of some of the psychology's most transformational people.
4. Describe the significance of important events in psychology's history.
5. Integrate knowledge from multiple areas of psychology (e.g., clinical, cognitive, developmental, experimental, industrial/organizational, and social).
6. Explain the historical (e.g., social, political, and economic) context within which modern psychology developed.
7. Explain the role of religious, racial, and gender minorities in the development of modern psychology.
8. Explain the role of world wars in the development of modern psychology.

Course Textbook
Posted on Blackboard: Goodwin, C. J. (2015). A History of Modern Psychology (5th ed.). Hoboken, New Jersey: John Wiley and Sons, Inc.

COURSE REQUIREMENTS

Course Activities/Assessments

Online Group Discussions – You will participate in 8 group discussions that require you to explain, apply, and analyze course concepts using examples from your work, school, or other roles; think critically about the content; and consider alternative viewpoints and explanations. For example, you will learn more about designing work analyses, recruitment plans, selection systems, performance management systems, and training modules. These discussions will also help you stay connected to your peers and the instructor in an asynchronous course like this one.

- **Due Thursday:** Post your initial response on your group's discussion board by 11:59 PM CST on Thursdays. Demonstrate your understanding of essential concepts and your ability to apply them correctly to real-life experiences. Be sure to incorporate information from the course materials to support your work. Aim for at least 200 words in your original post and cite all external sources.
- **Due Saturday:** Then, comment on at least two of your classmates' posts on your group's discussion board by 11:59 PM CST on Saturdays (except for Week 8, when it is due on Friday). Again, demonstrate your understanding of the material, as well as your facilitation skills. If necessary, you can comment on posts on the other groups' discussion boards. Aim for at least 50 words in each of your peer comments and cite all external sources.
- **Due Sunday:** Finally, return to your original post and respond to your classmates' comments and questions by 11:59 PM CST on Sundays (except for Week 8, when it is due on Friday).

Online Quizzes – Each week you will take a quiz that assesses your understanding of the material. Each quiz contains 15 multiple-choice and true/false questions. You will have 60 minutes to complete each quiz, and you must complete the quiz once you start it. After the timer ends, your answers will be submitted automatically. Complete the quizzes by 11:59 PM CST on Sundays (except for Week 8, when it is due on Friday). Note that after the due date passes, you will lose access to the quizzes and gain access to the correct answers. Late quizzes will not be accepted. Note: If you miss a quiz, you can make it up by answering all the questions presented at the end of the assigned chapter and submitting your responses in the "Submit Make Up Assignments" folder.

Online Comprehensive Final Exam – During finals week, you will take an online final exam that covers all the assigned material. It opens on Monday of finals week at 12:00 AM and closes on Friday at 11:59 PM. You will have 150 minutes to complete 50 multiple-choice and true/false questions, which will be presented all at once. You will be able to review your answers before submitting them, but you must complete the quiz once you start it. After the timer ends, your answers will be submitted automatically. After the due date passes, you can access the correct answers. No late exams will be accepted.

Submitting Work

Submit all assignments on Blackboard. The instructor cannot accept assignments submitted through email.

Online Class Behavior

- **Reflect** before you post an emotional response and reread what you have written to be sure it is professional. Communicate as if your comments are printed in a newspaper.
- **Communicate** effectively**.** Do not use all caps or multiple punctuation marks (!!!, ???, etc.). Be sure to define or explain acronyms, jargon or uncommon terms so everyone can understand and participate in the discussion.
- **Sign your name.** Take responsibility for your comments to build a strong classroom community.
- **Foster community.** Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course.
- **Be constructive.** Challenge ideas and the course content but do so in positive ways. It's fine to disagree, but when done politely you stimulate and encourage helpful discussion, and you maintain positive relationships with fellow students.
- **Keep the conversation on topic**. Online dialogue is like conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, start a new thread.

Technology Requirements

Technical requirements for students can be found in this ITS Knowledge Base article.

Technology Capabilities

Students in this course need access to:

- A computer with internet access and an updated internet browser,
- Their SIUE e-mail and Blackboard accounts,
- Microsoft Office 365 (Word and PowerPoint), and

- Zoom video conferencing technology.

Students in this course should be able to:
- Use a word processor to compose assignments and communicate with others in class,
- Attach files to emails or course areas, and
- Navigate websites and course materials.

Additional guidance for taking online courses can be found on the Online at SIUE site.

COURSE AND UNIVERSITY POLICIES

Academic Integrity/Plagiarism
Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the SIUE academic dishonesty policy. Students are responsible for complying with university policies about academic honesty as stated in the University's Student Academic Conduct Code.

Turnitin
This course may utilize the Turnitin plagiarism detection software. A Turnitin link will be available anywhere written work is to be submitted in the course. Find out more about using Turnitin.

Grading
Your final letter grade will be determined by the following assignments.

Learning Assignments	Course Outcomes	Points	% of Final Grade
1. Online Group Discussions (8 @ 30 points each)	1-8	240	48.0
2. Online Quizzes (14 @ 15 points each)	1-8	210	42.0
3. Online Comprehensive Final Exam	1-8	50	10.0
TOTAL POINTS		**500**	**100**

Grading Scale
Your final letter grade will be determined by the following assignments.

Grade		%	Points	Description
A	=	90—100	450.0—500.0	Excellent
B	=	80—89	400.0—449.9	Good
C	=	70—79	350.0—399.9	Satisfactory
D	=	60—69	300.0—349.9	Poor
F	=	0—59	0—299.9	Failure

Grading Rubric[s]
Grading rubrics can be found on Blackboard.

Feedback and Grading
You can find your grade by clicking the My Grades link on the left menu of the Blackboard course. If there is a rubric attached to the assignment, you can click your score to see my personal feedback on the rubric.

Late or Missed Assignments
Submit your assignments before 11:59 PM CST on the due date listed in the syllabus calendar. For an assignment submitted after the due date (excluding quizzes, which cannot be submitted late), you will forfeit 20% of the total possible points *each* day the assignment is late. Under no circumstances will late assignments be accepted *after the course ends*.

Participation
It is vitally important that our classroom environment promote the respectful exchange of ideas, including being sensitive to the views and beliefs expressed during online discussions. Your success in this course will depend on your communication, consistent engagement, and active participation in all course activities. Success in this course requires that adhere to the deadlines given below as you complete assignments, discussions, and other course activities. Timely participation in online discussions is very important and is not optional. You are expected to post and reply to discussions in a timely manner consistent with the requirements contained within the course syllabus and discussion rubric.

Regular and Substantive Interaction

Regular and substantive interaction (RSI) is required as part of new U.S. Department of Education regulations for distance (online) education and it supports student learning in all learning environments (online, face-to-face, hybrid, hyflex, etc.). SIUE faculty participate in RSI by initiating frequent and timely opportunities to engage with students. Because there are several ways to implement RSI, such as facilitating online discussions, scheduling a Zoom conference with a student, or holding regularly scheduled review sessions before tests, RSI may look different in every class. To learn more about RSI, use the Online Tips links for Faculty and Students in your Blackboard course websites or visit the Faculty Resources for Regular and Substantive Interaction webpage.

Recordings of Class Content
Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: https://www.siue.edu/policies/3c1.shtml.

Diversity and Inclusion
SIUE is always committed to respecting everyone's dignity. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.
The Hub https://www.siue.edu/csdi is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or jball@siue.edu. There is also an online form for reporting bias incidents at https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10.

Pregnancy and Newly Parenting Policy
This policy and procedure are established to ensure the protection and equal treatment of pregnant students, students with pregnancy-related medical conditions including as a result of the termination of pregnancy, and students who become new parents including parents adopting or fostering to adopt for the first 12 weeks a child is in the home, in accordance with

Federal and State guidelines and regulations. "New Parents" refers to a parent who has recently welcomed a newborn or adopted a child or is fostering to adopt a child and needs support to mitigate the disruption in academic progress within the first 12 weeks of parenting or a parent that needs support due to medical necessity attributed to pregnancy or delivery of a child; care of newborn; or lactation within the first year of child's life or legal adoption/fostering. Visit Policies and Procedures - Student Rights and Conduct - Newly Parenting Policy - 3C15 to view the full policy and learn how to request accommodations through the Office of Equal Opportunity, Access, and Title IX Coordination (EOA).

Technology Privacy Information
We will be using Blackboard in this course. View the Anthology Blackboard Privacy Statement to review how your data is being used and stored.

ADDITIONAL SUPPORT

Services for Students Needing Accommodations
Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community and Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726.
If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

Academic and Other Student Services
As an enrolled SIUE student, you have a variety of support available to you, including:
- Lovejoy Library Resources
- Academic Success Sessions
- Tutoring Resource Center
- The Writing Center
- Academic Advising
- Financial Aid
- Campus Events
- Counseling Services

If you find that you need additional support, please reach out to me and let me know.

Cougar Care
Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siue.edu or by calling 618-650-2842.

Student Success Coaches
Student success coaches work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize Starfish to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

Technical Support
Since this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines.

Contact ITS at 618-650-5500 or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the ITS System Status page, or search the ITS Knowledge Base for various how-to and troubleshooting guides.

Tips for taking online assessments:
- Set up a wired (Ethernet) Internet connection on your computer.
- Do not use a mobile device, such as a phone or tablet.
- Read the instructions and directions carefully.
- Be prepared to complete the assessment in the allotted time.

PSYCHOLOGY DEPARTMENT POLICIES

Psychology Department's Policy on Plagiarism
Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student

will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (http://www.siue.edu/policies/3c2.shtml). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (http://www.siue.edu/policies/1i6.shtml). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To ensure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at http://www.siue.edu/education/psychology/plagiarism.shtml.

Psychology Department's Policy on Incomplete Grades
It is the student's responsibility to officially withdraw from a course by the dates set by the University if the student is not intending to complete the course. Students who do not withdraw and have not completed the course will receive an F. Only under special circumstances a faculty member may agree to give a student an Incomplete (INC) grade to allow the student to complete the remaining work for the course no later than the end of the following semester. An INC is never automatic but must be approved by the professor. If a professor agrees to give a student an INC grade, the professor and the student will fill out a form (Memorandum of Incomplete Grade) indicating why an INC is being given. One copy of the completed form will be given to the student, one copy will be given to the professor, and the Department of Psychology secretary will keep one copy. If the work is not completed by the time specified on the Memorandum of Incomplete Grade form, the grade will be changed from INC to F.

Psychology Department's Writing Policy
As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:
- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors; and
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but it will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (http://www.siue.edu/is/writing) or utilize one of the many online resources they have

identified to help students (http://www.siue.edu/is/writing/resources.shtml). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class). The penalty for unacceptable writing in this class is as follows: You will have one week to revise and resubmit your paper through Blackboard, and you will lose 10 points from the final grade.

SIUE Statement on Diversity
All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice, and the development of full human potential, we must build on this diversity. SIUE nurtures an open, harmonious, and hospitable climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.

SIUE Nondiscrimination Policy
Southern Illinois University Edwardsville (SIUE) is a public comprehensive University committed to creating and maintaining a diverse community in which students, faculty, and staff can learn and work together in an environment free of discrimination and free from any form of illegal harassment. Such actions violate the dignity of the individual and the integrity of the University as an institution of learning. SIUE prohibits discrimination against employees, applicants for employment and students based on age, color, disability, marital status, national origin, race, religion, sex, sexual orientation, or veteran's status. Discrimination in any form will not be tolerated; management and supervisory personnel, at all levels, are responsible for taking reasonable and necessary action to prevent discrimination.

COURSE SCHEDULE

Week	Topic	Learning Tasks	Assignments and Due Days
1	Overview of Psychology's History; The Influence of Philosophy	• Review "About This Course" page • Read Chapter 1 • Review Lecture 1 • Read Chapter 2 • Review Lecture 2	• Quiz 1 (Sunday) • Quiz 2 (Sunday) • Post (Thursday), Comment (Saturday) and Reply (Sunday) on Group Discussion 1
2	The Influence of Physiology; Wundt and German Psychology in the 1800s	• Read Chapter 3 • Review Lecture 3 • Read Chapter 4 • Review Lecture 4	• Quiz 3 (Sunday) • Quiz 4 (Sunday) • Post (Thursday), Comment (Saturday) and Reply (Sunday) on Group Discussion 2

3	Darwin and Galton in the 1800s; Pioneers of the 1800s and 1900s	• Read Chapter 5 • Review Lecture 5 • Read Chapter 6 • Review Lecture 6	• Quiz 5 (Sunday) • Quiz 6 (Sunday) • Post (Thursday), Comment (Saturday) and Reply (Sunday) on Group Discussion 3
4	Titchener's Structuralism and James' Functionalism; Mental Testing and Applied Psychology	• Read Chapter 7 • Review Lecture 7 • Read Chapter 8 • Review Lecture 8	• Quiz 7 (Sunday) • Quiz 8 (Sunday) • Post (Thursday), Comment (Saturday) and Reply (Sunday) on Group Discussion 4
5	Gestalt Psychology; Behaviorism: Watson and Pavlov	• Read Chapter 9 • Review Lecture 9 • Read Chapter 10 • Review Lecture 10	• Quiz 9 (Sunday) • Quiz 10 (Sunday) • Post (Thursday), Comment (Saturday) and Reply (Sunday) on Group Discussion 5
6	Behaviorism: Skinner and More; Mental Health Treatment Part 1	• Read Chapter 11 • Review Lecture 11 • Read Chapter 12 • Review Lecture 12	• Quiz 11 (Sunday) • Quiz 12 (Sunday) • Post (Thursday), Comment (Saturday) and Reply (Sunday) on Group Discussion 6
7	Mental Health Treatment Part 2; Psychology in the Mid-1900s	• Read Chapter 13 • Review Lecture 13 • Read Chapter 14 • Review Lecture 14	• Quiz 13 (Sunday) • Quiz 14 (Sunday) • Post (Thursday), Comment (Saturday) and Reply (Sunday) on Group Discussion 7
8	Psychology in the 2000s; Final Exam	• Read Chapter 15 • Review Lecture 15 videos and slides	• Post (Thursday), Comment (Friday) and Reply (Friday) on Group Discussion 8 • Final Exam (Friday)

* All assignments must be submitted by 11:59 PM CST on the day listed in parentheses.

Subject To Change Notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.