

**PSYC 409 – History and Systems of Psychology
Course Syllabus – Fall 2020**

Course Number:	PSYC 409-001
Credit Hours:	3 credit hours
Class Meeting Dates:	8/24/2020—12/18/2020
Class Meeting Times:	Online Asynchronous on Blackboard
Instructor:	Amy Quarton, M.A.
Office Hours:	Mondays and Wednesdays from 11 AM to 1 PM and by appointment
Office Location:	Zoom
E-mail:	aquarto@siue.edu
Prerequisites:	Undergraduate level PSYC 111 Minimum Grade of D
Required Textbook:	<i>A History of Modern Psychology</i> (5 th edition) by C. J. Goodwin

On the first day of class, start with the Course Information Module on Blackboard.

COURSE DESCRIPTION

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

COURSE LEARNING OUTCOMES

When you have completed this course, you should be able to do the following:

1. Understand the various processes involved in the development of modern psychology.
2. Describe the contributions of some of the psychology's most transformational people.
3. Identify some of the important events in psychology's history and describe their significance to the field's development.
4. Explain the historical (e.g., social, political, and economic) context within which modern psychology developed.
5. Integrate knowledge from multiple areas of psychology (e.g., clinical, cognitive, developmental, experimental, industrial/organizational, and social).
6. Recognize the role of religious, racial, and gender minorities in the development of modern psychology.

REQUIRED TEXTBOOK AND TECHNOLOGY

- Goodwin, C. J. (2015). *A History of Modern Psychology* (5th ed.). Hoboken, New Jersey: John Wiley & Sons, Inc.

- Access to a computer with internet access, an updated internet browser, [Microsoft Word and PowerPoint](#), [Adobe Reader](#) or alternative PDF reader, [Java plugin](#), and media player.
- Access to your SIUE e-mail and Blackboard.
- Assess your readiness to take an online course [here](#).
- Prepare for online coursework by following the instructions [here](#).

INSTRUCTIONAL METHODS

The following learning methods will be used to enhance the learning experience:

- **Reading Assignments:** The reading assignments are the primary method of developing knowledge and understanding of important concepts.
- **Weekly Lectures:** The content embedded within each module highlights and reinforces essential concepts covered by the assigned chapters.
- **Quizzes:** The low-stakes quizzes assess your understanding of the reading assignments and modules.
- **Class Discussions:** The online discussions ask you to incorporate content from the assigned readings, lectures, quizzes, and reflection exercises, think critically about the content, and consider alternative viewpoints and explanations.
- **Reflection Exercises:** The reflection exercises check your understanding of the material by asking you to reflect on your experiences and practice course-relevant skills.
- **Essay OR Timeline:** This assignment asks you to describe an individual's contributions or the impact of a historical event on the development of psychology in essay form OR in visual form.

POINT SYSTEM FOR LEARNING ASSIGNMENTS

Learning Assignments	Course Outcomes	Points	% of Final Grade
1. Introduce Yourself Post	N/A	15	2.9
2. Class Discussions (7 @ 25 points each)	1-6	175	34.0
3. Quizzes (8 @ 15 points each)	1-6	120	23.3
4. Reflection Exercises (5 @ 25 points each)	1-6	125	24.3
5. Essay OR Timeline Project	1-6	80	15.5
5a. Topic and List of References		10	2.0
5b. Outline		20	3.9
5c. Essay OR Timeline		50	9.7
TOTAL POINTS		515	100

^a Percentages may not add up to 100 due to rounding.

OVERVIEW OF LEARNING ASSIGNMENTS

Introduce Yourself Post

Introduce yourself to the class by answering the questions and attaching a photograph of yourself or something that represents who you are as a person. Then, by the end of Week 1, respond to at least four of your classmates' posts by highlighting something that you have in common with each person. Return to the discussion board throughout Week 2 to reply to your classmates' comments on your post and comments. Appendix A includes the instructions and grading rubric.

Discussions

You will participate in seven online class discussions. Your goals are to demonstrate your understanding of course material and your ability to apply it correctly to real-life experiences. Your peer responses should demonstrate your ability to facilitate group discussion and think critically. First, post a response to the questions on the discussion board Friday evening at 11:59 PM each week. Then, respond to at least two of your classmates' posts by Sunday evening at 11:59 PM of the same week. Finally, before Friday evening at 11:59 PM of the following week, respond to your classmates' comments and questions. Appendix B includes the instructions and grading rubric.

Quizzes

Every other week you will take a quiz and answer questions that assess your knowledge and understanding of the assigned readings and Blackboard modules. There is no time limit for these quizzes, and there are 15 questions per quiz. Submit your responses before Sunday evenings at 11:59 PM on the dates listed in the Course Calendar.

Reflection Exercises

Every few weeks, you will complete a reflection exercise that asks you to explain, apply, and analyze course concepts using examples from your work, school, or other roles. Incorporate information from the course materials to support your answers. Submit these assignments before 11:59 PM on the Sunday evenings listed in the Course Calendar. Appendix C includes the instructions and grading rubric.

Essay OR Timeline Project

As you learn about some of the people and events that influenced the development of psychology, some topics will be of more interest to you than others. Choose a topic or theme that interests you and explore it in more depth by reading external sources in academic and professional journals and other online sources. Share ten (10) bits of information from your readings by choosing one of two options: write an essay or design a timeline. The essay should follow APA style and include a title page and a reference page. The timeline should include captions in APA style and a list of references. Appendix D includes the instructions and grading rubric.

GRADING DISTRIBUTION

Grade	%	Points	Description
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A	=	90—100	463.50—515.0	Excellent
B	=	80—89	412.00—463.49	Good
C	=	70—79	360.50—411.99	Satisfactory
D	=	60—69	309.00—360.49	Poor
F	=	0—59	0—308.99	Failure

COURSE EXPECTATIONS

The instructor can expect you to:

- Invest an adequate amount of time to your study of this topic. According to university policy, students are expected to work 2 hours outside of class for every 1 hour in class (<http://www.siu.edu/policies/1i4.shtml>). Based on this policy, for a 3-credit, 8-week course, you should plan to devote 12 hours per week to working on the course.
- Rely on the “Coursework” tab on Blackboard to complete the weekly tasks. Begin each week by reading the assigned material and then complete the module on Blackboard.
- Check your SIUE e-mail, course announcements, and feedback on your assignments.
- Submit all assignments before the due date at 11:59 PM. Without an approved extension, all late work will result in automatic point deductions. Even if you miss the due date, always submit your assignments to earn some of the missing points.
- Do not copy and paste from other sources; always use your own words. Blackboard automatically assesses many of your submissions for plagiarism.
- Discuss any grading discrepancies with me as soon as possible via e-mail.
- Contact the technology help desk with your questions related to technical difficulties.

You can expect the instructor to:

- Be available to students throughout the week via phone and e-mail.
- Respond to your inquiries within 48 hours.
- Facilitate class discussions and activities that support learning and the exchange of ideas.
- Assign work that is relevant to the course objectives and meaningful to you.
- Return graded assignments within one week of the due date. Provide detailed feedback on most graded assignments.
- Ask for your feedback regarding how the course is going for you and what we might do to improve it.
- Communicate any unplanned changes in the schedule (e.g., due to illness) as soon as possible in person and via Blackboard and your SIUE e-mail.

COURSE CONTENT AND CALENDAR

The table below includes a tentative course schedule. The instructor reserves the right to alter the topics, timeline, and due dates to improve the quality of learning or to accommodate unforeseen events. The instructor will announce any changes to the calendar via e-mail.

Module	Week	Dates	Topic	Tasks for the Week
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Module 1	1	8/24— 8/30	Overview of Psychology's History	<ul style="list-style-type: none"> ○ Complete Course Information Module ○ Introduce Yourself (8/28) & Comment (8/30) ○ Read Chapter 1 – Introducing Psychology's History ○ Review Lecture 1 ○ Submit Quiz 1 (8/30)
	2	8/31— 9/6	The Influence of Philosophy	<ul style="list-style-type: none"> ○ Reply to Comments on Introduce Yourself (9/4) ○ Read Chapter 2 – The Philosophical Context ○ Review Lecture 2 ○ Post (9/4) & Comment (9/6) on Discussion Board 1
	3	9/7— 9/13	The Influence of Physiology	<ul style="list-style-type: none"> ○ Read Chapter 3 – The Scientific Context ○ Review Lecture 3 ○ Reply to Comments on Discussion Board 1 (9/11) ○ Submit Quiz 2 (9/13) ○ Submit Reflection Exercise 1 (9/13)
Module 2	4	9/14— 9/20	Wundt & German Psychology in the 1800s	<ul style="list-style-type: none"> ○ Read Chapter 4 – Wundt & German Psychology ○ Review Lecture 4 ○ Post (9/18) & Comment (9/20) on Discussion Board 2 ○ Submit Essay OR Timeline Topic & List of References (9/20)
	5	9/21— 9/27	Darwin & Galton in the 1800s	<ul style="list-style-type: none"> ○ Read Chapter 5 – Darwin's Century: Evolutionary Thinking ○ Review Lecture 5 ○ Reply to Comments on Discussion Board 2 (9/25) ○ Submit Quiz 3 (9/27)
	6	9/28— 10/4	Pioneers of the 1800s & 1900s	<ul style="list-style-type: none"> ○ Read Chapter 6 – American Pioneers ○ Review Lecture 6 ○ Post (10/2) & Comment (10/) on Discussion Board 3 ○ Submit Reflection Exercise 2 (10/4)
Module 3	7	10/5— 10/11	Titchener's Structuralism & James' Functionalism	<ul style="list-style-type: none"> ○ Read Chapter 7 – Structuralism & Functionalism ○ Review Lecture 7 ○ Reply to Comments on Discussion Board 3 (10/9) ○ Submit Quiz 4 (10/11)

	8	10/12— 10/18	Mental Testing & Applied Psychology	<ul style="list-style-type: none"> ○ Read Chapter 8 – Applying the New Psychology ○ Review Lecture 8 ○ Post (10/16) & Comment (10/18) on Discussion Board 4
	9	10/19— 10/25	Gestalt Psychology	<ul style="list-style-type: none"> ○ Read Chapter 9 – Gestalt Psychology ○ Review Lecture 9 ○ Reply to Comments on Discussion Board 4 (10/23) ○ Submit Quiz 5 (10/25) ○ Submit Reflection Exercise 3 (10/25)
Module 4	10	10/26— 11/1	Behaviorism: Watson & Pavlov	<ul style="list-style-type: none"> ○ Read Chapter 10 – The Origins of Behaviorism ○ Review Lecture 10 ○ Post (10/30) & Comment (11/1) on Discussion Board 5 ○ Submit Essay OR Timeline Outline (11/1)
	11	11/2— 11/8	Behaviorism: Skinner & More	<ul style="list-style-type: none"> ○ Read Chapter 11 – The Evolution of Behaviorism ○ Review Lecture 11 ○ Reply to Comments on Discussion Board 5 (11/6) ○ Submit Quiz 6 (11/8) ○ Submit Reflection Exercise 4 (11/8)
Module 5	12	11/9— 11/15	Mental Health Treatment Part 1	<ul style="list-style-type: none"> ○ Read Chapter 12 – Mental Illness & its Treatment ○ Review Lecture 12 ○ Post (11/13) & Comment (11/15) on Discussion Board 6
	13	11/16— 11/22	Mental Health Treatment Part 2	<ul style="list-style-type: none"> ○ Read Chapter 13 – Psychology’s Practitioners ○ Review Lecture 13 ○ Reply to Comments on Discussion Board 6 (11/20) ○ Submit Quiz 7 (11/22)
	14	11/30— 12/6	Psychology in the Mid-1900s	<ul style="list-style-type: none"> ○ Read Chapter 14 – Psychology’s Researchers ○ Review Lecture 14 ○ Post (12/4) & Comment (12/6) on Discussion Board 7 ○ Submit Reflection Exercise 5 (12/6)
	15	12/7— 12/13	Psychology in the 2000s	<ul style="list-style-type: none"> ○ Read Chapter 15 – Psychology in the 21st Century ○ Review Lecture 15

				<ul style="list-style-type: none"> ○ Reply to Comments on Discussion Board 7 (12/11) ○ Submit Quiz 8 (12/13)
Finals Week	16	12/14— 12/18	None	<ul style="list-style-type: none"> ○ Submit Essay OR Timeline (12/18)

PSYCHOLOGY DEPARTMENT POLICIES

The 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.siu.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.siu.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.siu.edu/education/psychology/plagiarism.shtml>.

Services for Students Needing Accommodations

It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content or the use of non-captioned videos—please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at siue.edu/access or in person 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.

The 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 in order 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.

The 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;
- 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.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siu.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 on the basis of 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.

SIUE Psychology Department Twitter

By following our department's Twitter page (@SIUEpsychology) you will be able to get announcements, find out what is happening in the department, and learn more about recent psychology news. Also, this is also a great way to stay connected with the Department of Psychology after you graduate from SIUE.

Other Resources

Lovejoy Library

618-650-4636

<http://www.siu.edu/lovejoylibrary/>

Computer Labs

<http://www.siu.edu/its/labsclassrooms/>

Technology Support

Lovejoy Library Room 0005

618-650-5500

help@siu.edu

Writing Center

MUC –Student Success Center 1254

618-650-2045

<http://www.siu.edu/lss/writing/index.shtml>

COVID-19 PANDEMIC POLICIES RELATED TO CLASSROOM INSTRUCTION (FALL 2020)

Health and Safety

Consistent with the Illinois Board of Higher Education guidance contained in “Safely Launching Academic Year 2020” released on June 23, 2020 and guidelines established by Governor J. B. Pritzker and *Restore Illinois*, Southern Illinois University Edwardsville has implemented a new policy to help ensure the safety of all students, faculty and employees during the pandemic. The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University's *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here:

<https://www.siu.edu/policies/Covid.shtml>.

Classrooms, Labs, Studios, and Other Academic Spaces

While in the classroom, lab, studio, or other academic spaces, students shall practice social distancing measures by maintaining a distance of at least six feet from others in the classroom and wearing a face covering. Extra care should be taken upon entering and leaving the classroom spaces. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face mask or face shield will be reminded of their obligation to comply with SIUE's *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures

At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have COVID-19 symptoms, but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information is available on the [SIUE COVID-19 website](#).
- Frequent washing or disinfecting of hands.
- Social distancing by maintaining a distance of at least six feet from others.
- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain social distance. Indoor public spaces include common spaces or community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.
- Adhere to directional signs and traffic flow patterns in buildings and offices. Doors for entering and exiting buildings will be designated. Where multiple doors exist, in and out doors will be marked with “Entrance” and “Exit” signs.
Plans that consider traffic flow in and out of buildings, and within buildings (i.e. stairs, hallways, etc. where possible) will be marked.

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

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. 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.siu.edu/policies/3c1.shtml>.

Potential for Changes in Course Schedule or Modality

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.

Appendix A – Introduce Yourself Criteria

OBJECTIVES

By the end of this assignment, you should be able to:

- Introduce yourself to the instructor and the rest of the class.
- Learn about your classmates.
- Become familiar with the discussion board posting process.

REQUIREMENTS

- Post your answers to the five (5) questions below and embed a photo that represents your personality by 11:59 PM on Friday evening of Week 1.
- Comment on four (4) of your classmates' posts by 11:59 PM on Sunday evening of Week 1.
- Reply to your classmates' comments on your posts/comments by 11:59 PM on Friday evening of Week 2.

INSTRUCTIONS

Step 1: Post Your Introduction

By 11:59 PM on Friday evening of the first week, post your response to the five (5) questions below and then embed a photo that represents your personality. The photo can be a selfie, a photo with family or friends, of a pet, a symbol, or a hobby. Understanding who is on the other side of the computer promotes better class discussions and a more positive learning environment.

- **Part A:** What is your status as a student (e.g., freshman, sophomore, junior, senior, graduate student) and your major/minor?
- **Part B:** What are your career goals?
- **Part C:** What do you hope to get out of this class? What do you want to learn more about?
- **Part D:** What are your hobbies? What do you like to do for fun?
- **Part E:** This class was originally scheduled to be an on-campus course. What questions do you have about online learning or this course so far? If you do not have any questions, what advice can you share with your classmates about succeeding in online courses?

Step 2: Comment on Three Posts

By 11:59 PM on Sunday evening of the first week, read at least four of your classmates' posts and respond with a comment on each post that identifies something you have in common with them or a question you have about the information they shared.

Step 3: Answer Your Classmates

Before 11:59 PM on Friday evening of the second week, reply to your classmates' comments on your posts. Responding to your classmates is especially crucial for the first week of class. By reciprocating other's interest in your ideas, you help establish a productive norm that will benefit the entire class throughout the semester.

GRADING RUBRIC

Criteria	Ratings			Points
Step 1 – Post Completeness	Answered all the questions using clear, concise, and grammatically correct language	Answered some of the questions; language was unclear, wordy, or grammatically incorrect at times	Did not answer all the questions; language was unclear, wordy, or grammatically incorrect	5
Step 1 – Post Photo	Embedded a photo that represents one’s personality	Did not embed a photo		2.5
Step 1 – Post Deadline	Responses and photo submitted on time	Responses or photo submitted late	Responses and photo submitted late	1
Step 2 – Comments	Posted comments on four (4) classmates’ posts	Posted comments on less than four (4) classmates’ posts	Did not post comments	4
Step 2 – Comments Deadline	All comments submitted on time	Only some of the comments submitted on time	All comments submitted late	0.5
Step 3 – Replies to Comments	Replied to most of their classmates’ comments	Did not reply to any of their classmates’ comments		2
TOTAL:				15

Appendix B – Discussion Board Criteria

OBJECTIVES

By the end of this assignment, you should be able to:

- Demonstrate your understanding of essential concepts.
- Think critically about the course material.
- Apply theories and models to real-world situations (course outcome 2).
- Consider alternative viewpoints and explanations.

REQUIREMENTS

1. Post your answers to the questions on Blackboard by 11:59 PM on Friday evening of each week.
2. Comment on two (2) of your classmates' posts by 11:59 PM on Sunday evening of each week.
3. Reply to your classmates' comments on your posts/comments by 11:59 PM on Friday evening of the following week.

WEEKLY INSTRUCTIONS

Step 1: Post Your Answer

By 11:59 PM on Friday evening of each week, post your response to the discussion board prompt on Blackboard. Demonstrate your understanding of course material and your ability to apply it correctly to real-life experiences. Use at least 200 words and incorporate information from the course materials to support your answers.

Step 2: Comment on Two Posts

By 11:59 PM on Sunday evening of each week, read at least two of your classmates' posts and respond with a comment on each one. Ask a question, give an example that supports or refutes the main idea of the post, identify any unforeseen consequences, suggest a resource that could be beneficial to the whole class. Demonstrate your ability to facilitate group discussion and think critically using at least 50 words in each comment.

Step 3: Answer Your Classmates

Before 11:59 PM on Friday evening of the following week, reply to your classmates' comments on your posts/comments. Note that you have an entire week from the due date of the initial post to respond.

GRADING RUBRIC

Criteria	Ratings			Points
Step 1 – Post Completeness	Answered all the questions using clear, concise, and grammatically correct language and at least 200 words	Answered some of the questions; language was unclear, wordy, or grammatically incorrect at times; used about 150 words	Did not answer all the questions; language was unclear, wordy, or grammatically incorrect; used less than 100 words	4
Step 1 – Post Understanding	Demonstrated complete understanding of concepts; showed exceptional evidence of critical analysis	Demonstrated an incomplete understanding of concepts; showed some evidence of critical analysis	Did not demonstrate understanding of concepts; did not show evidence of critical analysis	8
Step 1 – Post Deadline	Submitted on time		Submitted late	2
Step 2 – Comments	Posted comments on two (2) classmates' posts	Posted comments on one (1) classmate's post	Did not post comments	8
Step 2 – Comments Deadline	All comments submitted on time	Only some of the comments submitted on time	All comments submitted late	1
Step 3 – Replies to Comments	Replied to most of their classmates' comments	Did not reply to any of their classmates' comments		2
TOTAL:				25

Appendix C – Reflection Exercise Criteria

OBJECTIVES

By the end of this assignment, you should be able to:

- Apply psychological principles to real-world situations.
- Demonstrate your understanding of course concepts.
- Analyze major theories and models in psychology’s history.

REQUIREMENTS

- Answers to the questions on Blackboard

INSTRUCTIONS

By 11:59 PM on the due dates listed in the Course Calendar, submit your answers to the questions posted on Blackboard. Use what you have learned from the assigned readings and the Blackboard modules to demonstrate your understanding of the course material and apply the concepts to real-life situations.

GRADING RUBRIC

Criteria	Ratings			Points
Completeness	Answered all the questions	Answered some of the questions	Did not answer all the questions	6
Understanding	Demonstrated complete understanding of concepts; showed exceptional evidence of critical analysis; applied concepts correctly	Demonstrated an incomplete understanding of concepts; showed some evidence of critical analysis; made some errors in applying concepts	Did not demonstrate understanding of concepts; did not show evidence of critical analysis; did not apply concepts correctly	14
Articulation	Used clear, concise, and grammatically correct language	Used language that was somewhat unclear or wordy; contained several grammatical errors	Used language that was difficult to understand; contained numerous grammatical errors	2
Deadline	Submitted on time		Submitted late	3
TOTAL:				25

Appendix D – Essay OR Timeline Project Criteria

OBJECTIVES

By the end of this assignment, you should be able to:

- Use the university’s online databases to gather information from peer-reviewed sources.
- Describe the major contributions of an individual, a group of people, or a historical event on the development of modern psychology.
- Articulate your ideas in written or visual form.
- Follow the American Psychological Association’s guidelines for presenting information.

REQUIREMENTS

- A topic that interests you and a list of three (3) peer-reviewed references
- An outline of your essay or timeline
- Either (A) an APA-style essay or (B) an infographic timeline with ten (10) “bits” of information about psychology’s history

INSTRUCTIONS

Week 1—Week 4 Instructions

1. **Choose Your Topic:** In the first few weeks of the semester, you will learn about many of the earliest contributions to psychology’s history. Think about your interest in psychology and choose a topic that you would like to explore in more detail. Many students choose to learn more about a topic that we do not cover in lecture. Use the list of previous topics to help you choose a topic that you will enjoy learning about this semester.
 - 10 Most Influential Black Psychologists
 - 10 Most Influential Women in Psychology’s History
 - 10 Most Interesting Inventions in Psychology
 - 10 Things You Didn’t Know About Psychology’s History
 - Ethical Issues in Psychology’s History
 - The History of [Insert Subfield] Psychology
 - The History of Animal Testing
 - The History of Psychology’s History
 - The History of Psychotherapy
 - The History of Statistics in Psychology
 - The History of the Diagnostic and Statistical Manual of Mental Disorders
 - The Impact of World War I/II on Psychology’s History
2. **Find Resources:** Use Google Scholar or [SIUE’s online databases](#) to find at least three (3) peer-reviewed articles related to your topic.

- Start by choosing your database. I recommend “Academic Search Complete”. If you are off campus, you will have to login to the system using your SIUE email account and password before you can access the search engine.
 - In the search box, type a keyword or two related to your topic and click “Search”. You can also use the “Advanced Search” options to narrow your search.
 - Consider narrowing the results to include only sources that are available in full-text format and peer-reviewed. If using “Academic Search Complete”, check the boxes next to “Full Text” and “Scholarly (Peer Reviewed) Journals” under the “Limit To” option in the “Refine Results” menu on the left.
 - Scroll through the search results to find an article that meets your needs and click on its name or the “PDF Full Text” link if available.
 - If your search yields zero results, then loosen some of the restrictions and search again.
 - If you still cannot find any sources, consider changing your topic.
 - Read the article’s abstract and skim through the rest of the article to assess whether this source meets your needs.
 - Once you find an article that you want to use, save it to the university’s cloud or your device for future reference.
 - Continue searching the database until you find at least three (3) peer-reviewed sources of information about your topic.
 - When you have three (3) sources, use the first page of each article to draft your references list. Follow the [American Psychological Association’s style guidelines](#). Use [Purdue University’s online resource](#) for more information.
3. **Submit Topic and List of References:** By the end of Week 4, submit your topic and your list of three (3) references on Blackboard.

Week 5—Week 10 Instructions

4. **Review Resources:** Once the instructor approves your topic, read the three (3) peer-reviewed articles you found and take note of the information you would like to learn more about or include in your essay/timeline. Your goal is to teach your audience about your topic in a relevant and meaningful way.
- Keep track of the information’s source; you will need to cite your sources in the outline and the essay/timeline.
 - If you have questions about the material (and I hope you do), replicate Step 2 and find an answer to your question. For instance, two sources may disagree or present conflicting information; search for a source that helps explain their rationale or reconcile the conflict.
 - While Wikipedia and similar sources are not peer-reviewed and do not count toward the requirement, they can be used to find other sources that do meet the requirement.
5. **Submit Outline:** By the end of Week 10, submit an outline of your essay/timeline on Blackboard. Include a preliminary title for the essay/timeline, a list of ten (10) contributions

or events with notes, and in-text citations or footnotes. Remember to include your list of three (3) APA-style references (with revisions).

Week 11—Week 16 Instructions

6. **Choose an Option:** Share what you have learned about your topic and psychology’s history by writing an essay or creating an infographic timeline. Choose one of these options and follow the corresponding instructions below.

- **Option A: Write an Essay**

- **APA Style:** The essay should follow APA style guidelines and include a title page and a list of references. Use the template on Blackboard to format your essay.
- **Title Page:** Include the title of your essay, your name, and the date you submit the essay. Include a “Running head” in the upper left header and the page number in the upper right header.
- **Introduction:** Grab the reader’s attention and introduce the topic of your essay and explain its contents.
- **10 Contributions:** In ten (10) separate paragraphs, identify and describe ten (10) “bits” of information about your topic. Explain the significance of each contribution and include an in-text citation to give credit to the source. Remember to include dates, locations, and full names in your descriptions.
- **Conclusion:** The essay should end with an appropriate conclusion. Consider discussing the importance of understanding the history of psychology.
- **References Page:** Include a list of all external sources; you are required to use at least three (3) academic sources. Remember to format your sources using the [APA’s style guidelines](#).

- **Option B: Create an Infographic Timeline**

- **Format:** Once you have completed the essay, use your creativity to bring the content to life in the form of an infographic timeline. Infographics use graphics, text, and data to present information in a concise, persuasive, and creative way. Your infographic will have the added benefit of being based on evidence from the academic and professional literature. Examples of infographic timelines can be found on Blackboard.
- **Medium:** You may create an electronic version using a free Internet template or PowerPoint, or you may create a physical, hand-crafted version (i.e., using poster board and uploading a photo of it).
- **Title:** Include a title that is easy to read and placed in the appropriate position.
- **10 Contributions:** Include ten (10) separate events on your timeline, each with a brief explanation of their significance. Include a footnote (e.g., ^a, ^b, ^c) at the end of each description/explanation to give credit to the source. Remember to include dates, locations, and full names in your descriptions.
- **References List:** Include a list of all external sources matched with your footnotes; you are required to use at least three (3) academic sources. You

may have to decrease the size of the list. Remember to format your sources using the APA's style guidelines.

7. **Submit Essay/Timeline:** By the end of the semester (Week 16), submit the final version of your essay/timeline on Blackboard.

TOPIC AND REFERENCES GRADING RUBRIC

Criteria	Description	Points
Topic	The submission included a topic related to psychology's history.	2.5
List of References	The submission included a list of at least 3 peer-reviewed sources related to the topic of interest.	6
Deadline	The submission was submitted on time.	1.5
TOTAL:		/10

OUTLINE GRADING RUBRIC

Criteria	Description	Points
Title	The outline included a title.	1
10 Contributions	The outline included 10 contributions or events, each with a brief description.	10
List of References	The outline included a revised list of at least 3 peer-reviewed sources.	3
Citations/ Footnotes	The outline included in-text citations or footnotes.	3
Deadline	The outline was submitted on time.	3
TOTAL:		/20

ESSAY GRADING RUBRIC

Criteria	Description	Points
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Title Page	The essay included a proper title page with the title, the author's name, and the submission date as well as a "Running head:" and a page number.	1
Introduction	The essay began with a proper introduction to the history of psychology, identified the main idea of the essay, and provided an outline of the essay.	3
10 Contributions	The essay included 10 contributions or events related to psychology's history.	5
10 Descriptions	The essay described each contribution with accurate dates, locations, names, and explanations.	20
Conclusion	The essay finished with a proper conclusion.	3
References Page	The essay included a list of at least 3 peer-reviewed references on a separate page.	3
Citations	The essay included in-text citations that match the list of references.	3
APA Style	The essay conformed to APA's style guidelines and included in-text citations.	3
Articulation	The essay's content was articulated in a clear and concise manner using correct grammar and spelling.	3
Deadline	The essay was submitted on time.	6
TOTAL:		/50

INFOGRAPHIC TIMELINE GRADING RUBRIC

Scoring Criteria	Description	Points
Title	The timeline included a title.	1
10 Contributions	The timeline included 10 contributions or events related to psychology's history.	10
10 Descriptions	The timeline described each contribution with accurate dates, locations, names, and explanations.	20
List of References	The timeline included a list of at least 3 peer-reviewed references.	3
Footnotes	The timeline includes footnotes that match the list of references.	3
Creativity	The timeline was creative in its presentation of information.	4
Articulation	The timeline's content was articulated in a clear and concise manner using correct grammar and spelling.	3

Deadline	The timeline was submitted on time.	6
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TOTAL:		/50
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