

PSYC 4900
History of Psychology
3 Semester Hours

College of Education
Valdosta State University
Department of Psychology and Counseling
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS

Thorne, B. M., & Henley, T. B. (2005). *Connections in the history and systems of psychology* (3rd ed.). Boston, MA: Houghton Mifflin Company.

COURSE DESCRIPTION

Prerequisite: Senior Standing and PSYC 3600 with a “C” or better.

“Traces the origins of psychology from philosophy and physiology and its development into the science psychology is today.” from VSU 2010-2011 Undergraduate Catalog page 429

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

Education Outcomes Specific to Psychology:

Program and Course	Activity	Assessment
History of Psychology (PSYC 4900)		
BA/BS Psychology Degree Outcomes		
6. use appropriately the technical language of the science of psychology in oral and written communication	Lecture, class discussion, class activities	Quizzes, exams, presentation, the instructor uses appropriate grading criteria to evaluate students' work.
8. compare and contrast theoretical perspectives within psychology	Lecture, class discussion, class activities	Quizzes, exams, presentation, the instructor uses appropriate grading criteria to evaluate students' work.

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

1. Quick Quizzes (ungraded classroom learning activity)

There will be several unannounced quick quizzes over the course of the semester. The quizzes will consist of short answer questions over the material from the text. The purpose of these quizzes is to: 1) give students an accurate estimate of their comprehension of the unit they have read for class, 2) help students to evaluate their preparation/study for the units, and 3) help the instructor compare the pre class and post class performance on each unit to maximize learning and use of instructional time.

2. Group Activities (ungraded classroom learning activity)

In the group activities, you will be randomly divided into small groups. Then each small group will be given a course concept that they will research with their textbook. The group will then discuss what the “most important” ideas are to share and how the group wants to communicate the ideas to the remainder of the class. These group activities are designed to give students an opportunity to share what they thought was important and relevant about a course concept and also explain how even though the concept is “historical” in nature it still has some usefulness and relevance to modern culture.

3. Comprehension Quizzes (5 points each; 4 quizzes for a total of 20 points)

There will be four Comprehension Quizzes over the course of the semester. The quizzes will consist of 5 short answer questions over the material from the text. These quizzes will be administered during the beginning of class prior to discussion of the reading assignment. The purpose of these quizzes is to give students an accurate estimate of their comprehension of the unit they have read for class and help students to evaluate their preparation/study for the units. The items on the quiz will be scored either correct (earning 1 point each), partially correct (earning half a point), or incorrect (earning 0 points each). If you are not in attendance in class to take the quiz you will receive a score of 0 out of 5 (“make-ups” will only be provided with an authenticated doctor’s note).

4. Exams (100 points each; 4 exams for a total of 400 points)

There will be four exams during the semester. They will consist of 50 multiple choice questions over the material from the text and class discussions. A missed test without an acceptable documented excuse cannot be made up (yielding a grade of 0 on that test).

5. Biography PowerPoint Presentation (30 points)

Your PSYC 4900 PowerPoint presentation will trace the life history of a person listed in your textbook. You will inform me of your choice of person on October 12th. There will be no duplication and it will be on a “first-come first-served” basis (so please come prepared with some alternatives). The PowerPoint presentation should last 5 minutes. The life history is to be about the person, not their theories (except to discuss when those theories were developed). Please note that it is to be in your words, not someone else’s (so no quoting). Each presentation should include at least 5 references (other than your text book). And, at least half of your references must be other than web sites. The references need to be in APA style.

COURSE EVALUATION

The grading scale for this course is:

A	405-450 points	90-100%
B	360-404 points	80-89%
C	315-359 points	70-79%
D	270-314 points	60-69%
F	0-269 points	0-59%

To Keep Track of your Grades During the Semester:

Course Activity	Points Earned ***Write in Your Grades Here to Keep Track During the Semester***
Comprehension Quiz #1	
Comprehension Quiz #2	
Comprehension Quiz #3	
Comprehension Quiz #4	
Exam #1	
Exam #2	
Exam #3	
Exam #4	
Course Presentation	
Extra Credit	2
Total Number of Points Earned in the Course =	

Note: You can compute your final grade by comparing the total number of points you earned to the grading scale above.

Important Notes about Grades/Your Personal Information:

- I strongly value students' right to privacy. Federal law and ethical obligation prohibit me from discussing grades with anyone other than the student whose grades they are. Therefore, I cannot release your grades to parents, significant others, friends, or classmates. I can only release them to you.
- I automatically offer 2 points of extra credit to each student in case a student's grade is close to the next higher grade. At the end of the semester, I add together the number of points you have earned and then assign grades based on that. I cannot make any additional adjustments or alterations to the final grades other than the two points of extra credit.

ATTENDANCE POLICY

- Students should attend all scheduled class meetings and actively participate in class discussions and activities. “Eighty percent of success is showing up”--Woody Allen
- The university wide “20% absence policy” will be the standard in this course. Thus, miss up to 5 classes and there is no penalty. Once you miss your sixth class, you receive an “F” for the course (there have been times in the past when my department head has permitted me to only take one letter grade off of the final grade instead of assigning an “F” but I do not want to test his patience). Thus, try to miss 5 or less classes (perfect attendance is obviously ideal), if you miss 6 classes the best case scenario is a one letter grade reduction and the worst case scenario is course failure (neither of which I want for you).
- If you choose to not attend class for whatever reason, please refrain from e-mailing me to ask things like “What did we do in class?” or “Did we do anything important today?”. Please consult with a classmate about what you missed by not attending.
- Students are responsible for all material covered in class as well as required readings.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members’ syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College

of Education Concern Form Policy, “a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee.”

3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

ACCESS OFFICE

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at

<http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

INSTRUCTOR

Name: Dr. David Monetti

Office Number: Room 2218 in the new Psychology Building

Telephone Number: (229) 259-5079 (direct line) or (229) 333-5930 (department office)

Email Address: dmmonett@valdosta.edu

Website: <http://www.valdosta.edu/coe/psychology/>

COURSE SCHEDULE

Date	Unit Title	Read Chap.
Monday; August 15	Course Introduction	Syllabus
Wednesday; August 17	Introduction	1
Monday; August 22	Introduction	1
Wednesday; August 24	Comprehension Quiz #1 Precursors to Psychology in Ancient Greece	2
Monday; August 29	Precursors to Psychology in Ancient Greece	2
Wednesday; August 31	The Renaissance and Early Modern Philosophers	4
Monday; September 5	No Class Meeting: Labor Day	
Wednesday; September 7	EXAM #1 (Chapters 1, 2, & 4)	
Monday; September 12	Physiological Influences on the Development of Psychology	7
Wednesday; September 14	Physiological Influences on the Development of Psychology	7
Monday; September 19	Comprehension Quiz #2 The Origins of Modern Scientific Psychology in Germany	8
Wednesday; September 21	The Origins of Modern Scientific Psychology in Germany	8
Monday; September 26	Darwin's Influence (special Biography video)	9
Wednesday; September 28	Darwin's Influence	9
Monday; October 3	EXAM #2 (Chapters 7, 8, & 9)	
Wednesday; October 5	Functionalism	11
Thursday; October 6	***Mid Term Date*** (if necessary, withdraw by this date)	
Monday; October 10	Functionalism	11
Wednesday; October 12	Animal Psychology and Early Behaviorism **Indicate your presentation individual**	12
Monday; October 17	Animal Psychology and Early Behaviorism	12
Wednesday; October 19	Comprehension Quiz #3 Neobehaviorism	13
Monday; October 24	No Class Meeting: Fall Break	
Wednesday; October 26	Neobehaviorism	13
Monday; October 31	EXAM #3 (Chapters 11, 12, & 13)	
Wednesday; November 2	Applied Psychology	17
Monday; November 7	Applied Psychology	17
Wednesday; November 9	Comprehension Quiz #4 The Cognitive "Revolution"	18
Monday; November 14	The Cognitive "Revolution"	18
Wednesday; November 16	Presentation	
Monday; November 21	Presentation	
Wednesday; November 23	No Class Meeting: Thanksgiving Break	
Monday; November 28	Presentation	
Wednesday; November 30	Presentation	
Monday; December 5	Presentation	
Friday, December 9, 5:00pm to 7:00pm	EXAM #4 (Chapters 17 & 18)	