Psychology 420.500: History and Systems in Psychology

Instructor: Mark Ludorf
Department: Psychology
Email address: Please use my D2L email address (Emergency email if D2L email is not working: mludorf.sfasu.edu@gmail.com)
Phone: 936.468.1460 (NOT an effective method to contact me)
Office: 215G - Education Building
Course website: https://d2l.sfasu.edu/

Office Hours:
| Online | By Appointment. 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 to discuss issues either via chat, email, phone, etc. 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. |

A limited version (preview) of the text also appears to be available at http://books.google.com/books?id=iZwXnfYA03oC&pg=PA1&dq=hergenhahn&source=gbs_to_c_r&cad=4#v=onepage&q=hergenhahn&f=false

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 contemporary psychology.

The text for the course is Hergenhahn: An Introduction to the History Psychology 6th ed. Used copies are available at Amazon as are rentals. You can also check with a previous student as they may be willing to sell their book. If you do purchase a book, please pay a little extra to have it shipped 1 or 2-day so you do not have an issue with the book not arriving in time. I have provided electronic copies of chapters 1, 2, and 4 in the course site.
The text will be divided into sections corresponding to 14 chapters in the text. The areas to be surveyed 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 in a stretch of “ISMs”…as in EmpiricISM, SensationalISM, and PositivISM (chapter 5), and RationalISM (chapter 6); followed by an exploration into the early years of Physiology and Psychology (chapters 8 and 9) and Darwin and Mental Testing (chapter 10). We then return to more “ISM”s” with our examination of FunctionalISM and BehaviorISM (chapters 11 and 12). We then conclude with Psychobiology, Cognitive, and Contemporary Psychology (chapters 19 – 21).

As mention above, the text will be divided into 14 sections each including a chapter of information. You will be responsible for reading the assigned chapters in the text for each section. 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 you can start the course you will need to earn a score of 95 or higher on the Syllabus Quiz. The quiz can be taken as many times as necessary to earn the required score of 95. Your score on the Syllabus Quiz DOES NOT count towards your grade.**

**Course Objectives include**

* 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
* Understand how psychology developed as a field

The timing of the course is intended to follow that of an on campus course. We will officially start our activity starting on Monday and finish Friday. The deadline for all weekly activity (i.e., quizzes, discussions, etc) is **MIDNIGHT (ACTUALLY 11:59 PM) THE FRIDAY WE START THE CHAPTER** (see the course calendar on D2L for specific dates). Although there will be **NO official activity (by you or me) REQUIRED Saturday-Sunday**, you (as will I) should use the time to prepare for the upcoming week (see my Welcome letter you received). **The electronic calendar is the official calendar for the course.** The one appended is a tentative calendar.
The course is unlike any other course you have ever taken. In this course you will select the way you are assessed. Each student will select the assessment(s) they feel are best for them. I have included a variety of types of assessments for you to select from. These assessments include Chapter Quizzes, Chapter Discussions, Chapter Blogs, Chapter Talismans, a Final Paper (5 – 7 pages), and a comprehensive Final Exam. Beyond that required assessment you can select from 0 to 6 additional assessments to complete. Descriptions of each assessment are provided below.

For the first two chapters you will have the opportunity to “test drive” each assessment (i.e., Chapter Quizzes, Chapter Discussions, Chapter Blogs, and Chapter Talismans) and receive feedback. You can then make decisions regarding your assessment plan for the remainder of the semester by completing the Assessment selection Quiz. Everyone must complete the Assessment Selection Quiz by midnight the Wednesday following the week of Chapter 2. I encourage you to participate in the “test drive” period, but if you can make your binding assessment selections at any time prior to the Wednesday deadline noted above.

The following provides more detail regarding the assessments and scoring.

<table>
<thead>
<tr>
<th>Assessment Methods*</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Quizzes</td>
<td>1 Assessment – 1000 points*^</td>
</tr>
<tr>
<td>Chapter Discussions</td>
<td>2 Assessments – 500 points each*</td>
</tr>
<tr>
<td>Chapter Learning Blogs</td>
<td>3 Assessments – 333.33 points each*</td>
</tr>
<tr>
<td>Chapter Talismans</td>
<td>4 Assessments – 250 points each*</td>
</tr>
<tr>
<td>Final Examination</td>
<td>5 Assessments – 200 points each*</td>
</tr>
<tr>
<td>Final Paper</td>
<td>6 Assessments – 166.67 points each*</td>
</tr>
</tbody>
</table>

*Students failing to select their assessment methods by midnight Wednesday following Chapter 2, will earn their grade via the FINAL EXAM ONLY!
^If only Chapter Quizzes are selected, you will need to work with the professor on a proctoring program.

Each selected method will be equally weighted with the total of all methods being 1000 points. See the table above regarding the point distribution. The Final Exam will be proctored electronically. I have loaded a spreadsheet in the course site you will use to track your grades. If you have questions, please visit the FAAQ and post your question there.

You will make your selections using the Assessment Selection Quiz in the course site. You can ignore the “score” on this quiz as it does not count towards your grade. Your decisions are final, absolute, and irrevocable (regardless of the reason), so please select carefully.

Final grades will be based upon the TOTAL POINTS earned on the assessment methods that you select. Each method is described in more detail below.


**Chapter Quizzes**

There are two types of quizzes in the course: *Practice* and *REAL Practice* quizzes are intended to prepare you for the *REAL* quizzes. They are similar to the *REAL* quizzes in terms of content and structure (i.e., 20 questions in 15 minutes). You may take the *Practice* quiz as many times as you would like. Scores on the *Practice* quizzes **DO NOT count towards your grade**. 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.

Your performance on the *REAL* quizzes will be what is used to determine your quiz grade performance. **ALL REAL QUIZZES ARE CLOSED-NOTES/CLOSED-BOOK format.** You will have one (1) chance to take each REAL quiz. Please make sure you do not inadvertently start the quiz as this will count as an attempt. Use the Practice Quizzes to prepare for the REAL Quiz.

**THE DEADLINE FOR COMPLETING A QUIZ IS MIDNIGHT (ACTUALLY 11:59 PM) THE FRIDAY OF THE WEEK WE START THE CHAPTER (e.g., Chapter 1 starts on January 25 and the deadline is midnight (actually 11:59 pm) Friday January 29).**

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.

**Chapter Discussions**

*Traditional*: In each chapter there may be one to several discussion topics that will be posted. 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. **THEREFORE, IN THE Traditional DISCUSSIONS, IT IS VITALLY IMPORTANT (to your grade) THAT YOU READ ALL OF THE POSTS BEFORE MAKING YOUR POST(s).** 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 on the post.

*Dropbox*: Instead of a *Traditional* discussion in 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.
All discussions are intended to assess your understanding and synthesis of the chapter materials. Passing grades will be earned based on how well your original ideas demonstrate your understanding and synthesis of the material from the text, the website, other students’ postings (in Traditional discussions), my reflections, and any other sources of information.

That is, FULL points will be earned if

- You make a post that contributes uniquely to the discussion AND demonstrates your understanding and synthesis of the chapter materials including other students’ posts (for Traditional Discussions).

- You post your “opinion” on a topic along with a well-reasoned rationale based on the course materials or other scholarly sources to support your opinion.

whereas NO points would be earned if

- You make a post that does not demonstrate an understanding and synthesis of the topic/concept (e.g., “I agree with Sandy…”),

- You make a post that does not add to the discussion.

- You make a post in a Traditional discussion to the original question when the topic has evolved beyond the original question.

- You post your “opinion” WITHOUT a course based rationale to support your opinion

- Your post contains “texting” language. This is a senior-level writing enhanced course, thus college level writing will be used including appropriate spelling, grammar, punctuation, capitalization, etc. The HTML editor has a built in spelling, please use it so you do not lose points.

You should compose your post in a word processor, check it for spelling, grammar, punctuation, etc., save the file (MS Word), then copy and paste your writing from your word processor file into the traditional discussion or submit the file in the appropriate Dropbox. That way you have a backup copy on your own computer in case of an emergency.

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 mde a gd pt.” are NOT acceptable and will result in an automatic 0 for the discussion regardless of the content of your post.
Your total contribution 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 like those described above.

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 will increase your chances of earning a passing grade. Extra credit will occasionally be awarded to students who make extraordinary contributions to the discussions beyond the basic posting requirement. Extra credit may also be earned by posting early in the discussion versus near the deadline.

Renegade Posts
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 (see above) so you can easily repost if you accidentally create a Renegade post. Renegade posts occur when you do not use “REPLY TO THREAD”. If your post appears above the original post I have made, then it is a Renegade post. If it appears somewhere below my post you have posted in the appropriate place. Do not respond (even using REPLY TO THREAD) to any post above the original post I made because your response to a renegade post will also be deleted. You will have a couple of weeks of practice to ensure you are posting in the correct place.

THE DEADLINE FOR POSTING TO THE DISCUSSION IS MIDNIGHT (ACTUALLY 11:59 PM) FRIDAY OF THE WEEK WE START OF THE CHAPTER (e.g., Chapter 1 starts on January 25 and the deadline is midnight (actually 11:59 pm) Friday January 29).
Chapter Learning Blogs

A Learning Blog is a chance for you to reflect on the topics that come up in the chapter and materials so that your own learning is improved and your understanding of psychology is enhanced. Blogs are not just summaries of the chapter. I already am familiar with the topics and concepts in the chapter. What I am unfamiliar with are your thoughts, reflections, reactions, etc. to the material found within the chapter. The blog should capture your thoughts, reflections, reactions, NOT just summarize the chapter (see Learning Blog Dropbox for additional details).

Chapter blogs will be graded using the same Pass, Pass/Fail, or Fail (2, 1, or 0 points respectively) scheme described above. THE DEADLINE FOR SUBMITTING YOUR BLOG IS MIDNIGHT (ACTUALLY 11:59 PM) FRIDAY OF THE WEEK WE START OF THE CHAPTER (e.g., Chapter 1 starts on January 25 and the deadline is midnight (actually 11:59 pm) Friday January 29).

Chapter Talismans

A *Talisman* is a small amulet or other object, often bearing magical symbols, worn for protection against evil spirits or the supernatural.

In each chapter you will identify and acquire an image of an artifact that illustrates the ONE chapter topic you found to be THE most important/interesting/moving. You will then write a 1 – 2 page paper exploring your thoughts as to why the topic was most important/interesting/moving. For example, in chapter 1 there is a discussion of the mind/body problem. One of the possible solutions to understanding this problem is epiphenomenalism. As a talisman to represent epiphenomenalism I might select something like the image below and discuss why the image was selected to represent my thoughts about the mind/body problem. More directions regarding the talismans will be provided in the course site.

![Image of a talisman](image)

Chapter talisman documents will be graded using the same Pass, Pass/Fail, or Fail (2, 1, or 0 points respectively) scheme described above. THE DEADLINE FOR SUBMITTING YOUR TALISMAN DOCUMENT IS MIDNIGHT (ACTUALLY 11:59 PM) FRIDAY OF THE WEEK WE START OF THE CHAPTER (e.g., Chapter 1 starts on January 25 and the deadline is midnight (actually 11:59 pm) Friday January 29).
Final Examination
A comprehensive Final Examination can be part of your assessment. The online examination will need to be completed by the Wednesday of Finals week. Dates and details will be provided later in the semester. Your one (1) chance to take the final will be proctored electronically.

Final Paper
A Final paper can be part of your assessment. The final paper will be a 5 – 7 page APA formatted paper exploring the History and Systems of Psychology. I will provide more details for the paper in the course website prior to the assessment selection deadline. One thing to note is that the paper is a developmental paper and your grade is based on participating in the process, not just submitting a final paper. That is, there are preliminary products (e.g., outline, rough draft, etc) that must be turned in throughout the semester and failure to turn in the preliminary documents will mean that you cannot turn in a Final Paper. Please do NOT miss submitting any of these preliminary documents.

The paper due dates will be listed in the course calendar on the course website. All submissions will be submitted in the SFA D2L site using the Dropbox. The APA formatted paper will need to be in MS Word format.

Other Required Activities
Before you can start the course you will need to complete the Syllabus Quiz (see earlier description) and score at least a 95.

Grading Scale
The total number of points you can earn in the course is 1000. Following are the grades associated with different levels of performance. Given each one of you will have a different method for calculating grades the online grade book will NOT be used. Instead I will load an Excel Spreadsheet that you can download and enter your scores that will keep a running total for you.

- A 900-1000 Points
- B 800-899 Points
- C 700-799 Points
- D 600-699 Points
- F < 600 Points

You are expected to actively participate in class. I am not specifying the amount of time, but your grade is heavily dependent upon it and I will monitor it. In the past, students that have actively participated have done well; those that did not participate did not do so well. DO NOT PROCRASTINATE!!!!
Similarly, the deadlines 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. 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 BEFORE a deadline passes instead of AFTER.

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) during the official class time Monday-Friday. Email received after Friday at midnight will receive a response at the latest by the following Monday. Depending on the volume of discussion, it will be unlikely that I will respond to each individual post. Again, I will monitor the activity in the discussion board since a large part of your grade is dependent upon it.

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@gmail.com. Please only use the @gmail.com email address only if you do not receive a response in the course email system.

If you are having technical trouble with D2L, please contact student support in the Office of Instructional Technology (OIT) 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 http://sfaonline.sfasu.edu, where you’ll find written instructions and video tutorials.

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 420. January 19 is the first day of class.

Welcome! I look forward to the time we will spend together 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. Please make sure you log in and complete the Syllabus Quiz. You will need to earn a 95 or better on this quiz before you can start the course.

January 19
Getting Started
Complete the Syllabus Quiz until you earn a 95 or higher. Please post an introduction about yourself in the appropriate discussion.

Finally, the Assessment Selection Quiz can be completed but I would encourage you to “test drive” the different activities in Weeks 1 and 2 prior to making your selection.

Week 1 Chapter 1: Introduction
Week 2 Chapter 2: The Early Greek Philosophers
Week 3 Chapter 3: After Aristotle: A Search for the Good Life
Week 4 Chapter 4: The Beginnings of Modern Science and Philosophy
Week 5 Chapter 5: Empiricism, Sensationalism, and Positivism
Week 6 Chapter 6: Rationalism
Week 7 Chapter 8: Early Developments in Physiology and the Rise of Experimental Psychology
Week 8 Chapter 9: Voluntarism, Structuralism, and Other Early Approaches to Psychology
Week 9 Chapter 10: The Darwinian Influence and the Rise of Mental Testing
Week 10 Chapter 11: Functionalism
Week 11    Chapter 12: Behaviorism
Week 12    Chapter 19: Psychobiology
Week 13    Chapter 20: Cognitive Psychology
Week 14    Chapter 21: Contemporary Psychology

Final Exam—Submit FINAL Exam by Midnight (11:59 PM) Wednesday of Finals Week

Final Paper—Submit FINAL Paper by Midnight (11:59 PM) Wednesday of Finals Week
# Course Tools

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Contains relevant information about the course including course objectives, grading scheme, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (Learning Modules):</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>Calendar:</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>Email:</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 outside of the course, I will likely reply using the D2L email the first time. Subsequent non-emergency emails sent to my email account outside of D2L will not receive a response. Please use the D2L email system.</td>
</tr>
<tr>
<td>Discussion:</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</strong> instead of <strong>Compose</strong>. Also, to stay within the “thread” use <strong>Reply</strong> instead of <strong>Compose</strong>. Remember that there are both <strong>Traditional</strong> discussions (where you should review all of the posts up to the time you post so that you can add to the discussion) and <strong>Dropbox</strong> discussions where you will just respond to the question posed. <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>Checklists:</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 were</td>
</tr>
</tbody>
</table>
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.

**Grades**

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.

**Classlist**

This shows you who is online in case you would like to chat with them.

**Quizzes**

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.

### 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/student_academic_dishonesty.pdf](http://www.sfasu.edu/policies/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/student_academic_dishonesty.pdf](http://www.sfasu.edu/policies/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-accommodation-for-students-with-disabilities.pdf](http://www.sfasu.edu/policies/academic-accommodation-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.

_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._