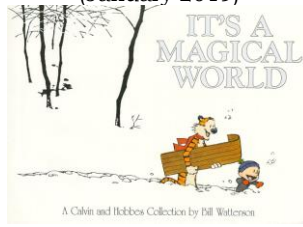



Psychology 305  
EXPERIMENTAL PSYCHOLOGY  
(January 2019)



*That's the problem with science. You've got a bunch of empiricists trying to describe things of unimaginable wonder. – Calvin (Bill Watterson)*

*In ceremonies of the horseman, even the pawn must hold a grudge. – Bob Dylan*



 *Note: This syllabus is subject to small changes once the semester begins. These will include corrections and possibly slight refinements in the assignment(s) and wording – nothing big.*

**DESCRIPTION OF COURSE FROM 2018-2019 CATALOG:**

**PSY 305 - Experimental Psychology**

Hours: 4

This course is designed to familiarize the student with typical methods and techniques employed in psychology research. In addition to the three hours per week of classroom instruction, the student attends a one hour laboratory per week to perform experiments in psychology. Prerequisites: [PSY 302](#) or [PSY 406](#) completed with a grade of C or above.

*Instructor's Note: This deceptively simple description of the course and its content actually covers a huge amount of possible material. Although I have done, and published, empirical research that involved no manipulated variables, we will nonetheless emphasize experimental research in this course.*

**Web Enhancement:**

To the extent that the university's infrastructure permits, we will manage this course in part using online "web enhancement." This fact has implications for your conduct and success:

1. As soon as available you should go to the online web site for this course (D2L Bright Space) and familiarize yourself with what is there (which will be added to as the semester D2L. Links to additional guidance are in appendix 1, which contains things the university requires us to include in our syllabuses.
2. You will turn in written assignments in D2L Bright Spaces.
3. Use this formula to name the files you turn in this way:  
YOURLASTNAME.YOURFIRSTNAME.AssignmentName.Date. If I were going to turn in "Final Report with Cover Letter" assignment on May 11, 2019, the file name would be BALL.STEVE.FinalReportWithCover.5.11.2019. Check the activities link on D2L for more details. You will receive written feedback for most (if not all) of your written assignments by way of D2L and its email facility.

## Psychology 305 Syllabus

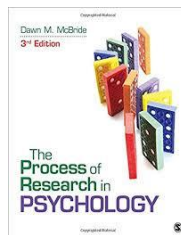
4. You may take exams online – but *only* if the infrastructure permits an adequate interface between D2L Bright Spaces and Respondus or related files.
5. You will retrieve documents to read from me by way of the D2L, and web sites to read on the “Webliography” link on D2L. Some of the latter may be accessible by way of links placed strategically within each week’s overview and assignments (but probably not).
7. You will probably want to check the Announcements on D2L daily.
8. You will definitely need to check your university e-mail daily:  
(\_\_\_\_\_@leomail.tamuc.edu)
9. **Do not send me an e-mail about this class except through the D2L email utility. I will not respond to other e-mails about this class.**
10. If you have a question of general concern to the class (not just a possibly personal or private concern of your own), ask it through D2L email and send the email to everyone in the class. That way everybody has access to the question and the answer, and I (or whoever answers it, possibly a member of the class) won’t have to answer it more than once. It *may* also reveal that you have not read the syllabus, paid attention in class, or that your heart is filled with lassitude. I will ignore your e-mails if you are ignoring this requirement.
11. In general, email is the way to communicate with me when we are not in class. I will almost always respond within 24 hours.

### **TEXTBOOKS & OTHER READINGS:**

American Psychological Association. (2009). *Publication manual* (6th ed., second printing or later). Washington, DC: Author. [ISBN-13: 978-1433805615, in paperback].



McBride, D. M. (2016). *The process of research in psychology*. (3rd ed.) Los Angeles, CA: Sage Publications. [ISBN-13: 978-1506358253]



### *Additional Readings:*

I may assign some articles and other readings as we go. Whenever possible, I will provide copies through D2L or electronic links for you to retrieve them yourself. Here are a few of the ones we may read:

Baer, D. M., Wolff, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis? *Journal of Applied Behavioral Analysis*, 1(1), 91-97.

Orwell, G. (1946). Politics and the English language. [This definitive essay appears in many collections, e.g., George Orwell, *Shooting an Elephant and Other Essays*. New York: Harcourt,

Brace, Jovanovich. It is readily available on the internet, and there is basically no reason you should not have it for next to nothing. I will put it in the Webliography section on D2L for this course. The good news: It's short and, as it should be, it is very readable.]

Skinner, B. F. (1966). What is the experimental analysis of behavior? *Journal of the Experimental Analysis of Behavior*, 9(3), 213-218.

.....more later

**GENERAL OBJECTIVES OF THE COURSE:**

Students completing the course should be able to describe and carry out the basic procedures involved in conducting empirically adequate research in the field of psychology, emphasizing:

1. Understanding the unique role of psychology as a science, straddling, as it were, public and easily operationalized events, on the one hand (or foot), and more elusive private events on the other.
2. Describing the key ethical considerations in conducting psychological research.
3. Writing an adequate informed consent for the conduct of a research project with human participants.
4. Describing, writing, and sequencing the key components making up a typical paper reporting the findings of a research project in psychology.
5. Writing a variety of research-relevant documents in the style of the American Psychological Association.
6. Defining, conceptually and operationally, the several kinds of variables entailed in psychological research.
7. Articulating procedures for selecting, assigning, controlling, culling, and describing research participants and non-participants.
8. Articulating procedures for selecting, creating, using, and describing materials, tests, and apparatus used in psychological research studies.
9. Describing and exemplifying a number of design strategies for use in conducting psychological research.
10. Describing and exemplifying a number of approaches to statistical analysis that are appropriate to the designs you have described above.
11. Writing an empirically sound, logical, and hypothesis-driven introduction to an experimental or other empirical research study in psychology.
12. Writing an adequate methods section for an empirical research study in psychology.
13. Writing an accurate and effectively succinct results section, based on actual statistical analyses for an empirical research study in psychology.
14. Writing an adequate discussion section for an empirical research study in psychology.
15. Writing an abstract of a research study in psychology.
16. Preparing an accurate reference list (APA style).
17. Writing an appropriate cover letter to a journal editor to accompany an article submitted for consideration to be published.
18. Describing the nature, limitations, control, and generalization issues associated with survey research in psychology.
19. Designing and carrying out a valid survey study.
20. Writing understandable, honest, and empirically precise prose.

**SEQUENTIAL LIST OF TOPICS:**



*This game lends itself to certain abuses.* – Calvin (Bill Watterson)

- I. Introduction to scientific psychology
  - a. Different ways of knowing
    - i. Experience (direct encounters with the world)
      - 1. “pristine events”; the *Ding an Sich*
      - 2. Take-away point: experience is *always* mediated or constructed (or else it’s
    - not experience)
    - ii. Perceptual and behavioral construction
      - 1. Schoenfeld and Cumming
      - 2. (An extraneous note on consciousness)
      - 3. Concrete vs abstract experience: Spanieling pups, human whelps, and people alone in the woods
      - 4. To hypostatize experience: a little note from Heraclitus
    - iii. Linguistic construction
      - 1. The nature of language
      - 2. How we use language to hypostatize (and, of course, change) experience
      - 3. The fundamental separation of experience and linguistic construction
  - b. What is science? A definition of purpose: A systematic human enterprise that has as its end the predictive understanding of the empirical world
    - i. What is “empirical”?
    - ii. Enterprise: a purposeful activity
    - iii. Human: subject to error, rational examination, and correction – the enterprise is “corrigible”
    - iv. Understanding
      - 1. Description
      - 2. Prediction
      - 3. Causal analysis
        - a. temporal precedence
        - b. covariation of the cause and the effect
        - c. Ruling out alternative explanations





- d. (Occam's Razor and the law/rule of parsimony)
  - 4. "Explanation" – "[C]reative thought and creative imagination are not so much stirred on by truth in any synthetic sense as by sublimity – a vision of absolute organization" (Gass, 1979, p. 12)
  - v. Ultimately, understanding is prediction: Theoretical constructs must be linked (semantically) to the data they explain – so that they can be used in prediction, without prediction there is no explanation
- II. Getting research ideas
    - a. Common sense
    - b. Informally watching organisms (people, animals, some kinds of plants) behaving
    - c. Theories (prior research: discussions and explanations)
    - d. Prior research (prior research: findings)
    - e. Using our library
  - III. Variables
    - a. Dependent variables
    - b. Independent variables
    - c. Extraneous variables and confounding
  - IV. The "scientific method"
  - V. Writing honestly (Orwell) and officially
  - VI. Organization of a research report
  - VII. The Method
    - a. Participants (subjects)
      - i. Populations of generalization and convenience
      - ii. Assignment, random and otherwise
      - iii. Ethical considerations
      - iv. Matching subjects
      - v. Excluding subjects
      - vi. Writing it up
    - b. Tests and Materials
      - i. Apparatus
        - 1. Purchased
        - 2. Home-made
      - ii. Tests
        - 1. Purchased
        - 2. Home-made
        - 3. Psychometric descriptions
          - a. Reliability
          - b. Validity
    - c. Procedure
      - i. Procedural models
      - ii. Controls for expectancy effects
      - iii. Controls for vehicle effects
      - iv. Controls for diffusion
      - v. Counterbalancing
      - vi. Validity checks
      - vii. Statistical controls
  - VIII. Design, analysis, and Results
  - IX. Discussion
  - X. Tables and figures

- XI. Tying it all together
  - a. The final paper
  - b. The cover letter

**LABORATORY**

Participation in the laboratory experience is key to passing the course. There will be multiple laboratory sessions, extending to the week of the final examination or just before. Alyssa Jones, who is your lab instructor and one of our top doctoral students, will prepare a series of experiences for you that will involve reading and discussing current empirical research in psychology, preparing documents and presentations pertinent to your class project, and a number of other practice bits in the art of our science. Ms. Jones will determine the quality of your several performances, assign you grades for them, and assign you an overall grade for the laboratory portion of the course. You can earn as many of 250 points of the thousand points you can earn in the class by performing well in the laboratory. Ms. Jones is the sole arbiter of what you must do to earn these points and how many of them you earn

**COURSE ASSIGNMENTS AND REQUIREMENTS:**

| <b>Graded Course Components</b><br><i>All components are to be individually independently completed, though consultations with other students, Ms. Jones, or me are of course appropriate</i> | <b>Due Date</b>                   | <b>Value</b> |
|---|-----------------------------------|--------------|
| Provisional hypothesis  | Tuesday Week<br>2                 | 25 points    |
| Reference list of <i>rejected</i> (but related) sources, with provisional hypotheses*   | Tuesday Week<br>3                 | 25 points    |
| Documented completion of CITI training  | Tuesday Week<br>4                 | 50 points    |
| Provisional Method section, with hypotheses*  | Tuesday Week<br>5                 | 25 points    |
| Reference list of provisionally accepted sources, with hypotheses   | Tuesday Week<br>6                 | 50 points    |
| Penultimate Method section, with hypotheses*  | Tuesday Week<br>7                 | 50 points    |
| First examination   | Friday-<br>Saturday<br>Week 7     | 100 points   |
| Provisional Introduction with hypotheses & References*  | Tuesday Week<br>8                 | 25 points    |
| Outline of Introduction, with hypotheses*   | Tuesday Week<br>9                 | 50 points    |
| Penultimate Introduction with hypotheses & References*  | Tuesday Week<br>11                | 50 points    |
| Hypthetical Results section   | Tuesday Week<br>12                | 50 points    |
| Final “bogus” article submission with cover letter*   | Tuesday of<br>Finals Week         | 150 points   |
| Comprehensive final examination   | Date of<br>Scheduled<br>Final     | 100 points   |
| Points earned in the laboratory   | When Ms.<br>Jones submits<br>them | 250 points   |

|                      |  |             |
|----------------------|--|-------------|
| TOTAL GRADING POINTS |  | 1000 points |
|----------------------|--|-------------|

**EXPERIMENTAL RESEARCH PROJECT**

Each student will design an original piece of “bogus” empirical research in psychology. The characteristics of this work will include the following:

1. An appropriate review of the literature with hypotheses to be included in a written introduction at several points in the course
2. An appropriate and hypothesis-driven method section for the report
3. A hypothetical or “bogus” results section based on a set of data provided by the instructor based on your introduction and method sections (turned in previously), analyzed statistically, and presented appropriately
4. A “bogus” discussion section, in which you discuss the implications of the results you report based on your bogus results.
5. Each project will involve at least one dependent variable.
6. The project will include at least two independent variables.
7. One of the independent variables must be a treatment or manipulated variable (rendering the project as an “experiment”).
8. The results section should include appropriate controls to avoid confounding and type II errors.

Most of the graded course components will be dedicated to these research projects.

**SCORING RUBRICS FOR GRADED COURSE COMPONENTS:**

**Hypotheses (1 @ 25 points).** Here is the “rubric” by which I will assign you a score of 0 to 50 points on your hypothesis:

| Question   | No, or Almost Not at All | Partially | Almost Completely |
|--|--------------------------|-----------|-------------------|
| Did you specify a possible empirical relationship between at least one behavioral variable (dependent variable – DV) and at least one an independent variable (IV) that is potentially observable within the space of one semester?<br>Is there a second independent variable? | 0                        | 2         | 5                 |
| Is at least one of the IVs a treatment (manipulated) variable (one that you could manipulate or control)?  | 0                        | 2         | 5                 |
| Does your use of standard English communicate clearly the observations you will make if the hypothesis is confirmed (without necessarily naming the specific measures)?  | 0                        | 1         | 5                 |
| Is your statement clearly written according to APA style guidelines, and is what you are going to do clear to the reader?  | 0                        | 1         | 3                 |
| Realistically, could you test this hypothesis empirically in the space of the last half of the semester?   | 0                        | 1         | 2                 |

Maximum points under the rubric = 20. Your grade will be total number of points you earn multiplied by 1.25. You must upload your hypothesis by 11:59 pm on the day assigned, or you will get 0 points on it.

**Reference Lists (1 @ 25 points; 1 @ 50 points).** Here is the “rubric” by which I will assign you a score of 0 to 50 points on each assigned reference list:

| Question   | No, or Almost Not at All | Partially | Almost Completely |
|--|--------------------------|-----------|-------------------|
| Does the list comply entirely with APA format?   | 0                        | 10        | 20                |
| Does it appear to fit your hypotheses, that is, is it consistent with your research intentions as you have communicated them to the instructor to the point in the course at which the list is due, as well as its intention (rejected vs accepted)? | 0                        | 5         | 10                |
| Does a spot check confirm that the references are accurate (correctly cited and complete)?   | 0                        | 10        | 20                |

Maximum points under the rubric = 50. Your grade on the second references assignment will be the total number of points you earn. For the rejected reference list your grade will be half the number of points you earn on the rubric. You must upload your Reference list by 11:59 pm on the day assigned, or you will get 0 points on it.

**Methods (1 @ 25 points; 1 @ 50 points).** Here is the “rubric” by which I will assign you a score of 0 to 50 or 100 points on each individual Method section you write:

| Question   | No, or Almost Not at All | Partially | Almost Completely |
|--|--------------------------|-----------|-------------------|
| If a another psychologist found your Method manuscript in the street, could s/he implement it exactly as you intended?   | 0                        | 2         | 5                 |
| Is your subjects/participants section detailed and clear?  | 0                        | 1         | 3                 |
| Does your subjects/participants section specify clearly your population of convenience; rules for selection, assignment, and exclusion for potential participants; and (if the “bogus” study is completed) the characteristics of participants actually chosen and excluded? | 0                        | 2         | 5                 |
| Is your materials/apparatus section detailed and clear?  | 0                        | 1         | 3                 |
| Does your materials/apparatus section specify in enough detail how the reader might acquire adequately similar materials?  | 0                        | 2         | 4                 |
| Does your materials/apparatus section provide enough detail that the reader can evaluate whether you have chosen things that will allow you adequately to test your hypotheses (including a clear and <u>separate</u> paragraph specifying your hypothesis/hypotheses)?      | 0                        | 3         | 5                 |
| Is your procedure section detailed and clear?  | 0                        | 1         | 3                 |
| Does your procedure section provide enough detail that another psychologist could use your materials and subject criteria to replicate your design?  | 0                        | 3         | 4                 |
| Have you provided enough detail for the reader to know the sequence of events in the procedure?  | 0                        | 2         | 4                 |
| Have you made it clear which parts of the procedure are for all participants, and which are for only some?   | 0                        | 1         | 3                 |



|   |   |   |   |
|---|---|---|---|
| Is your Method section written in the appropriate tense?  | 0 | 1 | 2 |
| Has your Method section made it clear that your subjects/participants will be (or have been) treated according to the ethical standards of the APA and current IRB/federal standards. | 0 | 0 | 4 |
| Did you write your Method in clear English sentences, organized and unified by the purpose of your writing?   | 0 | 0 | 2 |
| Does the Method section comply entirely with APA format and style?  | 0 | 0 | 3 |

Maximum points under the rubric = 50. Your grade on the 50-point Method will be the total number of points you earn on the rubric. Your grade on the 25-point Method will be half the total number of points you earn. You must upload your Method by 11:59 pm on the day assigned, or you will get 0 points on it.

**Examinations (2 @ 100 points each).**

Here is the “rubric” by which I will assign you a score of 0 to 100 points on each examination. The examinations will be in the multiple choice format and will be cumulative. I will define whether your response on each item is correct, sum the number of correct responses, divide by the number of items on the examination, and multiply by 100. That will define your grade in points for each examination. I will round scores according to standard rounding rules. I reserve the right to add a correction factor to your scores to allow for the sometimes excessive difficulty of my exams.

**Introductions (1 @ 50 points; 1 @ 25 points).**

Here is the “rubric” by which I will assign you a score of 0 to 50 or 100 points on the individual Introduction sections you write:

| Question   | No, or Almost Not at All | Partially | Almost Completely |
|--|--------------------------|-----------|-------------------|
| Did you introduce the reader comprehensively to the phenomena under investigation, and the empirical variables relevant to their understanding?  | 0                        | 3         | 5                 |
| Did you adequately describe the theoretical models that are available to explain the phenomena under investigation, and which are relevant to the hypotheses you are testing?  | 0                        | 3         | 5                 |
| The 3 possible theoretical/empirical problems: Did you use the empirical literature to show the reader that (1) the available theory predicts observations that have not been made, at least adequately (i.e., there is a gap in the literature); (2) the available theoretical models are contradicted by at least one set of apparently legitimate observations (there is a data-theory conflict); or (3) there are two (or possibly more) theoretical models related to the phenomena under investigation that predict different and incompatible observations (there is a crucial experiment that needs to be done)? | 0                        | 3         | 5                 |
| Did you develop a complete and (visibly) logical argument that allows you to predict that under a specified set of conditions, you should be able to make observations that  | 0                        | 3         | 5                 |

|   |   |   |   |
|---|---|---|---|
| resolve the theoretical/empirical problem(s) identified above?  |   |   |   |
| Did you state your hypotheses? And did you do so in concrete enough language as to link to the Method to be described in the next section of a paper?                     | 0 |   | 5 |
| Did you write your Introduction in clear English sentences, organized and unified by the purpose of your writing?   | 0 | 4 | 5 |
| Does the Introduction comply entirely with APA format and style?  | 0 | 2 | 5 |
| Did you attach a complete References section identifying all the works cited in the body of the Introduction, prepared according to the class rubric for Reference Lists? | 0 | 3 | 5 |

Maximum points under the rubric = 40. Your grade on the 50-point Introduction will be the total number of points you earn multiplied by 1.25. Your grade on the 25-point Introduction will be total number of points you earn multiplied by 0.625. You must upload your Introduction by 11:59 pm on the day assigned, or you will get 0 points on it.

**Outline of Introduction (1 @ 50 points).** Here is the “rubric” by which I will assign you a score of 0 to 100 points on your outline of your introduction:

| Question  | No, or Almost Not at All | Partially | Almost Completely |
|---|--------------------------|-----------|-------------------|
| Have you included all the elements comprising an adequate, theoretically driven Introduction?   | 0                        | 2         | 3                 |
| Have you organized those elements into a coherent whole that makes clear the purpose of your Introduction, including the use of a <b>sentence outline</b> ? | 0                        | 2         | 4                 |
| Have you made use of at least three levels of the outline structure?:<br>I.<br>A.<br>1.   | 0                        | 2         | 3                 |

Maximum points under the rubric = 10. Your grade will be the total number of points you earn. Your grade on the 100-point outline will be total number of points you earn multiplied by 5. You must upload your outline by 11:59 pm on the day assigned, or you will get 0 points on it.

**Hypothetical Results Section (1 @ 50 points).** Here is the “rubric” by which I will assign you a score of 0 to 100 points on your outline of your introduction:

| Question   | No, or Almost Not at All | Partially | Almost Completely |
|--|--------------------------|-----------|-------------------|
| Does your Results section describe your findings completely and clearly, making it clear how your findings are related to your hypotheses? | 0                        | 10        | 15                |
| Does your Results section include necessary tables and figures (if needed), while omitting those that are unnecessary?                     | 0                        | 8         | 10                |
| Have you described your statistical procedures accurately and expressed their outcomes accurately and                                      | 0                        | 8         | 10                |

|   |   |    |    |
|---|---|----|----|
| in APA-appropriate fashion  |   |    |    |
| Have you adequately made clear the relationship between the statistical data you report and the several variables you have manipulated or measured? | 0 | 10 | 15 |

Maximum points under the rubric = 50. Your grade will be the total number of points you earn. You must upload your results section by 11:59 pm on the day assigned, or you will get 0 points on it.

**Final Article with Cover Letter (1 @ 150 points).**

Here is the “rubric” by which I will assign you a score of 0 to 100 points on your final article submission:

| Question   | No, or Almost Not at All | Partially | Almost Completely |
|--|--------------------------|-----------|-------------------|
| Does your cover letter accomplish what a cover letter is designed to do, and is it complete, including a disclaimer indicating that the the findings were fabricated?  | 0                        | 2         | 5                 |
| Is your cover page correctly done?   | 0                        | 3         | 5                 |
| Does your Introduction meet the rubric criteria for the Introduction described above?  | 0                        | 2         | 5                 |
| Does your Method meet the rubric criteria for the Method described above?  | 0                        | 2         | 5                 |
| Does your Results section meet the rubric criteria for the Results section as described above?   | 0                        | 3         | 5                 |
| Does your Discussion section explain your findings in relation to the literature you describe in your Introduction, and, if necessary, in relation to other literature not previously mentioned?   | 0                        | 3         | 5                 |
| Does your Reference section meet the rubric criteria for References described above?   | 0                        | 2         | 5                 |
| Do you have a suitable author notes page, specifying the authors’ current institutional affiliation (e.g. Mobina Gunch is currently working on the wait staff at Chile’s restaurant in Greenville, Texas), giving credit to those whose contribution was helpful but not sufficient to warrant authorship (e.g., the authors are grateful to Theodore R. Gunch for critical reading of an early version of this manuscript)? | 0                        | 3         | 5                 |
| Did you create and place Tables and Figures correctly?   | 0                        | 3         | 5                 |
| Is your use of APA style virtually (i.e., 95%) flawless?   | 0                        | 2         | 5                 |

Maximum points under the rubric = 50. Your grade will be total number of points you earn multiplied by 2. You must upload your final article with cover letter by 11:59 pm on the day assigned, or you will get 0 points on it.

**e-mail Contact.** The preferred method for communicating with me is email. Except for weekends and holidays (including spring break and Good Friday), I will generally respond within 24 hours.. You can also send me or Ms. Jones an e-mail from D2L:

[steve\\_ball@tamu-commerce.edu](mailto:steve_ball@tamu-commerce.edu)

**GRADING PROCEDURES:**

I will base the grade I give you on the chart below and an assumed maximum number of points of 1000.

| In order to earn a/an | You must earn |
|-----------------------|---------------|
| A                     | 900 points    |
| B                     | 800 points    |
| C                     | 700 points    |
| D                     | 600 points    |

I will give no makeup examinations. If you miss only the mid-term exam with an excused absence (my call, not yours), I will award you a grade on that test which is 90% of the score you make on the final. Missing the final for a legitimate reason will net you an incomplete for the course (if you have passed the lab with a minimum of 175 points, taken and passed the other test, and otherwise have a passing grade in the course (a minimum of 525 points, excluding your lab grade). The incomplete must be removed within one year (lest the university convert it automatically to a grade of "F"). You, or someone with your power of attorney, must negotiate the terms of a contract for removing such an incomplete *before* final grades are due for the semester. Since you could miss the final due to a serious accident or illness, one which may incapacitate you, you may wish to arrange for a limited power of attorney now.

**ATTENDANCE:**

All other things being equal, you will perform better in this course if you come to class regularly. We are all adults and I understand that you may have many priorities, planned and unplanned, which exceed those of this course. Go, therefore, when you must, but note: Things happen in college classrooms which are crucial to becoming educated and for which it is difficult (perhaps impossible) to test. Sometimes these things are serendipitous and represent the most significant of our learnings; and of course in some class periods they may not happen at all. They usually are unpredictable and rely on spontaneous exchanges involving students and the professor. They may occur before the instructor arrives, or at a break. They are worth the wait and the intervening tedium. When you are absent – even if someone takes notes for you – you will miss them. To ensure that this vital part of your education is there for you, I will enforce the university's absence policy in the following way:

If you have excessive absences (either excused or unexcused), it will be hard for you to avoid getting a grade of "F" in this class. I will check the roll, and I will let you know if I believe your absences are excessive. Still, it is ultimately your call, and if you get an "F" it will be based on your grades on the exams, the homework, group work, and lab participation. You may avoid this fate (i.e., getting an "F") by officially dropping the course, and I will give you a DP or a DF depending on your grades. For purposes of this policy, an absence occurs if you miss 10 or more minutes of a single class period, from the scheduled beginning (or my arrival, whichever is later) to the scheduled end of the period (or my dismissing you, whichever comes earlier). Absences become excessive as a direct function of how much actual class you are missing. As noted elsewhere, some (but not all) work in this course may be made up if it was missed due to an excused absence. University policy permits the instructor of a class to define valid excuses for an absence. I include, in general, the following things as valid reasons for missing a class:

- (1) participation in an authorized university activity;
- (2) illness of the student or a first-degree relative who cannot be provided *necessary* care without the student's missing class;
- (3) death in a student's immediate family; and
- (4) fulfilling one's legal responsibilities (jury duty, court hearings) as a citizen.

Such excuses must be documented to my satisfaction, including support for the notion that you had no choices (e.g., alternative university activities, legal continuance, etc.). As noted above, I will counsel you in some form as your absences accumulate to near critical levels. Notwithstanding, I do not guarantee that I will do this on a consistent basis. I am more likely to do so if I see you in person on occasion, e.g., you come to class occasionally or you come by the office for a chat or you email me.

### **CONDUCT**

Admission and attendance in a college or university form an honor and a privilege. Where tuition and other expenses are subsidized, either by private or public funds, the person has received an additional trust that inherently entails conducting one's affairs as a student within the constraints of civil society. In this class I will expect you behave in a way that is respectful of others, their right to receive (and deliver) elements of a college education, and their identities as unique persons in the world. I expect us all to act toward others as we would like them to act toward us.

I will also expect you not to plagiarize, steal or otherwise procure tests or other class materials that are not supposed to be publicly available (including copyright violations), or cheat on examinations. I will give you an F for any of these actions, and I will make an appreciable effort to have you dismissed from the university.

Here are some other dos and don'ts that will also be a part of our code of conduct in class:

1. Far beyond the particulars of this course, do respect the divine principle of the universe, which seems to be detectable in other people. As one deity is said to have put it: "Inasmuch as you have done it to the least of these [e.g., other students and the teacher, other enemies], you have done it also to me."
2. Do remember that this course is about a limited area of empirical content; don't forget that there are bigger realities. This is just a course.
3. Don't talk trash in excess. Occasional right-brain language epithets may be okay for emphasis, but learn to use your language more elegantly than that (or remain silent).
4. Do take some time off from constant work during the semester. Do remember to reflect on things beyond the course. (This is not an injunction to ditch class, but rather a reminder to place your studies in perspective.)
5. Do let those who support and have supported your educational efforts know how much you appreciate them sometime during the term.
6. Don't attack the person of another member of the class.
7. Don't sexually (or otherwise) harass a member of the class.
8. Don't steal others' work.
9. Don't distort the truth, about either your data or its sources, or your colleagues.
10. Do be satisfied with where you are in your own professional development. Others may be farther along than you, but don't waste time envying them. Do work to become the person you were meant to be.

Faculty members are required to include in their course syllabi the following statement: "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct)

**NON-DISCRIMINATION POLICY**

Faculty members teaching courses must also include in their syllabuses the following disavowal of discriminatory practices by the university (I have touched it up to name the university correctly, and to eliminate an unnecessarily ugly passive voice construction). I have preserved the original rhetoric by including my additions in brackets and lining through my deletions:

[Texas] A&M [University]-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, [we will maintain] an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression ~~will be maintained~~.

**REQUESTS FOR SPECIAL ACCOMMODATIONS:**

*The university encourages/requires faculty members to include in their course syllabi the following statement:*

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services  
Texas A&M University-Commerce  
Gee Library  
Room 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

**CAMPUS CONCEALED CARRY**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 911.

**GUY TEACHING COURSE:**



Steve Ball

Associate Professor of Psychology

Office: Binnion 122

Phone (switches to fax after 7 rings, sometimes fewer): 903-886-5586

Community Counseling & Psychology Clinic: Binnion 101 (903-886-5660)

Office Hours: by appointment (specific times to be determined after classes begin)

Class Schedule: PSY 317: Th 7:20-10:00 pm (CHEC, McKinney)  
PSY 317: Tu/Th 12:30-1:45 pm (BA 340)  
PSY 305: Tu/Th 9:30-10:45 am (HEN 207)  
PSY 507: W 4:30-7:10 pm (SS 143)

**More Bibliography Than Is Germane**

- American Psychological Association. (2009). *Publication manual* (6th ed., 4th printing). Washington, DC: Author.
- Aristotle. (1968). *De anima: Books II, III*. Translated by O. Hamlyn. Oxford: Clarendon.
- Baer, D. M., Wolff, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis? *Journal of Applied Behavioral Analysis*, 1(1), 91-97.
- Bateson, G. (1972). *Steps to an ecology of mind*. New York, NY: Ballantine.
- Dienes, Z. (2008). *Understanding psychology as a science: An introduction to scientific and statistical inference*. New York, NY: Palgrave Macmillan.
- Gass, W. H. (1979). *Fiction and the figures of life: Essays*. Jaffrey, NH: David R. Godine.
- James, W. (1890/1950). *Principles of psychology*. Vols. 1 and 2. New York, NY: Dover.
- Kantor, J. R. (1958). *Interbehavioral psychology*. Bloomington, IN: Principia Press. [Dear to me in growing up as a psychologist.]
- Kantor, J. R. (1963, 1969). *The scientific evolution of psychology*. Vol. 1 and 2. Bloomington, IN: Principia Press. [Extraordinary perspective, with excellent emphasis on Hellenic, Hellenistic, and Medieval development.]
- Kuhn, T. S. (1970). *The structure of scientific revolutions*. (2nd ed., enlarged). Chicago, IL: University of Chicago Press.
- Orwell, G. (1946). Politics and the English language. Retrieved August 29, 2010, from <http://www.mtholyoke.edu/acad/intrel/orwell46.htm>
- Piaget, J. (1947/1976). *The psychology of intelligence*. Totowa, NJ: Littlefield Adams.
- Polanyi, M. (1959). *The study of man*. Chicago, IL: University of Chicago Press.
- Skinner, B. F. (1953). *Science and human behavior*. New York, NY: Basic Books.
- Skinner, B. F. (1966). What is the experimental analysis of behavior? *Journal of the Experimental Analysis of Behavior*, 9(3), 213-218.
- Wann, T. W. (Ed.) (1964). *Behaviorism and phenomenology: Contrasting bases for modern psychology*. Chicago, IL: University of Chicago Press.



**APPENDIX 1**

*The following pages are of equal importance to those above, as they include material instructors are required to include in their syllabuses. I have deleted the portions I have already included above.*

**COURSE REQUIREMENTS**

**Minimal Technical Skills Needed**

Understanding and use of D2L and Microsoft Office, managing an appropriate internet browser.

**TECHNOLOGY REQUIREMENTS**

**Browser support**

content that I have already provided above.

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.
- 

**Desktop Support**

| Browser                       | Supported Browser Version(s) | Maintenance Browser Version(s) |
|-------------------------------|------------------------------|--------------------------------|
| Microsoft® Edge               | Latest                       | N/A                            |
| Microsoft® Internet Explorer® | N/A                          | 11                             |
| Mozilla® Firefox®             | Latest, ESR                  | N/A                            |
| Google® Chrome™               | Latest                       | N/A                            |
| Apple® Safari®                | Latest                       | N/A                            |

**Tablet and Mobile Support**

| Device   | Operating System | Browser        | Supported Browser Version(s)  |
|----------|------------------|----------------|---|
| Android™ | Android 4.4+     | Chrome         | Latest  |
| Apple    | iOS®             | Safari, Chrome | The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other |

| Device  | Operating System | Browser               | Supported Browser Version(s)                            |
|---------|------------------|-----------------------|---|
|         |                  |                       | version.<br>Chrome: Latest version for the iOS browser. |
| Windows | Windows 10       | Edge, Chrome, Firefox | Latest of all browsers, and Firefox ESR.                |

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader](https://get.adobe.com/reader/)
  - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/)
  - [Adobe Shockwave Player](https://get.adobe.com/shockwave/)
  - [Apple Quick Time](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. **Microsoft Word is the standard word processing software**, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

**ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

**COMMUNICATION AND SUPPORT**

**Brightspace Support**

**Need Help?**

**Student Support**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

**Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or words "click here" to submit an issue via email.



click on the

**System Maintenance**

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

**COURSE AND UNIVERSITY PROCEDURES/POLICIES**

**Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

**University Specific Procedures:**

**Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).  
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html) <http://www.albion.com/netiquette/corerules.html>

**TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx).  
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

**Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

**ADA Statement**

**Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

*Office of Student Disability Resources and Services*

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

**Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

**Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.