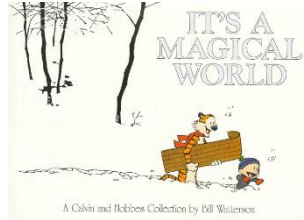


Psychology 316
Abnormal Psychology
Rules of Play
(Revised January 2019)



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

♪ Note: This syllabus is subject to small changes once the semester begins. These will include corrections and slight refinements in the assignment(s).

DESCRIPTION OF COURSE FROM DEPARTMENTAL WEB PAGE:

PSY 316 - Abnormal Psychology

Hours: 3

Emphasis is placed first on a study of the fundamental principles of understanding and appreciating mental disorder. Then a study of the types of disorders including incidence, causes, symptoms, therapy, and prognosis is made.

Note: Except for the convoluted writing, this is a pretty good description of what we are going to do 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 "Report of Rorschach on a Child" assignment on May 11, 2019, the file name would be BALL.STEVE.RorschachOnAChild.5.11.2019. Check the Dropbox Protocol link on eCollege 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.
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).
6. You will probably want to check the Announcements on D2L daily.
 7. You will definitely need to check your university e-mail daily:
(_____@leomail.tamuc.edu)
 8. **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.**
 9. 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.
 10. In general, email is the way to communicate with me when we are not in class. I will almost always respond within 24 hours.

Our Contractual Agreement:

Through the university I am offering this course to you (and a grade in it) in exchange for your doing the work specified in this syllabus, and otherwise complying with university regulations and requirements. If you choose to continue your enrollment in the course (whether you attend or not), I will assume that this agreement is consummated. You and I will thus be responsible for the content of this syllabus and complying with its specifics. Each of us is further acknowledging that we will abide by and accept the outcomes generated in this course through the appropriate application of the guidelines of its syllabus.

GENERAL OBJECTIVES (LEARNING OUTCOMES) OF THE COURSE:

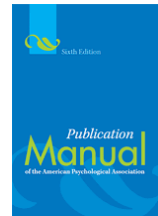
As a student taking this course, and probably aiming for a career in the "helping professions," you should be able to do the following at its successful conclusion:

1. Understand and use the nosology articulated in DSM-5, recognizing and articulating both the advantages and the limits of such a system, including those sections of the DSM-5 that we do not explicitly cover.
2. Identify, define, and describe the basic forms of psychopathology as they are currently understood, addressing etiology, biology, phenomenology, behavior, cognition, affect, relevant defenses, intrapsychic organization, and diagnostic criteria, as each is pertinent to a given condition. Do this for each of the major diagnostic groups in the DSM-5, even those that escape the purview of a lecture moment.
3. Describe the basic models currently involved in treatment of persons manifesting the several forms of psychopathology discussed in the course.

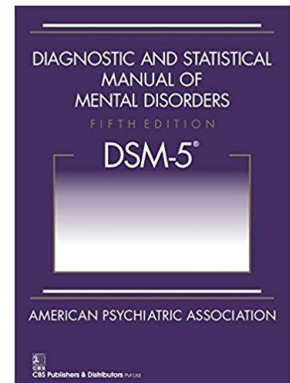
4. You will also gain knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

TEXTBOOKS:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author. [Optional (sort of) – to guide the production of your term paper]



American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders*, 5th ed. Arlington, VA: Author [ISBN 978-0-89042-555-8 (Paperback)]. The book is commonly called the DSM-5™.



OUTLINE OF CONTENT:



I will generally not say something like, "Now, you should read the unit on crazy people." Instead, you should follow along with this outline, what we are talking about in class, and figure out on your own what to read. If you have doubts, your obligation is to ask me. I am not a total jerk (only about 70%-good for my species, gender, and occupational title). Be aware, though,

that I WILL NOT TALK ABOUT EVERYTHING I EXPECT YOU TO READ, OR OVER WHICH I WILL TEST YOU.

- I. The concept of abnormal behavior
 - A. Historical perspective
 1. Prehistory
 2. Trephining, demons, and ghosts: they're always with us
 3. In *in illo tempore*: Overview of a model, with a caution (once upon a time)
 - a. The *a priori* is also eternal
 - b. Knowing is sensory, perceptual, and linguistic
 - c. Cognition is inherently constructive and transformative
 - d. Some knowing is intrinsically inarticulable
 - e. Some knowing can become too scary to articulate
 - f. Articulated knowledge can be rational; unarticulated knowledge can be bestial
 4. Classical period - medicine and science: God knows the Greeks tried, but they thought all knowing could be rationally articulable; so their demons ate them, wordlessly (their demons started in Macedonia and Rome, and they are everywhere now – the good ones were already waiting at Wotan's place, near the world tree)
 5. Dark and middle ages: What the heck! Let the demons Be, a scratchy kind of honesty salted down by the Church
 6. Renaissance & Enlightenment: the great Whore gets it going again & *hubris* takes the lead on the backstretch
 7. The modern era: Let's play like the *a priori* and the irrational aren't; God dies and we stop looking where it's dark, possibly in fear
 8. Synthesis: We can do science about that which possesses, but at times it will be a little scratchy – and the noise! My God, the noise!
 - B. Current approaches to abnormal behavior
 1. The popular view
 2. Nosology and DSM-5
 - a. Need and nature of nosologies
 - b. The retirement of the multiaxial system
 - c. Theoretical perspectives: An overview
- II. Etiology and a general model of psychopathology
 - A. Intrapsychic determinants: Deep structure
 - B. Behavioral elements: Surface structure
 - C. Systemic elements: Families and other contexts
 - D. Predisposing factors: "diathesis"
 1. Genetic predisposition
 2. Psychic predisposition
 - E. Trigger events and stressors
 - F. Steve's picture of the mind: A synthesis
 1. Biobehavioral elements: Surface structure
 2. *Das Es*
 3. Conditioning: affect and action
 4. Representation and the generalized reality orientation
 5. Consciousness
 - a. Perceptual: Sensation and imagery Consciousness
 - b. Representative action (is it anything other than imagery?)

- c. Linguistic action
 - d. The ego and the self
 - i. *Das Ich*: Freud's model of the ego; agency
 - ii. Representation and the "I"
 - iii. The self
 - iv. Jung's model of the self; Washburn's "dynamic ground"
 - v. The self and false self in object relations theory
 - vi. Some conventions for talking about such matters
 - e. Intrapsychic determinants: Deep structure and the "unconscious mind"
 - f. What does it mean to say a thing is unconscious? Freud's early ideas
- G. Modern psychodynamic approaches
 - H. A note on the memory controversy
 - I. Biology and the war for reality: Reprise and a clarion call
- III. Assessment
 - A. Interviewing and the mental status exam
 - B. Testing
 - 1. Cognitive measures
 - 2. Neuropsychological measures
 - 3. Personality measures
 - a. "Paper-and-pencil" format
 - b. Projective format
 - c. Exner's Rorschach (the "comprehensive system")
 - C. Special measures
 - 1. Physiological assessment
 - 2. Behavioral assessment
 - 3. Cognitive assessment
 - 4. The special place of executive functioning
 - 5. Assessment the DSM-5 way
 - IV. Principal mental disorders
 - A. The classical neuroses (a term now out of favor; Shapiro)
 - 1. Anxiety disorders
 - a. Panic disorder
 - b. Agoraphobia
 - c. Separation anxiety disorder
 - d. Selective mutism
 - e. Panic disorder
 - f. Specific phobias
 - g. Social anxiety disorder (social phobias)
 - h. Generalized anxiety disorder
 - i. Other anxiety disorders
 - j. Treatment of anxiety disorders
 - k. Substance, medication, and medical condition as sources of
 - l. Other specified
 - m. Unspecified
 - 2. Obsessive-compulsive and related disorders
 - a. Obsessive-compulsive disorder
 - b. Body dysmorphic disorder
 - c. Trichotillomania
 - d. Excoriation disorder

- e. Hoarding disorder
- f. Substance, medication, and medical condition as sources of obsessive-compulsive and related behavior
- g. Other specified obsessive-compulsive disorder
- h. Unspecified obsessive-compulsive disorder
- 3. Somatic symptom and related disorders
 - a. Somatic symptom disorder
 - b. Illness anxiety disorder
 - c. Conversion disorder
 - d. Psychological factors affecting other medical conditions (note the message in the word “other”)
 - e. Factitious disorder (on self or other)
 - f. Other specified somatic symptom and related disorder
 - g. Unspecified somatic symptom and related disorder
- 4. Dissociative disorders
 - a. Dissociative amnesia
 - b. Depersonalization/derealization disorder
 - c. Dissociative identity disorder
 - d. Other specified dissociative disorder
 - e. Unspecified dissociative disorder
- B. Trauma- and stressor-related disorders
 - 1. Stress
 - a. A model of stress and its effects
 - b. The role of stress in physical illness
 - c. The role of stress in cognitive development and dysfunction
 - 2. Reactive attachment disorder
 - 3. Disinhibited social engagement disorder (“I don’t know; let me check my engagement book.”)
 - 4. Posttraumatic stress disorder
 - 5. Acute stress disorder
 - 6. Adjustment disorders
 - 7. Other specified trauma- and stressor-related disorders
 - 8. Unspecified trauma- and stressor-related disorders
- C. Depressive disorders
 - 1. The many faces of depression
 - 2. Disruptive mood dysregulation disorder
 - 3. Major depressive disorder
 - 4. Persistent depressive disorder (dysthymia)
 - 5. Substance, medication, and medical condition as sources of depressive behavior
 - 6. Other specified depressive disorder
 - 7. Unspecified depressive disorder
- D. Bipolar and related disorders
 - 1. Bipolar I disorder
 - 2. Bipolar II disorder
 - 3. Cyclothymic disorder
 - 4. Substance, medication, and medical condition as sources of bipolar behavior
 - 5. Other specified bipolar disorder
 - 6. Unspecified bipolar disorder
- E. Personality disorders (still a platform)

1. Sources of personality disorders
2. Personality disorders as diatheses
3. Alternative diagnostic criteria in the DSM-5
4. Cluster A personality disorders
 - a. Paranoid personality disorder
 - b. Schizoid personality disorder
 - c. Schizotypal personality disorder
5. Cluster B personality disorders
 - a. Antisocial personality disorder
 - b. Borderline personality disorder
 - c. Narcissistic personality disorder
 - d. Histrionic personality disorder
6. Cluster C personality disorders
 - a. Avoidant personality disorder
 - b. Dependent
 - c. Obsessive-compulsive
7. Other personality disorders
 - a. Personality change due to “another” medical condition
 - b. Other specified personality disorder
 - c. Unspecified personality disorder
- F. Neurodevelopmental disorders
 1. Intellectual disabilities
 2. Attention-deficit/hyperactivity disorder (ADHD)
 3. Autism spectrum disorders
 4. Specific learning disorders
 5. Communication disorders
 6. Motor disorders
 7. Other neurodevelopmental disorders
- G. Disruptive, impulse-control, and conduct disorders
 1. Oppositional defiant disorder
 2. Intermittent explosive disorder
 3. Conduct disorder
 4. Antisocial personality disorder
 5. Pyromania
 6. Kleptomania
 7. Other specified disruptive, impulse-control, and conduct disorders
 8. Unspecified disruptive, impulse-control, and conduct disorders
- H. Schizophrenia spectrum and other psychotic disorders
 1. Schizotypal (personality) disorder
 2. Delusional disorder
 3. Brief psychotic disorder
 4. Schizophreniform disorder
 5. Schizophrenia
 6. Schizoaffective disorder
 7. Substance/medication induced psychotic disorder
 8. Psychotic disorder due to another medical condition
 9. Catatonia associated with another medical disorder
 10. Catatonic disorder due to another medical condition
 11. Other specified schizophrenia spectrum and other psychotic disorders
 12. Unspecified schizophrenia spectrum and other psychotic disorders

- I. Feeding and eating disorders
 - 1. Pica
 - 2. Rumination disorder
 - 3. Avoidant/restrictive food intake disorder
 - 4. Anorexia nervosa
 - 5. Bulimia nervosa
 - 6. Binge-eating disorder
 - 7. Other specified feeding and eating disorders
 - 8. Unspecified feeding and eating disorders
- J. Sexual dysfunctions
 - 1. Delayed ejaculation
 - 2. Erectile disorder
 - 3. Female orgasmic disorder
 - 4. Female sexual interest/arousal disorder
 - 5. Genito-pelvic pain/penetration disorder
 - 6. Male hypoactive sexual desire disorder
 - 7. Premature (early) ejaculation
 - 8. Other specified sexual dysfunction
 - 9. Unspecified sexual dysfunction
- K. Gender dysphoria
 - 1. Gender dysphoria in children
 - 2. Gender dysphoria in adults and adolescents
 - 3. Other specified gender dysphoria
 - 4. Unspecified gender dysphoria
- L. Paraphilic disorders
 - 1. Voyeuristic disorder
 - 2. Exhibitionist disorder
 - 3. Frotteuristic disorder
 - 4. Sexual masochism disorder
 - 5. Sexual sadism disorder
 - 6. Pedophilic disorder
 - 7. Fetishistic disorder
 - 8. Transvestic disorder
 - 9. Other specified paraphilic disorder
 - 10. Unspecified paraphilic disorder
- M. Elimination disorders
 - 1. Enuresis
 - 2. Encopresis
 - 3. Other specified elimination disorder
 - 4. Unspecified elimination disorder
- N. Neurocognitive disorders
 - 1. Delirium
 - 2. Major and mild neurocognitive disorders
 - 3. The role of the psychologist and specialist in school psychology in diagnosing and planning for intervention with neurocognitive disorders
- O. Substance-related and addictive disorders
 - 1. The physiological and psychological nature of abuse and addiction
 - 2. Use disorders
 - 3. Intoxication
 - 4. Withdrawal

- P. Sleep-wake disorders
1. Insomnia disorder
 2. Hypersomnolence disorder
 3. Narcolepsy
 4. Breathing-related sleep disorders
 - a. Obstructive sleep apnea hypopnea
 - b. Central sleep apnea
 - c. Sleep-related hypoventilation
 - d. Circadian rhythm sleep-wake disorders
 5. Parasomnias
 - a. Non-rapid eye movement sleep arousal disorders
 - i. Sleepwalking type
 - ii. Sleep terror type
 - iii. Nightmare disorder
 - b. Rapid eye movement sleep behavior disorder
 - c. Restless legs syndrome
 - d. Other specified insomnia disorder
 - e. Unspecified insomnia disorder
 - f. Other specified hypersomnolence disorder
 - g. Unspecified hypersomnolence disorder
 - h. Other specified sleep-wake disorder
 - i. Unspecified sleep-wake disorder
- Q. Other stuff that might be a focus of treatment
1. Relationships
 2. Abuse and neglect
 3. Circumstances and history
 4. Nonadherence to medical treatment
 5. Nonadherence to medical treatment
 6. Overweight or obesity
 7. Malingering
 8. Wandering associated with a mental disorder
 9. Borderline intellectual functioning

COURSE ASSIGNMENTS AND REQUIREMENTS:

In order to assign you a grade in this course I will give you two cumulative examinations, multiple choice format, and based on printed study objectives. You should also consider carrying out one or more projects, which, though I will grade them on a pass-fail basis, as such will set the upper limit for the grade you earn in this course. The value of these exercises will be as follows:

	Graded Course Component	Due Date	Point Value
a.	First Cumulative Examination	End of Week 3	100
b.	Second Cumulative Examination	End of Week 5	100

c.	Group A Project	End of Week 4
d.	1 or 2 Group B Projects	End of Week 4
Total Class Points		200

I will base the grade I give you on the chart below and an assumed maximum number of points of 200.

In order to earn a/an	You must earn at least	And Pass
A	180 points	1 Project from Group A and 2 Projects from Group B
B	160 points	1 Project from Group A and 1 Project from Group B
C	140 points	1 Project from Group A or 1 Project from Group B
D	120 points	No projects

Please note that if you earn over 180 points and pass no projects, you will get a D. If you do 5 Group B projects and earn 179 points you will get a B. The points determine your grade, *if* you do the projects. The projects and the tests are both necessary and sufficient to get higher grades. The projects set the upper limit on the grade you can earn. Give me a high-5 when you have read this.

I will give no makeup examinations. If you miss the first 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 a passing grade at that point). The incomplete must be removed in a 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.

All exams will be on-line through eCollege. I will give no "pop" tests, unless of course you have not been attending class and have failed to hear the announced examination date. The "pop" is on you, not me, in that case. (Not long ago, an undergraduate walked into a final 30 minutes late, and with a look of surprise asked, "Oh, are we having a quiz today.") Graduating seniors *must* take the final examination along with everyone else and at the same time, i.e., near the last day of the semester, which is designated as the date of the scheduled final examination in official university sources. [Note: If you are planning to leave a week early, say, to go on a honeymoon or a reckless road-trip-and-crime-spree across America (or of course both), you will not be able to take the final, or pass the course. You should probably wait until later to do to carry out your caper.]

PROJECTS:

Group A:

1. Reaction paper – Read a book from the list at the end of this document and TYPE a brief but articulate reaction to it, especially how it affected your thinking – and feeling – about mental illness. This is *not* a book report.
2. Direct experience – Spend at least three hours at a facility where you can have contact with patient groups. This may be a volunteer day at a mental or psychiatric hospital, time in a nursing home, at a CD facility, etc. You may split your time among no more than three such settings. TYPE a brief summary of your experiences. NOTE: a lot of places will not allow you to do this because of state and federal laws concerning patient privacy.
3. Interview with a former patient – If you know someone who has "been there" and is willing to share the experience with you (and me, anonymously), you may TYPE a summary of an interview. The work should not give the person's real name and should be designed in such a way as to allow the person to select the material to be discussed (not you).
4. Visit with mental health professional – Interview a mental health professional not employed by Texas A&M University – Commerce, or working principally in Hunt County, Texas, and summarize your learning in writing (TYPE it).
5. Visit a mental health facility – Interview someone at the facility who knows what is going on about how it functions. TYPE a summary.
6. Produce a fictional character I – TYPE a short story illustrating an aspect of mental illness developed in this course.

Group B:

1. Analysis of a fictional character (or historical character about whom certain details may have been fictionalized) – From the perspective of this class, analyze in writing the psychological functioning of a fictional character from one of the following authors: William Shakespeare (some of his characters are historical figures, but you may use them for this project), Johann Wolfgang von Goethe (no poetry), F. Scott Fitzgerald, Carson McCullars, Ken Kesey, Ernest Hemingway, the Gospel and history (Acts) of the writer Luke (some of his characters are historical figures, but you may use them for this project), William Faulkner, Arthur Miller, Anna Quindlen, G. B. Shaw, Sylvia Plath, Vladimir Nabokov, E. Albee, Samuel Beckett, Raymond Carver (from his prose only). TYPE what you turn in. You may request to write on a character from another source, but I might say no.

2. Produce a fictional character II – TYPE, direct, and produce a 20-30 minute one-act play illustrating an aspect of mental illness developed in this course. Videotape it. (I may ask you to present the work to the class, or, more likely, to upload it to You Tube, placing the URL in Webliography on eCollege.) As many as four students may work together on this one. Turn in a TYPED script, as well as a VIDEO RECORDING of the work, documenting each student's contribution, viz., a list of credits.

3. Axis II at the Movies – Watch a number of prescribed movies at the times and under the circumstances prescribed by the instructor. Analyze specified characters and TYPE your analyses, using detailed and rich references to the content of the film.

You may choose to do none of these projects and your maximum course grade will be a "D." If you do one from Group A or one from Group B, you may net a maximum grade of "C." If you do one from Group A *and* one from group B, you may earn a grade as high as "B." Finally, if you do one from Group A *and* two from Group B, you may earn a grade as high as "A." TYPE all written work that you plan to turn in to me and expect me to grade. As a part of your heading, identify the project as a Group A or Group B project, and give it a name. I *will* of course evaluate these projects, but only on a pass-fail basis. You will have done the project successfully if and only if you earn a grade of "pass" on it. ***I will not return your projects to you unless you have not earned a grade of "pass" on them. Please keep a copy if you want one.***

SCORING RUBRICS FOR GRADED COURSE COMPONENTS:

Reaction Paper (50 points). Reaction paper – Read a book from the list at the end of the syllabus and TYPE a brief but articulate reaction to it, especially how it affected your thinking – and feeling – about mental illness. This is *not* a book report.

Here is the “rubric” by which I will assign you a score of 0 to 50 points on the assigned reaction paper:

Question	No, or Almost Not at All	Partially	Almost Completely
Have you attached a list of cited references (that is, the references you actually use to write your paper) that complies entirely with APA format for a reference list? This may be only the book that you read for this project; hence, you better get it right.	0	4	5
Have you cited your source(s) appropriately in text completely according to APA format, including page numbers?	0	3	5
Have you shown that you have read and understood the book you chose to read?	0	7	10
Have you described the way in which the book has changed your thinking about a specific mental illness (or illnesses)? If your thinking was not affected by the book, how well did you articulate how the work should or might have affected your thinking, and why it did not?	0	7	10
Have you described the way in which the book has changed your emotional understanding of a specific mental illness (or illnesses)? If you were not emotionally affected by the book, how well did you articulate how the work should or might have affected you emotionally, and why it did not?	0	7	10
Is the entire paper written and formatted according to the guidelines of the <i>Publication Manual of the American Psychological Association</i> , 6 th edition?	0	7	10

Maximum points under the rubric = 50. This is “pass-fail” assignment. You will pass the assignment if you earn at least 41 points under the rubric. You must upload your reaction paper by 11:59 pm on the day assigned, or you will get 0 points on it.

Interview with a Former Patient Paper (50 points). Interview with a former patient – If you know someone who has “been there” and is willing to share the interview with you (and me, anonymously), you may TYPE a summary of an interview. The work should not give the person's real name and should be designed in such a way as to allow the person to select the material to be discussed (not you).

Here is the “rubric” by which I will assign you a score of 0 to 50 points on the interview with a former patient paper:

Question	No, or Almost Not at All	Partially	Almost Completely
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Have you attached a list of cited references (that is, the references you actually use to write your paper) that complies entirely with APA format for a reference list? This may be only the book that you read for this project, perhaps your textbook; hence, you better get it right.	0	4	5
Have you cited your source(s) appropriately in text completely according to APA format, including page numbers?	0	3	5
Have you shown that you have had understanding contact with the person you have interviewed? That is, have you described your interview and observations in such a way as to confirm that you have had adequate contact, which you clearly understand in terms of the concepts of this course?	0	7	10
Have you described the way in which the interview has changed your thinking about a specific mental illness (or illnesses)? If your thinking was not affected by the interview, how well did you articulate how the contact should or might have affected your thinking, and why it did not?	0	7	10
Have you described the way in which the interview has changed your emotional understanding of a specific mental illness (or illnesses)? If you were not emotionally affected by the interview, how well did you articulate how the interview should or might have affected you emotionally, and why it did not?	0	7	10
Is the entire paper written and formatted according to the guidelines of the <i>Publication Manual of the American Psychological Association</i> , 6 th edition?	0	7	10

Maximum points under the rubric = 50. This is “pass-fail” assignment. You will pass the assignment if you earn at least 41 points under the rubric. You must upload your interview with a former patient paper by 11:59 pm on the day assigned, or you will get 0 points on it.

Direct Experience Paper (50 points). Direct experience – Spend at least three hours at a facility where you can have contact with patient groups. This may be a volunteer day at a mental or psychiatric hospital, time in a nursing home, at a CD facility, etc. You may split your time among no more than three such settings. TYPE a brief summary of your experiences.

Here is the “rubric” by which I will assign you a score of 0 to 50 points on the direct experience paper:

Question	No, or Almost Not at All	Partially	Almost Completely
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Have you attached a list of cited references (that is, the references you actually use to write your paper) that complies entirely with APA format for a reference list? This may be only the book that you read for this project, perhaps your textbook; hence, you better get it right.	0	4	5
Have you cited your source(s) appropriately in text completely according to APA format, including page numbers?	0	3	5
Have you shown that you have had understanding contact with the people you have observed? That is, have you described your observations in such a way as to confirm that you have had adequate contact, which you clearly understand in terms of the concepts of this course?	0	7	10
Have you described the way in which the experience has changed your thinking about a specific mental illness (or illnesses)? If your thinking was not affected by the experience, how well did you articulate how the contact should or might have affected your thinking, and why it did not?	0	7	10
Have you described the way in which the experience has changed your emotional understanding of a specific mental illness (or illnesses)? If you were not emotionally affected by the contact, how well did you articulate how the experience should or might have affected you emotionally, and why it did not?	0	7	10
Is the entire paper written and formatted according to the guidelines of the <i>Publication Manual of the American Psychological Association</i> , 6 th edition?	0	7	10

Maximum points under the rubric = 50. This is “pass-fail” assignment. You will pass the assignment if you earn at least 41 points under the rubric. You must upload your direct experience paper by 11:59 pm on the day assigned, or you will get 0 points on it.

Interview with a Mental Health Professional Paper (50 points). Visit with mental health professional – interview a mental health professional not employed by Texas A&M University – Commerce, or working principally in Hunt County, Texas, and summarize your learning in writing (TYPE it).

Here is the “rubric” by which I will assign you a score of 0 to 50 points on the interview with a mental health professional:

Question	No, or Almost Not at All	Partially	Almost Completely
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Have you attached a list of cited references (that is, the references you actually use to write your paper) that complies entirely with APA format for a reference list? This may be only the book that you read for this project, perhaps your textbook; hence, you better get it right.	0	4	5
Have you cited your source(s) appropriately in text completely according to APA format, including page numbers?	0	3	5
Have you shown that you have had understanding contact with the person you have interviewed? That is, have you described your interview and observations in such a way as to confirm that you have had adequate contact, which you clearly understand in terms of the concepts of this course?	0	7	10
Have you described the way in which the interview has changed your thinking about a specific mental illness (or illnesses)? If your thinking was not affected by the interview, how well did you articulate how the contact should or might have affected your thinking, and why it did not?	0	7	10
Have you described the way in which the interview has changed your emotional understanding of a specific mental illness (or illnesses)? If you were not emotionally affected by the interview, how well did you articulate how the interview should or might have affected you emotionally, and why it did not?	0	7	10
Is the entire paper written and formatted according to the guidelines of the <i>Publication Manual of the American Psychological Association</i> , 6 th edition?	0	7	10

Maximum points under the rubric = 50. This is “pass-fail” assignment. You will pass the assignment if you earn at least 41 points under the rubric. You must upload your interview with a mental health professional paper by 11:59 pm on the day assigned, or you will get 0 points on it.

Interview with a Person Who Works at and Knows How a Specific Mental Health Facility is Run Paper (50 points). Visit with mental health professional – interview a person not employed by Texas A&M University – Commerce, or working principally in Hunt County, Texas, but who does know about the practical administration of the professional facility and summarize your learning in writing (TYPE it).

Here is the “rubric” by which I will assign you a score of 0 to 50 points on the assigned interview with a person who works at and knows how a specific mental health facility is run paper:

Question	No, or Almost Not at All	Partially	Almost Completely
Have you attached a list of cited references (that is, the references you actually use to write your paper) that complies entirely with APA format for a reference list? This may be only the book that you read for this project, perhaps your textbook; hence, you better get it right.	0	4	5
Have you cited your source(s) appropriately in text completely according to APA format, including page numbers?	0	3	5
Have you shown that you have had understanding contact with the person you have interviewed? That is, have you described your interview and observations in such a way as to confirm that you have had adequate contact, which you clearly understand in terms of the concepts of this course?	0	7	10
Have you described the way in which the interview has changed your thinking about a specific mental illness (or illnesses)? If your thinking was not affected by the interview, how well did you articulate how the contact should or might have affected your thinking, and why it did not?	0	7	10
Have you described the way in which the interview has changed your emotional understanding of a specific mental illness (or illnesses)? If you were not emotionally affected by the interview, how well did you articulate how the interview should or might have affected you emotionally, and why it did not?	0	7	10
Is the entire paper written and formatted according to the guidelines of the <i>Publication Manual of the American Psychological Association</i> , 6 th edition?	0	7	10

Maximum points under the rubric = 50. This is “pass-fail” assignment. You will pass the assignment if you earn at least 41 points under the rubric. You must upload your a person who works at and knows how a specific mental health facility is run paper by 11:59 pm on the day assigned, or you will get 0 points on it.

Short Story (50 points). Produce a fictional character I – TYPE a short story illustrating an aspect of mental illness developed in this course.

Here is the “rubric” by which I will assign you a score of 0 to 50 points on the assigned short story:

Question	No, or Almost Not at All	Partially	Almost Completely
Is your story at least 1500 words long (not counting cover page, running head, reference list, or other auxiliary material (i.e., just the words of the story)?	[<1000 words] 0	[1000-1499 words] 3	5
Is at least one character well developed adequately both as a person and as a person with a possible DSM-5 diagnosis?	0	3	5
Is at least another character developed adequately as a person?	0	3	5
Is there a clear tension or conflict in the story, which derives, at least in part, from a possible DSM-5 diagnosis ?	0	7	10
Does the story illustrate the particular expression of the DSM-5 diagnosis (or diagnoses) in the story with such concrete clarity that a person familiar with the DSM-5 would be able to recognize it as a specific diagnosis (or as a member of a specific group of diagnoses)?	0	7	10
Does the story develop with adequate clarity, detail, and (at least by its end) organization?		3	5
Is the entire paper written and formatted according to the guidelines of the <i>Publication Manual of the American Psychological Association</i> , 6 th edition?	0	7	10

Maximum points under the rubric = 50. This is “pass-fail” assignment. You will pass the assignment if you earn at least 41 points under the rubric. You must upload your short story paper by 11:59 pm on the day assigned, or you will get 0 points on it.

Character Analysis (50 points). Analysis of a fictional character (or historical character about whom certain details may have been fictionalized) – From the perspective of this class, analyze in writing the psychological functioning of a fictional character from one of the following authors: William Shakespeare (some of his characters are historical figures, but you may use them for this project), Johann Wolfgang von Goethe (no poetry), F. Scott Fitzgerald, Carson McCullars, Ken Kesey, Ernest Hemingway, the Gospel and history (Acts) writer Luke (some of his characters are historical figures, but you may use them for this project), William Faulkner, Arthur Miller, Anna Quindlen, G. B. Shaw, Sylvia Plath, Vladimir Nabokov, E. Albee, Samuel Beckett, Raymond Carver (from his prose only). TYPE what you turn in.

Here is the “rubric” by which I will assign you a score of 0 to 50 points on the assigned analysis paper:

Question	No, or Almost Not at All	Partially	Almost Completely
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Have you attached a list of cited references (that is, the references you actually use to research and write your paper) that complies entirely with APA format for a reference list? This may be only the book that you read for this project; hence, you better get it right.	0	4	5
Have you cited your source(s) appropriately in text completely according to APA format, including page numbers?	0	3	5
Have you shown that you have read and understood a sufficient number of texts you chose to read in order to carry out this character analysis? (If a fictional character, one novel or short story is not likely sufficient. If a historical character, the source material likely will also entail multiple references.)	0	7	10
Have you shown a detailed understanding of the character in question, especially in regard to, but not limited to, the possibility of an identifiable DSM-5 disorder?	0	7	10
Have you drawn a detailed, clear, and textually supported inference regarding the possibility that the character in question has/had a DSM-5 diagnosis (or diagnoses)?	0	7	10
Is the entire paper written and formatted according to the guidelines of the <i>Publication Manual of the American Psychological Association</i> , 6 th edition?	0	7	10

Maximum points under the rubric = 50. This is “pass-fail” assignment. You will pass the assignment if you earn at least 41 points under the rubric. You must upload your character analysis paper by 11:59 pm on the day assigned, or you will get 0 points on it.

Play (50 points). Produce a fictional character II – TYPE, direct, and produce a 20-30 minute one-act play illustrating an aspect of mental illness developed in this course. Videotape it. (I may ask you to present the work to the class, or, more likely, to upload it to You Tube, placing the URL in Webliography on eCollege.) As many as four students may work together on this one. Turn in a TYPED script, as well as a VIDEO RECORDING of the work, documenting each student's contribution, viz., a list of credits.

Here is the “rubric” by which I will assign you a score of 0 to 50 points on the assigned play:

Question	No, or Almost Not at All	Partially	Almost Completely
Does your script look like a typical script (e.g., does it consist of dialogue linked to characters, are there stage directions, etc.)?	0	3	5
Is at least one character well developed adequately both as a person and as a person with a possible DSM-5 diagnosis?	0	3	5

Is at least another character developed adequately as a person?	0	3	5
Is there a clear tension or conflict in the story, which derives, at least in part, from a possible DSM-5 diagnosis ?	0	7	10
Does the play illustrate the particular expression of the DSM-5 diagnosis (or diagnoses) in the story with such concrete clarity that a person familiar with the DSM-5 would be able to recognize it as a specific diagnosis (or as a member of a specific group of diagnoses)?	0	7	10
Does the story develop with adequate clarity, detail, and (at least by its end) organization, <i>and</i> is the quality of the video or live presentation adequately done (does it flow smoothly, is it acted and directed well, does it provide information and entertainment, etc.)?	0	7	10
Is the entire script written and formatted according to the guidelines of the <i>Publication Manual of the American Psychological Association</i> , 6 th edition?	0	3	5

Maximum points under the rubric = 50. This is “pass-fail” assignment. You will pass the assignment if you earn at least 41 points under the rubric. You must upload your play by 11:59 pm on the day assigned, or you will get 0 points on it.

Movie Analysis (50 points). Axis II at the Movies – Watch a number of prescribed movies at the times and under the circumstances prescribed by the instructor. Analyze specified characters and TYPE your analyses, using detailed and rich references to the content of the film. Details for this semester are included elsewhere.

Here is the “rubric” by which I will assign you a score of 0 to 50 points on the assigned movie analysis paper:

Question	No, or Almost Not at All	Partially	Almost Completely
Have you attached a list of cited references (that is, the references you actually use to research and write your paper) that complies entirely with APA format for a reference list?	0	7	10
Have you cited your source(s) appropriately in text completely according to APA format, including page numbers?	0	7	10
Have you shown that you have watched the movies, understood them (both in character and plot), and that you can use that understanding in relation to the question of possible DSM-5 Axis II pathology?	0	7	10

Have you drawn a detailed, clear, and textually supported inference regarding the possibility that the characters in question have a DSM-5 Axis II diagnosis (or diagnoses) as addressed in the assignment prompt?	0	7	10
Is the entire paper written and formatted according to the guidelines of the <i>Publication Manual of the American Psychological Association</i> , 6 th edition?	0	7	10

Maximum points under the rubric = 50. This is “pass-fail” assignment. You will pass the assignment if you earn at least 41 points under the rubric. You must upload your movie analysis paper by 11:59 pm on the day assigned, or you will get 0 points on it.

NECESSARY ADDITIONAL DETAILS OF SPECIFIC ASSIGNMENTS:

LIST OF APPROVED READINGS For Project A-1.

Allen, Carol. *Tea with demons*
 Axline, Virginia. *Dibs: In search of self.*
 Beers, Clifford. *A mind that found itself.*
 Benzinger, Barbara. *The prison of my mind.*
 Diehl, William. *Primal fear.** [The movie does not do this book justice.]
 Green, Hannah. *I never promised you a rose garden.*
 Grant, V. N. (Ed.). *This is mental illness.* [An anthology]
 Harris, Thomas. *Red Dragon.***
 Keyes, Daniel. *Flowers for Algernon.**
 Keyes, Daniel. *The minds of Billy Milligan.*
 Lancaster, Evelyn. *I'm Eve.*
 Lancaster, Evelyn. *Strangers in my body.*
 Lindner, Robert. *The Fifty-Minute Hour.*
 O'Brien, Barbara. *Operators and things.*
 O'Conner, Flannery. *Wise blood.**
 Patterson, Richard North. *Eyes of a child.**
 Pirsig, Robert M. *Zen and the art of motorcycle maintenance.*#
 Plath, Sylvia. *The bell jar.**
 Schreiber, Flora. *Sybil.*
 Vonnegut, Mark. *The Eden express.*
 Ward, Mary Jane. *The snake pit.**

* Fiction.

** Partly fiction.

Pretty hard stuff; be careful.

Axis II at the Movies

Axis II at the Movies -- Watch a number of prescribed movies under the circumstances prescribed by the instructor. Analyze specified characters and TYPE your analyses, using detailed and rich references to the content of the film.

Watch and discuss these movies:

I. *The Silence of the Lambs*: Analyze four principal characters in the movie, attempting to answer the question, "Does this character have identifiable Axis II pathology?"

II. *The Kiss of the Spider Woman*: Argue both of the following positions:

The character played by W. Hurt is more narcissistic than that played by R. Julia.
The character played by R. Julia is more narcissistic than that played by W. Hurt.

Also show how each of these two characters finds "redemption" by the end of the movie. Hint: In this context you might think of "redemption" as referring to a freeing from the false self and a movement toward the real or authentic self.

III. *Fool for Love*: Show how the character of the father may have influenced the character development of May and Eddie.

or

Haywire (starring Gina Carano and Ewan McGregor): Compare and contrast the apparent Axis II pathology of Mallory and Kenneth in relation to cluster, concrete behavioral expressions, etiology, and missing information.

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 *perhaps* 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. You may avoid this fate (i.e., getting an "F") by officially dropping the course. For purposes of this policy, an absence occurs if you miss 5 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, and if you are flagrantly absent on most occasions, I *may* drop you officially from the roster. As noted elsewhere, some work in this course (but not all – exams, for example) may be made up if you miss it 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 and documented 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) documented alien abduction of the student or parts of the student (over 18 hours in duration);
- (4) death in a student's immediate family; and
- (5) 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, alien impregnation, etc.). As noted above, I

will *perhaps* 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.

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 (though I will rarely be successful in the latter attempt).

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 (plagiarism is a capital crime around here! – that is, it will be the certain cause of your getting a failing grade for the course).
9. Don't distort the truth, about your data, its sources, or about 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 who 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):

[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

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, waiting room for the Community Counseling & Psychology Clinic

Phone (In Developmental Cognition Lab – switches to fax after 7 rings, sometimes fewer): 903-886-5586 Community Counseling & Psychology

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

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 point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5,

Device	Operating System	Browser	Supported Browser Version(s)
			but not iOS 10.2.1, 9.0.2, or any other version. 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](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/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](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.

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 click on the words "click here" to submit an issue via email.



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>

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](#) webpage and [Procedure 13.99.99.R0.01](#).

<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>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<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

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<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.