Course Change Request

Date Submitted: 01/24/19 8:31 am

Viewing: **AGEC 316: Building Customer Relationships in AgriFood Selling**

Last approved: 02/09/18 3:23 am
Last edit: 01/24/19 10:39 am
Changes proposed by: dchester

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Codie Wright</td>
<td><a href="mailto:codie.wright@tamu.edu">codie.wright@tamu.edu</a></td>
<td>979-458-0288</td>
</tr>
</tbody>
</table>

Rationale for Course Edit
The proposed changes are part of a routine curriculum review.

Course prefix: **AGEC**  
Course number: 316

Department: Agricultural Economics

College/School: Agriculture & Life Sciences

Academic Level: Undergraduate

Programs referencing this course:
- AGEC - Agricultural Economics (AGEC)
- Department of Agricultural Economics
- MINOR-AGFS: AgriFood Sales - Minor

Approval Path
1. 01/22/19 1:07 pm Norma Pantoja (nbpantoja): Approved for AGEC Department Head
2. 01/23/19 4:27 pm Terra Bisse (t.bisse): Approved for Curricular Services Review
3. 01/23/19 4:32 pm Dawn Kersteer (dkersteer): Approved for AG Committee Preparer UG
4. 01/23/19 5:37 pm Bob Knight (bob-knight): Rollback to Initiator
5. 01/24/19 10:29 am Norma Pantoja
Use of emotional intelligence factors in developing business-to-business customer relationships for AgriFood, real estate, finance and other industrial products and services; developing customer relationships with regard to the unique aspects of technical products and services in these industries.

**Prerequisites and Restrictions**

**Junior or senior classification; approval of instructor. AGEC-315.**

**Concurrent Enrollment**

No

**Should catalog prerequisites / concurrent enrollment be enforced?**

No

**Crosslistings**

No

**Stacked**

No

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credit</th>
<th>Contact Hour(s) (per week)</th>
<th>Lecture:</th>
<th>Lab:</th>
<th>Other:</th>
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<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
<td>Total 3</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Repeatable for credit?

No

Three-peat?

No

CIP/Fund Code

0101050005

Default Grade

Letter Grade (G)

**Mode**

**Alternate Grade Modes**

Satisfactory/Unsatisfactory

Method of instruction

Lecture

Will this course be taught at another branch?

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)
Will this course be taught as a distance education course?  No

Is 100% of this course going to be taught in Texas?  Yes

Will classroom space be needed for this course?  Yes

This will be a required course or an elective course for the following programs:

**Required (select program)**

**Elective (select program)**

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BS-AGEC-FMS+) Agricultural Economics - BS, Food Marketing Systems Option</td>
</tr>
<tr>
<td>(BS-AGEC-FRE+) Agricultural Economics - BS, Finance and Real Estate Option</td>
</tr>
<tr>
<td>(BS-AGEC-PEA+) Agricultural Economics - BS, Policy and Economic Analysis Option</td>
</tr>
<tr>
<td>(BS-AGEC-RUE+) Agricultural Economics - BS, Rural Entrepreneurship Option</td>
</tr>
</tbody>
</table>

Has/will this course be(en) submitted for core curriculum consideration?  No

Has/will this course be(en) submitted for Writing or Communication consideration?  No

Has/will this course be(en) submitted for ICD or CD consideration?  No

---

**Course Syllabus**

Syllabus:  Upload syllabus

Upload syllabus

Letters of support or other  No
Remove AGEC 315 as a prereq

Reviewer
Bob Knight (bob-knight) (01/23/19 5:37 pm): need to add Junior or senior classification; approval of instructor to prerequisites

Bob Knight (bob-knight) (01/23/19 5:37 pm): Rollback: need to add Junior or senior classification; approval of instructor to prerequisites


Reported to state?
No
Course Change Request

Date Submitted: 12/19/18 4:08 pm

Viewing: HIST 336: Europe Since 1919

Last approved: 06/19/17 3:25 am
Last edit: 03/01/19 12:06 pm
Changes proposed by: j-coopersmith

Catalog Pages referencing this course:
- Department of History
- HIST - History (HIST)

Programs referencing this course:
- CERT-CU30: International Business Studies - Certificate

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Felipe Hinojosa</td>
<td><a href="mailto:finojosa@tamu.edu">finojosa@tamu.edu</a></td>
<td>979-324-5080</td>
</tr>
</tbody>
</table>

Rationale for Course Edit:
The proposed changes are part of a routine curriculum review.

Course prefix: HIST
Course number: 336

Department: History
College/School: Liberal Arts
Academic Level: Undergraduate

Undergraduate course level justification (Select One)

Academic Level: Graduate

Effective term:
- 2018-2019 Spring
- 2017-2018

Complete Course Title:
Europe Since 1919

Abbreviated Course Title:
EUROPE SINCE 1919

Catalog course description:
A political, diplomatic, military, economic, social and cultural history of Europe since World War I.

Approval Path

1. 12/19/18 12:04 pm
   David Vaught (d-vaught): Approved for HIST Department Head
2. 12/19/18 1:36 pm
   Terra Bissett (t.bissett): Rollback to Initiator
3. 12/19/18 4:40 pm
   David Vaught (d-vaught): Approved for HIST Department Head
4. 12/20/18 8:23 am
   Terra Bissett (t.bissett): Approved for Curricular Services Review
5. 12/20/18 9:21 am
   Steve Oberhelman (s-oberhelman):
Prerequisites and Restrictions
Junior or senior classification or approval of instructor.

Concurrent Enrollment
No

Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings
No

Stacked
No

Semester Credit
3

Contact Hour(s) (per week):
3

Lecture:
3

Lab:
0

Other:
0

Repeatable for credit?
No

Three-peat?
No

CIP/Fund Code
5401010001

Default Grade Mode
Letter Grade (G)

Alternate Grade Modes
Satisfactory/Unsatisfactory

Method of instruction
Lecture

Will this course be taught at another branch?
Yes

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)

Learning Outcomes
Meets traditional face-to-face learning outcomes.
I compared the student learning outcomes for this course taught in a traditional face-to-face manner with the outcomes for study abroad courses by my predecessors. I reviewed the syllabus and the homework assignments, projects, papers, exams, and other required course deliverables for each course as well as the opportunities provided by teaching in Italy. Most important are the field trips, immersion in Italian culture, and small class size.

The time for students to complete assignments and fulfill the qualitative and quantitative expectations is appropriate for this 300-level course. Based on this review, I conclude that the student learning outcomes for the shortened and non-traditionally taught courses will be equivalent if not greater to those for a similar traditionally taught course.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

I reviewed the total face-to-face contact hours for this course. Including class lectures, discussions, field trips (especially to Rome and Marzabotto), and cultural events, the total face-to-face contact hours easily met the requirement of 45 contact hours.

Will this course be taught as a distance education course? No

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Required (select program)</th>
<th>Program(s)</th>
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</thead>
<tbody>
<tr>
<td>(MINOR-CCIS) Comparative Cultural Studies International - Minor</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective (select program)</th>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BA-HIST) History - BA</td>
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Has/will this course be(en) submitted for core curriculum consideration? No

Has/will this course be(en) submitted for Writing or
### Course Syllabus

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
</tr>
</thead>
</table>
| Upload syllabus    | Syllabus-Not-Required.pdf  
                    | 336 syl - 17.docx  
                    | HIST 336 syllabus Study Abroad Summer 2019.docx |

<table>
<thead>
<tr>
<th>Letters of support or other documentation</th>
<th>No Yes</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Additional information</th>
<th>Reviewer Comments</th>
</tr>
</thead>
</table>
| Terra Bissett (t.bissett) (12/19/18 1:36 pm): Rollback: If submitting for non-traditional format approval, then a traditional syllabus and a non-traditional syllabus (if applicable) must be attached.  
Terra Bissett (t.bissett) (12/20/18 8:22 am): Received syllabi.  
Jon Jasperson (jon.jasperson) (02/25/19 2:49 pm): A) Course title on traditional syllabus does not match form; B) Footnote 2 in traditional syllabus has wrong Aggiehonor URL; C) Footnote 3 in traditional syllabus has old ADA statement; D) traditional syllabus does not include stated course prerequisites as per minimum syllabus requirements; E) the traditional syllabus needs additional details regarding how the participation grade is determined (see minimum syllabus guide); F) incorrect URL in Footnote 1 for Aggiehonor office in non-traditional syllabus; G) the non-traditional syllabus needs more details regarding how participation grade is determined (see minimum syllabus guide);  
Sandra Williams (sandra-williams) (03/01/19 10:47 am): Update received. Concerns addressed.  

<table>
<thead>
<tr>
<th>Reported to state?</th>
<th>CS No</th>
</tr>
</thead>
</table>
History 336. Europe since 1919
Spring, 2017
MILS 216
TTh, 5:30-6:45

Jonathan Coopersmith
313 History
845-7151 (office)
j-coopersmith@tamu.edu

Office hours: Tuesday and Thursday, 10-11, 3-4, and by appointment.

Course description: A political, diplomatic, military, economic, social and cultural history of Europe since World War I.

Prerequisites: None. Junior or senior classification, unless with instructor’s permission

This course covers the history of Europe from the Atlantic to the Urals and the Baltic to the Black seas. The foci include changing economic and social structures, domestic and international politics, nationalism, industrialization, modernization, and chocolate.

Through this course, students will be able to:
1) evaluate and synthesize primary and secondary historical writings.
2) express their own ideas effectively in written and oral form.
3) identify historical and social contexts that created diversity in past and present human cultures.
4) apply knowledge about the human condition - in the past and present - to their lives and studies.

I strongly encourage you to participate in class. Ask questions – the only foolish question is the one not asked. If you are curious about or do not understand something, ask (quite likely you are not alone and others will be grateful).

Reading. The reading is heavy but stimulating.

Slavenka Drakulic, Café Europa
Arthur Koestler, Darkness at Noon
Mark Mazower, Dark Continent
R.A.C. Parker, The Second World War

online readings
Grades: Your grade will be determined by class participation (20%), two 3-page papers (30%), a 4-page research paper (15%), a 4-page midterm (15%) and a 5-page final (20%). Coherency, grammar, and spelling count on all work, which must be typed. Papers are due at the start of class and late work loses credit. I gladly discuss drafts and outlines and encourage you to discuss your work with others. The work you turn in, however, is your own.

Participation consists of entering a question raised by the weekly reading into eLearning by 11 p.m. Wednesday and reading your classmates’ contributions before class Thursday. In addition to your own posting, feel free to reply to others’. Three other components of participation are engaging in the Thursday class discussions, submitting mid-term and final questions, and taking the on-line geography quizzes. If you do not attend class, it’s hard to participate. See attached rubric for participation points.

For the papers, develop a central theme of your choice from the reading, using concepts from the course where appropriate. A ‘good faith’ description about your paper on eLearning will serve as the basis for class discussion and is worth a grade (i.e., without the outline the B becomes a C). The actual topic may be quite different from the initial idea.

I operate under the assumption that you are a mature, responsible adult, which, in the context of this course, means attending class, doing the readings, contributing to and reading eLearning, turning in assigned work on time, and informing me if you are having trouble. If you have a learning disability or other potential problem, let me know at the start of the course.4

History majors who wish to explore career ideas are encouraged to contact our History Department Undergraduate Advisors, Dr. Philip Smith (pms@tamu.edu) or Ms. Robyn Konrad (robyn-konrad@tamu.edu), in Room 105, Glasscock Building or the Career Advisor for Liberal Arts, Tricia Barron (patriciab@careercenter.tamu.edu) in 209 Koldus for more information.

Honor Code: “An Aggie does not lie, cheat, or steal, or tolerate those who do.” You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at https://aggiehonor.tamu.edu/

Disability Statement: 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 believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit
Schedule of Lectures and Readings

  Dark, preface

  Dark, 1
  Koestler theme

  Dark, 2
  Koestler paper

  Dark, 3-4
  fascism theme

Week 5. February 14-16. Prelude to war.
  Dark, 5
  Parker, 1
  fascism paper

Week 6. February 21-23. World War II.
  Parker, 2-10

Week 7. February 28-March 2. World War II. The Holocaust.
  Dark, 6
  Parker, 11-18
  midterm questions

  Dark, 7
  midterm

  Dark, 8

  Dark, 9
  OOT TH?
Week 11. April 4-6. End of empires, the start of commonwealth.
   Dark, 10
   research
   theme OOT TH

   Dark, 11

Week 13. April 18-20. Whose European community?
   Café Europa
   Dark, epilogue

   final questions
   research paper

**Final due Friday, May 3** at 5 p.m.
## Participation Rubric

<table>
<thead>
<tr>
<th>Levels of engagement (33%)</th>
<th>Exemplary (5 pts)</th>
<th>Proficient (4 points)</th>
<th>Developing (3 points)</th>
<th>Unacceptable (2 points)</th>
<th>Did not demonstrate/Absent (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Contributes to class activities by offering quality ideas and asking appropriate questions on a regular basis</td>
<td>• Contributes to class activities by offering ideas and asking questions on a regular basis</td>
<td>• Occasionally contributes to class activities by offering ideas and asking questions</td>
<td>• Fails to contribute to class activities unless specifically prompted</td>
<td>• Does not shows up for class, or shows up to class physically, but not mentally (sleeps, disrupts others, reads paper, etc.).</td>
</tr>
<tr>
<td></td>
<td>• Actively engages others in class discussions by inviting their comments</td>
<td>• Often engages others in class discussions by inviting their comments</td>
<td>• Sometimes engages others in class discussions</td>
<td>• Demonstrates little understanding of main points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Constructively challenges the accuracy and relevance of statements made</td>
<td>• Challenges the accuracy and relevance of statements made</td>
<td>• Sometimes has an understanding of main points</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preparedness (33%)</th>
<th>Exemplary (5 pts)</th>
<th>Proficient (4 points)</th>
<th>Developing (3 points)</th>
<th>Unacceptable (2 points)</th>
<th>Did not demonstrate/Absent (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Accurately expresses foundational knowledge pertaining to issues raised during the discussion</td>
<td>• Expresses basic foundational knowledge pertaining to class discussions</td>
<td>• Expresses limited foundational knowledge pertaining to class discussions</td>
<td>• Expresses no relevant foundational knowledge</td>
<td>• Does not shows up for class, or shows up to class physically, but not mentally (sleeps, disrupts others, reads paper, etc.).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Active Listening (33%)</th>
<th>Exemplary (5 pts)</th>
<th>Proficient (4 points)</th>
<th>Developing (3 points)</th>
<th>Unacceptable (2 points)</th>
<th>Did not demonstrate/Absent (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Listens attentively when others present materials, perspectives</td>
<td>• Student is mostly attentive when others present ideas</td>
<td>• Student is often inattentive</td>
<td>• Student ignores prompts from instructor to pay attention</td>
<td>• Does not shows up for class, or shows up to class physically, but not mentally (sleeps, disrupts others, reads paper, etc.).</td>
</tr>
<tr>
<td></td>
<td>• Comments build on others’ remarks, i.e., student hears what others say &amp; contributes to the dialogue.</td>
<td>• Occasionally needs encouragement or reminder focus of comment.</td>
<td>• Often needs reminder of focus of class</td>
<td>• Makes disruptive comments while others are speaking.</td>
<td></td>
</tr>
</tbody>
</table>

- **Participation Rubric**
- **Exemplary (5 pts)**
- **Proficient (4 points)**
- **Developing (3 points)**
- **Unacceptable (2 points)**
- **Did not demonstrate/Absent (0 points)**

- **Levels of engagement (33%)**
- **Preparedness (33%)**
- **Active Listening (33%)**
History 336. Europe since 1919
Summer Session I, 2019 Santa
Chiara Facility May 24–July 1, 2019:
Castiglion Fiorentino, Italy

Instructor: Dr. Jonathan Coopersmith
Office: 313 History
Phone: (979) 845-7151 (main office)
Email: j-coopersmith@tamu.edu
Office hours: by appointment

Course description: A political, diplomatic, military, economic, social and cultural history of Europe since World War I.

Prerequisites: None. Junior or senior classification, unless with instructor’s permission.

This course covers the history of Europe from the Atlantic to the Urals and the Baltic to the Black seas. The foci include the “isms” (fascism, communism, Nazism), integration and disintegration, modernization, and chocolate from a Mediterranean perspective.

Through this course, students will be able to:
1) evaluate and synthesize primary and secondary historical writings.
2) express their own ideas effectively in written and oral form.
3) identify historical and social contexts that created diversity in past and present human cultures.
4) apply knowledge about the human condition- in the past and present- to their lives and studies.

I strongly encourage asking questions – the only foolish question is the one not asked. If you are curious about or do not understand something, ask (quite likely you are not alone and others will be grateful).

Reading. The reading is heavy but stimulating.

Arthur Koestler, Darkness at Noon
Mark Mazower, Dark Continent online readings

Field Trips.
Field trips, personal observations, and group experiences are important in giving students at Santa Chiara a unique, high-impact, learning experience. Students’ progress on social, cultural, and global competence is generated through discussion and short papers. Please take this opportunity seriously and approach new contexts and conditions with an open mind to put yourself in the best position to soak in as much of this once-in-a-lifetime experience as you can.

Grades. Your grade will be determined by class participation (10%), five 1-2-page reflective papers (60%), and a 3-5-page final reflection (30%). Coherency, grammar, and spelling count on all work, which must be typed. The double-spaced papers are due at the start of class with late work losing credit. I encourage collaboration but the work you turn in is your own.

Class participation – This grade is determined by 1) responding thoughtfully to questions regarding the readings, 2) asking questions that demonstrate engagement with the readings and lectures, and 3) posting a short (1-2 paragraphs) response to the readings on eLearning.

Reflective papers – In 1-2 pages per assigned paper, please respond to the question, employing the readings, lectures, and field trips as sources.

Final Reflection – Please provide a personal 3-5 page reflection/summary on your academic and personal growth during the program. (Due via email: July 2, 5 pm CST).

I operate under the assumption that you are a mature, responsible adult, which, in the context of this course, means attending class, doing the readings, contributing to and reading eLearning, turning in assigned work on time, and informing me if you are having trouble. If you have a learning disability or other potential problem, let me know at the start of the course.

   Dark, preface, 1-2
   RP 1 Post-/inter-war challenges

Week 2. Polarization of politics.
   Dark, 3-4
   RP 2 Fascism and Nazism vs communism

Week 3. World War II. Holocaust. Recovery. Civil and Cold Wars Dark, 5-6
RF 3  World War II

Week 4. End of empires.
  Dark, 7-10 Kershaw
  RP 4  North vs South

Week 5. After the Cold War: New Unity, New Splits Kershaw
  RP 5  What is Europe?

1  “An Aggie does not lie, cheat, or steal, or tolerate those who do.” You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at https://aggiehonor.tamu.edu/

2 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 believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.
MEMORANDUM

TO: Mr. Michael K. Young  
   President

FROM: Dr. Karan L. Watson  
       Provost and Executive Vice President

SUBJECT: November 14, 2016 Faculty Senate Items

All of the attached November 2016 Faculty Senate items have been reviewed and approved by college, university curriculum, Faculty Senate and Office of the Provost.

New Course Requests, Course Change Requests, Course Withdrawal Requests, Change in Curriculum Requests, W Courses and Informational Items

Approval recommended. FS.34.92; FS.34.93; FS.34.94; FS.34.96; FS.34.97; FS.34.98; FS.34.99; FS.34.100; FS.34.101; FS.34.102; FS.34.103; FS.34.104; FS.34.105; FS.34.106; FS.34.107; FS.34.108; FS.34.109; FS.34.110; FS.34.111; FS.34.112; FS.34.113; FS.34.114; FS.34.115; FS.34.116; FS.34.117; FS.34.118; FS.34.119; FS.34.120; FS.34.121; FS.34.122; FS.34.123; FS.34.124; FS.34.125; FS.34.126; FS.34.127; FS.34.128; FS.34.129; FS.34.132; FS.34.134; FS.34.135; FS.34.95: Approval recommended. Dual Degree with Texas A&M University at Qatar and Hamad Bin Khalifa University (HBKU), Doctor of Philosophy in Chemical Engineering via 100% distance delivery, off-campus face-to-face at the Texas A&M University at Qatar campus, effective Fall 2017. The Texas Higher Education Coordinating Board (THECB) proposal is okay. The dual degree MOA is in draft form and is in review with Qatar Foundation and HBKU. The THECB proposal is dependent on finalizing the MOA. If the MOA is finalized, it must be submitted to the Southern Association of Colleges and Schools Commission on Colleges.

FS.34.130: Approval recommended. College of Agriculture and Life Sciences, new Certificate in Enology, CIP code 01.030900. The Certificate requires 12 SCH, which does not surpass the maximum SCH allowed per TAC Title 19, Chapter 5, Subchapter C, Rule §5.48. No external action required.

FS.34.131: Approval recommended. Special consideration item from Texas A&M University at Galveston, Department of Liberal Studies, BA-BS in University Studies- Tourism & Coastal Community Development Concentration. The THECB does not track concentrations. No external action required.
FS.34.133: Approval recommended. One course submitted for approval for a Core Curriculum course and as International and Cultural Diversity Designation. Eight courses submitted for approval for International and Cultural Diversity Designation and 23 courses submitted for approval for recertification as Core Curriculum courses.

FS.34.136: Approval recommended. Due to student academic preparation, demonstrated abilities and firsthand knowledge of the students in the College of Engineering, the departments within the COE would decide if GRE scores will be required for application to their graduate programs. Eliminating the GRE test requirement for the subset of high caliber students in the COE who apply to graduate programs can provide incentive for the students to remain at Texas A&M. Any COE BS student who did not apply for a COE graduate program prior to graduation will still be required to submit GRE scores.

FS.34.137: Approval recommended. Student Rule 14—Degree requirements.


FS.34.139: Review recommended. Resolution on Post-Tenure review.

Attachments
Course Change Request

Date Submitted: 01/18/19 10:06 am

Viewing: **MUSC 245 : Composition I**

Last approved: 02/20/18 3:23 am
Last edit: 01/18/19 10:06 am
Changes proposed by: jimball

<table>
<thead>
<tr>
<th>Contact(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>James Ball</td>
</tr>
<tr>
<td>Mariana Gariazzo</td>
</tr>
</tbody>
</table>

Rationale for Course Edit
The proposed changes are part of a routine curriculum review.

Course prefix | MUSC
Course number | 245

Department | Performance Studies
College/School | Liberal Arts
Academic Level | Undergraduate

Undergraduate course level justification (Select One)
- Prerequisites

*All prerequisites will be enforced through COMPASS.*

Effective term | **2018-2021 2019**

Complete Course Title | Composition I
Abbreviated Course Title | COMPOSITION I

Catalog course description
Instruction in composition; the writing of small-form musical compositions employing contemporary styles; techniques in writing for instrumental, vocal, electronic and mixed-media resources.

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty Senate
Prerequisites and Restrictions

Grade of C or better in MUSC 235, or approval of instructor.

Should catalog prerequisites / concurrent enrollment be enforced?  
Yes  No

Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
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<tr>
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<td>MUSC 235</td>
<td>C</td>
<td>UG</td>
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Crosslistings  
No  Crosslisted With

Stacked  
No  Stacked with

Semester  
Credit Hour(s)  Contact Hour(s) (per week):

Lecture: 0  Lab: 0  Other: 2  Total: 2
Repeatable for credit? Yes

Number of times repeated for credit 1 - OR - Maximum number of hours

When will this course be repeated? Within a student's career

CIP/Fund Code 5009040003

Default Grade Mode Letter Grade (G)

Method of instruction Private Lesson

Will this course be taught at another branch? No

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) No

Will this course be taught as a distance education course? No

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? No

This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BA-PERF) Performance Studies - BA</td>
</tr>
<tr>
<td>(MINOR-PERF) Performance Studies - Minor</td>
</tr>
</tbody>
</table>

Has/will this course be (en) submitted for core curriculum consideration? No
Has/will this course be submitted for Writing or Communication consideration?

No

Has/will this course be submitted for ICD or CD consideration?

No

Syllabus:

Upload syllabus

Letters of support or other documentation

No Yes

Additional information

Reviewer Comments

Terra Bissett (t.bissett) (01/18/19 9:34 am): Minor edits made to catalog prerequisites to comply with catalog style guide.

Terra Bissett (t.bissett) (01/18/19 9:38 am): Rollback: Please update answer to "Undergraduate course level justification (Select One)" on form; Course prerequisites are to be enforced - Please answer yes to "Should catalog prerequisites be enforced?" and complete the table.

Terra Bissett (t.bissett) (01/18/19 1:48 pm): Updates received.


Key: 11619
MEMORANDUM

TO: Mr. Michael K. Young  
President

THROUGH: Dr. Carol A. Fierke  
Provost and Executive Vice President

FROM: Dr. Michael Benedik  
Vice Provost

SUBJECT: December 11, 2017 Faculty Senate Items

All of the attached December 2017 Faculty Senate items have been reviewed and approved by college, university curriculum, Faculty Senate and Office of the Provost.

New Course Request, Course Change Request, Course Withdrawal Request, Course Inactivation and Change in Curriculum Request, Informational Review Items

Approval recommended. FS.35.101; FS.35.102; FS.35.103; FS.35.104; FS.35.111; FS.35.112; FS.35.113; FS.35.114; FS.35.115; FS.35.116; FS.35.117; FS.35.118; FS.35.119; FS.35.120; FS.35.121; FS.35.122; FS.35.123; FS.35.124; FS.35.125; FS.35.126; FS.25.127; FS.35.128; FS.35.129; FS.35.130; FS.35.131; FS.35.132; FS.35.133; FS.35.134; FS.35.135; FS.35.136; FS.35.137; FS.35.138; FS.35.139; FS.35.140; FS.35.141; FS.35.142; FS.35.143; FS.35.144; FS.35.145; FS.35.146; FS.147; FS.35.148; FS.35.149; FS.35.150; FS.35.151; FS.35.152.

FS.35.105: Recommend approval. School of Public Health, Department of Health Policy and Management, MHA-HADM: Master of Health Administration in Health Administration. Request to change SCHs from 57 SCH to 55 SCH. The change will strengthen the resident track curriculum and ensure consistency between the Resident track and Executive track for Commission on Accreditation of Healthcare Management Education accreditation. External Action: Request to Change Semester Credit Hours form will be submitted to the System for approval by the THECB.

FS.35.106: Recommend approval. College of Agriculture and Life Sciences, Department of Nutrition and Food Science, MS-FSTC: Master of Science in Food Science and Technology. The non-thesis MS Food Science & Technology option is being discontinued in favor of the MAGR Food Science & Technology. The MS Food Science & Technology with thesis will remain. No external action.

FS.35.108: Recommend approval. School of Public Health, Department of Health Promotion and Community Health Sciences, CERT-CG58: Global Health-Certificate. Certificate requires 15 SCH, which does not surpass Texas Administrative Code, Chapter 5, Subchapter C, Section 5.48 allowed SCH. No external action.


FS.35.110: Recommend approval. Graduate Courses Taught in Non-traditional Formats-Spring 2018- 2nd Request. Graduate Courses Taught in Non-traditional Formats-Spring 2018. All colleges within Texas A&M performed a comparison of the learning outcomes for distance education and non-traditional courses for equivalency to traditional face-to-face courses to determine if the courses met compliance to University Rule 11.03.99.M1. No external action required.

Attachments
Course Change Request

Date Submitted: 02/14/19 2:29 pm

Viewing: **MUSC 318 : Electronic Composition**

Also listed as: **PERF 318**

Formerly known as: **PERF 318**

Last approved: 02/13/18 3:24 am

Last edit: 02/15/19 4:58 pm

Changes proposed by: jimb aller

Catalog Pages referencing this course

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<td>Department of Performance Studies</td>
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<tr>
<td>MUSC - Music (MUSC)</td>
<td></td>
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<tr>
<td>PERF - Performance Studies (PERF)</td>
<td></td>
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<tr>
<td>PERF 318</td>
<td>Department of Performance Studies</td>
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</table>

Faculty Senate Number

<table>
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<th>Number</th>
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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Jim Ball</td>
<td><a href="mailto:jimballer@tamu.edu">jimballer@tamu.edu</a></td>
<td>646-326-4287</td>
</tr>
<tr>
<td>Brianna Doucet</td>
<td><a href="mailto:bdoucet@tamu.edu">bdoucet@tamu.edu</a></td>
<td>9794580940</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

- The proposed changes are to support a new program.
- The proposed changes are part of a routine curriculum review.

Course prefix: MUSC  
Course number: 318

Department: Performance Studies
College/School: Liberal Arts
Academic Level: Undergraduate

Undergraduate course level justification (Select One)

- College/Program Course Level Rubric

Academic Level:
- Graduate
- (alternate)

Effective term: 2020-2021

Complete Course Title: Electronic Composition

In Workflow

1. PRFM Department Head
2. Curricular Services Review
3. LA Committee Preparer UG
4. LA Committee Chair UG
5. LA College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 02/14/19 2:36 pm  
   Martin Regan (reganm): Approved for PRFM Department Head
2. 02/15/19 4:59 pm  
   Terra Bissett (t.bissett): Approved for Curricular Services Review
3. 02/15/19 8:01 pm  
   Steve Oberhelman (s-oberhelman): Approved for LA Committee Preparer UG
4. 02/19/19 10:40 am  
   Steve Oberhelman (s-oberhelman): Approved for LA
**Course Title**: ELECTRONIC COMPOSITION

**Catalog course description**
Project-based study of techniques for creating electronic and mixed-media performance; critical analysis of important electronic and interactive works; interactive media programming techniques for sound and video synthesis, sampling, digital signal processing.

**Prerequisites and Restrictions**
Junior or senior classification.

**Concurrent Enrollment**
No

**Should catalog prerequisites / concurrent enrollment be enforced?**
No

**Crosslistings**
Yes

**Stacked**
No

**Semester**
3

**Credit Hour(s)**
3

**Contact Hour(s) (per week):**

**Repeatable for credit?**
No

**Three-peat?**
No

**CIP/Fund Code**
5009040003

**Default Grade Mode**
Letter Grade (G)

**Alternate Grade Modes**
Satisfactory/Unsatisfactory

**Method of instruction**
Lecture

**Will this course be taught at another branch?**
No

**Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)**
No
Will this course be taught as a distance education course?  No

Is 100% of this course going to be taught in Texas?  Yes

Will classroom space be needed for this course?  Yes

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

Has/will this course be submitted for core curriculum consideration?  No

Has/will this course be submitted for Writing or Communication consideration?  No

Has/will this course be submitted for ICD or CD consideration?  No

---

**Course Syllabus**

Syllabus:  Upload syllabus

Upload syllabus

Letters of support or other documentation  No Yes

Additional information  The Department of Performance studies is eliminating cross listing of our classes between the prefixes PERF, THAR, and MUSC. Going forward we will only offer this course with the MUSC prefix.
Reviewer

Comments

Reported to state?

Change
CS
Delete

MEMORANDUM

TO: Mr. Michael K. Young
    President

THROUGH: Dr. Carol A. Fierke
    Provost and Executive Vice President

FROM: Dr. Michael Benedik
    Vice Provost

SUBJECT: September 11, 2017 Faculty Senate Items

All of the attached September 2017 Faculty Senate items have been reviewed and approved by college, university curriculum, Faculty Senate and Office of the Provost.

**New Course Requests, Course Change Requests, Course Withdrawal Requests, Change in Curriculum Requests, and W Courses**

Approval recommended. FS.35.020; FS.35.021; FS.35.023; FS.35.024; FS.35.025; FS.35.026; FS.35.032; FS.35.033; FS.35.034; FS.35.035; FS.35.036; FS.35.037; FS.35.038; FS.35.039; FS.35.040; FS.35.041; FS.35.042.

FS.35.022: Approval recommended. College of Agricultural and Life Sciences, Department of Horticultural Sciences, Master of Agriculture in Horticulture. Request for a CIP code change. Proposed implementation date: January 1, 2018. The PhD and MS in Horticulture change to 01.1103 was approved in October 2016. This request will align the MAGR with the PhD and MS in Horticulture. There will be no impact to students, faculty or staff.

**EXTERNAL ACTION:** A CIP Code Change Request form will be submitted to the THECB.

FS.35.027: Approval recommended. Mays Business School, Department of Marketing, inactivation of program: Advertising Strategy-Certificate. The department now offers transcriptable tracks that match the certificate. There are 17 students enrolled with a projected graduation date of May 2019.

**EXTERNAL ACTION:** Notification to SACSCOC.

FS.35.028: Approval recommended. Mays Business School, Department of Marketing, inactivation of program: Analytics and Consulting-Certificate. The department now offers transcriptable tracks that match the certificate. There are 25 students enrolled with a projected graduation date of May 2019.

**EXTERNAL ACTION:** Notification to SACSCOC.
FS.35.029: Approval recommended. Mays Business School, Department of Management, inactivation of program-Entrepreneurial Leadership-Certificate. Inactivation due to lack of student interest. A more desired and popular option for students is the creation of the Entrepreneurial Leadership Management Track within the Management major. There are three students enrolled with a projected graduation date of December 2018.

EXTERNAL ACTION: Notification to SACSCOC.

FS.35.030: Approval recommended. Mays Business School, Department of Marketing, inactivation of program-Retail Buying and Management-Certificate. The department now offers transcriptable tracks that match the certificate. There are 31 students enrolled with a projected graduation date of May 2019.

EXTERNAL ACTION: Notification to SACSCOC.

FS.35.031: Approval recommended. Department of Marketing, inactivation of program—Professional Selling and Sales Management-Certificate. The department now offers transcriptable tracks that match the certificate. There are 15 students enrolled with a projected graduation date of December 2018.

EXTERNAL ACTION: Notification to SACSCOC.

FS.35.043: Approval recommended. College of Engineering, Department of Computer Science and Engineering, new degree program: Bachelor of Arts in Computing. Program does not meet criteria to submit planning notification request for approval to the THECB.

INTERNAL ACTION: Submit Board of Regents agenda item by November 6, 2017 System deadline.

EXTERNAL ACTION: Distribute via email required 50-mile notification as soon as Senate item is approved; submit required Proposal, Funding Estimation Tool and Certification Form for the THECB with Board of Regents agenda item submission.

Attachments
Course Change Request

Date Submitted: 02/14/19 2:27 pm

Viewing: PERF 301: Performance in World Cultures

Also listed as: MUSC 301 / THAR 301

Formerly known as: MUSC 301 / THAR 301

Last approved: 06/15/18 3:40 am

Last edit: 02/15/19 5:02 pm

Changes proposed by: jimball

Catalog Pages referencing this course

- MUSC 301: Cultural Discourse Requirements
- Department of Performance Studies
- MUSC - Music (MUSC)
- PERF - Performance Studies (PERF)
- THAR - Theatre Arts (THAR)

Faculty Senate Number: FS.36.011

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Paula Morris</td>
<td><a href="mailto:morrisp@tamug.edu">morrisp@tamug.edu</a></td>
<td>409-740-4975</td>
</tr>
<tr>
<td>Jim Ball</td>
<td><a href="mailto:jimball@tamu.edu">jimball@tamu.edu</a></td>
<td>979-845-3355</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

The proposed changes are to meet the demand/interest of students.
The proposed changes are part of a routine curriculum review.

Course prefix: PERF   Course number: 301

Department: Performance Studies
College/School: Liberal Arts
Academic Level: Undergraduate

Undergraduate course level justification (Select One)

- College/Program Course Level Rubric

Academic Level: Graduate

Effective term: 2020-2021 2018-2019

Complete Course Title
Performance in World Cultures

In Workflow
1. PRFM Department Head
2. Curricular Services Review
3. LA Committee Preparer UG
4. LA Committee Chair UG
5. LA College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 02/14/19 2:37 pm
   Martin Regan (reganm):
   Approved for PRFM Department Head
2. 02/15/19 5:02 pm
   Terra Bissett (t.bissett):
   Approved for Curricular Services Review
3. 02/19/19 10:40 am
   Steve Oberhelman (s-oberhelman):
   Approved for LA Committee Preparer UG
4. 02/19/19 10:40 am
   Steve Oberhelman (s-oberhelman):
   Approved for LA
## Abbreviated Course Title
PERF IN WORLD CULTURES

### Course Title Description
Application of the tools of performance studies to explore the enactment of the arts in world cultures and the ways the people of every society express themselves in performance; examination of different genres of performance through music, theatre, verbal art and dress.

### Prerequisites and Restrictions
Junior or senior classification or approval of instructor.

### Concurrent Enrollment
No

### Should catalog prerequisites / concurrent enrollment be enforced?
No

### Crosslistings
- No
- Yes

### Stacked
No

### Semester
3

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<th>Contact Hour(s) (per week):</th>
<th>Lecture: 3</th>
<th>Lab: 0</th>
<th>Other: 0</th>
<th>Total: 3</th>
</tr>
</thead>
</table>

### Repeatable for credit?
No

### Three-peat?
No

### CIP/Fund Code
5001010003

### Default Grade Mode
Letter Grade (G)

### Alternate Grade Modes
Satisfactory/Unsatisfactory

### Method of instruction
Lecture

### Will this course be taught at another branch?
No

### Will sections of this course be taught as non-traditional? (i.e., parts of term,
Yes
PERF 301: Performance in World Cultures

Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

The online version of PERF MUSC/PERF/THAR 301 covers the same key topics and meets the same learning outcomes as the face-to-face course and the breadth and depth of the curriculum for this online version qualifies as a three-credit-hour course. The online version of PERF MUSC/PERF/THAR 301 includes extensive, highly-detailed video tutorials as well as video interviews featuring Performance Studies scholars and performers from TAMU as well as other prominent higher education institutions around the country including Northwestern University, Oberlin College, University of California, and Princeton University. These tutorials and interviews provide students the same exposure to global performance traditions and the same opportunities to analyze the function of performance in a globalized society as they would receive in the face-to-face version of the course.

The online course also includes interactive activities such as problem-solving assignments, peer editing, journaling, discussion board exercises, and guided study sessions led by the instructor via Blackboard Collaborate Ultra (a real-time video conferencing tool on eCampus.) Additionally, mastery quizzes are embedded in each learning module after interactive video tutorials, reading assignments, podcasts, and concept mapping exercises. Finally, in lieu of the live performance required in the face-to-face course, in the online course students create a video performance that provides new opportunities to consider key questions of liveness and mediation debated in the discipline of performance studies.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Each module of the online course requires at least as much time to complete as its face-to-face corollary. Students taking the online version of the course will be required to invest the same amount of time and energy into completing the course as they would if they were enrolled in the traditional face-to-face version of the course.

Will this course be taught as a distance education course?

Yes

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Yes

Is 100% of this course going to be taught in Texas?

Yes
Will classroom space be needed for this course?  No

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

Has/will this course be submitted for core curriculum consideration?  Yes

Proposed Core Foundational Component Area

Approved Core Creative Arts (KCRA) Foundational Component Area

Has/will this course be submitted for Writing or Communication consideration?  No

Has/will this course be submitted for ICD or CD consideration?  No

---

**Course Syllabus**

Syllabus:  Upload syllabus

Upload syllabus  

PERF 301 Syllabus Spring 2019.doc

PERF 301 ONLINE-MGariazzo.docx

Letters of support or other documentation  Yes

Upload files  

permission to teach.pdf

FS May.pdf
### Additional information

We are eliminating internal cross listing between MUSC/PERF/THAR the Department of Liberal Studies in the Department of Performance Studies. Galveston is requesting the addition of this course to our inventory. Going forward this course will only be offered with the PERF prefix.

The Department of Liberal Studies in Galveston is requesting the addition of this course to our inventory. Permission from Performance Studies Department Head attached. We would like this to be effective for the 2018-2019 Academic year.

The Department of Performance Studies in College Station is requesting permission to offer a fully online, non-traditional version of PERF MUSC/PERF/THAR 301: Performance in World Cultures, a course required for both our majors and that fulfills University Core requirements. The preparation of this course was enabled through an ITS Innovative Pedagogy Grant. The course was designed by Dr. Mariana Gariazzo and created with the assistance of ITS staff in the College of Liberal Arts. Dr. Gariazzo, the Department Dead and the Director of Undergraduate Studies have reviewed the course to confirm that it covers the same learning outcomes and requires the same hours as the face-to-face course, and they have reviewed and discussed the restrictions of Rule 11.03.99.MI to ensure that the course follows Rule 11.03.99.MI.

**Reviewer Comments**

- **Terra Bissett (t.bissett) (02/15/19 5:02 pm):** Syllabus not required for this type of change.
- **Sandra Williams (sandra-williams) (03/08/19 3:17 pm):** UCC approved March 2019.

**Reported to state?**

- No
- Change
- CS
- Delete

Key: 12314
On Jan 4, 2018, at 2:55 PM, Franke, Sarah E <sfranke@tamu.edu> wrote:
Hello Carol! I have reviewed your request with our Performance Studies Department Head, Bill Clark. He agrees to grant permission to add the Department of Performance Studies’ cross listed Performance in World Cultures to your course inventory in Galveston.

Sarah Franke | Executive Assistant
Performance Studies
College of Liberal Arts | Texas A&M University
4240 TAMU | College Station, TX 77843
979.458.3397 | Fax. 979.862.2666

From: Carol Bunch-Davis
Subject: Permission to Add PERF 301 to TAMUG course listings
Date: December 19, 2017 at 10:42:59 AM CST
To: Donnalee Dox dox@tamu.edu
Dear Dr. Dox,

I'm Carol Bunch Davis, an Associate Professor of English in the Department of Liberal Studies. I’m writing to ask permission to add the Department of Performance Studies’ cross listed Performance in World Cultures to our course inventory in Galveston.

I have attached my C.V. for your consideration. While my degree is in English with specialization in Film, Literature and Culture, my research focuses on African American theatre. My book, Prefiguring Postblackness: Cultural Memory, Drama, and the African American Freedom Struggle was published in 2015. I was actually an assistant editor at Theatre Journal as a graduate student back in 2002-2003 and became familiar with your research then.

Please let me know if you have any questions and I look forward to hearing from you.

Best,

Carol

Carol Bunch Davis, Ph.D. | Associate Professor of English Assistant Department Head, Department of Liberal Studies Texas A&M University at Galveston PO Box 1675 | CLB 126 | Galveston, TX 77553
t: 409.740.4425
Course Change Request

Date Submitted: 02/14/19 2:30 pm

Viewing: PERF 325: Dance and World Cultures

Also listed as: MUSC-325

Formerly known as: MUSC 325

Last edit: 02/14/19 2:30 pm

Changes proposed by: jimball

Contact(s)

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<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Jim Ball</td>
<td><a href="mailto:jimball@tamu.edu">jimball@tamu.edu</a></td>
<td>646-326-4287</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

The proposed changes are part of a routine curriculum review.

Course prefix       PERF
Course number       325

Department          Performance Studies
College/School      Liberal Arts
Academic Level      Undergraduate

Undergraduate course level justification (Select One)

College/Program Course Level Rubric

Effective term      2020-2021

Complete Course Title
Dance and World Cultures

Abbreviated Course Title
DANCE AND WORLD CULTURES

Catalog course description

Examination of international relationships between dance, culture, identity, gender, youth and politics; relationships between dancing, gender and politics in specific cultures and in globalization; variety of dance practices around the globe.

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty Senate
# PERF 325: Dance and World Cultures

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</table>

Repeatability for credit: No

CIP/Fund Code: 5009040003

Default Grade Mode: Letter Grade (G)

Method of instruction: Lecture

Will this course be taught at another branch? No

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) No

Will this course be taught as a distance education course? No

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:
The Department of Performance studies is eliminating cross listing of our classes between the prefixes PERF, THAR, and MUSC. Going forward we will only offer this course with the PERF prefix.

Reviewer Comments

Course Change Request

Date Submitted: 02/14/19 2:35 pm

Viewing: PERF 327: Popular Musics in the African Diaspora

Also listed as: AFST 327 / MUSC 327

Formerly known as: MUSC 327

Last edit: 02/14/19 2:35 pm

Changes proposed by: jimball

Catalog Pages referencing this course

<table>
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<td>Cultural Discourse Requirements</td>
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<tr>
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</tr>
<tr>
<td>MUSC - Music (MUSC)</td>
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<td>PERF - Performance Studies (PERF)</td>
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<tr>
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<td><a href="mailto:jimball@tamu.edu">jimball@tamu.edu</a></td>
<td>646-326-4287</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

The proposed changes are part of a routine curriculum review.

Course prefix | PERF |
Department    | Performance Studies |
College/School | Liberal Arts |
Academic Level | Undergraduate |

Undergraduate course level justification (Select One)

College/Program Course Level Rubric

Effective term | 2020-2021

Complete Course Title

Popular Musics in the African Diaspora

Abbreviated Course Title

POP MUS IN AFRICAN DIASP

Catalog course description

Examination of a range of popular musics from the twentieth century that have emerged in conjunction with the historical global spread of peoples and cultures from the African continent; technical knowledge about music is not required; focus on social and cultural contexts for popular music.
### Prerequisites and Restrictions

Junior or senior classification or approval of instructor.

**Should catalog prerequisites / concurrent enrollment be enforced?**  
No

<table>
<thead>
<tr>
<th>Crosslistings</th>
<th>Yes</th>
<th>Crosslisted With</th>
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</thead>
<tbody>
<tr>
<td>AFST 327</td>
<td></td>
<td></td>
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<tr>
<td><strong>MUSC 327</strong></td>
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<th>Credit</th>
<th>Contact Hour(s) (per week):</th>
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<table>
<thead>
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<th>Lecture</th>
<th>Lab</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
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<td>0</td>
</tr>
</tbody>
</table>

**Repeatable for credit?**  
No

**CIP/Fund Code**  
5009020003

**Default Grade Mode**  
Letter Grade (G)

**Method of instruction**  
Lecture

**Will this course be taught at another branch?**  
No

**Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)**  
No

**Will this course be taught as a distance education course?**  
No

**Is 100% of this course going to be taught in Texas?**  
Yes

**Will classroom space be needed for this course?**  
Yes
This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

Has/will this course be(submitted for core curriculum consideration? Yes

Proposed Core Foundational Component Area

Approved Foundational Component Area

Core Creative Arts (KCRA)

Has/will this course be(submitted for Writing or Communication consideration? No

Has/will this course be(submitted for ICD or CD consideration? No

**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus

Letters of support or other documentation No

Additional information The Department of Performance studies is eliminating cross listing of our classes between the prefixes PERF, THAR, and MUSC. Going forward we will only offer this course with the PERF prefix.

Reviewer Comments Sandra Williams (sandra-williams) (03/08/19 3:18 pm): UCC approved March 2019.
Course Change Request

Date Submitted: 02/14/19 2:37 pm

Viewing: PERF MUSC 328 : Japanese Traditional Performing Arts

Also listed as: MUSC 328 / THAR 328

Formerly known as: MUSC 328 / THAR 328

Last edit: 02/14/19 2:37 pm

Changes proposed by: jimball

Catalog Pages referencing this course

| MUSC 328: Department of Performance Studies |
| International and Cultural Diversity Requirements |
| MUSC - Music (MUSC) |
| THAR - Theatre Arts (THAR) |
| University Core Curriculum |

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jim Ball</td>
<td><a href="mailto:jimball@tamu.edu">jimball@tamu.edu</a></td>
<td>646-326-4287</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

The proposed changes are part of a routine curriculum review.

Course prefix: PERF MUSC

Course number: 328

Department: Performance Studies

College/School: Liberal Arts

Academic Level: Undergraduate

Undergraduate course level justification (Select One)

College/Program Course Level Rubric

Effective term: 2020-2021

Complete Course Title:
Japanese Traditional Performing Arts

Abbreviated Course Title:
JAPAN TRAD PERF ARTS

Catalog course description:
Study of various genres of Japanese performing arts from the 7th century to the present; understanding the genres in their historical and cultural contexts and recognizing shared aesthetic values.
Prerequisites and
Restrictions
Junior or senior classification or approval of instructor.

Should catalog
prerequisites /
concurrent
enrollment be
enforced?
No

Crosslistings
Yes
Crosslisted With
THAR 328

Stacked
No

Semester 3
Credit Contact Lecture: 3 Lab: 0 Other: 0
Hour(s) (per
week):

Repeatable for
credit?
No

CIP/Fund Code
5001010003
Default Grade
Letter Grade (G)
Mode
Lecture

Method of
instruction

Will this course be
taught at another
branch?
No

Will sections of
this course be
taught as non-
traditional? (i.e.,
parts of term,
distance
education)

Will this course be
taught as a
distance
education course?
No

Is 100% of this
course going to be
taught in Texas?
Yes

Will classroom
space be needed
for this course?
Yes

This will be a required course or an elective course for the following programs:
### Course Syllabus

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus:</td>
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<tr>
<td>Upload syllabus</td>
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</tr>
<tr>
<td>Letters of support</td>
<td>No</td>
</tr>
<tr>
<td>or other documentation</td>
<td></td>
</tr>
<tr>
<td>Additional information</td>
<td>The Department of Performance studies is eliminating cross listing of our classes between the prefixes PERF, THAR, and MUSC. Going forward we will only offer this course with the PERF prefix.</td>
</tr>
<tr>
<td>Reviewer Comments</td>
<td>Sandra Williams (sandra-williams) (03/08/19 3:18 pm): UCC approved March 2019.</td>
</tr>
</tbody>
</table>
Course Change Request

Date Submitted: 02/15/19 5:30 pm

Viewing: **PERF THAR-386 : Evolution of the American Musical**

Also listed as: **THAR-386**

Formerly known as: **THAR 386**

Last edit: 02/15/19 5:30 pm

Changes proposed by: jimball

**Rationale for Course Edit**

*The proposed changes are part of a routine curriculum review.*

**Course prefix**  
PERF THAR

**Course number**  
386

**Department**  
Performance Studies

**College/School**  
Liberal Arts

**Academic Level**  
Undergraduate

**Undergraduate course level justification (Select One)**  
College/Program Course Level Rubric

**Effective term**  
2020-2021

**Complete Course Title**  
Evolution of the American Musical

**Abbreviated Course Title**  
EVL OF AMER MUSCIAL

**Catalog course description**

Examination of the American musical from its heterogeneous origins to a thriving and diverse expression of the human condition; analysis and critical discourse on the development of the American musical through text, audio and visual recordings.
### Prerequisites and Restrictions

Junior or senior classification or approval of instructor.

Should catalog prerequisites / concurrent enrollment be enforced? No

### Crosslistings

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
</table>

Crosslisted With

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credit Hour(s)</th>
<th>Contact Hour(s) (per week):</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
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</table>

Lab: 0  Other: 0

Total Contact Hour(s): 3

Repeatable for credit? No

### CIP/Fund Code

5005090003

### Default Grade Mode

Letter Grade (G)

Method of instruction

Lecture

Will this course be taught at another branch? No

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)

No

Will this course be taught as a distance education course? No

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? Yes

### Repeatable for credit

No

### Committee Chair

UG

5. 02/19/19 10:44 am
Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG

6. 02/19/19 11:08 am
Sandra Williams (sandra-williams): Approved for UCC Preparer

7. 03/08/19 3:18 pm
Sandra Williams (sandra-williams): Approved for UCC Chair

This will be a required course or an elective course for the following programs:
Course Syllabus

Syllabus: Upload syllabus
Upload syllabus

Letters of support or other documentation: No

Additional information: The Department of Performance studies is eliminating cross listing of our classes between the prefixes PERF, THAR, and MUSC. Going forward we will only offer this course with the PERF prefix.

Course Change Request

Date Submitted: 02/14/19 2:46 pm

Viewing: PERF MUSC 402: Intermedia Performance

Also listed as: FILM 402 / MUSC 402

Formerly known as: MUSC 402

Last approved: 02/13/18 3:24 am

Last edit: 02/19/19 1:36 pm

Changes proposed by: jimball

Catalog Pages referencing this course
- FILM 402: Department of Performance Studies
- FILM - Film Studies (FILM)
- MUSC - Music (MUSC)
- PERF - Performance Studies (PERF)
- MUSC 402:

Faculty Senate Number: FS.35.024

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jim Ball</td>
<td><a href="mailto:jimball@tamu.edu">jimball@tamu.edu</a></td>
<td>646-326-4287</td>
</tr>
<tr>
<td>Brianna Doucet</td>
<td><a href="mailto:bdoucet@tamu.edu">bdoucet@tamu.edu</a></td>
<td>9794580940</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

The proposed changes are to support a new program.
The proposed changes are part of a routine curriculum review.

Course prefix: PERF MUSC
Course number: 402

Department: Performance Studies
College/School: Liberal Arts
Academic Level: Undergraduate

Undergraduate course level justification (Select One)

Effective term: 2020-2021 2018-2019

Complete Course Title
Intermedia Performance

Approval Path
1. 02/14/19 3:02 pm
   Martin Regan (reganm):
   Approved for PRFM Department Head
2. 02/14/19 4:46 pm
   Steve Oberhelman (s-oberhelman):
   Approved for CLLA Department Head
3. 02/15/19 5:04 pm
   Terra Bissett (t.bissett):
   Approved for Curricular Services Review
4. 02/15/19 8:01 pm
   Steve Oberhelman (s-oberhelman):
   Approved for LA
<table>
<thead>
<tr>
<th>Abbreviated Course Title</th>
<th>INTERMEDIA PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog course description</td>
<td>Study of theory, history, literature and techniques of intermedia composition and design for film, theatre, dance, interactive media, and other forms of performance; examination of the collaborative creative process; projects in interdisciplinary performance.</td>
</tr>
<tr>
<td>Prerequisites and Restrictions</td>
<td>Junior or senior classification.</td>
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<tr>
<td>Concurrent Enrollment</td>
<td>No</td>
</tr>
<tr>
<td>Should catalog prerequisites / concurrent enrollment be enforced?</td>
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</tr>
<tr>
<td>Crosslistings</td>
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<td>Crosslisted With</td>
<td>FILM 402</td>
</tr>
<tr>
<td>Stacked</td>
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<tr>
<td>Semester Credit Hour(s)</td>
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<td>Alternate Grade Modes</td>
<td>Satisfactory/Unsatisfactory</td>
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<td>Lecture</td>
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<td>Will this course be taught at another branch?</td>
<td>No</td>
</tr>
<tr>
<td>Will sections of this course be taught as non-traditional? (i.e., parts of term,</td>
<td></td>
</tr>
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</table>

**History**

1. Feb 13, 2018 by Brianna Doucet (bdoucet)
distance education)

Will this course be taught as a distance education course?  No

Is 100% of this course going to be taught in Texas?  Yes

Will classroom space be needed for this course?  Yes

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

Has/will this course be(en) submitted for core curriculum consideration?  No

Has/will this course be(en) submitted for Writing or Communication consideration?  No

Has/will this course be(en) submitted for ICD or CD consideration?  No

Course Syllabus

Syllabus:  Upload syllabus

Upload syllabus

Letters of support or other documentation  No  Yes

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty Senate
The Department of Performance studies is eliminating cross listing of our classes between the prefixes PERF, THAR, and MUSC. Going forward we will only offer this course with the PERF and FILM prefixes.

Reviewer
Sandra Williams (sandra-williams) (03/08/19 3:18 pm): UCC approved March 2019.

Reported to state?
Add
Change
CS

Key: 11669
MEMORANDUM

TO: Mr. Michael K. Young
    President

THROUGH: Dr. Carol A. Fierke
    Provost and Executive Vice President

FROM: Dr. Michael Benedik
    Vice Provost

SUBJECT: September 11, 2017 Faculty Senate Items

All of the attached September 2017 Faculty Senate items have been reviewed and approved by college, university curriculum, Faculty Senate and Office of the Provost.

New Course Requests, Course Change Requests, Course Withdrawal Requests, Change in Curriculum Requests, and W Courses
Approval recommended. FS.35.020; FS.35.021; FS.35.023; FS.35.024; FS.35.025; FS.35.026; FS.35.032; FS.35.033; FS.35.034; FS.35.035; FS.35.036; FS.35.037; FS.35.038; FS.35.039; FS.35.040; FS.35.041; FS.35.042.

FS.35.022: Approval recommended. College of Agricultural and Life Sciences, Department of Horticultural Sciences, Master of Agriculture in Horticulture. Request for a CIP code change. Proposed implementation date: January 1, 2018. The PhD and MS in Horticulture change to 01.1103 was approved in October 2016. This request will align the MAGR with the PhD and MS in Horticulture. There will be no impact to students, faculty or staff.
EXTERNAL ACTION: A CIP Code Change Request form will be submitted to the THECB.

FS.35.027: Approval recommended. Mays Business School, Department of Marketing, inactivation of program: Advertising Strategy-Certificate. The department now offers transcriptable tracks that match the certificate. There are 17 students enrolled with a projected graduation date of May 2019.
EXTERNAL ACTION: Notification to SACSCOC.

FS.35.028: Approval recommended. Mays Business School, Department of Marketing, inactivation of program: Analytics and Consulting-Certificate. The department now offers transcriptable tracks that match the certificate. There are 25 students enrolled with a projected graduation date of May 2019.
EXTERNAL ACTION: Notification to SACSCOC.
FS.35.029: Approval recommended. Mays Business School, Department of Management, inactivation of program-Entrepreneurial Leadership-Certificate. Inactivation due to lack of student interest. A more desired and popular option for students is the creation of the Entrepreneurial Leadership Management Track within the Management major. There are three students enrolled with a projected graduation date of December 2018.

EXTERNAL ACTION: Notification to SACSCOC.

FS.35.030: Approval recommended. Mays Business School, Department of Marketing, inactivation of program-Retail Buying and Management-Certificate. The department now offers transcriptable tracks that match the certificate. There are 31 students enrolled with a projected graduation date of May 2019.

EXTERNAL ACTION: Notification to SACSCOC.

FS.35.031: Approval recommended. Department of Marketing, inactivation of program—Professional Selling and Sales Management-Certificate. The department now offers transcriptable tracks that match the certificate. There are 15 students enrolled with a projected graduation date of December 2018.

EXTERNAL ACTION: Notification to SACSCOC.

FS.35.043: Approval recommended. College of Engineering, Department of Computer Science and Engineering, new degree program: Bachelor of Arts in Computing. Program does not meet criteria to submit planning notification request for approval to the THECB.

INTERNAL ACTION: Submit Board of Regents agenda item by November 6, 2017 System deadline.

EXTERNAL ACTION: Distribute via email required 50-mile notification as soon as Senate item is approved; submit required Proposal, Funding Estimation Tool and Certification Form for the THECB with Board of Regents agenda item submission.

Attachments
Course Change Request

Date Submitted: 02/18/19 9:21 am

Viewing: PSYC 301: Elementary Statistics for Psychology

Formerly known as: PSYC 203

Last approved: 03/21/18 3:23 am

Last edit: 03/01/19 10:49 am

Changes proposed by: hlench

Catalog Pages referencing this course

- Department of Psychological and Brain Sciences
- Department of Psychological and Brain Sciences
- NRSC - Neuroscience (NRSC)
- Neuroscience
- PSYC - Psychology (PSYC)
- PSYC 301

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sherecce Fields</td>
<td><a href="mailto:safields@tamu.edu">safields@tamu.edu</a></td>
<td>813-495-7638</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

- The proposed changes are part of a routine curriculum review.
- The proposed changes are to meet the demand/interest of students.

Course prefix: PSYC  
Course number: 301

Department: Psychological and Brain Sciences
College/School: Liberal Arts
Academic Level: Undergraduate

Undergraduate course level justification (Select One)
Prerequisites

All prerequisites will be enforced through COMPASS.

Academic Level (alternate): Graduate

Effective term: 2018-2019 Summer

Complete Course Title: Elementary Statistics for Psychology

Abbreviated Course Title: ELMNTRY STAT PSYC

Approval Path

1. 02/18/19 9:28 am  
   Heather Lench (hlench): Approved for PBSI Department Head

2. 02/18/19 2:40 pm  
   Terra Bisse (t.bisse): Approved for Curricular Services Review

3. 02/18/19 4:19 pm  
   Steve Oberhelman (s-oberhelman): Approved for LA Committee Preparer UG

4. 02/19/19 10:41 am  
   Steve Oberhelman (s-oberhelman): Approved for LA Committee Chair UG

5. 02/19/19 11:13 am  
   President

6. 02/19/19 12:40 pm  
   Provost II

7. 02/19/19 1:13 pm  
   Curricular Services

8. 02/19/19 1:53 pm  
   Banner

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty Senate
Catalog course description
Practical knowledge of statistics up through analysis of variance. Practice sessions devoted to numerical problems. Will not satisfy mathematics requirement in College of Liberal Arts curricula.

Prerequisites and Restrictions
Grade of C or better in PSYC 107; MATH 140 or MATH 150 with a grade of C or better, MATH 141, MATH 142, MATH 166, MATH 151, MATH 171, MATH 131, or MATH 147; major in psychology.

Concurrent Enrollment
No

Should catalog prerequisites / concurrent enrollment be enforced?
Yes

Enforced Prerequisites / Concurrent Enrollment

<table>
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<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
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<tr>
<td>Or</td>
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<tr>
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<td>MATH 140</td>
<td>C</td>
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</tbody>
</table>

Crosslistings
No

Stacked
No

Contact Hour(s) (per)
Semester Credit: 4
Lecture: 3, Lab: 2, Other: 0, Total: 5

History
1. Aug 30, 2017 by Mindy Bergman (mindybergman)
2. Mar 21, 2018 by Joshua Hicks (joshua.hicks)
Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

Course elements and assignments remain identical, although students submit questions and assignments electronically.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Course elements and assignments remain identical, including the amount of lecture and discussion time required of students.

This will be a required course or an elective course for the following programs:
Required (select program)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BS-PSYC) Psychology - BS</td>
</tr>
<tr>
<td>(BA-PSYC) Psychology - BA</td>
</tr>
</tbody>
</table>

Elective (select program)

Has/Will this course be submitted for core curriculum consideration? No

Has/Will this course be submitted for Writing or Communication consideration? Yes

Has/Will this course be submitted for ICD or CD consideration? No

Syllabus:

Upload syllabus

PSYC 301 online.pdf

PSYC 301 traditional.pdf

Letters of support or other documentation

No

Additional information

The syllabus will be used for both the traditional and web course - the attached is an example.

Sections of this course will be taught online. (700 & 701) The online course covers the same topics and meets the same learning objectives as the face-to-face course. Lecture and discussion time is identical to the face-to-face course with recorded lectures, and activities and assignments are identical. The Student Learning Outcomes for these courses and all other face-to-face courses are equivalent. The restrictions of Rule 11.03.99.M1 were discussed prior to the creation of the course.

Reviewer Comments

Jon Jasperson (jon.jasperson) (02/25/19 3:30 pm): A) prerequisites on syllabus do not match prerequisites on CARS form; B) content in the section titled "Description form Course Catalogue" does not match the "Catalog Course Description" on the CARS form; C) both a traditional and non-traditional syllabus are required when requesting approval for non-traditional course delivery. While the CARS form explicitly states the same syllabus
will be used in both situations, there are enough differences between the two delivery modes that both different syllabi should be used. For example, the online course does not need sections of the syllabus that describe lecture attendance, laptop use in the classroom, and classroom behavior. Further, it is not evident how the lab component fits with the online version of the course (e.g., if I enroll in an online course am I expected to attend the lab online as well or in a face-to-face setting?). Do online students take online exams? If so, will they need to pay for an online proctoring company? Students deserve to have a syllabus relevant to the course they are taking to help them understand what is expected of them during the course. The Posters section does not indicate when online students will have the research conference. The course schedule does not have a version for the online class. D) the section about Make-Up Exams and the section about Lab Attendance do not seem to completely agree about the requirement for advance notification.

Sandra Williams (sandra-williams) (03/01/19 10:49 am): Update received. Concerns addressed.
Sandra Williams (sandra-williams) (03/08/19 3:18 pm): UCC approved March 2019.

Reported to state?

CS
No

Key: 13714
1. **Office Hours:** Thursdays 8:30 to 10:30 am or by appointment, either in person or via the online platform.

2. **Prerequisites:** Grade of C or better in PSYC 107; MATH 140 or MATH 150 with a grade of C or better, MATH 141, MATH 142, MATH 166, MATH 151, MATH 171, MATH 131, or MATH 147; major in psychology.

3. **Description from Course Catalogue:** Practical knowledge of statistics up through analysis of variance. Practice sessions devoted to numerical problems. Will not satisfy mathematics requirement in College of Liberal Arts curricula.

4. **Required Materials:**
   4.3. For exams, you must have a standalone, non-scientific, non-statistical calculator. These cost between $1-5 dollars depending where you go. A calculator that takes the square root is all you need. Statistical calculators are unacceptable for exams.

5. **Recommended Materials:** jamovi statistical software (free): https://www.jamovi.org/

6. **Course Description:** The course will teach you to use a broad set of statistical methods to analyze data and interpret hypothesis tests. It will emphasize statistical reasoning and its interpretation rather than memorization of formulas. You will learn to appreciate uncertainty and to distinguish statistical significance from the more common language usages of the term significant. You will be trained to be critical consumers of research findings described in both the scientific literature and popular media. You will have to perform calculations but these require nothing more than basic high-school algebra. The emphasis of this class is on understanding the LOGIC of the statistical methods. If you can use a calculator, you can do statistics.

This course is also a university designated “W” course, and at least 25% of your grade will be based on writing. In this class, it is at 28%. Although statistics may not seem like the most obvious class to be writing intensive, effective communication about statistical analyses and the interpretation of results is a crucial part of psychological science. Writing well is a skill that can be developed with deliberate practice. You will have the chance to develop your skills in this course.
Student Learning Outcomes - At the end of PSYC 301, the successful student should be able to:
6.1. Effectively categorize, summarize, and interpret quantitative data
6.2. Interpret inferential statistics used to evaluate differences between two or more groups
6.3. Interpret inferential statistics used to quantify linear associations between two or more variables
6.4. Evaluate simple effect sizes
6.5. Critically evaluate quantitative information in psychological research
6.6. Describe data and statistical tests in written documents
6.7. Texas A&M University has identified student learning outcomes that describe our institutional commitment to your educational goals. These include the ability to demonstrate critical thinking, effective communication, and social, cultural, and global competence. Please see: http://provost.tamu.edu/essentials/pdfs/copy_of_UndergraduateLearningOutcomesFinal.pdf. The most relevant to this course are the following:
6.7.1. Critical Thinking: You will learn how to critically evaluate statistical results and quantitative information reported in psychological research.
6.7.2. Communication: You will learn how to communicate statistical results to psychological researchers. You will learn how to interpret statistical information presented in scientific reports.
6.7.3. Social Responsibility: You will consider how data should be collected, presented, and interpreted in an ethical manner. You will learn about the importance of transparency in conducting and reporting statistical analyses.
6.7.4. Empirical and Quantitative Skills: You will learn to use statistical techniques to summarize data and to make inferences about population parameters. You will learn how to distinguish claims of statistical significance from claims about substantive or practical significance. You will learn about basic effect size estimates and how these are typically interpreted in psychological research.

7. Course Policies:
7.1. Calculators: I strongly encourage you to use a calculator for doing your assignments. A calculator that takes the square root is all you need, and as just noted, scientific/statistical calculators are unacceptable for exams. You must show your work on all assignments and on exams.
7.1.2. Labs: The lab component is mandatory and your participation in lab assignments and practice will be recorded and scored by the lab TA. It will also be part of your grade (as measured by completed assignments). There are no labs the first week of classes. For the lab, you will need to have downloaded and have access to either SPSS (student version) or jamovi (free; see link above).
7.2. Lecture Participation: Given that well over half of the material on each test will come from the lecture, you are highly encouraged to view the lecturers and participate in online discussions about the topics.
7.4. Plagiarism: Plagiarism consists of taking the ideas, words, or images (i.e., intellectual products) of another person and passing them off as your own. You are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have their permission. Plagiarism is one of the worst academic crimes because it undermines trust and makes it impossible to properly allocate credit for intellectual products. Any violations will be reported to the Aggie Honor System Office. Students who plagiarize material on written assignments will receive 0 points for that assignment. On eCampus, see the handout from Turnitin for different forms of plagiarism.
7.5. Make-Up Exams: Missing a test is a serious event. University rules are clear, and are detailed in
University rule #7 (see http://student-rules.tamu.edu/rule07). This “Attendance Policy” will be strictly adhered to in situations in which a student misses the scheduled test time. Read section 7.1.6.2 closely. In cases like this, I will require both documents (7.1.6.2.1 and 7.1.6.2.2). Also read section 7.3 very closely about contacting a professor if possible.

8. Grades:

8.1. **IMPORTANT: SINCE THIS IS A WRITING-INTENSIVE COURSE, YOU CAN'T PASS IT (PER UNIVERSITY RULES ABOUT W COURSES) WITHOUT EARNING A PASSING GRADE (60%) ON THE WRITING COMPONENT (LAB)! THAT'S 108/180 POINTS**

<table>
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<tr>
<th>Total Point Breakdown:</th>
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<tr>
<td><strong>Main Class:</strong></td>
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<td><strong>Research Project</strong></td>
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**Total:** 639

* BDDO: Brainstorm, Design, Data, and Outputs
8.2. **Exams** (300 points, 47% of total grade): There will be 3 exams (the 3rd being the final exam), each worth 100 points. Exams will include multiple choice, calculations, and short-answer questions. Each exam (including the final) will be explicitly focused on the topics covered in just that section of the course, but keep in mind that statistics builds upon itself so you will encounter material on each exam (except for the 1st) that you learned before the previous exam. This means that you should make sure you keep up with the material throughout the entire semester. Exams will be completed via an online platform, and you will be provided with information about set up, log in, and timing of the exams.

8.3. **Research Projects** (300 points, 47% of total grade: see breakdown below 7.3.1-7.3.3. You will conduct a group research project that will provide the data for three writing assignments and one poster presentation. This group project will be designed the second week in collaboration with your TA, who will give you additional instructions on the types of variables that you need to include. You'll be working with the data for a while, so be sure that you pick a topic that you find interesting! Portions of the labs will be devoted to discussion about the projects. Groups can communicate through whatever platform is most convenient for all members, and this should be agreed upon during the initial group discussion. Small-group collaborative learning has been shown to be effective in helping students to learn material; students who already understand learn by teaching other students, and students who don't know the answer learn from peers.

8.3.1. **BDDO: Brainstorm, Design, Data and Outputs.** 30 points [Brainstorm: 5 points; Design: 5 points; Full dataset: 5 points; 3 statistical outputs: 5 points each]*, 5% of total grade). Students will brainstorm on possible topics, then design their study. When it is approved by the TA, the group members get 5 points each. Then they will collect data. When that data collection is complete and the data have been saved into an SPSS data file (.sav) or jamovi file (.omv), uploaded into eCampus, and approved by the TA, each member of the group will get 5 points. Finally, there are three writing assignments, requiring 3 different data analyses. Each of these statistical outputs (either an SPSS .spv file exported to a .pdf, or just a jamovi .omv file). Each group member will get 5 points when each of these files is uploaded to eCampus and approved by the TA. Groups lose a point for each 24-hour period these assignments are late.

*Note that your dataset for the semester can be in either SPSS (.sav) or jamovi (.omv) formats. Your output for each analysis can be in either .pdf or .omv format. Please do not submit outputs in .spv format (these are viewer files in SPSS, and your TA may not have SPSS handy to view them in a timely manner). Group members can choose different data platforms (not everyone has to use SPSS or jamovi, each person can choose their own).

8.3.2. **Writing.** As noted in section 5, about 28% of the points in this course are allocated to writing assignments necessary to fulfill Texas A&M's "W" course requirements. Specifically, these assignments include the final drafts of the 3 individual writing assignments (150 points total) and a poster presentation (30 points). This totals to 180 points out of 639 (or 28%).

NOTE THAT IRRESPECTIVE OF YOUR GRADE FOR THE OVERALL CLASS, YOUR TOTAL SCORE FOR THESE ASSIGNMENTS MUST REACH AT LEAST 108 OUT OF 180 POINTS IN ORDER TO PASS PSYC 301 (60% of 180). Note also however, that you will also submit rough drafts, the points for which do not count towards the "W" course requirements, but do indeed contribute substantially to your overall grade. More information below.

8.3.1.1. **Papers** (three of them; 240 points total)

**Rough Drafts** You must submit a rough draft for each writing assignment (the TA will
not grade your final draft without having already documented a rough draft). The rough
drafts will be submitted*** and evaluated through a combined TA and peer-review process
via the online tool Peerceptiv (https://www.peerceptiv.com/). These drafting/peer-review
activities
will help you learn about the writing and revision process. They will also help you gain
feedback on your own rough draft. The grading is done automatically through Peerceptiv.
Please see the assignment instructions in eCampus for more details.
** Final Drafts** (80 points each; 240 points total). It is your responsibility to
apply the feedback from drafts to your report and make changes. Final drafts will be
submitted*** via Turnitin (https://www.turnitin.com/). Your TA will grade the paper
within 1 week. Late final drafts will be accepted, but 10% (in addition to any penalties from
the rough draft) will be deducted for each day late.

** Note** that though these are group projects, each student works independently on typing and
completing each writing assignment throughout the semester. Plagiarism is not permitted; see the back
page of this syllabus for more info on plagiarism.

*** Note that Peerceptiv and Turnitin have different ways of confirming your uploads. 1) For
Peerceptiv, make sure that it says “Document Submitted” (after submitting) [take a screenshot if you
want proof; if it doesn’t, SUBMIT AGAIN; 2) For Turnitin, please make sure that you get an email
confirmation from Turnitin; if you don’t, SUBMIT AGAIN.

8.3.2. **Research Presentations** (30 points [10 for the group; 20 for individuals], 5% of total grade).
At the end of the semester we will hold a "research conference" for the class. Each group will
record a 5-minute presentation and engage in discussions about their own and others’
research. People will be graded individually and as a group for the final presentation (worth 30
points; 10 for the group; 20 for individuals). In a subsequent survey, individuals will report
their role as a group member, what their grade should be, and identify the roles and
performance of other group members. Additional instructions will be provided about logging
into the online platform, uploading your presentation, and discussing your own and others
research via online discussion groups.

8.4. **Lab Participation** (39 points [3 pts. x 13 labs], 6% of total grade): Participating in the lab portion of
the class is important for mastering material. Time spent in lab will be crucial in helping you
complete analyses in SPSS and/or jamovi and for completing research assignments. Time in lab
may also be used for additional practice with concepts covered in lecture. There will 13 labs worth 3
points each.

8.5. **Final grades** will be assigned at the end of the semester on the basis of the total number of points
earned out of a possible 639 points. Grades (with strict cutoffs) will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Total Points Earned</th>
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<tbody>
<tr>
<td>A</td>
<td>89.5% and above</td>
<td>571-639 points</td>
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<tr>
<td>B</td>
<td>79.5-89.499%</td>
<td>508-570.99 points</td>
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<tr>
<td>C</td>
<td>69.5-79.499%</td>
<td>444-507.99 points</td>
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<tr>
<td>D</td>
<td>59.5-69.499%</td>
<td>380-443.99 points</td>
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<td>F</td>
<td>Below 59.499%</td>
<td>0-379.99 points</td>
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9. **General University/Department Policies**

9.1. **Americans with Disabilities Act (ADA) Policy:** 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 believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu

9.2. **Diversity and Course Climate:** The Psychology Department supports the Texas A&M University commitment to diversity and welcomes individuals of all ages, backgrounds, citizenships, disabilities, education levels, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences (See http://diversity.tamu.edu/).

9.3. **Title IX Statement on Limits to Confidentiality:** Texas A&M University, the College of Liberal Arts, and the Department of Psychological and Brain Sciences are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees — including instructors — cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

9.3.1. Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff.

9.3.2. Credible threats of harm to oneself, to others, or to university property

9.3.3. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service (https://sacs.tamu.edu/). Students and faculty can report concerning, non-emergency behavior at http://tellsomebody.tamu.edu.

9.3.4. Students can report concerning, non-emergency behavior at http://tellsomebody.tamu.edu.

9.4. **Academic Integrity:** “An Aggie does not lie, cheat or steal, or tolerate those who do.” For additional information, please visit: http://aggiehonor.tamu.edu.

9.4.1. Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

9.4.2. For additional information visit: http://www.aggiehonor.tamu.edu/

10. **Course Schedule (next page)**
<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Week</th>
<th>Unit</th>
<th>Day</th>
<th>Topic</th>
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<tbody>
<tr>
<td></td>
<td>14</td>
<td>M</td>
<td>M</td>
<td>Welcome, Introductions, Syllabus, group research projects</td>
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<tr>
<td></td>
<td>16</td>
<td>W</td>
<td>SLK01: Introduction to Course, levels of measurement</td>
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<td>F</td>
<td>SLK02: Measures of Central Tendency, more on levels of measurement</td>
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<tr>
<td>January</td>
<td>21</td>
<td>M</td>
<td>Martin Luther King Day - No Classes</td>
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<td>23</td>
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<td>SLK03: Variability</td>
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<td>SLK04: Graphing Data</td>
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<td>30</td>
<td>W</td>
<td>SLK06: Reliability and Validity</td>
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<td>04</td>
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<td>Instructor Away - No classes</td>
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<td>SLK06: Reliability and Validity (cont’d)</td>
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<td>SLK07: Hypotheses</td>
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<td>13</td>
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<td>Catch-up &amp; Review</td>
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<td>----- Exam #1 -----</td>
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<td>February</td>
<td>18</td>
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<td>SLK08: The Normal Curve, Probability, and Z-Scores (cont’d)</td>
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<td>SLK09: Significance Testing</td>
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<td>SLK11: Independent-Sample t-tests</td>
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<td>----- Exam #2 -----</td>
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<td>March</td>
<td>11-15</td>
<td>M-F</td>
<td>Spring Break - No classes</td>
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<td>SLK13: Simple ANOVA</td>
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<td>SLK10: One-Sample Z-test</td>
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<td>SLK12: Dependent-Samples t-tests</td>
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<td>SLK12: Dependent-Samples t-tests (cont’d) / SLK5: Correlation Coefficients</td>
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<td>SLK05: Correlation Coefficients (cont’d)</td>
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<td>SLK15: Testing Correlation Coefficients / SLK16: Linear Regression</td>
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<td>SLK16: Linear Regression (cont’d)</td>
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<td>SLK14: Factorial ANOVA</td>
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<td>19</td>
<td>F</td>
<td>Reading Day - No Classes</td>
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<tr>
<td>April</td>
<td>22</td>
<td>M</td>
<td>Class dedicated to going over poster presentations</td>
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<td>24</td>
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<td>Poster Presentations</td>
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<td>26</td>
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<td>SLK 17: Chi-Square</td>
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<td>29</td>
<td>M</td>
<td>SLK18: Other Tests</td>
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<td>Review</td>
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<td>06</td>
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<td>----- Final Exam ----- (sections 901-905) (8:00 – 10:00 am, Psychology 108)</td>
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<td>07</td>
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<td>----- Final Exam ----- (sections 912-915) (10:30 am – 12:30 pm, Psychology 108)</td>
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</tbody>
</table>
1. **Office Hours**: Thursdays 8:30 to 10:30 am or by appointment. You can book a 15-minute slot directly in Google Calendar (this rather long link is also clickable in eCampus under “Course Information”) https://calendar.google.com/calendar/selfsched?sstoken=UUlWS2p3UkFDZz\1HfGRlZmF1bHR8ZDY0ZDExODdnM2U0NDcwN2IxNJMyNTdkNDk5Yzc3YWE

2. **Prerequisites**: PSYC 107 (Intro) & MATH 166 or Equivalent & Major in Psychology

3. **Description from Course Catalogue**: Practical knowledge of statistics up through analysis of variance (ANOVA). Practice sessions devoted to numerical problems.

4. **Required Materials**:
   4.3. For exams, you must bring a standalone, non-scientific, non-statistical calculator. These cost between $1-5 dollars depending where you go. It cannot be an app on your phone or other device. A calculator that takes the square root is all you need. Statistical calculators are unacceptable for exams (since they can get you unfairly close to the right answer without doing the calculations yourself).
   4.4. A tri-fold for the poster presentations (one per research group). More on this later.

5. **Recommended Materials**: jamovi statistical software (free): https://www.jamovi.org/

6. **Course Description**: The course will teach you to use a broad set of statistical methods to analyze data and interpret hypothesis tests. I will emphasize statistical reasoning and its interpretation rather than memorization of formulas. You will learn to appreciate uncertainty and to distinguish statistical significance from the more common language usages of the term significant. You will be trained to be critical consumers of research findings described in both the scientific literature and popular media. You will have to perform calculations but these require nothing more than basic high-school algebra. The emphasis of this class is on understanding the LOGIC of the statistical methods. If you can use a calculator, you can do statistics. This course is also a university designated “W” course, and at least 25% of your grade will be based on writing. In this class, it is at 28%. Although statistics may not seem like the most obvious class to be writing intensive, effective communication about statistical analyses and the interpretation of results is a crucial part of psychological science. Writing well is a skill that can be developed with deliberate practice. You will have the chance to develop your skills in this course.
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6.1. Effectively display, summarize, and interpret quantitative data
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6.7.2. Communication: You will learn how to communicate statistical results to psychological researchers. You will learn how to interpret statistical information presented in scientific reports.
6.7.3. Social Responsibility: You will consider how data should be collected, presented, and interpreted in an ethical manner. You will learn about the importance of transparency in conducting and reporting statistical analyses.
6.7.4. Empirical and Quantitative Skills: You will learn to use statistical techniques to summarize data and to make inferences about population parameters. You will learn how to distinguish claims of statistical significance from claims about substantive or practical significance. You will learn about basic effect size estimates and how these are typically interpreted in psychological research.

Course Policies:
7.1. Calculators: I strongly encourage you to use a calculator for doing your assignments. More importantly however (and as noted above), I also require that you bring a calculator during the exams. For exams, this calculator must be a standalone, non-scientific, non-statistical calculator, and cannot be an app on your phone or other device. A calculator that takes the square root is all you need, and as just noted, scientific/statistical calculators are unacceptable for exams (since they can get you unfairly close to the right answer without doing the calculations yourself). You must show your work on all assignments on exams.

7.2. Lab Attendance: Lab attendance is mandatory and will be recorded and scored by the lab TA. It will also be part of your grade (as measured by completed assignments turned in during that lab day). Your lab TA will further specify the lab attendance policy. There are no labs the first week of classes. Labs are held in Milner Hall 202, a small classroom for a couple dozen students with computers for each student.

7.3. Lecture Attendance: Given that well over half of the material on each test will come from the lecture, lecture attendance is highly encouraged. However, lecture attendance will not be formally monitored and there will be no direct penalty for absences. If you miss class, please DO NOT ask me if I covered anything important in lecture. The answer is always some version of this response: “Yes. Ask a classmate for details.”
7.4. **Laptops:** Lecture and lab time will be devoted to practice and discussion. I request that you do not use a laptop during class. They can be distracting to other students and hinder group discussion. The existing research evidence suggests laptop use impairs rather than enhances performance when used during lecture time. Thus, I encourage you to take notes by hand in this class. If you do use a laptop or other electronic device, it must be used for classroom purposes only. The Wi-Fi capabilities should be turned off, all applications other than the note-taking system should be closed, and the sound should be muted. Anyone using their devices for anything other than coursework will be asked to leave the classroom. Finally, anyone using a laptop must not only use a silicon keyboard skin to mute the tapping that can be distracting to other students, but must also sit near the periphery of the classroom, but preferably not the front unless there's a compelling reason.

7.5. **Classroom behavior:** PSYC 301 is a learning community where civility and mutual respect are crucial for success. I will come to lecture excited about statistics and prepared to teach the material. I will treat you like mature members of a learning community. Likewise, I expect that you will come to lecture and lab prepared to learn and ready to contribute to the course in a thoughtful manner. Please do not engage in distracting behaviors during scheduled course meeting times. For example, do not read the newspaper, use a cell phone, talk with others, or leave in the middle of lecture or lab in a disruptive fashion. I appreciate your attention to these common courtesies. Let’s be nice to each other and have a great semester!

7.6. **Grade Disputes:** If you wish to dispute a grade on an assignment or exam, you must submit a written rationale to justify the change within 1 week of receiving your score for exams, written papers, or lab activities. Submit the rationale to me if it's an exam score. Otherwise, submit the rationale to your TA.

7.7. **Plagiarism:** Plagiarism consists of taking the ideas, words, or images (i.e., intellectual products) of another person and passing them off as your own. You are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have their permission. Plagiarism is one of the worst academic crimes because it undermines trust and makes it impossible to properly allocate credit for intellectual products. Any violations will be reported to the Aggie Honor System Office. Students who plagiarize material on written assignments will receive 0 points for that assignment. On eCampus, see the handout from Turnitin for different forms of plagiarism.

7.8. **Make-Up Exams:** Missing a test is a serious event. University rules are clear, and are detailed in University rule #7 (see http://student-rules.tamu.edu/rule07). This “Attendance Policy” will be strictly adhered to in situations in which a student is absent when tests are given. Read section 7.1.6.2 closely. In cases like this, I will require both documents (7.1.6.2.1 and 7.1.6.2.2). Also read section 7.3 very closely. If you are missing an exam because of a cold or flu, you must notify me before the exam starts. Students often mis-read/mis-interpret 7.3 where it points out what happens when a student misses an exam and is for some reason incapable of notifying the instructor before the exam (e.g., car accident, extremely severe illness involving incoherence). If incapacitation or a seriously distracting event occurs, the student has until the end of the 2nd working day after the absence, which I (more leniently) interpret to be the point of time at which the student becomes capable of notifying me of the reasons for the missed exam. If the student notifies me by the end of this 2nd day AND the incapacitation / distracting-event claim is accompanied by not only a medical visit confirmation note, but also an Explanatory Statement for Absence from Class (https://shs.tamu.edu/wp-content/uploads/2016/03/Explanatory-Statement-for-Absence-from-Class.pdf), the student and the instructor have 30 days, within which to schedule a make-up exam (if the instructor accepts the reasons given by the student). And once that date is set, as the same rules apply as for any regularly scheduled exam.
8. Grades:

8.1. IMPORTANT: SINCE THIS IS A WRITING-INTENSIVE COURSE, YOU CAN’T PASS IT (PER UNIVERSITY RULES ABOUT W COURSES) WITHOUT EARNING A PASSING GRADE (60%) ON THE WRITING COMPONENT (LAB)! THAT’S 108/180 POINTS

**Total Point Breakdown:**

<table>
<thead>
<tr>
<th>Main Class:</th>
<th>Exams (4)</th>
<th>75 points each</th>
<th>300 (47%)</th>
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</thead>
<tbody>
<tr>
<td>Lab:</td>
<td>Writing Assignments (3)</td>
<td>50 points each</td>
<td>150 (23%)</td>
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<td></td>
<td>Peer Reviews (3)</td>
<td>30 points each</td>
<td>90 (14%)</td>
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<tr>
<td></td>
<td>BDDO* (6)</td>
<td>5 points each (group scores)</td>
<td>30 (5%)</td>
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<tr>
<td></td>
<td>Poster Presentation (1)</td>
<td>10 points (group score)</td>
<td>10 (2%)</td>
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<tr>
<td></td>
<td></td>
<td>20 points (individual score)</td>
<td>20 (3%)</td>
</tr>
<tr>
<td>Attendance</td>
<td>Attendance (13)</td>
<td>3 points each</td>
<td>39 (6%)</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td><strong>639</strong></td>
</tr>
</tbody>
</table>

* BDDO: Brainstorm, Design, Data, and Outputs

8.2. Exams (300 points, 47% of total grade): There will be 3 exams (the 3rd being the final exam), each worth 100 points. Exams will include multiple choice, calculations, and short-answer questions. Each exam (including the final) will be explicitly focused on the topics covered in just that section of the course, but keep in mind that statistics builds upon itself so you will encounter material on each exam (except for the 1st) that you learned before the previous exam. This means that you should make sure you keep up with the material throughout the entire semester.

8.3. Research Projects (300 points, 47% of total grade; see breakdown below 7.3.1-7.3.3: You will conduct a group research project that will provide the data for three writing assignments and one poster presentation. This group project will be designed in your first lab class, where your TA will give you additional instructions on the types of variables that you need to include. You’ll be working with the data for a while, so be sure that you pick a topic that you find interesting! Portions of the labs will be devoted to discussion about the projects. Small-group collaborative learning has been shown to be effective in helping students to learn material; students who already understand learn by teaching other students, and students who don’t know the answer learn from peers.

8.3.1. BDDO: Brainstorm, Design, Data and Outputs. 30 points [Brainstorm: 5 points; Design: 5 points; Full dataset: 5 points; 3 statistical outputs: 5 points each]*, 5% of total grade). Students will brainstorm on possible topics, then design their study. When it is approved by the TA, the group members get 5 points each. Then they will collect data. When that data collection is complete and the data have been saved into an SPSS data file (.sav) or jamovi file (.omv), uploaded into eCampus, and approved by the TA, each member of the group will get 5 points. Finally, there are three writing assignments, requiring 3 different data analyses. Each of these statistical outputs (either an SPSS .spv file exported to a .pdf, or just a jamovi .omv file). Each group member will get 5 points when each of these files is uploaded to eCampus and approved by the TA. Groups lose a point for each 24-hour period these assignments are late.

* Note that your dataset for the semester can be in either SPSS (.sav) or jamovi (.omv) formats. Your output for each analysis can be in either .pdf or .omv format. Please do not submit outputs in .spv format (these are viewer files in SPSS, and your TA may not have SPSS handy to view them in a timely manner).
8.3 (continued)

8.3.2. Writing. As noted in section 5, about 28% of the points in this course are allocated to writing assignments necessary to fulfill Texas A&M's "W" course requirements. Specifically, these assignments include the final drafts of the 3 individual writing assignments (150 points total) and a poster presentation (30 points). This totals to 180 points out of 639 (or 28%). NOTE THAT IRRESPECTIVE OF YOUR GRADE FOR THE OVERALL CLASS, YOUR TOTAL SCORE FOR THESE ASSIGNMENTS MUST REACH AT LEAST 108 OUT OF 180 POINTS IN ORDER TO PASS PSYC 301 (60% of 180). Note also however, that you will also submit rough drafts, the points for which do not count towards the "W" course requirements, but do indeed contribute substantially to your overall grade. More information below.

8.3.2.1. Papers (three of them; 240 points total, 150 of which count toward the "W" requirement)

8.3.2.1.1. Rough Drafts** (30 points each; 90 points total). You must submit a rough draft for each writing assignment (the TA will not grade your final draft without having already documented a rough draft). The rough drafts will be submitted*** and evaluated through a combined TA and peer-review process via the online tool Peerceptiv (https://www.peerceptiv.com/). These drafting/peer-review activities will help you learn about the writing and revision process. They will also help you gain feedback on your own rough draft. The grading is done automatically through Peerceptiv. Please see the assignment instructions in eCampus for more details. For the 1st assignment, you will receive feedback from your peers and from your TA. For the 2nd and 3rd assignments, you will receive feedback from your peers, and possibly your TA (you can ensure a personal review from your TA on an as-needed basis). You will also give peer feedback (via Peerceptiv) to other students in your class. For the 1st 24-hour period that your rough draft is late (unless you have a documented excuse in accordance with university policy), you will lose 50% off the total score on your peer review in Peerceptiv. For each 24-hour period after that, your grade on the final draft will go down by 10%.

8.3.2.1.2. Final Drafts** (50 points each; 150 points total). It is your responsibility to apply the feedback from drafts to your report and make changes. Final drafts will be submitted*** via Turnitin (https://www.turnitin.com/). Your TA will grade the paper within 1 week. Late final drafts will be accepted, but 10% (in addition to any penalties from the rough draft) will be deducted for each day late.

** Note that though these are group projects, each student works independently on typing and completing each writing assignment (though not all of the poster) throughout the semester. Plagiarism is not permitted; see the back page of this syllabus for more info on plagiarism.

*** Note that Peerceptiv and Turnitin have different ways of confirming your uploads. 1) For Peerceptiv, make sure that it says “Document Submitted” (after submitting) [take a screenshot if you want proof]; if it doesn’t, SUBMIT AGAIN; 2) For Turnitin, please make sure that you get an email confirmation from Turnitin; if you don't, SUBMIT AGAIN.

8.3.3. Posters (30 points [10 for the group; 20 for individuals], 5% of total grade). At the end of the semester (April 23rd for TTh classes; April 24th for MWF classes) we will hold a "research conference" for the class. Each group will create a poster presentation and engage in
discussions about their own and others’ research. People will be graded individually and as a group for the final poster presentation (worth 30 points; 10 for the group; 20 for individuals). In a subsequent survey, individuals will report their role as a group member, what their grade should be, and identify the roles and performance of other group members. This will take place in Rudder Tower 301 during normal class time (not lab times). Students not physically present on campus will present via monitors in the room.

8.4. **Lab Attendance** (39 points [3 pts. x 13 meetings], 6% of total grade): Attending the lab portion of the class is important for mastering material. Time spent in lab will be crucial in helping you complete analyses in SPSS and/or jamovi and for completing research assignments. Time in lab may also be used for additional practice with concepts covered in lecture. There will be 13 labs worth 3 points each. If you have a university excused absence, you can gain back attendance credit for a lab you missed by completing the assignment. This must be approved and arranged with your TA and me. It must be completed at the arranged time; if not, the excused-absence process starts all over again. Please refresh your understanding of student rules 7.3 and 7.4 at [https://student-rules.tamu.edu/rule07/](https://student-rules.tamu.edu/rule07/), in particular the constraints on WHEN you need to notify us.

8.5. **Final grades** will be assigned at the end of the semester on the basis of the total number of points earned out of a possible 639 points. Grades (with strict cutoffs) will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Total Points Earned</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>89.5% and above</td>
<td>571-639 points</td>
</tr>
<tr>
<td>B</td>
<td>79.5-89.499%</td>
<td>508-570.99 points</td>
</tr>
<tr>
<td>C</td>
<td>69.5-79.499%</td>
<td>444-507.99 points</td>
</tr>
<tr>
<td>D</td>
<td>59.5-69.499%</td>
<td>380-443.99 points</td>
</tr>
<tr>
<td>F</td>
<td>Below 59.499%</td>
<td>0-379.99 points</td>
</tr>
</tbody>
</table>

8.6. **Experiment-pool Extra Credit:** You can gain some extra credit through participation in the Psychology research pool. You can get up to 16 points of extra credit by participating in the research participant pool administered by the Department of Psychology (4 points for each ½ hour of participation [which is 1 unit in Sona], up to 16 points maximum extra credit [2 hours of participation] – NOTE THAT THESE POINTS IN CLASS ARE DIFFERENT FROM THE ONES YOU WILL SEE IN SONA; THINK IN TERMS OF EACH HALF HOUR OF PARTICIPATION). I will provide an introduction on how to go about this. Important: These extra-credit points will be added to your final total for the course, BUT NOT to the 108/180 points that you need minimally to pass the research portion of the class. On the next page is a breakdown of the possible extra credit. **NOTE: If you are younger than 18, please let me know. I will find an alternative extra-credit activity for you.**

Breakdown of associations between hours, Sona credits, and extra-credit points in this class

<table>
<thead>
<tr>
<th>Hours of Experiment Participation</th>
<th>Units/credits gained in Sona**</th>
<th>Extra Credit in PSYC 301</th>
</tr>
</thead>
<tbody>
<tr>
<td>½ hour</td>
<td>1</td>
<td>4</td>
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<tr>
<td>1 hour</td>
<td>2</td>
<td>8</td>
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<tr>
<td>1 ½ hours</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>2+ hours</td>
<td>4+</td>
<td>16</td>
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</tbody>
</table>

**note that I include this as a column in the eCampus gradebook. I put it to be out of 20 so that I can accommodate people who earn more than 4 credits in Sona. But the points that matter for you will be in another eCampus gradebook column, represented on the far right, where 16 points are the maximum.
9. General University/Department Policies

9.1. Americans with Disabilities Act (ADA) Policy: 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 believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu

9.2. Diversity and Course Climate: The Psychology Department supports the Texas A&M University commitment to diversity and welcomes individuals of all ages, backgrounds, citizenships, disabilities, education levels, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences (See http://diversity.tamu.edu/).

9.3. Title IX Statement on Limits to Confidentiality: Texas A&M University, the College of Liberal Arts, and the Department of Psychological and Brain Sciences are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees — including instructors — cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

9.3.1.1. Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff.

9.3.1.2. Credible threats of harm to oneself, to others, or to university property.

9.3.2. These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual.

9.3.3. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service (https://scs.tamu.edu/). Students and faculty can report concerning, non-emergency behavior at http://tellsomebody.tamu.edu.

9.3.4. Students can report concerning, non-emergency behavior at http://tellsomebody.tamu.edu.

9.4. Academic Integrity: “An Aggie does not lie, cheat or steal, or tolerate those who do.” For additional information, please visit: http://aggiehonor.tamu.edu.

9.4.1. Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

9.4.2. For additional information visit: http://www.aggiehonor.tamu.edu/

10. Course Schedule (next page)
<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Week</th>
<th>Unit</th>
<th>Day</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>January</td>
<td>14</td>
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<td>M</td>
<td>Welcome, Introductions, Syllabus, group research projects</td>
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<tr>
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<td>16</td>
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<td>SLK01: Introduction to Course, levels of measurement</td>
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<td>SLK02: Measures of Central Tendency, more on levels of measurement</td>
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<td>21</td>
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<td>Martin Luther King Day - No Classes</td>
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<td>23</td>
<td>2</td>
<td>W</td>
<td>SLK03: Variability</td>
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<td>28</td>
<td>2</td>
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<td>SLK04: Graphing Data</td>
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<td>SLK06: Reliability and Validity</td>
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<td>Instructor Away - No classes</td>
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<td>SLK06: Reliability and Validity (cont’d)</td>
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<td>SLK07: Hypotheses</td>
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<tr>
<td>February</td>
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<td>SLK08: The Normal Curve, Probability, and Z-Scores (cont’d)</td>
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<td>SLK09: Significance Testing</td>
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<td>SLK11: Independent-Sample t-tests</td>
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<td>March</td>
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<td>M-F</td>
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<td>SLK13: Simple ANOVA</td>
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<td>SLK10: One-Sample Z-test</td>
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<td>SLK12: Dependent-Samples t-tests</td>
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<td>SLK12: Dependent-Samples t-tests (cont’d) / SLK5: Correlation Coefficients</td>
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<td>SLK05: Correlation Coefficients (cont’d)</td>
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<td>W</td>
<td>Catch-up &amp; Review</td>
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<td>SLK15: Testing Correlation Coefficients / SLK16: Linear Regression</td>
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<td>April</td>
<td>22</td>
<td>9</td>
<td>M</td>
<td>Class dedicated to going over poster presentations</td>
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<td>26</td>
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<td>F</td>
<td>SLK 17: Chi-Square</td>
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<td>29</td>
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<td>M</td>
<td>SLK18: Other Tests</td>
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<td>30</td>
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<td>Review</td>
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<td>7</td>
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<td>T</td>
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<td>Month</td>
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<td>January</td>
<td>15</td>
<td>I</td>
<td>T</td>
<td>Welcome, Introductions, Syllabus, group research projects</td>
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<td></td>
<td>17</td>
<td>II</td>
<td>Th</td>
<td>SLK01: Introduction to Course, levels of measurement</td>
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<tr>
<td></td>
<td>22</td>
<td>III</td>
<td>T</td>
<td>SLK02: Measures of Central Tendency</td>
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<td></td>
<td>24</td>
<td>III</td>
<td>Th</td>
<td>SLK03: Variability</td>
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<td></td>
<td>29</td>
<td>III</td>
<td>T</td>
<td>SLK04: Graphing Data / SLK06: Reliability and Validity</td>
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<td>III</td>
<td>Th</td>
<td>SLK06: Reliability and Validity (cont'd)</td>
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<td>05</td>
<td>IV</td>
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<td></td>
<td>07</td>
<td>IV</td>
<td>Th</td>
<td>SLK07: Hypotheses</td>
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<td>12</td>
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<td>T</td>
<td>Catch-up &amp; Review</td>
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<td>14</td>
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<tr>
<td>February</td>
<td>19</td>
<td>VI</td>
<td>T</td>
<td>SLK08: The Normal Curve, Probability, and Z-Scores (cont'd)</td>
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<td>26</td>
<td>VII</td>
<td>T</td>
<td>SLK09: Significance Testing</td>
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<td>VII</td>
<td>Th</td>
<td>SLK11: Independent-Sample t-tests</td>
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<td>March</td>
<td>05</td>
<td>VIII</td>
<td>T</td>
<td>Catch-up &amp; Review</td>
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<td>SLK13: Simple ANOVA</td>
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<td>21</td>
<td>IX</td>
<td>Th</td>
<td>SLK10: One-Sample Z-test</td>
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<td>XI</td>
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<td>SLK12: Dependent-Samples t-tests</td>
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<td>XI</td>
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<td>SLK05: Correlation Coefficients</td>
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<td>04</td>
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<td>SLK15: Testing Correlation Coefficients / SLK16: Linear Regression</td>
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<td>Th</td>
<td>SLK16: Linear Regression (cont'd)</td>
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<td>T</td>
<td>SLK14: Factorial ANOVA</td>
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<td>18</td>
<td>XIV</td>
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<td>SLK17: Chi-Square / Going over poster presentations</td>
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<tr>
<td></td>
<td>23</td>
<td>XV</td>
<td>T</td>
<td>Poster presentations</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>02</td>
<td>n/a</td>
<td>Th</td>
<td>SLK18: Other Tests / Catch-up &amp; Review</td>
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<td>Th</td>
<td>----- Final Exam ----- (sections 906-910) (3:00 – 5:00 pm, Psychology 106)</td>
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</table>
Elementary Statistics for Psychology (Psych 301, sections 901-910; 912-915)  
Spring 2019 Lab Syllabus Addendum to Main Syllabus  
All lab sections are located in 202 Milner Hall on Tuesdays or Thursdays

11. **Note:** Lab Sections will follow all course policies described in the main syllabus. This document simply gives more information about the lab portions of the course.


13. **Course Description:** This lab is designed to complement the lecture portion of Psych 301. In lecture, you will learn the logic behind various statistical tests, how they are computed, and how to interpret them. You will apply this knowledge in lab and learn to write about statistical analyses for professional reports. **Lab involves the application of your learning.** You will run the tests you learn about in lecture using statistical software and will write up your results in a scientific way. The lab portion of the class is similar to what psychological researchers do every day. You will also engage in extra activities that will help you achieve a deeper understanding of the topics covered in lecture. **Lab attendance, writing assignments, lab activities, and the posters are worth 53% of your total grade. Thus, actively participating in lab is important for success in this course.** The learning outcomes for lab are subsumed under the broader course outcomes.

14. **Writing Assignments:**

   14.1. You will complete 3 writing assignments for this course that will ask you to complete and interpret statistical tests from real data. Each assignment will be associated with 85 points (5 points for the statistical output; 30 points for the peer review; and 50 points for the final draft). Before turning in each assignment, you will complete a rough draft that will serve as a draft for your peers to review. The writing process is meant to be iterative, meaning that you will have the chance to correct mistakes and improve your rough drafts. You should give all drafts and writing assignments your best effort so that you can profit from peer/professor feedback and develop your skills.

   14.2. All writing assignments (rough and final drafts) are due by 6am the day of the respective lab. For all final drafts, 10% will be deducted from the grade of your final version for each 24-hour period the assignment is late after that 6-am deadline. For rough drafts, the first 24-hour late periods results in 50% (15 points) off the document portion of your peer-review grade, and subsequent 24-hour periods resulting in cumulative 10% (5-point) deductions off your final draft. Because writing assignments are a big part of your grade, I recommend you turn them in on time.

   14.3. Rough drafts must be turned in via Peerceptiv, which will be linked on eCampus (https://peerceptiv.zendesk.com/hc/en-us/articles/115004505373-What-is-Peerceptiv-). (Note: You will access Peerceptiv assignments from within eCampus. Do not go to their website to log in; this leads to problems). If you miss the absolute submission deadline (there is a 24-hour grace period), then you will need to email your TA with the rough draft directly. Your TA will be forced to provide the feedback instead of your peers. **ALSO, YOU MUST TURN IN A ROUGH DRAFT.** Not turning in your rough draft simply deducts points off your final draft (5% [5 points] per 24-hour period late after the grace period). For example, if you think you skipped the rough
draft, and just submit your "final draft" on the day that it's due, you will find that it is worth zero points. You will have lost 80/80 possible points. Don't go there.

14.4. Final drafts must be turned in via Turnitin (https://guides.turnitin.com/01_Manuals_and_Guides/Student_Guides/01_Quick_Start_Guide), which will be linked on eCampus; there is no need to access anything from the Turnitin website, except for help files, if you need them.

14.5. You may ask questions of each other to help complete these assignments. HOWEVER, every person must turn in an individual assignment and no two students’ assignments should be similar in form. Assignments that are too similar may not be graded and may be treated as violations of the honor code. If you want advice on what crosses the line between working together and plagiarism, please see the Turnitin handout on eCampus, or talk to your lab instructor or to Professor Bolger.

15. Computing: It is likely that you will need to use time outside of this class to analyze data for the writing assignments. Many computers in campus computer labs that run Windows will have access to SPSS. However, statistical output using jamovi will also be acceptable. You can download jamovi for free for Windows, Mac, Linux, or Chrome at https://www.jamovi.org/. [It's actually much easier to use than SPSS]. Also, the data set(s) we use in this class will be available on the course website in both SPSS (.sav) and jamovi (.omv) formats.

16. The University Writing Center:

16.1. Because this class has a heavy emphasis on writing, I encourage you to visit the website for the University Writing Center (http://writingcenter.tamu.edu/). The University Writing Center is a great resource for help with any stage of the writing process and offers help both online and in person.

16.2. "The mission of the University Writing Center (UWC) is to help you develop and refine the communication skills vital to success in college and beyond. You can choose to work with a trained UWC peer consultant in person or via web conference or email. Consultants can help with everything from lab reports to application essays and at any stage of your process, from brainstorming to reviewing the final draft. You can also get help with public speaking, presentations, and group projects. The UWC’s main location is on the second floor of Evans Library; there’s also a walk-in location on the second floor of West Campus Library. To schedule an appointment or view our helpful handouts and videos, visit writingcenter.tamu.edu. Or call 979-458-1455."

17. IMPORTANT: BECAUSE THIS IS A WRITING-INTENSIVE COURSE, YOU CANNOT PASS THIS COURSE (PER UNIVERSITY RULES ABOUT W COURSES) WITHOUT EARNING A PASSING GRADE (60%) ON THE WRITING COMPONENT OF THE COURSE. THUS, YOUR TOTAL SCORE FOR THE FOUR PAPERS MUST REACH AT LEAST 108 OUT OF 180 POINTS.

18. Lab Schedule (next page)
### PSYC 301 Elementary Statistics for Psychology / Spring 2019
(This syllabus can be found online in the Howdy schedule of classes, as well as in eCampus)

(Chapter numbers below refer to the Lab Manual, not the Salkind text)

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>15-17</td>
<td>i</td>
<td>• NO LABS THIS WEEK</td>
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<tr>
<td></td>
<td>22-24</td>
<td>ii</td>
<td>• Introductions &amp; Syllabus</td>
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<td>• Pretest</td>
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<td></td>
<td></td>
<td></td>
<td>• Organize group studies</td>
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<td>29-31</td>
<td>iii</td>
<td>• LSB1**: Intro to SPSS</td>
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<td>• LSB2: Descriptive Stats, Frequencies</td>
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<td>• Finalize study designs</td>
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<tr>
<td>February</td>
<td>5-7</td>
<td>iv</td>
<td>• LSB3: Reliability and Validity</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• exporting and importing data</td>
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<td></td>
<td>12-14</td>
<td>v</td>
<td>• finalize <strong>full</strong> data set (.sav or .omv) for all Assignments (#1, #3, &amp; #4)</td>
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<tr>
<td></td>
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<td></td>
<td>• finalize <strong>output</strong> (as a .pdf or .omv) for Assignment #1</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• <strong>start Assignment #1 (pp. 159-160)</strong></td>
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<tr>
<td></td>
<td>19-21</td>
<td>vi</td>
<td>• Peer Review (Rough Draft 1 - Peerceptiv)</td>
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<tr>
<td></td>
<td>26-28</td>
<td>vii</td>
<td>• LSB4: Z-Scores and Probability</td>
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<td></td>
<td>• How to do a poster presentation</td>
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<td>March</td>
<td>5-7</td>
<td>viii</td>
<td>• Final Draft for Assignment #1</td>
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<td></td>
<td>• <strong>start Assignment #3 (pp. 163-164)</strong></td>
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<td>• LSB5: Independent-Samples t-test</td>
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<td>12-14</td>
<td>ix</td>
<td>• <strong>SPRING BREAK - NO LABS</strong></td>
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<td>19-21</td>
<td>x</td>
<td>• LSB7: One Way ANOVA</td>
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<td>• finalize SPSS output for Assignment #3 (as a .pdf or .omv)</td>
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<td>26-28</td>
<td>xi</td>
<td>• Peer Review (Rough Draft 3)</td>
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<tr>
<td>April</td>
<td>2-4</td>
<td>xii</td>
<td>• <strong>Final Draft of Assignment #3</strong></td>
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<td>• LSB6: Paired Samples t-test</td>
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<td>• LSB9: Correlation Coefficients</td>
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<td>• <strong>Start Assignment #4 (pp. 165-166)</strong></td>
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<td>9-11</td>
<td>xiii</td>
<td>• LSB10: Linear Regression</td>
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<td>• Finalize SPSS output for Assignment #4 (as a .pdf or .omv)</td>
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<td>16-18</td>
<td>xiv</td>
<td>• Peer Review (Rough Draft 4)</td>
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<td>23-25</td>
<td>xv</td>
<td>• Posttest</td>
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<td>• LSB8: Factorial ANOVA</td>
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<td>• LSB11: Chi-Square</td>
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<td>30th 30th 30th</td>
<td>xvi</td>
<td>• <strong>Final Draft of Assignment #4 (NO LABS CONVENE THIS WEEK)</strong></td>
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<td>• <strong>Due on Tuesday, April 30th, for ALL labs</strong></td>
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PSYC 301 Elementary Statistics for Psychology / Spring 2019
(This syllabus can be found online in the Howdy schedule of classes, as well as in eCampus)

Contact Info and Office Hours for Lab Instructors (the most updated versions of this information will be in eCampus under "Contacts")

**TUESDAYS**

Section 901: 8:00-9:59 AM  
Instructor: Stefan Dumlao  
Email: sdumlao@tamu.edu  
Office: Milner 028  
Office Hours: By appointment

Section 902: 10:00-11:59 AM  
Instructor: Yidou Wan  
Email: yidou@tamu.edu  
Office: Psychology 323  
Office Hours: By appointment

Section 903: 12:00-1:59 PM  
Instructor: Cassandra Baldwin  
Email: baldwinc@tamu.edu  
Office: Psychology 357  
Office Hours: Tuesdays, 2-3 pm, and by appointment

Section 904: 2:00-3:59 PM  
Instructor: Michael Perez  
Email: mjp7242@tamu.edu  
Office: Psychology 363  
Office Hours: By appointment

Section 905: 4:00-5:59 PM  
Instructor: Yimin He  
Email: yiminhe@tamu.edu  
Office: Milner 010  
Office Hours: By appointment

**WEDNESDAYS**

Section 906: 8:00-9:59 AM  
Instructor: Jessica Walker  
Email: pandaluver92@tamu.edu  
Office: Milner 010  
Office Hours: By appointment

Section 907: 10:00-11:59 AM  
Instructor: Tiffany Truong  
Email: tiffanytruong95@tamu.edu  
Office: Milner 127  
Office Hours: By appointment

Instructor: Caroline Gonynor  
Email: cjgonynor@tamu.edu  
Office: Milner 125  
Office Hours: Mondays, 12-2 pm

Section 908: 12:00-1:59 PM  
Instructor: Anjelica Mendoza  
Email: amm19@tamu.edu  
Office: TBA  
Office Hours: By appointment

Instructor: Jesus Lopez  
Email: jesuslopez619@tamu.edu  
Office:  
Office Hours: By appointment

Section 909: 2:00-3:59 PM  
Instructor: Alan Hernandez  
Email: alan_hdz3@tamu.edu  
Office: Psychology 417  
Office Hours: By appointment

**THURSDAYS**

Section 910: 4:00-5:59 PM  
Instructor: Samantha January  
Email: schalupa@tamu.edu  
Office: Milner 289  
Office Hours: By appointment

Section 911: 8:00-9:59 AM  
Instructor: Yidou Wan  
Email: yidou@tamu.edu  
Office: Psychology 323  
Office Hours: By appointment

Section 912: 10:00-11:59 AM  
Instructor: Anthony Kostecki  
Email: anthonykostecki@tamu.edu  
Office: Milner 029  
Office Hours: By appointment

Section 913: 12:00-1:59 PM  
Instructor: Zachary Traylor  
Email: zktraylor@tamu.edu  
Office: Milner 005  
Office Hours: By appointment

Section 914: 2:00-3:59 PM  
Instructor: Michael Imburgio  
Email: mimburgi@tamu.edu  
Office: Psychology 312  
Office Hours: By appointment

Section 915: 4:00-5:59 PM  
Instructor: Nafiseh Faghihi Renani  
Email: nafisehfaghihi@tamu.edu  
Office: Psychology 410  
Office Hours: By appointment
Course Change Request

Date Submitted: 02/18/19 9:26 am

Viewing: PSYC 302: Research Methods and Design in Psychology

Formerly known as: PSYC 204

Last approved: 12/21/18 3:27 am

Last edit: 03/01/19 11:50 am

Changes proposed by: hlench

Catalog Pages referencing this course

- Department of Psychological and Brain Sciences
- Psychology (PSYC)
- Neuroscience (NRSC)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joshua Hicks</td>
<td><a href="mailto:joshua.hicks@tamu.edu">joshua.hicks@tamu.edu</a></td>
<td>9798452097</td>
</tr>
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</table>

Rationale for Course Edit

The proposed changes are part of a routine curriculum review.
The proposed changes are to meet the demand/interest of students.

Course prefix: PSYC
Course number: 302

Department: Psychological and Brain Sciences
College/School: Liberal Arts
Academic Level: Undergraduate

Undergraduate course level justification (Select One)
Prerequisites

All prerequisites will be enforced through COMPASS.

Academic Level (alternate): Graduate

Effective term: 2018-2019 Summer

Complete Course Title
Research Methods and Design in Psychology

Abbreviated Course Title
RESEARCH METHODS PSYC
Catalog course description
Research techniques in psychology with emphasis on the experimental method; laboratory exercises applied to specific problems in psychology.

Prerequisites and Restrictions
Grade of C or better in PSYC 107 and PSYC 301; major in psychology.

Concurrent Enrollment
No

Should catalog prerequisites / concurrent enrollment be enforced?
Yes

Enforced Prerequisites / Concurrent Enrollment

<table>
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<tr>
<th>And/Or</th>
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<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
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<td>UG</td>
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<tr>
<td>And</td>
<td>PSYC 107</td>
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<td>UG</td>
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Semester 4 Credit
Credit Hour(s)
3

Repeatable for credit?
No

Three-peat?
No

CIP/Fund Code
4227080001

Default Grade Mode
Letter Grade (G)

Alternate Grade Modes
Satisfactory/Unsatisfactory

Lecture: 3
Lab: 2
Other: 0
Total: 5
Method of instruction

Lecture and Laboratory

Will this course be taught at another branch?

Yes

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)

Yes

Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

Course elements and assignments remain identical, although students submit questions and assignments electronically.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Course elements and assignments remain identical, including the amount of lecture and discussion time required of students.

Will this course be taught as a distance education course?

No

Is 100% of this course going to be taught in Texas?

Yes

Will classroom space be needed for this course?

Yes

This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BA-PSYC) Psychology - BA</td>
</tr>
<tr>
<td>(BS-PSYC) Psychology - BS</td>
</tr>
</tbody>
</table>

Has/will this course be(en) submitted for core

No
curriculum consideration?

Has/will this course been submitted for Writing or Communication consideration?

Has/will this course be submitted for ICD or CD consideration?

Yes

No

---

**Course Syllabus**

**Syllabus:**

Upload syllabus

Upload syllabus

PSYC 302 online.pdf

PSYC 302 Traditional.pdf

**Letters of support or other documentation**

No

**Additional information**

The syllabus will be used for both the traditional and web course - the attached is an example.

Sections of this course will be taught online. (700 & 701) The online course covers the same topics and meets the same learning objectives as the face-to-face course. Lecture and discussion time is identical to the face-to-face course with recorded lectures, and activities and assignments are identical. The Student Learning Outcomes for these courses and all other face-to-face courses are equivalent. The restrictions of Rule 11.03.99.M1 were discussed prior to the creation of the course.

**Reviewer Comments**

Jon Jasperson (jon.jasperson) (02/25/19 3:43 pm): A) prerequisites posted on syllabus do not match prerequisites listed on CARS form; B) Both a traditional and non-traditional syllabus are required when requesting approval for non-traditional course delivery. While the CARS form explicitly states the same syllabus will be used in both situations, there are enough differences between the two delivery modes that both different syllabi should be used. For example, the syllabus on class attendance needs to be revised as appropriate for the online student. Do online students have to watch videos? Will slides be posted for online students? Will online students have exam review sessions as videos? Do online students take exams online or face-to-face? If online, do they pay to use a proctoring service? If face-to-face, when and where do they meet? How does the "classroom climate of respect" section apply for online students? how does the laptop policy section apply to online students? C) the course schedule does not have a version for online students.

Sandra Williams (sandra-williams) (03/01/19 11:50 am): Update received. Concerns addressed.

Sandra Williams (sandra-williams) (03/08/19 3:18 pm): UCC approved March 2019.
Reported to state?

Change
CS
No

Key: 13715
Instructor: Dr. Vani Mathur  
e-mail: vmathur@tamu.edu  
Phone: 979-845-2383

Office: PSYC 218, or online  
Office hours: Mondays 12:30-2:30pm  
>1-week notice required for times outside of office hours

Graduate TA: Tristine Nyman  
e-mail: tnym@tamu.edu

Office: PSYC 288, or online  
Office hours (review exams): Thursdays 6-8pm,  
*only on the 2 weeks following the first 3 exams

Undergraduate Teaching Scholar: Natalie Burkett  
e-mail: natalie.burkett@tamu.edu

Office: MILN 213, or online  
Office hours/Tutoring: Fridays 3-5pm

Catalog Course Description: Research techniques in psychology with emphasis on the experimental method; laboratory exercises applied to specific problems in psychology.

Course Description: This course is a university designated “W” course, meaning that at least 25% of your grade will be based on writing. Effective written communication about the background, purpose, procedures, results, and interpretation of empirical studies is a crucial part of the science of psychology. Beyond the importance of technical writing for scientific progress, good writing skills are prized in virtually all professions. Writing well is a skill that can be developed with deliberate practice. You will have the chance to develop your skills in this course.

Beyond emphasizing scientific writing, this course will teach you about psychological research from a methodological perspective. You will learn about different research questions and how these are addressed with specific research designs. You will master the foundational concepts of reliability, validity, and generalizability. You will also learn about research ethics and how to further apply the statistical skills you acquired in PSYC 301 to actual psychological research. Ultimately, you will be trained to be critical consumers of the research findings found in both the scientific literature and discussed in everyday life.

Prerequisites: Grade of C or better in PSYC 107 and PSYC 301; major in psychology.

Student Learning Outcomes: Texas A&M University has identified student learning outcomes that describe institutional commitment to educational goals including the ability to demonstrate critical thinking, effective communication, and social, cultural, and global competence.
http://provost.tamu.edu/Provost/media/Assets/pdfs-essentials/Access-Undergrad-Learning-Outcomes.pdf

This course specifically will train you to critically evaluate research, ethically conduct research, and effectively and appropriately communicate scientific findings.

After successful completion of this course, you should be able to:
1. Demonstrate understanding of the methods, techniques, and procedures essential to solid research design in the psychological sciences.
2. Identify constraints to the kinds of inferences that can be drawn from research including a) threats to the internal validity of studies in terms of causal inferences and b) threats to the generalizability of findings.
3. Critically evaluate published research in psychology as well as research presented in the popular press
from a methodological perspective (e.g., evaluate the measurement of variables in terms of reliability and construct validity; evaluate the validity of the statistical conclusions and inferences made from the findings).

4. Think carefully about the ethical considerations involved in psychological research.

5. Design a research study to investigate a theoretically or practically important topic in psychological science.

6. Write a scientific paper describing a psychological research study and evaluating the relevant literature using APA style.


**Helpful Textbook Resources:**


**Helpful Textbook Resources:**


**eCampus:** Use eCampus ([http://ecampus.tamu.edu/](http://ecampus.tamu.edu/)) to view announcements and view/track your grades. There is a website for the main course, as well as for your lab section.

**Course Structure:** The course will consist of a main (“lecture”) and lab sections. Both are required and both are available online. The main section of the course will include recorded videos of lectures focused on understanding the concepts behind methods employed in psychological science, as well as activities and online discussions to deepen your understanding of those concepts. The associated lab section of the course includes recorded demonstrations of how to employ particular methods and analyze the results of those studies, using an available lab platform and statistical package. The lab section also includes writing instruction via recorded lecture and online discussions, and provides you with feedback on your writing assignments.

**Class Participation:** Given that well over half of the material on each test will come from the lecture, viewing lectures is mandatory. However, viewing will not be formally monitored and there will be no direct penalty for a failure to view lectures or participate.

**Assigned Readings:** The material covered in the lectures will supplement the text to provide comprehensive coverage of the material. Reading the text is important for success in this class, and you will learn best if you have read the text in advance of viewing the lectures.

**Grades:** Final grades are based on performance on four equally weighted exams (18% each for a total of 72% of your final grade) and laboratory assignments (28% of your final grade). Letter grades will be assigned based on the percentage of total possible points earned according to this convention (but see the warning below):

- **A:** 90-100%; **B:** 80-89%; **C:** 70-79%; **D:** 60-69%; **F:** 59% and below. I round .50 and higher so that a score of 89.50% (but not 89.49%) is rounded to 90% for assigning grades. *These are strict cut-offs!*

**IMPORTANT:** BECAUSE THIS IS A WRITING INTENSIVE COURSE, YOU CANNOT PASS THIS COURSE (PER UNIVERSITY RULES ABOUT W COURSES) WITHOUT EARNING A PASSING GRADE (60%) ON THE WRITING COMPONENT (LAB)!
Exams: The four exams will cover material from the lecture and textbook and will be made available to you via an online platform. Exams will primarily include multiple choice questions, but may also include short answer items. More information will be provided during the online review session. Exams will be cumulative to the extent that research methods is a topic that builds on itself, but each exam will be explicitly focused on the topics covered in that section of the course.

Laboratory Assignments: Papers (four of them; 28 points total)
Rough Drafts You must submit a rough draft for each writing assignment (the TA will not grade your final draft without having already documented a rough draft). The rough drafts will be submitted and evaluated through a combined TA and peer-review process via the online tool Peerceptiv (https://www.peerceptiv.com/). These drafting/peer-review activities will help you learn about the writing and revision process. They will also help you gain feedback on your own rough draft. The grading is done automatically through Peerceptiv. Please see the assignment instructions in eCampus for more details.

Final Drafts (7 points each; 28 points total). It is your responsibility to apply the feedback from drafts to your report and make changes. Final drafts will be submitted via Turnitin (https://www.turnitin.com/). Your TA will grade the paper within 1 week. Late final drafts will be accepted, but 10% (in addition to any penalties from the rough draft) will be deducted for each day late without a university approved absence (http://student-rules.tamu.edu/rule07).

Make-Up Exams: Make up tests will be provided in accordance with the university rules on excused absences (http://student-rules.tamu.edu/rule07).

Grade Disputes: If you wish to dispute a grade on an assignment or exam, you must submit a written rationale to justify the change within 2 weeks of receiving your score (i.e., the date scores are posted on ecampus).

Lab Participation: Lab participation is mandatory and will be monitored by the lab TA. Your lab TA will further specify the lab participation policy. There are no labs the first week of classes. Your participation and performance in lab is CRITICAL to your grade in this class.

Plagiarism: Plagiarism consists of taking the ideas, words, or images (i.e., intellectual products) of another person and passing them off as your own. You are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have their permission. Don’t do it! You might fail this class depending on the circumstances. Plagiarism is one of the worst academic crimes because it undermines trust and makes it impossible to properly allocate credit for intellectual products. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty” [student-rules.tamu.edu]

Academic Integrity: For additional information please visit: http://aggiehonor.tamu.edu

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

Classroom Climate of Respect: Respect for cultural and human diversity is a core concept of Psychology.
In this course, each voice in the online classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs, and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. To make this environment comfortable for everyone, please remember that there are many students with different experiences and needs and these diverse experiences and backgrounds are not always obvious to the casual observer. Whereas it is completely acceptable to disagree with someone, you must state your disagreements about the issue (and not the other person) and in a way that is respectful (i.e., does not belittle people or groups). We will not tolerate remarks that are sexist, racist, homophobic, or otherwise ridicule people.

Moreover, I see PSYC 302 as a learning community where civility and mutual respect are crucial for success. I expect that students will participate and be prepared to learn, and ready to contribute to the course in a thoughtful manner.

**Americans with Disabilities Act (ADA):** 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 believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Statement on Limits to Confidentiality:** Texas A&M University and the Department of Psychology are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees—including instructors—cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared: 1) Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff. 2) Credible threats of harm to oneself, to others, or to university property. These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service ([https://scs.tamu.edu](https://scs.tamu.edu)). Students can report concerning, non-emergency behavior at [http://tellsomebody.tamu.edu](http://tellsomebody.tamu.edu).
Tentative Schedule and Assigned Readings: With the exception of exam dates, the below schedule is subject to change during the course of the semester.

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Read before class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M</td>
<td>Jan 14</td>
<td>Welcome, Syllabus, Introductions</td>
<td></td>
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<tr>
<td></td>
<td>W</td>
<td>16</td>
<td>Scientific approach</td>
<td>Statistics Review pg. 457-504</td>
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<td></td>
<td>F</td>
<td>18</td>
<td>Sources of Information</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>2</td>
<td>M</td>
<td>21</td>
<td>Sources of Information (continued)</td>
<td>Ch. 2</td>
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<tr>
<td></td>
<td>W</td>
<td>23</td>
<td>Research Validity</td>
<td>Ch. 3</td>
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<td></td>
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<td>Research Validity (continued)</td>
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<td>3</td>
<td>M</td>
<td>28</td>
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<td>pgs 311-329 of Ch. 11</td>
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<td></td>
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<td>Research Validity (continued)</td>
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<td>Feb 1</td>
<td>Wrap up + Review for Exam</td>
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<tr>
<td>4</td>
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<td>EXAM 1: Chs 1,2,3,11(selected pgs)</td>
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<td></td>
<td>F</td>
<td>8</td>
<td>Measurement</td>
<td>Ch. 5</td>
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<td>5</td>
<td>M</td>
<td>11</td>
<td>Measurement (continued)</td>
<td></td>
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<td>13</td>
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<td>6</td>
<td>M</td>
<td>18</td>
<td>Measurement (continued)</td>
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<td></td>
<td>W</td>
<td>20</td>
<td>Sampling</td>
<td>Ch. 7</td>
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<td></td>
<td>F</td>
<td>22</td>
<td>Sampling (continued)</td>
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<td>7</td>
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<td>25</td>
<td>Surveys</td>
<td>Ch. 6</td>
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<td></td>
<td>W</td>
<td>27</td>
<td>Surveys (continued)</td>
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<tr>
<td></td>
<td>F</td>
<td>Mar 1</td>
<td>Observational Designs</td>
<td></td>
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<tr>
<td>8</td>
<td>M</td>
<td>4</td>
<td>Observational Designs (continued)</td>
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<tr>
<td></td>
<td>W</td>
<td>6</td>
<td>Wrap up + Review for Exam</td>
<td></td>
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<tr>
<td></td>
<td>F</td>
<td>8</td>
<td>EXAM 2: Chapters 5,6,7</td>
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<td>M</td>
<td>11</td>
<td>SPRING BREAK</td>
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<tr>
<td></td>
<td>W</td>
<td>13</td>
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<td></td>
<td></td>
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<tr>
<td>9</td>
<td>M</td>
<td>18</td>
<td>Correlational Research</td>
<td>Ch. 8</td>
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<td></td>
<td>W</td>
<td>20</td>
<td>Correlational Research (continued)</td>
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<td></td>
<td>F</td>
<td>22</td>
<td>Regression</td>
<td>Ch. 9</td>
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<td>10</td>
<td>M</td>
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<td>Regression (continued) + Moderation &amp; Mediation</td>
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<td></td>
<td>W</td>
<td>27</td>
<td>Simple Experiments</td>
<td>Ch. 10</td>
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<td>F</td>
<td>29</td>
<td>Simple Experiments (continued)</td>
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<td>11</td>
<td>M</td>
<td>Apr 1</td>
<td>Null Effects</td>
<td>pgs 330-345 of Ch. 11</td>
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<tr>
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<td>W</td>
<td>3</td>
<td>Review for Exam</td>
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<td>F</td>
<td>5</td>
<td>EXAM 3: Chapters 8,9,10,11(selected pgs)</td>
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<td></td>
<td>W</td>
<td>10</td>
<td>Factorial Designs</td>
<td>Ch. 12</td>
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<td>Factorial Designs (continued)</td>
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<td>M</td>
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<td>Factorial Designs (continued) + (start) Quasi-Experiments</td>
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<td>W</td>
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<td>Quasi-Experiments (continued) + Other study designs</td>
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<td>F</td>
<td>19</td>
<td>READING DAY</td>
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<tr>
<td>14</td>
<td>M</td>
<td>22</td>
<td>Meta-Analysis, Generalization, and Sources of Information (revisited)</td>
<td>Ch. 14</td>
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<tr>
<td></td>
<td>W</td>
<td>24</td>
<td>Ethics</td>
<td>Ch. 4</td>
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<td>Section</td>
<td>Topic</td>
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<tr>
<td>F</td>
<td>26</td>
<td>Ethics (continued)</td>
<td></td>
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<tr>
<td>15 M</td>
<td>29</td>
<td>Ethics (continued)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>30</td>
<td><strong>Redefined day, Friday Schedule:</strong> Wrap up + Review for Exam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|     |         | **EXAM #4:** During Finals Week  
Thursday, May 2, 2019, 10am-12(noon):  
Chapters 4, 12, 13, 14 |

**Additional Reading:** Appendices should be read on your own to help you with your writing assignments for your lab.
Psychology 302: Research Methods/Experimental Psychology  
Spring 2019: Sections 901-905  
Monday/Wednesday/Friday 8:00-8:50am  
Room 108, Psychology Building

Instructor: Dr. Vani Mathur  
e-mail: vmathur@tamu.edu  
Phone: 979-845-2383

Office: PSYC 218  
Office hours: Mondays 12:30-2:30pm  
>1-week notice required for times outside of office hours

Graduate TA: Tristin Nyman  
e-mail: tnyman@tamu.edu

Office: PSYC 288  
Office hours (review exams): Thursdays 6-8pm,  
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e-mail: natalie.burkett@tamu.edu

Office: MILN 213  
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http://provost.tamu.edu/Provost/media/Assets/pdfs-essentials/Access-Undergrad-Learning-Outcomes.pdf

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4. Think carefully about the ethical considerations involved in psychological research.
5. Design a research study to investigate a theoretically or practically important topic in psychological science.
6. Write a scientific paper describing a psychological research study and evaluating the relevant literature using APA style.

Helpful Textbook Resources:
Practice quizzes on textbook material etc: http://wwnorton.com/college/psych/research-methods-in-psychology/
Blog with real world examples related to every chapter: http://www.everydayresearchmethods.com/

**Note – There are electronic and print versions available for purchase and rent as well as a copy on reserve in Evans library. All of these are preferable to an older edition which will have some out of date examples and is missing some new methods.


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Course Structure: The course will consist of lecture and lab sections. Both are required.

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A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 59% and below. I round .50 and higher so that a score of 89.50% (but not 89.49%) is rounded to 90% for assigning grades. **These are strict cut-offs!**

**IMPORTANT:** BECAUSE THIS IS A WRITING INTENSIVE COURSE, YOU CANNOT PASS THIS COURSE (PER UNIVERSITY RULES ABOUT W COURSES) WITHOUT EARNING A PASSING GRADE (60%) ON THE WRITING COMPONENT (LAB)!

Exams: The four exams will cover material from the lecture and textbook. Exams will primarily include multiple choice questions, but may also include short answer items. More information will be provided during the in-class review session. Exams will be cumulative to the extent that research methods is a topic that builds on itself, but each exam will be explicitly focused on the topics covered in that section of the course. You will need to bring a Gray Scantron and a #2 pencil with you on exam days. Please note regardless of what you write on the exam booklet, multiple choice questions are scored and graded based on what you bubble on the scantron

Make-Up Exams: Make up tests will be provided in accordance with the university rules on excused absences [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). In the case of a university excused absence, you must contact me in advance unless you have documentation proving extreme circumstances that made it impossible for you to contact me before the test. Appropriate documentation is required in order to schedule a make-up exam. No make-up exams will be offered for unexcused absences (e.g., oversleeping).
**Grade Disputes:** If you wish to dispute a grade on an assignment or exam, you must submit a written rationale to justify the change within 2 weeks of receiving your score (i.e., the date scores are posted on ecampus).

**Extra Credit:** There may be opportunities for extra credit during class or on exams. Any extra credit opportunities will be available to everyone. No additional or individual extra credit assignments are available. Under no circumstances will points be offered at the end of the semester after completion of all assignments.

**Lab Attendance:** Lab attendance is mandatory and will be monitored by the lab TA. Your lab TA will further specify the lab attendance policy. There are no labs the first week of classes. Labs are held in the Milner Building. Your participation and performance in lab is CRITICAL to your grade in this class.

**Plagiarism:** Plagiarism consists of taking the ideas, words, or images (i.e., intellectual products) of another person and passing them off as your own. You are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have their permission. Don’t do it! You might fail this class depending on the circumstances. Plagiarism is one of the worst academic crimes because it undermines trust and makes it impossible to properly allocate credit for intellectual products. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty”.

[student-rules.tamu.edu]

**Academic Integrity:** For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

**Classroom Climate of Respect:** Respect for cultural and human diversity is a core concept of Psychology. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs, and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. To make this environment comfortable for everyone, please remember that there are many students with different experiences and needs in one room and these diverse experiences and backgrounds are not always obvious to the casual observer. Whereas it is completely acceptable to disagree with someone, you must state your disagreements about the issue (and not the other person) and in a way that is respectful (i.e., does not belittle people or groups). We will not tolerate remarks that are sexist, racist, homophobic, or otherwise ridicule people.

Moreover, I see PSYC 302 as a learning community where civility and mutual respect are crucial for success. I expect that students will come to lecture and lab sessions on-time, prepared to learn, and ready to contribute to the course in a thoughtful manner. Please do not engage in distracting behaviors during scheduled course meeting times. For example, do not use a cell phone, talk with others, or leave in the middle of lecture or lab in a disruptive fashion. I appreciate your attention to these common courtesies.

**Laptop Policy:** Research suggests that students who take notes on paper process lecture information more deeply, and perform better on conceptual tests, than students who take notes on laptops (Mueller & Oppenheimer, 2014). Those who took notes on laptops tended to record the lecture word-for-word without deeply processing. Based on the empirical evidence, and the fact that laptops can distract you and your classmates away from the discussion, I ask that you do not use a laptop during class. If you would still like to use a laptop for some reason, please discuss this with me before using your laptop in class.

**Americans with Disabilities Act (ADA):** 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 believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

**Statement on Limits to Confidentiality:** Texas A&M University and the Department of Psychology are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees—including instructors—cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared: 1) Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff. 2) Credible threats of harm to oneself, to others, or to university property. These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service (https://scs.tamu.edu). Students can report concerning, non-emergency behavior at http://tellsomebody.tamu.edu.

**Tentative Schedule and Assigned Readings:** With the exception of exam dates, the below schedule is subject to change during the course of the semester.

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Read before class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M</td>
<td>Jan 14</td>
<td>Welcome, Syllabus, Introductions</td>
<td>Statistics Review pg. 457-504</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>16</td>
<td>Scientific approach</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>18</td>
<td>Sources of Information</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>2</td>
<td>M</td>
<td>21</td>
<td>Research Validity</td>
<td>Ch. 2</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>23</td>
<td>Research Validity</td>
<td>Ch. 3</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>25</td>
<td>Research Validity</td>
<td>pgs 311-329 of Ch. 11</td>
</tr>
<tr>
<td>3</td>
<td>M</td>
<td>28</td>
<td>Wrap up + Review for Exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>30</td>
<td>EXAM 1: Chs 1,2,3,11(selected pgs)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>32</td>
<td>NO CLASS</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>4</td>
<td>M</td>
<td>4</td>
<td>Measurement</td>
<td></td>
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<tr>
<td></td>
<td>W</td>
<td>6</td>
<td>Measurement</td>
<td></td>
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<tr>
<td></td>
<td>F</td>
<td>8</td>
<td>Measurement</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>M</td>
<td>11</td>
<td>Sampling</td>
<td>Ch. 7</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>13</td>
<td>Sampling</td>
<td></td>
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<tr>
<td></td>
<td>F</td>
<td>15</td>
<td>Surveys</td>
<td>Ch. 6</td>
</tr>
<tr>
<td>6</td>
<td>M</td>
<td>18</td>
<td>Observational Designs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>20</td>
<td>Surveys</td>
<td></td>
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<tr>
<td></td>
<td>F</td>
<td>22</td>
<td>Surveys</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>M</td>
<td>25</td>
<td>Mar 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>27</td>
<td>Observational Designs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>31</td>
<td>EXAM 2: Chapters 5,6,7</td>
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<td>8</td>
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<td>W</td>
<td>6</td>
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<td>F</td>
<td>8</td>
<td></td>
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<tr>
<td>9</td>
<td>M</td>
<td>11</td>
<td>SPRING BREAK</td>
<td></td>
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<tr>
<td></td>
<td>W</td>
<td>13</td>
<td></td>
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<tr>
<td></td>
<td>F</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>Date</td>
<td>Topic</td>
<td>Chapter</td>
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</tr>
<tr>
<td>9</td>
<td>M 18</td>
<td>Correlational Research</td>
<td>Ch. 8</td>
<td></td>
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<tr>
<td></td>
<td>W 20</td>
<td>Correlational Research (continued)</td>
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<tr>
<td></td>
<td>F 22</td>
<td>Regression</td>
<td>Ch. 9</td>
<td></td>
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<tr>
<td>10</td>
<td>M 25</td>
<td>Regression (continued) + Moderation &amp; Mediation</td>
<td></td>
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<tr>
<td></td>
<td>W 27</td>
<td>Simple Experiments</td>
<td>Ch. 10</td>
<td></td>
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<tr>
<td></td>
<td>F 29</td>
<td>Simple Experiments (continued)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>M Apr 1</td>
<td>Null Effects</td>
<td>pgs 330-345 of Ch. 11</td>
<td></td>
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<tr>
<td></td>
<td>W 3</td>
<td>Review for Exam</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>F 5</td>
<td>EXAM 3: Chapters 8,9,10,11(selected pgs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>M 8</td>
<td>EXAM 3: Chapters 8,9,10,11(selected pgs)</td>
<td>NO CLASS</td>
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<tr>
<td></td>
<td>W 10</td>
<td>Factorial Designs</td>
<td>Ch. 12</td>
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<tr>
<td></td>
<td>F 12</td>
<td>Factorial Designs (continued)</td>
<td></td>
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<td>13</td>
<td>M 15</td>
<td>Factorial Designs (continued) + (start) Quasi-Experiments</td>
<td>Ch. 13</td>
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<td></td>
<td>W 17</td>
<td>Quasi-Experiments (continued) + Other study designs</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>F 19</td>
<td>READING DAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>M 22</td>
<td>Meta-Analysis, Generalization, and Sources of Information (revisited)</td>
<td>Ch. 14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W 24</td>
<td>Ethics</td>
<td>Ch. 4</td>
<td></td>
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<tr>
<td></td>
<td>F 26</td>
<td>Ethics (continued)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>M 29</td>
<td>Ethics (continued)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>T 30</td>
<td>Redefined day, Friday Schedule: Wrap up + Review for Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EXAM #4: During Finals Week</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thursday, May 2, 2019, 10am-12(noon)</td>
<td>Chapters 4,12,13,14</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Reading:** Appendices should be read on your own to help you with your writing assignments for your lab.
Course Change Request

Date Submitted: 02/18/19 9:06 am

Viewing: **PSYC 307 : Developmental Psychology**

Last approved: 03/21/18 3:23 am
Last edit: 03/01/19 11:51 am
Changes proposed by: hlench

<table>
<thead>
<tr>
<th>Contact(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
</tr>
<tr>
<td>Joshua Hicks</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

- The proposed changes are part of a routine curriculum review.
- The proposed changes are to meet the demand/interest of students.

Course prefix: **PSYC**  
Course number: **307**

Department: Psychological and Brain Sciences
College/School: Liberal Arts
Academic Level: Undergraduate
Undergraduate course level justification (Select One)
- College/Program Course Level Rubric:

Academic Level (alternate): Graduate
Effective term: **2018-2019 Summer**

Complete Course Title: Developmental Psychology
Abbreviated Course Title: DEVELOPMNTL PSYCHOLOGY

Catalog course description
Growth and development of normal child from infancy to adolescence with emphasis on elementary school years.

Prerequisites and Restrictions
PSYC 107; junior or senior classification; PSYC 301 and PSYC 302 recommended.

Concurrent Enrollment
No

Should catalog prerequisites / concurrent enrollment be enforced?
Yes

Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSYC 107</td>
<td>D</td>
<td>UG</td>
<td>No</td>
</tr>
</tbody>
</table>

Crosslistings
No

Stacked
No

Semester Credit
3

Contact Hour(s) (per week):
Lecture: 3
Lab: 0
Other: 0
Total: 3

Repeatable for credit?
No

Three-peat?
No

CIP/Fund Code
4227030001

Default Grade Mode
Letter Grade (G)

Alternate Grade Modes
Satisfactory/Unsatisfactory

Committee Chair
UG
5. 02/19/19 10:44 am
Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG

Preparer
3.02/19/19 11:08 am
Sandra Williams (sandra-williams): Approved for UCC Preparer

Chair
7.03/08/19 3:29 pm
Sandra Williams (sandra-williams): Approved for UCC Chair

History
1. Feb 7, 2017 by
Mindy Bergman (mindybergman)
2. Mar 21, 2018 by
Joshua Hicks (joshua.hicks)
<table>
<thead>
<tr>
<th>Method of instruction</th>
<th>Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will this course be taught at another branch?</td>
<td>Yes</td>
</tr>
<tr>
<td>Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)</td>
<td></td>
</tr>
</tbody>
</table>

### Learning Outcomes

*Meets traditional face-to-face learning outcomes.*

Describe how learning outcomes are met or provide justification why they are not met.

*Course elements and assignments remain identical, although students submit questions and assignments electronically.*

### Hours

*Meets traditional face-to-face hours.*

Describe how hours are met or provide justification why they are not met.

*Course elements and assignments remain identical, including the amount of lecture and discussion time required of students.*

<table>
<thead>
<tr>
<th>Will this course be taught as a distance education course?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is 100% of this course going to be taught in Texas?</td>
<td>Yes</td>
</tr>
<tr>
<td>Will classroom space be needed for this course?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

This will be a required course or an elective course for the following programs:

- Required (select program)
- Elective (select program)

| Has/will this course be(en) submitted for core curriculum consideration? | No |
Has/will this course be submitted for Writing or Communication consideration? No

Has/will this course be submitted for ICD or CD consideration? No

---

**Course Syllabus**

**Syllabus:**
- Upload syllabus

Upload syllabus
- PSYC 307 online.pdf
- PSYC 307 traditional.pdf

**Letters of support or other documentation:** No

**Additional information:**

The syllabus will be used for both the traditional and web course - the attached is an example.

Sections of this course will be taught online. (700 & 701) The online course covers the same topics and meets the same learning objectives as the face-to-face course. Lecture and discussion time is identical to the face-to-face course with recorded lectures, and activities and assignments are identical. The Student Learning Outcomes for these courses and all other face-to-face courses are equivalent. The restrictions of Rule 11.03.99.M1 were discussed prior to the creation of the course.

**Reviewer Comments**

Jon Jasperson (jon.jasperson) (02/25/19 4:36 pm): A) prerequisite statement on syllabus does not match the prerequisite statement on CARS form. B) two of four learning outcomes are not measurable (think and understand). C) Both a traditional and a non-traditional syllabus are required when requesting approval for non-traditional course delivery. While the CARS form explicitly states the same syllabus will be used in both situations, there are enough differences between the two delivery modes that different syllabi should be used.

Sandra Williams (sandra-williams) (03/01/19 11:54 am): Update received. Concerns addressed.


**Reported to state?**

CS
No
COURSE SYLLABUS  
PSYC 307: DEVELOPMENTAL PSYCHOLOGY  
Online  
Dr. Rachel Hull

**Email Etiquette**  
ALWAYS CHECK THIS SYLLABUS FIRST FOR ANSWERS TO YOUR QUESTIONS  
BEFORE YOU EMAIL.  
FOR GENERAL COURSE QUESTIONS, PLEASE USE THE ONLINE OFFICE HOURS  
LINK IN ECAMPUS.  

If your question is personal, email me or one of our knowledgeable TAs - they have already taken this class with me and aced it. **ALWAYS put your name and PSYC 307 in the subject line.** Thanks and gig 'em!

**Instructor Information**

Instructor  
Dr. Rachel Hull

Email  
[rhull@tamu.edu](mailto:rhull@tamu.edu) (allow a full working day for a response – profs have lives, too  ❌.) Office hours Wed 1:30-3pm [online](http://ecampus.tamu.edu) at eCampus office hours link

**TA/study leaders**

Carlos Aleman, [caraleman97@tamu.edu](mailto:caraleman97@tamu.edu)  
Carlos’s online office hours Mondays 4-5pm  
Victoria Rousay, [tori872462@tamu.edu](mailto:tori872462@tamu.edu)  
Victoria’s online office hours Wednesdays 2:30-3:30pm

**Required and suggested items for the course**

1. SUGGESTED: The Dynamic Child, by Franklin R. Manis. ISBN: 9780134423951. You can purchase this ebook from the bookstore OR through our eCampus website by clicking on the “Purchase Course Materials” link in the left-hand navigation menu. Once purchased, you will receive an access code for **REVEL**, the online platform that contains your e-book use it to log in here: [https://console.pearson.com/enrollment/vklduy](https://console.pearson.com/enrollment/vklduy)  

   YOU CAN ALSO USE THIS LINK TO REGISTER FOR A 14-DAY FREE TRIAL.

   You are not required to purchase the book, but past students have reported it is very

2. REQUIRED: Online, graded work is a required part of this course, and you are responsible for ensuring the integrity of your connection. You will have to regularly access:  
   your official TAMU email account – this is where I send you course information, exam score reports, etc., so check your TAMU email frequently for updates and messages – **I will always put PSYC 307 in the subject line so you can search easily for messages from me.**  
   
   eCampus.tamu.edu  I will provide online office hours, online lectures, lecture note outlines,
and readings with online quizzes FOR A GRADE on our ecampus site.
CATALOG DESCRIPTION: Growth and development of normal child from infancy to adolescence with emphasis on elementary school years.

Prerequisites: PSYC 107; junior or senior classification; PSYC 301 and PSYC 302 recommended.

COURSE OBJECTIVES: The central goal is to inform you about the many factors that influence development and the criticality of healthy development for the individual and societies. You will learn about the research behind existing development theories, as well as how to critically assess new research in terms of how it contributes to practice and promotes new and improved theories. You will also learn how research outcomes in human development relate to social policy and decision making. Through these exercises, you will learn to evaluate and apply current research to consider challenges surrounding healthy versus unhealthy developmental circumstances and their impact on your world.

STUDENT LEARNING OUTCOMES: Students who successfully complete this course will be able to:
- describe theories that explain and predict the changes people experience as they develop
- critically analyze and evaluate developmental research and popular media reports
- apply research outcomes to personal and social issues
- distinguish the numerous factors— including biology, environment, and cultural diversity— that interact to influence healthy development.

Attendance Policy and Makeup
All matters related to excused and unexcused absences, and to make-up of missed work, are detailed in University rule #7 http://student-rules.tamu.edu/rule07. Know this rule as I follow it.

You are expected to view all online lectures. This course is demanding; it covers a lot of material and it moves quickly. All exam material comes from lecture-- quiz materials come from online readings in eCampus.

GRADING: We will use eCampus for all grade reporting to ensure confidentiality. For scantron exams, your individual score reports will be emailed to you from scanning@tamu.edu (not from me). You will need this score report to see which questions you got wrong (if any). CHECK SPAM/JUNK IF YOU DON’T SEE YOUR SCORE REPORT.

Online activities are required for this course. All students will participate in lecture online and all students complete online activities to meet the balance of the course requirements. Grades will come from THREE exams over lecture material, as well as a series of weekly online quizzes over material in readings I provide in eCampus. Each of these 4 components is worth 25% of your final grade.

There will be 2 multiple-choice online exams during the semester, plus a 3rd, non-comprehensive exam at the time scheduled for our final. All exam material will come from lecture only, not from the book or quiz readings.

There will be 11 short, online quizzes over the readings posted in the weekly eCampus folders; each quiz is worth 10 points toward a maximum of 100 possible quiz points. I will drop your lowest quiz grade. TAKE THE QUizzes SERIOUSLY—ALTOGETHER, THEY ARE WORTH AS MUCH AS AN EXAM GRADE.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total of 10 best online quizzes (100 possible points)</td>
<td>25%</td>
</tr>
<tr>
<td>Exam 1 (100 possible points)</td>
<td>25%</td>
</tr>
<tr>
<td>Exam 2 (100 possible points)</td>
<td>25%</td>
</tr>
<tr>
<td>Exam 3 (100 possible points)</td>
<td>25%</td>
</tr>
</tbody>
</table>
To compute your final grade
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**Statement on Limits to Confidentiality**

Texas A&M University and the Department of Psychology are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees—including instructors—cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

- Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff.
- Credible threats of harm to oneself, to others, or to university property

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service (https://scs.tamu.edu). Students can report concerning, non-emergency behavior at [http://tellsomebody.tamu.edu](http://tellsomebody.tamu.edu).
# COURSE CALENDAR OF ACTIVITIES AND DEADLINES

Work smart: Put these deadlines in your phone or calendar now, before you get too busy and forget!

<table>
<thead>
<tr>
<th>Date</th>
<th>#</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 15&amp;17</td>
<td>1</td>
<td>Welcome and course overview</td>
<td>Purchase your ebook code (optional) for ISBN 9780134423951, and use it to activate your ebook: <a href="https://console.pearson.com/enrollment/vkidy">https://console.pearson.com/enrollment/vkidy</a>.</td>
</tr>
<tr>
<td>Jan 22&amp;24</td>
<td>2</td>
<td>Introduction: History &amp; state of the field</td>
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</tr>
<tr>
<td>Jan 29 &amp; 31</td>
<td>3</td>
<td>Research methods in Development</td>
<td>Chapter 1 Studying child development quiz 2 DUE before 11:59pm Sunday Feb 3</td>
</tr>
<tr>
<td>Feb 5&amp;7</td>
<td>4</td>
<td>The Biological Beginnings: Nature and Nurture</td>
<td>Chapter 2 Heredity and Environment quiz 3 is Practice Exam 1 DUE before 11:59pm Sunday Feb 10</td>
</tr>
<tr>
<td>Feb 12&amp;14</td>
<td>5</td>
<td>EXAM 1 Good luck!</td>
<td>All lecture material to date No online quiz this week ;) Chapter 3 Prenatal Development</td>
</tr>
<tr>
<td>Feb 19&amp;21</td>
<td>6</td>
<td>Prenatal Development</td>
<td>quiz 4 DUE before 11:59pm Sunday Feb 24 Chapter 3 Prenatal</td>
</tr>
<tr>
<td>Feb 26&amp;28</td>
<td>7</td>
<td>Birth and the Newborn</td>
<td>quiz 5 DUE before 11:59pm Sunday Mar 3 Chapter 4 Physical Development</td>
</tr>
<tr>
<td>Mar 5 &amp; 7</td>
<td>8</td>
<td>Physical development &amp; the Brain</td>
<td>No online quiz this week ;) Chapter 5 Cognitive Development</td>
</tr>
<tr>
<td>Mar 11-15</td>
<td></td>
<td>SPRING BREAK!!! ENJOY!!!</td>
<td>quiz 6 DUE before 11:59pm Sunday Mar 24 All lecture material since Exam 1 No online quiz this week ;)</td>
</tr>
<tr>
<td>Mar 19&amp;21</td>
<td>9</td>
<td>Cognitive Development Part 1</td>
<td>Chapter 5 Cognitive Development</td>
</tr>
<tr>
<td>Mar 26&amp;28</td>
<td>10</td>
<td>EXAM 2 Good luck!</td>
<td>quiz 7 DUE before 11:59pm Sunday Apr 7 Chapter 6 Social/Emotional Development</td>
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<tr>
<td>Apr 2&amp;4</td>
<td>11</td>
<td>Cognitive Development Part 2</td>
<td>quiz 8 DUE before 11:59pm Sunday Apr 14 Chapter 9 Social &amp; Emotional</td>
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<tr>
<td>Apr 9&amp;11</td>
<td>12</td>
<td>Social and Emotional Development</td>
<td>quiz 9 DUE before 11:59pm Sunday Apr 21 Chapter 9 Social &amp; Emotional</td>
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<tr>
<td>Apr 16&amp;18</td>
<td>13</td>
<td>Emotion/Personality, Morality, and Aggression/Behavior Disorders</td>
<td>quiz 10 DUE before 11:59pm Sunday Apr 28 OPTIONAL makeup quiz 11 due before 11:59pm TUESDAY APR 30 Dr. Hull and TAs are not available for student meetings this week.</td>
</tr>
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</tr>
<tr>
<td>April 30</td>
<td>15</td>
<td>Redefined Friday – this class does not meet. Go to your Friday classes.</td>
<td>quiz 10 DUE before 11:59pm Sunday Apr 28</td>
</tr>
<tr>
<td>May 1</td>
<td>15</td>
<td>Reading day – no class, no office hours</td>
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</tr>
<tr>
<td>May 2</td>
<td>15</td>
<td>FINAL EXAMS begin – we take our “final” Exam 3 today</td>
<td></td>
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COURSE SYLLABUS
PSYC 307: DEVELOPMENTAL PSYCHOLOGY

Dr. Rachel Hull – Spring 2019

Course meets in RICH 106 (Richardson Petroleum Engineering Building) Section 503: Tuesdays 9:35-10:50am face-to-face/online course
Section 504: Thursdays 9:35-10:50am face-to-face/online course

Email Etiquette
ALWAYS CHECK THIS SYLLABUS FIRST FOR ANSWERS TO YOUR QUESTIONS BEFORE YOU EMAIL.
FOR GENERAL COURSE QUESTIONS, PLEASE USE THE ONLINE OFFICE HOURS LINK IN ECAMPUS.
If your question is personal, email me or one of our knowledgeable TAs - they have already taken this class with me and aced it. ALWAYS put your name and PSYC 307 in the subject line. Thanks and gig 'em!

Instructor Information
Instructor Dr. Rachel Hull
Email rhull@tamu.edu (allow a full working day for a response – profs have lives, too 😊)
Office hours Wed 1:30-3pm Psychology Bldg RM 268 and online at eCampus office hours link

TA/study leaders Carlos Aleman, caraleman97@tamu.edu
Carlos’s office hours Mondays 4-5pm in Milner Rm 213 (next to Sbisa dining hall)
Victoria Rousay, tori0872462@tamu.edu
Victoria’s office hours Wednesdays 2:30-3:30pm in Psychology Bldg RM 265

Required and suggested items for the course
1. SUGGESTED: The Dynamic Child, by Franklin R. Manis. ISBN: 9780134423951. You can purchase this ebook from the bookstore OR through our eCampus website by clicking on the “Purchase Course Materials” link in the left-hand navigation menu. Once purchased, you will receive an access code for REVEL, the online platform that contains your e-book use it to log in here: https://console.pearson.com/enrollment/vklduy.
YOU CAN ALSO USE THIS LINK TO REGISTER FOR A 14-DAY FREE TRIAL.

2. REQUIRED: a reliable ethernet-connected computer. DO NOT USE WIFI. Free workstations are available in all University libraries and Student Computing Centers (SCC) if you do not have your own. Losing connection during a graded assignment WILL NOT get you a makeup attempt. Online, graded work is a required part of this course, and you are responsible for ensuring the integrity of your connection. You will have to regularly access:
   • your official TAMU email account – this is where I send you course information, exam score reports, etc., so check your TAMU email frequently for updates and messages – I will always put PSYC 307 in the subject line so you can search easily for messages from me.
   • eCampus.tamu.edu I will provide online office hours, online lectures, lecture note outlines, and readings with online quizzes FOR A GRADE on our ecampus site.
COURSE DESCRIPTION: Growth and development of normal child from infancy to adolescence with emphasis on elementary school years. 
Prerequisites: PSYC 107; PSYC 301 and PSYC 302 or junior or senior classification.

COURSE GOALS: The central goal is to inform you about the many factors that influence development and the criticality of healthy development for the individual and societies. You will learn about the research behind existing development theories, as well as how to critically assess new research in terms of how it contributes to practice and promotes new and improved theories. You will also learn how research outcomes in human development relate to social policy and decision making. Through these exercises, you will learn to evaluate and apply current research to consider challenges surrounding healthy versus unhealthy developmental circumstances and their impact on your world.

LEARNING OUTCOMES: Students who successfully complete this course will be able to:
- understand theories that explain and predict the changes people experience as they develop
- critically analyze and evaluate developmental research and popular media reports
- apply research outcomes to personal and social issues
- think responsibly about the numerous factors – including biology, environment, and cultural diversity – that interact to influence healthy development.

Attendance Policy and Makeups
- You are expected to complete all assignments on time. Makeups for exams or other graded assignments can only be earned if you provide prompt written documentation of a University-approved absence. If you must be absent, you are responsible for following the University policy governing absences and makeup opportunities; these are detailed in University rule #7 http://student-rules.tamu.edu/rule07.
- You are expected to attend all classes. This course is demanding; it covers a lot of material and it moves quickly. All exam material comes from lecture – quiz materials come from online readings in eCampus. If you must miss a lecture day, you do not need to provide an excuse, but you are still responsible for the lecture notes from that day. You will need to contact one of your classmates to get that material and/or watch the lecture video. I STRONGLY encourage you to meet some classmates so you will have someone to share notes, form study groups, etc.
- Class participation not only makes class more enjoyable and interesting, it has also been shown to boost memory and the integration of material. If you have a question or comment in class, I encourage you to speak up or write in – respectfully and constructively. Don’t save all your questions until the exam!

Common Courtesy and Respect for Diversity: Our class moves fast and covers some controversial topics. Please become part of our energy by arriving on time, silencing your cell, and participating constructively in class discussion. At some point, you may disagree with me or with classmates, but you are expected do so in a respectful manner. Sometimes the unfamiliar is uncomfortable, but the unfamiliar is what you are here to learn - whether you agree with something is a completely separate issue from your purpose of learning about the issue. Diversity lives in a university classroom because of the uniqueness that each of us brings. Putting all those different perspectives together in one place is a resource, strength, and benefit to the ideals of education. I intend for ALL students, regardless of backgrounds or perspectives, to be well-served by this course. Our classroom is a designated safe zone of respect for gender, sexual orientation, religion, disability, age, socioeconomic status, ethnicity, culture, political views, etc. If at any time you feel silenced by the conversation, or if you have suggestions about how to improve the value of diversity in this course, please make an appointment with me to discuss the issue; your input will be welcomed.
GRADING: Individual extra credit will not happen – it is against the law. We will use eCampus for all grade reporting to ensure confidentiality. For scantron exams, your individual score reports will be emailed to you from scanning@tamu.edu (not from me). You will need this score report to see which questions you got wrong (if any). CHECK SPAM/JUNK IF YOU DON'T SEE YOUR SCORE REPORT.

Online activities are required for this course. All students will participate in lecture, either in person or online, and all students complete online activities to meet the balance of the course requirements. Grades will come from THREE exams over lecture material, as well as a series of weekly online quizzes over material in readings I provide in eCampus. Each of these 4 components is worth 25% of your final grade.

There will be 2 multiple-choice exams during the semester, plus a 3rd, non-comprehensive exam at the time scheduled for our final. You will need an 8 ½ x 11” gray scantron for each exam. All exams are closed book and closed notes. All exam material will come from lecture only, not from the book or quiz readings.

There will be 11 short, online quizzes over the readings posted in the weekly eCampus folders; each quiz is worth 10 points toward a maximum of 100 possible quiz points. I will drop your lowest quiz grade. TAKE THE QUIZZES SERIOUSLY – ALTOGETHER, THEY ARE WORTH AS MUCH AS AN EXAM GRADE.

Total of 10 best online quizzes (100 possible points)  25%
Exam 1 (100 possible points)  25 %
Exam 2 (100 possible points)  25 %
Exam 3 (100 possible points)  25 %

=100%

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A = 90-100  B = 80-89  C = 70-79  D = 60-69  F = 0-59

EXAM DATES: All exam dates and quiz deadlines are listed on the course calendar below. These dates will not change, so why not take a minute and put them in your calendar now? However, the dates we cover certain topics MAY change. If so, I will only test you on the lecture material we have covered as of the posted exam date. You have plenty of time to arrange your schedule around our deadlines, so you are expected to meet every deadline.

MAKEUP POLICY: Missing an exam is serious, but sometimes necessary. If you must miss an exam, you must provide written documentation (emailed docs are acceptable) within 2 working days of your visit to a health care professional, signed by that health care professional, and including the date and time of the illness and medical professional’s confirmation of needed absence. You will receive a 0 for the missed exam unless and until I receive the necessary documentation.

If your excuse is valid, you must email me your documentation within 2 working days of a missed exam in order to be granted a makeup exam – otherwise your missed exam grade will remain a 0. Besides personal illness requiring a physician’s care, a few other acceptable excused absences are allowed with appropriate documentation. These are detailed in University rule #7 http://student-rules.tamu.edu/rule07
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<th>Readings/Activities DUE</th>
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<tr>
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<td>11</td>
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<tr>
<td>SECTION 503</td>
<td>15</td>
<td>EXAM 3 Thursday May 2 from 12:30-1:45 PM LOCATION TBA</td>
<td>All lecture material since Exam 2 Dr. Hull and TAs are not available for student meetings this week.</td>
</tr>
<tr>
<td>SECTION 504</td>
<td>15</td>
<td>EXAM 3 Thursday May 2 from 12:30-1:45 PM LOCATION TBA</td>
<td>All lecture material since Exam 2 Dr. Hull and TAs are not available for student meetings this week.</td>
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</tbody>
</table>
Course Change Request

Date Submitted: 02/16/19 9:57 pm

Viewing: **PSYC 315 : Social Psychology**

Last approved: 03/21/18 3:23 am

Last edit: 03/01/19 11:56 am

Changes proposed by: hlench

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<tr>
<td>Department of Psychological and Brain Sciences</td>
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<td>PSYC - Psychology (PSYC)</td>
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<tr>
<td>BA-PSYC: Psychology - BA</td>
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<td>BS-PSYC: Psychology - BS</td>
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Contact(s)

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Joshua Hicks</td>
<td><a href="mailto:joshua.hicks@tamu.edu">joshua.hicks@tamu.edu</a></td>
<td>8452097</td>
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Rationale for Course Edit

- The proposed changes are part of a routine curriculum review.
- The proposed changes are to meet the demand/interest of students.

<table>
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<tr>
<th>Course prefix</th>
<th>Course number</th>
<th>Department</th>
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<th>Academic Level</th>
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<th>Academic Level (alternate)</th>
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</thead>
<tbody>
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</table>

Effective term: 2018-2019 **Summer**

Complete Course Title

Social Psychology

Abbreviated Course Title

SOCIAL PSYCHOLOGY

Catalog course description

In Workflow

1. PBSI Department Head
2. Curricular Services Review
3. LA Committee Preparer UG
4. LA Committee Chair UG
5. LA College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 02/13/19 11:36 am
   Heather Lench (hlench): Rollback to Initiator
2. 02/13/19 11:40 am
   Heather Lench (hlench): Approved for PBSI Department Head
3. 02/13/19 1:32 pm
   Terra Bissett (t.bissett): Rollback to Initiator
4. 02/17/19 8:16 pm
   Heather Lench (hlench): Approved for PBSI Department Head
5. 02/18/19 9:19 am
   Terra Bissett (t.bissett): Approved for
Social psychological variables operating on the individual; results of experimental laboratory findings; interaction of personality and social behavior.

Prerequisites and Restrictions
PSYC 107.

Concurrent Enrollment
No

Should catalog prerequisites / concurrent enrollment be enforced?
Yes

Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSYC 107</td>
<td>D</td>
<td>UG</td>
<td>No</td>
</tr>
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</table>

Crosslistings
No

Stacked
No

Curricular Services Review
6. 02/18/19 9:22 am
Steve Oberhelman (s-oberhelman): Approved for LA Committee Preparer UG

History
1. Feb 7, 2017 by Mindy Bergman (mindybergman)
2. Mar 21, 2018 by Joshua Hicks (joshua.hicks)
### PSYC 315: Social Psychology

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Contact Hour(s) (per week):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hour(s)</td>
<td></td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>No</td>
</tr>
<tr>
<td>Three-peat?</td>
<td>No</td>
</tr>
<tr>
<td>CIP/Fund Code</td>
<td>4227070001</td>
</tr>
<tr>
<td>Default Grade Mode</td>
<td>Letter Grade (G)</td>
</tr>
<tr>
<td>Alternate Grade Modes</td>
<td>Satisfactory/Unsatisfactory</td>
</tr>
<tr>
<td>Method of instruction</td>
<td>Lecture</td>
</tr>
<tr>
<td>Will this course be taught at another branch?</td>
<td>Yes</td>
</tr>
<tr>
<td>Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)</td>
<td></td>
</tr>
</tbody>
</table>

#### Learning Outcomes

- *Meets traditional face-to-face learning outcomes.*

Describe how learning outcomes are met or provide justification why they are not met.

- *Course elements and assignments remain identical, although students submit questions and assignments electronically.*

#### Hours

- *Meets traditional face-to-face hours.*

Describe how hours are met or provide justification why they are not met.

- *Course elements and assignments remain identical, including the amount of lecture and discussion time required of students.*

Will this course be taught as a distance education course?  
Is 100% of this course going to be taught in Texas?  
Will classroom space be needed?
This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

Has/will this course be(en) submitted for core curriculum consideration?

Has/will this course be(en) submitted for Writing or Communication consideration?

Has/will this course be(en) submitted for ICD or CD consideration?

**Course Syllabus**

Upload syllabus

PSYC 315 Livestreaming Syllabus.pdf

PSYC 315 Traditional Syllabus.pdf

Letters of support or other documentation

No

Additional information

The syllabus will be used for both the traditional and web course - the attached is an example.

Sections of this course will be taught online. (700 & 701) The online course covers the same topics and meets the same learning objectives as the face-to-face course. Lecture and discussion time is identical to the face-to-face course with recorded lectures, and activities and assignments are identical. The Student Learning Outcomes for these courses and all other face-to-face courses are equivalent. The restrictions of Rule 11.03.99.M1 were discussed prior to the creation of the course.

Reviewer Comments

Heather Lench (hlench) (02/13/19 11:36 am): Rollback: update

Terra Bissett (t.bissett) (02/13/19 1:32 pm): Rollback: If requesting non-traditional format approval, please attach a traditional syllabus and a non-traditional syllabus (if applicable).

Terra Bissett (t.bissett) (02/18/19 9:18 am): Syllabus received.
Jon Jasperson (jon.jasperson) (02/25/19 4:43 pm): A) Both a traditional and a non-traditional syllabus are required when requesting approval for non-traditional course delivery. While the CARS form explicitly states the same syllabus will be used in both situations, there are enough differences between the two delivery modes that different syllabi should be used. How does the Attendance and Participation section apply to online students? How do online students take the exam? How do "media moments" and "class activities" apply to online students? How do rules for guest lecturers apply to online students? B)

Sandra Williams (sandra-williams) (03/01/19 11:57 am): Update received. Concerns addressed.


Reported to state?

- CS
- No

Key: 13738
PSYC 315: Social Psychology, Sect. 501
Term: 2019 Fall Semester Class Days: Tues and Thurs
Class Dates: August 28, 2018 - December 4, 2018
Class Location: Online
Class Time: 2:20pm – 3:35pm

Course Instructor Contact Information
Instructor: Adrienne R. Carter-Sowell, Associate Professor
Email Address: acsowell@tamu.edu
Office Location: Psychology Building, room 271

Course Grader Contact Information
Grader: Jessica Walker, Graduate Student
Email Address: jm.walker12@tamu.edu
Office Location: Milner Bldg., room 010

Catalog hours also held online via skype – see email for set up information

Catalog Description
Social psychological variables operating on the individual; results of experimental laboratory findings; interaction of personality and social behavior.

Course Description
The course is a topical survey of major theories and research, both classic and contemporary, in social psychology. We will explore important social psychological variables that influence people’s behavior, specific results from social psychology experiments, and the ways that personality and situations interact to shape social behavior.

Prerequisites for this Course
Satisfactory completion (D or higher) of PSYC 107: Introduction to Psychology is required. However, regardless of your academic major, you have enough prior student experiences to be successful in this class. If you have not mastered the specific concepts needed to meet your intended goals for this course, you should meet with the Course Graders and/or me, the instructor for guidance, feedback, and support. We will provide resources that can help you learn the concepts needed to complete this course.

How to succeed in this course:
1. While watching the lecture don’t multi-task with social media searches, checking email, reading text messages, etc.
2. Prepare for each lecture (having read the material for the day ahead of time) so you can intelligently process the material.
3. Take note of what is said by your instructor, guest speakers, and in the media clips shown.
4. Take all FIVE exams and complete the student assignments plus research requirements.
5. Communicate with the Graduate instructor and/or course instructor to discuss problems and unresolved concerns.

Required Course Materials
2. Course Website: http://ecampus.tamu.edu (Go here for updates to the syllabus, class lectures, descriptions of assignments, and your posted scores/grades)

Office Hours are available by appointment AND online and in person:
   Tuesdays - 11:00am to 12:00pm w Professor Carter-Sowell, Course Instructor
   Wednesdays - 10:00am – 12:00pm w Jessica Walker; Course Grader

Learning Outcomes
Texas A&M University has identified student learning outcomes that describe our institutional commitment to your educational goals. These include the ability to demonstrate critical thinking, effective communication, and social, cultural, and global competence.

Here are the specific student learning outcomes for this course. Successful students will be able to…
   Describe key concepts, principles, and overarching themes in social psychological theory and research.
   Apply, accurately, social psychological theories and research to explain, represent, and analyze social behavior in diverse contexts and settings.
   Exhibit effective written communication, particularly as it pertains to the articulation of social psychological research findings.
**Tentative Course Outline and Schedule**

*Please note that the content of this syllabus is subject to change and that all course announcements, updates, and notes will be available on the course website.*

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*Note change in class time to 1:00 pm – 3:00 pm.*
**Attendance:** Viewing EVERY class is highly encouraged. Exam questions and assignments may come from both lecture and the textbook, which may not overlap. While lecture slides will be made available, these should be treated as a rough outline of what will be covered, and will not contain all information needed for success.

**Grading Policies:**

**Aggies in Action: A Social Psychological Perspective - Student Written Assignment**

Aggies are social and active and their behavior is enlightening to study! Campus events are educational, entertaining, and offer opportunities for the campus and surrounding Bryan/College Station (BCS) communities to meet and consider timely topics of interest.

For this assignment, you must provide a written report (typed, stapled, 2-3 page write-up) using APA style - double spaced, 12pt. font, pages numbered, and 1 inch margins) that answers the designated questions in paragraph/sentence form. Include a cover sheet with the title of the chosen event on one line, your first and last name on one line, the course name and term on the same line, the date one line, and a wallet size, black-and-white headshot photo that clearly features your face. Also, provide a reference page that at least lists the course textbook and campus event as sources for your paper.

The purpose of this writing assignment is to provide you with an opportunity to relate findings from the topics covered in the course to properly identify and explain social psychological theories to the critical evaluation of a campus/community event that suits your schedule, is meaningful to you, and occurs during the 2018 fall semester.

Please read the assignment description as well as the other information related to this assignment provided on the ecampus course website in the Student Assignment Folder. The topic you choose for this assignment is due on Tuesday, September 18, 2018, however if you change your mind it’s OK and you don’t need to notify the course instructor or grader. Students may submit optional draft papers for review and feedback to Jessica Walker; Grader for scored papers via the course website up to Friday, October 26, 2018. The written report is due at the beginning of class on Tuesday, November 27, 2018. Submit your FINAL written paper via the course website. No late papers will be accepted for full credit grading consideration.

The total contribution of this assignment to your final grade is **125 points**.

**Exams:**

There will be a total of **FIVE** examinations.

- The exams are non-cumulative in nature and will consist of multiple choice questions.
- Each exam will cover reading, media, or lecture material as indicated on the class schedule.

You can earn up to **75 points for Exam 1, Exam 2, Exam 3, Exam 4, and Exam 5**.

The final is on the last day of the exam schedule and will be available for 24 hours.

The total possible contribution of all examinations to your final grade is **375 points**.

**Exam Makeup Policy**

All matters related to excused and unexcused absences, and to make-up of missed work, are detailed in University rule #7 [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). Know this rule as I follow it.

**Grade Calculation:**

Below are the requirements for each letter grade based on the following total amount of points:
A = at least 90% of 500 or 450 points and above  
B = at least 80% of 500 or 449 - 400 points  
C = at least 70% of 500 or 399 - 350 points  
D = at least 60% of 500 or 349 - 300 points  
F = at least 59% of 500 or 299 points and below  

Exams (375) + Aggies in Action Assignment (1250) = 500 Pts.

Email Expectations
When requesting information about the class, please look to make sure the information you are requesting is not already explained in the syllabus or on the course ecampus webpage. The course grader and I are happy to answer questions that help clarify information that is ambiguous or confusing.

Statement on Limits to Confidentiality
Texas A&M University and the Department of Psychology are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees—including instructors—cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:
- Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff.
- Credible threats of harm to oneself, to others, or to university property
These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service (https://scs.tamu.edu). Students can report concerning, non-emergency behavior at http://tellsomebody.tamu.edu.

Aggie Honor Code

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty”.

For additional information please visit: http://aggiehonor.tamu.edu/
Americans with Disabilities Act (ADA) Policy Statement

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 believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Academic Integrity Statement and Policy

Campus Carry

Concealed carry of handguns in buildings on campus is permitted. You can find more complete information at www.tamu.edu/statements/campus-carry.html

Briefly what this means is:

- Handgun license holders may carry a concealed handgun in buildings on campus. Please note that individuals must be over 21 to obtain such a license, hence the majority of undergraduates are excluded.
- Open carry of any firearm is STILL PROHIBITED on campus. If you see any firearm being displayed or an individual break concealment of their handgun, please contact the University Police Department.
- Concealed carry of a handgun by a license holder is allowed in the classroom.
- Licensed carry of a handgun may only be prohibited in assigned offices and high hazard research areas and laboratories upon demonstration that the carrying of a concealed handgun by a license holder creates a significant risk of substantial/catastrophic harm due to a negligent discharge. Procedures for making such requests can be found here: www.tamu.edu/statements/campus-carry.html and require approval by the President.

Please note that the content of this syllabus is subject to change and that all course announcements, updates, and notes will be available on the course website.
Course Instructor Contact Information
Instructor: Adrienne R. Carter-Sowell, Associate Professor
Email Address: acsowell@tamu.edu
Office Location: Psychology Building, room 271

Course Grader Contact Information
Grader: Jessica Walker, Graduate Student
Email Address: j.m.walker12@tamu.edu
Office Location: Milner Bldg., room 010

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How to succeed in this course:
1. Attend EVERY class arrive on time complete the attendance tasks stay for the entire class period while in class, pay attention to the lecture and discussion.
2. While in class don’t multi-task learning with social media searches, checking email, reading text messages, holding side conversations, sleeping, or being a distraction to others, including the instructor.
3. Come to class prepared (having read the material for the day ahead of time) so you can intelligently discuss the material presented and ask relevant questions.
4. Participate in class discussion; you will remember the information better if you are engaged in the topic.
5. Take note of what is said by your instructor, peers, guest speakers, and in the media clips shown.
6. Take all FIVE exams and complete the student assignments plus research requirements.
7. Meet with the Graduate instructor and/or course instructor to discuss problems and unresolved concerns.

Required Course Materials
2. Course Website: http://ecampus.tamu.edu (Go here for updates to the syllabus, class lectures, descriptions of assignments, and your posted scores/grades)

Office Hours are available by appointment AND on:
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# Tentative Course Outline and Schedule

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*Note change in class time to 1:00 pm – 3:00 pm.*
Grading Policies:

Attendance and Participation:

- Attending EVERY class is highly encouraged. Exam questions and assignments may come from both lecture and the textbook, which may not overlap. While lecture slides will be made available, these should be treated as a rough outline of what will be covered, and will not contain all information needed for success.
- If you miss a lecture, you do not have to notify me or provide an excuse, however, you are still responsible for the material that was covered that day in lecture. If you miss class, check the class website for any handouts that you may have missed. I encourage you to get to know your classmates so you will have someone to share notes with, form a study group, etc. Please note that you cannot make-up in-class activities, participation, or assignments.
- In order to receive credit for attendance, students must participate in Attendance and/or Pop Quiz activity. The Attendance and/or Pop Quiz activities are available as time permits per class. You are responsible for ensuring that you receive credit for participation. If you miss an in-class activity, you cannot make it up.
- Participation will include a student’s appropriate interaction with the instructor and fellow students by asking questions, offering comments, and contributing to class discussions. You also will have the opportunity to participate in course related research projects.
- Disruptions due to late arrivals, early departures, and personal conversations are inappropriate interactions with the instructor and fellow students. Also, during class, please do not text, use your electronic devices to interact with social media, read the newspaper, study for another class, surf the internet, check email, or sleep. Lastly, silence your cell phones and alarms before class begins.
- The total contribution of attendance and participation to your final grade is **25 points**.

Aggies in Action: A Social Psychological Perspective - Student Written Assignment

Aggies are social and active and their behavior is enlightening to study! Campus events are educational, entertaining, and offer opportunities for the campus and surrounding Bryan/College Station (BCS) communities to meet and consider timely topics of interest.

- For this assignment, you must provide a written report (typed, stapled, 2-3 page write-up) using APA style - double spaced, 12pt. font, pages numbered, and 1 inch margins) that answers the designated questions in paragraph/sentence form. Include a cover sheet with the title of the chosen event on one line, your first and last name on one line, the course name and term on the same line, the date one line, and a wallet size, black-and-white headshot photo that clearly features your face. Also, provide a reference page that at least lists the course textbook and campus event as sources for your paper.
- The purpose of this writing assignment is to provide you with an opportunity to relate findings from the topics covered in the course to properly identify and explain social psychological theories to the critical evaluation of a campus/community event that suits your schedule, is meaningful to you, and occurs during the 2018 fall semester.
- Please read the assignment description as well as the other information related to this assignment provided on the ecampus course website in the Student Assignment Folder. The topic you choose for this assignment is due on Tuesday, September 18, 2018, however if you change your mind it’s OK and you don’t need to notify the course instructor or grader. Students may submit optional draft papers for review and feedback to Jessica Walker; Grader for scored papers via the course website up to Friday, October 26, 2018. The written report is due at the beginning of class on Tuesday, November 27, 2018. Submit your FINAL written paper via the course website. Also, bring a hard copy of the final paper to class to give to the course instructor, Professor Carter-Sowell to keep. No late papers will be accepted for full credit grading consideration.
- The total contribution of this assignment to your final grade is **100 points**.
Exams:
There will be a total of **FIVE** examinations.

- The exams are non-cumulative in nature and will consist of multiple choice questions.
- Each exam will cover reading, media, or lecture material as indicated on the class schedule.
- You are responsible for providing your own pencil(s) and 8.5x11 inch blue-gray scantron (form No. 0-101607-TAMU) for each exam.
- You can earn up to **75 points for Exam 1, Exam 2, Exam 3, Exam 4, and Exam 5**.
- The final is on the last day of the exam schedule and it will NOT be offered earlier than December 12th, from 1:00 pm – 3:00 pm in our regular classroom.
- The total possible contribution of all examinations to your final grade is **375 points**.

**Exam Makeup Policy**

To be eligible for a make-up exam, you must provide (within 48 hours of the exam) written documentation of your visit to a health care professional, signed by that health care professional, affirming the date and time of your visit. For university-approved absences where prior notification is not feasible (e.g. an accident or emergency), you must contact me within 48 hours with an explanation of why no prior notice was given along with your documentation. Besides illness, acceptable excused absences are detailed in University rule #7 (http://student-rules.tamu.edu/rule07).

In accordance with Texas Education Code §51.911(b) and TAMU Student Rule 7: Attendance, students shall be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. For more information about excused absences due to religious holy days, please visit the Dean of Faculties website at dof.tamu.edu/rules/religious-observance.

Please note that you cannot make up in class activities (such as Media Moments and Class Activites), and you are responsible for all material discussed during lecture, regardless of your attendance.

If you know in advance that you will miss an exam for a university recognized absence, you must notify me at least one week prior to the scheduled exam date. In most cases, I will be able to schedule a time for you to take the exam early. In other cases, you may be allowed to take a make-up exam after the regular exam time. Make-up exams may be in multiple choice, short answer, or essay format.

**Cheating:** Don’t do it. If you use others’ work in your own assignments, you will receive a zero on the assignment. If you cheat on an exam, you will fail the course. Either circumstance will be considered a violation of the Aggie Honor Code.

**Grade Calculation:**
Grading will be in accord with the University Rules and Regulations (see http://student-rules.tamu.edu/rule7.htm). Below are the requirements for each letter grade based on the following total amount of points:

A = at least 90% of 500 or 450 points and above  
B = at least 80% of 500 or 449 - 400 points  
C = at least 70% of 500 or 399 - 350 points  
D = at least 60% of 500 or 349 - 300 points  
F = at least 59% of 500 or 299 points and below

**Exams (375) + Aggies in Action Assignment (100) + Attendance/ Participation (25) = 500 Pts.**

**Teaching Philosophy:**
I intend to treat students fairly, respectfully, and provide as much information as I can regarding grading criteria and expectations. My goal is to use the course to facilitate your development as responsible and intelligent adults. I have high expectations of my students, only because experience has taught me that students can do outstanding, thoughtful, difficult work if given the opportunity.
IMPORTANT UNIVERSITY INFORMATION

Respect for Diversity
It is my intent that ALL students, regardless of backgrounds or perspectives, are well-served by this course. I view the diversity that different students bring to the class as a resource, strength, and benefit to the ideals of a university education. Therefore, our classroom is a designated safe zone of respect, including toward diversity in gender, sexual orientation, religion, disability, age, socio-economic status, ethnicity, race, culture, political views, etc. Please let me know if you have suggestions about how to improve the value of diversity in this course; your comments will be welcomed. To make this environment comfortable for everyone, please remember that there are many students with different experiences and needs in one room.

Respectful environment
There are a number of topics during the semester that can make some people uncomfortable. To make this environment comfortable for everyone, please remember that there are many students with different experiences and needs in one room and these diverse experiences and backgrounds are not always obvious to the casual observer. Whereas it is 100% OK to disagree with someone, you must state your disagreements about the issue (and not the other person) and in a way that is respectful (i.e., does not belittle people or groups). This class does not tolerate remarks that are sexist, racist, homophobic, or otherwise ridicule people.

Proper conduct by students for Guest Lectures
Guest Lecturers are invited to class and so, ALL students are expected to be in attendance for the entire class, be engaged with the lectures, and be respectful of the guests’ time and expertise on the presentation topics. Slides from guest lectures are provided, as available. However, students need to be reading assigned chapters from the textbook to learn, retain, and recall the content for the tests.

Please know that information provided by Guest Lecturers is as important as material provided by the Course Instructor. Subsequent test questions will reflect a combination of information provided by the textbook, posted slides, and guest lecture presentations. To prepare for a test, review your notes and look over the posted slides to test your recall.

Email Expectations
When requesting information about the class, please look to make sure the information you are requesting is not already explained in the syllabus or on the course ecampus webpage. The course grader and I are happy to answer questions that help clarify information that is ambiguous or confusing.

You do not need to contact us if you are going to miss class, however, if there is a major event in your life that is causing you to miss multiple classes, I would like to be aware of it. Thanks!

Statement on Limits to Confidentiality
Texas A&M University and the Department of Psychology are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees—including instructors—cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

- Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff.
- Credible threats of harm to oneself, to others, or to university property

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service (https://scs.tamu.edu). Students can report concerning, non-emergency behavior at http://tellsomebody.tamu.edu.
IMPORTANT UNIVERSITY INFORMATION

Aggie Honor Code

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty”.

For additional information please visit: http://aggiehonor.tamu.edu/.

Americans with Disabilities Act (ADA) Policy Statement

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 believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu. Academic Integrity Statement and Policy

Campus Carry

Concealed carry of handguns in buildings on campus is permitted. You can find more complete information at www.tamu.edu/statements/campus-carry.html

Briefly what this means is:

- Handgun license holders may carry a concealed handgun in buildings on campus. Please note that individuals must be over 21 to obtain such a license, hence the majority of undergraduates are excluded.
- Open carry of any firearm is STILL PROHIBITED on campus. If you see any firearm being displayed or an individual break concealment of their handgun, please contact the University Police Department.
- Concealed carry of a handgun by a license holder is allowed in the classroom.
- Licensed carry of a handgun may only be prohibited in assigned offices and high hazard research areas and laboratories upon demonstration that the carrying of a concealed handgun by a license holder creates a significant risk of substantial/catastrophic harm due to a negligent discharge. Procedures for making such requests can be found here: www.tamu.edu/statements/campus-carry.html and require approval by the President.

Please note that the content of this syllabus is subject to change and that all course announcements, updates, and notes will be available on the course website.
Course Change Request

Date Submitted: 02/18/19 9:15 am

Viewing: PSYC 320: Sensation-Perception

Also listed as: NRSC 320

Last approved: 03/21/18 3:23 am
Last edit: 03/01/19 11:58 am

Changes proposed by: hlench

Catalog Pages referencing this course
- NRSC 320: Department of Psychological and Brain Sciences
- NRSC - Neuroscience (NRSC)
- Neuroscience
- PSYC - Psychology (PSYC)

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joshua Hicks</td>
<td><a href="mailto:joshua.hicks@tamu.edu">joshua.hicks@tamu.edu</a></td>
<td>8452097</td>
</tr>
</tbody>
</table>

Rationale for Course Edit
- The proposed changes are part of a routine curriculum review.
- The proposed changes are to meet the demand/interest of students.

Course prefix: PSYC  
Course number: 320

Department: Psychological and Brain Sciences
College/School: Liberal Arts
Academic Level: Undergraduate
Effective term: 2018-2019 Summer

Complete Course Title
- Sensation-Perception

Abbreviated Course Title
- SENSATION-PERCEPTION
Catalog course description
Review of sensory physiology, sensory and perceptual phenomena and the major perceptual theories; current research in the field.

Prerequisites and Restrictions
PSYC 107; junior or senior classification; PSYC 301 and PSYC 302 recommended.

Concurrent Enrollment
No

Should catalog prerequisites / concurrent enrollment be enforced?
Yes

Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>)</th>
<th>Concurrency?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSYC 107</td>
<td>D</td>
<td>UG</td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

Crosslistings
Yes
Crosslisted With NRSC 320

Stacked
No
Stacked with

Semester 3 Credit Hour(s)
Lecture: 3
Lab: 0
Other: 0
Total 3

Repeatable for credit?
No

Three-peat?
No

CIP/Fund Code
2615010002

Default Grade Mode
Letter Grade (G)

Alternate Grade Modes
Satisfactory/Unsatisfactory
Method of instruction | Lecture

Will this course be taught at another branch? | No

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) | Yes

Learning Outcomes

- Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

- Course elements and assignments remain identical, although students submit questions and assignments electronically.

Hours

- Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

- Course elements and assignments remain identical, including the amount of lecture and discussion time required of students.

Will this course be taught as a distance education course? | No

Is 100% of this course going to be taught in Texas? | Yes

Will classroom space be needed for this course? | Yes

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

Has/will this course be submitted for core curriculum consideration? | No
Has/will this course be submitted for Writing or Communication consideration? No
Has/will this course be submitted for ICD or CD consideration? No

**Course Syllabus**

Syllabus: Upload syllabus
Upload syllabus: PSYC 320 online.pdf
PSYC 320 Traditional.pdf

Letters of support or other documentation: No

Additional information: The syllabus will be used for both the traditional and web course - the attached is an example.

Sections of this course will be taught online. (700 & 701) The online course covers the same topics and meets the same learning objectives as the face-to-face course. Lecture and discussion time is identical to the face-to-face course with recorded lectures, and activities and assignments are identical. The Student Learning Outcomes for these courses and all other face-to-face courses are equivalent. The restrictions of Rule 11.03.99.M1 were discussed prior to the creation of the course.

Reviewer Comments
Jon Jasperson (jon.jasperson) (02/25/19 4:47 pm): A) Both a traditional and a non-traditional syllabus are required when requesting approval for non-traditional course delivery. While the CARS form explicitly states the same syllabus will be used in both situations, there are enough differences between the two delivery modes that different syllabi should be used. How do pop quizzes apply for online students? B) Prerequisites listed in syllabus do not match prerequisites listed on CARS form.

Sandra Williams (sandra-williams) (03/01/19 11:58 am): Update received. Concerns addressed.


Reported to state?
CS
No

Key: 13740
Instructor Information:

Instructor: Omar Garcia, MA  
Email: ogr1986@tamu.edu  
Phone: 979- 845-2581

Online Office Hours: Wednesday 1-3 pm and by apt

Graduate Assistant: Nafiseh Faghihi  
Email: nafisehfaghihi@tamu.edu

Online Office Hours: Wednesday 1-2

Graduate Assistant: Jesus Lopez  
Email: jesuslopez619@tamu.edu

Online Office Hours: Tuesday/Thursday 1-2 pm

Required Textbook:


Catalog Course Description:

Review of sensory physiology, sensory and perceptual phenomena and the major perceptual theories; current research in the field.

Course Objectives:

Broadly, sensation and perception is concerned with how we acquire information about our world through our biological senses, and how this information is processed by the brain to create a perceptual experience. This course will provide a broad introductory survey of sensory physiology and major theories of perceptual processes. These topics will be examined with respect to how human perceptual systems encode, store, transform, retrieve, and use information.

Prerequisites:

PSYC 107; junior or senior classification; PSYC 301 and PSYC 302 recommended.

Learning Outcomes:

By the end of this course, the successful student should be able to:

- Describe the fundamentals of how sensory information is acquired by the body and processed in the brain.
- Describe how the human perceptual system gives rise to the human experience, including your own experience.
- Identify limits to our knowledge of the mechanisms underlying perceptual abilities.
- Apply objective scientific methods to evaluate hypotheses and theories concerning how humans process and experience sensory information.
Expectations:
This is an upper-level course that will cover material in some depth. It is critical to keep up with the course readings and watch online lectures. Exams and homework assignments will draw from material in both the text and the online lectures.

Be prepared for the online lectures: Read the material before each online lecture and show up ready to engage the material.

Attendance and Make-ups: Although this is an online course, it is important that you watch each lecture online. You will miss important information if you do not. All matters related to excused and unexcused absences, and to make-up of missed work, are detailed in University rule #7 http://student-rules.tamu.edu/rule07. Know this rule as I follow it.

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Grading:

There are 200 points possible in this course, which breaks down as follows:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
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<tbody>
<tr>
<td>Exam 1: 50 points</td>
<td>50</td>
</tr>
<tr>
<td>Exam 2: 50 points</td>
<td>50</td>
</tr>
<tr>
<td>Exam 3: 50 points</td>
<td>50</td>
</tr>
<tr>
<td>Homework (12.5 points each)</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200 Points</strong></td>
</tr>
</tbody>
</table>

Final grades will be assigned at the end of the semester on the basis of the total number of points earned out of a possible 200 points. Grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
<td>180-200 points</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89.99%</td>
<td>160-179.99 points</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79.99%</td>
<td>140-159.99 points</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69.99%</td>
<td>120-139.99 points</td>
</tr>
<tr>
<td>F</td>
<td>0% - 59.99%</td>
<td>0-119.99 points</td>
</tr>
</tbody>
</table>

Late homework assignments will be **penalized 10% per day** they are late.

About the exams (3 @ 50 points each = 150 points):

There are 3 exams (closed book and closed notes) in this course. The final exam is Monday, July 2nd, from (TBA). If you have 3 finals in one day, you may request rescheduling of one examination. All exams will cover the course material for that section (i.e., not cumulative).

About the Homework Assignments:

Four homework assignments will be given throughout the semester, as outlined in the syllabus. Homework that is turned in late will be penalized 10% for each day that it is late. Assignments must be turned in online by the beginning of class on the due date.

HW 1 Due: Monday, June 11th, 2018 (assigned grader: Nafiseh F.)
HW 2 Due: Monday, June 18th, 2018 (assigned grader: Jesus L.)
HW 3 Due: Monday, June 25th, 2018 (assigned grader: Nafiseh F.)
HW 4 Due: Friday, June 29th, 2018 (assigned grader: Jesus L.)

Tentative Schedule:

You should have the reading listed done by the date listed. Schedule might be subject to change.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
<th>Home work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues 5/29</td>
<td>Intro to course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed 5/30</td>
<td>Intro to Perception</td>
<td>Ch 1</td>
<td></td>
</tr>
<tr>
<td>Thur 5/31</td>
<td>Perceptual Process</td>
<td>Ch 2</td>
<td></td>
</tr>
<tr>
<td>Fri 6/1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon 6/4</td>
<td>Neural Processing</td>
<td>Ch 3</td>
<td></td>
</tr>
<tr>
<td>Tues 6/5</td>
<td></td>
<td>Ch 3</td>
<td></td>
</tr>
<tr>
<td>Wed 6/6</td>
<td>Cortical organization</td>
<td>Ch 4</td>
<td></td>
</tr>
<tr>
<td>Thur 6/7</td>
<td>Cortical organization / Review</td>
<td>Ch 4</td>
<td></td>
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<tr>
<td>Fri 6/8</td>
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<tr>
<td></td>
<td><strong>Exam 1</strong></td>
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**PART 2**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
<th>Home work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 6/11</td>
<td>Perceiving objects and scenes</td>
<td>Ch 5</td>
<td>HW 1 due, HW 2 assigned</td>
</tr>
<tr>
<td>Tues 6/12</td>
<td>Visual Attention</td>
<td>Ch 6</td>
<td></td>
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<tr>
<td>Wed 6/13</td>
<td></td>
<td>Ch 6</td>
<td></td>
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<tr>
<td>Thur 6/14</td>
<td>Motion</td>
<td>Ch 8</td>
<td></td>
</tr>
<tr>
<td>Fri 6/15</td>
<td></td>
<td>Ch 8</td>
<td></td>
</tr>
<tr>
<td>Mon 6/18</td>
<td>Perceiving Color</td>
<td>Ch 9</td>
<td>HW 2 due, HW 3 assigned</td>
</tr>
<tr>
<td>Tues 6/19</td>
<td></td>
<td>Ch 9</td>
<td></td>
</tr>
<tr>
<td>Wed 6/20</td>
<td>Depth &amp; Size</td>
<td>Ch 10</td>
<td></td>
</tr>
<tr>
<td>Thur 6/21</td>
<td>Depth &amp; Size / Review</td>
<td>Ch 10</td>
<td></td>
</tr>
<tr>
<td>Fri 6/22</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Exam 2</strong></td>
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</table>

**PART 3**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
<th>Home work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 6/25</td>
<td>Hearing</td>
<td>Ch 11</td>
<td>HW 3 due, HW 4 assigned</td>
</tr>
<tr>
<td>Tues 6/26</td>
<td>Hearing II: Location</td>
<td>Ch 11 &amp; 12</td>
<td></td>
</tr>
<tr>
<td>Wed 6/27</td>
<td></td>
<td>Ch 12</td>
<td></td>
</tr>
<tr>
<td>Thur 6/28</td>
<td>Speech Perception</td>
<td>Ch 13</td>
<td></td>
</tr>
<tr>
<td>Fri 6/29</td>
<td>Speech Perception / Review</td>
<td>Ch 13</td>
<td>Hw 4 due</td>
</tr>
<tr>
<td>Mon 7/2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Exam 3</strong></td>
<td></td>
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</tr>
</tbody>
</table>
Instructor Information:

**Instructor:** Omar Garcia, MA  
**Email:** ogr1986@tamu.edu  
**Phone:** 979-845-2581  
**Office:** Psych 409  
**Office Hours:** Wednesday 1-3 pm and by apt

**Graduate Assistant:** Nafiseh Faghihi  
**Email:** nafisehfaghihi@tamu.edu  
**Office:** Psych 410  
**Office Hours:** Wednesday 12-1 pm

**Graduate Assistant:** Jesus Lopez  
**Email:** jesusjlopez619@tamu.edu  
**Office:** Psych 312  
**Office Hours:** Tuesday/Thursday 1-2 pm

Required Textbook:


Course Description & Objectives:

Broadly, sensation and perception is concerned with how we acquire information about our world through our biological senses, and how this information is processed by the brain to create a perceptual experience. This course will provide a broad introductory survey of sensory physiology and major theories of perceptual processes. These topics will be examined with respect to how human perceptual systems encode, store, transform, retrieve, and use information.

**Prerequisites:** PSYC 107

Learning Outcomes:

By the end of this course, the successful student should be able to:

- Describe the fundamentals of how sensory information is acquired by the body and processed in the brain.
- Discuss how the human perceptual system gives rise to the human experience, including your own experience.
- Identify limits to our knowledge of the mechanisms underlying perceptual abilities.
- Understand and apply objective scientific methods to evaluate hypotheses and theories concerning how humans process and experience sensory information.
Expectations:

This is an upper-level course that will cover material in some depth. It is critical to keep up with the course readings and attend lectures. Exams and homework assignments will draw from material in both the text and lectures.

Ask questions: Questions are encouraged during each lecture. Don’t save all of your questions until the exam. If something is unclear, or if there is a topic or issue you would like to discuss, please bring this to my attention.

Speak your mind, but be respectful of others: Don’t be afraid to raise a point, even if you think it is an unpopular view. However, the classroom should be a comfortable environment for everyone. Always be respectful of others, and focus your points on issues rather than individual people.

Come to class prepared: Put your cellphone away and use laptops only for note-taking. Do not distract other students by using media (e.g., Facebook) or engaging in side conversations during class meetings. Read the material before class and show up ready to engage the material.

Policies:

Attendance: Attendance is highly encouraged. You will miss important information if you do not attend class regularly.

Americans with Disabilities Act (ADA): 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 believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information visit http://disability.tamu.edu.

Cheating: Cheating will not be tolerated. If you use others’ work in your own assignments you will receive a zero on the assignment. If you cheat on an exam you will fail the course. Either circumstance will be considered a violation of the Aggie Honor Code.

Aggie Honor Code: “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://aggiehonor.tamu.edu/

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• Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve
TAMU students, faculty, or staff.

- Credible threats of harm to oneself, to others, or to university property

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual.

If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service (https://scs.tamu.edu/). Students can report concerning, non-emergency behavior at http://tellsomebody.tamu.edu.

Grading:

There are 200 points possible in this course, which breaks down as follows:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Exam 1: 50 points</td>
<td>50</td>
</tr>
<tr>
<td>Exam 2: 50 points</td>
<td>50</td>
</tr>
<tr>
<td>Exam 3: 50 points</td>
<td>50</td>
</tr>
<tr>
<td>Homework (12.5 points each)</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200 Points</strong></td>
</tr>
</tbody>
</table>

Final grades will be assigned at the end of the semester on the basis of the total number of points earned out of a possible 200 points. Grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
<td>180-200 points</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89.99%</td>
<td>160-179.99 points</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79.99%</td>
<td>140-159.99 points</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69.99%</td>
<td>120-139.99 points</td>
</tr>
<tr>
<td>F</td>
<td>0% - 59.99%</td>
<td>0-119.99 points</td>
</tr>
</tbody>
</table>

Late homework assignments will be penalized **10% per day** they are late.

Extra Credit:

You may earn **up to 6 points of extra credit** that will be added to your point total for the course. There are two ways to earn extra credit:

#1. You may earn extra credit by participating in psychology experiments administered through the Psychology Subject Pool. Extra credit will be awarded at a rate of **0.5 points towards the final grade per participation credit**. As an alternative, a one-page (double-spaced) summary of how a news story relates to principles discussed in class (e.g., the role of attention and distraction in an automobile accident) can be handed in at a rate of **1 credit per summary** (turn in both the summary and a copy of the news story). You may earn **up to 3 points towards the final grade using this method** (6 research credits, 3 summaries, or any combination of the two). Extra credit papers/summaries will be due to Nafiseh Faghihi / Jesus Lopez (Graduate Assistants, assignments
will be given at the beginning of the summer session) by the day of the last course lecture, and participation credits must be completed before the human subject pool closes.

#2. Twice during each section of the course (Part 1, 2, and 3 on the schedule below), a one-question “pop-quiz” will be administered. A correct response on each quiz/question will be worth **0.5 points** towards the final grade, for a total of **3 points**. Missed pop-quizzes cannot be made up, and there are no exceptions to this policy. Each question asked on a pop-quiz will be very similar to a question on the exam for that part of the course, and will therefore serve as an example of the sorts of questions you should expect on the exams.

**About the exams (3 @ 50 points each = 150 points):**

There are 3 exams (closed book and closed notes) in this course. The final exam is Monday, July 2nd, from (TBA). If you have 3 finals in one day, you may request rescheduling of one examination. All exams will cover the course material for that section (i.e., not cumulative).

Missing an exam is a serious event. To be excused, you must provide (within 48 hours of the exam): written documentation of your visit to a health care professional, signed by that health care professional, affirming the date and time of your visit. Besides illness, acceptable excused absences are detailed in University rule #7 http://student-rules.tamu.edu/rule07. If you know you are going to miss an exam, contact me at least one week before the scheduled exam. In the case of an emergency, contact me within 48 hours of the exam.

**About the Homework Assignments:**

Four homework assignments will be given throughout the semester, as outlined in the syllabus. Homework that is turned in late will be penalized 10% for each day that it is late. Assignments must be turned in **at the beginning of class** on the due date.

**HW 1 Due: Monday, June 11th, 2018** (assigned grader: Nafiseh F.)
**HW 2 Due: Monday, June 18th, 2018** (assigned grader: Jesus L.)
**HW 3 Due: Monday, June 25th, 2018** (assigned grader: Nafiseh F.)
**HW 4 Due: Friday, June 29th, 2018** (assigned grader: Jesus L.)

**Tentative Schedule:**

You should have the reading listed done by the date listed. Schedule might be subject to change.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues 5/29</td>
<td>Intro to course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed 5/30</td>
<td>Intro to Perception</td>
<td>Ch 1</td>
<td></td>
</tr>
<tr>
<td>Thur 5/31</td>
<td>Perceptual Process</td>
<td>Ch 2</td>
<td></td>
</tr>
<tr>
<td>Fri 6/1</td>
<td></td>
<td>Ch 2</td>
<td>HW 1 assigned</td>
</tr>
<tr>
<td>Mon 6/4</td>
<td>Neural Processing</td>
<td>Ch 3</td>
<td></td>
</tr>
<tr>
<td>Tues 6/5</td>
<td></td>
<td>Ch 3</td>
<td></td>
</tr>
<tr>
<td>Wed 6/6</td>
<td>Cortical organization</td>
<td>Ch 4</td>
<td></td>
</tr>
<tr>
<td>Thur 6/7</td>
<td>Cortical organization / Review</td>
<td>Ch 4</td>
<td></td>
</tr>
<tr>
<td>Fri 6/8</td>
<td>Exam 1</td>
<td></td>
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</tbody>
</table>
### PART 2

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 6/11</td>
<td>Perceiving objects and scenes</td>
<td>Ch 5</td>
<td>HW 1 due, HW 2 assigned</td>
</tr>
<tr>
<td>Tues 6/12</td>
<td>Visual Attention</td>
<td>Ch 6</td>
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<tr>
<td>Wed 6/13</td>
<td></td>
<td>Ch 6</td>
<td></td>
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<tr>
<td>Thur 6/14</td>
<td>Motion</td>
<td>Ch 8</td>
<td></td>
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<tr>
<td>Fri 6/15</td>
<td></td>
<td>Ch 8</td>
<td></td>
</tr>
<tr>
<td>Mon 6/18</td>
<td>Perceiving Color</td>
<td>Ch 9</td>
<td>HW 2 due, HW 3 assigned</td>
</tr>
<tr>
<td>Tues 6/19</td>
<td></td>
<td>Ch 9</td>
<td></td>
</tr>
<tr>
<td>Wed 6/20</td>
<td>Depth &amp; Size</td>
<td>Ch 10</td>
<td></td>
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<tr>
<td>Thur 6/21</td>
<td>Depth &amp; Size / Review</td>
<td>Ch 10</td>
<td></td>
</tr>
<tr>
<td>Fri 6/22</td>
<td><strong>Exam 2</strong></td>
<td></td>
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</tbody>
</table>

### PART 3

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 6/25</td>
<td>Hearing</td>
<td>Ch 11</td>
<td>HW 3 due, HW 4 assigned</td>
</tr>
<tr>
<td>Tues 6/26</td>
<td>Hearing II: Location</td>
<td>Ch 11 &amp; 12</td>
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<tr>
<td>Wed 6/27</td>
<td></td>
<td>Ch 12</td>
<td></td>
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<tr>
<td>Thur 6/28</td>
<td>Speech Perception</td>
<td>Ch 13</td>
<td></td>
</tr>
<tr>
<td>Fri 6/29</td>
<td>Speech Perception / Review</td>
<td>Ch 13</td>
<td>Hw 4 due</td>
</tr>
<tr>
<td>Mon 7/2</td>
<td><strong>Exam 3</strong></td>
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</tbody>
</table>
Course Change Request

Date Submitted: 02/18/19 9:11 am

Viewing: **PSYC 340 : Psychology of Learning**

Also listed as: **NRSC 340**

Last approved: 03/21/18 3:23 am

Last edit: 03/01/19 12:01 pm

Changes proposed by: hlench

Catalog Pages referencing this course

NRSC 340:
- Department of Psychological and Brain Sciences
- Department of Psychological and Brain Sciences
- NRSC - Neuroscience (NRSC)
- Neuroscience
- PSYC - Psychology (PSYC)

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joshua Hicks</td>
<td><a href="mailto:joshua.hicks@tamu.edu">joshua.hicks@tamu.edu</a></td>
<td>9798452097</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

- The proposed changes are part of a routine curriculum review.
- The proposed changes are to meet the demand/interest of students.

Course prefix | PSYC | Course number | 340

Department | Psychological and Brain Sciences
College/School | Liberal Arts
Academic Level | Undergraduate

Undergraduate course level justification (Select One)

- Prerequisites

All prerequisites will be enforced through COMPASS.

Academic Level (alternate) | Graduate

Effective term | 2018-2019 **Summer**

Complete Course Title | Psychology of Learning

Abbreviated Course Title | PSYC OF LEARNING

Approval Path

1. 02/18/19 9:28 am
   Heather Lench (hlench): Approved for PBSI Department Head

2. 02/18/19 2:46 pm
   Terra Bissett (t.bissett): Approved for Curricular Services Review

3. 02/19/19 10:43 am
   Steve Oberhelman (s-oberhelman): Approved for LA Committee Preparer UG

4. 02/19/19 10:43 am
   Steve Oberhelman (s-oberhelman): Approved for LA.
Catalog course description
Survey of significant concepts, experimental methods and principles of learning.

Prerequisites and Restrictions
PSYC 107, BIOL 111, or BIOL 113.

Concurrent Enrollment
No

Should catalog prerequisites / concurrent enrollment be enforced?
Yes

Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Or</td>
<td>PSYC 107</td>
<td>D</td>
<td>UG</td>
<td>No</td>
</tr>
<tr>
<td>Or</td>
<td>BIOL 111</td>
<td>D</td>
<td>UG</td>
<td>No</td>
</tr>
<tr>
<td>Or</td>
<td>BIOL 113</td>
<td>D</td>
<td>UG</td>
<td>No</td>
</tr>
</tbody>
</table>

Crosslistings
Yes
Crosslisted With
NRSC 340

Stacked
No
Stacked with

Semester
Contact
Credit
Hour(s)
Repeatable for credit?
Three-peat?
CIP/Fund Code
Default Grade Mode

Lecture: 3
Lab: 0
Other: 0
Total 3

Letter Grade (G)
<table>
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<tr>
<th>Alternate Grade Modes</th>
<th>Satisfactory/Unsatisfactory</th>
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</thead>
<tbody>
<tr>
<td>Method of instruction</td>
<td>Lecture</td>
</tr>
<tr>
<td>Will this course be taught at another branch?</td>
<td>Yes</td>
</tr>
<tr>
<td>Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Outcomes**

*Meets traditional face-to-face learning outcomes.*

Describe how learning outcomes are met or provide justification why they are not met.

*Course elements and assignments remain identical, although students submit questions and assignments electronically.*

**Hours**

*Meets traditional face-to-face hours.*

Describe how hours are met or provide justification why they are not met.

*Course elements and assignments remain identical, including the amount of lecture and discussion time required of students.*

Will this course be taught as a distance education course?  No

Is 100% of this course going to be taught in Texas?  Yes

Will classroom space be needed for this course?  Yes

This will be a required course or an elective course for the following programs:

- Required (select program)
- Elective (select program)
- Has/will this course been submitted for core
Course Syllabus

Syllabus: Upload syllabus
Upload syllabus
PSYC 340 online.pdf
PSYC 340 traditional.pdf

Letters of support or other documentation
No

Additional information
The syllabus will be used for both the traditional and web course - the attached is an example.
Sections of this course will be taught online. (700 & 701) The online course covers the same topics and meets the same learning objectives as the face-to-face course. Lecture and discussion time is identical to the face-to-face course with recorded lectures, and activities and assignments are identical. The Student Learning Outcomes for these courses and all other face-to-face courses are equivalent. The restrictions of Rule 11.03.99.M1 were discussed prior to the creation of the course.

Reviewer Comments
Jon Jasperson (jon.jasperson) (02/25/19 4:52 pm): A) Both a traditional and a non-traditional syllabus are required when requesting approval for non-traditional course delivery. While the CARS form explicitly states the same syllabus will be used in both situations, there are enough differences between the two delivery modes that different syllabi should be used. Cell Phone/Social Media section does not seem to apply to online students. B) The syllabus needs a list of measurable learning outcomes. By the end of the course, students will be able to ...
Sandra Williams (sandra-williams) (03/01/19 12:02 pm): Update received. Concerns addressed.

Reported to state?
CS
No
Instructor: Dr. Grau

Online Office hours: Tues./Thurs., 12:00-1:30

TA: Gizelle Fauss; (gnkleal at tamu.edu)

Online Office hours: Tues., 10-12; Wed., 9-11

Catalog Description: Survey of significant concepts, experimental methods and principles of learning.

Prerequisites: PSYC 107, BIOL111 or BIOL113

Text (required): Domjan, M. (2015). *The principles of learning and behavior* (7th Edition). Wadsworth. (In addition to new copies, the book can be obtained in an alternative format [e-book or rental], see booksprice.com.)

Learning Outcomes:
Texas A&M University has identified student learning outcomes that describe our institutional commitment to your educational goals. These include the ability to demonstrate critical thinking, effective communication, and social, cultural, and global competence. Please see: http://provost.tamu.edu/essentials/pdfs/copy_of_UndergraduateLearningOutcomesFinal.pdf

Student Learning Outcomes:
This course will introduce the basic principles of learning and the biological processes that facilitate adaptation to one’s environment. Students will gain an understanding of the historical/philosophical foundations for the study of learning, will review current empirical work on the underlying behavioral and neurobiological mechanisms (based largely on work using animal subjects), and will be introduced to alternative theories and approaches to the study of learning. Across topics, there will be an emphasis on experimental design and analysis.

By the end of the course, students should be able to:
1. describe the process of learning and how it can be studied;
2. define how behavioral procedures can be used to probe brain function;
3. appraise the relevance of learning to clinical phenomena;
4. describe the neurobiological mechanisms that underlie learning and memory.

Exams: Exams: 2/12, 3/19, and 4/16 (100 points each)

Final: 5/7, 1:00-3:00 PM (100 points; 40 on new material, 60 on old material)

Grading Policy: A: 90-100%; B: 80-89.9%; C: 70-79.9%; D: 60-69.9%; F: < 60%.

Attendance and Make-Ups: All matters related to excused and unexcused absences, and to make-up of missed work, are detailed in University rule #7 http://student-rules.tamu.edu/rule07. Know this rule as I follow it.
Schedule of Lectures and Readings

Approaches to Learning
1/15: The nature of learning
1/17-1/22: Historical precedents (Readings: Domjan, c. 1)
1/24: Learning after Watson (Reading: Domjan 59-62, 121-130, 155-165)

Stimulus Preexposure Effects
1/29: Phenomena, inference and mechanisms (Readings: Domjan, c. 2)
1/31: Theory
2/5: Learning from an invertebrate
2/7: Plasticity within the spinal cord
2/12: EXAM 1

Learning About S-S Relations
2/14: Phenomena and inference (Readings: Domjan, 62-86)
2/19: Mechanisms (Reading: Domjan, c. 4)
2/21-2/26: Theories
2/28: Neurobiological mechanisms

Encoding Complex Stimulus Relations
3/5: Phenomena and mechanisms (Domjan, c. 8)
3/7: Neurobiological mechanisms
3/19: EXAM 2

When the R-O Relation Matters
3/21: Phenomena (Readings: Domjan, 130-154)
3/26: Mechanisms (Readings: Domjan, c. 6)
3/28-4/2: Theories of reinforcement (Readings: Domjan 165-183, c. 7)
4/4: Neurobiological mechanisms

When Both the S and the R-O Relation Matter
4/9: Phenomena and Mechanisms (Readings: Domjan, c. 10)
4/11: Neural basis of drug addiction
4/16: EXAM 3

Extinction and Forgetting
4/18: Extinction (Readings: Domjan, c. 9)

Rule Governed Behavior
4/23: Reasoning and inference (Reading: Domjan, c. 11)
4/25: Language (Reading: Domjan, c. 12)

5/7 Final (1:00-3:00 PM [Note the final will not be administered early-NO EXCEPTIONS])

American with Disabilities Act (ADA) Policy Statement:
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Statement on Limits to Confidentiality:
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- Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff.
- Credible threats of harm to oneself, to others, or to university property

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service (https://scs.tamu.edu). Students can report concerning, non-emergency behavior at http://tellsomebody.tamu.edu.
INSTRUCTOR: Dr. Grau; ILSB 3149A  
Office hours: Tues./Thurs., 12:00-1:30 (ILSB 3149A)  
TA: Gizelle Fauss; ILSB 3149 (gnkleal at tamu.edu)  
Office hours: Tues., 10-12; Wed., 9-11 (ILSB 3149)  
PREREQUISITES: PSYC 107, BIOL111, or BIOL113  
TEXT (required): Domjan, M. (2015). *The principles of learning and behavior* (7th Edition). Wadsworth. (In addition to new copies, the book can be obtained in an alternative format [e-book or rental], see booksprice.com.)  
LEARNING OUTCOMES: To introduce the basic principles of learning and the biological processes that facilitate adaptation to one’s environment. Students will gain an understanding of the historical/philosophical foundations for the study of learning, will review current empirical work on the underlying behavioral and neurobiological mechanisms (based largely on work using animal subjects), and will be introduced to alternative theories and approaches to the study of learning. Across topics, there will be an emphasis on experimental design and analysis. By the end of the semester, students should have a deeper understanding of:  
1. Why the study of learning is important;  
2. How the process of learning can be studied;  
3. How behavioral procedures can be used to probe brain function;  
4. How some simple forms of learning can be modeled;  
5. The relevance of learning to clinical phenomena;  
6. The neurobiological mechanisms that underlie learning and memory.  
EXAMS: Exams: 2/12, 3/19, and 4/16 (100 points each)  
FINAL: 5/7, 1:00-3:00 PM (100 points; 40 on new material, 60 on old material)  
GRADING POLICY: A: 90-100%; B: 80-89.9%; C: 70-79.9%; D: 60-69.9%; F: < 60%.  
ATTENDANCE: In the past, students that regularly attend class and take good notes have done far better on the exams. The University attendance policy can be found at: http://student-rules.tamu.edu/rule07.  
CELL PHONES/SOCIAL MEDIA: Please silence your phones and do not txt during class. If your computer is open, it is expected that you are using it to take notes (and not to surf the net or post on your Facebook page).  
EXTRA CREDIT OPPORTUNITY: Across the course of the semester, there will be 7 opportunities to earn extra points in class. I will not announce when these special opportunities will occur. Each “opportunity” will be worth 4 points. They will cover material from the previous lecture. At the end of the semester, we will add your five best scores to your course total. These opportunities are considered extra-credit. There will be no make-ups. Notice that 5 perfect scores on these extra opportunities would earn you 20 points that would be added to your course total. Through these extra points, you could transform a 75% average to an 80% average (300 [75%] + 20 = 420 [80%]). For those of you who end up on the borderline, these extra-points could raise you to the next letter grade. You should also know that I will not necessarily “round-up” when I compute your final grade. For example, if the B/C cut-off is set at 420 points (80%), an individual with 419 points (79.8%) should expect a ‘C’.  
There are no other ways to earn extra credit points in this class.
**Approaches to Learning**

1/15: The nature of learning
1/17-1/22: Historical precedents (Readings: Domjan, c. 1)
1/24: Learning after Watson (Reading: Domjan 59-62, 121-130, 155-165)

**Stimulus Preexposure Effects**

1/29: Phenomena, inference and mechanisms (Readings: Domjan, c. 2)
1/31: Theory
2/5: Learning from an invertebrate
2/7: Plasticity within the spinal cord
2/12: EXAM 1

**Learning About S-S Relations**

2/14: Phenomena and inference (Readings: Domjan, 62-86)
2/19: Mechanisms (Reading: Domjan, c. 4)
2/21-2/26: Theories
2/28: Neurobiological mechanisms

**Encoding Complex Stimulus Relations**

3/5: Phenomena and mechanisms (Domjan, c. 8)
3/7: Neurobiological mechanisms
3/19: EXAM 2

**When the R-O Relation Matters**

3/21: Phenomena (Readings: Domjan, 130-154)
3/26: Mechanisms (Readings: Domjan, c. 6)
3/28-4/2: Theories of reinforcement (Readings: Domjan 165-183, c. 7)
4/4: Neurobiological mechanisms

**When Both the S and the R-O Relation Matter**

4/9: Phenomena and Mechanisms (Readings: Domjan, c. 10)
4/11: Neural basis of drug addiction
4/16: EXAM 3

**Extinction and Forgetting**

4/18: Extinction (Readings: Domjan, c. 9)

**Rule Governed Behavior**

4/23: Reasoning and inference (Reading: Domjan, c. 11)
4/25: Language (Reading: Domjan, c. 12)

5/7 Final (1:00-3:00 PM [Note the final will not be administered early-NO EXCEPTIONS])

**American with Disabilities Act (ADA) Policy Statement:**

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 believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.
**Learning Outcomes:**
Texas A&M University has identified student learning outcomes that describe our institutional commitment to your educational goals. These include the ability to demonstrate critical thinking, effective communication, and social, cultural, and global competence. Please see: http://provost.tamu.edu/essentials/pdfs/copy_of_UndergraduateLearningOutcomesFinal.pdf

**Academic Integrity Statements:**
Aggie Honor Code: “An Aggie does not lie, cheat, or steal or tolerate those who do.”
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

To make this environment comfortable for everyone, please remember that there are many students with different experiences and needs in one room. This class does not tolerate remarks that are sexist, racist, homophobic, or otherwise ridicule people.
Course Change Request

Date Submitted: 01/24/19 11:27 am

Viewing: **SCSC 304 : Plant Breeding and Genetics**

Last approved: 01/12/18 3:21 am
Last edit: 01/24/19 1:25 pm
Changes proposed by: taylor_barfield

<table>
<thead>
<tr>
<th>Catalog Pages referencing this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Biochemistry/Biophysics</td>
</tr>
<tr>
<td>Department of Horticultural Sciences</td>
</tr>
<tr>
<td>Department of Horticultural Sciences</td>
</tr>
<tr>
<td>Department of Soil and Crop Sciences</td>
</tr>
<tr>
<td>Department of Soil and Crop Sciences</td>
</tr>
<tr>
<td>GENE - Genetics (GENE)</td>
</tr>
</tbody>
</table>

Faculty Senate
Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taylor Barfield</td>
<td><a href="mailto:taylor_barfield@tamu.edu">taylor_barfield@tamu.edu</a></td>
<td>979-845-4620</td>
</tr>
</tbody>
</table>

Rationale for Course Edit
The proposed changes are to meet the demand/interest of students.

Course prefix: SCSC  
Course number: 304

Department: Soil & Crop Sciences
College/School: Agriculture & Life Sciences
Academic Level: Undergraduate
Undergraduate course level justification (Select One)

Academic Level: Graduate
(alternate)
Effective term: **2020-2021**

Complete Course Title: Plant Breeding and Genetics
Abbreviated Course Title: PLANT BREEDING & GENETICS

Catalog course description:
Genetic improvement of crops by hybridization and selection; special breeding methods and techniques applicable to naturally self-pollinated, cross-pollinated and asexually reproduced plants.

Approval Path
1. 01/24/19 11:25 am
Wayne Smith (cwsmith): Rollback to Initiator

2. 01/24/19 11:35 am
Wayne Smith (cwsmith): Approved for SCSC Department Head

3. 01/24/19 1:26 pm
Terra Bissett (t.bissett): Approved for Curricular Services Review

4. 01/24/19 1:28 pm
Dawn Kerstetter (dkerstetter): Approved for AG Committee Preparer UG

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty Senate
### Prerequisites and Restrictions
- SCSC 105 or **SCSC 205**, or approval of instructor.

### Concurrent Enrollment
- No

### Should catalog prerequisites / concurrent enrollment be enforced?
- Yes

### Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SCSC 105</td>
<td>D</td>
<td>UG</td>
<td>No</td>
</tr>
<tr>
<td>Or</td>
<td>SCSC 205</td>
<td>D</td>
<td>UG</td>
<td>No</td>
</tr>
</tbody>
</table>

### Crosslistings
- No

### Stacked
- No

### Semester 3

<table>
<thead>
<tr>
<th>Credit</th>
<th>Contact Hour(s) (per week):</th>
<th>Lecture: 3</th>
<th>Lab: 0</th>
<th>Other: 0</th>
<th>Total: 3</th>
</tr>
</thead>
</table>

### Repeatable for credit?
- No

### Three-peat?
- No

### CIP/Fund Code
- 0111040005

### Default Grade Mode
- Letter Grade (G)
Alternate Grade Modes
Satisfactory/Unsatisfactory

Method of instruction
Lecture

Will this course be taught at another branch?
Yes

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)
Yes

Learning Outcomes
Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.
Previously approved via memo (Spring 2018)

Hours
Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.
Previously approved via memo (Spring 2018)

Will this course be taught as a distance education course?
Yes No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.
Yes

Is 100% of this course going to be taught in Texas?
Yes

Will classroom space be needed for this course?
Yes

This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Required (select program)</th>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BS-PSSC-CRP) Plant and Environmental Soil Science - BS, Crops Emphasis</td>
<td></td>
</tr>
<tr>
<td>(MINOR-PLBR) Plant Breeding - Minor</td>
<td></td>
</tr>
</tbody>
</table>
Elective (select program)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BS-TGSC) Turfgrass Science - BS</td>
</tr>
<tr>
<td>(BS-PSSC-SWR) Plant and Environmental Soil Science - BS, Soil and Water Emphasis</td>
</tr>
<tr>
<td>(MINOR-AGRO) Agronomy - Minor</td>
</tr>
</tbody>
</table>

Has/will this course be(en) submitted for core curriculum consideration? No

Has/will this course be(en) submitted for Writing or Communication consideration? No

Has/will this course be(en) submitted for ICD or CD consideration? No

---

**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus

Letters of support or other documentation No

Additional information Changing prerequisites.

Reviewer Wayne Smith (cwsmith) (01/24/19 11:25 am): Rollback: see distance edu


Reported to state? No

Key: 14453
Course Change Request

Date Submitted: 01/24/19 8:46 am

Viewing: **SCSC 311: Principles of Crop Production**

Last approved: 01/11/19 3:33 am

Last edit: 01/24/19 1:49 pm

Changes proposed by: taylor_barfield

### Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>LeAnn Hague</td>
<td><a href="mailto:leann.hague@tamu.edu">leann.hague@tamu.edu</a></td>
<td>979-845-6148</td>
</tr>
</tbody>
</table>

### Rationale for Course Edit

- **The proposed changes are part of a routine curriculum review.**
- **The proposed changes are to meet the demand/interest of students.**

### Course Information

- **Course prefix**: SCSC
- **Course number**: 311
- **Department**: Soil & Crop Sciences
- **College/School**: Agriculture & Life Sciences
- **Academic Level**: Undergraduate
- **Undergraduate course level justification (Select One)**
  - Prerequisites

  *All prerequisites will be enforced through COMPASS.*

- **Effective term**: 2020-2021

### Approval Path

1. 01/24/19 11:26 am Wayne Smith (cwsmith): Approved for SCSC Department Head
2. 01/24/19 1:51 pm Terra Bissett (t.bissett): Approved for Curricular Services Review
3. 01/24/19 1:51 pm Dawn Kerstetter (dkerstetter): Approved for AG Committee Preparer UG
4. 02/07/19 12:44 pm Bob Knight (bob-knight): Approved for AG Committee Chair UG
Catalog course
description

Origin and development of major U.S. agronomic crops; Review of plant physiology and crop and species adaptation; adaptation to mesoclimates; crop management factors such as cultivar selection, of-planting, pest control, plant nutrition, irrigation, harvesting; GIS, and harvesting techniques; special units on organic farming; farming, conservation agriculture, agriculture, farming in low-rainfall climates, and bioenergy crops; influence of markets, government policies, and the global economy on cropping strategies; provide an understanding of the major row and drill (agronomic) crops grown in the United States including barley, corn, cotton, grain sorghum, peanuts, rice, soybean and wheat. strategies.

Prerequisites and Restrictions

SCSC 105 307, junior or SCSC 205, junior senior classification, or senior classification, or approval of instructor.

Concurrent Enrollment

No

Should catalog prerequisites / concurrent enrollment be enforced?

Yes

Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
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<th>Academic Level</th>
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<tr>
<td></td>
<td>SCSC 105 307</td>
<td>D</td>
<td>UG</td>
</tr>
<tr>
<td>Or</td>
<td>SCSC 205</td>
<td>D</td>
<td>UG</td>
</tr>
</tbody>
</table>

Crosslistings

No

Crosslisted With

Stacked

No

Stacked with

Semester Credit

3

Contact Hour(s) (per week):

Lecture: 3  Lab: 0  Other: 0  Total 3

Repeatable for credit?

No

Three-peat?

No

CIP/Fund Code

0103040005

Default Grade Mode

Letter Grade (G)

Alternate Grade Modes

Satisfactory/Unsatisfactory

Method of instruction

Lecture

Will this course be taught at another location?

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty Senate
branch?

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)

Yes

Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

Learning outcomes are identical in the face to face and distance course sections.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Hours are identical to face to face hours through the use of lecture recording, correspondence, and discussions.

Will this course be taught as a distance education course?

Yes

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Yes

Is 100% of this course going to be taught in Texas?

Yes

Will classroom space be needed for this course?

Yes

This will be a required course or an elective course for the following programs:

Required (select program)

<table>
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<tr>
<th>Program(s)</th>
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Elective (select program)

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<tbody>
<tr>
<td>(BS-TGSC) Turfgrass Science - BS</td>
</tr>
<tr>
<td>(BS-PSSC-SWR) Plant and Environmental Soil Science - BS, Soil and Water Emphasis</td>
</tr>
</tbody>
</table>

Has/will this course be submitted for core

No
Has/will this course been submitted for Writing or Communication consideration? Yes

Has/will this course been submitted for ICD or CD consideration? No

---

**Course Syllabus**

Syllabus: Upload syllabus
Upload syllabus: *Syllabus SCSC 311 500 and 700.pdf*

Letters of support or other documentation: No Yes

Additional information: Changing prerequisites and course description.

Reviewer Comments:
- **Terra Bissett (t.bissett) (01/24/19 1:50 pm):** Syllabus not required for this type of change.
- **Terra Bissett (t.bissett) (01/24/19 1:50 pm):** Minor edits made to catalog course description and prerequisites to comply with catalog style guide.
- **Sandra Williams (sandra-williams) (03/08/19 3:32 pm):** UCC approved March 2019.

Reported to state? No

**Key:** 14460
Course Change Request

Date Submitted: 01/24/19 9:07 am

Viewing: **SCSC 446: Weed Management and Ecology**

Last approved: 10/27/18 3:20 am

Last edit: 01/24/19 1:52 pm

Changes proposed by: taylor_barfield

**Contact(s)**

<table>
<thead>
<tr>
<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Taylor Barfield</td>
<td><a href="mailto:taylor_barfield@tamu.edu">taylor_barfield@tamu.edu</a></td>
<td>979-845-4620</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

The proposed changes are to meet the demand/interest of students.

- **Course prefix**: SCSC
- **Course number**: 446
- **Department**: Soil & Crop Sciences
- **College/School**: Agriculture & Life Sciences
- **Academic Level**: Undergraduate

**Undergraduate course level justification (Select One)**

- **Prerequisites**
  
  All prerequisites will be enforced through COMPASS.

- **Effective term**: 2020-2021

**Complete Course Title**

Weed Management and Ecology

**Abbreviated Course Title**

WEED MGMT AND ECOLOGY
Catalog course description
Practical information related to weed management and ecology for various vegetative systems to include turf and agronomic crops; calibration of applicators, herbicide labels, mode of action of herbicides, herbicide-resistant weed management.

Prerequisites and Restrictions
BIOL 111, 111 or BIOL 101 or BIOL 113, 101; junior or senior classification.

Concurrent Enrollment
No

Should catalog prerequisites / concurrent enrollment be enforced?
Yes

Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
</tr>
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<tbody>
<tr>
<td>( )</td>
<td>BIOL 111</td>
<td>D</td>
<td>UG</td>
<td></td>
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<tr>
<td>Or</td>
<td>BIOL 101</td>
<td>D</td>
<td>UG</td>
<td>}</td>
</tr>
<tr>
<td>Or</td>
<td>BIOL 113</td>
<td>D</td>
<td>UG</td>
<td>)</td>
</tr>
</tbody>
</table>

Crosslistings
No

Stacked
No

Semester 3 Credit Hour(s)
Contact Hour(s) (per week):
Repeatable for credit?
No
Three-peat?
No

CIP/Fund Code
0111020005

Default Grade Mode
Letter Grade (G)

Alternate Grade Modes
Satisfactory/Unsatisfactory

Method of instruction
Lecture and Laboratory
Will this course be taught at another branch?  
No

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)  
No

Will this course be taught as a distance education course?  
No

Is 100% of this course going to be taught in Texas?  
Yes

Will classroom space be needed for this course?  
Yes

This will be a required course or an elective course for the following programs:

**Required (select program)**

<table>
<thead>
<tr>
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<tbody>
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<td>(BS-TGSC) Turfgrass Science - BS</td>
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<td>(BS-PSSC-SWR) Plant and Environmental Soil Science - BS, Soil and Water Emphasis</td>
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</tbody>
</table>

**Elective (select program)**

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MINOR-AGRO) Agronomy - Minor</td>
</tr>
</tbody>
</table>

Has/will this course be submitted for core curriculum consideration?  
No

Has/will this course be submitted for Writing or Communication consideration?  
No

Has/will this course be submitted for ICD?  
No
<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters of support or other documentation</td>
<td>No</td>
</tr>
<tr>
<td>Reported to state?</td>
<td>No</td>
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Key: 14484
Course Change Request

Date Submitted: 12/21/18 9:43 am

Viewing: THAR 156: Dress in World Cultures

Last edit: 01/18/19 9:38 am
Changes proposed by: jimball

Catalog Pages referencing this course
- Cultural Discourse Requirements
- Department of Performance Studies
- THAR - Theatre Arts (THAR)
- University Core Curriculum

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Ball</td>
<td><a href="mailto:jimball@tamu.edu">jimball@tamu.edu</a></td>
<td>646-326-4287</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

The proposed changes are part of a routine curriculum review.

Course prefix       THAR
Course number       156

Department          Performance Studies
College/School       Liberal Arts
Academic Level       Undergraduate

Undergraduate course level justification (Select One)

College/Program Course Level Rubric

Academic Level (alternate)       Graduate
Effective term               2020-2021

Complete Course Title
Dress in World Cultures

Abbreviated Course Title
DRESS IN WORLD CULTURES
DRESS CULTURE & SOCIETY

Catalog course description

In Workflow
1. PRFM Department Head
2. Curricular Services Review
3. LA Committee Preparer UG
4. LA Committee Chair UG
5. LA College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 01/17/19 10:34 am
   Martin Regan (reganm): Approved for PRFM Department Head
2. 01/18/19 9:39 am
   Terra Bisse (t.bisse): Approved for Curricular Services Review
3. 01/18/19 9:50 am
   Steve Oberhelman (s-oberhelman): Approved for LA Committee Preparer UG
4. 02/19/19 10:40 am
   Steve Oberhelman (s-oberhelman): Approved for LA
# THAR 156: Dress in World Cultures

- **Relationship of dress to humans as biological, aesthetic and social beings; dress as cultural performance.**

## Prerequisites and Restrictions

- **Concurrent Enrollment:** No
- **Should catalog prerequisites / concurrent enrollment be enforced?** No
- **Crosslistings:** No
- **Stacked:** No

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credit</th>
<th>Contact Hour(s) (per week):</th>
<th>Lecture:</th>
<th>Lab:</th>
<th>Other:</th>
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<tr>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

- **Repeatable for credit?** No
- **Three-peat?** No

## Course Details

- **CIP/Fund Code:** 1909010007
- **Default Grade Mode:** Letter Grade (G)
- **Alternate Grade Modes:** Satisfactory/Unsatisfactory
- **Method of instruction:** Lecture

## Committee Chair

- **UG 5.02.19 10:44 am**
- Steve Oberhelman (s-oberhelman): Approved for LA
- College Dean UG

- **UG 6.02.19 11:08 am**
- Sandra Williams (sandra-williams): Approved for UCC
- Preparer

## Preparer

- **UG 7.03.08 3:33 pm**
- Sandra Williams (sandra-williams): Approved for UCC

- **Chair**

---

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty Senate
Is 100% of this course going to be taught in Texas?  Yes

Will classroom space be needed for this course?  Yes

This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MINOR-PERF) Performance Studies - Minor</td>
</tr>
</tbody>
</table>

Required (select program)

Elective (select program)

Has/will this course be(en) submitted for core curriculum consideration?  Yes

Proposed Core Foundational Component Area

Core Lang, Phil, Culture(KLPC)

Approved Foundational Component Area

Core Lang, Phil, Culture(KLPC)

Has/will this course be(en) submitted for Writing or Communication consideration?  No

Has/will this course be(en) submitted for ICD or CD consideration?  Yes No

---

**Course Syllabus**

Syllabus:  Upload syllabus

Upload syllabus

Letters of support or other documentation  No
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