
	<p><b>Systems of Psychology (PSY 4110)</b>  <b><i>Capstone for the Major</i></b>          University of Central Missouri          Spring 2011</p> <p>TR 2 – 3:15 p.m. Lovinger 1190</p>	
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**Professor**

**Dr. Patricia A. Marsh**

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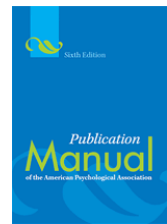
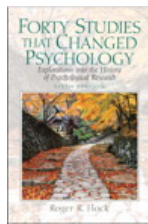
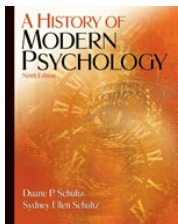
**Office Hours:**

TR 12: 50 – 1:50 p.m.; 3:30 – 4:30 p.m.

W 3 – 4 p.m.

or by appointment

**Required Materials**



Schultz, D. P., & Schultz, S. E. (2008). *A history of modern psychology* (9th ed.). Australia: Thomson Wadsworth.

Companions Site for the Schultz & Schultz text: [http://www.wadsworth.com/cgi-wadsworth/course\\_products\\_wp.pl?fid=M20b&product\\_isbn\\_issn=9780495097990&discipline\\_number=24](http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9780495097990&discipline_number=24)

Hock, R. R. (2009). *Forty studies that changed psychology: Explorations into the history of psychological research* (6th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Kuther, T. L. (2006). *The psychology major's handbook*. (2nd ed.). Toronto, Canada: Thomson Wadsworth.

Kuther, T. L., & Morgan, R. D. (2010). *Careers in psychology: Opportunities in a changing world* (3rd ed.). Australia: Wadsworth Cengage Learning.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Regular use of the **Blackboard** System. Scantron sheets, 3' x 4' (36" x 48") tri-fold poster board, and other miscellaneous supplies will be required for this course.

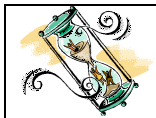
**Description**

“Capstone course for the major where multiple assessments are completed including an exit exam. Includes historical analysis of the field and connections with students’ professional development. Prerequisites: PSY 2120 [RDA II], PSY 2130 [Learning], PSY 3130 [Physiological Psychology], PSY 3220 [Life-span Development], PSY 3340 [Social Psychology], and PSY 4440 [Abnormal Psychology]; PSY 4310 [Theories of Personality] or concurrently. \*Not available for graduate credit. FA, SP” (UCM’s Electronic Undergraduate Catalog, 2010, p. 186).

**Assumed Prerequisites** (i.e., knowledge and abilities you have walking into this course; also see Learning Outcomes for the major on the next page)

*All required courses listed in the Course Description with a D or higher grade.*

- Knowledgeable about the learning outcomes for the major; ability to read and follow course syllabi.
- Psychological concepts from all pre requisite courses; intellectual inquiry and skepticism.
- How to read and interpret original sources of psychological information (e.g., research articles); use of Blackboard and library databases; and knowledge of university policies.
- Self-regulation of one's learning (e.g., taking notes based on your methods of learning, identifying strengths and areas of improvement in your learning endeavors, receiving and incorporating constructive feedback into your learning process).
- How to properly search for, obtain, and cite source(s) of ideas, concepts, theories, findings, and terminology.
  - Avoid stealing, copying, or taking credit for information that you did not create (i.e., acts of plagiarism).
- Writing in a professional (non-conversational) manner. Professional writing includes, but is not limited to, the use of complete sentences, clear topic statements and supporting sentences, research or evidenced based rationales instead of unsupported opinions, transition sentences across paragraphs, integrating information from multiple sources, demonstrating multiple applications of critical thinking, and a concluding paragraph.
- Ability to correctly use APA style 6<sup>th</sup> edition (e.g., title pages, header and page numbering, main and sub-headings, references page, etc.).
- Team work with class assignments.
- How to conduct research, analyze data, and write a report.
- Knowledge and utilization of Career Services; identified occupational goals.



#### **Devoting Time**

Students desiring to earn an A in this course will devote on average 9 - 12 hours per week; including attending class. Depending on the number of **Assumed Prerequisites** you have when entering into this course, fewer or **significantly more hours** may be required.



#### **Ways to Facilitate Your Learning:**

1. Regularly attend and be prepared for class:
  - Keep up with the reading schedule (i.e., read the textbook).
  - Printout PowerPoint slides (note format) and take notes that help you to understand the material.
  - Actively participate in class discussions and group activities; ask questions when the teacher or content are unclear or confusing.
2. Write down due dates in your UCM Planner. Breakdown assignments into smaller parts and setup your own deadlines for completing these parts **BEFORE** the actual due date.
3. Create meaningful connections among this course's materials, past and co-enrolled courses, and real life applications. **Memorization alone will NOT be sufficient to perform well in this course.**
4. Utilize appropriate resources:
  - Form study teams or groups to review material. Use Companion web site.
  - Establish multiple meetings with staff members at the Writing Center.
  - Complete online/Blackboard quizzes under different conditions (e.g., read then test your knowledge, actively take notes in class then take the quiz, or quiz yourself without using the book or your notes).

**Department of Psychology** (Last Revised: 4/16/10)  
**Student Learning Outcomes Matrix for BA/BS: REQUIRED COURSES**

Learning Outcomes	PSY 1000	PSY 1100	PSY 2110/2120	PSY 2130	PSY 3130	PSY 3220	PSY 3340	PSY 4110	PSY 4310	PSY 4440
	Orientation	General	RDA I/II	Learn	Physio	Lifespan	Social	Systems	Theories	Abnormal
1. Demonstrate and integrate knowledge of the major concepts, theoretical perspectives, empirical findings, and/or historical trends in psychology.	A	C A	C A	C A	A	C	A	A	A	A
2. Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.		C A	A	C A	C		C	C	C	C
3. Value and use critical and creative thinking, including the scientific method, to address problems related to behavior and mental processes.	A	C A	C A	A	C A	C	A	A	C	C
4. Appropriately apply knowledge and skills acquired in the psychology curriculum to personal, social, and organizational issues.	C A	C A	C A	A	C A		C	C	C A	C A
5. Value and apply empirical evidence, cope with ambiguity, and be knowledgeable of legal and ethical issues in research and applied settings.		C	C A		C		C	C		A
6. Understand and apply the language of the science of psychology, through effective speaking, reading and writing.		A	A	A	A		A	A	A	A
7. Demonstrate the ability to acquire and disseminate information and use computers and other technology for a variety of purposes.	A	C A	C A	C	C		C	C	C A	C A
8. Recognize, understand, and respect individual differences and the complexity of sociocultural and international diversity. Demonstrate knowledge about how these factors affect applied and scholarly work.		C	C	C	C A	C	A	C	C	C A
9. Demonstrate knowledge about realistic occupational, career, and advanced educational opportunities appropriate to the discipline and develop a feasible plan to pursue those opportunities.	C	C	C		C		A	A	C	C

C = One or more aspects of the learning outcome are covered (e.g., introduced, reviewed, developed, reinforced, discussed, implemented, etc.)

A = One or more aspects of the learning outcome are covered AND student learning is measured (in at least one of the sections). See separate documentation for the reporting of assessment findings.

### Learning Outcomes, Course Objectives, & Methods of Assessment

Learning Outcomes for the Psychology Major	PSY 4110 Outcomes	Objectives of the Course	Methods of Assessment
1. Demonstrate and integrate knowledge of the major concepts, theoretical perspectives, empirical findings, and/or historical trends in psychology.	A	<ul style="list-style-type: none"> <li>▪ Making connections with content from prerequisite courses.</li> <li>▪ Enhanced understanding of the historical, social, cultural, and economical factors that shape the field of psychology.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Repetitive testing via online quizzes</li> <li>▪ Course exams</li> <li>▪ ACAT</li> <li>▪ Manuscript assignment</li> </ul>
2. Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.	C		
3. Value and use critical and creative thinking, including the scientific method, to address problems related to behavior and mental processes.	A	<ul style="list-style-type: none"> <li>▪ Enhanced critical thinking skills.</li> <li>▪ Ability to make connections across multiple academic references.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Manuscript assignment</li> <li>▪ Group lead class discussion</li> <li>▪ Integrative project poster</li> </ul>
4. Appropriately apply knowledge and skills acquired in the psychology curriculum to personal, social, and organizational issues.	C		
5. Value and apply empirical evidence, cope with ambiguity, and be knowledgeable of legal and ethical issues in research and applied settings.	C		<ul style="list-style-type: none"> <li>▪ <b>Ethics:</b> Plagiarism screening of the manuscript assignment by SafeAssign (Blackboard) and the professor.</li> </ul>
6. Understand and apply the language of the science of psychology, through effective speaking, reading and writing.	A	<ul style="list-style-type: none"> <li>▪ Enhanced ability to read and understand research and theoretical studies; building upon skills acquired in previous courses.</li> <li>▪ Enhanced teamwork and oral communication skills through team-lead class discussions of research articles.</li> <li>▪ Writing at an advanced (senior) level.</li> <li>▪ Enhanced implementation of APA style (6<sup>th</sup> edition).</li> <li>▪ Perceptions of growth while in the major.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Manuscript assignment</li> <li>▪ Group lead class discussion</li> <li>▪ Integrative project poster</li> <li>▪ Pre/post APA Test</li> <li>▪ Pre/post Capstone Questionnaire</li> </ul>

C = One or more aspects of the learning outcome are covered (e.g., introduced, reviewed, developed, reinforced, discussed, implemented, etc.)

A = One or more aspects of the learning outcome are covered AND student learning is measured (in at least one of the sections). See separate documentation for the reporting of assessment findings.

Learning Outcomes for the Psychology Major	PSY 3340 Outcomes	Objectives of the Course	Methods of Assessment
7. Demonstrate the ability to acquire and disseminate information and use computers and other technology for a variety of purposes.	C		
8. Recognize, understand, and respect individual differences and the complexity of sociocultural and international diversity. Demonstrate knowledge about how these factors affect applied and scholarly work.	C		
9. Demonstrate knowledge about realistic occupational, career, and advanced educational opportunities appropriate to the discipline and develop a feasible plan to pursue those opportunities.	A	<ul style="list-style-type: none"> <li>▪ Ability to articulate professional goals, receive constructive feedback, and conduct self-assessments on the likelihood of achieving those goals.</li> <li>▪ Demonstrate presentation skills.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Integrative project poster</li> </ul>

C = One or more aspects of the learning outcome are covered (e.g., introduced, reviewed, developed, reinforced, discussed, implemented, etc.)

A = One or more aspects of the learning outcome are covered AND student learning is measured (in at least one of the sections). See separate documentation for the reporting of assessment findings.



### Teaching Philosophy, I:

- Have high expectations for student learning and performance in the course, **especially for APA papers**. I expect students to work hard and to take an active role in their learning, because this course attempts to integrate your educational experiences.
- Provide a multitude of pedagogical (i.e., teaching) strategies that activate diverse learning styles among students.
- Encourage appropriate peer learning, along with utilizing supportive resources (e.g., on campus, family, boss, students at other schools, etc.).
- Convey stories and incorporate various classroom props that help illustrate concepts and ideas. As a result, active class participation is encouraged.
- Provide feedback on the professional development process for my student through discussions and some out-of-class activities.

## Grading Policy

Grades in the course are based on the number of points earned by the last day of class and on the day of the final exam (see **Breakdown of Points**). Adjustments on individual assignments/tests are rare and at *my* discretion. Adjustments to your total points at the end of the semester will NOT occur. For example, if you are one point away from the next letter grade, I will *not* simply move you up one point. I do not know what each student's total points for the course are until I compile grades at the end of final's week; therefore it is each student's responsibility to keep track of his/her own total points and to increase performance during the semester if additional points are needed for the grade he/she wishes to earn in the course.

Most points on assignments and exams are kept updated in Blackboard (roughly next day to 3 weeks depending on the frequency of assignments/tests across my other courses) that way students can track their own points throughout the semester. **Note: If the ACAT (exit exam) is not taken, then you will earn an incomplete ("U") grade.** You have a single semester to resolve the incomplete grade otherwise it automatically turns into an "F" grade by the university (see Course Packet for more details).

## Breakdown of Points

Course Tasks†	Points	%
<b>Assessments</b> <ul style="list-style-type: none"> <li>▪ Pre/Post APA [20pts &amp; 24pts]; Pre/Post Capstone Questionnaire [20pts &amp; 15pts]</li> <li>▪ ACAT exit exam and brief survey. <b>Course points</b> = [(percentile score * 100)]. Students are expected to perform at the national norm (.50 percentile) or higher. For example, a percentile score of .50 would earn you 50 points + 1 point for the survey toward your ACAT assignment score in the course. Higher percentile scores earn you higher points on this assignment, which will count as one form of extra credit. [50pts &amp; 1pt for SOS survey]</li> <li>▪ Senior Exit Survey &amp; Interview (informal face-to-face meeting) [20pts]</li> </ul>	150	18.5%
<b>Weekly Quizzes.</b> Each quiz will contain at least 10 items covering history and some will contain additional items covering concepts from previous courses (e.g., RDA, Social, Abnormal, etc.). Quizzes are due at the start of class. The maximum amount of points for all the quizzes is 120. However, you may still want to take quizzes as a means of preparing for exams.	120	14.8%
<b>Integrative Projects</b> <ul style="list-style-type: none"> <li>▪ Poster Presentation [50pts]</li> <li>▪ Plagiarism screening and Manuscript [200pts]</li> </ul>	250	31%
<b>Class Discussion (Randomly Assigned Group) Assignment</b> <ul style="list-style-type: none"> <li>▪ Create discussion questions with answers (i.e., at least 6 questions) [30 pts]</li> <li>▪ Leading class discussion on group article (includes group evaluation) [35 pts]</li> </ul>	65	8%
<b>Exams.</b> Scantron needed for each. Item formats can include multiple-choice, T/F, and matching. Exam 1 (50 pts), Exam 2 (60 pts), Exam 3 (65 pts), Exam 4 (50 pts)	225	27.7%
<i>Extra Credit Opportunity:</i> In addition to higher performance on the ACAT exam, lack of absences will earn extra points (see Course Policies at the end of the syllabus)	Up to 20	
<b>Total =</b>	<b>810</b>	

†See files in Blackboard for more details and instructions.

Letter Grade	A	B	C	D	F
Corresponding Points	810+ – 729	728 – 648	647 – 567	566 – 486	< 486

## Course Schedule

Please note that I reserve the right to maintain a *degree of flexibility* with this course. Modifications to the schedule, assignments, exams, due dates, or other changes will be announced in class. It is your responsibility to stay informed.

### JANUARY

Day	Dates	Topics	Other Activities
T	1/11	Highlight aspects of the syllabus Ch. 1: The study of the history of psychology	
R	1/13	Ch. 1: The study of the history of psychology	Pre APA Test
T	1/18	Ch. 2: Philosophical influences on psychology	<b>Due:</b> Quiz 1 <b>Due:</b> Online Pre Capstone Questionnaire
R	1/20	Ch. 2: Philosophical influences on psychology	
T	1/25	<b>Hock Reading 1: One brain or two? [Team 1]</b>	
R	1/27	Ch. 3: Physiological influences on psychology	<b>Due:</b> Quiz 2

### FEBRUARY

Day	Dates	Topics	Other Activities
T	2/1	Ch. 3: Physiological influences on psychology <b>Hock Reading 2: More experience = bigger brain [Team 2]</b>	
R	2/3	Ch. 4: The new psychology	<b>Due:</b> Quiz 3
T	2/8	Ch. 4: The new psychology	
R	2/10	<b>Exam 1</b> (chapters 1 – 4 & Hock Readings 1 & 2)	<b>Due:</b> Quiz 4
T	2/15	Ch. 5: Structuralism	
R	2/17	Ch. 5: Structuralism Ch. 6: Functionalism: Antecedent influences	
T	2/22	Ch. 6: Functionalism: Antecedent influences	<b>Due:</b> Quiz 5
R	2/24	Ch. 6: Functionalism: Antecedent influences <b>Hock Reading 3: Are you a “natural?” [Team 3]</b>	

## MARCH

Day	Dates	Topics	Other Activities
T	3/1	Ch. 7: Functionalism: Development and founding	<b>Due:</b> Quiz 6
R	3/3	Ch. 7: Functionalism: Development and founding	
M	3/7	Register for ACAT on 4/6 or 5/9 (for those with multiple unmet pre-requisites)	<b>Due:</b> Registration for the ACAT (exit exam)
T	3/8	Ch. 7: Functionalism: Development and founding <b>Hock Reading 13: What you expect is what you get [Team 4]</b>	
R	3/10	<b>Exam 2</b> (chapters 5 – 7; Hock Readings 3 & 13)	<b>Due:</b> Quiz 7
T	3/15	Ch. 8: Applied psychology: The legacy of functionalism	
R	3/17	Ch. 8: Applied psychology: The legacy of functionalism	
F	3/18	Great Plains Psychology Convention (Topeka, KS)	
Sa	3/19	Great Plains Psychology Convention (Topeka, KS)	
T	3/22	<b>Spring Break</b> – no class Finish reading Chapter 8 on your own	
R	3/24	<b>Spring Break</b> – no class Finish reading Chapter 8 on your own	
T	3/29	<b>Hock Reading 16: Thanks for the memories! [Team 5]</b> Ch. 9: Behaviorism: Antecedent influences	<b>Due:</b> Quiz 8  <b>Due:</b> Plagiarism Screening for Manuscript assignment
R	3/31	Ch. 9: Behaviorism: Antecedent influences	<b>Due:</b> Manuscript assignment

## APRIL

Day	Dates	Topics	Other Activities
T	4/5	<b>Hock Reading 9: It's not just about salivating dogs! [Team 6]</b> Ch. 10: Behaviorism: The beginnings	<b>Due:</b> Quiz 9  <b>Due:</b> Senior Exit Survey & Informal Interview



## APRIL/MAY

Day	Dates	Topics	Other Activities
W	4/6	<b>ACAT exit exam</b> (for those without multiple unmet pre-requisites) Exam Time 1 → 2:30 p.m. Exam Time 2 → 4:30 p.m.  <b>Wood Building Room 311</b>	
R	4/7	Ch. 10: Behaviorism: The beginnings <b>Hock Reading 10: Little emotional Albert [Team 7]</b>	
T	4/12	11: Behaviorism: After the founding	<b>Due:</b> Quiz 10
R	4/14	11: Behaviorism: After the founding <b>Hock Reading 25: Are you the master of your fate? [Team 8]</b>	
T	4/19	<b>Exam 3</b> (chapters 8 – 11; Hock Readings 9, 10, 16, & 25)	<b>Due:</b> Quiz 11
R	4/21	Ch. 12: Gestalt psychology Ch. 15: Contemporary developments in psychology	<b>Due:</b> Online Post Capstone Questionnaire
T	4/26	Ch. 15: Contemporary developments in psychology  Course evaluations	<b>Due:</b> Quiz 12
R	4/28	Poster Session	<b>Due:</b> Poster Presentation

## FINAL'S WEEK

<b>R</b>	<b>5/5</b>	<b>Exam 4</b> (chapters 12 & 15; Post APA Test) 2 – 4 p.m.	<b>Due:</b> Quiz 15
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See pages 96-97 in the 2010-2011 UCM Planner/Handbook for final's schedule. Also see p. 19 in the Undergraduate Catalog about any requests to modify the final exam date.

<b>M</b>	<b>5/9</b>	<b>ACAT Exit Exam</b> (for those with multiple unmet pre-requisites)  4:30 p.m. (Wood Building Room 311)	
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## Instructor & Course Policies

1. Phone/Pagers: These items are to be placed in the silent, vibrate, or off mode during class. Use of these devices in class (e.g., text messaging) is both rude and disrespectful. Because students in past semesters have disregarded this policy, a new policy was enacted (spring 2010):

**All cell phones will be collected (e.g., placed on a table) at the beginning of the lecture period each day, otherwise students run the risk of violating the class policy. Phones will be returned after the lecture period. If you violate the policy you will be subject to a 25 point reduction/penalty for each incident.**

2. Drop Policy: The UCM attendance policy (implemented in fall 2007) states that students who do not report to class on the first day (for face-to-face courses) will be reported and dropped by university officials. During the semester if you decide to withdraw from the class it is your responsibility to do so. All students on my official roster (in Banner) will receive a grade regardless of their attendance.
3. Attendance Policy: Students are EXPECTED to attend all classes as this reflects expectations once you graduate (e.g., expectations of employers and graduate programs). To encourage the active engage and participation of students, extra credit points will be allotted to students at the end of the course based on their level of attendance throughout the semester. Regardless of the type of absence (i.e., excused vs. unexcused), students with **0 – 5 absences will earn an addition 20 points** toward their total course points. Those with **6 – 11 absences will earn 10 points**. Those with **12 or more absences will not earn any additional points**.

Absences due to representing UCM *within reason* (e.g., conference presentation, debate, fieldtrip for another class), and attendance at the UCM Career Expo would be counted as officially attending. For this policy to be validated, the instructor must be informed at least 24-hours BEFORE the start of class and/or have proper documentation (e.g., letter from another professor associated with the UCM event).

- **Obtaining lecture notes for missed classes is your responsibility**, which means contacting a classmate for the notes/materials that you missed. If you know in advance that you will miss class on a major due date or for long periods of time, please notify me immediately! Ideally any missed work is completed in advance of the due date. Attendance does **NOT** mean that you show up to class and read a newspaper or text message your friends.

4. Verifying Attendance: If you have paperwork that requires my signature, such as verifying attendance or providing an updated course grade, then you **must allow me 24-hours to respond**. I will not sign documentation at the beginning of class for at least two main reasons: (a) it disrupts my prep time for getting the class started on-time and thus finishing on-time, and (b) it does not allow me sufficient time to read, understand, look-up, or verify the information being requested. Please plan ahead!

### Classroom Management

5. Policy on Cheating/Plagiarism: Cheating on examinations and/or plagiarism of written material will be handled in a manner consistent with the university's academic policy (see Student Handbook). Students who are caught cheating, plagiarizing, or knowingly providing false information may be reprimanded with a (a) failure grade on assignments or exams, (b) failure of the course, and (c) potentially other disciplinary actions. In most of these cases, a copy of the documentation regarding the violation will be kept on file in the Student Affairs Office. Please note that it is **your responsibility to be familiar with this policy**, which can be found in the student handbook.
6. Be Respectful (both inside and outside of the actual classroom): As a student in this class, you should know upfront that you will encounter new ideas, topics, images and discussions, which *may* challenge

your worldview. Some students *may* find this information personally offensive, uncomfortable, distasteful, or upsetting. Because the field of psychology addresses positive, neutral and negative aspects of human and animal behavior, we will discuss a broad range of topics that may not be pleasant for everyone. **Please be respectful to your classmates and your instructor(s).** Debates on relevant issues are encouraged, however no one should engage in personal attacks inside or outside of the classroom.

7. **Student Behavior:** At the instructor's discretion, student behavior deemed disruptive to the educational environment will result in disciplinary action consistent with Central's academic policy. Consequences of disruptive behavior include, but are not limited to, removal from the classroom and administrative withdrawal of the student from the course.

Students will receive a public warning to cease the activity. On the second occurrence the student will be instructed to leave the class room. If the student fails to leave the class room, Public Safety Officers (police) will be contacted and the student escorted from the class room.

#### *Assignments*

8. **Late Assignments:** Assignments are due at the START OF CLASS unless otherwise indicated. Late assignments are subject to a 4 point penalty per 24-hour period they are late. The first 24-hour period starts 10 minutes after the due date/time; weekends and holidays are considered separate 24-hour periods.

#### *Communication*

9. **Email policy:** Unless I am sick or out of town, I will usually respond to emails within a 24-hour period during the weekdays (Mondays-Fridays) when classes are in session.
- I do not make this guarantee on the weekends, when I'm ill, over holidays, or when I'm at conferences.
  - Please do not be surprised or upset if you do not receive an immediate response to your emails.
  - **When sending an email to me (or any of your professors), you need to include:**
    1. **Your first and last name**
    2. **Course name**
    3. **Class time** (I teach multiple classes and, in some cases, multiple sections of the same course)
    4. **Include the original message that you are responding to (if applicable).** There is a setting in your e-mail that you can check to always include the past message.

**NOT including this information will delay or prevent me from responding to your inquiries.**

10. **The Blackboard System:** This online course management system will be used to: (a) post and grade quizzes, (b) post handouts, PowerPoint lecture outlines, and other relevant materials, (c) post announcements, and (d) allow you access to your earned points in the class. Also, **most written assignments will be uploaded into Blackboard.**

If you need help with accessing Blackboard, you can telephone for Blackboard assistance at (660) 543-8484 and/or using the online training provided through Atomic Learning (<http://www.ucmo.edu/centralnet/gateway/atomic.html>).

11. **Office Hours:** Specific times for office hours are listed on the front page. Individual appointments are available upon request, and walk-ins are encouraged. Please take advantage of appointments. These times are set aside so that questions or concerns can be addressed, assistance and resources discussed, or including meetings about your professional development (e.g., academic and career). **Please remember to show up for your meetings or cancel within 12-hours.**

12. Incllement weather/emergency closings: If we miss a class because of a snow/ice day, the exam schedule will remain as planned in the syllabus. The only exception is if a snow day occurs on an exam day. In that case, the exam will take place on the next day we return to class. For closing information please visit <http://www.ucmo.edu/news/inclement.cfm>

### Services Available to UCM Students

#### *Academic Resources*

13. Writing Center: “The Writing Center provides students with free, walk-in assistance with writing projects of all kinds, including essays, research papers, article critiques, book reviews, executive summaries, business letters, and many others. No appointment is necessary. The Writing Center is located in the Student Success Center on the third floor of the Library and is open from 8 to 8 Monday through Thursday, and from 8 to 5 Friday” (D. Davis, personal communication, December 2, 2010).

**I strongly recommend that you submit your paper for feedback from the writing center before turning it into me.** Talk with the center about concerns you have about paraphrasing information from the sources you used; this may help to reduce the likelihood of plagiarism (e.g., copying word for word someone else’s work). If you have questions about the center, please call Academic Enrichment at 660-543-4061. Email: [writingcenter@ucmo.edu](mailto:writingcenter@ucmo.edu) Web: <http://www.ucmo.edu/ae/writing>.

14. Academic Enrichment: The Academic Enrichment (AE) Learning Center Services provides assistance and resources to help all students with their college work. The AE Learning Center Services can be by visiting their web site at <http://www.ucmo.edu/ae/>. Location Student Success Center (3<sup>rd</sup> floor of the Kirkpatrick Library).
15. Career Development: Students interested in career related issues should contact UCM’s Career Services at (660) 543-4985 or visit their office located in University Union room 302. Additional information is available on their web site at <http://www.ucmo.edu/career>
16. Diversity Office: The purpose of this office is to “... advocate for a campus climate that is open to the creation of a culturally diverse and inclusive learning environment that promotes personal, intellectual, ethical and spiritual excellence through understanding, appreciation and acceptance; and that provides higher education opportunity for members of populations historically under-represented in higher education” (Diversity Office, n.d., para 1).
17. Non-traditional students wishing to seek out additional assistance are encouraged to contact the Non-Traditional Student Services at (660) 543-4007, visit their office at University Union 217, or on the web at <http://www.ucmo.edu/oca/nontrad/>
18. Students with Disabilities: Please let the instructor know if accommodations should be made for you. Students with documented disabilities who are seeking academic accommodations should contact the Office of Accessibility Services, Union 222, (V) (TTY) 660-543-4421. Their web site is <http://www.ucmo.edu/access>

#### *Mental/Physical Health Resources*

19. Counseling Center: Students wishing to talk with a trained professional regarding relationship issues, mental health, academic stress, etc. are encouraged to contact UCM’s Counseling & Psychological Services at (660) 543-4060; located in Humphreys 131. Open from 8 a.m. – noon and 1 – 5 p.m. Monday – Friday. <http://www.ucmo.edu/cc>

20. Health Center: Students wishing to address their health issues should visit the University Health Center located at the corner of Clark and College or call (660) 543-4770. For information on services provided, please visit their web site at <http://www.ucmo.edu/uhc>

Additional Resources:

**UCM Academic Calendar:** <http://www.ucmo.edu/calendar/>

Also, the **Kirkpatrick Library** has asked that the following information be included in all syllabi:

You can get help @ your library! You may access your library account, the online catalog, and electronic databases from James C. Kirkpatrick Library's website at <http://library.ucmo.edu>.

For research assistance, you may contact the Reference Desk:

Phone: (660) 543-4154

AIM: JCKLReference

Email: [reference@libserv.ucmo.edu](mailto:reference@libserv.ucmo.edu)

RefChat: <http://library.ucmo.edu/chat>

Students are prohibited from selling course-related materials (or being paid for taking notes) during this course to or by any person or commercial firm without the express written permission of the instructor teaching this course.