# Course Syllabus for Spring, 2025

# INET Section (100% online)

# PSYC 4600: History & Systems of Psychology

## Successful completion of this course fulfills an undergraduate CLASS Communication & Digital Skills requirement.

## Instructor Contact

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**Communication Expectations:** Please email me or message me through Canvas. Inboxing me through Canvas is the best way to reach me. Please do not hesitate to communicate with me! You may ask me questions during office hours, or via email. Supporting my students and ensuring they have access to the correct resources is important to me. Therefore, please reach out to me if you have questions.

Normally, your TAs and I will return feedback (in Canvas) on all written assignments within one week of the due date. If I see that we will be unable to return your feedback that quickly, however, one of us will post an Announcement to let everyone know when you can expect your grade.

**VERY IMPORTANT**: **Your TA and I use the Announcements feature of Canvas to communicate with all the students in this section of Psyc4600. You can stay aware of important information about this course by checking the Announcements regularly. You can do so by either clicking the “Announcements” link on the main sidebar menu of our Canvas course or by checking your UNT email regularly (assuming Canvas Announcements show up in your UNT email). For those of you who do not use your UNT email, I strongly recommend that you have it automatically forward to your preferred email. UIT (contact information is listed later in this syllabus) or IT staff (phone: 940-565-4498) should be able to assist you if you do not know how to do that.**

## Welcome to UNT!

As members of the UNT community, we have all made a commitment to being part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT’s full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

## Course Description

We will cover the historical antecedents of modern psychology starting in the 17th century with a focus on the physical sciences. All students will cover a wide range of the history, key figures, and the ‘systems’ (i.e., theories, methods, paradigms) of psychology that are presented in your text and supported by required materials. We will progress in a primarily chronological way from proximal precursors of the birth of psychology through the founding of major schools of thought to more recent psychological theories such as cognitive science and multiculturalism.

## Course Structure

This course takes place 100% online. Other than your OPTIONAL attendance at office hours, all of your interaction with me, your TA(s), and with your classmates will take place in Canvas (plus emails, Zoom, and phone calls as needed). Some assigned small groups may choose to meet, prepare, or even record their presentation in person as long as that is acceptable to every member of the group.

There are a couple of basic things to help you understand the logic of how this INET course is set up. First, aside from weeks 1 and 15, every week (and new module) starts on a Sunday and ends on Saturday. Second, aside from checking the Announcements link, to stay organized in this course, all you have to do is “Stay in the Modules (link)”. While all your course requirements are explained on pages 5-10 below (& summarized in the “Course Schedule” on pages 12-17 of this syllabus), nearly all of the required materials, instructions, and pages you need to succeed in this course are in order (from top to bottom) in the “Modules” link on Canvas. There are two exceptions: 1) You need the required textbook and 2) you will need to use resources from UNT’s electronic library and perhaps the web to conduct research for your small group presentation project.

Importantly, the format of fully online classes is different from in person classes. I will rarely lecture to you or *at you*. Instead, as experienced and advanced learners, you will start each module by reading the associated textbook chapters and consuming brief videos, articles, and other content I have curated to enhance your understanding of each week’s material. In addition, I have developed questions to prompt discussions to facilitate further learning of course material. You are assigned to a Discussion Group and are required to participate in 6 Discussions on Canvas across the semester.

Your TAs and I will record our arranged Zoom meetings or office hours. We will post the recordings in Canvas if questions addressed would benefit other students. Attendance/viewing is optional. We will stop recording our office hour whenever a student wants to discuss their grades or other private matters. Office hours without attendees will not be posted. Use Zoom office hours to ask questions you have about the course Materials (text, PowerPoints, videos, etc.). Think of this time as similar to the time during an in-person class when students ask questions and the instructor clarifies to facilitate student learning.

Other than the reading your textbook, reading, viewing, or listening to all the *required materials in each module*, and participating in group Discussions, there are two other components of the course: 1) Quizzes over every 3 chapters (& the cumulative Final Exam) and 2) a Small Group Presentation (SGP). Undergraduates must earn a passing grade on the SGP because that assignment meets a Communication & Digital Skills (CDS) requirement of the College of Liberal Arts & Social Sciences (CLASS). I describe these requirements in detail in the “Course Requirements” section that begins on page 5 of this syllabus.

## Course Prerequisites or Other Restrictions

Prerequisite(s): PSYC 1630 or PSYC 1650.

## Course Objectives

By the end of this course, students will be able to:

1. Identify the key people, important developments, and most influential theories in the history of psychology (as generally accepted at this time).
2. Examine the major controversies and contributions of our field and trace the growth of its major systems, with a focus on the 19th and 20th centuries.
3. Understand how the questions, methods, and goals of physicians and physical scientists contributed to the development of our field.
4. Explain the importance of learning from history, including the history of what we now consider major oversights, errors, and prejudice/discrimination in mainstream psychological science and psychiatry from the birth of those disciplines to modern times.
5. Think critically about their own thoughts, assumptions, and biases as well as those of others as related to the constructs of philosophy and science.
6. Excel on course-related content on the psychology GRE, the national psychology exam (i.e., EPPP), and the Psychology Department’s History of Psychology Exam.
7. Cooperate with classmates to engage in historical and library research, write a well-cited and accessible PowerPoint, present it, and record it.
8. Search academic databases for peer-reviewed psychology articles, comprehend them, and succinctly integrate their major findings in an APA-Style research paper summarizing a major mistake, oversight, or ethical problem in the history of psychology or psychiatry.
9. Demonstrate effective communications and digital skills by achieving the goals listed in the next section of this syllabus.

## CLASS Requirement for Communication & Digital Skills

## In completing the Small Group Project (SGP; #2 below), this course fulfills the CLASS requirement for Communication and Digital Skills. At the end of this course, students should be able to demonstrate effective communication using a digital technological platform and do at least two of the following:

## 1. Demonstrate the ability to communicate a central idea effectively using appropriate organization/structure.

## 2. Demonstrate the ability to develop content at an advanced level using a combination of effective supporting materials.

## 3. Demonstrate the ability to engage in verbal and nonverbal communication behaviors that are appropriate for the audience and adhere to the conventions of the medium selected (written, oral, &/or visual).

## Materials

## Required Textbook: Schultz, D. P. & Schultz, S. E. (2015). A History of Modern Psychology, 11th Ed. Cengage. ISBN: 978-1305630048.

## All additional required reading materials will be available to you on Canvas.

IMPORTANT: You do NOT need any extra learning materials available for purchase with your textbook. You DO NEED the textbook and renting or buying a hard copy or an e-copy is fine.

## Course Technology & Skills

### Minimum Technology Requirements

* Sending and receiving email
* Creating, sending, and receiving Microsoft Word documents
* Creating, sending, and opening PowerPoint presentations
* Making a Zoom recording while ‘sharing screen’ to present PowerPoint slides
* Posting to discussion boards in Canvas
* Opening Word documents OR opening and printing (to screen) pdf files, using free Adobe Acrobat Reader
* [Canvas Technical Requirements](file:///C%3A%5CUsers%5Cmv0072%5CDesktop%5CCanvas%20Technical%20Requirements) (https://clear.unt.edu/supported-technologies/canvas/requirements)

### Computer Skills & Digital Literacy

* Using Canvas
* Using email with attachments
* Downloading and installing software
* Using MS Office programs Word and PowerPoint
* Using Zoom to collaborate, present, and record

### Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

**UIT Help Desk**: [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm) (http://www.unt.edu/helpdesk/index.htm)

**Email**: helpdesk@unt.edu

**Phone**: 940-565-2324

**In Person**: Sage Hall, Room 130

**Walk-In Availability**: 8am-9pm

**Telephone Availability**:

* Sunday: noon-midnight
* Monday-Thursday: 8am-midnight
* Friday: 8am-8pm
* Saturday: 9am-5pm

**Laptop Checkout**: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (https://community.canvaslms.com/docs/DOC-10554-4212710/8)

## Course Requirements

To achieve the goals of this course, students will need to complete assigned readings on time and watch and/or listen to all required lectures and videos posted on Canvas. We will work through one Module per week. Each Module is associated with one book chapter and various other learning materials that are all available on Canvas. **IMPORTANT: Take notes over the required content in every module as you will be tested on it during the cumulative Final Exam. That is, watch videos and take notes over them; pay extra attention to information that is NOT in your textbook.**

The major expectations for each week/module of this course are conveniently summarized in the “Course Schedule” section of this syllabus. To stay aware of what is expected of you, I strongly recommend that you print the “Course Schedule” pages of this syllabus and tack it up in your primary study area.

**#1 Syllabus Activity = 10 points**

To ‘reward’ you for reading this very long syllabus, you will earn up to 10 points by completing a brief worksheet about information contained in this syllabus. The syllabus activity worksheet is posted below the post of this syllabus. After working through the Introductory Modules in Canvas, the week 1 module (Module 1) will open. You need to submit your completed worksheet on the last page of Module 1 before Module 2 will open.

**#2 Six of Seven Discussions = 300 pts (50pts x 6 required Discussions)**

Importantly, in addition to “Introducing Yourself” in a Discussion this week, there is also a requirement to participate in 6 of the 7 required Discussions on Canvas. That is, you may skip one of the ‘required’ Discussions without penalty. Due to the heavy grading load, however, if you choose to complete a 7th Discussion, it will not be graded. You have the opportunity to participate in a Discussion during Modules 4, 6, 7, 9 & 10, 12, and 15. Please be aware that 3 opportunities are before spring break and 4 are after.

**NOTE:** If you complete Discussion #4 during Week/Module 9, you must complete Discussion #5 (during Week/Module 10); and if you missed Discussion #4, you cannot complete #5 as they are tied together. Since you are only allowed to skip ONE of the Discussions, technically, everyone should participate in the 2-part (double) Discussion in Modules #9 & #10.

Please remember to complete the ungraded “Introduce Yourself!” Discussion during Week/Module 1 [to meet your Discussion Groupmates and make sure you know how to participate in a Canvas Discussion]). NOTE: Typically, three of your Discussion mates will also make up your Small Group Project Team.

Some Discussion Prompts are associated with specific reading materials or activities that are required before you post. You will need to click on the “Discussion” page in the Module to access its instructions and, sometimes, reading material. IMPORTANT: You will earn up to 50 points per Discussion by posting ONE thoughtful and well-written comment and replying to TWO classmates’ posts every week. It is important that you complete the required reading and viewing THAT IS RELATED TO THE DISCUSSION before participating in the Discussion so that you can demonstrate your learning through your posts. **VERY IMPORTANT:** **In order for your group to have a ‘back-and-forth’ discussion**, **you must make your initial post (IP) by Wednesday of each week**. Initial posts after Wednesdays @ 11:59pm will not receive full credit; specifically, 20% will be take off for lateness. Replies made after Thursday at noon will NOT be graded or receive credit. **Optimally, every student will make ONE REPLY to a groupmate’s post on Thursday and ANOTHER REPLY on Friday**. If all group members follow this schedule, more meaningful and educational Discussions result! **Replies** made later than Friday @ 11:59pm will not receive full credit; specifically, 20% will be deducted from each reply made any time Saturday morning (i.e., 12:00am – 11:59am). Replies posted after noon on Saturday will NOT be graded or receive credit.

See the “Discussion Rubric” on the “IMPORTANT! Grading Rubrics…” page in the Introduction Module of Canvas for more specific information on how your TAs and I will award points.

**#3 Small Group Presentation [SGP]: Learning & Teaching a Topic in the History of Psychology = 500 points**

***IMPORTANT: This assignment meets the College of Liberal Arts & Social Sciences’ (CLASS)***

***Communication & Digital Skills Requirement!***

To fulfill the third, fourth, sixth, and eighth ‘Course Objectives’ and the goals of the Communication & Digital Skills requirement, students will engage in historical research and present their findings related to a specific person and/or an example of a mistake of omission or commission in the history of psychology. See #2A, #2B, & #2C below for a description of each option. Each small group presentation [SGP] team will rank 3 options and their TA will approve one choice.

Students will work in groups of 3 or 4 people [already assigned by your instructors] to complete this project as a Zoom lecture with an accessible PowerPoint and transcript. IMPORTANT: Each student will maintain their own ‘log’ of the dates, times, and activities related to this assignment. There is a sample log for you to follow in the Module title “Resources for SGPs”. Each SGP Team has its own number. Your SGP Number will lead you to the names of your teammates under the “People” link in Canvas. **IMPORTANT:** Email your teammates ASAP so that you all can decide on whether to complete the “A: Unsung Hero”, “B: Noted Psychologist”, or “C: Oops!” person or topic (see descriptions of these assignments in the “Resources for SGPs” Module that comes immediately before “Module One / Week One”.

 Before Week 2 ends, a member of your SGP Team should upload a document on the last page of “Module Two Week Two”:

1. Your SGP #
2. The names of active team members
3. The name of any teammate that has not been in contact with any other team member
4. Whether you are choosing #2A, #2B, or #2C
5. A short, ranked list of preferred people or topics

THIS IS IMPORTANT, SO I WILL REPEAT IT & ELABORATE:

**IMPORTANT: One student from each team must upload up to three preferred SGP topic choices (see last page of Module Two / Week Two). This simple task must be completed before Week 2 ends (i.e., before Saturday of Week 2 at 11:59pm).** Be sure to include the name of your teammate(s) who were & were not in communication about choosing a topic (so we can help you track down missing teammates). Your TA will approve one of your chosen Unsung Heroes, Noted Psychologists, or “Oops!” topics on a “first-come, first-served” basis. **IMPORTANT:** Assume you are approved unless you hear otherwise! Do not wait for confirmation; instead, get to work right away! Be aware that your presentations are due in Canvas by 11:59pm on **Saturday, April 12th** (which happens to be the day after you may drop this class with a “W”).IMPORTANT: Every presentation should have several Americans with Disabilities Act (ADA) accessible components: 1) A Zoom link/recording, 2) a PowerPoint, 3) a transcript, and 4) one log *per team member*. Thus, each TEAM uploads ONE of #1-3 above and each STUDENT uploads one #4 above.

After conducting electronic library and Internet research on your topic, groups of students will present their work as a videotaped 12-minute mini-lecture (give or take two minutes) with an associated PowerPoint presentation. **IMPORTANT: Due to the nature of this CLASS requirement, every member of the Presentation Team must introduce themselves on camera and give at least 2 minutes of the presentation.** Also, see the TWO “IMPORTANT!.…” pages in the “Resources for SGPs” Module in Canvas for many resources, suggestions, and instructions on making sure your PowerPoint is accessible to all students. All teams need to cite at least four high-quality references[[1]](#footnote-1) and include reference slide(s) at the end of their presentations. All presentations must also include a useful and ADA-compliant transcript (i.e., complete and accurate but without fillers such as ‘um’). Be aware that the automated transcript generated by Zoom will only offer you a starting point; you will need to edit and correct the Zoom transcript. You may include video clips as part of your mini-lecture, but they will not count toward your required time. SGP Teams who do an excellent job may be asked if I can post exceptional video recordings, PowerPoints, and transcripts in Canvas as optional material for your classmates in Psyc4600.

Over my years as a professor, I have heard students complain about group projects because not all members participate equally. To help remedy that problem (which psychologists have termed ‘social loafing’), the quality of each member’s teamwork will be part of their evaluation. Each team member must keep a log of the dates, times, and activities devoted to the presentation project. Upon completion of the presentation, each student should independently write their own evaluation of their group’s teamwork (just a few sentences at the end of your log document will suffice). For example, if a team member misses an agreed upon group deadline and accepts responsibility, his/her teammates will not be penalized; if all team members describe how that event was handled professionally and perhaps as a learning experience, that could even boost the teamwork score for everyone. Be aware that all team members will not necessarily receive the same score. For example, while the four members of a well-functioning team will all achieve maximum points, students on a team with one social loafer and 3 collaborative members will earn different grades on the teamwork portion of the project. Specifically, the social loafer will lose points while the 3 students who collaborated will not.

**Teammates should be in frequent communication and learn from one another’s areas of strength**. This is an important competency to develop for working in the “real world”. For example, if one teammate enjoys public speaking and is good at it, s/he should not simply take on that task. Instead, that team member should help the other(s) on the team to improve their public speaking skills. This time and effort ‘counts’ toward your grade on this project; be sure to log it!

\*IMPORTANT: You will see the page where all your SGP materials are due at the end of Module 11 / Week 11. You will upload **three files per group**:

1. Zoom lecture (MP4)
2. Transcript of #1 (DOC, TXT, PDF, or VTT)
3. PowerPoint that was ‘shared’ during the Zoom lecture in #1 above (PPT)

**And each student will also upload their time log and statement of teamwork** (DOC or TXT). \*

**The Three Major Topic Options (#3A, #3B, & #3C) are as follows:**

**#3A. Unsung Hero Presentation**

Present an overlooked historical figure in the history of psychology. We will refer to these people as “Unsung Heroes”. Our field and your textbook have made the mistake of overlooking important people who have contributed excellent ideas, collaborative effort, etc. to the field of psychology. Most often people were omitted or not given due credit because of discrimination. That is, their race, ethnicity, and/or gender led their contemporaries and/or historians to devalue (or take credit for) their contributions. Such figures typically were not members of any of the privileged groups in power over the history of psychology (i.e., unsung heroes will be people of color, women, or people from another under-represented group). Teams can use the internet and/or consult with the psychology librarian (see “IMPORTANT! Resources…” page in the Introduction Module) to find an unsung hero. For this topic, it is important that you can access enough high-quality references in time, so it is important to get your TA’s approval quickly.

**#3B. Noted Psychologist Presentation**

Because this assignment fulfills a Communication & Digital Skills requirement, this online version of Psyc4600 also includes the same assignment options as the in-class version of the course. Thus, you have the option to choose an important person in the field who is not necessarily an “Unsung Hero”. We will refer to these people as “Noted Psychologists”. The list of “Noted Psychologists” (and psychiatrists) you may choose from is in Canvas on the “IMPORTANT! Resources…” page of the Introduction Module. While you can assume your choice is acceptable, you should still list more than one option on your email since your TA will approve them on a “first-come, first-served” basis. In addition, make sure one group member emails your TA the names of all team members.

**#3C. “Oops!” Presentation**

You may choose to present about a ‘mistake’ in our field (psychology and/or psychiatry). Biases, discrimination, over-confidence, unethical behavior, groupthink, benign ignorance, limited methods, and/or forces outside of science, etc. have led psychologists and psychiatrists to make big mistakes. We will refer to these behavior/events as “Oops!”. In hindsight or once discovered, these unethical behaviors or invalid conclusions were typically widely criticized or discredited. I have posted a “List of Potential ‘Oops!’ Projects” in Canvas on the “IMPORTANT! Resources…” page of the Introduction Module. You may choose a topic that is not on that list, but message Professor Lockett so I can approve it in advance if you choose to present on an issue not listed.

See the “IMPORTANT! Grading Rubrics…” page in the Introduction Module of Canvas for specific information on grading and evaluation of each type of Presentation. **FINISHED PRESENTATION DUE DATE: Saturday of Week 11 @ 11:59pm.** IMPORTANT: Do not wait until the last minute, as this project takes more time to present, record, and transcribe than most students expect.

**NOTE:** All UNT students in this course can call 940-565-4498 for help accessing any of the resources you need for the SGP. As long as you have a computer and Internet, you can meet over Zoom, conduct research through UNT’s online libraries, record your presentation as a group over Zoom while using ‘share screen’ to show your PowerPoint slides, etc.

**#4 Four Quizzes (#1- #4 total = 60 pts each, 240 points) & Final Exam = (150 points)**

On or before every Friday of Weeks 3, 6, 9, & 12, I will post a required multiple-choice quiz on Canvas. They will be open notes & open book; however, I set the time limit to allow an average of 1 minute per question. This format is to encourage you to study and **prepare study materials in advanc**e so that you can locate any forgotten information quickly. With proper studying, however, you should be able to complete 80-90% of the questions without any notes. In addition, this preparation will assist you with your Final Exam (Quiz 5) (which is cumulative and a significant part of your grade). If you have accommodations for extra time on tests from ODA, please notify your TA and email them your official paperwork. If there is any other issue you fear will interfere with your success on these brief tests (e.g., with your notes in front of you, you will have two attempts of 45 minutes to answer 45 multiple choice questions).

One additional way I hope to help you learn is through the assessment process. As such, you will have two attempts to master the content of each Quiz. I do not have Canvas set up to tell you which questions you missed or what the correct answers are. I am pushing you to develop an important metacognitive skill: knowing what you know and what you do not know. As you go through a Quiz or Exam the first time, make notes about content you were not sure about so that you can study it more and learn it for your second attempt. That is, you may take each quiz (and the Final) twice. We will count your higher score toward your course grade. If you are satisfied with your first grade, you do not have to retake any Quiz or Exam.

Quiz 1 will cover chapters 1 through 3 (approximately 15 questions per chapter) and Quizzes 2 through 4 will be over the three text chapters covered since the previous quiz. Given their value of 1.34 points each, the 45 items on Quizzes 1 through 4 will earn a maximum of 60 points. Quiz 5, however, will serve as your Final Exam and contain approximately 85-100 questions totaling 150 points. As usual, you will be allowed an average of 1 minute per question. IMPORTANT: In addition to focusing on textbook chapters 13, 14, & 15, Quiz 5 will include dozens of questions from required non-textbook material from each Module (i.e., videos, readings, etc.). Be sure to complete and take notes over all required materials in Canvas.

Quizzes will open on or before Fridays at 12am and close Saturdays at 11:59pm. Quiz 5, however, your **Final Exam, must be completed on our Finals Day, to be announced via Canvas.**

**#5 For GRADUTE STUDENTS enrolled in Psyc5900 ONLY:** Philosophical Stance Paper (250 pts)

IMPORTANT: Graduate students will take weekly Quizzes and the Final Exam, but do not need to participate in weekly Discussions or complete an SGP. Grades for graduate students will be based on the percentage of 640 maximum points earned in this course (e.g., A = 576 – 640, B = 512 – 575).

In an effort to facilitate growth and self-awareness in accordance with the first ‘Course Goal’, students will consider a number of long-standing philosophical debates in the history of psychology. These questions are posted on the “Philosophical Stance Paper” page in the Introduction Module on Canvas. After wrestling with your positions on these questions, you will write an APA-style paper that describes how those positions correspond with your burgeoning identity as a scientist and/or practitioner. Although the length of the paper is less important than its depth, clarity, logic, and/or persuasiveness, it would be difficult to do justice to these topics in less than five pages and several sources. I included more instructions for this assignment with the philosophical questions that I posted on Canvas. Max page length = 10 (not including title page, abstract, or reference pages).

**DUE DATE: Monday, April 8th @ 11:59pm.**

### Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

* While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
* Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
* Ask for and use the correct name and pronouns for your instructor and classmates.
* Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
* Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
* Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
* Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
* Avoid using “text-talk” unless explicitly permitted by your instructor.
* Proofread and fact-check your sources.
* Keep in mind that online posts can be permanent, so think first before you type.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (https://clear.unt.edu/online-communication-tips) for more information.

## Grading

* A: 90-100% (e.g., > = 1,017/1,130; Outstanding, excellent work. The student performs well above the minimum criteria.)
* B: 80-89% (Very Good, impressive work. The student performs above the minimum criteria.)
* C: 70-79% (Acceptable, although average work. The student meets the criteria of the assignment.)
* D: 60-69% (Below average work. The student fails to meet the minimum criteria.)
* F: 59 and below (Sub-par work. The student fails to complete the assignment.)

## **Course Evaluation**

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. The university will email you a link to complete a SPOT evaluation of this course near the end of the semester. I will award EXTRA CREDIT to all students based on the 75% of students in this class who complete the SPOT evaluation.

## **Course Schedule**

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| --- | --- | --- |
| Date | Topics | Reading/Homework |
| Jan 13th-Jan 18th WEEK ONE: MODULE 1Chapter 1  | Course Aims & Overview; Why Study History? Historiography; Theoretical Conceptions of History: Personalistic (Great Person) vs. Naturalistic (Zeitgeist)   | Read the Syllabus(The INET folks require many policies, resources, links, etc. so I apologize for the length of the syllabus; please read at least pages 1-10, print 12-18, and skim the rest). **Complete a No-Credit Discussion on Canvas: Introduce Yourself to the other ~7 members of your Discussion Group (see Discussion due days on pp. 5 & 6 above)**  Read text Chapter 1 Watch or read Required Materials for Chapter 1 on Canvas**Work with your assigned SGP teammates to choose a ranked list of 3 topics & submit in Module 2 ASAP. Keep logs! HINT: Assume you are approved and get started on the presentation!** |
| Jan 19th – Jan 25thWEEK TWO: MODULE 2Chapter 2 | Philosopher Rene Descartes and Mind-Body DualismMind-Body RelationshipsThe British Empiricists: Locke, Berkeley, James Mill, & John S. Mill | Read Chapter 2 **Watch or read Required Materials for Chapter 2 on Canvas**Work with your assigned SGP teammates and choose a ranked list of 3 topics; every student should keep an individual and group log! Reflect on how your group is functioning as a team and sort out any problems now. IMPORTANT: One team member must upload your list on behalf of your team by Saturday of Week 2. HINT: Get started on the presentation by dividing up your topic & tasks (although everyone will be involved in library research, creating slides, and presenting).  |
| Jan 26th – Feb 1st WEEK THREE: MODULE 3Chapter 3 | The German Psychophysicists | **Read Ch. 3** **Watch or read Required Materials for Chapter 3 on Canvas**Study Chs. 1-3 for Quiz 1 (this weekend)**Friday or Saturday of this week:** **Take Quiz 1 on Canvas, due by Saturday 11:59pm** |
| Feb 2nd – Feb 8thWEEK FOUR: MODULE 4Chapter 4 | Wundt & the Founding of Psychology | Read Ch. 4 and watch or read Required Materials for Chapter 4 on Canvas**Discussion #1: What Went Wrong with Structuralism? (See instructions in Canvas.)** **See pages 5 & 6 above for more information about due dates and late penalties** **[i.e., IP by Wednesday, Replies on Thursday & Friday].** Complete self-directed tasks for SGP Project; keep a log of all individual and group work! Reflect on how your group is functioning as a team. Correct any problems this week (and ask an instructor for help only if needed). HINTS: Access high quality references this week. Get in touch with the sciences librarian if needed. Avoid relying on information from non-academic websites (e.g., do not use Wikipedia, Artificial Intelligence chatbots, or cheating websites that pretend to be ‘homework helpers’). |
| Feb 9th – Feb 15thWEEK FIVE: MODULE 5Chapter 5Feb 9th – Feb 15thWEEK FIVE: MODULE 5Chapter 5(continued) | Structuralism  | **Read Ch. 5 and watch or read Required Materials for Chapter 5 on Canvas**Continue working on SGP Project; keep a log of all individual and group work! Meet with team to make sure each person intends to ~continued cover novel information. HINT: Generally, presentations in history are organized chronologically. |
| Feb 16th – Feb 22nd WEEK SIX: Module 6Chapter 6 | Antecedent Influences to Functionalism | **Read Ch. 6 and watch or read Required Materials for Chapter 6 on Canvas**Discussion #2: Misconceptions about Evolution. For background, first read the pages in Chapter 6 of your textbook that cover evolution; then read the article & instructions I posted with this assignment in Canvas.**Study Chs. 4-6 for Quiz this weekend**Friday: Take Quiz 2 on Canvas by Saturday @ 11:59pm**Continue working on SGP Project; log all work! Reflect on how your group is functioning as a team. Team should have a rough outline, know which slides will cover what info, and plan who is presenting each slide.**  |
| Feb 23rd – March 1st WEEK SEVEN: MODULE 7Chapter 7 | Functionalism: Development and Founding | Read Ch. 7 and watch or read Required Materials for Chapter 7 on Canvas**Discussion #3: Functionalism & Americanism (see instructions in Canvas)**Complete self-directed tasks for Presentation Project; keep a log of all work! Suggestions: Teammates should proofread one another’s slides for clarity, ADA-compliance, and typos. HINT: Remember, slides should onlycontain phrases or key words. Your entire script should NOT be typed on to your slides. |
| Mar 2nd – Mar 8th WEEK EIGHT: MODULE 8Chapter 8 | Applied Psychology | **Read Ch. 8 and watch or read Required Materials for Chapter 8 on Canvas** |
| Mar 9th - Mar 15th SPRING BREAK | ***RELAX, HAVE FUN, & BE SAFE!*** |
| Mar 16th – Mar 22nd WEEK NINE: MODULE 9Chapter 9 | Antecedent Influences to Behaviorism | **Read Ch. 9 and watch or read Required Materials for Chapter 9 on Canvas**REQUIRED: Participate in Discussions #4 & #5 during Weeks 9 & 10 on Canvas: Condition Yourself! [See Canvas page for detailed instructions!] **Complete self-directed tasks for Presentation Project; keep a log of all work! Reflect on how your group is functioning as a team. Suggestions: Rehearse your presentation as a team over Zoom (you may be looking at your notes or script at this point), record it, and request an automated transcript from Zoom. That initial transcript will need editing, but at least you will have a good draft to serve as a script (and eventual transcript) for your presentation. HINT: A Zoom ‘rehearsal’ will also allow you to troubleshoot any technical difficulties with your recording and/or playback.** Study Chs. 7-9 for Quiz this weekend**Friday: Take Quiz 3 on Canvas by Saturday @ 11:59pm** |
| Mar 23rd – Mar 29th WEEK TEN: MODULE 10Chapter 10Mar 23rd – Mar 29th WEEK TEN: MODULE 10Chapter 10(continued) | Behaviorism: The Beginnings  | **Read Ch. 10 and watch or read Required Materials for Chapter 10 on Canvas****~continued**REQUIRED: Participate in Discussion #5 on Canvas: Condition Yourself! [See Canvas page for detailed instructions.] **Complete self-directed tasks for Presentation Project; keep a log of all work! Suggestions:** **Complete another ‘rehearsal’ over Zoom to ensure that all team members are able to present their slides clearly and at a proper speed. HINT: You and your teammates will improve if given ‘sandwich’ feedback (start with a critique that is easy to hear, add a piece of constructive feedback, and end with a compliment).**  |
| Mar 30th – Apr 5th WEEK ELEVEN: MODULE 11Chapter 11 | Behaviorism: After the Founding | Read Ch. 11 and watch or read Required Materials for Chapter 11 on Canvas |
| Apr 6th – Apr 12th WEEK TWELEVE: MOD. 12Chapter 12Apr 6th – Apr 12th WEEK TWELEVE: MOD. 12Chapter 12(continued) | Gestalt Psychology | **Graduate Students Only🡪Submit your Philosophical Stance paper by 11:59pm on Monday, April 8th.****Final Small Group Presentations are due to Professor in Canvas by Saturday @ 11:59pm [Each SGP Team turns in: 1) link to Zoom recording, 2) accessible PowerPoint and 3) accessible transcript, & each student turns in their log & opinion of how their SGP Group functioned as a team.]**~continuedRead Ch. 12 and watch or read Required Materials for Chapter 12 on Canvas**Discussion #6: Gestalt in Your Life****[See Canvas page for detailed instructions!]**Study Chs. 10-12 for Quiz this weekend**Friday: Take Quiz 4 on Canvas by Saturday @ 11:59pm** |
| Apr 13th – Apr 19thWEEK THIRTEEN: MOD. 13Chapter 13 | Psychoanalysis: The Beginnings | Read Ch. 13 and watch or read Required Materials for Chapter 13 on Canvas. **Begin reviewing for Final Exam. Suggestions: Study Chs. 1- 12 and review the notes you took over all the required materials in Canvas.** |
| Apr 20th – Apr 26thWEEK FOURTEEN: MOD. 14Chapter 14 | Psychoanalysis: After the Founding | Read Ch. 14 and watch or read Required Materials for Chapter 14 on Canvas.**Study for your cumulative Final Exam. Suggestions: Study Chs. 1- 14 and review the notes you took over all the required materials in Canvas.**See your UNT email and/or a recent Announcement and complete a SPOT Evaluation for this course. |
| SHORT WEEK!Apr 27th – May 1st WEEK FIFTEEN: MOD. 15Chapter 15Be aware that this is a short week: regular class ends on Thursday, Reading Day is on Friday, and Finals open Saturday (your Final Exam in this class is due on Canvas TBD)  | Continuing Developments in Psychology | **Read Ch. 15 and watch or read Required Materials for Chapter 15 on Canvas**Participate in Discussion #7 (unless you have already completed 6 discussions): Subdisciplines in Psychology; Clinical vs. Counseling Psyc; Grad degrees in mental health--MA, PA, LPC, ABA, MS, CADC, MFT, PhD, PsyD, LMNOP---aaahhhh!**Study for your cumulative Final Exam.**  |
| FINAL EXAM IN CANVAS DUE TBD  | COMPREHENSIVE FINAL EXAM over entire course (with an extra focus on Chapters 13-15 and all required videos) | You have an open note, cumulative, multiple-choice Final Exam (Quiz 5) in CANVAS. It is time-limited: 100 minutes (100 questions). Two attempts. |

**Course Policies**

UNT and Department of Psychology Policies

The Department of Psychology cooperates with the Office of Disability Accommodation (ODA) to make reasonable accommodations for qualified students with disabilities (cf. Americans with Disabilities Act and Section 504, Rehabilitation Act). If you have a disability and have not registered with ODA, Dr. Daugherty (Chair of the Dept. of Psychology) & I encourage you to do so. Please present your written Accommodation Request to me on or before the 4th class day. Alternatively, *speak with me about accommodations that would help you learn most effectively in this class*.

If you experience any problems in getting reasonable accommodations, please contact the Psychology Department Liaison or the ODA. Also, the Department complies with the University’s policies concerning discrimination and sexual harassment. If you have any complaints, please contact the chair *(Dr. Daugherty)* or UNT’s Equal Opportunity Office. Dr. Daugherty’s email is Donald.Daugherty@unt.edu. Her phone number is (940) 565-2671.

Make sure you are familiar with the University’s Policy of Academic dishonesty (see *Student Handbook)*. The content of the Handbook applies to this course. Additionally, plagiarism is considered a serious ethical violation among scientists and, as such, will result in disciplinary action in this class. When writing for this class, you must be careful to cite all ideas that are not your own (which is VERY common in scientific writing). Also, use quotation marks *and cite with page numbers* when using someone else’s words directly (which should be done VERY sparingly in scientific writing). See your APA Style Manual for more information about *how* to cite. Speak with me ASAP if you are unclear about *when* to cite. *Please be aware that I make no exceptions for plagiarism at the graduate level.*

*UNT Policy on Failure to Complete Course Requirements on Schedule:*

An “I” grade (‘incomplete’) can only be given during the last one-fourth of a semester and only if a student (1) is passing the course; (2) has justifiable reason why the work cannot be completed on schedule; and (3) arranges with the instructor to finish the course at a later date by completing specific requirements that the instructor must list on the grade sheet. All work in the course must be completed within the specified time (not to exceed one year after taking the course). Upon completion of the stipulated work, a student may remove a grade of “I” by obtaining the “I” removal form from the dean’s office, paying a fee at Student Accounting and University Cashiering Services and returning the form to the instructor. The instructor then records the final grade and obtains the department chair’s signature. The instructor’s academic dean completes processing with the Registrar’s Office, where the grade point average is adjusted accordingly. If a student does not complete the stipulated work within the time specified, the instructor may change the grade of “I” to a grade that carries credit or assign a grade of “F” if appropriate. The GPA is adjusted accordingly.

***This syllabus does not constitute a contract;***

***the plans for this course may be modified during the semester***

## UNT Policies

### Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. IMPORTANT: Please be aware that academic dishonesty wastes your instructors’ time. For example, UNT requires us to file reports with documentation. Thus, academic dishonesty will be taken extremely seriously in this class. You will definitely lose at least a letter grade in the course and have to meet with a university official. In the past, students who have cheated or plagiarized have been dismissed from the university.

### ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website](https://disability.unt.edu/) (<https://disability.unt.edu/>).

### Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

### Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

### Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

### Acceptable Student Behavior

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT’s [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (https://deanofstudents.unt.edu/conduct) to learn more.

### Access to Information - Eagle Connect

Students’ access point for business and academic services at UNT is located at: [my.unt.edu](https://my.unt.edu/). All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (https://it.unt.edu/eagleconnect).

### Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5CSurvivorAdvocate%40unt.edu) or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5Coeo%40unt.edu) or at (940) 565 2759.

### Important Notice for F-1 Students taking Distance Education Courses

**Federal Regulation**

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

**University of North Texas Compliance**

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

### Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (https://policy.unt.edu/policy/07-002).

### Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student’s permission unless all of the following criteria are met:

* The work is used only once.
* The work is not used in its entirety.
* Use of the work does not affect any potential profits from the work.
* The student is not identified.
* The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission.

Download the UNT System Permission, Waiver and Release Form

**Transmission and Recording of Student Images in Electronically-Delivered Courses**

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentation, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

## Academic Support & Student Services

### Student Support Services

#### Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

* [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (https://studentaffairs.unt.edu/student-health-and-wellness-center)
* [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
* [UNT Care Team](https://studentaffairs.unt.edu/care) (https://studentaffairs.unt.edu/care)
* [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
* [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

#### Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

* [UNT Records](https://registrar.unt.edu/transcripts-and-records/update-your-personal-information)
* [UNT ID Card](https://sfs.unt.edu/idcards)
* [UNT Email Address](https://sso.unt.edu/idp/profile/SAML2/Redirect/SSO;jsessionid=E4DCA43DF85E3B74B3E496CAB99D8FC6?execution=e1s1)
* [Legal Name](https://studentaffairs.unt.edu/student-legal-services)

*\*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

#### Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and do not assume someone’s name, we should also ask and not assume someone’s pronouns.

You can [add your pronouns to your Canvas account](https://community.canvaslms.com/docs/DOC-18406-42121184808) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

* [What are pronouns and why are they important?](https://www.mypronouns.org/what-and-why)
* [How do I use pronouns?](https://www.mypronouns.org/how)
* [How do I share my pronouns?](https://www.mypronouns.org/sharing)
* [How do I ask for another person’s pronouns?](https://www.mypronouns.org/asking)
* [How do I correct myself or others when the wrong pronoun is used?](https://www.mypronouns.org/mistakes)

#### Additional Student Support Services

* [Registrar](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5CRegistrar) (https://registrar.unt.edu/registration)
* [Financial Aid](https://financialaid.unt.edu/) (https://financialaid.unt.edu/)
* [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (https://studentaffairs.unt.edu/student-legal-services)
* [Career Center](https://studentaffairs.unt.edu/career-center) (https://studentaffairs.unt.edu/career-center)
* [Multicultural Center](https://edo.unt.edu/multicultural-center) (https://edo.unt.edu/multicultural-center)
* [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
* [Pride Alliance](https://edo.unt.edu/pridealliance) (https://edo.unt.edu/pridealliance)
* [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (https://deanofstudents.unt.edu/resources/food-pantry)

### Academic Support Services

* [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (https://clear.unt.edu/canvas/student-resources)
* [Academic Success Center](https://success.unt.edu/asc) (https://success.unt.edu/asc)
* [UNT Libraries](https://library.unt.edu/) (https://library.unt.edu/)
* [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)
1. High-quality references are peer-reviewed journal articles, books or chapters of books from academic presses, and, generally, websites run by not-for-profit organizations (e.g., those ending is ‘.org’, ‘.gov’. or ‘.edu’). If you are not sure about the quality of your references, check with your TA. [↑](#footnote-ref-1)