

***** SYLLABUS *****

PRINT AND SAVE THIS

You are responsible for everything contained within this syllabus.
Due dates, assignment formats and expectations, and other
important pieces of information are described here.
READ IT! KNOW IT! LOVE IT!

General Psychology Psychology 100

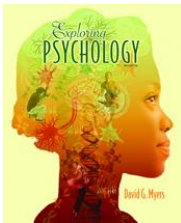
General Course Information:

Instructor: Jillene Grover Seiver, Ph.D. (please call me Jill or Dr. Jill)

Click on the "Inbox" link in the top right corner of the classroom screen
A screen will open:

Email:	<i>In the left side:</i>	<i>In the right side:</i>
	You'll see all of the messages that you've received or participated in.	You can create a new message. Use the address book icon to find your recipient.

Text:



Exploring Psychology, 9th edition by David Myers
This is what the cover of your text should look like.

See the "Textbook" information at the bottom of this Syllabus

PsychPortal website: <http://courses.bfwpub.com/exploring9e.php>

Websites:

Discovering Psychology videos: <http://www.learner.org/resources/series138.html>

Course Description:

General Psychology broadly surveys the knowledge and methods of the discipline of Psychology. This course will emphasize the development of critical thinking skills, and familiarity with scientific research and reasoning.

Course Overview:

This is an introductory-level course, which will survey most of the major issues in the field of psychology. The major goals for this course are:

1. Examine how human behavior is studied and analyzed by psychologists.
2. Gain greater insight into the behavior of ourselves and others.
3. Develop familiarity with the theories describing human behavior.
4. Familiarize ourselves with the symptoms of psychological disorders and the various treatment options.
5. Develop critical thinking skills and prepare ourselves to be cautious and analytical consumers of information that proclaims to be scientific or based on some form of research.

Course Requirements:

Syllabus Quiz:

To ensure that you are familiar with this Syllabus and its requirements, you will complete the Syllabus Quiz. You can answer the questions based upon information contained within this Syllabus.

- The quiz will give you immediate feedback about which items you missed.
- Once you've completed the Syllabus Quiz, I will be confident that you know the rules and requirements for this class.
- The Syllabus Quiz is in the "Start here!" module.

Weekly Modules:

I've set-up the Modules button to organize the assignments that are due weekly.

- Each week, you will complete a set of Learning Curve games, a Video Toolkit assignment, and a PsychInvestigator/PsychSim assignment.
- These assignments can all be found, organized by week, in the Assignment Center tab in the PsychPortal (<http://courses.bfwpub.com/exploring9e.php>).
- See my document and video, each called "How to Join the PsychPortal" in the "Start here!" module. Follow the instructions carefully, to ensure that you join the correct class.

Learning Curve Games:

Each week, you will complete the set of Learning Curve games that I have assigned.

- Each set will include material covered during the week that the games are due.
- You will complete between 2 and 7 games each week.
- If you've done your reading before beginning the games, it should take you 45-60 minutes to complete each chapter's set of games.

The weekly games can be found in the Assignment Center in the PsychPortal.

Game procedure:

- Each week's games must be completed by 11:55 pm on the Wednesday they are due. Check the Canvas system calendar and/or the syllabus calendar for due dates.
 - You may complete a game at any time that it is available.
 - You may complete part of a game, and then come back later to complete it – as long as the deadline hasn't passed.
- You will earn full credit once you achieve the target score. This is an adaptive, pass/fail task.
- You will complete the assignment entirely in the PsychPortal, and the system will record your points to the PsychPortal gradebook. I will transfer your points to the Canvas gradebook on Thursdays.

Making up missed game:

- You may not make up games unless *Dire Circumstances* (see definition in Exams section) require that you must miss **the entire week** that the game is relevant.
- You must have documentation that excuses you from class for the week (Thursday – Wednesday).

Video Tool Kit:

Each week, you will watch **one** of the videos at the PsychPortal Assignment Center tab that is due that week, and complete the post-video quiz. The videos range in length from 5-15 minutes, and the quizzes are short – usually 3 items.

- There are absolutely NO MAKE-UPS on these assignments.
- You will complete the assignment entirely in the PsychPortal, and the system will record your points to the PsychPortal gradebook. I will transfer your points to the Canvas gradebook on Thursdays.

- Make your selection from all of the videos that are due that week. If you complete more than one video, the first video that you complete will be the one that counts towards your grade.
- Due on Mondays by 11:55 pm.

PsychInvestigator/PsychSim:

- There are absolutely NO MAKE-UPS on these assignments.
- Each week's choices are listed in the weekly folder in the Assignment Center tab in the PsychPortal.
 - When there is more than one choice, you may pick the **one** that seems most interesting to you.
 - **PsychInvestigators** are short lectures, followed by a demonstration and opportunities for you to respond and participate. They are completely self-contained, with your points being automatically recorded by the PsychPortal gradebook.
 - **PsychSims** are interactive tutorials. If you select a PsychSim, you must complete the tutorial, then return to the weekly folder in the Assignment Center tab to find the PsychSim quiz that accompanies that tutorial. Complete the quiz, and your points will be automatically recorded by the PsychPortal gradebook.
 - You will complete the assignment entirely in the PsychPortal.
 - If you complete more than one activity, the first one that you complete will be the one that counts towards your grade.
 - I will transfer your points to the Canvas gradebook on Thursdays.
- Due on Mondays by 11:55 pm.

Projects:

You will complete three projects, and submit them to the proper Project Dropbox by 11:59 pm on Tuesday of the week that they are due. You can find the assignments and their dropboxes in the Assignments button in the Canvas classroom.

Preparing Projects:

- There are absolutely NO MAKE-UPS on these assignments.
- You will select **one** project from the list of several.
- It is NOT permitted to do more than one project from one list, as a substitute for doing another project on a different list. I have designed the projects to supplement the topics that we will be discussing as you concurrently work on the project. Therefore, you must complete them in order.
- The projects will be graded based on three criteria.
 - **Accuracy.** Each project topic requires some factual content. You will lose points for inaccuracies.
 - **Completeness.**
 - You must answer all parts of the assignment that you choose. For example, if a project asks you to solve a problem and then describe your problem-solving strategy, you must do both of those things.
 - Each project has its own unique set of expectations. You'll know that you've completed the project fully when you've answered all of the issues that I raised in the topic's question.
 - A complete project will require no fewer than 150 words.
 - **Timeliness.** Projects are not accepted late, under any circumstances.
 - The dropbox will literally **lock you out** when the deadline passes, so be prepared to push the "submit" button no later than 11:58 pm on the due date.
 - As a deadline passes, the Dropbox will disappear.

- Do NOT submit a late project to the next project's dropbox, as that will prevent you from being able to submit the next project to that box, and it won't earn any credit anyway.
- Do NOT send your project to me via email if you miss the deadline. I will return it unread.
 - I will deduct 20% (5 pts) for spelling errors that should have been picked up by spell check, or grammar errors that are egregious enough that grammar check should have picked them up.
- Psychological Scales: In some Projects, I will include a personality scale or other sort of psychological measure for you to complete and score. Your responses on such scales are meant to be kept anonymous, so DO NOT submit your responses or scores to me. All I need is your responses to the questions that I ask about the scale.

Submitting Projects:

You will submit your projects to the Project X Drop box, where X represents the number of the project you're submitting.

- Create your project in your own software, and save it to your computer.
- To submit your project as an attached file:
 - Save your work as a .doc **or** .docx **or** .rtf **or** .txt file.
 - Click on Project X in the Assignments button.
 1. Click on the "Submit Assignment" button on the right side of the screen.
 2. Under the "File Upload" tab, click on the "Browse" button, find your file, and click "Submit Assignment."
- If you can't save in .doc or .docx format:
 - Click on Project X in the Assignments button.
 1. Click on the "Submit Assignment" button on the right side of the screen.
 2. Click on the "Text Entry" tab.
 3. Copy and paste your work into the message box.
 4. Click "Submit Assignment."

The Drop Boxes will limit your access automatically.

- You can only submit one posting to each Drop Box, so make sure that you're submitting your work to the correct drop box.
- The Drop Box will automatically lock when the deadline passes, so you can't submit your work late.

When will I read the projects?

- On the morning after the due date, I will begin reading the projects.
- I will NOT reply to queries about whether I received your project or not. I will send you an email with feedback about your project once I've read it. If you have a question about a project topic, please make sure to put the words "question about" in the subject line of your email to me.

I will return your graded project in the dropbox, and will send an email with your points and my feedback. The points and feedback will also appear in the Grades button.

Exams:

There will be two midterms. Each will include material covered since the last exam; neither of the exams is cumulative.

Exam format: Exams will consist of multiple choice questions selected from the text since the prior exam. Each exam will contain up to 50 items and will be worth 100 points.

Exam procedure:

- You will find a study guide for each exam on the Canvas classroom home page.

- I will submit each midterm to the weekly module that corresponds to the week that the midterm will be available. That's Week 3 for Midterm 1, and Week 6 for Midterm 2.
- You will have **one hour** to complete the exam, once you have opened it.
 - Opening the exam starts the timer; if you immediately close the exam, the timer will still continue to run, and the system will submit your zero score when 60 minutes elapse.
 - You won't be able to get back in to actually take the exam.
 - In other words: **Don't open the exam until you're ready to take it.**
- Do NOT take your exam on your smartphone, iTouch, tablet, or other such device. They are notorious for losing connectivity just when you need it most.
- Plan to take the exams from memory.
 - The system saves each answer as you click it, but your exam must be submitted in order to be graded.
 - If there are items that you're unsure about, and you have time after answering everything else, use that time to look up the answer(s) in the text.
 - Do NOT plan to take the entire exam open-book – you will NOT have time.
- Students with disability accommodations:
 - You need to have your college's disability support office send your accommodation letter to me at jseiver@bellevuecollege.edu.
 - To ensure that I have received the letter and have set up your exam with proper extended time, please send me an email in the classroom email system **no later than one week prior** to the exam's deadline.
 - Once you have taken an exam, there is no way for me to retroactively allow you extended time.

Making up missed exam:

- You may not make up exams unless:
 - There are arrangements made in advance with instructor's approval, or
 - **Dire Circumstances** require that you must miss **the entire week** that the exam is available
 - Definition of **Dire Circumstances**:
 - Funeral which requires significant travel, documented by a note from the funeral director
 - Illness of self or someone for whom you are the primary caregiver, documented by a note from a doctor excusing you from school **for the entire week**.
- If a make-up is appropriate, your score will be docked 10%.
- Things that **do not qualify** for make-up exam:
 - Forgetting when the deadline is.
 - Falling asleep while studying, and sleeping through the deadline.
 - Computer problems.
 - Have a back-up computer access planned, and move to your backup computer if necessary.
 - Make sure that you're using a computer with a reliable web connection.
 - Use a web browser that works correctly with the classroom's software. That's NOT Explorer in Canvas classrooms. Safari is not well-supported, either.
 - Travel that takes you out of town, whether for business, missionary work, or pleasure.
 - Being in a different time zone and not realizing that it is 11:59 pm here.
 - Changing work schedules or work demands.
 - Illness/injury of self or one's child that is not severe enough to visit a doctor.
 - Stressful life events.
 - Incarceration.

- Any other excuse that seems compelling to you but that is not listed under the "dire circumstances" list, above.

Extra Credit:

Integration of *Discovering Psychology* videos and our text

- Select up to five of the *Discovering Psychology* videos that you have viewed this quarter. You can use any video from any point during the quarter.
- The videos can be found at <http://www.learner.org/resources/series138.html>. The list of videos that are associated with each week can be found in the weekly modules.
- Pose a question that comes to mind while viewing the video(s). Find evidence *in the Myers text* that answers your question(s).
- For each question:
 - Explain why your initial question was posed – e.g., was Zimbardo unclear in his explanation, did he use an unfamiliar term that was confusing, had we not gotten to that topic yet in lecture/readings?
 - Provide information from the Myers text that answers your initial question. Include page number(s) and quotations or paraphrases.
 - Do NOT cite outside sources.
 - Give proper credit to Myers for the information you got from him.
 - Place direct quotes in quotation marks
 - Even better – paraphrase his ideas into your own words, and give him credit for the ideas.
 - Show that you now understand the concepts by providing an example from everyday life. It could be an example from TV/books/movies/music, or it could be from someone you actually know.
- Each question/answer is worth 5 points of extra credit. You must submit your questions NO LATER THAN the day that Midterm 2 is due.

Academic integrity:

It is assumed that all students will maintain the highest academic integrity. Cheating of any sort, including copying on tests, falsifying records, plagiarism, etc. will not be tolerated, and suspected cheaters will be reported to the Dean of Academic Education.

It is plagiarism (cheating) to copy and paste information directly from a website into your projects. If you want to cite a website, you need to reword the information, then give the website credit for the ideas you got from it. Make sure to include the URL when you reference websites.

Finally, it is incorrect to use ideas from the Myers text and fail to mention that you got the idea from the text.

Grading Criteria:

Assignment	Points	Total Category Pts	Percent
Syllabus Quiz	1 @ 15	15	4 %
Weekly Learning Curve Games	6 @ 10	60	16%
Weekly PsychInvestigator/Sim	6 @ 5	30	8%
Weekly VideoToolkit	6 @ 5	30	8%
Projects	3 @ 10	30	8%
Midterms	2 @ 100	200	55%
Total		365	100%

Grading palette:

A	93.5 – 100%	C+	76.5 – 89.4%
A-	89.5 – 93.4%	C	73.5 – 76.4%
B+	86.5 – 89.4%	C-	69.5 – 73.4%
B	83.5 – 86.4%	D+	66.5 – 69.4%
B-	79.5 – 83.4	D	60.5 – 66.4%
		F	<= 60.4%

Each week, I'll report your points to the Canvas gradebook (found in the Grades button) that will show your points to date. You can divide your total points earned by the total points possible so far, so that you'll always know how you're doing in the class.

I strongly recommend that you calculate your own percentage, using the formula:

$$((\text{Total Pts Earned})/(\text{Total Pts Possible So Far})) * 100 = \text{Percent in class so far}$$

The percentage provided by the Canvas gradebook is not necessarily reliable. I compute final grades using an Excel spreadsheet which is always accurate.

Incompletes and Hardship Withdrawals:

These options are reserved for students who, through unforeseeable circumstances, cannot complete a course that they were passing. If you wish to request one of these grading options, the following criteria must be met:

- You are passing the class at the time of the request.
- You must make your request in writing, explaining the circumstances and including any documentation.

In the case of an Incomplete, the circumstances must be acute. That is, they must be something that prevents completion of the course within the current quarter, but that would be resolved in time for the student to complete the course work within the next quarter.

In the case of a Hardship Withdrawal, the circumstances must be ongoing, such that the student would not be able to complete the course work within the following quarter. In other words, a student could not request a hardship withdrawal and then retake the course the following quarter.

Qualifying circumstances for Incompletes and Hardship Withdrawals *are limited to*:

- Death in the immediate family (spouse, child, parent) documented by a funeral director's note.
- Significant illness or injury (documented by a doctor's note) of self or a person for whom the student is primarily responsible.
- Relocation outside of the area.

Reading and Video Assignments:

Our **text** is the most popular introductory psychology text in the world. There's a reason: It's well written and comprehensive. I know David Myers, and he's a consummate educator and absolutely loves psychology.

The **video series *Discovering Psychology*** is hosted by one of the most outstanding teachers of psychology, Phil Zimbardo.

Check the Calendar below for the week's episode(s); the episodes are not in correct order relative to our text's topics.

- Make sure to enable pop-ups for the website; the videos appear in a pop-up window.
- After finding the video on the website's list, click on the "VoD" button to begin.
- Each video runs approximately 23 minutes – that includes the "on this episode" at the beginning and the "next time" at the end.

Not to toot my own horn, but I am an award-winning instructor whose lectures receive exemplary feedback from students. Despite the distractions in the background (my dog has been accidentally Pavlovian-conditioned to bark whenever I go into my office and shut the door), I think that you will find **my lectures** not only educational, but also interesting.

Scroll down for Reading Assignments and due dates. . .

Week	Date	Chapter	Discovering Psychology Videos	Assignments
0	7/1-2			Check email, write bio, work on Syllabus Quiz
1	7/3-9	1: Thinking Critically with Psychological Science	1. Past, Present, and Promise 2. Understanding Research	Monday: PsychInvestigator/Sim due Video Toolkit Quiz due
		2: The Biology of Mind	3. The Behaving Brain 25. Cognitive Neuroscience	Wednesday: Chapter 1 & 2 Learning Curve Games
2	7/10-16	3: Consciousness and Two-Track Mind	13. The Mind Awake and Asleep	Monday: PsychInvestigator/Sim due Video Toolkit Quiz due Tuesday: Project 1 Wednesday: Chapter 3 Learning Curve Games Midterm 1 becomes available Covers Chapters 1-5
3	7/17-23	4: The Developing Person	5. The Developing Child 18. Maturing and Aging	Monday: PsychInvestigator/Sim due Video Toolkit Quiz due
		5: Gender & Sexuality	4. The Responsive Brain 17. Sex and Gender	Wednesday due: Chapter 4 & 5 Learning Curve Games Midterm 1 due by 11:59 p.m. Covers Chapters 1-5
4	7/24-30	7: Learning	8. Learning	Monday: PsychInvestigator/Sim due Video Toolkit Quiz due
		8: Memory	9. Remembering and Forgetting	Tuesday: Project 2 Wednesday: Chapter 7 & 8 Learning Curve Games
5	7/31-8/6	13: Social Psychology	19. The Power of the Situation 26. Cultural Psychology	Monday: PsychInvestigator/Sim due Video Toolkit Quiz due Wednesday due: Chapter 13 Learning Curve Games Midterm 2 becomes available Covers Chapters 7-8, 13-15
6	8/7-13	14: Psychological Disorders	21. Psychopathology	Monday: PsychInvestigator/Sim due Video Toolkit Quiz due
		15: Therapy	22. Psychotherapy	Tuesday: Project 3 Wednesday: Chapter 14 & 15 Learning Curve Games Midterm 2 due by 11:59 pm Covers Chapters 7-8, 13-15

What To Do If You Can't Log Into The Canvas Webpage and/or the PsychPortal

I hold you responsible for submitting your assignments on time, assuming that the classroom is working correctly. Ninety-eight percent of the time, the classroom is working fine. Occasionally, Canvas goes down, preventing all students from accessing the classroom. The PsychPortal is sometimes under construction and becomes unavailable.

Most of the time when students can't get into the Canvas classroom or PsychPortal, it's because there is something wrong with the student's ISP. If you receive an error message from the PsychPortal, immediately call their Help Desk at 1-800-936-6899.

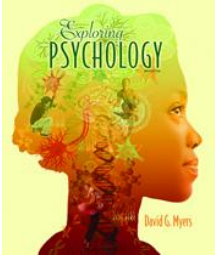
Remember: If the classroom is available, you're responsible for getting your work into it.

- Unless there is a system-wide event that is preventing all of us from accessing the classroom, I will not extend deadlines for students who have difficulties accessing the classroom.
- You need to make sure that you've left yourself enough time prior to the deadline to be able to cope with technical difficulties that may arise.

- You need to arrange for back-up computer access (e.g. the public library, your college, a friend's house, your computer at work) so that if your primary computer has problems, you will still be able to keep up with your work.

Textbook:

Myers, D. (2014). *Exploring Psychology*, 9th ed. New York: Worth publishers.



I'd like to mention that if you haven't bought your text yet, and you're willing to work with an eBook, you can get your eBook and PsychPortal access for about \$50. You can highlight the eBook, and print any pages that you want. It's a pretty good deal, if you don't mind reading on an eReader or your computer. Just go to the PsychPortal (<http://courses.bfwpub.com/exploring9e.php>). and select "Purchase access to the PsychPortal."

FAQs:

"What should I do if I haven't received my text yet?"

Send me a message in the inbox. I have a solution that will allow you to keep up with your work for up to 14 days while you wait for your text+access.

"Do I really need the newest edition of the text?"

You can use whatever text you want. The quiz and exam questions come from the 9th edition, though. There's a reason the text is out in a new edition; that is, it's been reorganized, and new information has been added. So use that information to help you make your textbook buying decision. Also, you need to buy access to the PsychPortal no matter what, which will automatically include the current edition of the eBook.

"Can I rent the textbook?"

Usually the rental textbook does not include access to the PsychPortal. You must have access to the PsychPortal to complete your weekly homework.

"Can I buy my classmate's book, and use their PsychPortal access from last quarter?"

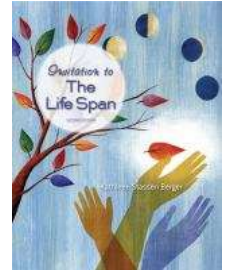
Used textbooks' PsychPortal access cannot be reused. You will need to buy your own PsychPortal access, which will come with an eBook.

Instructor: Maggie Seibel
E-Mail: mseibel@bellevuecollege.edu
Existing students please use Canvas email
Phone: 425-564-2072 (Direct Line to Voice Mail)
Office D200-F Hours By Appointment

Social Science Division Office Location: D110
Social Science Division Phone: 425-564-2331
Social Science Division Website:
<http://www.bellevuecollege.edu/socsci/>

REQUIRED TEXT BOOK:

Berger, Kathleen. *Invitation to the Lifespan*, second edition, Worth Publishers, 2014. Any format is acceptable, including eBook, notebook, paperback, or cloth edition.



PREREQUISITE:

Psychology 100 General Psychology

COURSE DESCRIPTION:

This study of development encompasses the life span from conception to death. A survey of theories, research methods, prominent theoretical contributors, and controversies will be covered and applied to case studies, online discussions, an interview, and a video analysis.



COURSE FOCUS:

Psychology 200 is an introductory course on the science of human development from conception through death. It will discuss the five theories that provide the organization and framework for explaining the lifespan perspective, the interaction between heredity and environment, plasticity, multicultural awareness, risk analysis, the damage-repair cycle, and family bonding. Each segment of the lifespan addresses the physical, cognitive, and psychosocial development within each stage.

COURSE FORMAT:

This is an online course with students required to complete all course requirements online. Students are required to read chapters in the assigned text, view modular content, submit assignments, and take exams online. The site is open 24/7 for your convenience and all assignments are open for the entire quarter so you can work at your own pace. The most successful students plan to visit the site every day. **It is expected that if you go out of town, you will find a way to access the Internet** (free Wi-Fi spots, hotel offices, public libraries, etc.) in order to complete assignments, take exams, and sustain your participation in the course.

A NOTE ABOUT COURSE CONTENT:

Since Lifespan Psychology examines literally every aspect of the individual, this course will discuss some provocative material. Please be advised that when controversial topics are explored, they will be framed within an academic context. Keep in mind that finding oneself in a space outside of one's comfort zone is an opportunity for learning. Students may be confronted with subject matter that is difficult to watch, see, discuss, or listen to. Please note, however, that you will be responsible for any course material you miss if you choose not to participate. If a student has any questions or concerns about course content or climate, feel free to speak with me about it immediately.



COURSE OBJECTIVES:

Upon completion of this course, the successful student will be able to:

1. Compare and contrast stage theory and transition theory, discussing continuity, stability and chronology issues.
2. Identify the three major research methods: descriptive, correlational and experimental designs and relate them to the unique challenges of developmental research.
3. Describe the interactions of genetic and environmental influences at each stage of the life span.
4. Compare and contrast the cognitive theory of Jean Piaget with the information processing theories of cognitive development.
5. Compare and contrast the psychosocial theory of Erik Erikson with the psychosexual theory of Sigmund Freud.
6. Articulate the prenatal health issues and birthing options as influences on prenatal development.
7. Apply knowledge of cross-cultural research to developmental differences across the life span.
8. Articulate common issues and perspectives for each life stage in order to communicate effectively across the life span.

Course Requirements & Grades:

The final grade is based on a total of 640 points. These points are calculated as follows:		
Exams	4 x 100 points each	400 Points
Case Studies	6 x 20 points each	120 Points
Discussions	6 x 20 points each	120 Points
Total		640 Points



In conformity with BC's grading policy, the grades will be assigned as follows:

A 100% – 94%	640 – 602 Points	C+ 79% – 77%	511 - 493 Points
A- 93% – 90%	601 – 576 Points	C 76% – 73%	492 - 467 Points
B+ 89% – 87%	575 - 557 Points	C- 72% – 70%	466 - 448 Points
B 86% – 83%	556 - 531 Points	D+ 69% – 67%	447 - 429 Points
B- 82% – 80%	530 - 512 Points	D 66% – 60%	428 - 384 Points
			383 - 000 Points

EXAMS:

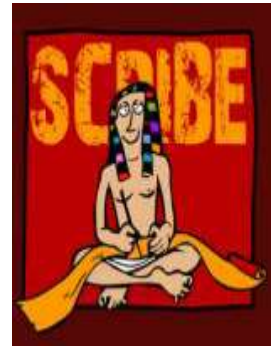
There will be four (4) exams, each worth 100 points. Each exam will cover information from the text, PowerPoint slides, and discussions. The test format will contain multiple choice and fill-in-the-blank. Anything covered in the course is considered testable information, and a study guide is available for each exam. *There will be no comprehensive final exam.*

DISCUSSIONS:

The discussions are the heart of the course and are intended to increase your experience in a learning community as well as deepen your understanding and thinking about the subject matter. New topics and discussion questions are open all quarter. Specific details on how to write discussion responses are available in the course modules.

CASE STUDIES:

There will be six case studies during the quarter. While studying the weekly module students will write an analysis of a case corresponding to that module's specific stage in development and corresponding to a distinct challenge faced in the lifespan. Each case study and specific details including how to write a case study are located in the course modules.



DUE DATES AND DEADLINES:

All assignments for the course will be open from the first day of the quarter and are to be submitted online using the Canvas learning system. ***Because of this generous and open schedule, no late work will be accepted.*** It is each student's responsibility to know the due dates and times for all assignments and make sure there is an alternate computer (public library, on campus, friend or family member) from which to complete assignments and take exams. Plan ahead. Save your work early, often, and in multiple locations.

EMAIL COMMUNICATIONS:

All email communication must be done through the Canvas learning system during the quarter. No communication regarding course work or grades will be sent to student's personal email accounts.

INSTRUCTOR AVAILABILITY:

As your instructor for this course, I will make every effort to answer your email questions in a timely manner. My goal is to respond to a question posed in an email within 24 hours of receiving it Monday through Thursday between the hours of 8am and 8pm, and on Friday between 8am and noon. Outside of these times I will reply only if I happen to visit the course site. Note that this response time is only applicable to email questions, not to graded assignments.

STUDENTS WHO REQUIRE DISABILITY ACCOMMODATIONS:

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact the DRC as soon as possible. The DRC office is located in B132. Their reception desk can be contacted by calling 425-564-2498 or TTY 425-564-4110. Information is also available on their website at <http://www.bellevuecollege.edu/drc>



SAFE SPACE:

This class is a Safe Space for all students. Lesbian, gay, bisexual, questioning, queer-identified, and transgendered students along with students of all cultures, nationalities, and spiritual beliefs are welcome in this classroom and encouraged to share your thoughts and be an integral part of this course. If a student has any questions or concerns about this, feel free to speak with me or email me about it immediately. **All are welcome in this class!**

ADVISING:

The Psychology Department has an in-house advisor, Deanne Eschbach, located in D110C. Call 425-564-2216 or 425-564-2212 for personal appointment.

BELLEVUE COLLEGE'S AFFIRMATION OF INCLUSION:

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

The college's "Affirmation of Inclusion" is in line with the principle of free speech in a free society: We have the right to express unpopular ideas as long as we don't show disrespect for reasonable people who might believe otherwise. In an online course, you will be expressing ideas through the medium of the course site rather than face to face in the classroom. In that case, these expectations refer to the courtesy with which you communicate with one another through emails and discussions. Part of this respect involves professional behavior towards the instructor, colleagues, and the class itself.

PLAGIARISM AND OTHER CONDUCT POLICIES:

Plagiarism is a form of academic dishonesty that occurs when students use information or material from outside sources and do not properly cite those sources. This is grounds for disciplinary action. It is your responsibility to understand plagiarism and its consequences. Plagiarism occurs if:

- a. You do not cite quotations and/or attribute borrowed ideas.
- b. You fail to enclose borrowed language in quotation marks.
- c. You do not write summaries and paraphrases in his/her own words and/or doesn't document his/her source.
- d. You turn in work created by another person.
- e. You submit or use your own prior work for a current or past course, or work from one current course in another course *without express permission* from your professors. This may also be considered academic dishonesty.



Consequences: If it is determined that you have plagiarized or engaged in other forms of academic dishonesty, you will likely fail the assignment and possibly the course, despite points earned through other work. Acts of academic dishonesty are reviewed for disciplinary action.

Cheating, stealing, plagiarizing, and inappropriate or disruptive online classroom behavior are violations of the Student Code of Conduct at Bellevue College. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services.

INCOMPLETE:

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). It is the student's responsibility for maintaining contact and adhering to the agreed-upon actions. Canvas class sites, and material, may not be directly accessible after the end of the quarter so it is important to make arrangements before the quarter ends. The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").

WITHDRAWAL FROM CLASS:

College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter during the standard academic year (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course. Check Enrollment Calendar Deadlines, Refunds/Withdrawals, for additional details. As with most enrollment deadlines, it is the student's responsibility to be aware of these dates and act accordingly.



HARDSHIP WITHDRAWAL (HW):

HW indicates a withdrawal request made because of extenuating circumstances after the official withdrawal period is over. The student must contact me to request this withdrawal option, or the faculty member may initiate the contact. No points are calculated into the grade-point average. Please note that a Hardship Withdrawal cannot be used as an exit to failing the course.

COURSE EVALUATIONS:

You are encouraged to complete a course evaluation before the end of the quarter. The Bellevue College Online Evaluation web site is secure and submissions are completely anonymous. College instructors, program chairs and administrators are granted access to a class composite document on the web site only after all grades are posted to transcripts at the close of the current quarter. To participate in the evaluation process, watch for an Announcement indicating when the evaluation site will be open and how you can link to it.



On the BC Online Evaluation site, you will find a listing for each of your classes. Access to each course evaluation is granted only once, and after you press the SUBMIT button at the bottom of the page, you will see a screen telling you which class evaluations have been completed. *After you have completed the online course evaluation, please send me a screen shot of the last page and you will receive extra credit for completing this assignment.*

STUDENT SUPPORT SERVICES:

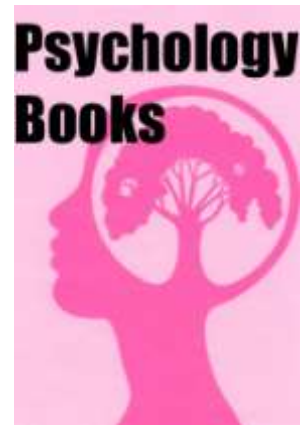
Submit proofread work only. If you need help with your writing, please use the following student support services:

- Academic Success Center: <http://www.bellevuecollege.edu/asc/>
- TRiO Student Support Services: <https://www.bellevuecollege.edu/trio/>
- LGBTQ Support Services: <http://www.bellevuecollege.edu/diversity/lgbtq/>

LIBRARY MEDIA CENTER:

You are strongly encouraged to use the resources of the Library Media Center, whether in person or via the web. Talk to a Reference Librarian at the Library (D-126), by calling 425-564-6161, or by email at reference@bellevuecollege.edu.

- Main Library Media Center: <http://bellevuecollege.edu/lmc/>
- For the LMC online catalog: <http://bellevuecollege.edu/lmc/catalogs.html>
- For article databases: <http://bellevuecollege.edu/lmc/periodicals.html>



PUBLIC SAFETY:

The Bellevue College Public Safety Department's well-trained and courteous non-commissioned staff provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day and seven days per week. Their phone number is 425-564-2400. The Public Safety website is your one-stop resource for campus emergency preparedness information, campus closure announcements, and critical information in the event of an emergency. The Public Safety office is located in K100 and on the web at:

<http://www.bellevuecollege.edu/publicsafety/>

CAMPUS CLOSURES:

To get announcements of campus closures:

- Receive email and text messages through the BC Alert System (sign up at <http://bellevuecollege.edu/alerts>).
- Visit www.SchoolReport.org or subscribe to their emergency email and text message service.
- Call BC's emergency information line: 425-401-6680.
- Check the BC home page (<http://bellevuecollege.edu>) for a link to the BC emergency information website, or access that page directly at <http://bellevuecollege.edu/publicsafety/>