PSYC 101 999 Introduction to Psychology
Summer 2018
AU PSYC 101 999 Introduction to Psychology
Consortium of Adventist Colleges and Universities

Interactive Online Format
This course follows an interactive online format and has Thursday/Sunday deadlines each week. You are expected to login regularly during the course to participate in the bi-weekly online discussions. Please plan accordingly. Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.

Instructor Contact
Instructor: Penny Webster, Ph.D.
Email: penelopew@andrews.edu
Phone: +27-21-856-2403 (Note time zone difference: ET +6 hours) If you wish to talk with me, let me know and we can set up a Zoom meeting, Skype call, or to Whatsapp at a mutually suitable time.

Other Assistance
Username and password assistance helpdesk@andrews.edu (269) 471-6016
Enrollment and withdrawal questions sderegister@andrews.edu (269) 471-6323
Technical assistance with online courses dlit@andrews.edu (269) 471-3960
Exam requests and online proctoring sdeexams@andrews.edu (269) 471-6566
Distance Student Services - any other questions sdestudents@andrews.edu (269) 471-6566

Part 1: Course Information

Course Description
Principles of psychology including the study of growth, perception, learning, thinking, motivation, emotion, personality, and mental health.

Course Learning Outcomes
Through the scope of this course you as student will:
- Develop an appreciation for how ‘fearfully and wonderfully made’ God’s human creation is by examining the intricacy and complexity evidenced in human behavior, thought-processes, and emotions.
- Evaluate claims about human behavior using knowledge of psychology, the scientific method and an integration of biblical foundations.
- Gain an understanding of the concepts and terms in the many areas of psychology, including: significant schools of psychology, research methods, sensation, perception, learning, memory, thinking, language and intelligence, human development, emotions, stress and health, personality, social psychology, psychological disorders, and psychotherapies.
- Become aware of the major psychological approaches to the study of behavior and mental processes.
- Become familiar with major research findings and theories of the field.
- Understand how theories and principles of psychology apply to everyday behavioral issues.
- Apply psychological principles to your own life to gain a better understanding of human diversity, developing a better acceptance of yourself and others.
**Required Text/Material**


The required text for this course is an e-book, with an accompanying link to its companion workbook, LaunchPad, which contains assigned interactive learning activities.

To purchase directly from the publishers’ LaunchPad website (which is the most economical option), do this: Use the course URL http://www.macmillanhighered.com/launchpad/exploring10e/7838340 (which you will also find in the course space in LearningHub). Login and use the “I want to purchase access” button you will see on the left-hand side of your screen.

OR

Should you prefer to use a print copy of the textbook, note the following options as you purchase:


Purchase textbooks through any online bookstore, such as amazon.com, which can deliver within 2 days. If you need to use financial aid to purchase textbooks, email sdestudents@andrews.edu, cutting and pasting the textbook information from syllabi, including course title and section, your full name and student ID#.

NOTE: *It is most important that if you choose to purchase either of these print textbooks to make sure that your purchase comes with a LaunchPad access code*—which may not be so if you purchase a used book!
You will need this access code to register on the LaunchPad companion workbook site for this course.

1) Go to the course LaunchPad URL, then click the tab on the left-hand side of the screen—“Enter Your Student Access Code” and follow instructions there.
2) Be sure to enter this site with your Andrews email address.

**Credit Hour and Commitment**

This course is offered for 3 semester credits. Therefore, it is expected that you will spend a minimum of 135 hours total on this course. For this intensive 8-week course, this translates to about 17 hours a week! It is thus very important that you budget your time well. Plan for the time you need to carefully read/study through your text chapters, to participate in the learning activities and discussion forums, and for taking chapter quizzes, mid-term and final exams. Set your own deadlines well ahead of those stipulated in the course. Remember it is always an advantage to work ahead!
Part 2: Course Methods and Delivery

Methods of Instruction
Methods of instruction include assigned readings from the textbook and the online course materials, participation in interactive learning exercises on LaunchPad, bi-weekly forum discussion posts and responses to classmates, a group presentation, chapter quizzes on the readings, and two exams (mid-term and final). Regular participation in the course is essential for good performance.

Engagement each week in the course space on Learning Hub follows a three-part format (Engage-Explore-Evaluate). These are best followed in sequence, completing the Engage section before proceeding on to the Explore section, and finally concluding with the Evaluation section to close off the module.

These sections include the following:

ENGAGE (start here!)
- A short lecture overview on Learning Hub introduces the material in each module, outlining the way ahead through the course materials for this lesson.
- A PowerPoint presentation located on Learning Hub illustrates and visually reviews key concepts

EXPLORE
- In this section, a URL will link through to LaunchPad on the publishers’ website, which contains access to an e-book, interactive learning materials, video clips, and a self-check quiz.
- 40 participation points are accumulated by participating in all learning activities assigned for each lesson in LaunchPad.
- In working through this section, reference to the textbook (or e-book) is encouraged.
- Points are earned for participation in all activities assigned in this section, and NOT based on scores achieved in the individual activities.
- A short self-check quiz will help you test your own learning for each lesson.

EVALUATE
Discussion Forums:
- Bi-weekly through the semester questions are posed in a discussion forum. You are encouraged to reflect on all these questions, and choose ONE on which you will post your thoughts, perspectives, observations and key learnings (20 points total available bi-weekly).
- Your initial post is to be made no later than Thursday 11:55 pm each week. After reading over several posts submitted by your classmates, you will choose ONE to which you will give your thoughtful response, no later than the weekly deadline of Sunday 11:55 pm (EST). Further instructions are included on the discussion forum tab in Learning Hub.

Group Presentation:
- In small groups of three or four, you will collaborate to develop a group presentation (video, Power Point, or Prezi presentation) based on a topic within the course—see Group Presentation Guidelines and Rubric further down. (100 points available)
Weekly Quizzes:
- A quiz (50 points) provides the opportunity to assess learning over the lessons for each week. You will have one attempt and a time limit of one hour to complete each quiz.
- These chapter quizzes at the end of each week are closed-book/on-your-honor assessments. They are provided to establish what you have learned from engagement in the previous two sections (Engage, Explore)
- Each 50 point quiz will include:
  - Section A: Multiple Choice/T-F questions (1 point each)
  - Section B: Short answer questions (5 points each)

Mid-term and Final Exams (120 points each).
- At the mid-point and at the end of the course you will complete an exam. You will have 2 hours for each exam, which will be comprised of 100 MC questions (1 point each) and 4 Short Answer questions (5 points each).
- Exams are to be taken under the supervision of a proctor and under ‘test’ conditions (see ‘Exams’ below)
- Lessons 1-8 must be completed before Exam 1 (mid-term) is taken; Lessons 9-15 must be completed before Exam 2 (final) is taken.

Technical Requirements
- Reliable Internet connection (DSL, LAN, or cable connection desirable).
- It is vital that you have a consistent, reliable Internet service
- Recommended that you have a back-up plan (i.e. access to a computer lab, or a library that may have a computer and WiFi) that you may use temporarily should you experience any outage or disruption to your regular service
- Chrome (Chrome 28 and above) or Firefox (Firefox 13 and above) seem to be the best choices among browsers
- Problems may occur with assignments when a not fully-compliant HTML5 browser is used (like MS Edge, Internet Explorer or Safari)

Learning Management System
This course is delivered online through LearningHub at http://learninghub.andrews.edu
All assignments for this course will be submitted electronically through LearningHub.

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub. Please do this online here: https://vault.andrews.edu/vault/pages/activation/information.jsp if you haven’t already. Contact (269) 471-6016 or email helpdesk@andrews.edu if you need assistance.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call 269-471-3960.

Part 3: Course Requirements

Important Note: This online class is not self-paced. You can arrange your schedule flexibly during each week, but you MUST participate each week. You are expected to “show up” to class by interacting in the bi-weekly discussion forums by the Thursday of the week in which they are assigned. In addition, assignments are due regularly each week. To be successful, plan to spend time daily on the course.
Reliable, consistent and adequate Internet access for the duration of the course is critical for your successful participation. Have a back-up plan in place to ensure a reliable connection.

The schedule is provided in advance so you may read and work ahead if you need to. Your dedication, professionalism, and excellence in study skills habits are necessary. Activity and assignment details will be explained in detail within each week.

If you have any questions regarding content, please contact your instructor (penelopew@andrews.edu). If you have technical questions regarding LearningHub, contact dlit@andrews.edu. If you have technical questions regarding LaunchPad, click on the “Help” tab in the top right corner of the LaunchPad home page, OR call 1-800-936-6899.

Discussion Board Guidelines and Rubric
In order to have meaningful interactions in which you engage with classmates, use these guidelines to help you as you participate in discussion forums.

- When you post initially on a discussion question, include information and examples that back up the statements you are making. Use examples from your experiences that pertain to the topic being discussed.
- Support your answer when you answer the questions (following APA format in your citations, for any references).
- Respond to at least ONE post by a classmate for each discussion forum. Simply typing “I agree” is not a suitable response, and points will be lost. Try to engage further discussion by making meaningful comments that further the discussion, giving observations on their contribution from your perspective (where you agree or disagree), or by asking questions of the person to whom you are responding.
- Return at times to the discussion forum to see if you can profitably engage further with anyone who has posted to your initial post (who either added to it, or raised a further question).

Four Mental Models of Discussion Board Posting
The following chart offers guidelines to your posting. The more to the right you are in your contributions, the better the learning experience will be for everyone.

<table>
<thead>
<tr>
<th>Mental Model</th>
<th>Posting</th>
<th>Questioning</th>
<th>Reflecting/Connecting</th>
<th>Dialoguing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td>You post your message as if you were submitting an assignment - often repeating what has already been said - you don’t respond to others.</td>
<td>You ask questions but often they aren’t connected with what others have said. Your initial post doesn’t engender a response.</td>
<td>You respond to what others have said - using their name or quoting them - sharing your personal experience(s), insights, observations, and metaphor(s) to further explain your viewpoint, asking meaningful questions.</td>
<td>You are present in the discussion - listening, asking for clarification, sharing experiences, affirming others, and extending the conversation.</td>
</tr>
</tbody>
</table>

Based on S. Freed, “Metaphors and Reflective Dialogue Online” in New Horizons in Adult Education.

The idea of these discussions is to help you to think critically, share your own thoughts and perspectives, and apply and integrate what you are learning.

IMPORTANT NOTE: The deadline for your initial post is by Thursday 11:55 pm of the week in which the discussion is listed. Post your response to at least ONE classmate’s post no
later than the weekly deadline of Sunday 11:55 pm (EST). Make sure you follow the schedule carefully.

The rubric below will be used to evaluate the weekly discussion. Discussion forum participation will be worth **20 points total each week** (12 points for your initial post and 8 points for your response to a classmate).

### Discussion Board Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Needs Improvement</th>
<th>At expected level</th>
<th>Very good</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality</strong></td>
<td>Somewhat shallow engagement. Minimal expression of opinions or ideas. Or, posts late in the discussion, adding minimally.</td>
<td>Fully considers the chosen question. Opinions and ideas expressed in a clear and concise manner with obvious connection to questions.</td>
<td>Focus is on the topic at hand, and shows critical thinking. Insight and creativity demonstrated in post. Accurate citation in APA format where appropriate.</td>
</tr>
<tr>
<td><strong>Community</strong></td>
<td>Posts at the last moment (barely meeting deadlines).</td>
<td>Acknowledges posts of others and some discussion using examples from reading, or personal experience as appropriate.</td>
<td>Expands the discussion using examples from reading, Web research, or personal experience as appropriate.</td>
</tr>
<tr>
<td><strong>Delivery of post</strong></td>
<td>Posts fail to meet word length. Poor spelling and posts appear hasty. Posts need editing,</td>
<td>Somewhat shorter posts (150-250 words). Well-constructed sentences. Posts are edited.</td>
<td>Posts fully develop thoughts shared (250-400 words). Posts are carefully edited.</td>
</tr>
</tbody>
</table>

### Group Presentation Guidelines and Rubric

#### Group Formation and Topic Choice

- You may self-select your groups, within the first two weeks of the course, or thereafter be assigned randomly to a group. Use the information you will share in “Getting Acquainted” to decide with whom you might like to make contact and work.
- Your presentation will provide a detailed description and discussion of the psychological concepts or constructs of the particular topic that your group will choose and decide upon together.
- See instructions for topic choice as detailed on the Group Presentation tab on the Home Page in Learning Hub.

#### Due Dates

- You will need to email your professor with the names of your chosen group members by the end of the third week of the course. In the absence of such a self-chosen group, you will be assigned to a group—you will receive an email with this information shortly after this date.
- Collaborate on choosing your topic and planning your contributions to the task, and submit the title of your topic no later than Week 4.
- Submit your finished group presentation in the drop-box on LearningHub by Week 7.

#### Presentation Content

- You are encouraged to be creative and give comprehensive attention to detail in designing your presentation on your chosen topic. You have been given broad parameters within which to work, so that you can develop a topic of your interest and
in a creative manner.

- Present your thoughts, researched facts and discussion in a unique and creative way that highlights your understanding of the topic you have chosen.
- Reference a good range of between 6-10 sources, including your textbook.
- Include full bibliographic details of these resources (accurately referenced in APA format) at the end of your presentation.
- At the end of your presentation also include a summary statement outlining the contributions made by each member of your team to the presentation.
- After each group presentation has been graded, it will be posted on the course home page for viewing and comment by the class.

The rubric that follows will guide the assessment of your presentation.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Needs improvement</th>
<th>At expected level</th>
<th>Excellent!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Limited evidence of understanding of and thinking about the topic. Limited range of aspects covered and minor elaboration of ideas. Minimal use of information sources other than textbook.</td>
<td>Relevant information presented about a range of aspects and/or viewpoints. Ideas developed in some detail. Evidence of use of appropriate information sources.</td>
<td>Evidence of good understanding of and thinking about the topic. Ideas are developed in greater detail, and well expressed in own words. Opinions and interpretations substantiated.</td>
</tr>
<tr>
<td>Suitability of presentation</td>
<td>Information shared in straightforward manner. Minimal or no use of techniques to engage the reader.</td>
<td>Content and structure basically cover the chosen topic. Information and insights shared in an organized and interesting manner. Use of techniques to engage reader/listener interest.</td>
<td>Presentation content and structure creatively and substantively cover the chosen topic. Information and insights shared in an organized and creative manner. An interesting or original approach taken to the topic. Use of a variety of stylistic and other techniques to engage the audience.</td>
</tr>
<tr>
<td>Structure and sequence of ideas</td>
<td>Limited structure given to content. Occasional links and connections made between ideas.</td>
<td>Structure appropriate, with the topic introduced clearly. Links and connections between ideas made clear. The conclusion clear and appropriate.</td>
<td>Structure is clear and appropriate. Topic introduced in an interesting way. Information logically sequenced. Well-organized and conclusions clear, appropriate, and effective.</td>
</tr>
<tr>
<td>Use of language</td>
<td>A limited range of vocabulary. Concepts not clearly defined.</td>
<td>Vocabulary is usually appropriate to the topic; terms and concepts adequately defined.</td>
<td>A very good range of vocabulary appropriate to the topic consistently used. Terms and concepts clear; ideas are effectively expressed in own words.</td>
</tr>
<tr>
<td>Grammar, spelling, punctuation</td>
<td>Several errors of grammar, spelling or punctuation, with meaning sometimes compromised.</td>
<td>Language accurate with a minimum of grammatical, spelling and punctuation errors.</td>
<td>Language was accurate with no grammatical, spelling and punctuation errors. Content carefully edited.</td>
</tr>
<tr>
<td>References consulted</td>
<td>Limited sources used. Sources not always correctly referenced.</td>
<td>At least 7 sources used and accurately referenced (in APA format).</td>
<td>A good range of at least 10 sources used and accurately referenced (in APA format).</td>
</tr>
<tr>
<td>Group cooperation</td>
<td>Group was not effective in sharing tasks and/or sharing responsibility. Unequal contribution to the project. Individuals in group difficult to contact.</td>
<td>Group shared tasks and performed responsibly most of the time. Cooperation on project reported by all.</td>
<td>Group shared tasks and good cooperation reported. Each member taking initiative to make contact with others in group. Fair contribution reported by each individual to finished product.</td>
</tr>
</tbody>
</table>
**Schedule:**
All times in the schedule are for the U.S. Eastern Time Zone.

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>[Evaluate]</th>
</tr>
</thead>
</table>
| 1 June 11 – 17 | Introduction & orientation  
Lesson 1: Thinking critically with psychological science  
Lesson 2: The biology of behavior | **Exploring Psychology**, Chs 1 & 2 | LaunchPad learning activities Chs 1 & 2 | Lessons 1 & 2 quiz |
| 2 June 18 – 24 | Lesson 3: Consciousness and the two-track mind  
Lesson 4: Developing through the lifespan | **Exploring Psychology**, Chs 3 & 4 | LaunchPad learning activities Chs 3 & 4 | Lessons 3 & 4 quiz  
Discussion forum #1  
(Groups formed for Group Presentation) |
| 3 June 25 – July 1 | Lesson 5: Sex, gender, & sexuality  
Lesson 6: Sensation and perception | **Exploring Psychology**, Chs 5 & 6 | LaunchPad learning activities Chs 5 & 6 | Lessons 5 & 6 quiz  
Discussion forum #2 |
| 4 July 2 – 8 | Lesson 7: Learning  
Lesson 8: Memory | **Exploring Psychology**, Chs 7 & 8 | LaunchPad learning activities Chs 7 & 8 Review | (Group Presentation topic DUE) |
| 5 July 9 – 15 | Lesson 9: Thinking, language, & intelligence  
Lesson 10: Motivation & emotion | **Exploring Psychology**, Chs 9 & 10 | LaunchPad learning activities Chs 9 & 10 | Lessons 9 & 10 quiz  
Discussion forum #3 |
| 6 July 16 – 22 | Lesson 11: Stress, health, & human flourishing  
Lesson 12: Social psychology | **Exploring Psychology**, Chs 11 & 12 | LaunchPad learning activities Chs 11 & 12 | Lessons 11 & 12 quiz  
Discussion forum #4 |
| 7 July 23 – 29 | Lesson 13: Personality  
Lesson 14: Psychological disorders | **Exploring Psychology**, Chs 13 & 14 | LaunchPad learning activities Chs 13 & 14 | Lessons 13 & 14 Quiz  
(Group Presentation DUE) |
| 8 July 30 – August 3 | Lesson 15: Therapy | **Exploring Psychology**, Ch 15 | LaunchPad learning activities Ch 15 Review |                     |

**MIDTERM EXAM**  
(Covers Chs 1-8)  
(Midterm Exam needs to be completed by Monday, July 9, 11:59 p.m.)

**FINAL EXAM**  
(Covers Chs 9-15)  
(Final Exam needs to be completed by Thursday, August 2, 11:59 pm)
**Exams**

Exams must be completed in the presence of an approved proctor without the assistance of books, notes, devices or outside help.

A student living near the Andrews University School of Distance Education main office in Michigan must have the exams supervised at the School of Distance Education testing office.

Please review the [current policy on approved proctors](#) before completing the exam request form, which is linked through your course space. It is your responsibility to make arrangements for an approved proctor (unless living near the main campus) and to complete the exam request form **at least two weeks prior to each exam date**. Bring an official photo ID to show the proctor at the start of the exam session.

**Exam 1** (midterm) is worth 20% of your overall grade. **Exam 2** (final) is worth 20% of your overall grade. You are allowed 120 minutes to complete each exam.

If you cannot take your exam within the period noted in the email regarding exam arrangements, email the instructor, copying sdeexams@andrews.edu with the reason you cannot make this deadline, and propose a date as close as possible to the scheduled period.

Completed exams are never available to you or your proctor. Exam grades can be viewed in the course space, and the final course grade is included in the University Academic Record accessible through your iVUE page.

**Part 4: Grading Policy**

**Graded Course Activities**

<table>
<thead>
<tr>
<th>Percent %</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>Participation in all assigned learning activities in LaunchPad</td>
</tr>
<tr>
<td>10%</td>
<td>Discussion board postings and responses to classmates</td>
</tr>
<tr>
<td>10%</td>
<td>Group Presentation</td>
</tr>
<tr>
<td>20%</td>
<td>Lesson quizzes</td>
</tr>
<tr>
<td>20%</td>
<td>Midterm exam</td>
</tr>
<tr>
<td>20%</td>
<td>Final exam</td>
</tr>
<tr>
<td><strong>100%</strong></td>
<td><strong>Total percent possible</strong></td>
</tr>
</tbody>
</table>

Viewing Grades in Learning Hub

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.
Letter Grade Assignment

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>C</td>
<td>73-77%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at http://www.andrews.edu/distance/students/withdrawal.html. The incomplete policy is found online at http://www.andrews.edu/weblmsc/moodle/public/incompletes.html.

Late Work

All work is due in the week it is assigned, with the final deadline for each week being Sunday 11:55 pm (EDT). In the weeks where there is a discussion forum (weeks 2, 3, 5, & 6), there will be a Thursday due date (11:55 pm) for an initial posting on the discussion forum.

Only in the event of extenuating circumstances (such as illness) will consideration be given to granting of partial credit.

Please take note: In this online course it is possible to work ahead on most assigned tasks. If you anticipate events that may be going to disrupt your plans and routine, plan to be early rather than late!

Maintain Professional Conduct

This online classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students. All students have the right and privilege to learn, free from harassment and disruption.

Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail. "Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic
communication and writing as face-to-face courses. **Edit all writing before submitting.**

4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.

5. When responding to messages, only use "Reply to All" when you really intend to reply to all.

6. Avoid unkindly public criticism of others. Consider this course a practice forum for selecting your words thoughtfully and professionally.

7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.

8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

**[Source: University of Maryland, Communications Department--Adapted]**

**Academic Accommodations**

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at [https://www.andrews.edu/services/sscenter/disability/](https://www.andrews.edu/services/sscenter/disability/)

2. Download and fill in the disability form at [http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf](http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf). Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to 269-471-8407.

3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

**Commitment to Integrity**

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commit to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

**Commitment to Excellence**

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

**Honesty**

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.
Part 6: Further Resource


[This little book is a compilation of essays on topics covered in the scope of an introduction to psychology text that you may find interesting reading]