Interactive Online Format
This course follows an interactive online format, and has Wednesday/Friday deadlines each week. You are expected to login regularly during the course to participate in the bi-weekly online discussions. Please plan accordingly. The last day to withdraw with a full refund is 15 days after this course begins.

Instructor Contact
Instructor: Penny Webster, Ph.D.
Email: pwebster@southern.edu
Phone: 269.473.2686 (Monday-Friday 9 am to 8 pm EST)

Other Assistance
<table>
<thead>
<tr>
<th>Service</th>
<th>Contact Information</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Username and password assistance</td>
<td><a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a></td>
<td>(269) 471-6016</td>
</tr>
<tr>
<td>Enrollment and cancellations</td>
<td><a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a></td>
<td>(269) 471-6323</td>
</tr>
<tr>
<td>Bookstore</td>
<td><a href="http://bookstore.mbsdirect.net/andrews.htm">http://bookstore.mbsdirect.net/andrews.htm</a></td>
<td></td>
</tr>
<tr>
<td>Technical assistance with Moodle</td>
<td><a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a></td>
<td>(269) 471-3960</td>
</tr>
<tr>
<td>Technical assistance with your Andrews account</td>
<td><a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a></td>
<td></td>
</tr>
<tr>
<td>Exam requests</td>
<td><a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
</tbody>
</table>

Any other questions: sde@andrews.edu, (800) 782-4769 or (269) 471-6570

Part 1: Course Information

Course Description
This course content is relevant to the Major Field Test (MFT), an exit comprehensive examination which you will take at the end of your program if you intend psychology as a major. Material covered in this course will provide a good review resource!

Andrews University
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:

- 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.
• Evaluate claims about human behavior using knowledge of psychology and the scientific method.
• Understand how theories and principles of psychology apply to everyday behavioral issues.
• Apply psychological principles to your own life, gain a better understanding of human diversity, and develop a better acceptance of yourself and others.

**Required Text/Material**
*This textbook package comes with an access code for LaunchPad which you will need to complete the interactive exercises for your participation grade.*

1. Upon registration in the course, an email will be sent to you by your instructor containing the link you will need to connect through to register on the publishers’ LaunchPad site.
2. **Bookmark** the page to make it easy to return to.
3. Using the **access code** purchased with your textbook, click the button "Enter Your Student Access Code" in the upper right corner and follow the instructions there.
4. **If however you don't have an access code (which may be the case if you chose to purchase a used book), you will need to click the "Purchase Access" tab and, using a credit card, purchase an access code to get started. (Built into LaunchPad is an e-book that you may use if you are comfortable with that format).**

**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. It is very important that you budget your time well. Plan for the time you need to carefully read/study through your text chapters, for participation in the learning activities and discussion forums, and for taking chapter quizzes, mid-term and final exams.

**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 to good performance.

Engagement each week on Learning Hub follows a three-part format (Engage-Explore-Evaluate):

- **Engage**
  - A short lecture overview/questions/reflections on Learning Hub introduces the material in each unit
  - 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 total points** for each lesson are accumulated by participating in all learning activities assigned 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 10 question 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 available bi-weekly). Your initial post is to be made no later than Wednesday 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 Friday 5 pm. (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 on each week’s lesson/s. You will have one attempt and a time limit of one hour to complete each quiz.
  - The chapter quizzes at the end of each week are ‘closed book’/on-your-honor assessments. They are provided to establish what the you have learned from engagement in the previous two sections (Engage, Explore)
  - Each 50 point weekly quiz will include:
    - Section A: 30 or 35 Multiple Choice/T-F questions (1 point each)
    - Section B: 3 or 4 Short answer questions (5 points each/20 or 15 points total)

- **Mid-term and Final Exams (130 points each).**
  - You will have two hours to complete an exam, which will be comprised of 90 MC questions (1 point each) and 8 short questions (5 points each).
  - Exams will follow the same format (MC/short answer questions) as the weekly quizzes
  - Exams are to be taken under the supervision of a proctor and under ‘test’ conditions (see ‘Exams’ below)
  - **Prologue and Lessons 1-8** must be completed before the **mid-term exam** is taken; **Lessons 9-16** must be completed before
the **final exam** is taken.

**Technical Requirements**
- Internet connection (DSL, LAN, or cable connection desirable).

**LearningHub Access**
This course is delivered online through LearningHub at [http://learninghub.andrews.edu](http://learninghub.andrews.edu)

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 informação.jsp](https://vault.andrews.edu/vault/pages/activation informação.jsp) if you haven’t already. (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 Wednesday of the week in which they are assigned. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

**Please Be Advised:** 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, please contact your instructor. If you have technical questions, contact dlit@andrews.edu.

**Rubrics**

In order to have meaningful interactions in which you engage with classmates, use these guidelines to help you as you participate in the bi-weekly 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 no points will be given. 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.

**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 assist 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 **Wednesday 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 **Friday 5:00 pm** of that week. 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).

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Needs Improvement</th>
<th>At expected level</th>
<th>Very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality</td>
<td>Somewhat shallow engagement with the question topic, lacks critical thinking. Unclear connection to topic evidenced in minimal expression of opinions or ideas. Or, posts late in the discussion, adding minimally.</td>
<td>For the most part course terms and concepts used accurately, some critical thinking demonstrated in addressing the questions. Fully considers the question. Opinions and ideas expressed in a clear and concise manner with obvious connection to questions.</td>
<td>Both initial post and response use course terms and concepts accurately, focus on the topic at hand, and show critical thinking. Insight and creativity demonstrated in post. Accurate citation in APA format where appropriate.</td>
</tr>
<tr>
<td>Community</td>
<td>Lack of sensitivity (or respect) in wording of posts. 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>Acknowledges posts of others. Expands the discussion using examples from reading, Web research, or personal experience as appropriate.</td>
</tr>
<tr>
<td>Delivery of post</td>
<td>Posts exceed word limit or fail to meet word limit. Poor spelling and posts appear hasty. Posts need editing.</td>
<td>Somewhat shorter posts (200-300 words). Well-constructed sentences, minimal misspellings. Posts are edited.</td>
<td>Posts are a reasonable length (300-400 words). Consistently uses correct grammar, no misspellings. Posts are carefully edited.</td>
</tr>
</tbody>
</table>
Group Presentation Guidelines and Rubric

Group Formation
- 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 ideas for possible topics listed below).
- 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 together.
- This presentation will provide a detailed description of the psychological concepts or constructs of the particular topic that your group will choose and decide upon together (see possible topics outlined below).

Due Dates
- You will need to email your professor with the names of your chosen group members by the end of the second week of the course (January 16) and the title of your topic no later than midterm (March 6).
- Submit your group presentation in the drop-box on Learning Hub, no later than Week 13 (April 3).

Presentation Content
- You are encouraged to be creative and give comprehensive attention to detail in designing your presentation on your chosen topic.
- Present your thoughts and researched facts in a unique and creative manner 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.
- After each group presentation is completed, it will be posted on the course website for viewing and comment by the class.

Possible Topics:

General Psychology
Because an introduction to psychology course covers such a wide range of topics, you have a very large selection of subject ideas to choose from for your presentation. Start by choosing a general topic, and then narrow your focus down so that you can fully cover the subject/topic. For instance:

Cognitive Psychology
Cognitive psychology looks at mental processes including how people think, perceive, remember, and learn. As part of the larger field of cognitive science, this branch of psychology is related to other disciplines including neuroscience, philosophy, and linguistics. Some of the possible topics you might explore in this area include thinking, language, intelligence, and decision-making. Other ideas might include more specific topics such as: dreams, false memories, attention span, perception, language, problem-solving, and judgment.

Developmental Psychology
Developmental psychology focus is on the entire human lifespan, from conception to death. With such a wide and diverse range of human issues to cover, you have a tremendous variety of topics to choose from this area for a presentation.

For example, you might opt to focus on issues pertinent to early childhood, such as the development of language, social learning, or childhood attachment or you might instead opt to concentrate on issues that affect older adults, such as dementia or Alzheimer’s disease. A newly identified lifestage that would be interesting to consider would that of emerging adulthood. Some other topics you might consider include: bullying, language acquisition and development, media violence and children, learning disabilities, gender roles, child abuse, and parenting styles.

**Social Psychology**
Social psychology is the scientific study of social behavior. In the area of social psychology are a wide range of issues related to how people interact with each other and behave in groups. Broad areas that you can consider when selecting a topic for a presentation that falls in this area might be group behaviors, violence, and social attitudes. Some more specific subjects that you could consider include: prejudice and discrimination (i.e., homophobia, sexism, racism); social cognition; attitudes; persuasion, propaganda and marketing; attraction, romance and love; nonverbal communication; prosocial behavior; and leadership.

**Abnormal Psychology**
Abnormal psychology is an area of psychology that deals with psychopathology and abnormal behavior. The term covers a broad range of disorders, from depression to obsession-compulsion to sexual deviation and many more. Some potential abnormal psychology topics include specific psychological disorders or particular treatment modalities, including: depression; phobias, borderline personality disorder, schizophrenia, or profiling a particular type of therapy (i.e., cognitive behavioral therapy, group therapy, psychoanalysis, etc).

**Rubric**
The rubric below will guide the assessment of your presentation.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Below expected level</th>
<th>At expected level</th>
<th>Above expected level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Limited evidence of understanding of and thinking about the topic. Content occasionally not clearly relevant to the topic. Limited range of aspects covered and minor elaboration of ideas. Minimal or no use of other information sources.</td>
<td>Evidence of good understanding of and thinking about the topic. Relevant information presented about a range of aspects and/or viewpoints. Ideas developed in some detail. Evidence of use of appropriate information sources. Ideas expressed in own words.</td>
<td>A very good understanding of the topic shown. Relevant and complex information presented about a range of aspects and/or viewpoints. Evidence of use of a variety of appropriate information sources. Ideas developed in good detail, and well expressed in own words. Opinions and interpretations justified.</td>
</tr>
</tbody>
</table>
## Suitability of presentation

| Attempts were made to tailor the presentation content so as to adequately cover the chosen topic. Meaningful information shared in a straightforward manner. Minimal or no use of techniques to engage the reader.  

*Multimedia presentation:*  
- Evidence of some thinking about design elements to assist audience engagement with the material;  
- Evidence of some thinking about appropriate use / placement of text;  
- Images, sound and video buttons and links function.  
- Some information is logically sequenced. An occasional slide or piece of information seems out of place. | The presentation content and structure substantively covered the chosen topic. Information and insights shared in an organized and interesting manner. An interesting approach taken to the topic. Use of techniques to engage reader/listener interest, such as images and graphic/tabular information.  

*Multimedia presentation:*  
- Design elements such as backgrounds, fonts, colours and headings used to assist audience engagement with the material;  
- Appropriate use / placement of text, images, sound and video;  
- Buttons and links function.  
- Voice and video recordings (if used) are clear and fluent, with very good pronunciation.  
- All information is organized in a clear, logical way. | The presentation content and structure creatively and substantively covered the chosen topic. Information and insights shared in an organized and creative manner. An interesting or original approach taken to the topic. Used a variety of stylistic and other techniques to engage the audience.  

*Multimedia presentation:*  
- Design elements such as backgrounds, fonts, colours, headings, icons and animations used to assist audience engagement with the material;  
- Appropriate use / placement of text, images, sound and video;  
- Buttons and links function logically.  
- Voice and video recordings (if used) are clear and fluent, with very good pronunciation and intonation.  
- All information is organized in a clear, logical way.  
- Information is at a suitable level and consistently supports images. |

## Structure and sequence of ideas

| Limited structure given to content. Occasional links and connections made between ideas. | Structure is clear and appropriate to the text type, with the topic introduced clearly. Links and connections between ideas made clear. The conclusion was clear and appropriate. | Structure is clear and appropriate, with the topic introduced clearly and in an interesting way. Information logically sequenced. Links and connections between ideas made clear. Points were well-organized and the conclusion was appropriate, clear and effective. |

## Use of language

| A limited range of vocabulary. Concepts not clearly defined | A range of vocabulary and sentence structures used. Vocabulary is usually appropriate to the topic; terms and concepts adequately defined. Ideas mostly expressed in own words. | A very good range of vocabulary appropriate to the topic consistently used. Terms and concepts clear; ideas are effectively expressed in own words. |
## Grammar, spelling, punctuation

| Several errors of grammar, spelling or punctuation, with meaning sometimes compromised. | Language was accurate with a minimum of grammatical, spelling and punctuation errors. | Language was accurate with no grammatical, spelling and punctuation errors. Content carefully edited. |

## References consulted

| Limited sources used. Sources referenced, but not always correctly referenced. | A range of 5-7 sources used and accurately referenced (in APA format). | A good range of 7-10 sources used and accurately referenced (in APA format). Layout and presentation attractive and creative. |

## Group cooperation

| Group was not effective in sharing tasks and/or sharing responsibility. Unequal contribution to the project. | Group shared tasks and performed responsibly most of the time. Cooperation on project reported by all, some unequal contribution to the project. | Group shared tasks and all performed responsibly all of the time. Good cooperation reported by each member of group, and fair contribution by each individual to finished product. |

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**Exams**

You are allowed 120 minutes (2 hours) each to complete both the midterm exam and the final exam. You must bring your photo ID to the exams—all students must present photo identification to their supervisor's before taking exams. No resources are allowed in the exam.

All exams must be supervised by a school or community official, such as a teacher, librarian, registrar, or pastor, who is not related to the student. The exam request form is available in Learning Hub. State clearly on the exam request form the professional status, job title, or any other qualifications of the supervisor that will aid the testing department in the approval process. An online exam code cannot be sent to a supervisor who has the same address as the student unless the address is known to be that of a school, mission facility, etc. If you are attending a college or university, you must use the testing center at that institution. **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.** If you cannot take your exam by the deadline date, email sdeexams@andrews.edu. No exam is returned to the student or supervisor. Test grades are sent to the student as soon as the exam is graded.
### 8- Week 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 [Engage]</th>
<th>[Explore]</th>
<th>Assignments [Evaluate]</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction &amp; orientation Prologue: The story of psychology Lesson 1: Thinking critically with psychological science</td>
<td><em>Psychology, Prologue, pp 1-15; Ch 1, pp. 16-45</em></td>
<td>Getting acquainted LaunchPad learning activities</td>
<td>Prologue &amp; Chapter 1 quizzes (Groups formed for Group Presentation)</td>
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<tr>
<td>June 8-12</td>
<td>Lesson 2: The biology of the mind Lesson 3: Consciousness and the two-track mind</td>
<td><em>Psychology, Ch 2, pp. 46-83 Ch 3, pp. 84-127</em></td>
<td>LaunchPad learning activities</td>
<td>Chapters 2 &amp; 3 quizzes Discussion forum</td>
</tr>
<tr>
<td>Week 2</td>
<td>Lesson 4: Nature, nurture, and human diversity Lesson 5: Developing through the lifespan Lesson 6: Sensation and perception</td>
<td><em>Psychology, Ch 4, pp. 128-165 Ch 5, pp. 166-215 Ch 6, pp. 216-263</em></td>
<td>LaunchPad learning activities</td>
<td>Chapters 4, 5 &amp; 6 quizzes Discussion forum (Group Presentation topic DUE)</td>
</tr>
<tr>
<td>June 15-19</td>
<td>Lesson 7: Learning Lesson 8: Memory Mid-term exam</td>
<td><em>Psychology, Ch 7, pp. 264-297 Ch 8, pp. 298-335 Prologue and Chs 1-8</em></td>
<td>LaunchPad learning activities Review</td>
<td>Chapters 7 &amp; 8 quiz Exam</td>
</tr>
<tr>
<td>Week 3</td>
<td>Lesson 9: Thinking and language Lesson 10: Intelligence</td>
<td><em>Psychology, Ch 9, pp. 336-365 Ch 10, pp. 366-401</em></td>
<td>LaunchPad learning activities</td>
<td>Chapters 9 &amp; 10 quizzes Discussion forum</td>
</tr>
<tr>
<td>June 22-26</td>
<td>Lesson 11: Motivation and work Lesson 12: Emotions, stress and health</td>
<td><em>Psychology, Ch 11, pp. 402-457 Ch 12, pp. 458-511</em></td>
<td>LaunchPad learning activities</td>
<td>Chapters 11 &amp; 12 quizzes Discussion forum</td>
</tr>
<tr>
<td>Week 4</td>
<td>Lesson 13: Personality Lesson 14: Social psychology</td>
<td><em>Psychology, Ch 13, pp. 512-551 Ch 14, pp. 552-603</em></td>
<td>LaunchPad learning activities</td>
<td>Chapters 13 &amp; 14 quizzes Discussion forum Group Presentation DUE</td>
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### Completing Assignments
All assignments for this course will be submitted electronically through Learning Hub unless otherwise instructed.
Part 4: Grading Policy
Graded Course Activities

<table>
<thead>
<tr>
<th>Percent %</th>
<th>Description</th>
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<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>100%</td>
<td>Total percent possible</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>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
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<tr>
<td>C</td>
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<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<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 Friday 5:00 pm (EDT). Biweekly there will be a Wednesday deadline (11:55 pm) for the 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 assigned tasks. If you anticipate events that may be going to disrupt your plans and routine, rather be early than late!
Maintain Professional Conduct Both in the Classroom and Online

The 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—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, 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 use of grammar as face-to-face courses.
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. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage 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]

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.
Commit to Integrity
As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Commit 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: Bibliography
[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]