PSYC 101 970 Introduction to Psychology
Summer 2020
AU PSYC 101 970 Introduction to Psychology
Consortium of Adventist Colleges and Universities

Interactive Online Format
This course follows an interactive online format and has Monday/Thursday 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

<table>
<thead>
<tr>
<th>Assistance</th>
<th>Email</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 withdrawal questions</td>
<td><a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a></td>
<td>(269) 471-6323</td>
</tr>
<tr>
<td>Technical assistance with online courses</td>
<td><a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a></td>
<td>(269) 471-3960</td>
</tr>
<tr>
<td>Exam requests and online proctoring</td>
<td><a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
<tr>
<td>Distance Student Services - any other questions</td>
<td><a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a></td>
<td>(269) 471-6566</td>
</tr>
</tbody>
</table>

Part 1: Course Information

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

Required Text/Material
The required text for this course is an e-book, embedded in its companion workbook, LaunchPad, which contains assigned interactive learning activities.


New to this 11 edition of our text is the fact that you can download the e-book for offline reading, and that you can also link in to an audio version of the text and listen to the content! Fun ways to interact with the course content.

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

Loose leaf sheets copy (most economical print version):


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

**LaunchPad Access**

To access LaunchPad, click on the link in your course. Follow the instructions for getting access to your materials. You will need an access code that can be purchased with the new textbook or from the publisher website: [https://store.macmillanlearning.com/us/](https://store.macmillanlearning.com/us/)

**Step by Step Instruction**

- Access Publisher/Launch Pad Materials
- Click on the link
- Click “here”
- Put in AU email address
- Click Submit
- Check mark “I have read the Legal Terms”
- Click “I agree to the Legal Terms”
- Put in your name and password
- Reenter your information
- Click Register
- Put in the purchased passcode

**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 16 hours a week or about 3.5 hours per day! 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!

A recommended weekly schedule to divide your time is provided:
- **Readings:** 6 hours
- **Lecture Overview:** 1 hour
- **LaunchPad Assignments:** 4 hours
- **Interactive Discussions:** 1 hour
- **Quizzes:** 2 hour
- **Weekly work towards Final Group Project:** 2 hour
Program Learning Outcomes (PLO)

1. Students will think critically about human thought and behavior in individuals, social-cultural, and ecological systems. (Introductory level)
2. Students will write effectively about theories, data, and research in the behavioral sciences. (Introductory level)

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Learning Activities</th>
<th>AU UFOs</th>
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</thead>
<tbody>
<tr>
<td>1. Develop an appreciation for how 'fearfully and wonderfully made'</td>
<td>Chapter overviews Weekly class emails Biweekly discussions/ Reflective blog</td>
<td>IS.FND.4</td>
</tr>
<tr>
<td>God's human creation is by examining the intricacy and complexity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>evidenced in human behavior, thought-processes, and emotions.</td>
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<tr>
<td>2. Evaluate claims about human behavior using knowledge of psychology,</td>
<td>Chapter overviews Weekly class emails Launchpad activities Discussions/Reflective blog</td>
<td>FI.FND.3</td>
</tr>
<tr>
<td>the scientific method and an integration of biblical foundations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Gain an understanding of the concepts and terms in the many areas of</td>
<td>Weekly readings Launchpad activities Weekly quizzes Group Presentation</td>
<td>EC.FND.1</td>
</tr>
<tr>
<td>psychology, including: significant schools of psychology, research</td>
<td></td>
<td>IS.FND.2b</td>
</tr>
<tr>
<td>methods, sensation, perception, learning, memory, thinking, language</td>
<td></td>
<td>IS.FND.8c</td>
</tr>
<tr>
<td>and intelligence, human development, emotions, stress and health,</td>
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<tr>
<td>personality, social psychology, psychological disorders, and</td>
<td></td>
<td></td>
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<tr>
<td>psychotherapies.</td>
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</tr>
<tr>
<td>4. Become aware of the major psychological approaches to the study of</td>
<td>Chapter 1 (history) Emphasis throughout of broad</td>
<td>IS.FND.8a</td>
</tr>
<tr>
<td>behavior and mental processes.</td>
<td>biopsychosocial approaches</td>
<td></td>
</tr>
<tr>
<td>5. Become familiar with major research findings and theories of the</td>
<td>Weekly readings Launchpad activities Weekly quizzes</td>
<td>EC.FND.3</td>
</tr>
<tr>
<td>field.</td>
<td></td>
<td>IS.FND.1</td>
</tr>
<tr>
<td>6. Understand that theories and principles of psychology apply to</td>
<td>Launchpad activities Weekly emails Biweekly discussions</td>
<td>EC.FND.2</td>
</tr>
<tr>
<td>everyday behavioral issues.</td>
<td></td>
<td></td>
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<tr>
<td>7. Apply psychological principles to your own life to gain a better</td>
<td>Biweekly discussions Reflective blog</td>
<td>EC.FND.5</td>
</tr>
<tr>
<td>understanding of human diversity, developing a better acceptance of</td>
<td></td>
<td>IS.FND.8b</td>
</tr>
<tr>
<td>yourself and others.</td>
<td></td>
<td>IS.FND.8d</td>
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</tbody>
</table>
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.

Technical Requirements
- It is vital that you have a consistent, reliable Internet connection (DSL, LAN, or cable connection desirable).
- 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) are 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).
- If you have any questions regarding content of the course, please contact Dr Webster (penelopew@andrews.edu).
- If you have technical questions regarding LearningHub, contact dlit@andrews.edu OR call 269-471-3960.
- If you have technical questions regarding LaunchPad, click on the “Help” tab in the top right corner of the LaunchPad home page, OR contact bfw.technicalsupport@macmillan.com OR call 1-800-936-6899.

LearningHub Access
This course is delivered online through LearningHub at http://learninghub.andrews.edu.

Your username and password are your Andrews username and password. Please use your Andrews username and password for all communications to do with this course. This is the address to which all communications to you will be sent.

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. If you need assistance, call or email us: (296) 471-6016 or mailto:helpdesk@andrews.edu.

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.

LaunchPad Access
This course uses LaunchPad for your interactive materials.

To access LaunchPad, click on the link in your course. Follow the instructions for getting access to your materials. You will need an access code that can be purchased with the new textbook or from the publisher website: https://store.macmillanlearning.com/us/

Step by Step Instruction
- Access Publisher/Launch Pad Materials
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 and complete the week’s tasks before the Thursday deadline. You are expected to “show up” to class by interacting in the bi-weekly discussion forums by the Monday of the week in which they are assigned. In addition, LaunchPad assignments and a Lesson quiz are due regularly each week.

Reliable, consistent and adequate Internet access for the duration of the course is critical for your participation. Have a back up plan in place (i.e. a library) to ensure a reliable connection. To be successful, plan to spend time daily on the course. The schedule is provided in advance so you may read and work ahead if you need to accommodate personal scheduling.

Your dedication, professionalism, and excellence in study skills habits are necessary. Activity and assignment details will be explained in detail within each week.

Assessment Descriptions

Engagement each week on LearningHub follows a three-part sequence (Engage-Explore-Evaluate):

ENGAGE
- A short video lecture overview on Learning Hub introduces the material in each lesson module.
- A chapter in your text is assigned for careful reading through.
- A PowerPoint presentation located on Learning Hub illustrates and visually outlines key concepts in point form. The PowerPoints also provide a good outline of content for review.

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.
- 50 total points for each lesson are accumulated by participating in all learning activities assigned in LaunchPad.
- A short 10 question self-check quiz in LaunchPad, as a final assignment, will help you test your own learning for each lesson—before proceeding on to take the closed-book Lesson Quiz under EVALUATE in LearningHub.
- In working through the participation activities in LaunchPad, reference to and use of the textbook (or e-book) is encouraged.
EVALUATE

- **Discussion Forums:**
  Bi-weekly through the semester questions are posed in a discussion forum (See fuller detail under Discussion Guidelines, Rubric and Topics). You are encouraged to reflect on all the questions provided, and choose ONE on which you will post your thoughts, perspectives, observations and key learnings (A total of **20 points** is available bi-weekly). Your initial post (12 points) is to be made no later than Monday 11:55 pm each week. After reading over several posts submitted by your classmates in your discussion group, you will choose ONE (or more) to which you will give your thoughtful response (total of 8 points possible), no later than the weekly deadline of **Thursday 11:55 pm**. Further instructions for each discussion are included on the discussion forum tab in Learning Hub.

- **Reflective Blog:**
  In the final week you will have the opportunity to journal your reflections (**50 points**) on what you found personally significant and/or of practical value in what you have learned from the content covered in this course (more detail in the Reflective Blog in Week 15 in LearningHub)

- **Group Presentation:**
  With a partner or in a small group of three, you will collaborate to develop a group presentation (video, Power Point, Google Slides, or Prezi presentation) based on a topic within the course. (**100 points**) (See fuller detail under Group Presentation Guidelines, Rubric and Topics).

- **Weekly Quizzes:**
  - A weekly quiz (**50 points**) provides the opportunity to assess learning on each week’s lesson.
  - You will have one attempt and a **1 hour time limit** to complete each quiz. Note that this quiz closes at the weekly deadline of Thursday 11:55 pm (ET).
  - Each 50 point weekly quiz will include:
    - 40 Multiple Choice questions (1 point each);
    - 2 short Essay-type questions (5 points each)
  - Within LaunchPad you will find optional LearningCurve assignments for each chapter section that you may find helpful to engage with in reviewing chapter content. Questions are given to help you test your knowledge, and should you not get the right answer, you can opt for a hint, or be taken to the source in your text to review. A good way to use the testing effect to prepare for your weekly lesson quiz in LearningHub!
  - You may review your quiz attempt (and receive feedback) after the quiz is closed and graded, usually by the beginning of the week following the due date.
  - The lesson quizzes at the end of each week are ‘closed book/on-your-honor assessments. This means that you will take them under test conditions. They are provided to establish what you have learned from engagement in the previous two sections.
• **Mid-term and Final Exams (120 points each).**
  
  o At midterm and at the end of the course you will complete an exam. You will have 2 hours (120 mins) to complete each exam, which will be comprised of 100 MC questions (1 point each) and 4 short essay-type questions (5 points each).

  o Exams will follow the same format (MC/essay questions) as the weekly quizzes
  
  ▪ Exams are to be taken under the supervision of a proctor and under ‘test’ conditions (see ‘Exams’ below)
  
  ▪ **Lessons 1-7** must be completed before the **mid-term exam** (over material in Chapters 1-7) is taken
  
  ▪ **Lessons 8-15** must be completed before the **final exam** (over material in Chapters 8-15) is taken.

**Exams**

All exams in this course require proctoring. Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at [www.andrews.edu/distance/students/exams.html](http://www.andrews.edu/distance/students/exams.html). The follow the instructions that apply to your situation on the exam request form to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center ([sdeexams@andrews.edu](mailto:sdeexams@andrews.edu) or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.
## Schedule:

All times in the schedule are for the U.S. Eastern Time Zone.

<table>
<thead>
<tr>
<th>Week</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>LearningHub</th>
</tr>
</thead>
</table>
| Intro/Getting Started | These items will need to be completed before you will have access to the rest of the course | Orientation
Course Overview
Introductions
Academic Integrity | Introduce Yourself
Academic Integrity Quiz
Academic Integrity Statement |
| 1 June 8 - 11 | Lesson 1: Thinking Critically with Psychological Science | Lesson 1 Overview in LHub Ch 1
Lesson 1 PPT | LaunchPad Ch 1 participation assignments | (Introductions/Meet & Greet)
Lesson 1 quiz | Due Thursday, June 11 |
| Lesson 2: The Biology of Behavior | Lesson 2 Overview in LHub Ch 2
Lesson 2 PPT | LaunchPad Ch 2 participation assignments | Lesson 2 quiz
Discussion forum 1 | Due Thursday, June 11 |
| 2 June 12 - 18 | Lesson 3: Consciousness and the Two-track Mind | Lesson 3 Overview in LHub Ch 3
Lesson 3 PPT | LaunchPad Ch 3 participation assignments | Lesson 3 quiz
(Groups formed for Group Presentations) | Due Monday, June 15 |
| Lesson 4: Developing Through the Lifespan | Lesson 4 Overview in LHub Ch 4
Lesson 4 PPT | LaunchPad Ch 4 participation assignments | Lesson 4 quiz
Discussion forum 2 | Due Thursday, June 18 |
| 3 June 19 - 25 | Lesson 5: Sex, Gender, and Sexuality | Lesson 5 Overview in LHub Ch 5
Lesson 5 PPT | LaunchPad Ch 5 participation assignments | Lesson 5 quiz | Due Monday, June 22 |
| Lesson 6: Sensation and Perception | Lesson 6 Overview in LHub Ch 6
Lesson 6 PPT | LaunchPad Ch 6 participation assignments | Lesson 6 quiz
Discussion forum 3 | Due Thursday, June 25 |
| 4 June 26 - July 2 | Lesson 7: Learning | Lesson 7 Overview in LHub Ch 7
Lesson 7 PPT | LaunchPad Ch 7 participation assignments | Lesson 7 quiz
(Group Presentation topic due) | Due Monday, June 29 |

### PROCTORED Exam 1 (midterm)

**Exams must be completed by no later than Thursday, July 2 11:59 pm**

<table>
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<tr>
<th>Week</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>LearningHub</th>
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</thead>
</table>
| 5 July 3 - 9 | Lesson 8: Memory | Lesson 8 Overview in LHub Ch 8
Lesson 8 PPT | LaunchPad Ch 8 participation assignments | Lesson 8 quiz | Due Thursday, July 2 |
| Lesson 9: Thinking, Language & Intelligence | Lesson 9 Overview in LHub Ch 9
Lesson 9 PPT | LaunchPad Ch 9 participation assignments | Lesson 9 quiz
Discussion forum 4 | Due Monday, July 6 |
| Lesson 10: Motivation & Emotion | Lesson 10 Overview in LHub Ch 10
Lesson 10 PPT | LaunchPad Ch 10 participation assignments | Lessons 10 quiz | Due Thursday, July 9 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>LearningHub</th>
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<tr>
<td>6</td>
<td><strong>July 10 – 16</strong></td>
<td>Lesson 11: Stress, Health &amp; Human Flourishing</td>
<td>Lesson 11 Overview in LHub Ch 11 Lesson 11 PPT</td>
<td>LaunchPad Chs 11 participation assignments</td>
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<tr>
<td>7</td>
<td><strong>July 17 – 23</strong></td>
<td>Lesson 12: Social Psychology</td>
<td>Lesson 12 Overview in LHub Ch 12 Lesson 12 PPT</td>
<td>LaunchPad Ch 12 participation assignments</td>
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<td>8</td>
<td><strong>July 24 - 30</strong></td>
<td>Lesson 13: Personality</td>
<td>Lesson 13 Overview in LHub Ch 13 Lesson 13 PPT</td>
<td>LaunchPad Ch 13 participation assignments</td>
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<td></td>
<td></td>
<td>Lesson 14: Psychological Disorders</td>
<td>Lesson 14 Overview in LHub Ch 14 Lesson 14 PPT</td>
<td>LaunchPad Ch 14 participation assignments</td>
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**PROCTORED Exam 2 (Final)**
Review: *Exploring Psychology, Chs 8-15*
Exam must be completed by no later than Thursday, July 30 11:59 pm

**Completing Assignments**
All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

**Part 4: Grading Policy**

**Graded Course Activities**

<table>
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<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>
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<tr>
<td>10%</td>
<td>Discussion board postings and responses to classmates</td>
</tr>
<tr>
<td>5%</td>
<td>Reflective Blog</td>
</tr>
<tr>
<td>10%</td>
<td>Group Presentation</td>
</tr>
<tr>
<td>25%</td>
<td>Lesson quizzes (closed-book tests)</td>
</tr>
<tr>
<td>15%</td>
<td>Midterm exam</td>
</tr>
<tr>
<td>15%</td>
<td>Final semester exam</td>
</tr>
<tr>
<td><strong>100%</strong></td>
<td><strong>Total percent possible</strong></td>
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</table>
**Viewing Grades in Moodle**
- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

**Letter Grade Assignment**

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<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>88-89%</td>
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<tr>
<td>B</td>
<td>83-87%</td>
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<td>C+</td>
<td>78-79%</td>
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<td>C</td>
<td>73-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<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](http://www.andrews.edu/distance/students/withdrawal.html). The incomplete policy is found online at [http://www.andrews.edu/weblmsc/moodle/public/incompletes.html](http://www.andrews.edu/weblmsc/moodle/public/incompletes.html).

**Late Work**

*Late work is not accepted.* **All work is due in the week it is assigned**, with the final deadline for each week being Thursday 11:55 pm (ET). Biweekly there will be a Monday 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 an extension or 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

**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](mailto:success@andrews.edu) or fax it to 269-471-8407.
3. Email [sdestudents@andrews.edu](mailto: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]