AU PSYC 101 950
Introduction to Psychology
2016 Fall
AU PSYC 101 950 Introduction to Psychology
Consortium of Adventist Colleges and Universities

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 review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund. Please plan accordingly.

Instructor Contact
Instructor: Penny Webster, Ph.D.
Email: pwebster@southern.edu
Phone: +27-21-856-2403 (Note this is an international number and there is a time zone difference: EDT +7 hours)

Communication with the Instructor
It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to an e-mail message from you within one (1) business day during the week and may not be available to respond on weekends.

Other Assistance
| Username and password assistance | helpdesk@andrews.edu | (269) 471-6016 |
| Enrollment and cancellations | sderegister@andrews.edu | (269) 471-6323 |
| Bookstore | https://www.andrews.edu/bookstore |
| Technical assistance with Moodle | dlit@andrews.edu | (269) 471-3960 |
| Technical assistance with your Andrews account | http://andrews.edu/hdchat/chat.php |
| Exam requests | sdeexams@andrews.edu | (269) 471-6566 |

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

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:

- 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

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.**
5. **NOTE: Built into LaunchPad is an e-book that you may use if you are comfortable with that format. To make use of this option, you would need to purchase an access code from the publishers’ website.**

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**

- **Weekly Quizzes:**
  - A quiz (**50 points, 70 points in weeks 8, 11, & 15**) provides the opportunity to assess learning on each week’s lesson/s. You will have one attempt and a time limit 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 you have learned from engagement in the previous two sections.
  - Each 50 point weekly quiz will include:
    - Multiple Choice questions (1 point each)
    - Short Answer questions (5 points each)

- **Mid-term and Final Exams (130 points each).**
  - You will have two and a half hours (150 mins) to complete an exam, which will be comprised of 90 MC questions (1 point each) and 8 Short Answer 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).

Learning Management System

This course is delivered online through Learning Hub at http://learninghub.andrews.edu

Your username and password are your Andrews username and password. You need to activate your username and password to access Learning Hub. Please do this online at: https://vault.andrews.edu/vault/pages/activation/information.jsp if you haven’t already.

Call (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.

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 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.
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><strong>Quality</strong></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><strong>Community</strong></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><strong>Delivery of post</strong></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 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 together.
- 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 second week of the course (September 4). 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 6 (October 2).
- Submit your finished group presentation in the drop-box on Learning Hub, no later than Week 13 (November 20).

**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.
- After each group presentation is completed, it will be posted on the course website for viewing and comment by the class.

**Rubric**
The rubric below 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><strong>Content</strong></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 information sources other than textbook.</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 on topic. Evidence of use of a variety of appropriate information sources. Ideas developed in good detail, and well expressed in own words. Opinions and interpretations substantiated.</td>
</tr>
<tr>
<td><strong>Suitability of presentation</strong></td>
<td>Meaningful information shared in straightforward manner. Minimal or no use of techniques to engage the reader. <em>Multimedia presentation:</em> - 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; - Somewhat logically sequenced. An occasional</td>
<td>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. <em>Multimedia presentation:</em> - Design elements such as backgrounds, fonts, colors 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 usually fluent, with good pronunciation.</td>
<td>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. <em>Multimedia presentation:</em> - Design elements such as backgrounds, fonts, colors, 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.</td>
</tr>
</tbody>
</table>
## Structure and sequence of ideas

- Slide or piece of information seems out of place
- Most information is organized in a clear, logical way.
- All information is organized in a clear, logical way.
- Information consistently supports images.

- Limited structure given to content. Occasional links and connections made between ideas.
- Structure is clear and appropriate, 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.
- 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 not always correctly referenced.
- A range of 5-7 sources used and accurately referenced (in APA format).
- A good range of more than 7 sources used and accurately referenced (in APA format).

## 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. Good cooperation reported by each member of group, and fair contribution by each individual to finished product.

## Fall 2016 Semester Schedule (Times are Eastern Standard Time):

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Lessons</th>
<th>Readings</th>
<th>[Explore]</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Aug 22-26</td>
<td>Introduction &amp; orientation Prologue: The story of psychology Lesson 1: Thinking critically with psychological science</td>
<td><em>Psychology</em>, Prologue, pp 1-15 <em>Psychology</em>, Ch 1, pp. 16-45</td>
<td>Getting acquainted LaunchPad learning activities</td>
<td>Prologue quiz Chapter 1 quiz</td>
</tr>
<tr>
<td>2 Aug 28-Sept 2</td>
<td>Lesson 2: The biology of the mind</td>
<td><em>Psychology</em>, Ch 2, pp. 46-83</td>
<td>LaunchPad learning activities</td>
<td>Chapter 2 quiz</td>
</tr>
<tr>
<td>3 Sept 4-9</td>
<td>Lesson 3: Consciousness and the two-track mind</td>
<td><em>Psychology</em>, Ch 3, pp. 84-127</td>
<td>LaunchPad learning activities</td>
<td>Chapter 3 quiz</td>
</tr>
<tr>
<td>4 Sept 11-16</td>
<td>Lesson 4: Nature, nurture, and human diversity</td>
<td><em>Psychology</em>, Ch 4, pp. 128-165</td>
<td>LaunchPad learning activities</td>
<td>Chapter 4 quiz</td>
</tr>
<tr>
<td>5 Sept 18-23</td>
<td>Lesson 5: Developing through the lifespan</td>
<td><em>Psychology</em>, Ch 5, pp. 166-215</td>
<td>LaunchPad learning activities</td>
<td>Chapter 5 quiz</td>
</tr>
<tr>
<td>6 Sept 25-30</td>
<td>Lesson 6: Sensation and perception</td>
<td><em>Psychology</em>, Ch 6, pp. 216-263</td>
<td>LaunchPad learning activities</td>
<td>Chapter 6 quiz</td>
</tr>
<tr>
<td>7 Oct 2-7</td>
<td>Lesson 7: Learning Lesson 8: Memory</td>
<td><em>Psychology</em>, Ch 7, pp. 264-297 <em>Psychology</em>, Ch 8, pp. 298-335</td>
<td>LaunchPad learning activities</td>
<td>Chapters 7 &amp; 8 quiz</td>
</tr>
<tr>
<td>8 Oct 9-13</td>
<td>Mid-term exam Prologue and Chs 1-8</td>
<td>Review</td>
<td>Exam</td>
<td></td>
</tr>
<tr>
<td>10 Oct 23-28</td>
<td>Lesson 11: Motivation and work</td>
<td><em>Psychology</em>, Ch 11, pp. 402-457</td>
<td>LaunchPad learning activities</td>
<td>Chapters 11 quiz</td>
</tr>
</tbody>
</table>
Completing Assignments
All assignments for this course will be submitted electronically through Learning Hub unless otherwise instructed.

Participation (30% of the final grade)
You can earn your participation points by engaging in LaunchPad that comes with your textbook. You can use your textbook to help you in the activities. In each module you can earn a total of 50 participation points for completing the various activities assigned in the Explore section in Learning Hub.

Chapter Quizzes (30% of the final grade)
There are quizzes after each of the chapters, 16 quizzes in total plus a quiz on prologue. The quizzes consist of multiple-choice questions as well as a couple of short answer questions. You are not allowed to use your book during these exams.

Exams
Exams must be completed in the presence of an approved proctor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam review and exam directions.

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.

The midterm exam is worth 20% of your grade. You are allowed 150 minutes to complete this exam. The final exam is worth 20% of your grade. You are allowed 150 minutes to complete this 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 a proposed date as close to the scheduled period as possible.

Completed exams are never available to you or your proctor. Instructors provide feedback on exams other than the final exam. 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**
Your final grade will be the result of these components:

<table>
<thead>
<tr>
<th>Percent %</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>Participation in all assigned learning activities in LaunchPad</td>
</tr>
<tr>
<td>30%</td>
<td>Lesson quizzes</td>
</tr>
<tr>
<td>20%</td>
<td>Midterm exam</td>
</tr>
<tr>
<td>20%</td>
<td>Final semester 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>
</tr>
<tr>
<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**

**Incomplete Policy**
An Incomplete (I) indicates that the student’s work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will
be charged an incomplete fee for each incomplete grade issued.

**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. 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. 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 [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.

**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*