AU PSYC 101 950
Introduction to Psychology
2017 Spring
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 time zone difference: EDT +7 hours. If you wish to talk with me, let me know and we can set up a Zoom meeting or a Skype call at a mutually suitable time).

**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**

<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>
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<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 LearningHub</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**
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 fuller 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 URL link you will need to connect through to register on the publishers’ LaunchPad site for this course. (This URL also appears on the course home page).
2. **Bookmark** this page to make it easy to return to.
3. Using the access code purchased with your textbook, click the button "I have a student access code" on the left hand side of the screen—and follow the instructions there.
4. **NOTE: Built into LaunchPad is an e-book** that you may use if you are comfortable with an online format for your text. To make use of this option, you would need to purchase an access code directly from the publishers’ LaunchPad website for this course. To do this, use the “I want to purchase access” button on the left hand side of the screen. (*This e-book is your least expensive option for a text*).
5. To help you get started without any delay while you are getting your text, the publishers have made available a temporary 21-day free access to LaunchPad and the text e-book. Go to the LaunchPad website and click on the “I need to pay later” button, and follow instructions there.

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—which translates to 10 hours each week. It is thus very important that you budget your time well. Plan for the time you need to carefully read/study through your text chapters, 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. 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 [start here]

- A short lecture overview/questions/reflections on Learning Hub introduces the material in each unit
- A PowerPoint presentation located on Learning Hub outlines 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 practice 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 practice quiz in LaunchPad 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 the 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 two, 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). (**100 points** available)

- **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 one-hour time limit to complete each quiz.
  - These chapter quizzes at the end of each week are ‘closed book’/on-your-honor assessments.
  - Each 50-point weekly quiz will include:
    - Multiple Choice questions (1 point each)
    - Short Answer questions (5 points each)

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

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

Learning Management System

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 Learning Hub. Please do this online at: [https://vault.andrews.edu/vault/pages/activation/information.jsp](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 regarding content, please contact your instructor by email.
- If you have technical questions regarding LearningHub, contact dlit@andrews.edu.
- If you have technical questions regarding LaunchPad, you may contact the publishers’ technical support team by calling 1-800-936-6899.

Completing Assignments

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

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 as you respond to the questions (follow 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.</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 readings, or personal experience as appropriate.</td>
<td>Acknowledges posts of others. Expands the discussion using examples from readings, 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 (150-200 words). Well-constructed sentences, minimal misspellings. Posts are edited.</td>
<td>Posts are somewhat longer (250-300 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.
• 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. 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.
• Submit your finished group presentation in the drop-box on LearningHub in Week 14.

**Presentation Content**
• You are encouraged to be creative and give comprehensive attention to detail in designing your presentation on your chosen topic. You have been given broad parameters within which to work, so that you can develop a topic of your interest and in a creative manner.
• Present your thoughts, researched facts and discussion in a unique and creative way that highlights your understanding of the topic you have chosen.
• Reference a good range of between 6-10 sources, including your textbook.
• Include full bibliographic details of these resources (accurately referenced in APA format) at the end of your presentation.
• At the end of your presentation also include a summary statement outlining the contributions made by each member of your team to the presentation.
• After each group presentation has been graded, it will be posted on the course home page for viewing and comment by the class.

**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>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Limited evidence of understanding of and thinking about the topic. Limited range of aspects covered and minor elaboration of ideas. Minimal or no use of other sources.</td>
<td>Evidence of good understanding of and thinking about the topic. Relevant information presented about a range of aspects and/or viewpoints. Evidence of use of appropriate information sources. Ideas expressed in own words.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Suitability of presentation</strong></td>
<td>Information shared in straightforward manner. Minimal or no use of techniques to engage the reader.</td>
<td>The presentation content and structure adequately covered the chosen topic. Information and insights shared in an organized and interesting manner. Use of techniques to engage interest, such as images and graphic/tabular information.</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 techniques to engage the audience.</td>
</tr>
<tr>
<td><strong>Structure and sequence of ideas</strong></td>
<td>Limited structure given to content. Limited links and connections made between ideas.</td>
<td>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.</td>
<td>Structure is clear and appropriate, with the topic introduced clearly and in an interesting way. Information logically sequenced. Points were well-organized and the conclusion was appropriate, clear and effective.</td>
</tr>
</tbody>
</table>
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. 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.

The Exam 1 (midterm) is worth 20% of your grade. You are allowed 120 minutes to complete this exam. Exam 2 (final) is worth 20% of your grade. You are allowed 120 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 why 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 quizzes 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.
### SPRING 2017 Semester Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| **1** January 9-13 | Introduction & orientation  
Lesson 1: Thinking critically with psychological science | *Exploring Psychology*, Ch 1 | Getting acquainted  
LaunchPad Ch 1 learning activities | Lesson 1 quiz  
Discussion forum #1 |
| **2** Jan 15-20 | Lesson 2: The biology of behavior | *Exploring Psychology*, Ch 2 | LaunchPad Ch 2 learning activities | Lesson 2 quiz  
(Group formed for Group Presentations) |
| **3** Jan 22-27 | Lesson 3: Consciousness and the two-track mind | *Exploring Psychology*, Ch 3 | LaunchPad Ch 3 learning activities | Lesson 3 quiz  
Discussion forum #2 |
| **4** Jan 29-Feb 3 | Lesson 4: Developing through the lifespan | *Exploring Psychology*, Ch 4 | LaunchPad Ch 4 learning activities | Lesson 4 quiz |
| **5** Feb 5-10 | Lesson 5: Sex, gender, and sexuality | *Exploring Psychology*, Ch 5 | LaunchPad Ch 5 learning activities | Lesson 5 quiz  
Discussion forum #3 |
| **6** Feb 12-17 | Lesson 6: Sensation and perception | *Exploring Psychology*, Ch 6 | LaunchPad Ch 6 learning activities | Lesson 6 quiz  
(Group Presentation topic due) |
| **7** Feb 19-24 | Lesson 7: Learning | *Exploring Psychology*, Ch 7 | LaunchPad Ch 7 learning activities | Lesson 7 quiz  
Discussion forum #4 |
| **8** Feb 26-Mar 3 | Lesson 8: Memory | *Exploring Psychology*, Ch 8 | LaunchPad Ch 8 learning activities | Lesson 8 quiz |
| **9** Mar 5-7 | **Exam 1 (Mid-term)**  
(Note: This exam must be completed no later than March 7) | *Exploring Psychology*, Chs 1-8 | Review: Chs 1-8 | **Exam 1 (Mid-term)** |
| **10** Mar 12-17 | Lesson 9: Thinking, language & intelligence | *Exploring Psychology*, Ch 9 | LaunchPad Ch 9 learning activities | Lesson 9 quiz  
Discussion forum #5 |
| **11** Mar 19-24 | Lesson 10: Motivation & emotion | *Exploring Psychology*, Ch 10 | LaunchPad Ch 10 learning activities | Lessons 10 quiz |
| **12** Mar 26-31 | Lesson 11: Stress, health & human flourishing | *Exploring Psychology*, Ch 11 | LaunchPad Chs 11 learning activities | Lesson 11 quiz |
| **13** April 2-7 | Lesson 12: Social psychology | *Exploring Psychology*, Ch 12 | LaunchPad Ch 12 learning activities | Lesson 12 quiz  
Discussion forum #6 |
| **14** April 9-14 | Lesson 13: Personality | *Exploring Psychology*, Ch 13 | LaunchPad Ch 13 learning activities | Lesson 13 quiz  
**Group Presentation DUE** |
| **15** April 16-21 | Lesson 14: Psychological disorders | *Exploring Psychology*, Ch 14 | LaunchPad Ch 14 learning activities | Lesson 14 quiz  
Discussion forum #7 |
| **16** April 23-28 | Lesson 15: Therapy | *Exploring Psychology*, Ch 15 | LaunchPad Ch 15 learning activities | Lesson 15 quiz |
| **May 1-4** | **Exam 2 (Final)**  
(Note: This exam must be completed by no later than May 4) | *Exploring Psychology* Chs 9-15 | Review: Chs 9-16 | **Exam 2 (Final)** |

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Last Updated: 11/22/2016

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Part 4: Grading Policy
Graded Course Activities

Your final grade will be composed of these components:

<table>
<thead>
<tr>
<th>Percent</th>
<th>Description</th>
</tr>
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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>Exam 1 (midterm)</td>
</tr>
<tr>
<td>20%</td>
<td>Exam 2 (final)</td>
</tr>
<tr>
<td>100%</td>
<td>Total percent possible</td>
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Viewing Grades in LearningHub
- 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>
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<th>Percentage</th>
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<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 an extension or 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. 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.
2. Begin your email with a greeting—use the person's name. End an email with your name. Include the course number in the subject line of any email for ease of identifying you and the class you are in.
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. Avoid unkindly public criticism of others. Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
5. 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.

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**

Publishers.

*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.*

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*Last updated 10/21/16*