PSYC 101 950 Introduction to Psychology
Fall 2019
PSYC 101 Introduction to Psychology
Consortium of Adventist Colleges and Universities

Interactive Online Format
This course follows an interactive online format and has **Sunday/Thursday deadlines each week**. You are expected to login regularly during the course to participate in the 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 a time that will work for you and we can set up a Zoom meeting, Skype call, or Whatsapp (+27-71-078-7198) at a mutually suitable time.

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

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

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>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop an appreciation for how ‘fearfully and wonderfully made’ God’s human creation is by examining the intricacy and complexity evidenced in human behavior, thought-processes, and emotions.</td>
<td>Chapter overviews Weekly class emails Biweekly discussions/ Reflective blog</td>
<td>IS.FND.4</td>
</tr>
<tr>
<td>2. Evaluate claims about human behavior using knowledge of psychology, the scientific method and an integration of biblical foundations.</td>
<td>Chapter overviews Weekly class emails Launchpad activities Discussions/Reflective blog</td>
<td>FI.FND.3</td>
</tr>
<tr>
<td>3. 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.</td>
<td>Weekly readings Launchpad activities Weekly quizzes Group Presentation</td>
<td>EC.FND.1 IS.FND.2b IS.FND.8c</td>
</tr>
<tr>
<td>4. Become aware of the major psychological approaches to the study of behavior and mental processes.</td>
<td>Chapter 1 (history) Emphasis throughout of broad biopsychosocial approaches</td>
<td>IS.FND.8a</td>
</tr>
<tr>
<td>5. Become familiar with major research findings and theories of the field.</td>
<td>Weekly readings Launchpad activities Weekly quizzes</td>
<td>EC.FND.3 IS.FND.1 IS.FND.8a</td>
</tr>
<tr>
<td>6. Understand that theories and principles of psychology apply to everyday behavioral issues.</td>
<td>Launchpad activities Weekly emails Biweekly discussions</td>
<td>EC.FND.2</td>
</tr>
<tr>
<td>7. Apply psychological principles to your own life to gain a better understanding of human diversity, developing a better acceptance of yourself and others.</td>
<td>Biweekly emails Biweekly discussions Reflective blog</td>
<td>EC.FND.5 IS.FND.8b IS.FND.8d</td>
</tr>
</tbody>
</table>

### 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.

OR

You may also purchase textbooks through any online bookstore, such as amazon.com, which can deliver within 2 days. If you need to use financial aid to purchase textbooks, order through bookstore@andrews.edu, then email sdestudents@andrews.edu to assist with the payment from your account and shipping from the campus Bookstore.

Credit Hour and Commitment
This course is offered for 3 semester credits; therefore it is expected that you will spend a minimum of 135 total hours on this course. This translates to a steady 8-10 hours each week. It is very important that you budget and distribute your time well, setting aside at least three work ‘sessions’ each week. ‘Distributed practice’ has been shown to greatly improve learning. Plan for the time you will need to carefully read/study through your course content and text chapters, for participation in the learning activities and discussion forums, and for taking chapter quizzes, midterm and final exams. Set your own deadlines well ahead of those stipulations. Remember, it is always an advantage to work ahead!

A recommended weekly schedule to divide your time is provided:

- Readings: 3 hours
- Lecture Overview: 30 mins
- LaunchPad Assignments: 2 hours
- Interactive Discussions: 30 mins
- Weekly Quiz: 1 hour
- Weekly work towards Final Group Project: 1 hour
- Regular revision in advance preparation for quizzes and exams: 1 hour

Part 2: Course Methods and Delivery

Methods of Instruction
Methods of instruction include assigned readings from the textbook and the online course materials in LearningHub, participation in interactive learning exercises on the LaunchPad companion workbook site, bi-weekly forum discussion posts and responses to classmates, a group presentation, a reflective blog, weekly lesson quizzes, and two exams. Regular participation in the course is essential to 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](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](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/](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
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 Sunday 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. 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 Sunday 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.

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

- **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 (see Group Presentation Guidelines and Rubric). (100 points)

- **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).**
  - 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).
  - 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 is taken
    - **Lessons 8-15** must be completed before the final exam is taken.

**Discussion Board Guidelines and Rubric**

The idea of the discussions is to help you to think critically, share your own thoughts and perspectives, and apply and integrate what you are learning. 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 experience that pertain to the topic being discussed. Where possible, support your responses, following APA format in your citations for any references.
- Carefully edit your writing before submitting.
- 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 the contribution others from your perspective (show where you agree or disagree), by asking questions of the person to whom you are responding, or by adding links to further information on the topic.
- Return at times to the discussion forum to see if you can profitably engage further with anyone who has posted to your initial post (who either added to it, or raised a further question).

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

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

*Based on S. Freed, “Metaphors and Reflective Dialogue Online” in New Horizons in Adult Education.*
**Important Note:** Your initial post is due by **Sunday 11:55 pm** of the week in which the discussion is listed. Post your response to at least ONE classmate’s post no later than the regular **Thursday 11:55 pm** weekly deadline. 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/s to a classmate).

### Discussion Board Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Needs Improvement</th>
<th>Meets minimum expectations</th>
<th>Very good, shares thoughts well</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial post responds directly and completely to the question.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial post between 200-350 words; responses at least 100 words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postings carefully edited before submission</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Posts share personal views and/or experiences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Posts are substantiated by and refer to the readings, lecture PowerPoints, and/or added research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow up responses to classmates’ posts contribute to the overall discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All posts are made by the stated due dates</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Group Presentation Guidelines and Rubric

**Group Formation and Topic Choice**

- You may self-select your partner or group, within the first two weeks of the course, or thereafter be assigned randomly. Use the information you will share in “Meet and Greet” 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 and suggestions for topic choice as detailed on the Group Presentation tab under Course Overview on the Home Page in Learning Hub.

**Due Dates**

- You will need to email your professor with the names of your chosen group members by the end of the third week of the course. In the absence of such a self-chosen group, you will be randomly 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 and scope of your topic no later than **Week 7** (Module 7).
- Submit your finished presentation as a group in the drop-box on Learning Hub, no later than **Week 12** (Module 12).

**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 (see detail in document “Group Presentation Guidelines” on the course home page), 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 7-10 sources, which may include your textbook. Cite full bibliographic details referencing these resources (in accurate APA format) at the end of your presentation.
  - You will find a quick overview of APA referencing [here](#), and further information [here](#).
- At the end of your presentation include a summary slide outlining the contributions made by each member of your team to the presentation.
- In the week after all group presentations have been submitted, each will be posted on the course home page for viewing and comment by fellow class members.

**Group Presentation 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>Content</td>
<td>Limited evidence of understanding of and thinking about the topic. Minimal use of sources other than textbook.</td>
<td>Relevant information presented about a range of aspects and/or viewpoints. Ideas developed in some detail.</td>
<td>Evidence of good understanding of and thinking about the topic. Opinions and interpretations substantiated.</td>
</tr>
<tr>
<td>Suitability of presentation</td>
<td>Minimal or no use of techniques to engage the reader.</td>
<td>Content and structure basically cover the chosen topic. Some use of techniques to engage reader.</td>
<td>Presentation content and structure creatively and substantively cover the chosen topic.</td>
</tr>
<tr>
<td>Structure/ sequence</td>
<td>Limited structure given to content.</td>
<td>Topic introduced clearly. Links and connections between ideas, conclusion clear and appropriate.</td>
<td>Information logically sequenced. Well-organized and conclusions clear, appropriate, and effective.</td>
</tr>
<tr>
<td>Use of language</td>
<td>A limited range of vocabulary. Concepts not clearly defined.</td>
<td>Vocabulary appropriate to the topic; terms and concepts adequately defined.</td>
<td>Terms and concepts clear; ideas are effectively expressed in own words.</td>
</tr>
<tr>
<td>Editing</td>
<td>Several errors of grammar, spelling or punctuation.</td>
<td>Minimal grammatical, spelling and punctuation errors.</td>
<td>No grammatical, spelling and punctuation errors. Content carefully edited.</td>
</tr>
<tr>
<td>References consulted</td>
<td>Limited sources used. Sources not always correctly referenced.</td>
<td>At least 7 sources used and accurately referenced (in APA format).</td>
<td>A range of at least 10 sources used and accurately referenced (in APA format).</td>
</tr>
<tr>
<td>Group cooperation</td>
<td>Group was not effective in sharing responsibility. Unequal contribution.</td>
<td>Group shared tasks and performed responsibly.</td>
<td>Group shared tasks fairly and good cooperation reported</td>
</tr>
</tbody>
</table>
Exams
All exams in this course require proctoring *without* the assistance of books, notes, online resources, devices or outside help. Students living outside of the United States must schedule their exams to be proctored online through the Testing Center. Students living in the United States may choose online or local proctoring. Appointments for proctoring in or online through the Testing Center are set up online at calendly.com/sde-exams/online.

For local proctoring, complete the exam request form linked in the course space to enter proctor information. Please do so two weeks before each exam deadline to allow adequate time for proctor approval. Approved local proctors include university, college or school faculty and teachers, student service workers, advisors, counselors and librarians, as well as educational, military, and workplace testing centers. Have the proctor's full name, position/title, employer name, phone and email available to fill in on the exam request form.

Note that an exam code is never released to the student, and cannot be sent to a proctor who has the same address as the student unless the address is known to be that of a school or mission facility. All students must present photo identification at the start of each exam session.

If you cannot take your exam by the deadline date, email specific reasons and your recovery plan to your instructor before the deadline. Your exam cannot be proctored after the exam deadline without email or phone approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). The Testing Center will then work with a local proctor if needed.

No exam is returned to the student. Instructor feedback on exams prior to the final exam will be provided to aid studying for future exams.

For more details on taking exams and how online proctoring works, please see www.andrews.edu/distance/students/exams.html
## Schedule:

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

<table>
<thead>
<tr>
<th>Week</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>LearningHub</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>These items will need to be completed before you will have access to the rest of the course</td>
<td>Orientation, Course Overview, Introductions, Academic Integrity</td>
<td>Introduce Yourself, Plagiarism Quiz, Academic Integrity Statement</td>
<td></td>
</tr>
<tr>
<td>1 Aug 26-29</td>
<td>Lesson 1: Thinking Critically with Psychological Science</td>
<td>Lesson 1 Overview in LHub Ch 1 Lesson 1 PPT</td>
<td>LaunchPad Ch 1 participation assignments</td>
<td>(Introductions/Meet &amp; Greet, Lesson 1 quiz)</td>
</tr>
<tr>
<td>2 Aug 30 – Sept 5</td>
<td>Lesson 2: The Biology of Behavior</td>
<td>Lesson 2 Overview in LHub Ch 2 Lesson 2 PPT</td>
<td>LaunchPad Ch 2 participation assignments</td>
<td>Due Thursday, September 5</td>
</tr>
<tr>
<td>3 Sept 6-12</td>
<td>Lesson 3: Consciousness and the Two-track Mind</td>
<td>Lesson 3 Overview in LHub Ch 3 Lesson 3 PPT</td>
<td>LaunchPad Ch 3 participation assignments</td>
<td>Lesson 3 quiz</td>
</tr>
<tr>
<td>4 Sept 13-19</td>
<td>Lesson 4: Developing Through the Lifespan</td>
<td>Lesson 4 Overview in LHub Ch 4 Lesson 4 PPT</td>
<td>LaunchPad Ch 4 participation assignments</td>
<td>Discussion forum 1</td>
</tr>
<tr>
<td>5 Sept 20-26</td>
<td>Lesson 5: Sex, Gender, and Sexuality</td>
<td>Lesson 5 Overview in LHub Ch 5 Lesson 5 PPT</td>
<td>LaunchPad Ch 5 participation assignments</td>
<td>Lesson 5 quiz</td>
</tr>
<tr>
<td>6 Sept 27 – Oct 3</td>
<td>Lesson 6: Sensation and Perception</td>
<td>Lesson 6 Overview in LHub Ch 6 Lesson 6 PPT</td>
<td>LaunchPad Ch 6 participation assignments</td>
<td>Discussion forum 2</td>
</tr>
<tr>
<td>7 Oct 4-10</td>
<td>Lesson 7: Learning</td>
<td>Lesson 7 Overview in LHub Ch 7 Lesson 7 PPT</td>
<td>LaunchPad Ch 7 participation assignments</td>
<td>Lesson 7 quiz</td>
</tr>
<tr>
<td>8 Oct 11-17</td>
<td>PROCTORED Exam 1 (midterm)</td>
<td>Review: Exploring Psychology, Chs 1-7</td>
<td>Lesson 8 quiz</td>
<td></td>
</tr>
<tr>
<td>9 Oct 18-24</td>
<td>Lesson 9: Thinking, Language &amp; Intelligence</td>
<td>Lesson 9 Overview in LHub Ch 9 Lesson 9 PPT</td>
<td>LaunchPad Ch 9 participation assignments</td>
<td>Discussion forum 3</td>
</tr>
<tr>
<td>10 Oct 25-31</td>
<td>Lesson 10: Motivation &amp; Emotion</td>
<td>Lesson 10 Overview in LHub Ch 10 Lesson 10 PPT</td>
<td>LaunchPad Ch 10 participation assignments</td>
<td>Lessons 10 quiz</td>
</tr>
<tr>
<td>11 Nov 1-7</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>
<td>Lesson 11 quiz</td>
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</table>

Last Updated: 8/21/2019
<table>
<thead>
<tr>
<th>Week</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>LearningHub</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Nov 8-14</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>
<td>Lesson 12 quiz&lt;br&gt;<em>Group Presentation DUE</em></td>
</tr>
<tr>
<td>13 Nov 15-21</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>
<td>Lesson 13 quiz&lt;br&gt;<em>Discussion forum 6</em></td>
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<tr>
<td>14 Nov 22-27</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>
<td>Lesson 14 quiz</td>
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<tr>
<td>15 Nov 29 – Dec 5</td>
<td>Lesson 15: Therapy</td>
<td>Lesson 15 Overview in LHub Ch 15 Lesson 15 PPT</td>
<td>LaunchPad Ch 15 participation assignments</td>
<td>Lesson 15 quiz&lt;br&gt;<em>Reflective Blog</em></td>
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<tr>
<td>16 Dec 6-12</td>
<td>PROCTORED Exam 2 (Final)</td>
<td></td>
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</tbody>
</table>

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

### Part 4: Grading Policy

#### Graded Course Activities

<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>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>
</tr>
</tbody>
</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

<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

#### Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at [https://www.andrews.edu/distance/students/gradplus/withdrawal.html](https://www.andrews.edu/distance/students/gradplus/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 Sunday 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!

#### 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/
2. Download and fill in the disability form at http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment 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**