Psychology 133.501 - General Psychology

Instructor: Mark Ludorf
Department: Psychology
Email address: Please use my D2L email address (Emergency email if D2L email is not working: mludorf.sfasu.edu @gmail.com)
Phone: 936.468.1460 (NOT an effective method to contact me)
Office: 215G- Education Building
Course website: https://d2l.sfasu.edu/

Office Hours:

| Online | By Appointment. I am usually very active in the course and will respond to email inquiries in a timely fashion. If you want to schedule a specific time to discuss issues either via chat, email, phone, etc. please send an email and we will find a mutually agreeable time to discuss your issues/concerns. I am here to help you, so please do not hesitate to contact me. |

Text: Kalat: Introductory Psychology 8th ed. Wadsworth, 2007 ISBN-10: 0495102881 and ISBN-13: 9780495102885. Using an old edition of the text should keep the costs down for you. At Amazon.com (http://www.amazon.com/gp/offer-listing/0495102881/ref=dp_olp_all_mbc?ie=UTF8&condition=all) used copies (paperback or hardback) are starting at around a few dollars. I do NOT recommend purchasing a different version of the text (newer or older). If you do purchase a different edition, there will be differences and the differences may be substantive which could affect your grade.

You can also buy individual electronic chapters at ichapter.com.

I have included in the course site pdf files of the first 4 chapters so you will have time to purchase the text. A limited version of the text is available at http://books.google.com/books?id=FXGhqSeZ81EC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false
Course Description:
Psychology 133: Survey of fundamental principles of behavior, including physiological, perceptual, developmental, learning, motivational, cognitive, social, historical, and methodological perspectives.

WELCOME TO GENERAL PSYCHOLOGY! The goal of General Psychology is to provide an introduction to the broad area of Psychology. The text for the course is Kalat: Introductory Psychology 8th ed. The book will be divided into 12 learning modules corresponding to 12 chapters in the text. The areas to be surveyed include the History and Scientific methods of Psychology; biological psychology; sensation and perception; nature, nurture and human development; learning; and memory; cognition and language; consciousness; intelligence, motivated behaviors and social psychology.

Core Assessment in the Social and Behavioral Sciences:
General Psychology (PSY 133) is a core curriculum course in the Social and Behavioral Sciences - courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

PSY 133 satisfies the core curriculum for three semester hours in the social and behavior sciences. It supports four core curriculum learning objectives.

Core Curriculum Objectives/Outcomes:

1. Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

2. Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication.

3. Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

4. Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
**Student Learning Outcomes:** Upon completion of this course, students should be able to do the following things at a basic level:

- Identify, compare, and contrast the application of historic and modern theories in psychology.
- Apply psychological knowledge in a variety of settings.
- Utilize critical thinking skills to determine valid methods of scientific investigation to examine psychological concerns focused at the individual, group, cultural, and global levels of analysis.
- Demonstrate critical thinking and quantitative reasoning skills to evaluate research to determine methodological strengths and weaknesses that may affect internal and external validity.
- Demonstrate critical thinking skills through scientific inquiry, analysis of the strengths and weakness of consistent and inconsistent findings within the scientific literature, and the synthesis of a defensible conclusion.
- Demonstrate critical thinking skills when addressing scientific problems, developing testable hypotheses, operationally defining variables and developing sound research methods, evaluating, results, synthesizing the findings, and drawing valid conclusions from those findings.
- Utilize a basic knowledge of quantitative analysis to interpret compiled data and analyze graphs and present the conclusions using effective communication skills.
- Demonstrate communication skills including effective development, interpretation, and expression of ideas through effective written and visual communication.
- Identify, compare, and contrast influences on the behaviors and experiences of individuals, groups, cultures, global communities.
- Demonstrate social responsibility through awareness of cultural and behavioral differences across global communities.

As mention above, the text will be divided into 12 sections. You will be responsible for reading the assigned chapters in the text for each section. My *Professor Comments*, Powerpoints, outlines and other materials provided will cover **MUCH** (but, not **ALL**) of the information from the text. However, all assigned material is fair game on a quiz.

**There are NO required on campus meetings.**

There will be a multiple-choice quiz over each section. You can take a quiz at any time before the completion date for the chapter. The timing of the course is intended to follow that of an on campus course. We will officially start our activity starting on Monday and finish Friday. The deadline for all weekly activity (i.e., quizzes, discussions, etc) is **MIDNIGHT THE FRIDAY WE START THE CHAPTER** (see the course calendar on the SFA MyCourses site for specific dates). Although there will be **NO official activity (by you or me) REQUIRED Saturday-Sunday**, you (as will I) should use the time to prepare for the upcoming week. *The electronic calendar is the official calendar for the course.* The one appended is a tentative calendar. There will also be a comprehensive Final Examination that will be proctored electronically.
Final grades will be based upon the TOTAL POINTS earned on the following areas.

**Discussions**  **420 points (35 points per chapter)**  
**Traditional:** In each chapter there may be one to several discussion topics that will be posted. The **Traditional** discussions are intended to be like a discussion in class that may start with a specific question, but then, based on the initial responses, the discussion may evolve into something entirely different from the original question. **THEREFORE, IN THE Traditional DISCUSSIONS IT IS VITALLY IMPORTANT (to your grade) THAT YOU READ ALL OF THE POSTS BEFORE MAKING YOUR POST(s).** If you post later in the discussion and you respond to the original question, your post will likely not ADD to the discussion and therefore you will not earn any points on the post.

**Dropbox:** Instead of a **Traditional** discussion in a chapter there may be a **Dropbox** discussion. Unlike the **Traditional** discussions described above, **Dropbox** discussions are submitted to a dropbox and your responses will be to the original question since you will not be able to see other students’ submissions.

**YOU MUST READ the course contents (i.e., the Professor Comments/Reflections) BEFORE YOU CAN ACCESS ANY OF THE WEEKLY ACTIVITIES INCLUDING THE DISCUSSION!** If you cannot access the discussion (or a REAL Quiz) it is likely you have not yet read the Professor Comments for the week.

**All** discussions are intended to assess your understanding and synthesis of the chapter materials. Passing grades will be earned based on how well your original ideas demonstrate your understanding and synthesis of the material from the text, the website, other students’ postings (in Traditional discussions), my comments, and any other sources of information. That is, FULL points will be earned if

- You make a post that contributes uniquely to the discussion **AND** demonstrates your understanding and synthesis of the chapter materials including other students’ posts (for Traditional Discussions).

- You post your “opinion” on a topic **along with a rationale** based on the course materials to support your opinion.
whereas NO points would be earned if

- You make a post that does not demonstrate an understanding and synthesis of the topic/concept (e.g., “I agree with Sandy…”),
- You make a post that does not add to the discussion.
- You make a post in a Traditional discussion to the original question when the topic has evolved beyond the original question.
- Your post contains “texting” language. Informal writing conventions such as (i.e., texting convention) “decartes had a good point. i think he was interested..” or “B4 making a statement”, “LOL”, “i think u hv mde a gd pt.” are NOT acceptable and will result in an automatic 0 for the discussion regardless of the content of your post.
- Even though this is not a writing enhanced course, college level writing should be used including appropriate spelling, grammar, punctuation, capitalization, etc. The HTML editor has a built in spelling and grammar checker. Please use them.

You should compose your post in a word processor, check it for spelling, grammar, punctuation, etc., save the file, then copy and paste your writing from your word processor file into the discussion. That way you have a backup copy on your own computer in case of an emergency.

In the Traditional discussions I encourage you to respond directly to other students’ posts as well. You should make more than one post each week. Doing so will increase your chances of earning a passing grade. I will occasionally award extra credit to students who make significant meaningful contributions to the discussions above and beyond the basic posting requirement. Extra credit may also be earned by posting early in the discussion versus near the deadline. This may be the only way to earn extra credit in the course.

Your total contribution to the chapter discussion will be graded as Pass, Pass/Fail, or Fail (2, 1, and 0 points respectively per chapter). Contributions that are marginally better than a Fail, but not achieving a Pass grade will earn a Pass/Fail grade. Earning too many of these Pass/Fail grades will have a negative impact on the number of points earned.
Posting outside the thread is called a *Renegade* post. Renegade posts will be deleted without warning (this is your warning). You should save a copy of your post on your own computer (see above) so you can easily repost if you accidentally create a *Renegade* post. *Renegade posts occur when you do not use “REPLY TO THREAD.”* If your post appears outside the original post I have made, then it is a Renegade post. If it appears within the thread including my post you have posted in the appropriate place. Do not respond (even using REPLY TO THREAD) to any post outside the one including my original post because your response to a renegade post will also be deleted.

**THE DEADLINE FOR POSTING TO THE DISCUSSION IS THE SAME AS THE QUIZZES - MIDNIGHT FRIDAY OF THE WEEK WE START OF THE CHAPTER (e.g., Chapter 1 starts on January 25 and the deadline is midnight Friday January 29)**

**Quizzes**

**420 Total Points (35 points for REAL Quizzes) (per module)**

The course has three types of quizzes: *Tutorial, Practice* and *REAL*.

The *Tutorial* quizzes are at the publisher’s website. These do not count towards your grade but may provide preparation for the *REAL* quiz. The *Practice* quizzes are intended to prepare you for the *REAL* quizzes. They are similar to the *REAL* quizzes in terms of content and structure (i.e., 20 questions in 15 minutes). You may take the *Practice* quiz as many times as you would like. Scores on the *Practice* quizzes **DO NOT count towards your grade**. You should use your performance on the *Practice* quizzes to help in assessing your understanding of the information. If you do not do well on the *Practice* quiz, re-read and review the information and reflect on why you were not able to correctly answer the questions. **Although not required, it is recommended that take the Practice quizzes until you earn a reasonable score before taking the REAL quiz.**

Your performance on the *REAL* quizzes will be what is used to determine your *REAL* quiz performance. **ALL REAL QUIZZES ARE CLOSED-NOTES/CLOSED-BOOK format.** You will have two opportunities to take each REAL quiz. Only the highest score will be recorded.

**THE DEADLINE FOR A QUIZ IS MIDNIGHT FRIDAY FOLLOWING THE START OF THE CHAPTER (e.g., Chapter 1 starts on January 25 and the deadline is midnight Friday January 29).**

If I see any indication of academic misconduct occurring I will contact you for a conference. **Two such incidents will result in immediate failure in the course.** Please do not jeopardize your academic career for a few points.
Final Exam  160 Points
The Final exam will be available by Monday of finals week. You will have until 5 pm on the Wednesday of finals week to complete the exam. The exam will be electronically proctored and you must make an proctoring appointment at least 3 days prior to when you want to take the exam otherwise there will be a nominal cost (around $5) that you will need to pay. Details regarding the proctoring will be available closer to the end of the semester.

Other Activities

Complete the Syllabus Quiz (available in the course site) and earn a score of 85 or higher on a quiz. The quiz can be taken as many times as necessary to earn the required score of 85.

Grading Scale

The total number of points you can earn in the course is 1000.

<table>
<thead>
<tr>
<th>Class Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>420</td>
</tr>
<tr>
<td>REAL Quizzes</td>
<td>420</td>
</tr>
<tr>
<td>Final Exam</td>
<td>160</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
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Following are the grades associated with different levels of performance. Given the limitations of D2L’s grade book, the online grade book will NOT be used for totals. You will be able to “see” your individual assessment grades. Instead I will load an Excel Spreadsheet that you can download and enter your scores that will keep a running total for you. You will also need to turn in your gradebook periodically throughout the semester.

A  900-1000 Points
B  800-899 Points
C  700-799 Points
D  600-699 Points
F  < 600 Points
**Attendance**
Staying on top of the material on a daily basis IS a good strategy and generally leads to doing very well in the course. If you log into the course as often as you log into your favorite website (e.g., Facebook) or check your phone, you’re likely to do very well in the course. You are expected to actively participate in class. I am not specifying the amount of time, but your grade is heavily dependent upon it and I will monitor it. In the past, students that have actively participated have done well; those that did not participate did not do so well. **DO NOT PROCRASTINATE!!!!**

**Similarly, the deadlines are non-negotiable.** It is understood that there may be issues that would cause you to miss some aspect of the course, but given the chapter information is available for the entire week, there should be some time during the week, prior to the deadline, that you could complete your work. Waiting until the deadline to complete your work only increases the chances of a deadline becoming an issue. Moreover, **it is better to address an issue BEFORE a deadline passes instead of AFTER.**

**EMAIL and communication**
I will try to respond to your email and discussions as soon as possible. I will respond to all **substantive** email (most within 24 hours) during the official class time **Monday-Friday.** Email received after Friday at midnight will receive a response at the latest by the following Monday. Depending on the volume of discussion, it will be unlikely that I will respond to each individual post in the discussion. Again, I will monitor the activity in the discussion board since a large part of your grade is dependent upon it.

PLEASE email me (in the course site) if you have any questions or are having any problems with the information being covered or with D2L. If you do not receive an email response from me within 24 hours, please send an email follow up to mludorf.sfasu.edu@gmail.com. Please only use the @gmail.com email address only if you do not receive a response in the course email system.

If you are having technical trouble with D2L, please contact student support in the Office of Instructional Technology (OIT) at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.

To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you’ll find written instructions and video tutorials.

**Below is the tentative course schedule and description of the different tools. Please look them over (since they are covered on the syllabus quiz) and feel free to ask any questions you may have.**
CALENDAR

PLEASE CONSULT THE COURSE CALENDAR FOR THE MOST UP TO DATE INFORMATION. THE CALENDAR IN THE COURSE SITE IS THE OFFICIAL ONE AND WHAT WE WILL ADHERE TO IF THERE ARE ANY DISCREPANCIES BETWEEN THE SYLLABUS AND CALENDAR.

January 2016
January 18   Welcome to PSY 133
Welcome! I look forward to the time we will spend together assisting you in your learning of Psychology. It's a very interesting field and is full of surprises. Please make sure you log in and do a couple of the fun activities I have planned for you. Most importantly, please complete the Syllabus Quiz. You will need to earn an 85 or better on the Syllabus quiz before you can start the course. Also, you can start on chapter 1 this week to get a little ahead.

January 25   Chapter 1: What is Psychology
This week we will explore Chapter 1. Chapter 1 is entitled: What is Psychology and is the obligatory introductory chapter. Please see my comments for additional details. You must take Quiz 1 by the scheduled deadline as indicated on the course calendar. Also consult the discussion board for our on-going discussion of “What is Psychology?”

February 2016
February 1   Chapter 2: Scientific Methods in Psychology
This week we will explore Chapter 2. Chapter 2 is entitled Scientific Methods in Psychology and is a key chapter to understanding the rest of the course. It is a chapter that students usually do not get too excited about, but it's just so essential we can't do without it. Please see my comments for additional details. You must take Quiz 2 by the scheduled deadline as indicated on the course calendar. Also consult the discussion board and your text for our on-going discussion of Methods in Psychology.

February 8   Chapter 3 Biological Psychology
This week we will explore Chapter 3. Chapter 3 is entitled Biological Psychology and explores how biological factors may influence our behaviors and experiences. This is a difficult and challenging chapter given the volume of biological information contained within it. Please see my comments and your text for additional details. You must take Quiz 3 by the scheduled deadline as indicated on the course calendar. Also consult the discussion board for our on-going discussion of Biological Psychology.
February 15  Chapter 4: Sensation and Perception
This week we will explore Chapter 4. Chapter 4 is entitled Sensation and Perception and is another chapter that includes many interesting demonstrations and phenomena. Please see my comments and your text for additional details. You must take Quiz 4 by the scheduled deadline as indicated on the course calendar. Also consult the discussion board for our on-going discussion of Sensation and Perception.

February 22  Chapter 5: Nature, Nurture, and Human Developmental
This week we will explore Chapter 5. Chapter 5 is entitled Nature, Nurture, and Human Developmental and explores behavior and experience from birth until death; from womb until tomb; from cradle to grave. A genuinely fascinating chapter. Please see my comments and your text for additional details. You must take Quiz 5 by the scheduled deadline as indicated on the course calendar. Also consult the discussion board for our on-going discussion of Nature, Nurture, and Human Developmental.

February 29  Chapter 6: Learning
This week we will explore Chapter 6. Chapter 6 is entitled Learning and is Learning like you've never seen it before and probably will never see it again. Please see my comments and your text for additional details. You must take Quiz 6 by the scheduled deadline as indicated on the course calendar. Also consult the discussion board for our on-going discussion of Learning.

March 2016
March 7  Chapter 7: Memory
This week we will explore Chapter 7. Chapter 7 is entitled Memory and is yet another fun chapter with a lot of practical information. Please see my comments and your text for additional details. You must take Quiz 7 by the scheduled deadline as indicated on the course calendar. Also consult the discussion board for our on-going discussion of Memory.

March 14  Spring Break

March 21  Easter Break

March 28  Chapter 8: Cognition and Language
This week we will explore Chapter 8. Chapter 8 is entitled Cognition and Language and is the third installment of the exciting trilogy comprised of Chapters 6-8. Please see my comments and your text for additional details. You must take Quiz 8 by the scheduled deadline as indicated on the course calendar. Also consult the discussion board for our on-going discussion of Cognition and Language.
April 2016

April 4  Chapter 9: Intelligence
This week we will explore Chapter 9. Chapter 9 is entitled Intelligence. It is a thought-provoking chapter with some potentially controversial issues in it. Please see my comments and your text for additional details. You must take Quiz 9 by the scheduled deadline as indicated on the course calendar. Also consult the discussion board for our on-going discussion of Intelligence.

April 11  Chapter 10: Consciousness
This week we will explore Chapter 10. Chapter 10 is entitled Consciousness and is one of the most interesting chapters in the text. Lots of neat things in this chapter. Please see my comments and your text for additional details. You must take Quiz 10 by the scheduled deadline as indicated on the course calendar. Also consult the discussion board for our on-going discussion of Consciousness.

April 18  Chapter 11: Motivated Behaviors
This week we will explore Chapter 11. Chapter 11 is entitled Motivated Behaviors and we'll explore what drives us to do the things we do. Please see my comments and your text for additional details. You must take Quiz 11 by the scheduled deadline as indicated on the course calendar. Also consult the discussion board for our on-going discussion of Motivated Behaviors.

April 25  Chapter 13: Social Psychology
This week we will explore Chapter 13. Chapter 13 is entitled Social Psychology and is the most fun chapter in the course. Lots of everyday examples of psychology that you can actually use. Please see my comments and your text for additional details. You must take Quiz 13 by the scheduled deadline as indicated on the course calendar. Also consult the discussion board for our on-going discussion of Social Psychology.

May 2016
May 2  Dead Week: Complete Chapter 13
May 11  Final Exam Due by 5 PM
## Course Tools

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Contains relevant information about the course including course objectives, grading scheme, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (Learning Modules):</td>
<td>This is really the heart of the course. Contained within this is the information from both the instructor and the text, along with excellent assessment tools for each chapter. Your learning plan should include processing and understanding of this information. Also you should feel uninhibited to review this material during the week.</td>
</tr>
<tr>
<td>Calendar:</td>
<td>Contains information about when we will be studying and discussing the different chapters. <strong>It is important that you keep up with changes in the calendar, since it is the official calendar of the course. The calendar of events in the syllabus is only tentative.</strong></td>
</tr>
<tr>
<td>Email:</td>
<td>Email is the best communication device in the course. This will be the only email I will respond to. If you send something to my email @sfasu.edu I will likely reply using the D2L email the first time. Subsequently, a response to email sent to my @sfasu.edu account will be unlikely.</td>
</tr>
</tbody>
</table>
| Discussion:              | Used extensively throughout the chapters. In the discussion are threads or topics and students’ responses to these threads which are called posts. To respond to an individual’s posting use **Reply** instead of **Compose**. Also, to stay within the “thread” use **Reply** instead of **Compose**. Remember that there are both **Traditional** discussions (where you should review all of the posts up to the time you post so that you can add to the discussion) and **Dropbox** discussions where you will just respond to the question posed.  

**Posting outside the thread is called a Renegade post. Renegade posts will be deleted without warning (this is your warning). You should save a copy of your post on your own computer so you can easily repost if you accidentally create a Renegade post.** |
| **Checklists**  | Use this page to view the checklists available to you. To view a checklist and check any of its items, click the checklist name. Let me give you a little tip here: One that is likely self-evident to everyone. You must log into and participate in the course to do well. One term when I taught a similar course there was a nearly +.87 correlation between activity level and overall grade. Points were NOT awarded for activity in general; rather students who logged into the course and participated did well. Those that did not log in and participate did not do well in the course. |
| **Grades**  | Allows you to take keep track of your grades. If you’re not able to see a grade, please email me so that I can investigate why you’re unable to see it. Please remember you will need to download the gradebook file to enter your grades. |
| **Classlist**  | This shows you who is online in case you would like to chat with them. |
| **Quizzes**  | Shows you the live quizzes and surveys that are available for you to take. You can also see your responses on any given survey/quiz. |
**Withheld Grades - Semester Grades Policy (5.5)**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

I do not take kindly to ANY FORM of "Academic Misconduct" and will take necessary steps to ensure none occurs. Each incident will be dealt with on an individual basis. As part of the Syllabus Quiz you will need to confirm that you have read and understood the university’s Student Academic Dishonesty policy ([http://www.sfasu.edu/policies/student_academic_dishonesty.pdf](http://www.sfasu.edu/policies/student_academic_dishonesty.pdf)). The complete policy is available at for your review.

**Student Academic Dishonesty (4.1)**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. All forms of academic dishonesty will be dealt with seriously and immediately. Please respect SFASU, yourself and me enough not to participate in academic dishonesty.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Students with Disabilities (6.1)**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/) and [http://www.sfasu.edu/policies/academic-accommodation-for-students-with-disabilities.pdf](http://www.sfasu.edu/policies/academic-accommodation-for-students-with-disabilities.pdf)
Acceptable Student Behavior (in policy 10.4)
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

I reserve the right to change or modify this syllabus at any time throughout the semester. This is a tentative schedule and syllabus. The official ones are available when you log into the course.