PSYC 2314.002 Lifespan Development  
Stephen F. Austin State University  
Tues. & Thurs. 2:00 a.m. to 3:15 p.m. ~ E. L. Miller Science Building – RM 335

Professor:     Charles White, M.A.  
Office:      McKibben 240  
Office Hours:  MW 1PM to 2PM, 4PM to 5PM; TR 12:30PM to 1:30PM, 3:30PM to 4:30PM; Others by appointment – Office hours will be via email. Zoom by appointment only  
Email:  Brightspace by D2L (login: https://d2l.sfasu.edu/) (primary e-mail)  

Graduate Assistant:   Alyssa Pierce  
Office Hours:  TBA  
Email:  piercea2@jacks.sfasu.edu  

I check and reply to course-related email within 24 hours during weekday work hours (8:00-5:00). Please only email my SFA email account (whitecr2@sfasu.edu) if you cannot temporarily access D2L.

COVID-19 MASK POLICY  
Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


Required Textbook:  
You can access the free book here: http://dept.clcillinois.edu/psy/LifespanDevelopment.pdf  
Or on D2L (PDF)
Course Description:
Examination of development from conception to death. Topics covered include theories and current research on the domains of physical, cognitive, social and emotional development, with a focus on how biological and environmental factors interact to influence development in these areas. Prerequisite: Sophomore standing or above.

***Note: This course may include videos, PowerPoint slides, discussions, etc., with mature themes pertinent to psychological development, and may contain discussion of sensitive content related to developmental milestones/issues. Students should consider these factors when determining if they are appropriate candidates for this course. Students experiencing difficulties may wish to explore or access services available via Counseling Services (936) 468-2401. More information can be found at: http://www.sfasu.edu/counselingservices

Hybrid (F2F/Online) Course Delivery: This course is designed as 85% online and 15% face-to-face. This means that the majority of course material and assignments will be administered online. Face-to-Face sessions will be a mix of brief lecture, discussions, applications, and activities designed to engage the student with the material from each Module.

All students are expected to check D2L daily for any course updates.
New online learning modules will be posted to D2L every Monday.

Brightspace by D2L
Course information is offered through Brightspace by D2L and will appear in each student’s Brightspace account if he/she is registered for the course (login: https://d2l.sfasu.edu/). If a student has Brightspace by D2L technical problems, they should contact the SFA Brightspace by D2L Helpdesk immediately (the contact information and tutorials are located on the Brightspace by D2L website: 936-468-1919). Furthermore, it is important that students check their Brightspace email and news on a regular basis. Brightspace email and news will be the primary method of communication in this course. Students can also communicate with other students via Brightspace email.

AARC – Academic Assistance and Resource Center
Utilize SFA’s Academic Assistance and Resource Center (AARC). The AARC has online resources such as an Online Writing Lab (OWL) and tutoring. One-to-one tutoring appointments can be scheduled for many subjects including Psychology. Please request appointments for tutoring by emailing aarc@sfasu.edu. The AARC is there for you!

GENERAL EDUCATION CORE CURRICULUM OBJECTIVES/OUTCOMES:

<table>
<thead>
<tr>
<th>Program Learning Outcomes:</th>
<th>Proficiency Level:</th>
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<tbody>
<tr>
<td>The student will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</td>
<td>Intermediate</td>
</tr>
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</table>
The student will understand & apply basic research methods in psychology, including research design, data analysis, and interpretation.  

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<tbody>
<tr>
<td>Basic</td>
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The student will respect & use critical and creative thinking, skeptical inquiry, and when possible, the scientific approach to solve problems related to behavior and mental processes.  

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<tr>
<td>Basic</td>
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The student will understand and apply psychological principles to personal, social, and organizational issues.  

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<tbody>
<tr>
<td>Intermediate</td>
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The students will value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.  

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<tbody>
<tr>
<td>Basic</td>
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</table>

**Student Learning Outcomes:** Following completion of this course in Lifespan Development:

1. A student will demonstrate understanding of the sequence of human development, the processes underlying developmental change and stability (e.g., hereditary and environmental influences), and the theoretical perspectives currently being used to examine human development.
2. A student will have knowledge of the research methods currently being used to examine human development.
3. A student will understand concepts relevant to individual differences in development.
4. A student will understand ethical principles underlying developmental research with children and adults.

**Class Information:**

**Reading:** Students are expected to read all assigned materials. Reading should be done in advance of class to maximize your comprehension of the material and to facilitate your capacity to meaningfully contribute to classroom discussion. It is highly recommended that you read the material in the text shortly before or after class; this will enhance your retention of the information. *The textbook is required,* and you will need it in order to successfully complete this course. Note: We will cover much of the material in the text during classroom lectures and discussion; however, since it would not be possible to cover all topics and information in the book, you should be aware that you are responsible for material from the text whether or not it is covered in class.

**Syllabus quiz (10pts.):** There will be an open note syllabus quiz. This is intended to make sure that students have read and understand the syllabus and the expectations that go along with it. The quiz will be completed online through D2L.

**Student Introduction and Lifespan Discussion (10pts.):** There will be a discussion due the first week of class in which you will be required to introduce yourself to the class and complete a few questions regarding lifespan development. You will also be required to respond to your classmates’ posts.

**Exams (400 points):** There are four (4) non-cumulative exams. Each exam is worth 100 points. Students must take exams at the scheduled times, unless significant circumstances (such as serious illness) preclude that. All exams will be online and due by the date set on the tentative schedule unless otherwise noted.
Module Quizzes (100 points): Each module will have a module quiz related to material covered in the module. Each module quiz will have 10 questions and is worth 10 points. Chapter quizzes will be posted on D2L.

Application Assignment (40 points): Students will be responsible for completing 4 application assignments. The application assignments are designed to have the student apply material to a real-world scenario and/or problem. Application assignments will be submitted in the appropriate Dropbox before the deadline. There are 4 application assignments that are 10 points each.

The following code system will be used for grading the Application Assignments.

<table>
<thead>
<tr>
<th>Code (what you will see as your D2L feedback)</th>
<th>Discussion / Post / Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The application is too vague.</td>
</tr>
<tr>
<td>B</td>
<td>The application is not supported by logic and/or evidence.</td>
</tr>
<tr>
<td>C</td>
<td>You are not using relevant course concepts and terms in your application.</td>
</tr>
<tr>
<td>D</td>
<td>You have not demonstrated you understand how the course concepts and terms apply to the scenario/problem.</td>
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<tr>
<td>E</td>
<td>You have grammatical and/or spelling errors</td>
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Article Reading Reaction Discussions (40 points): To ensure that article readings are being completed, students are required to turn in reading reactions for 4 article readings.

Each reading reaction should consist of an
1. Independently developed comment or interpretation
2. Application (i.e., real-world applications, or personal examples, etc.) for material covered in the article.

Each reading reaction is worth 10 points. Students must turn in their reading reactions before the deadline listed in the course schedule. Reading reactions should be turned in via the discussion tab in BrightSpace. You will see Reading Reaction discussion sections for each of the articles covered in this course. Please make sure that you are posting your reactions in the appropriate topic. Also, it is very important that you make a serious effort in contributing a unique thought or idea to the discussion forum. In other words, try to avoid simply repeating what your classmates or the author/s of the article have already mentioned. Instead, try to use your own ideas, course terms, and course concepts in discussing your individual interpretation of the study. Your idea should be concrete and specific. Avoid vague opinions (i.e., “This was a very interesting article” or “I thought the authors did a great job in conducting this study”). Support any opinions you offer with explanation and either logic or evidence. It should be clear to me that you read the entire article and that you put some thought into your post.
For each discussion, you must also reply to at least two other students’ posts. Points may be deducted from discussion grades for the following reasons:

<table>
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<th>Code (what you will see as your D2L feedback)</th>
<th>Discussion Post Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The discussion post offers too vague of an opinion.</td>
</tr>
<tr>
<td>B</td>
<td>The discussion post is not about a specific aspect of the study described in the article and/or it is not clear that you have read the article</td>
</tr>
<tr>
<td>C</td>
<td>You are only re-stating what your classmates have already mentioned without adding your own unique interpretation and/or you just state “I agree” or “I disagree”</td>
</tr>
<tr>
<td>D</td>
<td>You are only re-stating what is described by the author/s of the article without adding your own unique interpretation.</td>
</tr>
<tr>
<td>E</td>
<td>You are not using relevant course concepts and terms in your discussion post.</td>
</tr>
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</table>

**Extra Credit (5 points):** You have the opportunity to earn extra credit by writing a reflection paper for each textbook chapter covered in the course. You are only allowed to write one paper per chapter. You will earn 1/2 point for every paper up to 5 points. The paper is due the day before the exam that includes the chapter by 11:59PM in the associated Dropbox. Please read over the instructions that follow:

You are expected to write a typed reflection paper that is at minimum 1 Page and double-spaced with 12 pt. Times New Romans font. Each paper must include your name in the header and title on the first line as well as the following:

1. A brief description in your own words (*I will take off points if you copy and paste information*) of at least one concept, topic, or research study from the textbook chapter that you found most interesting from the chapter. Describe as if you were talking to someone who had never heard of it before.
2. A brief description of why you found it interesting.
3. Apply the information to real-world situation or scenario.
4. You must be able to demonstrate that you read the information
5. Include the chapter section title(s) and page number(s) of the concept, topic, or research study from the textbook chapter.
Grading System:
Point Distribution:
Syllabus Quiz 10 points 10
Student Introduction and Lifespan Discussion 10 points 10
Article Reading Reaction Discussion 10 points each 40
Application Assignment 10 points each 40
Module Quizzes 10 points each 100
4 Exams 100 points each 400
Total possible points: 600 points

Grades are firm.
Grade Distribution:
A = 540 to 600
B = 480 to 539.5
C = 420 to 479.5
D = 360 to 419.5
F = 0 to 359.5

*It is strongly recommended that you check your d2L account daily for important postings, notifications, dropbox openings, assignments, e-mails, grade checks, etc., and to send e-mails to the Instructor.

I check and reply to course-related email within 24 hours during weekday work hours (8:00-5:00).

Please only email my SFA email account (whitecr2@sfasu.edu) if you cannot temporarily access D2L

Course Hour Justification:
PSYC 2314: “Lifespan Development” (3 credits) is designed to introduce students to the study of lifespan development by covering development from conception to death including theories and current research on the domains of physical, cognitive, social and emotional development with a focus on how biological and environmental factors interact to influence development in these domains. The course typically meets 150 minutes a week in two 75-minute segments or three 50-minute segments for 15 weeks, and also meets for a 2.5-hour final examination period. Students typically have significant weekly reading assignments, writing assignments are expected to take regular tests, and a final examination. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.
## Course Calendar
Dates may change at the discretion of the instructor. Should a date change be required, it will be announced in the course news or on the discussion board. All times listed are Central Standard Time.

**New Modules will be posted every Monday!**

<table>
<thead>
<tr>
<th>Week</th>
<th>Group</th>
<th>Date</th>
<th>Module and Assigned Readings</th>
<th>Assignments</th>
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</table>
| **Week 1** Aug. 24 | Zoom Only | 8/25   | **Module 1: Getting Started Syllabus** | • Read content module including *Meet your Professor*. Make certain to carefully read the Syllabus and Course Calendar  
   • Prepare any questions you have for the zoom meeting on either 8/25 or 8/27. If you are unable to attend the zoom meeting, please email your questions to the professor via D2L.  
   • Participate in the **Student Introductions and Lifespan Discussion** located on D2L.  
     o Submit initial post by Aug. 26 by 11:59 p.m.  
     o Submit reply by Aug. 29 by 11:59 p.m.  
   • Complete the **Syllabus Quiz** by Aug. 29 by 11:59 p.m.  |
|         |          | 8/27   |                               |             |

For Face-to-Face sessions, it is **highly recommended** that you **read the Module prior to attending** so that you can effectively engage in class discussion and activity.

| Week 2 Aug. 31 | Group 1 | 9/1 | **Module 2: Introduction to Lifespan**  
**Textbook:** Chapter 1  
**Article 1** | • Read assigned readings and module content.  
• Complete the **Module 2 Quiz** by Sept. 5 by 11:59 p.m.  
• Complete **Application Assignment** by Sept. 5 by 11:59 p.m.  |
| Group 2 | 9/3 | | |

| Week 3 Sept. 7 | Group 1 | 9/8 | **Module 3: Heredity, Prenatal Development, and Birth**  
**Textbook:** Chapter 2  
**Article 1** | • Read assigned readings and module content.  
• Participate in **Article 1 Reading Reaction Discussion.**  
  o Submit initial post by Sept. 9 by 11:59 p.m.  
  o Submit reply by Sept. 12 by 11:59 p.m.  
• Complete the **Module 3 Quiz** by Sept. 12 by 11:59 p.m.  
• Study for Exam 1  |
| Group 2 | 9/10 | | |

<p>| Week 4 | Group 1 | 9/15 | <strong>Exam 1</strong> | • Complete Exam 1 by Sept. 19 by 11:59 pm  |</p>
<table>
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<tr>
<th>Date</th>
<th>Group</th>
<th>Week</th>
<th>Event/Assignment Details</th>
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<tbody>
<tr>
<td>Sept. 14</td>
<td>Group 2</td>
<td>9/17</td>
<td>Face-to-Face sessions on 9/15 and 9/17 will be optional Exam 1 review days</td>
</tr>
</tbody>
</table>
| Week 5     | Group 1 | 9/22 | **Module 4:** Infancy and Toddlerhood  
**Textbook:** Chapter 3  
**Article 2**  
- Read assigned readings and module content.  
- Complete the **Module 4 Quiz** by Sept. 26 by 11:59 p.m.  
- Complete **Application Assignment** by Sept. 26 by 11:59 p.m. |
|            | Group 2 | 9/24 | **Module 4:** Infancy and Toddlerhood  
**Textbook:** Chapter 3  
**Article 2**  
- Read assigned readings and module content.  
- Complete the **Module 4 Quiz** by Sept. 26 by 11:59 p.m.  
- Complete **Application Assignment** by Sept. 26 by 11:59 p.m. |
| Week 6     | Group 1 | 9/29 | **Module 5:** Early Childhood  
**Textbook:** Chapter 4  
**Article 2**  
- Read assigned readings and module content.  
- Participate in the **Article 2 Reading Reaction Discussion**.  
  - Submit initial post by Sept. 30 by 11:59 p.m.  
  - Submit reply by Oct. 3 by 11:59 p.m.  
- Complete the **Module 5 Quiz** by Oct. 3 by 11:59 p.m.  |
|            | Group 2 | 10/1 | **Module 5:** Early Childhood  
**Textbook:** Chapter 4  
**Article 2**  
- Read assigned readings and module content.  
- Complete the **Module 5 Quiz** by Oct. 3 by 11:59 p.m.  
- Study for Exam 2 |
| Week 7     | Group 1 | 10/6 | **Module 6:** Middle and Late Childhood  
**Textbook:** Chapter 5  
**Article 2**  
- Read assigned readings and module content.  
- Complete the **Module 6 Quiz** by Oct. 10 by 11:59 p.m.  |
|            | Group 2 | 10/8 | **Module 6:** Middle and Late Childhood  
**Textbook:** Chapter 5  
**Article 2**  
- Read assigned readings and module content.  
- Complete the **Module 6 Quiz** by Oct. 10 by 11:59 p.m.  
- Study for Exam 2 |
| Week 8     | Group 1 | 10/13| Face-to-Face sessions on 10/13 and 10/15 will be optional Exam 2 review days            |
|            | Group 2 | 10/15| **Exam 2**  
- Complete Exam 2 by Oct. 17 by 11:59 pm  |
| Week 9     | Group 1 | 10/20| **Module 7:** Adolescence  
**Textbook:** Chapter 6  
**Article 3**  
- Read assigned readings and module content.  
- Complete the **Module 7 Quiz** by Oct. 24 by 11:59 p.m.  
- Complete **Application Assignment** by Oct. 24 by 11:59 p.m. |
|            | Group 2 | 10/22| **Module 7:** Adolescence  
**Textbook:** Chapter 6  
**Article 3**  
- Read assigned readings and module content.  
- Complete the **Module 7 Quiz** by Oct. 24 by 11:59 p.m.  
- Complete **Application Assignment** by Oct. 24 by 11:59 p.m. |
| Week 10    | Group 1 | 10/27| **Module 8:** Emerging and Early Adulthood  
**Textbook:** Chapter 7  
**Article 3**  
- Read assigned readings and module content.  
- Participate in the **Article 3 Reading Reaction Discussion**.  
  - Submit initial post by Oct. 28 by 11:59 p.m.  
  - Submit reply by Oct. 31 by 11:59 p.m.  
- Complete the **Module 8 Quiz** by Oct. 31 by 11:59 p.m.  |
|            | Group 2 | 10/29| **Module 8:** Emerging and Early Adulthood  
**Textbook:** Chapter 7  
**Article 3**  
- Read assigned readings and module content.  
- Participate in the **Article 3 Reading Reaction Discussion**.  
  - Submit initial post by Oct. 28 by 11:59 p.m.  
  - Submit reply by Oct. 31 by 11:59 p.m.  
- Complete the **Module 8 Quiz** by Oct. 31 by 11:59 p.m.  |
| Week 11    | Group 1 | 11/3 | **Module 9:** Middle Adulthood  
**Textbook:** Chapter 8  
- Read assigned readings and module content.  |
| Nov. 2 | Group 2 | 11/5 | • Complete the **Module 9 Quiz** by Nov. 7 by 11:59 p.m.  
• Study for Exam 3 |
| --- | --- | --- | --- |
| **Week 12**  
**Nov. 9** | Group 1 | 11/10 | **Exam 3**  
Face-to-Face sessions on 11/10 and 11/12 will be optional  
Exam 3 review days |
| **Group 2**  
**Nov. 12** | | 11/12 | • Complete Exam 3 by Nov. 14 by 11:59 p.m.  
• Read assigned readings and module content.  
• Complete the **Module 10 Quiz** by Nov. 20 by 11:59 p.m.  
• Complete **Application Assignment** by Nov. 20 by 11:59 p.m. |
| **Week 13**  
**Nov. 16** | Group 1 | 11/17 | **Module 10: Late Adulthood**  
**Textbook:** Chapter 9  
**Article 4** |
| **Group 2**  
**Nov. 19** | | 11/19 | • Read assigned readings and module content.  
• Complete the **Module 10 Quiz** by Nov. 20 by 11:59 p.m.  
• Complete **Application Assignment** by Nov. 20 by 11:59 p.m. |
| **Week 14**  
**Nov. 23** | NO CLASSES | | |
| **Week 15**  
**Nov. 30** | No Face-to-Face sessions. All online. | **Module 11: Death and Dying**  
**Textbook:** Chapter 10  
**Article 4** | • Read assigned readings and module content.  
• Participate in the **Article 4 Reading Reaction Discussion**.  
  o Submit initial post by Dec. 2 by 11:59 p.m.  
  o Submit reply by Dec. 5 by 11:59 p.m.  
• Complete the **Module 11 Quiz** by Dec. 5 by 11:59 p.m.  
• Study for Final Exam |
| **Week 16**  
**Dec. 7** | Finals Week 12/7 to 12/11 | | • Complete the Final Exam by 12/11 by 11:59 p.m. |

**Additional Information**

**Guidelines for the Course**

1. **Late Work Policy**

   Every discussion, assignment, and quiz is open for one week plus a **one day Grace Period on Sunday**. Sunday is not late and there is no penalty for Sunday Grace Day submissions. I do not allow or accept late work. As the discussions, assignments, and quizzes are due online, it is your responsibility to acquire a consistent, stable, dependable computer and internet connection with which to complete the assignments for the course by the deadlines indicated on the Semester Calendar. It is not the responsibility of the instructor to provide additional time for assignments or exams or an alternative means of completing the course due to technological issues on your part. Just as it is your responsibility to acquire and maintain adequate transportation to attend a face-to-face
course, it is your responsibility to secure the technological means to participate in and complete this course.

2. **Academic Integrity**
   
   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/4.1-student-academicdishonesty.pdf](http://www.sfasu.edu/policies/4.1-student-academicdishonesty.pdf)

3. **Course Grades Policy - Withheld Grades and Final Grade Appeals**
   
   Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. Please read the complete Course Grades Policy at [http://www.sfasu.edu/policies/course-grades-5.5.pdf](http://www.sfasu.edu/policies/course-grades-5.5.pdf). Please read the complete Final Course Grade Appeals by Students Policy at [http://www.sfasu.edu/policies/final-course-grade-appeals-by-students-6.3.pdf](http://www.sfasu.edu/policies/final-course-grade-appeals-by-students-6.3.pdf)

4. **Students with Disabilities**
   
   These disabilities could consist of physical, psychiatric, and/or learning impairments. 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/).
5. **Diversity of Views**

Topics in this course will be accompanied by discussion and/or debate. You are expected to be respectful of the opinions and views of others. Enlightened discourse is encouraged, but be aware that not everyone views the world through the same lens. Disagreement is inevitable, but successful communication requires that each individual respects the diversity of views.

6. **Acceptable Student Behavior**

Online course behavior should not interfere with the instructor’s ability to conduct the course or with the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4: http://www.sfasu.edu/policies/student-code-ofconduct-10.4.pdf). Discourteous, hostile, or disparaging online remarks or behavior will not be tolerated. It is essential to listen to and consider others’ opinions and viewpoints in an unbiased manner even if you do not agree, and if you respond, to do so politely, explaining the rationale for your opinion. The expectation is that students will conduct themselves in a mature, civil manner, and will display respectfulness at all times toward classmates and the professor.

**Face-to-Face Sessions**

**Civility in the Classroom:** You are expected to maintain a classroom environment that is conducive to learning. All students are expected to respect other students and their ideas. Disruptive, distracting, or disrespectful behavior (including but not limit to texting, emailing, or making excessive noise) will not be tolerated. 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.