General Psychology
PSY 2301-501 - Online
Spring 2024 Semester

Professor Information:
Name: Scott Alan Hutchens, Ph.D.
Class Meeting time and place: Online
Department: Psychology
Office: MCKB 215A
Office Phone: 936-468-1464
e-mail: Brightspace by D2L (login: https://d2l.sfasu.edu/)
(primary e-mail) 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 (hutchenss@sfasu.edu) if you cannot temporarily access D2L.

Office Hours: Tuesday & Thursday 2:00pm- 4:00pm; Wednesday 2:00pm-3:00pm; & by appointment.

Important Notice:
Due to the nature of this course, it may include content, discussions, videos, etc., with mature themes, and may contain discussion of sensitive content related to psychological disorders/serious mental illness and other psychology-related issues. Students should consider these factors when determining if they are appropriate candidates for this course. Students experiencing difficulties may wish to explore services available via Counseling Services (936) 468-2401. More information can be found at: http://www.sfasu.edu/counselingservices/

Course Description:
General Psychology: Survey of fundamental principles of behavior, including physiological, perceptual, developmental, learning, motivational, cognitive, social, historical, and methodological perspectives.

Course Credit Hour Justification Statement:
PSYC 2301 “General Psychology” (3 credits) is designed to introduce students to the field of psychology by covering psychological concepts and principles typically including physiological, perceptual, developmental, learning, motivational, cognitive, social, historical, and methodological perspectives. 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-hour final examination period. Students typically have significant weekly reading assignments, writing assignments, voluntary research participation, 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. Online course sections contain extensive written content that includes the same information students in face-to-face lecture sections receive, requiring students to engage the online modules for at least three hours per week. For every hour a student spends engaging with the online content, he/she spends at least two hours completing associated activities and assessments.

**Required Text and Materials:**
NOBA General Psychology Custom e-Textbook - [http://noba.to/mq52uznk](http://noba.to/mq52uznk)
The e-textbook is written by experts in the field and is FREE!

**Brightspace by D2L**
This is an online, asynchronous courses. There will be no synchronous class meetings allowing you to engage in the course material and complete coursework at your convenience during each week. Course information is offered through Brightspace by D2L and will appear in each student’s Brightspace by D2L account if he/she is registered for the course (login: [https://d2l.sfasu.edu/](https://d2l.sfasu.edu/)). If a student has Brightspace by D2L technical problems, he/she 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!

**Program Learning Outcomes:**
This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

**General Education Core Curriculum:**
The Texas Higher Education Coordinating Board has identified six core learning objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

By enrolling in **PSYC 2301– General Psychology** you are also enrolling in a Core Curriculum Course that fulfills the **Social and Behavioral Science** requirement.
PSYC 2301 General Education Core Curriculum Objectives/Outcomes:
1. Critical Thinking. Students will be instructed in and will apply critical thinking skills to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information.
2. Communication Skills. Students will be instructed in and will apply communication skills to include development, interpretation and expression of ideas through written, oral, and visual communication.
3. Empirical and Quantitative Skills. Students will be instructed in and will apply, practice, and demonstrate empirical and quantitative skills to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
4. Social Responsibility. Students will be instructed in and will apply, practice, and demonstrate social responsibility to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

The chart below indicates: (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB), (b) How the required core objectives will be addressed.

**Core Curriculum Objective Table**

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.</td>
<td>All weekly course assignments listed below in the Course Calendar.</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation, and expression of ideas through written, oral, and visual communication.</td>
<td>All weekly course discussions and assignments listed below in the Course Calendar.</td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Psychology Research Assignment Due February 3rd</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>Social Psychology Part I Assignment Due April 6th</td>
</tr>
</tbody>
</table>

**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. *Critical Thinking Skills & Communication Skills.*
Apply psychological knowledge in a variety of settings. **Critical Thinking Skills & Communication Skills.**

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. **Critical Thinking Skills & Communication Skills.**

Demonstrate critical thinking and quantitative reasoning skills to evaluate research to determine methodological strengths and weaknesses that may affect internal and external validity. **Empirical and Quantitative Skills, Critical Thinking Skills, & Communication Skills.**

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 defendable conclusion. **Critical Thinking Skills & Communication Skills.**

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. **Critical Thinking Skills & Communication Skills.**

Utilize a basic knowledge of quantitative analysis to interpret compiled data and analyze graphs and present the conclusions using effective communication skills. **Empirical and Quantitative Skills.**

Demonstrate communication skills including effective development, interpretation, and expression of ideas through effective written and visual communication. **Communication Skills.**

Identify, compare, and contrast influences on the behaviors and experiences of individuals, groups, cultures, global communities. **Social Responsibility, Critical Thinking Skills, & Communication Skills.**

Demonstrate social responsibility through awareness of cultural and behavioral differences across global communities. **Social Responsibility, Critical Thinking Skills, & Communication Skills.**

**COURSE REQUIREMENTS**

**Coursework:**

**Weekly Discussions:** Weekly discussions will take place at various intervals throughout the course and can be accessed either in the associated learning module or in the navigation bar above by selecting **Course Tools,** then **Discussions.** The Main Forum of the discussion board will be visible for all students throughout the semester. Each discussion is comprised of material from weekly reading topics and learning modules.

In a discussion, you must post your own response to the prompt and, if required, respond to other students. "I agree" is not a response to another student that will merit points; this may be how you feel, but it doesn't require much depth of thought on your part. Responses must be substantive and reflect critical thought and engagement with the course material. Feel free to reply to other students' postings with oppositional points of view, but you must speak
respectfully. **Initial discussion posts must be made by each Wednesday so that replies can be made by each Saturday with Grace Days on Sunday and Monday.**

Please remember that the discussion board is an academic environment and should be treated as such; proper grammar, spelling, and syntax are expected. Though your postings should be of sufficient length to properly answer each question, your grade will be based not on the length of your postings (unless specifically noted) but on your active participation and the content of your messages. Note that while you may not fully understand each module's content, discussions can be a good way to help yourself and your fellow students to make sense of them. Thoughtful, appropriate questions about the content carry value and reflect critical thought.

For each discussion, you must make a post and reply to **at least two other students’ posts.** Points may be deducted from discussion grades for the following reasons:

1. Your initial post is not made by Wednesday night.
2. You do not reply to at least two other students each week.
3. Discussion post offers **too vague of an opinion.**
4. The post has **grammatical and spelling errors.**
5. You are only re-stating what your classmates have already mentioned without adding your own unique interpretation.
6. You are **not using relevant course concepts and terms** in your discussion post.
7. For your reply, you just state “I agree” or “I disagree.”

**Weekly Dropbox Assignments and Discussion Questions:** Weekly assignments will take place at various intervals throughout the course and can be accessed either in the associated learning module or in the navigation bar above by selecting **Course Tools,** then **Dropbox.** Please read the instructions in each assignment carefully. Each assignment will contain a **MS Word** document and Rich Text Format (RTF) document with several discussion questions over the assigned reading topics and learning modules. Please download the document, type your answers in the document, save the document on your computer, and then upload your completed assignment to Dropbox. All assignments must be submitted as MS Office document (.docx, etc) or as RTF. **Note - All students have access to Office 365 through mySFA. Dropbox Assignments are due each Saturday with Grace Days on Sunday and Monday.**

*Note – Every Dropbox assignment is automatically evaluated by TurnItIn for plagiarism and AI and it identifies plagiarism very easily. With over 26 years of teaching experience, I can identify plagiarism fairly easily as well. So, do not plagiarize your assignments (for example, copying another student’s work (allowing others to copy you work) and/or copying from other sources without citing the source in order to give credit to the original author). Please answer the questions in **your own words.** I’m more interested in how well you synthesize, analyze, and understand the course material, not how well you can copy others’ words.*
**Gratitude Project:** A Gratitude Project will be carried out throughout the semester for a total of 50 points. It will include engaging in and completing several separate activities:

- Completing a brief survey (self-report) on gratitude and happiness at the beginning of the semester (pre-measure).

- Keeping a gratitude journal throughout the semester. At least two entries a week for 14 weeks for a total of 28 points.

- Writing at least one letter of gratitude and reading it to the recipient. You may choose to write more than one if you like.

- Writing a short reflection concerning engaging in the journal and letter writing.

- Completing a brief survey (self-report) on gratitude and happiness near the end of the semester (post-measure).

More information regarding these activities is shared in the online course platform, *Brightspace by D2L*.

**Weekly Quizzes:** Weekly quizzes will take place at various intervals throughout the course and can be accessed either in the associated learning module or in the navigation bar above by selecting *Course Tools*, then *Quizzes*. Each quiz is comprised of material from weekly reading topics and learning modules. *Quizzes are due each Saturday with Grace Days on Sunday and Monday.*

**Mid-Term and Final Exams:** The mid-term exam is a comprehensive exam given over information learned from assigned reading topics and learning modules from the beginning of the semester to mid-term. Like the mid-term exam, the final exam is comprehensive to the extent that it is given over information learned from assigned reading topics and learning modules from the mid-term to the end of the semester.

**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. All times listed are Central Standard Time.

<table>
<thead>
<tr>
<th>Week</th>
<th>Module and Assigned Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Jan 18</td>
<td>Module 1: Getting Started</td>
<td>• Read content module including <em>Meet Your Professor</em>. Make certain to carefully read the Syllabus, Course Calendar, and How to Succeed in General Psychology.</td>
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<td></td>
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<td>• Watch the video clips the Psychological Appetizer.</td>
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<td></td>
<td>• Start the <strong>Gratitude Project</strong> by completing online survey.</td>
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<td></td>
<td></td>
<td>• Participate in the <strong>Student Introductions and Psychology Discussion</strong>.</td>
</tr>
</tbody>
</table>
| Week 2  Jan 22 | **Module 2: What’s Psychology All About?**  
**History of Psychology** | • Read assigned readings and module content.  
• **Start Gratitude Journal with 2 Gratitude Journal entries**  
• Participate in the **Fields and Careers in Psychology Discussion**.  
  o Submit initial post by January 24, 11:59 p.m.  
  o Submit reply by January 27, 11:59 p.m.  
• Complete the **What’s Psychology All About Assignment** by January 27, 11:59 p.m.  
• Complete the **What’s Psychology All About Quiz** by January 27, 11:59 p.m. |
| Week 3  Jan 29 | **Module 3: Psychological Research**  
**Why Science?**  
**Research Designs**  
**Conducting Psychology Research in the Real World** | • Read assigned readings and module content.  
• **2 Gratitude Journal entries**  
• Participate in **Psychology Research Discussion**.  
  o Submit initial post by January 31, 11:59 p.m.  
  o Submit reply by February 3, 11:59 p.m.  
• Complete the **Psychology Research Assignment** by February 3, 11:59 p.m.  
• Complete the **Psychology Research Quiz** by February 3, 11:59 p.m. |
| Week 4  Feb 5 | **Module 4: Biological Psychology**  
**The Brain and Nervous System** | • Read assigned readings and module content.  
• **2 Gratitude Journal entries**  
• Participate in the **Biological Psychology Discussion**.  
  o Submit initial post by February 7, 11:59 p.m.  
  o Submit reply by February 10, 11:59 p.m.  
• Complete the **Biological Psychology Assignment** by February 10, 11:59 p.m.  
• Complete the **Biological Psychology Quiz** by February 10, 11:59 p.m. |
| Week 5  Feb 12 | **Module 5: Gender**  
**Gender** | • Read assigned readings and module content.  
• **2 Gratitude Journal entries**  
• Participate in the **Sexism Discussion**.  
  o Submit initial post by February 14, 11:59 p.m.  
  o Submit reply by February 17, 11:59 p.m.  
• Complete the **Gender Assignment** by February 17, 11:59 p.m.  
• Complete the **Gender Quiz** by February 17, 11:59 p.m. |
| Week 6  Feb 19 | **Module 6: Learning**  
**Conditioning and Learning** | • Read assigned readings and module content.  
• **2 Gratitude Journal entries**  
• Participate in the **Learning Discussion**.  
  o Submit initial post by February 21, 11:59 p.m.  
  o Submit reply by February 24, 11:59 p.m.  
• Complete the **Learning Assignment** by February 24, 11:59 p.m.  
• Complete the **Learning Quiz** by February 24, 11:59 p.m. |
| Week 7       | Module 7: Attention                                                                 | - Read assigned readings and module content.  
- **2 Gratitude Journal entries**  
- Participate in the **Divided Attention While Driving and Learning Discussion**.  
  o Submit initial post by February 28, 11:59 p.m.  
  o Submit reply by March 2, 11:59 p.m.  
- Complete the **Attention Assignment** by March 2, 11:59 p.m.  
- Complete the **Attention Quiz** by March 2, 11:59 p.m. |
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<tbody>
<tr>
<td>Feb 26</td>
<td><strong>Attention</strong></td>
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<td></td>
<td><strong>Failures of Awareness: The Case of Inattention Blindness</strong></td>
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</tbody>
</table>
| Week 8      | MID-TERM EXAM                                                                        | - **2 Gratitude Journal entries**             
- **Complete Midterm Exam by March 9, 11:59 p.m.** |
| March 4     |                                                                                      |                                               |
| Week 9      | SFA Spring Break                                                                     | **Have a fun and relaxing Spring Break!**     |
| Mar. 11     |                                                                                      |                                               |
| Week 10     | Module 8: Memory                                                                     | - Read assigned readings and module content.  
- **2 Gratitude Journal entries**  
- Participate in the **Memory Discussion**.  
  o Submit initial post by March 20, 11:59 p.m.  
  o Submit reply by March 23, 11:59 p.m.  
- Complete the **Memory Assignment** by March 23, 11:59 p.m.  
- Complete the **Memory Quiz** by March 23, 11:59 p.m. |
| March 18    | **Memory (Encoding, Storage, Retrieval)**                                            |                                               |
|             | **Forgetting and Amnesia**                                                           |                                               |
|             | **Eyewitness Testimony and Memory Biases**                                           |                                               |
| Week 11     | Module 9: Development                                                                 | - Read assigned readings and module content.  
- **2 Gratitude Journal entries**  
- Participate in the **Development Discussion**.  
  o Submit initial post by March 27, 11:59 p.m.  
  o Submit reply by March 30, 11:59 p.m.  
- Complete the **Development Assignment** by March 30, 11:59 p.m.  
- Complete the **Development Quiz** by March 30, 11:59 p.m. |
| March 25    | **Attachment Through the Life Course**                                               |                                               |
|             | **Social and Personality Development in Childhood**                                  |                                               |
|             | **Cognitive Development in Childhood**                                               |                                               |
| Week 12     | Module 10: Social Psychology Part I                                                  | - Read assigned readings and module content.  
- **2 Gratitude Journal entries**  
- Participate in the **Social Psychology Part I Discussion**.  
  o Submit initial post by April 3, 11:59 p.m.  
  o Submit reply by April 6, 11:59 p.m.  
- Complete the **Social Psychology Part I Assignment** by April 6, 11:59 p.m.  
- Complete the **Social Psychology Part I Quiz** by April 6, 11:59 p.m. |
<p>| April 1     | <strong>Conformity &amp; Obedience</strong>                                                            |                                               |
|             | <strong>Prejudice, Discrimination, and</strong>                                                   |                                               |
|             | <strong>Ingroup and Outgroup Dynamics</strong>                                                    |                                               |</p>
<table>
<thead>
<tr>
<th>Week 13</th>
<th>Module 11: Social Psychology Part II</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 8</td>
<td>Stereotyping</td>
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<td></td>
<td>Aggression and Violence</td>
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<tr>
<td></td>
<td>Helping and Prosocial Behavior</td>
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<td></td>
<td>11:59 p.m.</td>
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<td></td>
<td>• BONUS POINTS - Participate in the Banana Revolution Discussion</td>
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<td>o Submit initial post by April 10, 11:59 p.m.</td>
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<td>o Submit reply by April 13, 11:59 p.m.</td>
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<tr>
<td>Week 14</td>
<td>Module 12: Personality Traits and Disorders</td>
</tr>
<tr>
<td>April 15</td>
<td>Personality Traits</td>
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<td></td>
<td>Personality Disorders</td>
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<td></td>
<td>11:59 p.m.</td>
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<td></td>
<td>• Read assigned readings and module content.</td>
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<td>• 2 Gratitude Journal entries</td>
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<td>• Participate in Social Psychology Part II Discussion.</td>
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<td>o Submit initial post by April 10, 11:59 p.m.</td>
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<tr>
<td></td>
<td>o Submit reply by April 13, 11:59 p.m.</td>
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<tr>
<td></td>
<td>• Complete the Social Psychology Part II Assignment by April 13, 11:59 p.m.</td>
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<tr>
<td></td>
<td>• Complete the Social Psychology Part II Quiz by April 13, 11:59 p.m.</td>
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<tr>
<td></td>
<td>• Reminder -- BONUS POINTS - Participate in the Banana Revolution Discussion</td>
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<td>o Submit initial post by April 10, 11:59 p.m.</td>
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<td></td>
<td>o Submit reply by April 13, 11:59 p.m.</td>
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<tr>
<td>Week 15</td>
<td>Module 13: Mood and Anxiety Disorders</td>
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<tr>
<td>April 22</td>
<td>Mood Disorders:</td>
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<td></td>
<td>Anxiety and Related Disorders</td>
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<tr>
<td></td>
<td>11:59 p.m.</td>
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<tr>
<td></td>
<td>• Read assigned readings and module content.</td>
</tr>
<tr>
<td></td>
<td>• 2 Gratitude Journal entries</td>
</tr>
<tr>
<td></td>
<td>• Participate in the Personality Disorders Discussion.</td>
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<tr>
<td></td>
<td>o Submit initial post by April 17, 11:59 p.m.</td>
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<tr>
<td></td>
<td>o Submit reply by April 20, 11:59 p.m.</td>
</tr>
<tr>
<td></td>
<td>• Complete the Personality Traits and Disorders Assignment by April 20, 11:59 p.m.</td>
</tr>
<tr>
<td></td>
<td>• Complete the Personality Traits and Disorders Quiz by April 20, 11:59 p.m.</td>
</tr>
<tr>
<td>Week 16</td>
<td>Module 14: It's a Wonderful Life to Live</td>
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<tr>
<td>April 29</td>
<td>Therapeutic Orientations</td>
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<td>Positive Psychology Happiness: The</td>
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<td></td>
<td>11:59 p.m.</td>
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<tr>
<td></td>
<td>• Read assigned readings and module content.</td>
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<td></td>
<td>• 2 Gratitude Journal entries</td>
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<tr>
<td></td>
<td>• Participate in The Pursuit of Happiness Discussion.</td>
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<td></td>
<td>o Submit initial post by May 1, 11:59 p.m.</td>
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<tr>
<td></td>
<td>o Submit reply by May 4, 11:59 p.m.</td>
</tr>
<tr>
<td></td>
<td>• Complete the It’s a Wonderful Life to Live Assignment by May 4, 11:59 p.m.</td>
</tr>
</tbody>
</table>
Grading Policy:
Final grades for the course are based on the coursework described below. All grades will be posted in the Brightspace by D2L website.

Evaluation and Grading:

<table>
<thead>
<tr>
<th>COURSEWORK</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 Weekly Discussions (10 points each)</td>
<td>130     (24%)</td>
</tr>
<tr>
<td>13 Weekly Assignments (10 points each)</td>
<td>130     (24%)</td>
</tr>
<tr>
<td>14 Quizzes (10 points each)</td>
<td>140     (25%)</td>
</tr>
<tr>
<td>Gratitude Project (Journal 28 &amp; Letter/Reflection 22 points)</td>
<td>50      (9%)</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>50      (9%)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50      (9%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>550</strong> (100%)</td>
</tr>
</tbody>
</table>

Grading Scale:
- A = 495 -- 550 (90%-100%)
- B = 440 -- 494 (80%-89%)
- C = 385 -- 339 (70%-79%)
- D = 330 -- 384 (60%-69%)
- F = 0 -- 329 (0%-59%)

Course Policies

1. Attendance and Late Work Policy
   Students are expected to actively engage in weekly learning modules. Each discussion, assignment, and quiz are open for one week (7 days) plus a **two-day Grace Period on Sunday and Monday**. The Grace Days are not late and there is no penalty for Sunday/Monday Grace Day submissions. I do not allow or accept late work. As you have elected to enroll in an online course, 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 Course 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.
**Institution Absences (HOP 04-110)**

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

2. **Academic Integrity**

   The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

   Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including **cheating, plagiarism, collusion, and misrepresentation**. Cheating includes, but is not limited to:

   1. Copying from the test paper (or other assignment) of another student,
   2. Possession and/or use during a test of materials that are not authorized by the person giving the test,
   3. Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member,
   4. Substituting for another person, or permitting another person to substitute for one’s self, to take a test,
   5. Falsifying research data, laboratory reports, and/or other records or academic work offered for credit,
   6. Using any sort of unauthorized resources or technology in completion of educational activities.

   Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and
presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Artificial Intelligence (AI) (ChatGPT)
Academic integrity is a core value of this course, and any form of academic dishonesty, including using artificial intelligence (AI) to cheat, will not be tolerated. Cheating with AI includes, but is not limited to, using AI-generated content for assignments or exams, using AI chatbots to communicate with others during exams, or using AI tools to generate responses to exam questions. Any instance of a student engaging in academic dishonesty using AI will be addressed according to The Code of Student Conduct and Academic Integrity. It is important to remember that AI is a tool to assist in learning and not to replace it, and that academic dishonesty undermines the learning experience for everyone.

3. Course Grades Policy - Withheld Grades (5.5) 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. 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

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/.
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-of-conduct-10.4.pdf](http://www.sfasu.edu/policies/student-code-of-conduct-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.

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
936.468.1041

**The Health and Wellness Hub** “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

**Crisis Resources:**
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741