

PSYC 3307-125, Human Lifespan
Spring 2019
Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Professor Sandra Blackwell, MS, RBT
Virtual Office Hours: M-Th 8-2 (I am available via email please use Canvas)
Office Hours: Virtual or on Campus Upon Request/Scheduled
Phone: Text @ 307hu to the number 81010 to send and receive updates for this class
Email: s.blackwell@tamuct.edu

Mode of instruction and course access:

This is a 100% online course and uses the TAMUCT Canvas Learning Management System:
[<https://tamuct.instructure.com>]

Student-instructor interaction:

As the instructor, I will check emails several times per week. Students can expect a reply to an email within 48 business hours and can set up appointments for phone conversations or meetings through Canvas.

911 Cellular:

Emergency Warning System for Texas A&M University-Central Texas
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

1.0 Course Overview and description:

This course is an overview of human development from birth to death. Topics include history, theory, and research, genetic and environmental foundations in a chronological order of human development. This course covers the physical, cognitive, emotional, and social development in each of the different age groups from prenatal through adulthood.

2.0 Course Objectives:

Student Learning Outcomes (CO):

Upon satisfactory completion of this course, students will have

CO 1. demonstrated content-specific knowledge of the field of human development across the lifespan.

CO 2. employed, in several assignments, the developmental framework, including models and theories, for understanding human lives and developmental change.

CO 3. described in several assignments how the 3 different areas of development -- physical, cognitive, and social -- interact to form the developing person.

CO 4. related their understanding human development to their own lives and careers.

3.0 Required Reading and Textbook(s):

American Psychological Association. (2009). *Publication manual of the American psychological association* (6th ed.). Washington, DC: Author. (ISBN: 978-1- 4338-0561-5)

Berk, L. E. (2017). *Development through the lifespan* (6th Ed.). Boston: Pearson. ISBN-10: 0134419693

4.0 COURSE REQUIREMENTS

4.01 Scavenger Hunt (50pts)

This assignment is a way to review the student syllabus by finding the answers to the questions that are provided under the canvas assignment page. By doing this assignment the student will be prepared for class by knowing where important information is in the syllabus and knowing the expectations the Professor has for the student.

4.02 Quizzes (90pts)

Seven module exams consisting of multiple choice or true and false items will be scheduled throughout the semester (see Course Calendar for dates). These exams will cover content from the assigned readings listed in the Course Calendar. All exams must be completed independently with no assistance from others. If a student misses a scheduled quiz a make-up quiz is available. The make-up quiz will be essay questions in line with the chapter.

4.03 Application Exercise (45 pts)

Application exercises allow students to select and integrate course content in ways that are meaningful to their own experiences. Students are required to submit 3 application exercises, one for childhood, one for adolescences, and one for adulthood. **No credit will be awarded for quoted (or plagiarized) content. All content should be written in the student's own words according to their personal experiences.**

4.04 Article Summary (75 pts)

Students will be expected to do three article summaries (2 pages) and are due on specific dates that are listed on the course calendar. Each review must follow the APA guidelines as specified in the APA 6th edition Manual. **Students will be expected to paraphrase the material read and not use direct quotes.** This assignment is to help students gain a better understanding of the diverse array of theories and help grasp a better understanding of human development. A grading rubric is provided in the next section of the syllabus to help determine your grade outcome based on the work you have put into this assignment. If students have content that is identical to other students work, the students will not be credited for the assignment.

4.05 Class Wiki (140pts)

Participation in weekly discussion threads is expected as part of class participation. Students will be graded per post to the Wiki conversation thread. There will be a weekly topic that students can submit videos, pictures, comments, and suggestions that are

related to human life-span and development. Students can also comment on others information that was added to the weekly Wiki.

4.06 Final Comprehensive Exam (100pts)

All students are expected to take a comprehensive final exam that will include 50 multiple choice and true and false questions. The exam will be a review of the course content covered during the class lectures. The final exam will be open book.

*All questions should be directed to the professor or to the grading rubric. All assignments are subject to change based on the professor's discretion.

4.07 Research Experience Requirement

Research Experience Requirement: Students in selected psychology courses (PSYC 3307, PSYC 3309, PSYC 3330, PSYC 3312, PSYC 4320) **are required** to engage in research experience activities as part of the course. The research experience activity includes either participating in research studies directly related to psychology, writing summaries of peer reviewed empirical research articles, or a combination of both.

Sign Up: To receive credit for a research experience activity, students must sign up to participate in a research study or write a research summary through the Counseling and Psychology Research Sign-Up System hosted by SONA (<https://tamuct.sona-systems.com>). Students should access the TAMUCT SONA website and request an account using their TAMUCT email account. Students must verify their account requests before being granted access to the system. Once the account is verified, students will be able to sign-up for research experience activities. A tutorial video is provided for using SONA (<https://www.youtube.com/watch?v=1OnT2ZU6QQ>). Students who have problems signing up for SONA or have questions should contact the SONA coordinator Melissa Sanchez (ms057@my.tamuct.edu).

Credits: Students are required to complete 3 research credits in this course. The first research credit must be earned before the middle of the course (midterm). Credit is allotted as follows and is determined by the researcher (not the course instructor) based on estimated participation time:

- 1 credit for each hour (60 minutes) of research participation (in-person or online)
- 1/2 credit for each 1/2 hour (30 minutes) of research participation (in-person or online)
- 1 credit for each summary of a peer-reviewed, empirical research article.

Students who drop a class after having earned research experience credit cannot apply any accumulated credit from that class towards the next time they take the course.

Penalties: Any student who has not earned 1 research credit before the halfway point of the course (midterm) will be penalized 1 letter grade on the final course grade. Any student who has not earned all required research credits prior to the opening of the final exam period for the course will lose 1 letter grade on the final course grade for every research credit short of the required 3 research credits (e.g., missing 2 credits will result in a 2-letter grade reduction in the final course grade).

5.0 Grading Criteria

Graded Assignments	Amount Due	Points Each	Point Total	% of Overall Graded
Scavenger Hunt	1	50	50	10%
Chapter Quizzes	9	10	90	18%
Weekly Wiki & Replies	7	20	140	28%
Article Summary	3	25	75	15%
Application Exercises	3	15	45	9%
Comprehensive Final Exam	1	100	100	20%
			Total 500	100%

5.01 Final course grades will follow the system below:

A = Excellent 100-90.00 total points, **B** = Good 80.00-89.99 points, **C** = Fair 70.00-79.99 points, **D** = Passing 60.00-69.99 points, **F** = Failing 59 or fewer points

Posting of Grades

All grades will be posted in the canvas grade book where students can monitor their grades. All grades will be posted no later than a week after turn in date

6.0 Rubric and Conversion

Literature Review Rubric

Description of Assignment:

After choosing one of the articles provided on Canvas for students to summarize, students are expected to answer who, what, why, and how as you analyze and write-up your summary of the article. Please use the rubric for guidance on the expectations in doing so.

Grading of Assignment:

The following rubric will be used to assess your literature review. To calculate your grade, take your total points earned and divide by 24 (the total points possible), resulting in a percentage. See section 5.0 for grading criteria in the syllabus for the corresponding letter grade.

Rubric: For Literature Review

	excellent	good	poor
Who was the article about?	The information about who conducted the research was clearly articulated.	Information was not as clear as to whom conducted the study.	No information was included about who conducted the study

What was the importance of the article? Background	The information about what the study was about was articulated clearly and concisely.	Well organized but demonstrates illogical sequencing or structure.	Weakly organized with no logical sequencing or structure of what the study was about.
How was the study conducted	Detailed conclusions are reached from the evidence offered information on how the study was conducted.	Conclusions are reached from the evidence offered but lacking detail on how the study was conducted.	There is some indication of conclusions from the evidence offered.
Why was the Research Question important	Research question(s) are formed through the literature review and clearly stated why the study was conducted.	Research question(s) are formed through the literature review but not clearly articulated as to why the study was conducted.	Research question(s) were not formed but could be formed through the literature review.
Reference at top of article summary	Information is cited properly and in APA format at the top of the summary.	Information is cited properly but not consistently done so and not located at the top of the paper.	Information is not cited according to APA guidelines.
Length	Adheres to 2-page criteria.	Exceed or does not meet 2-page criteria by ½ page or less.	Exceed or does not meet 2-3-page criteria by 1 or more pages.
APA Format	Font size, spacing, and APA format are correct.	Font size and or spacing is incorrect	Font size, spacing, and is not correct neither plus several other APA mistakes
Grammar	There is 1 or less grammatical error.	There are 2 grammatical errors.	There are 3 grammatical errors.

7.0 COURSE OUTLINE AND CALENDAR

Complete Course Calendar

Human Lifespan

Week	Module	Instructional Activities	Assignment Due Dates*	Extra Circular activities
1 Jan 14	Getting started	Check Computer compatibility on Canvas (use chrome for best results). Create a quiet study area. Establish library access from home. Find other back-up computers with internet in case of difficulties.	All assignments are due by 11:59 PM (Sunday unless otherwise mentioned in assignment)	Sign up for SONA (https://tamuct.sona-systems.com). Students should access the TAMUCT SONA website and request an account using their TAMUCT email account.
1 Jan 14-18		Introductions and Syllabus Scavenger Hunt	Due by Jan 18 Introductions and Scavenger Hunt	Jan 17 4pm Dr. Green/Student Success Canvas orientation join in for extra credit!
1 Jan 14-20	Module 1: Foundations of Human Development	Read Berk Chapters 1 and 2 Participate in Wiki Discussion Take Module Quiz	Due by Jan 27 Wiki Post & Reply, Module Quiz Ch. 1&2	
2 Jan 21-27	Module 2: Prenatal Development and Physical Development in Infancy	Read Berk Chapters 3 and 4 Participate in Wiki Discussion Take Module Quiz Write Research Article Summary	Due by Jan 27 Wiki Post & Reply Module Quiz Ch. 3&4, 1 st Research Summary	
3 Jan 28-3	Module 3: Cognitive, Emotional and Social Development in Infancy	Read Berk Chapters 5 and 6 Participate in Wiki Discussion Take Module Quiz Write Research Article Summary	Due by Feb 3 Wiki Post & Reply, Module Quiz Ch. 5&6, and 2 nd Research Summary	

4 Feb 4-10	Module 4: Physical, Cognitive, Emotional, and Social Development in Early Childhood	Read Berk Chapters 7 and 8 Participate in Wiki Discussion Take Module Quiz Write Research Article Summary Write Application exercise	Due by Feb 10 Wiki Post & Reply, Module quiz Ch 7 & 8, 3 rd Research Summary, and Childhood Application Exercise	
5 Feb 11-17	Module 5: Physical, Cognitive, Emotional and Social Development in Middle Childhood and Adolescence	Read Berk Chapters 9, 10, 11, & 12 Participate in Discussion Take Module quizzes Write Application exercise	Due by Feb 17 Discussion Post & Reply, Module Quiz Ch 9, 10 and Quiz Cha 11, 12, and Adolescence Application Exercise	
6 Feb 18-24	Module 6: Physical, Cognitive, Emotional and Social Development in Early Adulthood and Middle Adulthood	Read Berk Chapters 13, 14, 15, & 16 Participate in Wiki Discussion Take Module Quizzes	Due by Feb 26th Wiki Post & Reply, Module quiz Ch 13, 14 and Quiz Ch 15, 16, and Adulthood Application Exercise	
7 Feb 25-3	Module 7: Physical, Cognitive, Emotional and Social Development in Late Adulthood and End of Life	Read Berk Chapters 17, 18, & 19 Participate in Wiki Discussion Take Module Quiz Write Application exercise	Due by March 3rd Wiki Post & Reply Module Quiz Ch 17-19 Application exercise	Review for Final Exam extra credit for participation details provided in Canvas
8 March 4-8	Module 8: Final Exam and Wrapping Up	Take Comprehensive Final Exam	Due by March 8 Final Exam	Review for Final Exam extra credit for participation details provided in Canvas Last day of class March 8th

Important University Dates:

January 14, 2019 Classes Begin for Fall Semester

January 14, 2019 Add, Drop, and Late Registration Begins for 16-and First 8 Week. \$25 fee assessed for late registrants

January 16, 2019 Deadline to Drop Second 16-and First 8 Week Classes

January 21, 2019 Martin Luther King Day (*University Closed*)

January 22, 2019 Deadline to Drop First 8-Week Classes with No Record

January 30, 2019 Deadline to Drop 16-Week Classes with No Record

February 22, 2019 Student End Of course Survey Opens (First 8-Week Classes)

February 22, 2019 Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)

March 1, 2019 Deadline for Graduation Application for Spring Ceremony Participation

March 1, 2019 Deadline for Teacher Education and Professional Certification Applications (i.e. Principal, Reading Specialist, etc.)

March 8, 2019 Classes End for First 8-Week Session

March 8, 2019 Deadline for Spring Admissions Applications

March 10, 201 Student End Of course Survey Closes (First 8-Week Classes)

March 11, 2019 Spring Break – No Class (University Open)

March 11, 2019 Deadline for Faculty Submission of First 8-Week Final Class Grades (due by 3pm)

March 13, 2019 Spring Break – No Class (University Open)**March 14, 2019 Spring Break – No Class (University Open)**

March 15, 2019 Deadline for Tuition and Fee Payments (Second 8-Week Classes)

March 15, 2019 Deadline for Clinical Teaching Applications

March 15, 2019 Spring Break – No Class (University Open)

March 18, 2019 Add, Drop, and Late Registration Begins for Second 8-Week Classes. \$25 fee assessed for late registrants.

March 18, 2019 Classes Begin for Second 8-Week Session

March 20, 2019 Deadline for Add, Drop, and Late Registration for Second 8-Week Classes

March 25, 2019 Deadline to Drop Second 8-Week Classes with No Record

April 1, 2019 Deadline for GRE/GMAT Scores to Office of Graduate Studies

April 5, 2019 Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)

April 12, 2019 Deadline for Final Committee-Edited Theses with Committee Approval

Signatures to Office of Graduate Studies for Spring Semester

April 26, 2019 Student End Of course Survey Opens (16- and Second 8-Week Classes)

April 26, 2019 Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)

May 10, 2019 Deadline for Applications for \$1,000 Tuition Rebate for Spring Graduation (5pm)

May 10, 2019 Deadline for Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.

May 10, 2019 Deadline to Withdraw from the University for 16- and Second 8-Week Classes

May 10, 2019 Spring Semester Ends

May 11, 2019 Commencement Ceremony Bell County Expo Center 7:00 p.m.

May 12, 2019 Student End Of course Survey Closes (16- and Second 8-Week Classes)

May 14, 2019 Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)

May 14, 2019 Deadline for Thesis to Clear Thesis Office for Spring Semester

APA format

In July 2009, the American Psychological Association released the 6th edition of their publication manual. Although some students may not be familiar with this format yet, I want you to become familiar with it, especially for references and citations. Therefore, this course requires ALL WORK to meet the standards of the 6th edition; all relevant grading rubrics will include an APA format component.

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address) Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University - Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students,

faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics,

Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center.

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu for any assistance needed with scheduling.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

If you have any questions about the UWC, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources.

On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

OPTIONAL POLICY STATEMENTS:

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

INSTRUCTOR POLICIES.

Note that if there are assignments specifically All work should be completed individually without help from other students unless otherwise specified. If it's not clear to you which assignments allow you to work with others, be sure to check with the course instructor. For postings on the discussion board, please be respectful of the ideas and opinions of all class members; inappropriate language and interactions may lead to being blocked for the rest of the semester from the discussion area and the loss of related points. To get the most out of this class and all your classes, it's best to treat them like a job; come to class prepared each day and take responsibility for your own work. In general, if you respect other class members and your instructor, you should be fine.

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course

instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

Copyright. (2019) by (*Sandra Blackwell*) at Texas A&M University-Central Texas, (TAMUCT); 1001 Leadership Place, Killeen, TX 76549; (s.blackwell@tamuct.edu)

Finally, if you have any questions or concerns about the class or any problems with the coursework or course materials, please contact me as soon as possible by email or in person. I'll reply to your email as soon as I can, usually within 24 hours (except on weekends). You can also discuss issues with your classmates in the relevant forum. The only exception is if you have technology issues with Canvas. For those, please let me know what's going on, but ask for help from TAMU-CT Canvas Support. Their contact info is given above.