Physiological Psychology
PSYC 5315-115
Texas A&M University - Central Texas

INSTRUCTOR AND CONTACT INFORMATION
Instructor: Dr. Simone Alvarez, MSc, MA
Office: N/A
Email: simone.alvarez@tamuct.edu or Canvas “Inbox”
Office Hours: I will be available via Canvas Collaborate. Date and time can be arranged prior via email on an appointment-basis.

Mode of instruction and course access:
This course uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/].

Student-instructor interaction:
Emails are checked daily and will try my best to respond within 24 hours (except on weekends). Appointments can also be set for virtual meetings. Just e-mail me to arrange a date and time.

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] 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
Course description:
An examination of the biological basis of behavior with an emphasis on the structure and biochemistry of the human nervous system. Includes an exploration of the interactive relationships between biological processes, psychopharmacology, genetics, neurological disorders, normal growth and maturation, perception, memory, emotion, stress, mental disorders, consciousness, and communication. Contemporary theories and research are investigated and critiqued.

Course objectives (Student learning outcomes):
1. Demonstrate comprehension and application of knowledge of fundamental principles, generalizations, or theories regarding physiological psychology. Students will read and write about information regarding human physiology as it relates to the basics of human anatomy including the structure and function of nerves, brain structure and development, sensory systems, movement, states of consciousness (wake and sleep), internal regulation, emotional behaviors, learning and memory, and cognitive functions. Students will demonstrate their ability to comprehend and analyze these concepts in the discussion forums posts and section quizzes.

2. Analyze and critically evaluate ideas, arguments, and points of view. Students will respond to others’ writing (including that of peers and experts in the field) on topics related to physiological psychology and substantiate their points of view with theory and research. Students will demonstrate their ability to evaluate ideas critically in discussion forum replies, quiz question development, and research article reviews.

3. Demonstrate skill in expressing oneself in writing. Using correct APA style and appropriate use of sources, students will create a concept presentation, write posts to class discussions and replies to other students’ posts, and research article reviews.

Required Reading and Textbooks:


Useful anatomy website:

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

COURSE REQUIREMENTS
Students are responsible for meeting the course requirements as scheduled for each module in the course calendar. Assignments may not be submitted for credit after the due date. All assignments must be written in students’ own words. No credit will be awarded for quoted or plagiarized material on any assignment. All writing assignments will be screened through plagiarism detection tools before a grade will be assigned.

What you will be graded on:
Chapter Quizzes (20 pts each x 6 = 120 pts total):

There will be 6 Chapter quizzes during this course. Each quiz contains 20 questions/20 points. Quizzes will be online, open book, and open note but must be completed individually. Quizzes must be taken in Canvas on the dates in the attached schedule (see course calendar). Once begun, quizzes must be completed within 45 minutes. You will be given one opportunity to take each quiz. Make sure that you are someplace with a reliable connection to Canvas. Student computer or student internet service provider problems will not be accepted as an excuse for failing to take or complete the quiz. Students will only be allowed to retest if there is a problem with Canvas or with university computing facilities. If a problem occurs with university equipment, please have the computing lab staff document the problem. Alternate test forms may be presented to the students. If you want to challenge a test item, you will do so in writing no later than 1-day after the test has been closed. You are required to provide me with the question, your argument as to why the quiz question is incorrect and any supporting information from the text or your notes supporting your argument. Your misunderstanding or misinterpretation of the item is not justification to present a challenge to the quiz. Students are on the honor system for these quizzes and any violation will result in the student receiving a zero (0) for the quiz and the possibility of further sanctions according to university policy (see Academic Honesty & Integrity, below). Make-up quizzes will only be given for university excused absences. The professor reserves the right to change the quiz format for make-up quizzes (e.g. essay as opposed to objective). Appropriate documentation will be required to be given a make-up quiz. If you know that you will not be able to take a quiz by the due date, contact me PRIOR to the scheduled date, alternate arrangements may be made at my discretion.

Concept Presentation (50 pts)

Since by definition an online course does not meet in the classroom, you can't just set up a Microsoft PowerPoint presentation to present information to the class. So, you will have to design a short Power Point Presentation on a topic of your own choosing and submit it in the assignment tab in Canvas as well as in a discussion thread for everyone else to see. You are required to submit your topic via Canvas assignment tab by week six of the course. Keep in mind: If you do not submit a topic by the due date, you will not be able to receive credit for the assignment! The presentation should be between five and ten minutes long if you were to present it in front of your classmates. Again: This is an online class, so you are NOT required to present but instead submit it in the assignment tab(s) in Canvas. To receive full points, you should annotate your presentation (include the words you would say if you were to give an in-class presentation) in the notes section of each slide so others can obtain more information about your topic than you have presented on the slides. More information on this assignment will be added in Canvas.

Discussion Forums (6 pts each x 5= 30 pts total)

You will have three (3) discussion board posts during the semester and will be required to comment according to the instructions in the assignment (i.e., number of original posts and
posts to classmates). All posts must be substantive and demonstrate that you are actively engaged with the material. Some discussion questions may require you to conduct internet research. In order to get full credit for your individual and response posts, you must create and respond to the questions as outlined by the grading criteria for the instruction assignment in Canvas. Each discussion is worth 10 points (The initial introductory post is worth 6 points, each of the two responses to your classmates is worth 2 points).

**Keep in mind that the initial discussion posts are due on Thursday before the date indicated in the syllabus. The answers to classmates are due Sunday night (date and time indicated in the syllabus).** You can find your questions posted in the “Discussions” tab in Canvas. In your tentative schedule below, you will find the dates and times when postings open for discussion and when they are no longer available. “No longer available” means that once the discussion board is closed and you will not be able to make up those points. Posts will open and will close at the day and time indicated in Canvas.

**Research Article Summaries (25 pts x 2, 50 pts x 1 = 100 pts total)**

Additional information on this assignment is provided in Canvas.

Students will write a total of three (3) summaries of empirical research articles and receive feedback on their writing. Research article summaries should include a synopsis written in the student’s own words of information pertaining to all sections of an APA style research article: Introduction (i.e., a thesis statement describing the purpose of the research, an explanation of variables, statement of hypotheses, summary of background research), Method (i.e., a description of participants, procedure, assessments), Results (i.e., description of how the data were used to test hypotheses, explanation of how observed data relates to research question), Discussion (i.e., explanation of conclusions, limitations of study). Summaries should also include the student’s own critical analysis of limitations of the research and an integration of how the research article fits in with the broader research context. A full reference of each article should be included at the end of each summary, and an electronic copy of each empirical article should be submitted with the assignment. The summaries will be scored using the following rubric:

(Note, that point values will double for the research article summary #3 assignment).

**Introductory Paragraph of Article Summary**

Thesis statement for research article summary explains the purpose of the research

0 = none present, or thesis statement does not explain purpose of research summarized

1 = thesis statement explains the purpose of the research without referring to the summary assignment itself; thesis statement focuses on importance of variables not on fact of writing a summary

Explanation of the variables in the research [i.e., independent variable (IV) being manipulated and dependent variable (DV) being measured]

0 = none present, or variables are not correctly identified

3 = at least one variable is accurately identified and explained
5 = all variables (independent and dependent) are correctly identified and explained

Statement of Research Questions/Hypotheses
0 = no description of research questions/hypotheses addressed in the summary
1 = description of research questions/hypotheses addressed in the summary

Summary of Introduction
0 = no description of background research is addressed in the summary
3 = description of background research includes some relevant information to justify study but omits important information
5 = description of background research includes necessary information to justify study (e.g., rationale explains how research contributes new information to the area, rationale clarifies why replication is important)

Summary of Method
Description of participants
0 = no description of research participants
1 = description of participants omits relevant characteristics (e.g., n, age, experience)
2 = description of participants includes all relevant characteristics

Description of procedure
0 = no description of procedure or research design
1 = description of procedure omits relevant characteristics (e.g., missing measure or step)
2 = description of procedure includes all relevant characteristics

Description of assessments
0 = no description of assessments or how data was recorded to use for analysis
1 = description of assessments omits relevant characteristics (e.g., how scale mean was computed)
2 = description of assessments includes all relevant characteristics

Summary of Results
Description of how the data were used to test hypotheses
0 = no description of analyses, or names of statistical tests replace description of analyses
3 = description of analyses includes some relevant information but omits relevant characteristics (e.g., tests of group means are not related to study manipulations/groups)
5 = description of analyses includes all relevant information

Explanation of how the observed data relates to the research questions/hypotheses
0 = no explanation of outcomes, or output of statistical tests replace explanation of outcomes
3 = description of observed outcomes includes some relevant information but omits relevant characteristics (e.g., statistically significant results are not distinguished from nonsignificant ones)
5 = description of observed outcomes includes all relevant information

Summary of Discussion
Explanation of Conclusions
0 = no description of conclusions/generalizations of research
3 = description of conclusions includes some relevant information but omits relevant characteristics or makes overstated claims
5 = description of conclusions includes all relevant information

Limitations of study
0 = no description of limitations regarding research design or generalizability
3 = description of limitations includes some relevant information but omits relevant characteristics (e.g., important cautions are ignored)
5 = description of limitations includes all relevant information

Independent Critical Analysis of Research
0 = no independent suggestions, or description restates author(s)’ analysis
3 = novel description of study flaws or design improvements are present but are simplistic (e.g., suggests replication on a different sample) but suggestions do not address a documented gap in knowledge
5 = novel suggestions extend beyond the author(s)’ analysis and contribute to increasing knowledge in the area (e.g., identification of flaws, suggestions for improvement that are linked to theory)

Independent Synthesis of Research with Existing Literature
0 = no integration, or summary is not correctly placed in broader context of the field
3 = novel suggestions link the summary to the broader research context in the field but are not fully described
5 = novel suggestions extend beyond the author(s)’ integration and contribute to improving knowledge in the area

Reference
0 = none present or does not conform to APA style
1 = citation is present but includes minor errors in APA style
2 = citation is present and includes all information in proper APA style

Grading Criteria Rubric and Conversion: (with related Learning Outcomes)

Table 1 Coursework Grading

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Description</th>
<th>Weight</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section quizzes (LO1, LO2)</td>
<td>(6 quizzes at 7% ea)</td>
<td>40%</td>
<td>(20 pts/quiz)</td>
</tr>
<tr>
<td>Research article summaries (LO1, LO3)</td>
<td>(2 at 8%, 1 at 17%)</td>
<td>33%</td>
<td>(25,25,50 pts)</td>
</tr>
<tr>
<td>Concept presentation (LO1, LO2)</td>
<td>(1 at 17%)</td>
<td>17%</td>
<td>(50 pts)</td>
</tr>
<tr>
<td>Discussion forums (LO2, LO3)</td>
<td>(3 at 3% ea)</td>
<td>10%</td>
<td>(10 pts ea)</td>
</tr>
</tbody>
</table>

Grading Scale:
Grades in this course are earned, not given. Students earn grades by actively reading material, by participating in discussion forums, and by applying subject-matter content in discussion forums and on written assignments. Grades are determined based on the percentage of points earned on each assignment and the assignment’s weight toward the overall course grade.

Grade Posting: All students’ grades will be posted in the Canvas grade center after the assignment due date has passed. On the writing assignments, the professor will begin reading, grading, and recording grades on the day they are due and will have all grades posted no later than a week from assignment submission. Students should regularly monitor their grades, and students should not hesitate to ask the professor about any grade or concern.

Table 2 Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>University Definition</th>
<th>Percentage/points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>90.00 (≥270pts)</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>80.00-89.99 (240-269 pts)</td>
</tr>
<tr>
<td>C</td>
<td>Fair</td>
<td>70.00-79.99 (210-239 pts)</td>
</tr>
<tr>
<td>D</td>
<td>Not Passing for Graduate Courses</td>
<td>62.00-69.99 (186-209)</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>Below 62.00 (≤208 pts)</td>
</tr>
</tbody>
</table>
Course Outline and Calendar
Table 3 Course Outline and Calendar
<table>
<thead>
<tr>
<th>Module</th>
<th>Section topics</th>
<th>Assignment</th>
<th>Dues dates</th>
</tr>
</thead>
</table>
| 1      | Chapter 1-2 Nerve cells and nerve impulses/ Synapses | -Introduction (Discussion #1)  
-Quiz #1 | 6/9 NLT 23:59  
(Initial discussion post due 6/6, replies 6/9) |
| 2      | Chapter 3-4 Anatomy and research methods/ Genetics, evolution, development and plasticity | -Quiz #2  
-Research study article summary #1 | 6/16 NLT 23:59 |
| 3      | Chapter 5-6 Vision/Other sensory systems | -Discussion #2  
-Quiz #3  
-Submit Concept Presentation topic | 6/23 NLT 23:59  
(Initial discussion post due 6/20, replies 6/23) |
| 4      | Chapter 7-8 Movement/ Wakefulness and sleep | -Quiz #4  
-Research study article summary #2 | 6/30 NLT 23:59 |
| 5      | Chapter 9-10 Internal regulation/Reproductive behaviors | -Discussion 3  
-Quiz #5 | 7/7 NLT 23:59  
(Initial discussion post due 7/4, replies 7/7) |
| 6      | Chapter 11-12 Emotional behaviors & The biology of learning and memory | -Quiz 6  
-Submit Concept Presentation | 7/14 NLT 23:59 |
| 7      | Chapter 13-14 Cognitive functions/ Psychological disorders | -Research study article summary # 3 | 7/23 NLT 23:59 |

The professor reserves the right to amend this syllabus at any time! If revisions are necessary, the professor will make every effort to provide as much advanced notice as possible.

**Important University Dates:**
June 3, 2019
*Classes Begin for First 5-, 10-, and 8-Week Session*
June 6, 2019
Deadline to Drop First 5-Week Classes with No Record
June 10, 2019
Deadline to Drop 8-Week Classes with No Record
June 18, 2019
Deadline to Drop 10-Week Classes with No Record
June 21, 2019
Deadline to Drop First 5-Week Classes with a Quit (Q) or Withdraw (W)
June 21, 2019
Student End of Course Survey Opens (First 5-Week Classes)
July 1, 2019
Deadline for Teacher Education and Professional Certification Applications (i.e. Principal, Reading Specialist, etc.)
July 4, 2019
Independence Day (University Closed)
July 5, 2019
Classes End for First 5-Week Session
July 5, 2019
Deadline for Graduation Application for Summer Ceremony Participation
July 5, 2019
Deadline to Withdraw from the University for First 5-Week Classes
July 8, 2019
Add, Drop, and Late Registration Begins for Second 5-Week Classes. $25 fee assessed for late registrants.
July 8, 2019
Classes Begin Second 5-Week Session
July 8, 2019
Student End of Course Survey Opens (First 5-Week Classes)
July 9, 2019
Deadline for Faculty Submission of First 5-Week Final Class Grades (due by 3pm)
July 11, 2019
Deadline to Drop Second 5-Week Classes with No Record
July 12, 2019
Deadline to Drop 8-Week Classes with a Quit (Q) or Withdraw (W)
July 12, 2019
Deadline for Final Committee-Edited Theses with Committee Approval Signatures to Office of Graduate Studies for Summer Semester
July 12, 2019
Student End of Course Survey Opens (8-Week Classes)
July 19, 2019
Deadline to Drop 10-Week Classes with a Quit (Q) or Withdraw (W)
July 26, 2019
Classes End for 8-Week Session
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]

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].

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 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 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, 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 WCOnline at [https://tamuct.mywconline.com/](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].

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].

INSTRUCTOR POLICIES.
Recommended Academic Strategies:
1. According to the federal definition of a credit hour and our accreditation requirements, students should spend “not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class...for one semester hour of credit” (http://www.sacscoc.org/subchg/policy/CreditHours.pdf). Because this is a 3-credit hour class that is delivered fully online, students should spend at least 9 hours on coursework per week for a 16-week course. For 8-week classes, the time per week doubles to 18 hours per week in 8 weeks. Bear in mind that this guideline is for an average class. Some students may find this course challenging and may require significantly more time to grasp the concepts and complete the assignments. Plan accordingly.
2. Research indicates that spaced practice is better than massed practice when learning new information. Thus, spending 3 hours a day for 6 days a week on coursework is better for learning than ‘pulling an all-nighter.’ Adjust your schedule accordingly.

3. Be professional and use proper netiquette (i.e., internet etiquette) in all course correspondence. Your college education is grooming you for a professional career.
   a. Use standard English in all of your communications. Do not abbreviate or use texting shortcuts (e.g., OMG! R U kidding. ROFL!). Spell check, revise, and edit your messages before sending them. Use proper punctuation and capitalization.
   b. Be polite and respectful of others. Do not use all UPPERCASE LETTERS, which is equivalent to shouting. Avoid sarcasm and irony because they are easily misinterpreted by the reader. Do not ‘flame’ others by sending negative or hurtful comments; though the reader cannot see you, you are not anonymous.
   c. Remember that you are individually accountable for all your messages and online actions. Treat all of your interactions with others in class as you would in your future professional career.

#Professor reserves the right to amend the syllabus at any time#

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. (YEAR) by (FACULTY NAME) at Texas A&M University-Central Texas, (FACULTY COLLEGE); 1001 Leadership Place, Killeen, TX 76549; 254-(FACULTY COLLEGE PHONE); Fax 254-(FACULTY COLLEGE FAX); (FACULTY EMAIL)