



*GEORGETOWN UNIVERSITY*  
School of Continuing Studies

General Psychology (PSYCH-001-130)

**Dates:** June 6, 2022 - July 29, 2022

**Location:** This course is conducted entirely online, which means students do not have to be on campus to complete any portion of it. Students will participate in the course using Georgetown University's online learning management system called Canvas. To learn more about Canvas, please go through the [Canvas Guide for Students](#).

**Professor:** W. Gerrod Parrott

**Professor Contact Information:** Please email through the Canvas Inbox. If you have issues with the Canvas Inbox, you can use [parrottg@georgetown.edu](mailto:parrottg@georgetown.edu)

**Virtual Office Hours:** By appointment through Canvas Conference. Contact me by email to set up an appointment.

COURSE DESCRIPTION

This introductory course surveys the field of academic psychology and acquaints students with its major approaches and topics. The course is taught online with all teaching activities taking place asynchronously.

## COURSE LEARNING OBJECTIVES

1. Explain the four overarching themes that characterize the study of contemporary Psychology including the conceptual development of the discipline, the development of the individual, the ecological context of human development, and the relationships of thinking and understanding to brain function and their expression in human and animal life.
2. Demonstrate an understanding about the major theories and empirical findings that inform current thinking in psychology
3. Demonstrate an understanding about scientific inquiry and the values that guide research in psychology.
4. Evaluate the evolving and cumulative psychological explanations and recognize that such explanations are inherently complex and must take into account variability along the continuum of human and animal life.

## COURSE READINGS

### Textbook

[Exploring Psychology in Modules, 11th ed., by David G. Myers and C. Nathan Dewall \(Worth Publishers, 2019\).](#)

NOTE: There are many versions of this text and you must be careful to get the correct one! First, get the 11<sup>th</sup> edition—there is a newer 12<sup>th</sup> edition that has just been released but we will use the older 11<sup>th</sup> edition for our course this summer. Second, get EXPLORING Psychology, not plain Psychology—it's briefer. Third, get Exploring Psychology IN MODULES—it's divided into 46 mini-chapters rather than into 15 mega-chapters. You can obtain this book as an ebook (rental or purchase), paperback, or loose-leaf. Here are the ISBN numbers for each format:

- Ebook: ISBN: 9781319129668
- Paper text ISBN-13: 978-1-319-10417-7
- Loose-Leaf Sheets ISBN-13: 978-1-319-12967-5

Online Courseware Acrobatiq Smart Courseware, Introduction to Psychology. Access can be purchased from Acrobatiq by following links that are provided throughout the course (including the Orientation). Register for Acrobatiq and pay for it (\$70) by credit card. If you have any difficulty signing up for Acrobatiq, contact their tech support and also let your Professor know about your problem so he can advocate on your behalf and get the problem resolved quickly.

## COURSE ASSIGNMENTS AND GRADING CRITERIA

### Graded Assignments

Course grades are based on 6 short-essay quizzes, 2 short-essay exams, the best 47 of 52 Acrobatiq quizzes, 14 Acrobatiq unit tests, and class participation, as detailed below.

#### Acrobatiq Quizzes (15%)

Each of the 52 modules has a quiz that will be graded. They will be in multiple-choice format. The lowest 5 quizzes will be dropped and the average percentage correct of the remaining 47 will count 15% toward the final course grade. All quizzes must be completed by the last day of the week in which they are assigned (Sunday evening at midnight, EDT). Any quizzes not completed by that time will automatically be scored as a zero. (Recall that five quizzes will be dropped, so a few zeros will not matter.)

#### Acrobatiq Unit Tests (25%)

Each of 14 Acrobatiq units has a unit test at the end. These are not timed and they will be in multiple-choice format. The average percentage correct of these 14 unit tests will count 25% toward the final course grade. All unit tests must be completed by the last day of the week in which they are assigned (Sunday evening at midnight, EDT). Any unit tests not completed by that time will be scored as a zero. None of the unit test scores will be dropped, so you want to avoid getting zeros.

#### Short-essay Quizzes (10%)

Six brief quizzes will each cover one week of material. Exam questions will be in short answer format. Exams will cover the textbook readings and the professor's lectures as well as the Acrobatiq modules. The main purpose of these quizzes is to provide practice taking short-essay quizzes using Canvas so that students are prepared for the midterm exam and the final exam. The average of these six quizzes will count 10% toward the final course grade. Short-essay quizzes are only assigned during weeks when there is no midterm or final exam.

#### Short-essay Midterm and Final Exams (35%)

Two examinations will each cover 50% of the course material. Exam questions will be in short answer format. Exams will cover the textbook readings and the professor's lectures as well as the Acrobatiq modules. The purpose of the exams is to provide a comprehensive assessment of course mastery. Exams will contain both factual questions and conceptual, integrative questions. The average of these two exams will count 35% toward the final course grade. The deadline for completing each exam is the last day of the fourth and eighth week of the course (note that the eighth week ends on Friday, not Sunday). Exams will be accepted up to 72 hours after that deadline but a penalty of 10 percentage points will be applied during the first 24 hours of lateness, a penalty of 20 percentage points during the second 24 hours of lateness, and a penalty of 30 percentage points during the third 24 hours of lateness. Exams will not be accepted later than 72 hours after the deadline.

### **Class Participation (15%)**

Every week we will have two discussion activities, and students are expected to contribute at least two times, once for each discussion. Students will receive a grade for their contributions to class discussion every week. The grade will be based on the following criteria: (1) helpfulness to class members such as providing assistance or raising important issues, (2) quality of contribution (depth and accuracy of information), (3) contributing to both discussions, both as initiator and as responder, (4) participating over several days rather than all at once or at the last minute, (5) contributing more than the minimum number of two each week.

### **Grading Options**

Students will have the option to choose one of two grading frameworks for Summer 2022 courses, either

1. a letter grade, or
2. Satisfactory (S); Credit (CR); or No-credit(NC): (S=grades A through C; CR=C-, D+, D; NC=F)

Students can make this choice in MyAccess beginning up until the last day of classes. The choice to take a class S/CR/NC can apply to any course: Core, major, minor, certificate or free elective. The choice can be made without permission from the deans (per the usual process). The S/CR/NC options will not be counted toward the stated maximum of student's degree programs (e.g., "six" as outlined in the Undergraduate Bulletin). The withdrawal date will also be extended to the last day of classes. A transcript notation will explain that S/CR/NC was instituted because of the COVID-19 pandemic.

### **Grading Scheme**

93 - 100 % = A  
90 - 92 % = A-  
87 - 89 % = B+  
83 - 86 % = B  
80 - 82 % = B-  
77 - 79 % = C+  
73 - 76 % = C  
70 - 72 % = C  
67 - 69 % = D+  
60 - 66 % = D  
Below 60 % = F

## COURSE SCHEDULE

This course begins with an Orientation and is divided into eight Weeks. Below is an outline for the Orientation and each week. Each Week will be released on Sunday at 11:59 pm (ET). Students are required to move through each week's material in sequential order.

### **ORIENTATION: Opens June 2**

The orientation provides an overview of the course and introduces you to your instructor and peers. You will also learn about the technology requirements and where to get support.

### **WEEK 1: June 6 - June 12**

#### **Learning Objectives**

- Describe time management and metacognitive strategies and apply them to direct self-learning (CLO1)
- Explain psychology's subject matter, history, levels of analysis, classify general themes in psychology, and differentiate types of goals for the application of psychology to real world contexts (CLO1)
- List some important questions that concern psychologists and describe how contemporary psychology was shaped by other fields of study (CLO1)
- Compare basic, applied, and other types of descriptive research design in psychology and describe the component steps of the scientific method. (CLO3).

#### **Week 1 Activities and Assessments**

- ❖ View Overview Lecture
- ❖ Myers Student Preface section on Time Management, pp. xxxiii–xl
  - Self-assessment in Myers' Table 1 (not graded)
- ❖ Acrobatiq Unit 1: Learning Strategies
  - Self-assessment "Did I Get This?" (not graded)
- ❖ Acrobatiq Unit 2: Modules 1 and 2: Introduction; Welcome to Psychology

- Complete Acrobatiq Module 2 Quiz before midnight June 12
- ❖ Myers Module 1: History and Scope of Psychology
- ❖ Acrobatiq Unit 2: Module 3: History and Perspectives
  - Complete Acrobatiq Module 3 Quiz before midnight June 12
- ❖ Acrobatiq Unit 2 Test
  - Complete Acrobatiq Unit 2 Test before midnight June 12
- ❖ Myers Module 2: Research Strategies
- ❖ Acrobatiq Module 4: Scientific Method
  - Complete Acrobatiq Module 4 Quiz before midnight June 12
- ❖ Acrobatiq Module 5: Research Designs
  - Complete Acrobatiq Module 5 Quiz before midnight June 12
- ❖ Acrobatiq Unit 3 Test
  - Complete Acrobatiq Unit 3 Test before midnight June 12
- ❖ Class discussion of Neurotransmitters and the Synapse
- ❖ Myers Module 3: Neural and Hormonal Systems
- ❖ Acrobatiq Module 6: Neurons
  - Complete Acrobatiq Module 6 Quiz before midnight June 12
- ❖ Week 1 Short-essay Quiz
  - Take the Short-essay Quiz before midnight June 12

**WEEK 2: June 13 - June 19**

## Learning Objectives

- Identify the structures and functions of the “old brain” and the cerebral cortex (CLO1)
- Explain and compare among the methods used to study brain structure and functions (CLO3)
- Describe and differentiate the major parts of the nervous system and their functions (CLO1)
- Describe the endocrine system and its functions and apply the basic concepts of sensation and perception (CLO1)

## Week 2 Activities and Assessments

- ❖ View lecture on the link between Mental and Physical
- ❖ Myers Module 5: The Cerebral Cortex
- ❖ Acrobatiq Module 7: Brain Regions
  - Complete Acrobatiq Module 7 Quiz before midnight June 19
- ❖ View lecture on Lateralization
- ❖ Ongoing class discussion about the biological approach to psychology
- ❖ Ongoing class discussion on topics initiated by designated students
- ❖ Myers Module 4: Tools of Discovery, Older Brain Structures, and the Limbic System
- ❖ Acrobatiq Module 8: Methods for Studying the Brain
  - Complete Acrobatiq Module 8 Quiz before midnight June 19
- ❖ Acrobatiq Module 9: The Nervous and Endocrine Systems
  - Complete Acrobatiq Module 9 Quiz before midnight June 19
- ❖ Acrobatiq Unit 4 Test
  - Complete Acrobatiq Unit 4 Test before midnight June 19
- ❖ Myers Module 16: Basic Concepts of Sensation and Perception

❖ Acrobatiq Module 10: Introduction to Sensing and Perceiving

➤ Complete Acrobatiq Module 10 Quiz before midnight June 19

❖ Week 2 Short-essay Quiz

➤ Take the Short-essay Quiz before midnight June 19

### **WEEK 3: June 20 - June 26**

#### **Learning Objectives**

- Identify and analyze structures of the neural pathway of vision and describe visual processing (CLO 1)
- Explain how knowledge and sensation combine in perception (CLO2)
- Describe the basic components of classical conditioning and their application to learning and phobia (CLO2)
- Distinguish between classical and operant conditioning, and explain how reinforcement and punishment influence behavior (CLO2)
- Describe the limitations of conditioning as an explanation of learning and knowledge (CLO2)

#### **Week 3 Activities and Assessments**

❖ Myers Module 17: Vision: Sensory and Perceptual Processing

❖ Ongoing class discussion about the visual system

❖ Acrobatiq Module 11: Seeing: The Visual System

➤ Complete Acrobatiq Module 11 Quiz before midnight June 26

❖ View lecture on Depth Perception

❖ View lecture on Size Perception

❖ Myers Module 18: The Nonvisual Senses

❖ Acrobatiq Module 12: Audition & Other Senses

➤ Complete Acrobatiq Module 12 Quiz before midnight June 26



- ❖ Acrobatiq Module 13: Perception: Interpreting Sensation Based on Knowledge
  - Complete Acrobatiq Module 13 Quiz before midnight June 26
- ❖ Myers pp. 81-85 (5pp from Module 7 on “Selective Attention” and “Dual Processing”)
- ❖ Acrobatiq Unit 5 Test
  - Complete Acrobatiq Unit 5 Test before midnight June 26
- ❖ Myers Module 19: Basic Learning Concepts and Classical Conditioning
- ❖ Acrobatiq Module 14: Classical Conditioning
  - Complete Acrobatiq Module 14 Quiz before midnight June 26
- ❖ Myers Module 20: Operant Conditioning
- ❖ Acrobatiq Module 15: Operant Conditioning
  - Complete Acrobatiq Module 15 Quiz before midnight June 26
- ❖ Myers Module 21: Biology, Cognition, and Learning
- ❖ Acrobatiq Module 16: Learning by Insight and Observation
  - Complete Acrobatiq Module 16 Quiz before midnight June 26
- ❖ Acrobatiq Unit 6 Test
  - Complete Acrobatiq Unit 6 Test before midnight June 26
- ❖ Week 3 Short-essay Quiz
  - Take the Short-essay Quiz before midnight June 26

#### **WEEK 4: June 27 - July 3**

#### **Learning Objectives**

- Compare and contrast the implicit and explicit memory and stages and types of memory (CLO2)
- Describe long-term memory and how it is affected by encoding (CLO2)
- Describe the brain structures involved in memory and how neurons change to create memory (CLO2)
- Explain why we forget and misremember (CLO2)
- Describe how memory and mental representation affect thinking, problem solving, decision making, and creativity (CLO2)
- Compare and contrast different cognitive biases and their relationship to accuracy and inaccuracy in perception (CLO2)
- Identify and differentiate the components of language, the brain areas involved in language and their functions, the milestones and theories of language learning and of language's relation to thinking (CLO4)

#### **Week 4 Activities and Assessments**

- ❖ Myers Module 22: Studying and Encoding Memories
- ❖ Acrobatiq Module 17: Types and Stages of Memory
  - Complete Acrobatiq Module 17 Quiz before midnight July 3
- ❖ View lecture on the Serial Position Curve
- ❖ Acrobatiq Module 18: How We Remember
  - Complete Acrobatiq Module 18 Quiz before midnight July 3
- ❖ Myers Module 23: Storing and Retrieving Memories
- ❖ Acrobatiq Module 19: The Biology of Memory
  - Complete Acrobatiq Module 19 Quiz before midnight July 3
- ❖ Myers Module 24: Forgetting, Memory Construction, and Improving Memory
- ❖ Acrobatiq Module 20: Accuracy and Inaccuracy in Memory and Cognition
  - Complete Acrobatiq Module 20 Quiz before midnight July 3
- ❖ Acrobatiq Unit 7 Test
  - Complete Acrobatiq Unit 7 Test before midnight July 3
- ❖ Myers Module 25: Thinking
- ❖ View lecture on Mental Representation and Creativity

- ❖ Myers Module 26: Language and Thought
- ❖ Acrobatiq Module 21: Communicating with Others
  - Complete Acrobatiq Module 21 Quiz before midnight July 3
- ❖ Acrobatiq Unit 8 Test
  - Complete Acrobatiq Unit 8 Test before midnight July 3
- ❖ Midterm Examination
  - Take the Midterm Exam before midnight July 3

## WEEK 5: July 4 - July 10

### Learning Objectives

- Identify fundamental issues of developmental psychology and the stages of prenatal development (CLO1)
- Describe cognitive development in childhood and how it is explained by the theories of Piaget and Vygotsky and apply the cognitive processes to understand the world (CLO2)
- Describe the major milestones in the development of social relationships during childhood and adolescence and the research related to it (CLO2)
- Describe how psychological development continues throughout adulthood (CLO2)
- Explain the basic concepts of human motivation and apply them to the topics of affiliation, achievement, eating, and sex (CLO1)

### Week 5 Activities and Assessments

- ❖ Myers Module 10: Developmental Issues
- ❖ Acrobatiq Modules 26 & 27: Introduction to Lifespan Development; Prenatal and Early Development (Note: we are skipping Acrobatiq Unit 9, which comprises Modules 22-25)
  - Complete Acrobatiq Module 26 & 27 Quizzes before midnight July 10
- ❖ Myers Module 11: Infancy and Childhood
- ❖ View lecture on Piaget's Theory
- ❖ Acrobatiq Module 28: Cognitive Development in Childhood
  - Complete Acrobatiq Module 28 Quiz before midnight July 10

- ❖ Myers Module 12: Adolescence
- ❖ View lecture on Harlow's Research
- ❖ Acrobatiq Modules 29 & 30: Social & Personality Development in Children; Development During Adolescence
  - Complete Acrobatiq Module 29 & 30 Quizzes before midnight July 10
- ❖ Myers Module 13: Adulthood
- ❖ Acrobatiq Module 31: Adulthood
  - Complete Acrobatiq Module 31 Quiz before midnight July 10
- ❖ Acrobatiq Unit 10 Test
  - Complete Acrobatiq Unit 10 Test before midnight July 10
- ❖ Myers Modules 29 & 30: Basic Motivational Concepts, Affiliation, and Achievement; Hunger
- ❖ Acrobatiq Module 34: Human Motivation
  - Complete Acrobatiq Module 34 Quiz before midnight July 10
- ❖ Week 5 Short-essay Quiz
  - Take the Short-essay Quiz before midnight July 10

## WEEK 6: July 11 - July 17

### Learning Objectives

- Describe the effects of emotions on thinking and behavior and the classic theories of emotion (CLO2)
- Describe psychological research on the causes and effects of positive emotions (CLO2)
- Describe trait theories of personality, their strengths and limitations, and techniques for measuring personality. (CLO2)
- Describe the major concepts, strengths, and limitations of the psychodynamic and humanistic approaches to personality (CLO4)
- Describe the methods of behavioral genetics and molecular genetics, and explain what conclusions we can draw from them about the determinants of personality (CLO4)
- Describe how social cognition affects our perceptions of others (CLO1)

### Week 6 Activities and Assessments

- ❖ Myers Modules 31 & 32: Theories and Physiology of Emotion; Expressing and Experiencing Emotion
- ❖ View lecture on Classic Theories of Emotion
- ❖ Acrobatiq Module 32: Experience of Emotion
  - Complete Acrobatiq Module 32 Quiz before midnight July 17
- ❖ View lecture on Emotion and the Biopsychosocial Approach
- ❖ Myers Module 34: Health and Happiness
- ❖ Acrobatiq Module 33: Positive Emotions
  - Complete Acrobatiq Module 33 Quiz before midnight July 17
- ❖ Acrobatiq Unit 11 Test
  - Complete Acrobatiq Unit 11 Test before midnight July 17
- ❖ Myers Module 39: Contemporary Perspectives on Personality
- ❖ Acrobatiq Module 35: Personality and Behavior
  - Complete Acrobatiq Module 35 Quiz before midnight July 17
- ❖ Myers Module 38: Classic Perspectives on Personality
- ❖ Acrobatiq Module 36: The Origins of Personality
  - Complete Acrobatiq Module 36 Quiz before midnight July 17
- ❖ Myers Module 6: Genetics, Evolutionary Psychology, and Behavior
- ❖ Acrobatiq Module 37: Is Personality More Nature or More Nurture?
  - Complete Acrobatiq Module 37 Quiz before midnight July 17
- ❖ Acrobatiq Unit 12 Test
  - Complete Acrobatiq Unit 12 Test before midnight July 17
- ❖ Myers Module 35: Social Thinking and Social Influence
- ❖ Acrobatiq Module 38: Social Cognition
  - Complete Acrobatiq Module 38 Quiz before midnight July 17

❖ Week 6 Short-essay Quiz

➤ Take the Short-essay Quiz before midnight July 17

**WEEK 7: July 18 - July 24**

**Learning Objectives**

- Explain the factors that influence human altruism, aggression, conformity, and obedience (CLO1)
- Describe how social groups influence individual performance and decision making (CLO1)
- Describe the characteristics of wellness and the practices and therapies that bring balance to life (CLO1)
- Describe how a life out of balance is manifested physically, emotionally, and socially (CLO1)
- Define stress, distinguish types of stressors, identify specific physiological and behavioral responses to stress and the ways in which they can be helpful and unhelpful, as well as strategies for coping with stress (CLO1)
- Define psychological disorder, and describe the history of the concept and the modern biopsychosocial model and criteria for classifying disorders (CLO4)
- Describe and differentiate the characteristic symptoms and causes of anxiety and related disorders (CLO2)

**Week 7 Activities and Assessments**

❖ View lecture Introduction to Social Psychology

❖ Myers Modules 36 & 37: Antisocial Relations; Prosocial Relations

❖ Acrobatiq Module 39: Interacting with Others

➤ Complete Acrobatiq Module 39 Quiz before midnight July 24

❖ Acrobatiq Module 40: Working with Others

➤ Complete Acrobatiq Module 40 Quiz before midnight July 24

❖ Acrobatiq Unit 13 Test

➤ Complete Acrobatiq Unit 13 Test before midnight July 24

❖ Acrobatiq Modules 41, 42, and 43: Having Balance in Your Life; Maintaining Balance: Being Out of Balance

- Complete Acrobatiq Module 41, 42, and 43 Quizzes before midnight July 24
- ❖ Myers Module 33: Stress and Illness
- ❖ Acrobatiq Modules 44, 45, and 46: Stress; Pain Management; Mindfulness
  - Complete Acrobatiq Module 44, 45, and 46 Quizzes before midnight July 24
- ❖ Acrobatiq Unit 14 Test
  - Complete Acrobatiq Unit 14 Test before midnight July 24
- ❖ Myers Module 40: Basic Concepts of Psychological Disorders
- ❖ Acrobatiq Module 47: Defining Psychological Disorders
  - Complete Acrobatiq Module 47 Quiz before midnight July 24
- ❖ Myers Module 41: Anxiety Disorders, OCD, and PTSD
- ❖ Acrobatiq Module 48: Anxiety and Related Disorders
  - Complete Acrobatiq Module 48 Quiz before midnight July 24
- ❖ Week 7 Short-essay Quiz
  - Take the Short-essay Quiz before midnight July 24

## WEEK 8: July 25 - July 29

### Learning Objectives

- Describe and differentiate the characteristic symptoms and causes of mood disorders, schizophrenia, and various personality disorders (CLO2)
- Describe dissociative identity disorder, and explain the controversies about the validity of this diagnosis (CLO4)
- Distinguish the psychological, biomedical, and social approaches to treatment; then identify and explain the major forms of psychological therapy (CLO4)
- Classify the different types of medications and brain interventions used to treat mental disorders, and explain how they each work to reduce symptoms (CLO 4)
- Explain the advantages of group therapy and self-help groups for treating disorders (CLO4)
- Describe the methods used to study the effectiveness of treatments for mental disorders and what is known about the relative effectiveness of psychological and biological treatments (CLO3)

## **Week 8 Activities and Assessments**

- ❖ View lecture on Introduction to Disorders and Therapies
- ❖ Myers Module 42: Major Depressive Disorder and Bipolar Disorder
- ❖ Acrobatiq Module 49: Mood Disorders
  - Complete Acrobatiq Module 49 Quiz before midnight July 29
- ❖ Myers Module 43: Schizophrenia and Other Disorders
- ❖ Acrobatiq Module 50: Schizophrenia
  - Complete Acrobatiq Module 50 Quiz before midnight July 29
- ❖ Acrobatiq Module 51: Personality Disorders
  - Complete Acrobatiq Module 51 Quiz before midnight July 29
- ❖ Acrobatiq Module 52: Neurodevelopmental Disorders
  - Complete Acrobatiq Module 52 Quiz before midnight July 29
- ❖ Acrobatiq Module 53: Controversies and Conclusions
  - Complete Acrobatiq Module 53 Quiz before midnight July 29
- ❖ Acrobatiq Unit 15 Test
  - Complete Acrobatiq Unit 15 Test before midnight July 29
- ❖ Myers Modules 44 & 45: Introduction to Therapy and the Psychological Therapies; Evaluating Psychotherapies Neurodevelopmental Disorders
- ❖ Acrobatiq Module 54: Psychotherapy
  - Complete Acrobatiq Module 54 Quiz before midnight July 29
- ❖ Myers Module 46: The Biomedical Therapies and Preventing Psychological Disorders
- ❖ Acrobatiq Module 55: Biomedical
  - Complete Acrobatiq Module 55 Quiz before midnight July 29
- ❖ Acrobatiq Module 56: Social
  - Complete Acrobatiq Module 56 Quiz before midnight July 29



❖ Acrobatiq Module 57: Prevention

- Complete Acrobatiq Module 57 Quiz before midnight July 29

❖ Acrobatiq Unit 16 Test

- Complete Acrobatiq Unit 16 Test before midnight July 29
- (Note: We are skipping Acrobatiq Unit 17, which comprises Modules 57–59)

❖ Final Examination

- Take the Final Exam before midnight July 29

## INFORMATION ABOUT TOOLS AND TECHNICAL REQUIREMENTS

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to:

1. Communicate with your professor and classmates regularly via email, discussion boards, and other platforms.
2. Navigate the internet using a web browser (note that certain tools may require a specific browser).
3. Use office applications such as Microsoft Office or Google Docs to create documents..
4. Submit assignments in Canvas.
5. Upload and download saved files (including text, audio, and video).
6. Use a microphone to record audio.
7. Use an internal or external camera to record video.

In this course we will use the following tools:

- Zoom enables users to conduct synchronous ("real-time") conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing.
- Panopto is a cloud-based lecture capture service available to Georgetown University faculty, staff and students.
- Proctorio is a proctoring tool that is used to verify student identity and monitor students while they take quizzes and exams (see appendix for more details on Proctorio)

### Computer Requirements

- You will need access to a computer (Windows or Mac) and adequate Internet service to complete this course. Although you can use other devices such as smartphones and

tablets for some online coursework, please note that some tools, such as Proctorio, do not work on tablets or smartphones.

- *You will also need an internal or external microphone and camera to complete this course.* While you can use any browser to access Canvas please note that some tools only work with certain browsers (e.g., Proctorio only works with Chrome).

The minimum requirements needed to use Canvas can be found in this [Canvas guide](#).

## COURSE POLICIES AND EXPECTATIONS

### Student Expectations

This course is divided into eight weekly units. You are expected to complete all readings, assignments, and activities on time. Participation is essential to your success in this class. Students are expected to actively participate in discussions with your peers, and contribute to the group assignments. It is important to subscribe to the course discussion boards so that you receive notifications when new messages are posted.

This course is taught entirely asynchronously so you can participate on your own schedule from any place in the world (subject to the weekly deadlines set forth in this syllabus). There are weekly deadlines to keep you on track throughout the course; in Weeks 1 - 7 they are always on Sundays at midnight EDT; in Week 8 the deadline is Friday at midnight EDT. In other words, you have total freedom within weeks but no freedom whatsoever between weeks! You may work whenever and wherever you want during the week, but by the end of each week there are activities and assessments that you must have completed.

It is not possible to begin the course late or finish the course early; you must work throughout the eight weeks of the course. Each week's material is posted at the beginning of that week. You are expected to complete all the course material. There are weekly deadlines for Acrobatiq Quizzes and unit tests, plus a midterm exam in the fourth week and a final exam in the eighth week.

You will also be expected to post contributions to online discussion forums at least twice each week, and to take the lead in initiating a new discussion topic when asked to do so by the professor (it will be your turn approximately twice during the course). During the first week of the course you will be asked to post an introductory video of yourself. The discussion forums work best if students contribute throughout the week—an avalanche of posts arriving on Sunday evening in time to “meet the deadline” defeats the purpose of the discussions, which is to explore interesting applications of class concepts and to help each other understand the material.

Grades for class participation therefore will reflect how well the posts contribute to discussion as well as the content of the posts themselves.

Keeping up is essential to your success in this class. In distance education courses you are required to participate just as if you were in a face-to-face course. This means that in order to get full credit for assignments you will have to complete all of your module activities and assignments by the assigned dates.

### **Time Expectations**

Our online classes are designed to meet the same academic standards as our place-based (face-to-face) courses. This class requires the same level of participation, commitment, and academic rigor as a face-to-face class. Our accelerated units truncate a 15-week class into 7.5 weeks while requiring the same level of participation, commitment, and academic rigor. Thus students should plan on spending 15-20 hours per week on the work for any online unit.

### **Communication Expectations**

#### Communication with Peers

You will be expected to engage with your peers via the discussion board on a regular basis.

#### Communication with Professor

Please feel free to message me with your questions, concerns, and/or to schedule a time to meet over Zoom. When sending messages please remember to follow the guidelines outlined below. If you have general questions about assignments and course materials please post these questions in the [General Question Discussion Board Forum](#) which you can access by clicking Discussions in the course navigation menu. This is an open forum, and you are encouraged to give answers and help each other.

- **Check the syllabus.** Before sending your e-mail or message, be sure that your question has not already been addressed in the syllabus or announcements.
- **Be patient.** If you have a concern and send me a message, you can expect a response within two business days. Please allow four business days for assessment submission feedback.
- **Specify subject.** Subject line should include the topic of the message and class title.
- **Greet & Close.** E-mails should begin with a formal greeting and end with you signing your name in all messages/emails.
- **Check writing.** Proofread (i.e. grammar and spelling) your message before sending.

## Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

### **Absences**

There are no absences in an online course. Students are expected to complete all work by the due date. If a student fails to submit and/or complete any of the assignments due in a module, including participating in discussion postings, quizzes, unit tests, and/or exams, the student will receive a zero on the assignment

### **Make-up Policy**

In order to be excused from any assignment or activity in a module, you must have a doctor's excuse and permission from your Dean, or have secured my permission well in advance.

## ACCOMMODATIONS

### **Students with Disabilities**

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services among others. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services, (202-687-8354; [arc@georgetown.edu](mailto:arc@georgetown.edu); <https://academicsupport.georgetown.edu/disability/>) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the Georgetown University Academic Resource Center website. Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

## Accessibility and Inclusion

One of the central tenets of Georgetown's educational mission is *cura personalis*, a Latin phrase meaning "care of the whole person." Georgetown is committed to showing care and concern for each student by creating an inclusive and accessible learning environment that follows universal design principles to meet the needs of its diverse student body.

I am committed to creating a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). If your name or pronoun needs to be corrected, please let me know early in the semester so that I can make the appropriate changes to my records.

## ACADEMIC INTEGRITY

Students at Georgetown University are expected to maintain the highest standards of academic and personal integrity. Although most Georgetown students conduct themselves in accordance with these standards, occasionally, there are students who violate the code of conduct. Cheating harms the University community in many ways. For example, honest students are frustrated by the unfairness of cheating that goes undetected and students who cheat can skew the grading curve in a class, resulting in lower grades for students who worked hard and did their own work.

Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to failure of the course, termination from the program, and revocation of degrees already conferred. All students are expected to fully adhere to the policies and procedures of [Georgetown's Honor System](#) and to take the Honor Code Pledge.

### Honor Code Pledge

In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system; to live out a commitment to integrity in all my words and actions; to be honest in every academic endeavor; and to conduct myself honorably, as a responsible member of the Georgetown community as we live and work together; to live out the ideals of Georgetown University I commit myself to be a person for others in my daily life, respectful of difference and disagreement; To care for this venerable campus and all of those with whom I share it; and to fulfill in all ways the trust placed in me to carry on the Georgetown tradition.

### Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of

passing off as one's own the ideas or writings of another.” Students are cautioned that cutting and pasting course materials into exam answers is considered plagiarism. More guidance is available through the [Gervase Programs](#). If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out [Plagiarism.org](#).

All submissions must be your original work. Any submission suspected of plagiarism will be immediately referred to the Honor Council for investigation and possible adjudication. All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor code material located online at the [Honor Council website](#).

## SUPPORT SERVICES

Georgetown recognizes that COVID-19 has a significant impact on everyone in the Georgetown community. Georgetown offers a variety of support services for students that can be accessed online and has put together [this newsletter](#) which aims to provide you with information about well-being resources and virtual meetings that can connect you with mental health professionals on and off campus during this time. Below are some resources available to you:

- [Academic Resource Center](#)  
202-687-8354 | arc@georgetown.edu
- [Counseling and Psychiatric Services](#)  
202-687-6985
- [Institutional Diversity, Equity & Affirmative Action \(IDEAA\)](#)  
(202) 687-4798

## Sexual Misconduct

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator, will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.]. More information about reporting options and resources can be found on the [Sexual Misconduct Website](#).

## Title IX Pregnancy Modifications and Adjustments

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. SCS students must complete the [Pregnancy Adjustment Request Form](#) and submit it to the SCS Deputy Title IX Coordinator at [titleixscs@georgetown.edu](mailto:titleixscs@georgetown.edu). Upon receiving the completed form, the Deputy Title IX Coordinator will schedule a meeting with the student to discuss the requested adjustments and implementation process. More information about pregnancy modifications can be found on the [Title IX at Georgetown University Website](#).

## **Georgetown Library**

If you have a question for a librarian you can go to their [“Ask Us”](#) page where you will have the option to chat online, send an email, or schedule a Zoom appointment to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](#) for additional information.

## **eResources**

Students enrolled in courses have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). You can access these resources through the [Library's Homepage](#) by using your NetID and password.

## **Learning Resources**

Georgetown offers a host of [learning resources](#) to its students. Two that you might find particularly helpful in this course are the [Writing Center](#) and [Refworks](#).

- [The Writing Center](#) offers peer tutoring by trained graduate and undergraduate students who can assist you at any point in the writing process. They help at any stage of your writing process, from brainstorming to revision. Tutors can offer advice on thesis development, use of evidence, organization, flow, sentence structure, grammar, and more. The Writing Center will not proofread or edit papers; rather, they will help to improve your proofreading and editing skills to become a better writer. Appointments can be booked online through their website.
- [Refworks](#) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

## **Technical Support**

All students have 24/7 access to Canvas technical support 24 hours a day, 7 days a week, including live chat and a support hotline at 855-338-2770. Use the 'Help' icon in the lower left of your Canvas window to view all available support and feedback options. If you're looking for help on a specific feature, check out the [Canvas Student Guide](#).

For technical assistance with other tools used in this course, click on links below:

- [Zoom](#)
- [Proctorio](#)
- [Panopto](#)
- [Google Apps](#)

## APPENDIX

### Online Proctoring

This online course uses Proctorio, an online proctoring solution integrated in Canvas quizzes which offers identity verification, test monitoring, and a number of other features to ensure academic integrity. Throughout an exam, Proctorio will record the testing environment, and depending on the settings of the exam students may need to provide a scan of the room. Therefore, students should select private spaces for the exam session where disruptions are unlikely and where recording devices can be enabled. At the end of the exam, Proctorio generates an automated report for the instructor flagging any suspicious behavior, such as opening up new tabs on browsers, talking to others in the room, and looking away from the screen for too long.

Students will be **required** to:

- Use a computer with a functioning webcam and microphone (no iPads, kindles, or mobile devices)
- Use Google Chrome browser
- Install the Proctorio extension to the Google browser
- Have a reliable internet connection
- Use a quiet private location
- Have the GU photo ID ready to show, if applicable

Students will take a practice quiz using Proctorio to test their systems and help prepare for an actual exam.

24/7 support is available via Proctorio. For additional information, please review [Proctorio's Best Practices for Students](#) and visit [Proctorio Support](#).

Please note: If you have challenges finding a computer that meets the technical requirements above, and/or concerns using an online proctoring tool, please speak to your instructor who will work with you to find an equivalent alternative.