

Psychology 100: Introduction to Psychology “E”

West Chester University

Department of Psychology

Your Instructor

Dr. Sandra Kerr



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Best way to reach me: email skerr@wcupa.edu I will respond to email within 24 hours during the work week and within 48 hours on the weekend.



Zoom videoconference ID: <https://zoom.us/j/7511570185>

Office Hours

Tuesday and Thursday from 12:00 AM EST to 2:00 PM EST, W 1:00 PM to 3:00 PM

- To Reserve your time to meet, either in person or via Zoom, visit my [meeting schedule website](#).

Other times by appointment.

- If my office hours don't work for you, please send me some days/time that fit your schedule and we will arrange an appointment time outside of designated hours.

Communication

Please use your WCU email account for all course-related messages to ensure that your important emails are not caught by the university spam filters and thus missed by me. WCU policy states: "It is expected that faculty, staff, and students activate and maintain regular access to *University provided email accounts*. All individuals are responsible for accessing that mail to obtain official University communications. Failure to access will not exempt individuals from responsibilities and liabilities."

Just like we observe common rules of [conduct and etiquette in the physical classroom](#), there are guidelines for online behavior and communication (or Netiquette). Please review the [WCU policy for online communication](#) and [Ten Netiquette Guidelines Every Online Student Should Know](#). These Guidelines apply not only to discussion posts or personal profiles, but to email, our primary form of electronic communication in this class.



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General Education Attributes

PSY100 satisfies two general education requirements, including:

- Behavior and Social Science Distributive requirement. This class is an approved Behavioral and Social Science Distributive course.
- Ethics requirement. This class is an approved Ethics (“ET”) course.

Course Description

Psychology is the scientific study of behavior and its causes and the goal of psychology is to describe, explain, predict, and change behavior. Behavior is defined broadly to include mental and physiological processes, as well as observable behavior. Introductory Psychology provides tools to analyze why people behave the way they do, and these tools can be valuable to you across a number of different settings (e.g., work, school, family, peer, and romantic relationships). The course introduces the major concepts and findings in psychology, and it addresses topics relevant to students from diverse majors, including kinesiology, education, nursing, and marketing, to name a few. The course also introduces ethical concepts and their application in both psychology related settings and in everyday situations.

The course has *two primary objectives*:

1. The *first* is to explain the basic processes underlying human behavior, to provide students with opportunities to apply this knowledge to practical problems, and to help students develop the tools needed to live a psychologically healthy life.
2. The *second* is help students develop a framework for ethical reasoning. We will review how to identify ethical problems using both a general ethical framework and the formal ethical code for Psychologists, develop tools for addressing ethical issues that arise, both in psychology related settings and in everyday life, and we will apply our knowledge and tools to ethical vignettes, both formally and informally, throughout the semester.

Prerequisites

PSY100 Introduction to Psychology is the first course for students interested in Psychology. There are no prerequisites for PSY100 nor are any competencies in Psychology assumed of the learner at the start of this class.

Class Format

This is a **Distance Education or online** section of PSY100.

All instruction, homework, exams, discussion boards, and other activities are online in either an individual or a paired student format. Please note! The increased flexibility of an online course means that you must take *more* responsibility for your learning, including the completion of assignments according to deadlines (see the Schedule of Topics/Dates). You may find that you need to work harder than you would in a traditional lecture class.

If you experience difficulties with the format of the course, contact me as soon as possible. Please don't wait until the end of the semester. By that time, it is too late for me to help you get on track!

Note the prominent statement identifying the course as an approved General Education Behavioral and Social Science Distributive.

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Most of the online activities will be asynchronous (you work on the course on days/times that best suit your schedule) but some (paired student assignments) are synchronous (students are working together on an activity online on the same day and time). Paired student assignments will require that you meet online with your assigned partner(s), but you and your assigned partners can decide when that meeting will be.

Be sure to visit the course D2L site on a regular basis but at least **twice** a week.



Note Program and Course Student Learning Outcomes are included and explicitly linked to assessment in table below.

Program Goals and Course Learning Outcomes

All undergraduate Psychology courses are designed to meet specific student learning outcomes consistent with the department’s mission statement. These outcomes represent the skills, knowledge, and attitudes that are important to the developing Psychology major. *PSY100, Introduction to Psychology*, is designed to help students begin to meet the following student learning outcomes:

1. Knowledge Base in Psychology
 - a. Psychology undergraduate students will develop a working understanding of the key concepts, processes, and overarching themes and sub-disciplines in psychology
 - b. Psychology undergraduate students will understand and be able to apply ethical standards for psychological science and/or practice.
2. Scientific Inquiry and Critical Thinking
 - a. Psychology undergraduate students will use scientific reasoning to interpret psychological processes.
3. Communication
 - a. Psychology undergraduate students will demonstrate effective writing and presentation skills in formal (e.g., APA style) and informal formats

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Note the clarity in the explanation of the General Education program Goals and SLOs.

General Education Goals and Student Learning Outcomes (SLO)

The General Education program has specified broad goals, and more specific learning outcomes that students should meet prior to graduation. PSY100, as one of the general education classes you will take at WCU, will help you to meet these goals and outcomes. Successful completion of this course satisfies one of your [Behavioral and Social Science Distributive requirements](#) and the [Ethics \(or ET\)](#) requirement.


General Education Goals and SLO for PSY100 (Social and Behavioral Sciences). More information about the assignments, and how they assess the relevant SLO can be found in the grading section

Note the table for clarity and identification of General Education Goals 1, 2 and 3. The preparer identifies Goals 1 and 2, as well as at least one associated Student Learning Outcome (SLO). Goals 3 requires two identified SLOs. Each General Education Goal and SLOs are explicitly linked to assessment.

Goal	Student Learning Outcome (Description)	Assessment
Goal I: Communicate Effectively	(d) Students in PSY100 will demonstrate comprehension of and the ability to explain information and ideas accessed through reading.	<ul style="list-style-type: none"> Connect assignments Graded assignment: <i>Anger can harm the heart</i>
	<div style="border: 1px solid black; padding: 5px; display: inline-block;">Cool icons.</div>	<ul style="list-style-type: none"> Graded Assignment: <i>Mindfulness Meditation</i> Application: <i>Lassie got help; would your dog?</i> (no credit activity on Module page) Various exam questions that require students to explain concepts and ideas (e.g., short answer)
Goal II: Think Critically and Analytically	(c) Students in PSY100 will reach sound conclusions based on logical analysis of evidence.	<ul style="list-style-type: none"> Graded assignment: <i>Anger Can Harm the Heart</i> Various exam questions that require students to analyze evidence to reach a sound conclusion
	<p>(a) Students will employ qualitative and/or quantitative methods to examine the patterns and processes of human activities.</p> <p>(b) Students in PSY100 will apply the basic methods and thought processes of the scientific method to understand human activity.</p>	<ul style="list-style-type: none"> Graded Assignment: <i>Anger Can Harm the Heart</i> Various exam questions
Goal III: Employ Quantitative concepts and Mathematical Methods		

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General Education Goal 7 Ethics: Make Informed decisions and ethical choices

Goal	Student Learning Outcome (Description)	Assessment
 Goal VII: Make Informed Decisions and Ethical Choices	(a) Students in PSY100 will understand different ethical perspectives/concepts: can identify and explain ethically relevant theories, concepts, or perspectives.	Assignment #1: Introduction to ethical reasoning
	(b) Ethical Issues Recognition: Can identify core ethical issues in scenarios or dilemmas	Assignment # 1 Introduction to Ethical Reasoning; Assignment #2 Harlow and the IRB;
	(c) Application of Ethical Perspectives/Concepts: Can apply relevant ethical theories and/or concepts to fictional or real-world scenarios	Assignment #2 Harlow and the IRB; Assignment #3 Application of Ethical Reasoning to an Ethical Issue in Your Field of Study
	(d) Evaluation of Different Ethical Perspectives/Concepts: can offer intellectually honest critiques and evaluations of ethical positions, including one's own	Assignment #3 Application of Ethical Reasoning to an Ethical Issue in Your Field of Study

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While a single course will not enable you to achieve all of these goals immediately, PSY100, as part of the General Education program at West Chester, should help you move toward meeting them. The work and activities of this course have been chosen specifically to help you meet the goals and learning outcomes outlined above. Your instructor, in cooperation with the psychology department and the university, will be evaluating your progress towards achieving these goals this semester. *Enrollment in this course constitutes acceptance of participation in such assessment activities as necessary to evaluate student progress. Outcomes assessment activities may include review of student essays, completion of student projects, and documentation of student participation in psychological research.*

Required Materials

Textbook with Connect Access

King, Laura A. (2019) Experience Psychology, 4th Ed., with McGraw-Hill Campus Connect Access

The textbook is provided in an electronic format so you can access the chapter readings and the Connect assignments at any time and on any device. The electronic format reduces the cost to students because it eliminates the need for a printed text.

Textbook purchase and access is *automatic* through the university's [Inclusive Access program](#).

What is Inclusive Access?

The program bundles the cost of textbooks for certain WCU courses, including PSY100, in your tuition. If you participate in the program, you will have online access to the textbook and *Connect Access* as soon as the semester begins, and you won't have to purchase the text or *Connect Access* separately. You may opt out of the Inclusive Access Program or receive a full refund if you drop the course before the drop deadline. For further information, please read [Inclusive Access FAQ](#).

What if I want to purchase the book on my own?

We have negotiated what we believe to be the best price for the electronic text with Connect access through the publisher. However, if you choose to purchase your text elsewhere, you must also purchase a Connect access card for the 4th edition of the textbook. I do not recommend purchasing the access card through a 3rd party vendor because, in the past, students have reported difficulties with the Connect access card when purchasing through 3rd parties, including receiving access cards that are outdated or are for other editions of the text. *For your protection, read the exchange and return policies before you purchase your text and access card, and be certain that the vendor will allow you to return the card for a full refund if the card*

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doesn't work! Most vendors do not allow you to return an opened Access card even if you receive an outdated card or a card that has already been used.

Getting Started with Connect Access

Using Inclusive Access	Declined Inclusive Access
Getting Started Video for Inclusive Access	Getting Started with MH Connect Video

Be sure to use your WCU email address (not an off-campus email) when you set up your MH CONNECT account so that your grades from Connect Assignments will sync with the course D2L Grade Book.

What are Connect Assignments?

Purchase of the textbook provides access to Connect assignments, which are a required component of the course. **Connect is an adaptive learning tool that tests students on their comprehension and knowledge of terms, concepts, and information provided in the text.** PSY100 is a foundational survey course and therefore the bulk of learning involves mastery of terminology, processes, and methods that are new to most students. Connect provides you with practice using multiple choice and fill-in-the-blank questions, and it prompts you to read and review the text when your responses indicate that you haven't completely grasped the information you need to learn from each chapter. Connect provides direct links to the related text in the eBook that you need to review to enhance your understanding. The experience of Connect feels like a quiz because you are answering multiple choice and fill-in-the-blank questions, but it differs in that unlike a quiz, you can continue answering questions until you achieve a perfect score of 100%. Thus, this tool will help you master the content you need to do well on exams and other assignments.

Watch this quick video for tips on how to navigate the e-book and complete assigned learning modules: [Using SmartBook Effectively & Completing Assigned Modules](#)

Experiencing Problems setting up your McGraw Hill Connect account? Need help with MH Connect? Need Connect Assistance? Call 1-800-331-5094 or visit www.mhhe.com/support (use the student chat link for the quickest response).

Computer

To take this course, you are expected to have a computer system that meets the minimum expectations as outlined by West Chester University Information Services found at [Recommend Computer Specs for Windows Computer](#) and the Distance Education [Technical Requirements and Considerations](#).

You need a working web-camera and microphone so that the Examity proctor can see you during exams

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and a computer microphone to speak with the Examity proctor. You will also need these items to participate in Zoom meetings with your professor and your assigned peer partners in the small group/paired projects.

If your computer does not have a built in camera and/or microphone you will need to purchase these items, which are readily available from online retailers such as [Amazon](#) or [Newegg](#).

You will also need to open files in the PDF format using the [Adobe Reader](#) and you may need [Java](#) to ensure that certain programs run correctly.

As a West Chester University student, you have free access to the [Microsoft Office Suite](#) including cloud file storage through One Drive.



Noteworthy clarity in grading assignment table below and the descriptions for the exams and assignments as well as the assignment list with individual percentages for each assignment.

Grading

Weight based grading: Your final grade is based on the four exams, six assignments, twelve McGraw Hill Connect activities, and any extra credit points you earn. *Please note that this course uses a weight-based grading system.* That is, points may vary within categories, but the percentages associated with each of the three graded categories (exams, assignments, MH Connect activities) add up to 100%. View your gradebook in D2L to see the individual points and weights associated with each assessment item and the weights associated to each category of items.

Assignment	Percent of Final Grade
4 Exams	40% (10% each)
9 Assignments	50% (30% Ethics Assignments)
McGraw Hill Connect Assignments	10%
Extra credit (optional)	Up to 5%
Participation in Research Activity or Alternative Assignment	NC; Required to receive final grade

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WCU Grading Scale

Letter Grade	Numerical Equivalent
A	93 to 100
A-	90 to 92
B+	87 to 89
B	83 to 86
B-	80 to 82
C+	77 to 79
C	73 to 76
C-	70 to 72
D+	67 to 69
D	63 to 66
D-	60 to 62
F	59 and below

Exams

There are 4 exams, which count for 40% of the final grade (10% each). The last exam is NOT cumulative. Exams contain material from videos, discussions, module pages, McGraw-Hill Connect assignments, and the textbook. You are responsible for knowing all **assigned** material from the book even if we do not cover that material on the module pages. All exams will be proctored by Examity, and students are required to set up an Examity account prior to the first exam. The exams will be comprised of multiple-choice, as well as some short-answer questions (which will be used to assess Gen Ed SLO 1d & 2c).

Assignments

There are nine (9) assignments and they will help you to apply the principles of Psychology to real world situations. Three (3) of the assignments will help you develop ethical reasoning skills and require you to apply those skills evaluating ethical issues/dilemmas. Four (4) of the assignments are individual (you complete the assignment on your own) and the remainder are paired or small group student projects (you work with one or more student in the class). For paired/small group assignments, students will collaborate to submit one response sheet and each student will receive the grade earned by the pair/group submission. It is the responsibility of the students in each pair/group to decide when to meet but it is expected that you will schedule a sufficient amount of time to allow for the completion of a specific activity (approximately 30-40 minutes). A typical activity might involve reading and discussing a research article and submitting a critical evaluation of the research.

These nine (9) assignments together are worth 50% of your final grade. The assignments and their associated percentages within this category are listed below. More detailed information is provided in each assignment.

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- Introduce yourself to the class 1%
- Navigating Digital Learning 1%
- Introduction to Ethical Reasoning (Ethics Assignment #1) 10%
 - One objective of this class is to help you develop a framework for ethical reasoning. In week 1 (see Course Schedule), you will be introduced to ethical reasoning through a reading ([Introduction to and Application of Ethical Reasoning](#)) and lecture. You will then do an assignment that asks you to..... . You will receive feedback on this assignment that will help you hone your skills before the next ethics assignment is due.
- Anger can Harm the Heart 8%
- Research with Nonhumans (Ethics assignment #2) 10%
 - In week X, you will learn about the ethical guidelines that govern research with nonhumans through reading ([Guidelines for Ethical Conduct in the Care and Use of Nonhuman Animals in Research](#)) and lecture. This assignment will give you the opportunity to demonstrate what you have learned about the professional guidelines of psychology and apply those ethics to an actual psychological study. You will be asked to identify the core ethical issues in this experiment and decide whether the study was conducted ethically. Again, you will receive feedback from me about your analysis before the next ethics assignment.
 - *This assignment may be uploaded to your ePortfolio*
- Mindfulness Meditation 5%
- Why Grad Schools are Opting out of the GREs 5%
- Application of Ethical Reasoning to an Ethical Issue in your Field of Study (Ethics assignment #3) 10%
 - For this Assignment, you will apply what you have learned about ethics to an issue in your own major. You will identify an ethical issue in your area of study, and then apply the [8 Key Questions](#) ethical framework to decide how to ethically resolve the problem.

Guidelines for online paired/group student projects.

- Start early! You need to contact your assigned partner(s), schedule a time that you both can work on the project together, get together online to meet, and prepare your submission. Starting *at least 2 weeks before the deadline* ensures that you have a sufficient amount of time to complete the assignment.
- Respond to your paired partner's emails within a reasonable amount of time (1 ½ days). The number one complaint I hear from students is that they've emailed their assigned partner, sometimes multiple times, without receiving a response. This goes back to one of the key rules for success in an online course—you must be checking your WCU email, and the D2L course site frequently to be successful.
- Set a specific day/time to meet and specify how you will meet (e.g., “I'll set up a Zoom meeting for Wednesday at 7:00 pm and send you the invitation to access the meeting”).
- Decide who will be responsible for submitting the final work product in D2L.
- Share assignment responsibilities. When one student volunteers to set up and run the Zoom meeting, another person could take responsibility for writing or submitting your responses.
- If problems arise, try to work them out with your assigned partner(s) before contacting your instructor. Remember, group projects don't end when you are finished with college. Business, Industry, education, and other work settings rely heavily on committee/group formats to complete work projects on a regular basis. Learning to resolve differences with your group partners is

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excellent practice for your future professional career. If your best efforts fail, please email your instructor (skerr@wcupa.edu)

McGraw Hill Connect Assignments

There are 12 Connect Assignments and each of them is weighted equally within this category. Together they make up 10% of your final grade. To get full credit for each Connect assignment you must work until you achieve 100% proficiency. Working on each assignment until you are at 100% will also help to prepare for the exams. (Note that completing the Connect Assignments does not guarantee that you will achieve 100% on the exam).

Self-Check Quizzes (optional)

These are optional but strongly encouraged. Links to self-check quizzes appear in the Course Modules and will test your understanding of the module content. These self-checks will help you prepare for the exams and thus you are strongly encouraged to complete them as a way to gauge your understanding of the course content.

Extra Credit (optional)

Up to 5% points towards final grade can be earned through optional opportunities offered throughout the semester. These extra credit activities are embedded in the course modules and to earn them, you need to find the extra credit opportunities (in other words, they are not announced). In addition, *you can also earn 1 extra credit point for finding and notifying me about a legitimate problem with the D2L site. Examples include broken links, inconsistent information (e.g., multiple due dates given for the same assignment), etc. You can earn up to two extra credit points for reporting problems with our D2L site.*

Research Activity or Alternative Assignment

Because psychological knowledge is accumulated through empirical studies, all students enrolled in PSY100 or PSY120 are required by the Department of Psychology to participate in a department approved research project OR complete an alternative assignment (read and summarize a research article from a Psychology journal). The research requirement helps satisfy *Course Objective I.b. Students will be able to understand ethical standards for psychological science and/or practice.* This requirement can be fulfilled at any time during the semester but is due on or before the last day of classes. To satisfy the requirement you must earn 2 research credits. You can do so by participating in one two-hour research study OR two one-hour studies (or if you choose to do the Alternative assignment, you would submit one journal article summary for each hour you need to earn). You receive one research credit for each hour of participation

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or each summary you submit. Note also that you must complete this requirement, but the research points you earn do *not* count towards your final grade in the class. If you do not complete the research participation or the alternative assignment before the end of the last class day, you will receive an NG (no grade) in the course instead of your earned grade. The NG can only be replaced with your actual, earned grade *once* you fulfill this requirement. For more information about the requirement please see [Department of Psychology PSY100 Research Requirement](#) (*Please note that this is a department, not an instructor, requirement for all PSY100 and PSY120 classes offered at WCU*).

If, for any reason, you decide that you do *not* want to participate in a research project, you may complete an [alternative assignment](#).

To earn your research credit:

Step 1: Setup your [SONA account](#)

Step 2: [Select a research study to participate in](#) (note that studies may not start appearing in SONA until a few weeks after the start of the semester).

Step 3: If you decide not to participate in research, you may do the [alternative assignment](#). Upload your completed research summaries to the [PSY100 Alternative Research Requirement assignment folder](#) (live link to be added each semester).

Special Note 1	Because you are enrolled in a fully online section of PSY100, you are only required to participate in online research
Special Note 2	It may take a few weeks for studies to be posted in SONA, so if nothing is available when you look, check back in a week or so. I will also monitor the system and post announcements in D2L when I see that studies are available.

Noteworthy course outline below with topics, readings, assignments, percentage of final grade and due dates.

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Week	Module/Topic	Reading	Connect Learning Activity	Assignments	% of Final Grade	Due Date
8/26	Science of Psychology			Introduce yourself to the class (individual assignment)	1.0%	9/3, 11:30PM
	Part I: History of Psychology	pp. 1 to 12		Navigating Digital Learning (individual assignment)	1.0%	9/7, 11:30PM
		Reading: Introduction to and Application of Ethical Thinking		Introduction to Ethical Reasoning (Ethics Assignment #1; Small Group assignment)	10.0%	9/17, 11:30 PM
9/2	Part II: Research Methods	pp. 13 to 36	Ch 1. The Science of Psychology	Anger can Harm the Heart (individual assignment)	8.0%	9/17, 11:30 PM
9/9	Brain and Behavior	Ch 2; Omit 55 - 77	Ch 2. The Brain and Behavior			9/17, 11:30 PM
9/16	Exam 1 Open 9/18 12:30 pm - 9/20 11:30 pm				10.0%	
9/23	Human Development	pp. 279-282, 302-318	Ch 8. Human Development			10/15/2019 11:30PM
		Guidelines for Ethical Conduct in the Care and Use of Nonhuman Animals in Research		Research with Nonhumans (Ethics assignment #2; individual project)	10.0%	10/15/2019 11:30PM
9/30	States of Consciousness	pp. 126 - 143, 157 - 163	Ch4. States of Consciousness	Mindfulness Meditation (individual assignment)	5.0%	10/15/2019 11:30PM
10/7	Learning	pp. 167 - 190	Ch 5. Learning			10/15/19 23:30
10/14	Exam 2 Open 10/16, 12:30 pm - 10/18, 11:30 PM				10.0%	
10/21	Intelligence	pp. 256 - 266	Ch 7. Intelligence			
				Why Graduate Schools are Opting Out of the GREs (Paired assignment)	5.0%	
10/28	Social Psychology	Chapter	Ch 11. Social Psychology			
11/4	Emotion	pp. 347 - 356	Ch 9. Emotion			
11/4		8 Key Questions		Application of Ethical Reasoning to an Ethical Issue in Your Field of Study (Ethics assignment #3: Discussion Board)		11/12/19 23:30
11/11	Health Psychology (stress)	pp. 520 - 526	Ch 14. Stress		10.0%	
11/11	Exam 3 Open 11/13, 12:30 pm to 11/15, 11:30 PM				10.0%	
11/18	Personality	Chapter	Ch 10. Personality			12/10, 11:30 PM
11/25	Thanksgiving Week					
12/2	Psychological Disorders	Chapter	Ch 12. Psychological Disorders			12/10, 11:30 PM
12/9	Therapies	Chapter	Ch 13. Therapies	All Connect Learning Activities	10.0%	12/10, 11:30 PM
				Extra Credit (Optional)	5.00%	
	Exam 4 Open 12/11, 12:30 pm to 12/13, 11:30 pm				10.0%	
					Maximum Total Percentage Possible	105.0%

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Privacy and Accessibility Policies

You can access the privacy policy, accessibility policy, and support sites for West Chester University supported digital tools at the [Accessibility and Privacy Policies page](#) of the Distance Education website. In addition here is the [Accessibility Policy](#) and [Privacy Policy](#) for McGraw Hill’s Connect and the [Privacy Policy](#) for Dropbox.

Desire2Learn (D2L) Learning Management System

Access to the course website is through the university's [Desire2Learn \(D2L\) Learning Management System](#). D2L houses all of the course content including Module pages, exams, quizzes, videos, and other learning materials. It also provides access to the external tools like MH Connect, Zoom, and Examy. Thus, the basic materials needed to achieve all Module and Course objectives are based in D2L and it provides the organization, structure, and content to support all course and module objectives. If you are new to D2L, check out the [Documentation Library](#) for tips on how to access course content, respond to discussions, submit assignments, and take exams.

Be sure to visit the course D2L site on a regular basis, but at least twice a week to: view module pages, access assignments and extra credit, take self-check quizzes and exams.

Examy Exam Proctoring Service

Exams are proctored by [Examy](#), an online 24/7 test proctoring service. Examy is included in the course to ensure Academic Integrity in test taking. Students are videorecorded while completing the 4 online exams to prevent online cheating. Academic Integrity is a prerequisite for fairness to all learners. Examy ensures that students who do not engage in cheating on the exams are not disadvantaged by students who attempt to undermine Academic Integrity. There is no cost to you for this service, but **you must set up an Examy account before you can take the first exam**. You will need a picture ID (either a valid driver's license *or* your WCU ID card).

Review the Examy Directions (ADD LINK) and watch [this video](#) showing how Examy works.

Then set up your account and run the [computer system check](#) to ensure that your computer can connect with Examy.

Additional questions about Examy? See [Examy Student FAQs](#)

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Special Note about Examyty

If you cannot agree to use Examyty, you need to drop this class as Examyty proctoring for all exams is mandatory. If you would prefer not to take the online class, email me asap and I can help you get into a PSY100 class offered in a more traditional format (i.e., in a physical classroom).

Zoom Video Conference Tool

Zoom. [Zoom](#) is video-conferencing and web-meeting software with screen sharing capabilities that we will use for the student projects and for meetings with the instructor. All WCU faculty and students have access to [Zoom](#) using assigned WCU email and password. There is no cost to students to use this program and the [Zoom Help page](#) has information to help you get started.

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Computer and digital information literacy skills needed to be successful in this course

Computer Skills: You are expected to be competent in the use of computers, the Web, and commonly used software programs such as the Microsoft Office suite of applications (e.g., Microsoft Word) and Adobe PDF readers. In addition, you should be able to utilize a web-camera and microphone. You should have a basic understanding of how to use the common elements of Desire2Learn (D2L), the university learning management system.

To ensure that all students have the minimum technical skills required in this course, you must complete four short D2L tutorials which provide training in basic digital skills. After you complete each tutorial you will earn a certificate. To document your required completion of these modules and earn the points for this assignment, submit all four PDF certificates to the *Navigating Digital Learning assignment folder* (in the Assignments area of our D2L course). This assignment is worth 1% point.

- [Ready for Online Learning](#)
- [Downloading Files & Submitting Assignments](#)
- [Quizzes](#)
- [Examiity](#)

Library Resources for Distance Education Students: This course does not require the use of specific digital information literacy skills. However, the West Chester University Library makes resources available to all distance education students at [Library Services for Distance Students website](#) .

Additional technical support information will be provided for tools as needed throughout the course

Getting Technical Support

[WCU IT Help Desk](#) at 610-436-3350 or helpdesk@wcupa.edu

[Distance Education Support](#) at 610-436-3373 or distanceed@wcupa.edu

Support contact information is also listed on the homepage of our course.

Resources for Student Success

An online course uses technology to provide you, the student, with greater flexibility regarding when and where you learn. To be a successful online learner you must capitalize on this increased flexibility by doing the following:

Self-Motivation and Self-Discipline. Active participation in online activities is expected. This means that you login to the course frequently, engage with the provided materials, and read and respond to communications in a timely and thoughtful manner. Online courses require you to take *more* responsibility for your learning.

Planning and Organization. You will need disciplined work habits, effective time management skills, and the ability to work both alone and collaboratively if you wish to be successful in an online course. You should expect to devote 9 to 12 hours per week to this course. You may find that you need to work harder than you would in a traditional lecture class.

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Communication Skills. In an online course communication takes place primarily through the written word. You need strong English reading and writing skills to express your thoughts. Online courses also expect you to proactively reach out to your instructor for assistance when you need it. Finally, pay attention to communication guidelines and be respectful of your fellow students when you communicate.

Electronic Communication Policies

The university requires that faculty, staff, and students activate and maintain regular access to University provided e-mail accounts. Official university communications, including those from your instructor, will be sent through your university e-mail account. You are responsible for accessing that mail to be sure to obtain official University communications. According to WCU policy, failure to access will not exempt individuals from the responsibilities associated with this course.

Just like we observe common rules of [conduct and etiquette in the physical classroom](#), there are guidelines for online behavior and communication (or Netiquette). Please review the [WCU policy for online communication](#) and [Ten Netiquette Guidelines Every Online Student Should Know](#). These Guidelines apply not only to discussion posts or personal profiles, but to email, our primary form of electronic communication in this class.

Privacy and Accessibility Policies. You can access the privacy policy, accessibility policy, and support sites for West Chester University supported digital tools at the [Accessibility and Privacy Policies page](#) of the Distance Education website. In addition here is the [Accessibility Policy](#) and [Privacy Policy](#) for McGraw Hill’s Connect and the [Privacy Policy](#) for Dropbox.

University Policies and Information

Student Support Resources

The [Ram’s Eye View Services page](#) provides a list of Academic and Student Services links and information for students.

Library Resources for Distance Education Students:

This course does not require the use of specific digital information literacy skills. However, the West Chester University Library makes resources available to all distance education students at [Library Services for Distance Students website](#).

Academic Integrity

It is the responsibility of each student to adhere to the university’s standards for academic integrity. Violations of academic integrity include any act that violates the rights of another student in academic work, that involves misrepresentation of your own work, or that disrupts the instruction of the course. Other violations include (but are not limited to): cheating on assignments or examinations; plagiarizing, which means copying any part of another’s work and/or using ideas of another and presenting them as one’s own without giving proper credit to the source; selling, purchasing, or exchanging of term papers; falsifying of information; and using your own work from one class to fulfill the assignment for another class without

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significant modification. Proof of academic misconduct can result in the automatic failure and removal from this course. For questions regarding Academic Integrity, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct, students are encouraged to refer to the Undergraduate Catalog, the *Ram’s Eye View*, and the [University academic policies website](#).

Note that penalties for academic integrity violations can include:

- completion of alternative work, with or without a grade reduction;
- a reduced grade (including F or zero) for the assignment;
- a reduced grade (including F) for the entire course.

Americans with Disabilities Act

If you have a disability that requires accommodations under the Americans with Disabilities Act (ADA), please present your letter of accommodations and meet with me as soon as possible so that I can support your success in an informed manner. Accommodations cannot be granted retroactively. If you would like to know more about West Chester University’s Services for Students with Disabilities (OSSD), please visit them at 223 Lawrence Center. Their phone number is 610-436-2564, their fax number is 610-436-2600, their email address is ossd@wcupa.edu, and their website is at <https://www.wcupa.edu/universityCollege/ossd/>. In an effort to assist students who either receive or may believe they are entitled to receive accommodations under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, the University has appointed a student advocate to be a contact for students who have questions regarding the provision of their accommodations or their right to accommodations. The advocate will assist any student who may have questions regarding these rights. The Director for Equity and Compliance/Title IX Coordinator has been designated in this role. Students who need assistance with their rights to accommodations should contact them at 610-436-2433.

Excused Absences Policy for University-Sanctioned Events

Students are advised to carefully read and comply with the excused absences policy for university-sanctioned events contained in the WCU Undergraduate Catalog. In particular, please note that the “responsibility for meeting academic requirements rests with the student,” that this policy does not excuse students from completing required academic work, and that professors can require a “fair alternative” to attendance on those days that students must be absent from class in order to participate in a University-Sanctioned Event.



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