



**OTRP** *online*

office of teaching resources in PSYCHOLOGY

## **Abnormal Psychology-Psy 440/440G**

3 credit hours.

Sections 750, VU1: On-line

Western Kentucky University, Fall 2009

**Web Site Syllabus:** All course information located on the Web sites, including policies, is subject to being changed until the first day of the semester. Check the date at the bottom of this Web page for currency.

*"... life is not a multiple choice test, it's an open-book essay exam."  
--Alan Blinder (Princeton)*

I provide a very detailed syllabus, built from past student questions. This essentially replaces the "first day of class" introduction. Please take the time to read it a few times and take notes on it. I think you'll find most of what you need here but ask about anything that is unclear or for which you need reassurance.

### **Major Sections:**

1. Instructor Contact Information
2. Course Information (e.g., learning objectives, prerequisites, textbook)
3. Course Policies (e.g., "what ifs"; grading; assignment overview—participation, exams; turning in papers)
4. [See "Instructions for Activities" for Schedule of Topics/Activities & Due dates.]

### **Instructor Contact Information**

**Who is Your Instructor?** [Sally L. Kuhlenschmidt](#), Ph.D., Professor of Psychology, licensed in Clinical Psychology. Director of faculty development center, the Faculty Center for Excellence in Teaching (FaCET). I've been at WKU since 1986 in the Psychology Department, teaching upper level classes like Psychological Measurement, Behavior Modification, and Abnormal Psychology. I enjoy photography, Web page creation, and my cat, Mocha. I'm also helping care for an aging relative, which means occasional unexpected out of town trips. I have completed two certificate programs online, from U Western Georgia, so I have been an online student. I also enjoy travel and have been to: Austria, The Bahamas, Belgium, Canada, China, France, Germany, Iceland, Italy, Japan, Luxembourg, Mexico, Netherlands, Switzerland, and Ukraine. I hope you'll have the chance to travel overseas someday if you haven't already.



**How to address me?** I'm fine with "Sally," but if you want a more formal title, then "Dr. K" is good. I really don't care for either 'Ms. K' or 'Mrs. K'. No need to say "Kuhlenschmidt" but I do provide an audio clip of my last name if you are curious.

**Times.** Any times mentioned throughout the term are for the *Central Time Zone*.

**E-mail.** [sally.kuhlenschmidt@wku.edu](mailto:sally.kuhlenschmidt@wku.edu) I typically respond quickly to e-mail IF **in the subject line you type "Psy 440" and then a brief description of the topic, e.g., "Psy 440 project."** It's professional behavior and courteous to clearly label your mail. Thank you to those who consistently do this.

**If you do not use the Psy 440 subject line, I won't answer your e-mail. If someone yelled rudely at you on the street you wouldn't respond either. Announce yourself.**

I typically respond within 48 hours during weekdays. I may be in on the weekend but I don't guarantee it. If you haven't heard from me in 2-3 days, e-mail again with **Psy 440 & topic in the subject line** or pick up the phone and call me.

**Phone.** (270)745-6508; Please please please leave a phone number or at least a name if you call and cannot reach me immediately.

While many course documents are submitted electronically, some are not...

<b>Address for Mailing Me.</b>	1906 College Heights Blvd. #11095, Western Kentucky University, Bowling Green, KY 42101-1095.  <b>Always</b> keep a copy of anything you mail!!
<b>Address for Visiting Me face-to-face.</b>	Faculty Center for Excellence in Teaching. Walking/driving directions at <a href="http://www.wku.edu/teaching/map_directions.html">http://www.wku.edu/teaching/map_directions.html</a> ). I really enjoy meeting my online students when possible for them.
<b>How to Lose Your Documents:</b>	
<b>Campus Mail</b>	Do NOT put items in campus mail. <b>They won't reach me.</b> Although I've been here 20+ years, the WKU post office doesn't seem to know where I am.  Use the Postal Mail address above or hand deliver any non-electronic items you want me to have to the Faculty Center for Excellence in Teaching during regular working hours (8-4:30).

1783 Chestnut	<b>Do not mail to 1783 Chestnut.</b> Yes, that is my physical location but for reasons you don't care about, letters don't get here to that address.
<b>Psychology Mail Box</b>	Do NOT deliver items to Psychology or address them to Psychology. <b>They won't reach me in a timely manner.</b>

Until course items are in my hands or my secretary's hands, they don't exist. Save backup copies.

**Office Hours.** Monday 10-12 and Friday 1:00-2:00pm but in practice I'm around more often. *Appointments outside of office hours are welcome.* I am more than happy to make appointments. I often work in the early evenings as opposed to mornings. You can typically catch me in around 4:00-6:00pm. A meeting can be held face-to-face, using the phone, via chat room, using Skype ([www.skype.com](http://www.skype.com)) or in Second Life (<http://slurl.com/secondlife/WKU%20Learning%20Space/130/130/27>). My position at FaCET sometimes prevents me from keeping designated hours as someone with a bigger title than mine may schedule a meeting for me.

**Web Pages.** [My home page](http://www.wku.edu/~sally.kuhlenschmidt/sally.htm) (<http://www.wku.edu/~sally.kuhlenschmidt/sally.htm>)

[Blackboard Portal](https://ecourses.wku.edu/): <https://ecourses.wku.edu/>

The textbook Web site is <http://www.thomsonedu.com/> and **search** using one authors name (Durand and Barlow) or by title 'Essentials of Abnormal Psychology'. Choose the 4<sup>th</sup> edition and when that page loads select the chapter at the top and you'll find flash cards, crossword puzzles and other helps.

## Course Information

### This section covers:

- Description & Objectives
- How to succeed/Prerequisites
- Materials Needed

### What does the course cover?

**Catalog description.** An introductory course in the field of abnormal psychology with emphasis upon forms of abnormal behavior, etiology, developmental course, interpretations, behavior manifestations, and treatment programs.

3 Hours University Credit is earned upon completion. I don't permit auditing nor do I permit incompletes for the course. Withdrawals are permissible within University constraints. Remember, if you stop participating before the 60% point in the term you will have to pay back federal financial aid.

Being enrolled is not a guarantee that you will pass the course. The only way to pass the course is to perform acceptably on the assigned work.

The course fulfills the Personality/Abnormal Psychology requirement for the [psychology major](#) at WKU.

### What will I learn in the course?

<b>Course Objectives</b>	<b>Activities to support the objectives</b>	<b>Assessment of the objectives</b>
Upon completion of this course you will be able to		
1. explain current issues & scientific approaches to understanding and treating abnormal behavior.	Reading, Discussion	Discussion Points, Exams
2. summarize the biological, psychological and social challenges of maladaptive functioning.	Reading, videos, Discussion	Discussion Points, Exams
3. classify, at a beginning level, abnormal behavior	Reading, videos, Diagnosis Trees	Exams
4. analyze a mental health issue in depth	Reading, Paper, Diagnosis Trees, Discussion	Paper
5. evaluate professional and popular press information concerning human behavior.	Discussion, Paper	Discussion Points, Paper, Exams

### Why is this material important?

You will be more successful and happier in the course if you find a personally meaningful reason for the course material to be important to you. Some commonly stated reasons include,

- Any career involving working with people will go more smoothly if you have an overarching understanding of how humans react and also can identify potentially serious behaviors;
- Understanding the behavior of those in distress helps you to understand your personal (or your families') coping when faced with trauma;
- Understanding the development of maladaptive behavior helps you to be more tolerant and "get along better" with those displaying such behavior;
- It is fun to develop one's own theories and test them against the experts.

- What are your reasons?

### **What are the instructional methods for the course?**

Your primary source of *course content* will be the textbook. I provide short “overviews” to supplement the textbook and guide you in the direction of questions you should ask as you read. I’ve also provided short audio clips for most sections. A transcript is provided for those who prefer that mode. The audio clips can be listened to on most computers or downloaded to an iPod or similar device. I’ve located a number of online audio and video clips that illustrate different disorders. The essential diagnostic features in videos/audios will be covered on exams.

You will have the opportunity to *test and deepen your understanding and raise questions* through the seminar activities in the discussion forum. Think of the discussion forum as your face-to-face class meeting time. You will be making one formal post weekly and evaluating one colleague’s post weekly. In addition I enjoy when students ask for more information on any of the course topics or about facets of abnormal behavior about which you are curious, for example, news items.

I also provide what I call “Diagnosis Trees” starting with Week 2 and you are marked on attempting them or not. These are opportunities for you to try your hand at diagnosis. They enhance your understanding and can make key concepts or distinctions “click.”

I also provide examples of “homework” that a clinician may use with a client. These “client homework” examples are not required but can make issues concrete for you.

There will also be graded exams, a paper, and some opportunities for extra credit.

Understanding of abnormal behavior often comes from comparing and contrasting the different disorders. Once material is covered, a student is expected to retain the information for later assessments, including exams.

### **What do I need to do to succeed in this course?**

**Meet the pre-existing expectations:** Check off as completed.

Complete the prerequisites before beginning the course.

Six hours in psychology including Introductory Psychology (Psy 100).

At least 60 hours of credit (junior standing).

Have a sympathy for and an interest in understanding the lives of those experiencing maladaptive functioning.

Create a 3 ring binder for course materials

\_\_ Create an electronic folder on your computer or designate a specific area on a storage device (with backup copy) for course materials.

\_\_ Be wise. Arrange today a back up plan for Internet access in case your primary computer fails. Libraries may offer a terminal, for example. WKU tends to do maintenance tasks on the weekends so you may experience periodic outages. I'll tell you as soon as they tell me, typically Friday morning. Here is my backup plan: \_\_\_\_\_

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\_\_ Schedule with yourself 3 to 4 times weekly when you will work on the course. \_\_ Re-evaluate in 2-3 weeks and adjust your scheduled times. There is heavy demand on the servers starting about 2 and until supper time, say 5:00. (This is especially true the first week of school.)

\_\_ Do your reading and participate in course activities, especially the discussion board.

\_\_ This is a course offered in English to a North American audience. As an Internet-based course you must be able to find Web pages on the Internet, to use E-mail, to create and save electronic documents, and to enter text in Web page forms.

Successful online students are

\_\_ self-directed and mature as learners.

\_\_ They are methodical in doing activities and in checking the course Web site.

\_\_ They are willing and even eager to participate in online discussions.

\_\_ They may feel like relative newcomers to the Internet but are willing to experiment to figure out how to make something work. If you are a technology novice please visit/call me and I'll help you individually. I know shortcuts that can save you time.

\_\_ On-line learners should NOT expect to be learning in isolation. – Discussion with peers or with me is an important part of grasping the concepts.

First time online learners take note:

\_\_ Do expect to be learning as deeply and richly as for any face-to-face course.

\_\_ Your time commitment will be at least equal and may exceed a face-to-face version of this course (e.g., 3 hours plus 6 to 9 hours studying in an average week equals 9 to 12 hours per week.)

Here's what I will do for you (barring personal health emergencies)

- I will serve as coach for your intellectual growth. You will need to ask questions and engage deeply with the material if you want that growth.
- I will check my e-mail and the Discussion Board at least every other day on weekdays and usually one of the weekend days or will let you know if I may be less available than

usual. (You will need to use Psy 440 in the subject line so I will reply.)

- I'll answer your questions via Discussion Board, phone, e-mail, face-to-face, Skype, Second Life, or carrier pigeon.
- I'll prepare supplemental notes and activities to illustrate the principles and help you to acquire these skills.
- I'll grade materials within a week of receiving the product from the last student (including exams).
- I'll monitor assessment experiences so the playing field is even for all concerned.

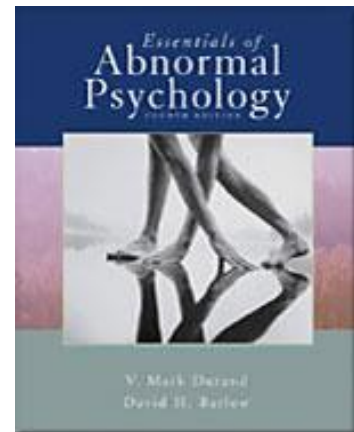
## What materials do you need to succeed?

### Required Text and Materials

1. \_\_\_ **V. Mark Duran & David H. Barlow (2006). Essentials of Abnormal Psychology. 4th edition ISBN: 0-495-03128-3 or 0-495-05477-1.**

NOTE: There is a newer edition available (5<sup>th</sup>). I'm not using it because the changes were trivial but they charge you more.

Your text is the primary means of content delivery. Without reading it you **cannot** pass the course. They make several versions with a cover like you see on the right. You don't need any of the supplemental materials they will try to sell you.



Available on Amazon and other online bookstores. Be sure to get the 4<sup>th</sup> edition. They are getting 16 copies at the [WKU bookstore](http://www.wku.edu/Info/Bookstore/) (<http://www.wku.edu/Info/Bookstore/>). Or call 1-800-444-5155 or 270-745-2466. There is a shipping/handling charge per book. You can buy with MasterCard or Visa. You can also order COD but there is an additional fee. Books are shipped UPS, usually within 2 days of placing the order. The textbook Web site is <http://www.thomsonedu.com/> and **search** using one authors name ([Durand and Barlow](#)) or by title 'Essentials of Abnormal Psychology'. Choose the chapter and you'll find flash cards, crossword puzzles and other helps.

**BEWARE:** Your text may tempt you to go login to a self-help Web site, Psychology Now. That self-help/analysis costs another \$49 and I didn't want to add that expense. You can get to a variety of tools without a code and the book itself has Concept Checks and end chapter quizzes. Nevertheless, if you like supplemental tools, it is available and there is also a student workbook.

2. \_\_\_ The course format for any text documents (from me or from you) is Word doc or rtf. You may have to save my files before opening it with some computer configurations. Please speak with me if you do not have access to Word. This term there are 2 co-existing Office Suite's at WKU—2003 and 2007. I am able to read either version. Also be aware, if you just bought a computer, that you may have a trial version of 2007 that will expire in 3 months. **If**

**you send me a file that is not Word, then it doesn't count as a "turned in" paper.** The late "clock" will continue to tick until a proper version is sent.

3. \_\_ Equipment. You will need lengthy and reliable access to a computer that can enable you to view online videos. Using your neighbors or waiting until your computer is fixed are ineffective strategies for successful completion of the course. It is important to also have some sort of easy and convenient printing capability.
4. \_\_ Please do not buy your computer equipment shortly before the term begins. Avoid making dramatic changes in equipment or software during the term, especially right before assessments are due. I've had too many sad students and sad grades as a consequence.
5. \_\_ Internet. Reliable and frequent (every other day) Internet access is necessary. Your browser version should be within a year of the latest release. I usually work in Internet Explorer and on PC's so I tend to report directions for that environment. Blackboard is happier in Internet Explorer.
6. \_\_ E-mail. You need to be able to use e-mail and be willing to share your WKU e-mail address with others. WKU and Blackboard will assume you are using WKU e-mail. The wise thing is to check it daily. Forwarding WKU e-mail to another e-mail account is possible, but uncertain. You remain responsible for any missed e-mail. WKU IT offers many helpful videos.
7. \_\_ If you get the version of the text with the CD (optional) you will need Quicktime (a free download) to play the CD. In 2005 year the CD worked better with an older version of Quicktime. No complaints in 2007 or 2008. When you insert the CD it walks you through getting the software if you don't have it.
8. \_\_ Our course management software is Blackboard (BB) which lets us share information, talk to one another, check grades, etc. If this is your first time in Blackboard, spend some time exploring and experimenting. Visit <http://www.wku.edu/online/bbtutorial.html> for a tutorial.
9. \_\_ **America OnLine Users:** you may encounter some problems using the AOL browser and should use Internet Explorer. To reduce your frustration, determine how long you can work in Internet Explorer before you are "timed out" by AOL and your connection is dropped.

**What if I have a disability? The official university statement is:**

"In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The phone number is 745-5004.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services. "



## Course Policies

### Section covers:

- Interruptions
- Grading
- Activities
- Other Policies

All activities are designed to satisfy the learning objectives of the course.

Before proceeding with the rules/grading for the course, let me *warmly thank* the many students who are conscientious and courteous while endeavoring to meet course obligations. Your efforts **are** noticed. It is you that make teaching rewarding. Thank you for being there.



Rules are to establish an equitable experience for everyone in the class. Occasional individuals need more assistance in order to follow and understand the rules. Hence I go into some detail below.

I begin with the assumption that students are responsible for their own learning. It is of no benefit to you if the understandings are in my head and not yours.

I assume students will periodically review the schedule of topics/activities without my having to remind them. The semester is set on day one of the term so you can plan your time. Thus, if you don't like a due date, set your own earlier than the stated one. If your health is iffy, work ahead of the stated deadlines.

### **What happens if bad weather, server outages, or the like interrupts the usual class activities?**

In the event of an emergency local to you (but not to me or vice versa) that results in loss of connection (a technology breakdown, tornado, ice storm, hurricane, earthquake, etc.) do your best to contact me by any means once it is reasonable to do so (phones, fax, postal mail, smoke signals). Continue to make reasonable independent efforts toward course completion as per the syllabus. I do watch for news of the places in which my students are so I **may** be aware of the problem.

Arrange a back-up plan for Internet access in case your primary computer fails. Libraries may offer a terminal, for example. WKU tends to do maintenance tasks on the weekends so you may experience periodic outages. I'll tell you as soon as they tell me... which is usually shortly before. Please act with all haste to fix your computer within 2-3 days of break down. It has been my experience that computers which are nonfunctional for longer than that result in course failure. I've had people try to use a neighbor's computer. That tends to hurt the relationship with the neighbor since you will be there frequently or sacrifice coursework.

Please avoid viruses by using virus checking software, avoiding e-mails with "humorous" attachments, and avoid using thumb drives or floppies that have been used on public machines. If you don't know the sender, don't open it.

## What are the Grading Policies for the course?

### Grade book Caution

We have an upgraded version of Blackboard this term and I am still learning the new version. The grade book is considerably more complex to manage. The problem comes in figuring out weights and small assessments-- the big assessments, like exams, should be trustworthy. Please consider the online grade book as a courtesy to you, subject to errors and ask me whenever you want to know for sure how you are doing.

I reserve the right to make grade book corrections to keep it consistent with the syllabus so that your grade reflects true performance, not error. This means you may see a score appear, then disappear, then re-appear in a different format or be a different number. Please be patient. Unfortunately there is no way for me to practice without you seeing my 'practice' efforts. If you see something that doesn't make sense, please alert me! Thanks much for your help.

### How many points is each assignment worth?

Grades are calculated from total points earned for the course using 10% cutoffs (e.g., 90% and above is an A). (Grading is NOT done on a curve. Everyone in the class could earn an A. Everyone could earn a C.)

Exam 1	100 points
Exam 2	100 points
Exam 3	100 points
Comprehensive Final	100 points
Discussion Board Participation 6 points x 10 weeks	60 points
Diagnostic Trees (1 point each)	15 points
Student Information Page	5 points
Paper-Mental Health Around World	50 points
<b>Total</b>	<b>530 points</b>

### See Scoring Rubric for writing tasks (includes discussion board posts).

**Those enrolled in 440G (Graduate Students)** in addition to the tasks for the course shall also complete a minimum of 10 page paper using 4 psychology journals (NOT popular media) exploring in more depth a particular issue in abnormal psychology (approved by the instructor in advance). Turn in the articles with the paper. This shall be worth 100 points. Their grade shall be calculated on a 630 point basis. For more information see Lessons...Week 1 Tasks: Graduate Student Information.

### What are the course activities?

Activities are devised to aid you in learning the key material and concepts, including how to apply them.



**Each week begins Monday morning 12:01 am Central time and ends the following Sunday at midnight. I don't count discussion posts at 12:01 am.**

**The last time for activities to be turned in, not otherwise specified, is midnight, Central time on the due date.**

## **A. Participation.**

### **\_\_1. One-on-One Visit.**

**Purpose:** I find the term goes more smoothly when we've had a chance to connect more directly. A meeting (even on the phone) during the first three weeks of the term "breaks a barrier" that can keep students from asking a question sooner rather than later. I also enjoy the opportunity to meet you. If you can come to Bowling Green easily, please schedule an appointment to ensure I'll be present. (If you drop by and miss me, introduce yourself to my secretary. I want her to know you all.)

If coming to Bowling Green is a burden, I would like to have a chance to meet you by phone or Skype or in Second Life--again, schedule a time by e-mail and I can call you, saving you a long distance charge.

**\_\_2. Discussion.** Participate in a substantial and meaningful manner that is respectful of your classmates. **See** Instructions for Activities ... Discussion Assignment.

**Purpose:** Class participation provides the practice needed to learn any new behavior. This is a seminar so the learning comes from you working with the material, not from me telling you what to memorize. The more you share and discuss online, the more you will learn from and enjoy the class.

**Points:** See Discussion Assignment for more details. You will be posting following a specific format designed to enhance your critical analysis skills. You will also be giving feedback to your peers on the discussion board on their description of a concept. The feedback is to help them (and you) improve in writing and to help you improve your analysis skills. This is in partial fulfillment of the Psychology faculty decision that 400 level courses are to have a substantial writing component and in compliance with the WKU initiative to increase critical thinking training for students.

**Behavior:** I ask that everyone exercise a basic respect for one another on the discussion board, understanding that a variety of opinions may be present. It is possible, even desirable, to disagree and raise challenging questions but to do so in a civil manner that is not personal or pejorative. This is accomplished by staying focused on the issue, not on the person and having the goal of understanding the material. Your model for discourse is the Supreme Court justices, not Howard Stern. It is possible and productive to disagree in a civil manner.

## B. Exams.

**Exam Type:** Examinations will include multiple choice and essay questions. The final exam will cover the last few chapters as well as including some comprehensive questions.

Students are responsible for all material associated with an exam and the course, that includes information presented in **the text as well as discussion and other sources, such as the Diagnosis Trees and the audio/video segments I have selected.** I will note when material is “suggested” or “optional” as in “not directly tested on the exam but may provide an “ah-ha” experience that lets you handle the material better.”

**Exam Process:** Your work on your exams is to be your own. Exams must be proctored at a testing center near you.

\_\_See “Instructions for Activities” for more about Exam Procedures.

You must schedule in advance your exam taking time. Be aware that resources are tight for exam taking and last minute scheduling may result in not being able to take the exam and earning a zero.

You will have a three day period in which to take each exam. One-half of the exams are Mon-Wed and one-half are Wed to Thurs.

\_\_See Instructions for Activities...Schedule of Topics/Activities for details on exam dates.

### **What if there's a power outage while I'm taking the exam?**

Assuming you informed the WKU testing office, your proctor will have a print backup exam that you can take. I try to be more available during exam times and you should try and contact me immediately as well. Sometimes there are things I can do to help. Power outages are less common at Testing Centers which is one reason I prefer to use them.

### **What about missed exams?**

Drive carefully, check your car tires, beg grandparents to stay healthy, get medicine at the first signs of ill health, set two alarm clocks but don't miss the exam dates, especially as you schedule them. I don't give make-up exams. You have 3 days to get your exam done and you get to schedule it—so you should be able to show-up. I'm a stickler for due dates because otherwise your classmates who were on time are waiting for their grades. I can't release them until everyone is done and I've scored the tests.

I occasionally hear complaints about this, that it isn't "fair."

However, providing a make-up exam is not fair to those who are ready on time and prepared and are tested under common conditions (e.g., the same point in the term). Each term there are students who forge ahead through burdens without asking for special dispensation.

If someone asks for special treatment I owe it to the others in the class to expect a certain standard of life difficulty and a particular level of documentation. It is not a sign of distrust of an individual but of maintaining trust with the entire class.

There are 3 circumstances in which accommodation is made for missing an exam. What are those very special circumstances?

1. A personally life-threatening emergency (includes fever over 100 or being shipped off by military). Appropriate documentation of the emergency is required in order for me to assign a grade. The following are NOT life-threatening emergencies: Your best friend's relative dies; a cold (no fever); a hangover; a trip to Bermuda; a wedding. Life is about making choices. They are not always easy choices. I hope no one has to make these types of choices in this class, but having to make a difficult choice is part of being an adult, it is not a sign of being mistreated. I give you advance notice so you can make necessary arrangements. There are no surprises in this class so you can plan your life from day one.

2. Business accepts as an excuse the deaths of **grandparents, parents (includes step), children, or spouse or an adult or child legal dependent**. I'll follow the same model. **I do need documentation** to keep faith with the other students in the class. Although I am very sympathetic I need a newspaper obituary and funeral home card or confirmation from an established citizen, such as the minister, giving the date and time of the funeral and the relationship to you, in order to assign a grade. The death of non-dependent cousins, aunts, uncles, etc. are not considered acceptable excuses. It would be impossible for me to judge the depth of relationships/trauma across all the students for such relatives. If you become a primary caregiver for a dependent after the term begins, (e.g., a sibling dies and you take on their child) notify me before the week of the exam to add them to your list. Again, some type of documentation is important, e.g., P.O.A.

Once upon a time in small communities everyone knew everyone else and could judge the impact of a loss. Today I have students all over the country and thus need separate confirmation to be at peace with the other students. I regret the inconvenience for those truly experiencing such a loss, but I've heard students boasting about using a fake death as an excuse and I've become cautious to fulfill my obligation to other students to provide as level a playing field as possible.

3. The university chooses to approve certain types of absences.

**Grade accommodation.** If you meet one of the above conditions your grade on the missed test will be the average of your grades on the other exams. You must take the final exam and the other tests to receive course credit. You can only use this process on one exam. If you do not meet one of the above conditions, your grade on the missed exam will be zero. If you have 2 such traumas in a single semester it may be wiser to suspend school, or at least a few classes, for awhile to cope with the stress.

I have experimented with a variety of methods. I have found offering an alternative test to be unsatisfactory as the person is so distressed by the life stressor that they typically do

very poorly, compounding their pain. It works better for the student to put their effort into a later exam after they've had a chance to adjust to the trying circumstances.

Some students report test anxiety. The WKU counseling center, or a psychologist near you, perhaps at a Community Mental Health Center, can offer help. Fortunately, test anxiety is quite amenable to methodical intervention. You don't need to suffer if you will practice and accept gradual improvement.

## C. Short Papers

### Deadlines.

One of the goals of a college education is to prepare you to behave as a professional and to be successful in the real world. Most students will behave responsibly and thoughtfully. **Thank you**, I notice and appreciate you.

A significant portion of life success, particularly in today's society, rests on producing a good product on time. Timeliness is a hard skill to learn but worth the sacrifice. It is not fair to the students who are prompt to allow lateness without penalty. It is also not fair to the late individual to reinforce that lateness so they fail to improve.

Materials due are to be handed in on the due date (see Instructions for Activities...Schedule of Topics/Activities). You may always turn materials in early but get a signed note from me saying you did so. This simple precaution will protect you from my memory. *Students are advised to keep a copy of their products.* I require different submission procedures on different tasks. Be sure to read the directions.

Each day late (using the postmark as delivery date for mailed items) is an additional letter grade reduced. A product not given directly to me or submitted as directed is a product not officially delivered. For example, if you put it in my box or give it to a secretary or mail it incorrectly or use the improper file format and I never see it--you are obligated to produce another copy promptly and the late penalties are enforced. Please understand that I want to help you get it in on time and to me— For example, call me and I'll talk you to my office/check your mailing address if it is to be physically delivered. Note that you have directions on mailing and file format in this syllabus.

In the event of a protracted emergency a **good faith effort** to be on time (e.g., a handwritten copy to show the work is basically done) is a very good idea. In the event that you **just can't manage to get it in on time**, do still give me a copy. I can give you feedback on your work even if no points. Knowing you tried can influence my final assignment of grades for the class if there is any leeway. Students more interested in learning than in grades always impress a teacher.

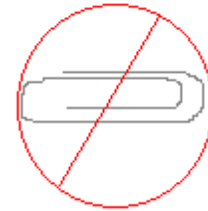
### Submission of Papers

How you submit a document depends on the task. Early in the term I ask for a variety of submission formats as a way of assuring you can use all the tools for submission, whether

that is via U.S. mail, e-mail, the Assignment tool, the discussion board or other. Sometimes I have to have a document in a particular format, either so the grading system “works” in Blackboard or because I need an actual signature on a print document. I always give instructions and, especially early in the term when you are learning, please ask if you are unsure what to do. I expect the occasional difficulty and will work through it with you if you notify me promptly.

*How do I avoid pressing one of the professor's "hot buttons?"* **Use some permanent device, such as staples or a 3-ring notebook, to bind your products that you give me in paper format.**

- Do not use paperclips or any similar clipping device.
- Do not use plastic clip folders.
- Do not expect me to provide staples. (That is, don't show up and ask for a stapler-- you can buy a mini stapler for very little and carry it with you.) I note who has stapled and who hasn't.



*Why am I "hot" on this point?* For several reasons: 1) It is irritating to be expected to do your job of stapling the document and to provide you with resources you should have acquired a long time ago. 2) These other clipping devices fall off, creating a management problem and putting me in a foul mood for that paper. (By the way, this is true of many teachers). It seems fair to warn you. I downgrade documents that are not reasonably bound. I don't expect you to spend big bucks on a binding device, but I do expect you to be sufficiently proud of your product to want to present it reasonably.

This is a real world issue: *think about your product from the recipients' point of view.* Do that and you'll be successful in **every** job you undertake.

*APA Style.* Any written product is expected to conform to the standards set forth in the latest edition of the Publication Manual of the American Psychological Association unless my directions indicate otherwise. This web site, <http://citationmachine.net/index.php>, can be a great help in formatting common resources. Again, there aren't too many opportunities to use APA style but there are a few. Ask me if you are unsure of it.

Remember that the official format for submitting papers is Word doc or rtf. If you need help getting to a format I can read, call me when you are at your computer and we'll work through the options. Don't submit another format. It will be late.

### **How do I recognize and avoid academically dishonest behavior?**

My past students have told me that the ethical lessons are the ones that have saved their careers and honed their judgment. When tempted they paused long enough to not do something and thus avoided humiliation, loss of jobs and even prison time. I consider training in academic honesty to be a significant part of your education. I know that most students won't cheat and I'm proud of you. I know it isn't easy to choose to do the right thing. I feel my end of that bargain is to supervise so that honest students don't suffer from those who aren't ethically mature.

### **Plagiarism & Intellectual Property.**

Randomly selected and/or suspicious material will be checked for plagiarism using the original document, plagiarism detection (text matching) software, search engines or copies of prior student projects. Again, I want students who are careful to be protected from those who aren't.

Copying another person's work (in any form, including images, Web pages, textbooks, etc.) without giving credit is plagiarism.

Copying the exact words **and** giving credit is **still** plagiarism unless you indicate which words are yours and which words are the other persons' by means of quotation marks.

**As a rule of thumb, do not copy more than three consecutive words. Rephrase any ideas into your own words.**

A copy machine can duplicate material. You are a scholar who must think about (rephrase) an idea to own it. Plagiarism will result in 0 points on the product.

I most often find problems on Web sources for discussion boards where people just copy and paste the Web site's words and don't use quotation marks. The most common reason is that "the author expresses it better than I can." You are doing the paper to learn how to express yourself well, not to copy. Your **textbook authors** deserve quotation marks and page numbers in discussion board posts and in papers. In papers cite the author properly. Rephrase, rephrase, rephrase. (Simply copying large amounts and using quotation marks is not acceptable academically. It is supposed to be your thoughts).

It is very sad to have a student in tears when they have plagiarized. It is sadder, however, to see someone who has not learned how to write for themselves or analyze information for themselves. They will always be a slave to others.

You are learning how to express yourself well so you can make a case for that raise, convince the courts you are innocent, clearly explain your medical condition, advocate for your child with the school, etc. You can't protect yourself in an information society if you don't write your own words. College is your last chance to practice. Rephrase, rephrase, rephrase.

### **Intellectual Property.**

It is a common misconception that material on the Internet is free. However, even if a copyright notice is absent, work is the property of the creator. I expect you will post only material that is yours by right of creation unless you give proper credit (author, title, location) and indications (e.g., quotation marks). The plagiarism policy applies on the Internet too.

Images, sounds and other multimedia are included in copyright law. (For example, professionally done photos as for high school yearbooks belong to the photographer. You



only purchase copies.) It is common to receive E-mails with amusing articles or other materials. Be aware that it might be an illegal copy and exercise caution in forwarding it. It may also contain a virus.

On the plus side, ideas cannot be copyrighted, so you can share the most important part of a Web site *as long as it is in your own words or your interpretation*.

### Privacy Matters.

- The Internet may change or challenge notions of what is private and what isn't. I prefer to provide disclosure up front so you know what the possibilities are. Although the course is protected by a password, such tools are not perfect as human beings are using them. You are relatively protected by the password but no one can guarantee privacy online. **Privacy for every student depends on the actions of each individual student--sharing your password with a friend or spouse is violating the privacy of your classmates. Maintain trust with them, don't do it.** You may trust them with your life, but your classmates don't know this person.
- Disclosure: The course software I use enables me to know which students have logged in, where in the course site they have visited, and how long they have stayed. The technology support people have access to information posted at the site.
- Course Security: In the event you use a public terminal (e.g., at work, in a computer lab or at a hotel or library) you need to **completely close the browser software** when you are finished. This will prevent another person from accessing the course using your identification, doing mischief in your name, and violating the privacy of other students. For extra security and to prevent the next person at the terminal from seeing what you looked at, empty the cache on the browser.

In Internet Explorer: Tools... Internet Options... General... middle section of Browsing History... Delete Files. It may take awhile if no one has done it before.

- Guard your password and change it regularly.
  - Students sometimes want to discuss their grade via e-mail. E-mail is NOT secure or private. If an individual student requests his/her grade, I can not reveal to that student his/her grade through e-mail without a legal signature from that student on a permission form—See Week 1 Assignment under Lessons... Week 1. The course software does provide a way for you to check your grade online. Sometimes, it is simply easier, faster, and clearer to use the phone. Ask what you need to ask. Just don't be surprised if I phone back.
  - Participants are expected to represent their course identities in a truthful manner. Falsifying your identity is grounds for disciplinary action of all parties involved.
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*Most students are conscientious and responsible. Thank you, I do appreciate and notice your effort and courtesies to me and to your classmates. I try to return the favor by providing a structure for course events and management of those who are less conscientious and by calling everyone to strive toward a higher level of behavior, personal and academic. The vast majority of the time we have a great, collaborative class with friendly, helpful interaction—a credit to us all and the reason we keep coming back to class.*

**Special functions or Off-Campus Sites:** Students may need or choose to make trips to off-campus sites in partial fulfillment of the requirements of this course.

"The above schedule and procedures in this course are subject to change in the event of extenuating circumstances" (Altman, 1989).

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Created: July 24, 2003. Last modified: August 5, 2009. ©Sally Kuhlenschmidt. Contact [sally.kuhlenschmidt@wku.edu](mailto:sally.kuhlenschmidt@wku.edu) with any questions.