I. Course Information

DEP 2004: Human Growth and Development
Credit Hours/Contact Hours: 3
Prerequisites for the course: Y
- ENC 1101, English Composition I with a grade of “C”, or
- ACT Reading 018 and ACT English 017, or
- CPT-R 083 and CPT-L 083, or
- SAT I Verbal - Enhanced 440, or
- FCAT Reading 355

II. Course Method

This is a technologically enhanced course designed to meet face to face in the assigned location one day a week – on Thursdays - from 07:00 to 9:45 for 15 weeks and also provides access to class materials, quizzes and exams online on d2l.

You may access the course on the first day of class at: http://online.fkcc.edu. If you have difficulty in logging in to the course or you do not see the course listed, contact the Office of Distance Learning helpline at 305-809-3177 for assistance.

Synchronous Office Hours- Check the Announcement section of the course for synchronous office hour times. To access office hours click on "Chat" under Course Tools.

Announcements- Weekly Announcements from your instructor will be posted on the announcements page. To access click on "Announcements" under Course Tools.

Classroom Email- All classroom email between students and faculty members should occur within the internal D2L email system. To access click on "Mail" under Course Tools.

III. Instructor Information

Instructor: Adriana Csinady
Email: adriana.csinady@online.fkcc.edu
Office Hours: Tuesday 6:00 – 7:00 pm
Office Location: C225
Phone: (954) 643-8228 (Use in emergency only!)

IV. Description

An introduction to developmental psychology, the course explores the different stages of human life- Prenatal, Infancy, Childhood, Adolescence, Adulthood- and the biological, psychological and social changes occurring in individuals during them. Topics include: theories of development, genetics and development, birth and the neonate, cognitive and brain development, early experience, attachment, motor and language development, social, sex-role and moral development, aging and death. Upon completion of this course, student will be able to:
1. Demonstrate an understanding of theories, methods and research findings of life-span psychology.
2. Describe how people change in terms of their cognitive, physical, social & emotional development.
3. Compare and contrast the major developmental theorists and discuss what each brings to or adds to the study of human development.
4. Summarize and evaluate the research on the relative contributions of heredity (nature) versus environment (nurture) to various aspects of development.
5. Identify some of the factors that put people at increased risk for developing psychological problems at each stage of the lifespan.
6. To think critically about each of the developmental theories and research. Students will demonstrate critical thinking skills in written assignments.
7. Apply basic principles of developmental psychology to one’s own life experiences.

**Levels:** Credit

**Schedule Types:** Standard Lecture

Florida Keys Community College
Social Science Division
Psychology Department

V. College-level Competencies

Florida Keys Community College graduates who complete the core curriculum possess the knowledge, skills and values associated with college-educated individuals. Our graduates demonstrate mastery of competencies integrated within the academic disciplines, such as the ability to effectively communicate, seek creative solutions to problems, exhibit cultural awareness, and command basic technological skills.

1. **Communication:** Comprehend & articulate effectively – written and oral communication
2. **Critical thinking:** Demonstrate mastery of problem-solving skills in the discipline
3. **Diversity:** Interpret and evaluate societal and ethical issues, problems and values
4. **Technology:** Utilize technology effectively

VI. Course Calendar

1. The Course Calendar lists the learning activities and assessment measures that comprise this course on a weekly basis. These activities and assessments are directly related to learning outcomes that support the overall course objectives. There are a total of 100 points that can be achieved during this 15-week course. Students are able to gauge their performance according to this grading scale throughout the duration of the course. The “Student Assessment” column lists all of the assignments required by this course and their due dates. I strongly recommend you print this out and refer to it often.

2. **Students are responsible for following the course calendar.** Consult your calendar before you start a new chapter or section. (Note: Some sections may not be covered in the same order as in the text). If you ever have a question that begins with “When is ___”, the answer is probably already published in this Course Calendar. Looking here first will probably get you a quick answer to your question.
<table>
<thead>
<tr>
<th>Competency</th>
<th>Week</th>
<th>Learning Outcomes</th>
<th>Learning Activities</th>
<th>Student Assessments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Week 1</td>
<td>Explain what is meant by the study of human development. Understand the role of ethics in psychological research. Evaluate the different developmental theories across the lifespan.</td>
<td>Read Chapters 1-2 - Introduction - Theories of Development Quiz Discussions 1. Introduction 2. Developmental theories</td>
<td>Class Contract</td>
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<td>Quiz Discussions 1. Introduction 2. Developmental theories</td>
<td>Quiz</td>
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<td>Discussions 1. Introduction 2. Developmental theories</td>
<td>Discussions</td>
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<td>ALL UNIT WORK DUE SUNDAY AT MIDNIGHT EXCEPT FOR THE DISCUSSIONS THAT ARE DUE IN CLASS!</td>
<td>Course Project</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Week 2</td>
<td>Compare &amp; contrast birth control, fertility &amp; conception methods. Understand the various forms of ART &amp; where the technology is headed. Understand the impacts of environmental influences during prenatal development Understand the different methods of birthing &amp; accommodations. Understand the potential complications of pregnancy &amp; birth. Understanding of the birthing stages. Recognize postpartum</td>
<td>Read Chapter 3 - Reproduction, Heredity &amp; Prenatal Development Quiz Discussions 1. Embryo Use 2. Teratogens &amp; Prenatal Care Course Project: Register with MyVirtualChild and complete the beginning questionnaire to “have” your virtual Child **See Project Description for</td>
<td>Quiz</td>
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<td>Discussions 1. Embryo Use 2. Teratogens &amp; Prenatal Care Course Project: Register with MyVirtualChild and complete the beginning questionnaire to “have” your virtual Child **See Project Description for</td>
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<td>ALL UNIT WORK DUE SUNDAY AT MIDNIGHT EXCEPT FOR THE DISCUSSIONS THAT ARE DUE IN CLASS!</td>
<td>Course Project</td>
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</tbody>
</table>
| **Critical Thinking Diversity** | **Week 3** | Understand the growth process of each of the senses during the first two years.  
Know how infants physically develop in the first two years.  
Recognize innate reactions in newborns.  
Recognize the importance of early bonding. | Read Chapter 4 - Birth and Physical Development: The First Two Years  
Quiz  
Discussions: 1. Childbirth  
2. Breast Feeding  
Course Project: Complete MVC program to age 2 and answer all questions provided in the program. | **WORK DUE SUNDAY AT MIDNIGHT EXCEPT FOR THE DISCUSSIONS THAT ARE DUE IN CLASS!** |
| **Critical Thinking Communication** | **Week 4** | Understand how language is acquired.  
Recognize how communication abilities develop.  
Know how an infant develops emotionally.  
Know importance of early relationships & child rearing activities.  
Recognize the major developmental theories. | Read Chapters 5-6 - Infancy  
Quiz  
Discussions: 1. Attachment & Bonding  
2. Emotions |  |
<table>
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<tr>
<th>Week</th>
<th>Critical Thinking</th>
<th>Task</th>
<th>Read Chapter 7 - Early Childhood: Physical &amp; Cognitive Development Quiz Discussions: 1. Child Care 2. Imaginary Friends 3.TV Shows Course Project: Complete MVC program to age 4 and answer all questions provided in the program.</th>
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<tr>
<td>Week 5</td>
<td>Understand the physical &amp; cognitive development of early childhood. Learn how early childhood intelligence &amp; language are acquired. Explain how moral development occurs throughout the lifespan. Recognize the role of memory formation in early childhood.</td>
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<td>Week 6</td>
<td>Recognize how a child develops a sense of self. Recognize the impact of peer pressure in early childhood. Know how cultural</td>
<td>Read Chapter 8 - Early Childhood: Emotional &amp; Social Development Quiz</td>
<td>Quiz</td>
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<tr>
<td>Critical Thinking</td>
<td>Week 8</td>
<td>Recognize how self-esteem/ self-imagine aid in understanding in</td>
<td>Read Chapter 10 - Middle Childhood:</td>
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<td></td>
<td></td>
<td>beliefs influence parenting roles.</td>
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</table>

**ALL UNIT WORK DUE SUNDAY AT MIDNIGHT EXCEPT FOR THE DISCUSSIONS THAT ARE DUE IN CLASS!**
| Critical Thinking | Understand the cognitive, physical, changes that occur in adolescence. Recognize the meaning, origins & factors associated with self-esteem development. Know the process of puberty. Recognize nutritional impact of adolescence. | Read Chapter 11 - Adolescence: Physical & Cognitive Development Quiz Discussions: 1. Puberty 2. High Risk Behaviors Course Project: Complete MVC program to age 18 and answer all questions provided in the program. | Quiz Discussions Course Project ALL UNIT WORK DUE SUNDAY AT MIDNIGHT EXCEPT FOR THE DISCUSSIONS THAT ARE DUE IN CLASS! |
| Critical Thinking Communication | Week 10 | Explain why adolescents seek to form a new identity as they mature. Recognize the dynamics of peers & the family in adolescence. Understand the formation of love, courtship & sexuality in adolescence. Explain why adolescents increase participation in risky behaviors. Understand the process of identity development in adolescence. Recognize the impacts of employment during adolescence. | Read Chapter 12 - Adolescence: Emotional & Social Development Quiz Discussions: 1. Adolescent Employment 2. Adolescent Sexuality | IN CLASS! Quiz Discussions ALL UNIT WORK DUE SUNDAY AT MIDNIGHT EXCEPT FOR THE DISCUSSIONS THAT ARE DUE IN CLASS! |

<p>| Critical Thinking | Week 11 | Recognize the generational changes in development Understand the cognitive &amp; physical changes of early adulthood. Explain the cultural changes of adulthood. Understand the changes in moral development that occur in early adulthood. Recognize &amp; explain decision making in early adulthood. Explain the changes in moral develop which occur in adulthood. | Read Chapter 13 - Early Adulthood: Physical &amp; Cognitive Development Quiz Discussions: 1. Binge Drinking 2. Stress | Quiz Discussions Presentation* ALL UNIT WORK DUE SUNDAY AT MIDNIGHT EXCEPT FOR THE DISCUSSIONS THAT ARE DUE IN CLASS! |</p>
<table>
<thead>
<tr>
<th>Critical Thinking</th>
<th>Week 12</th>
<th>Week 13</th>
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</thead>
</table>
| **Understand the emotional & social development in early adulthood.**
  Explain the life changes & transitions that occur during early adulthood.
  Recognize the impacts of emerging adulthood as a stage of life.
  Understand relationships & bonding in early adulthood.
  Recognize the impacts of parenthood on development.
  Understand the types of family dynamics that can develop.
  Understand adult developmental stage theory. |
| Read Chapter 14 - Early Adulthood: Emotional & Social Development
  Quiz
  Discussions: 1. Leaving Home 2. Couples |
| Quiz | Discussions | Presentation* |

**Week 13**

*ALL UNIT WORK DUE SUNDAY AT MIDNIGHT EXCEPT FOR THE DISCUSSIONS THAT ARE DUE IN CLASS!*
| Critical Thinking | Week 14 | Understand the physical & cognitive impacts of later life.  
Know the challenges of the aging process.  
Explain how memory and learning change.  
Recognize the health implications of late adulthood.  
Explain declines in cognitive functioning in late adulthood.  
Understand the moral development of late adulthood.  
Recognize the various theories of aging.  
Understand the impacts of changes in later life. | Read Chapter 17 - Late Adulthood: Physical & Cognitive Development  
Quiz  
Discussions:  
1. Religion & Spirituality  
2. Theories of Aging  
3. Health Care Costs of Late Adulthood | Quiz  
Discussions  
Presentation* |  
ALL UNIT WORK DUE SUNDAY AT MIDNIGHT EXCEPT FOR THE DISCUSSIONS THAT ARE DUE IN CLASS! |
| Critical Thinking | Week 15 | Know the challenges of the aging process.  
Recognize the right-to-die movement.  
Understand the positive and negative attitudes of the elderly.  
List the different living arrangements for the elderly.  
Understand the dying process.  
Recognize the | Read Chapters 18& 19 - Late Adulthood: Emotional & Social Development - Death & Dying  
Quiz  
Discussions:  
1. Control  
2. Death & Dying | Quiz  
Discussions  
Presentation* |  
ALL UNIT WORK DUE SUNDAY AT MIDNIGHT EXCEPT FOR THE DISCUSSIONS THAT ARE DUE IN CLASS! |
importance of a living will. Recognize the bereavement & morning process.

ALL UNIT WORK DUE SUNDAY AT MIDNIGHT EXCEPT FOR THE DISCUSSIONS THAT ARE DUE IN CLASS!

Critical Thinking Week 16

Discussion: 1. Finishing Up! Final Exam: 100 MC Questions

Discussion Presentation*

Final Exam Open week 15 & 16!

ALL UNIT WORK DUE SATURDAY AT MIDNIGHT EXCEPT FOR THE DISCUSSIONS THAT ARE DUE IN CLASS!

*For the presentations everyone will have an individual due date!

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Number of assignments</th>
<th>Points for all Assignments</th>
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<tbody>
<tr>
<td>Class Contract</td>
<td>1</td>
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<tr>
<td>Presentation</td>
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</tr>
<tr>
<td>Weekly Discussions</td>
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<td>40%</td>
</tr>
<tr>
<td>Quiz</td>
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<td>10%</td>
</tr>
<tr>
<td>Course Project</td>
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</tr>
<tr>
<td>Midterm</td>
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<td>5%</td>
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<tr>
<td>Final</td>
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<td>5%</td>
</tr>
<tr>
<td>Sum of Points</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

VII. Materials

Publisher: McGraw Hill

Required Program Access: MyVirtualChild Student Access Code (2008), Manis, F.
Publisher: Prentice Hall
ISBN: 978-0-20-569033-6

VIII. Grading Scale (This is Standard Through Out the College)
The following grade scale will apply to this class:

- **A:** 90% or above
- **B:** 80 - 90%
- **C:** 70 - 80%
- **D:** 60 - 70%
- **F:** below 60%

**IX. Course Work**

**Unit Assignments & Quizzes**

Each unit contains a quiz that is to be completed and submitted by SUNDAY at midnight of the unit.

Late submissions are accepted, however I highly suggest to do them and repeat them many times by the midterm exam and by the final, as the exams will contain these questions. You will receive the average points you received for the quizzes after several attempts, so you can also improve you quiz grade with practice. After the midterm exam you will not be able to access the quizzes from chapter 1 to 10.

**Course Project**

PLESE SEE COURSE PROJECT INFORMATION FOR ADDITIONAL DETAILS FOR COMPLETING THIS PROJECT!

Completion of this assignment consists of a total of 5 parts. First you will register, create and raise a virtual child through the MyVirtualChild program. While raising this child you will come across critical thinking questions you are to provide answers to. There are between 5-7 questions in each developmental period. I will have the ability to review your progress and your answers to the 4 sections of critical thinking that are broken into the following sections:

- MVC Questions: Infant/ Toddler
- MVC Questions: Early Childhood
- MVC Questions: Middle Childhood
- MVC Questions: Adolescence

For a list of the questions in each section please see the Overview of MyVirtualChild program.

**PRESENTATION**

The second part of the assignment involves you developing a “scrapbook” for your “virtual child” This can be done simply as a PowerPoint and presented in the classroom. OR you can be really creative and use one of the many free blogging sites out there to create a scrapblog. Some free programs are scrapblog.com, wordpress.com, blog.com, blogger.com. From there the decisions are all yours. You choose how and what information to include in your virtual “scrapbook”. While there is technically no right or wrong with this project the purpose is to document your parenting and the life of your child. Don’t simply copy-and-paste everything from the virtual child program; summarize the important information. Make sure you include your child’s milestones as well as relate them to theories we’ve covered in class. If this is your second child, include the differences in your children and make sure you relate these differences to theory. I encourage you to write poems, songs, and/or creative stories about “the life” of your child. You can use pictures, add those special memories and make this assignment whatever you would like! Use your multiple intelligences and have fun! The presentation has to be 5-10 minutes long, esthetically pleasing and fun!
Exams and Quizzes

1. I recommend the following general process for studying each chapter:
   a. Read each chapter once to get an idea of its contents.
   b. Read the chapter carefully, ensuring you understand each concept.
   c. Use the PowerPoint/chapter notes to supplement the textbook.
   d. Use the online study materials available at textbook site through McGraw Hill. You should be able to provide a detailed explanation for each item in the study guide. These will cover just about every concept that may appear on a test. Make sure you understand the reasons behind each correct answer.
   e. If you can provide a detailed explanation for every item in the study guide and you understand the reasons behind the all of the correct answers in the review games, you will be well prepared for the tests in this class.

2. A total of fifteen quizzes will be given during the term. Quizzes are DUE BY SUNDAY OF EACH WEEK. The actual due dates for each quiz can be located in the course calendar. Each quiz will consist of 10 multiple choice questions reviewing the week’s materials. Quizzes cannot be rescheduled or made up. You have an entire week to complete each quiz, there is no reason you should not be able to complete it. You will have 20 minutes to complete each quiz.

3. The midterm and final exams are OPEN BOOK/OPEN NOTES, however TIMED and the questions will be challenging. You should study as if the exams were closed book, because you won’t have time to look up every answer. If you have to look up more than a few answers, you will run out of time.

4. The midterm exam will be accessible during unit eight and nine, the final exam in unit fifteen & sixteen. They will consist of 100 questions; covering chapters 1 to 10 in the midterm and chapters 11 to 19 in the final. Questions will be multiple choice. My goal is to test what you have learned, not what you can look up.

X. Class Policies

Operating System Requirements: Windows®: 98, 2000 or XP/ Mac OS®: 9.x, Xv10.2 or v10.3.x

Web Browser Requirements and Settings:
- Microsoft® Internet Explorer®: Version 5.0, 5.5, 6.0 (PC) or Version 5.1, 5.2 (Mac)
- Netscape® Communicator or Navigator: Version 6.2, 7.0 (PC)
- Safari™ 1.1.2, 1.2 (Mac)

Communications: All class communications should be conducted via D2L. The online format of this class puts a premium on communications. The prime responsibility for timely communications rests with you - the student. We will use the following methods:

DISCUSSION FORUMS: Each week there will be TWO questions to which you are to post a response during the week. Make sure that you click on the “respond” button immediately after the question. Also, you are to respond to a minimum of TWO of your peers for each discussion question in order to receive full credit for the discussion. This means: 2 discussion responses + 2 replies for each discussion (4 total) weekly for a total of SIX posts per unit. These responses are also to be thought revealing – they are more than “I agree” or “I disagree.” You are expected to provide quality insight citing and documenting your references, in order to demonstrate an understanding of the weekly topic and provide original thought in the posts. Cutting and pasting from the text, websites, or providing a response with limited substance will receive a significantly reduced grade. As with all activities in this class, quality counts and your postings need to add value to the discussion.
For more specific requirements, see *Class Participation* on page 13.

In addition, most questions about class policies and subject matter should be posted in the discussion forum to allow the entire class to benefit from the question and the answer. There will often be important information published to the class via the Discussion Forums, such as changes in due dates, exam information, etc. **You are responsible for all information published here.**

Occasionally, time-sensitive announcements will be posted on Discussion Boards. You should logon to D2L 3-4 times each week to check for time-sensitive messages. Before you post a question, look through the Discussion Board. That same question may have already been asked and answered.

**D2L EMAIL:** The email utility within D2L should not be used for personal items that are not appropriate to share with the entire class.

**What you can expect from me:**
I normally log into D2L and check for messages at least once per day, excluding weekends and holidays. If you have an urgent message for me, do not post the same message both on a Discussion Forum and in an email. Doing both will waste your time and will not result in my getting the message any faster. If I expect to be out of contact for more than a couple of days, I will inform the class via the Discussion Forum.

**Important Note:** If I have not responded to your email or voicemail message by the end of the day after you left the message, you should assume that I did not receive it and leave another message.

**Logging Off From D2L**
In order to better serve our faculty and students, all D2L users should use the logoff button when completing online course work. By logging off instead of just closing your internet browser window, D2L server space is freed and system performance is optimized. In addition, logging off will more accurately record each student’s time logged into the online course.

**Late Work**
1. Any assignment not submitted by the specified date is considered late, unless you have contacted me and I have approved an extension in advance.
2. No assignments due during the last week of classes will be accepted late to allow me to submit the course grades to the college on time.
3. Class participation will not be accepted late unless you have contacted me and we have mutually agreed on an alternate submission date in advance. Posting class participation messages late will add little to the class discussion of those topics. This is the equivalent of walking into an empty classroom after missing a lecture and expecting to take something away from the missed class.
4. **Internet connection problems are not an acceptable excuse for late work.** You should have a plan in place for internet access in case your primary method is unavailable. I strongly recommend submitting assignments at least one full day early to allow time to recover from technical problems.
5. If you are unable to access the online classroom due to a College server outage on the date that an assignment is due, the following guidelines apply. If I have not heard from you before the deadline I will not waive the late penalty described above.
   a. Send me an internet email before the assignment is due and attach the assignment to the email if applicable.
   b. If you don’t have access to the internet, leave a message at the phone number listed at the top of the Syllabus.
c. If there is a problem with the D2L server that prevents completing an exam or quiz, I will make a reasonable accommodation and publish the information in the online classroom as soon as I am able to log on myself.

6. If you are out of contact and miss a deadline due to an extenuating circumstance, I expect you to contact me as soon as possible to discuss the situation. No exceptions will be made to the above policies unless you can provide documentation of the situation that I consider adequate.

Class Participation

Class participation is defined as actively participating in classroom activities and discussions. In order to receive credit for class participation, students must be present in class. In other words, class absences will have a direct impact on your class participation grade.

Withdrawal Policy

1. Students may withdraw without academic penalty from any course by the established deadline published in the College’s calendar. This will result in a grade of ‘W’ for the course and will not count against the student's GPA.

2. Students will be permitted a maximum of two withdrawals per course. Upon the third attempt, the student WILL NOT be permitted to withdraw in accordance with State of Florida regulations and will receive an earned grade for that course.

3. It is the responsibility of the student wishing to withdraw from the course to do so by the date published in the College Academic Calendar.

4. Students who abandon the course or do not withdraw themselves by the published deadline are subject to receiving a grade of F.

5. An instructor may withdraw a student from courses for excessive absences and/or non-attendance up to the 70% point in the semester.

Extra Credit Work

In general, I do not permit students to complete extra credit assignments to improve their grade. To earn the grade you desire, work hard all semester.

How Much Study Time You Should Expect To Devote To This Course

1. Most educators recommend that students spend 1-2 hours outside of class studying and completing assignments for every hour spent in class. For a typical 3 credit hour class, this translates into a total of 6-9 hours every week per course. This same guideline applies to online courses. You should expect to spend a total of 6-9 hours each week studying and completing assignments for each course you take.

2. This is a guideline. Some classes will require more time and effort than this guideline and some will require less, and the time any individual student will need to spend will vary. You should expect the study time you will need in any class will be toward the high side of the guideline until at least after the first exam or quiz. Then you can compare the effort you expended with the results you earned and make any adjustments necessary.

3. This class covers a lot of material and there are some concepts that may be difficult to grasp. Experience has shown that students who are successful in this class generally have study time totals on the higher of the scale.

4. Few students do well in this course if they are spending fewer than 5 or 6 hours studying every week. If you do not have a strong background in this subject, you study time will almost certainly need to be on the higher end of the scale if you want to earn a good grade.
Academic Honesty & Plagiarism

1. Students are expected to respect and uphold the standards of honesty in submitting written work to instructors. Though occurring in many forms, plagiarism in essence involves the presentation of another person’s work as if it were the work of the presenter. Any cheating or plagiarism will result in disciplinary action to be determined by the instructor based on the severity and nature of the offense. It is the student’s responsibility to review the College’s policy on Academic Honesty.

2. Collaboration and discussion is encouraged in all course aspects other than actually completing the assigned work (quizzes, exams, homework, projects, etc). Indeed, collaboration often leads to increased understanding of the material being covered. If you have questions about an assignment, I encourage you to speak up and ask questions about it.

3. Plagiarism is a form of fraud and will not be tolerated. You are expected to do your own work. Copying text or images from any source and claiming it as your own is considered plagiarism. Submitting copied text as most or all of your answer on a homework or project is also a form of dishonesty, even if you cite the source. I want to read YOUR words, not someone else’s words. Using quoted text to support your answer will not usually be necessary in this class.

4. If I catch you in any form of academic dishonesty, you will receive a grade of zero for that assignment. If I catch you a second time, you will earn a failing grade for this class and be reported to the College.

Attendance Policy

1. I will monitor student attendance and participation in class.

2. There will be at least one assignment in this course that is due every week of the semester, unless the College is officially closed for the entire week. These may include class participation, exams and quizzes, homework, projects, or a combination of these. I will take attendance each class, so it is important that you attend each scheduled class session.

3. An instructor may withdraw a student from courses for excessive absences and/or non-attendance up to the 70% point in the semester.

Delays in Getting the Textbook/ Program Access

Having regular access to the textbook is a requirement for this class. Whenever possible students should have the text in hand before the first day of class each semester, but there will be times that students are unable to get the text until after the class begins. If you are in this situation, follow the guidelines below. These guidelines are intended to be general enough to apply to all classes you take, and they may not all apply to this class. Not having the text is not an acceptable excuse for doing no work at all in this class.

1. The FKCC library has reserve copies of the textbook available for student use. These textbook copies cannot be removed from the library.

2. During the first week of the semester, complete all of the administrative items. This includes printing the Syllabus and the Course Calendar and Assessment Measures, posting an introduction to the class, and returning the Class Contract. The text is not needed for any of these tasks.

3. Use any resources that are available in the online classroom. This includes links to web sites, review activities, handouts, PowerPoint slide shows, and anything else that may be available.

4. Reading all messages posted in the discussion forums may be the best way to keep up until you have the book in hand.

5. Look at the publisher’s web site for the text. Most publisher text sites have student resources that can help you, and many of these are available even if you do not have the text. As a minimum, the web sites usually have a Table of Contents, which can also help you get an idea what topics we will cover.

6. Please let me know if you don’t have the text by the end of the first week of class. I will not be sympathetic if you wait until after the first week of the semester to tell me you don’t have the text.
The above guidelines will probably not be enough to replace the text entirely, but they will allow you to learn enough to participate in the discussion forums each week. This participation is critical to your grade and also for attendance purposes.

**Sources of Technical Assistance**

If you are having any technical difficulties (e.g., logging in, accessing the discussion board, etc.) please contact the Office of Distance Learning helpline at 305-809-3177 Monday—Friday 8:00AM to 4:00PM or email your question to FKCC.helpdesk@online.fkcc.edu.

**Special Needs**

If you have any special needs or requirements pertaining to this course, please discuss them with the instructor early in the term. If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the Office for Students with Disabilities at 305-809-3292 via email at: karla.malsheimer@fkcc.edu or the course instructor immediately. Reasonable efforts will be made to accommodate your special needs.

**Community Decorum**

A positive learning experience depends upon respect among all members of this classroom community. Disregard or disrespect for the process, the group or toward any individual will result in removal from the class and may result in you being dropped from the course. Respectful discourse in discussion and email areas is expected and anonymous posting will not be tolerated.

**Sexual Predators**

Federal and State law requires a person designated as a “sexual predator or offender” to register with the Florida Department of Law Enforcement (FDLE). The FDLE then is required to notify the local law enforcement agency where the registrant resides, attends or is employed by an institution of higher learning. Information regarding sexual predators or offenders attending or employed by an institution of higher learning may be obtained from the local law enforcement agency with jurisdiction for the particular campus, by calling the FDLE hotline (1-888-FL-PREDATOR) or (1-888-357-7332), or by visiting the FDLE website at www.fdle.state.fl.us/sexual_predators. If there are questions or concerns regarding personal safety, please contact the Campus Security Officer on your campus.

**Copyright Notice**

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Class Contract

The Class Contract assignment is my method of ensuring you know what you should expect from me, and what I expect from you. By returning the Class Contract to me, you are acknowledging that you:

a. Understand the policies detailed in this Syllabus.
b. Understand the expectations and due dates listed in the Course Calendar and Assessment Measures.
c. Understand that you will be held accountable to the standards published in this document.
d. The Class Contract must be submitted via the dropbox by the date published in the Course Calendar and Assessment Measures.

By signing my name I acknowledge the above.

Print Name: __________________________ Date: __________

Signature: ____________________________________________