SYLLABUS
GALLERY

CHECK OUT
YOUR
COLLEAGUES'
SYLLABI FROM
ACROSS
DISCIPLINES!

02.12.18
WEBSTER
UNIVERSITY
How does the course syllabus serve as a tool for teaching and learning? If you've ever wondered what your colleagues put in their syllabi, or wondered how you might tweak your syllabus to better serve your students, here's your chance! We’re displaying a wide variety of syllabi across disciplines in order to share and foster learner-centered practices.

### Table of Contents

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Course Title (Course number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benton, Melissa</td>
<td>Communication in Education (EDUC 2110)</td>
</tr>
<tr>
<td>Benton, Melissa</td>
<td>Public Speaking (SPCM 1040)</td>
</tr>
<tr>
<td>Brunette, Lisa</td>
<td>Special Topics in Game Design Narrative Design &amp; Game Writing (GAME 3150)</td>
</tr>
<tr>
<td>Brunette, Lisa</td>
<td>World Design (GAME 3650)</td>
</tr>
<tr>
<td>Grotewiel, Morgan</td>
<td>Introduction to Measurement and Statistics (PSYC/SOCI 2750)</td>
</tr>
<tr>
<td>Grotewiel, Morgan</td>
<td>Introduction to Psychology (PSYC 1100)</td>
</tr>
<tr>
<td>Kracen, Amanda</td>
<td>Abnormal Psychology (PSYC 3125)</td>
</tr>
<tr>
<td>Reilly, Terri</td>
<td>Social Movements &amp; The Impact of Technology (KEYS 4014)</td>
</tr>
</tbody>
</table>
**Course Objectives:** To gain proficiency in the various areas of communication.

Specific Objectives: At the conclusion of this course the student will be able to:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>SOE Goals, SOE Dispositions, MOSPE and GCP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the basic components of the communication model.</td>
<td>SOE Goals 1.1, SOE Dispositions: 1d MoSPE 6C1 GCP OC, SSHB</td>
</tr>
<tr>
<td>2. Articulate the importance of nonverbal communication, listening, appropriate use of electronically mediated communication and the interview process.</td>
<td>SOE Goals 1.1, 2.3, 3.2, 4.2, 4.3 SOE Dispositions: 1d, 2c, 2d, 3a, 3c, 3d MoSPE 6C1 GCP OC, SSHB</td>
</tr>
<tr>
<td>3. Utilize knowledge of how self-perception, culture and gender impact communication dynamics.</td>
<td>SOE Goals 1.1, 2.3, 3.2, 3.3, 4.1, 4.2 MoSPE 6C2 SOE Dispositions: 1d, 2a, 3c</td>
</tr>
<tr>
<td>4. Identify the elements of small and large communication, assertion, decision-making, and conflict resolution.</td>
<td>SOE Dispositions: 1d, 2b, 2c, 2d, 3a, 3b, 3c MoSPE 6C1</td>
</tr>
<tr>
<td>5. Present an introductory, demonstration/informative, persuasive, and oral interpretation speech.</td>
<td>SOE Goals 1.1, 2.3 SOE Dispositions: 1d, 2a, 3c MoSPE 6C1 GCP OC, SSHB</td>
</tr>
</tbody>
</table>

This course addresses the GCP learning outcomes for Oral Communications by preparing students to deliver compelling, well-organized, well-supported oral presentations using effective language choices.

This course addresses the GCP learning outcomes for Social Systems and Human Behavior by helping students develop knowledge of how human relationships are affected by verbal and nonverbal communication.
Melissa Benton’s
Communication in Education SYLLABUS

| Term, Location, Meeting Times | Spring 2018 (01-15-18 to 05-11-18)  
Room: Webster Hall 201, Mondays, Wednesdays, Fridays 12:00-12:50 p.m. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>No course prerequisites, entry test requirements or course co-requisites.</td>
</tr>
</tbody>
</table>
| Contact Information           | **Email: bentonme@webster.edu**  
**GroupMe: Webster Education in Communication**  
(The best place to ask questions and send me a message)  
**Linkedin: Melissa Joy Benton**  
**Text: 314-324-7194** |
| Office Hours                  | Mondays; Wednesdays 02:00-03:00 p.m. ---- In the Education office. Send me a message on Group Me if you want to meet somewhere else. I am here for you. |
| Professor Biography           | Welcome Global Citizens!  
Melissa Joy Benton joined Webster University faculty in 2009 as a professor of Speech Communications. Her education journey began with an A.A. Applied Sciences (Opticianry) from J. Sargeant Reynolds Community College in Richmond, VA. Then she earned both her B.A. in Speech Communications and M.A. in Communication Management from Webster University. She is currently on the doctorate journey in Ed.D in Educational Practices as part of the Science, Technology, Engineering, Mathematics and Medicine cohort at University of Missouri- St. Louis. Melissa Joy Benton is an educator committed to providing frameworks and tools to empower students to achieve their personal and professional goals through communication.  
She fosters a learning environment that is engaging and inclusive to support students to take risks, find strength in their vulnerability, and strive to share their story in powerful ways. Melissa challenges and nurtures students by framing curriculum and the classroom experience to meet students on their own personal path toward a deeper understanding of communication principles and greater confidence in communication skills.  
Melissa Joy Benton is an accomplished storyteller that uses communication skills to build meaningful connections and builds community in innovative ways. Through the use of technology, social media, and online learning tools in unique ways, she engages students with different learning and communication styles inside and out of the classroom. Melissa believes that every student can succeed as storytellers and communicators as long as they are equipped with the right knowledge, skills, and resources.  
Melissa Joy Benton has a vision of a world transformed by students that are empowered to use communication principles to improve their personal and professional lives and build communities of respect and acceptance. |
**Required Textbook**

None; But if you want a textbook. I will be using:


I suggest ordering it directly from Pearson and using the electronic copy. Or you can get it on Amazon. Once again the book is not required but last year many students wished they had purchased a book. I use power points on Canvas.

**Materials**

1. 3-ring Portfolio Presentation Binder or a means to hold onto additional handouts and assignments
2. Access Canvas on a daily basis and the Internet (Google Chrome, Safari, Firefox) to eliminate as many materials as possible. There is a free Canvas app.
3. Business professional dress attire. (No jeans, shorts, headgear and this is only for your personal Performance Day. Check Blackboard and Syllabus for more details)
4. Flash drive or access to cloud storage (Google Drive, Dropbox, YouTube)
5. Journal

**Disruptive Behavior**

Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and fellow students with dignity and respect, especially in cases where diversity of opinions arises.

Students who display disruptive behavior during class will receive a one on one documented consultation. The second disruption will be automatically sent to the counselor office and student will be required to submit proof of visiting the counselor before returning to class.

Disruptive behavior includes, but isn’t limited to: sleeping, talking during lecture or discussion, talking on the phone, texting on cell phones, complaining, working on another class homework, playing with electronic equipment, mocking others contributions, leaving the classroom frequently without permission (this is a list of the common infractions). *Behavior becomes disruptive if it 1) interferes with my right to teach, and/or 2) interferes with another student right to learn or express their opinion.* If the behavior persists after the warning has been issued, the student will be asked to seek assistance from campus resources in correcting the problem. Student will be required to visit the Counselor office before returning to class. A **100 point deduction under the Work Ethic score; student will be asked to leave class and will be counted absent; student must see counseling services before returning to class**

**Academic Honesty**

Students at Webster University are expected to practice academic honesty. Plagiarism is intentionally claiming that another person’s work is his/her own or implying that another person’s work is his/her own (through inadequate or inaccurate citations of reference material.)
### Students:
- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

In its broadest sense, plagiarism is using someone else's work, presented or claimed as your own. Any time you borrow another person's work, whether as a direct quotation or paraphrased, you must use a citation. All citations must be properly documented and references must be provided. Students who plagiarize will earn "no credit" for the assignment. At the discretion of the instructor, the student will fail the course or be referred to the department chair and dean for disciplinary action.

### Cheating or Plagiarism
All instances of academic dishonesty will result in a “0” for the given assignment, as well as referral to both the Dean of Teaching Education and the Dean of Students. Any questions of what constitutes academic dishonesty should be brought to the instructor.

### Title IX
Title IX makes it clear that violence and harassment based on sex and gender is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, contact Maureen Stroer, Student Affairs Coordinator at 314-968-6980, mstroer@webster.edu, the 24-hour emergency line: 314-422-4651, or campus advocate Gladys Smith: 800-981-9804 or 314-968-7030.

### Americans with Disabilities Act
Webster University makes every effort to accommodate individuals with academic/learning, health, physical and psychological disabilities. To obtain accommodations, students must identify themselves and provide documentation from a qualified professional or agency to the appropriate campus designee or the ADA Coordinator at the main campus. The ADA Coordinator may be reached at 314-246-7700 or disability@webster.edu. If you have already identified as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor of the accommodations you will require for this class at the beginning of the course.
### Academic Resource Center

Additional support and resources may be accessed through the Academic Resource Center (ARC). Support and resources include academic counseling, accommodations, assistive technology, peer tutoring, plagiarism prevention, testing center services, and writing coaching. Visit [www.webster.edu/arc](http://www.webster.edu/arc) or Loretto Hall 40 on the main campus for more information.

### Contact hours for this course

It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length without rescheduling and/or make up activities.

### Course Grading Policy

<table>
<thead>
<tr>
<th>Grading Scale (Communication in Education)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Assignments, Passport Reflections, and Participation: 40%</td>
</tr>
<tr>
<td>Speeches, and Tests: 50%</td>
</tr>
<tr>
<td>Final: 10%</td>
</tr>
</tbody>
</table>

Grades are not calculated based off of the total points or average of all assignments. Instead assignments are divided between the above categories and hold a specific weight within the class. Students will be informed what category each assignment falls into as they are assigned.

In general: class work and the occasional homework assignment will count for 40% of the student’s total grade. Speeches, Quizzes, Tests, count for 50% of the students’ total grade. The Final will count for 10% of the student’s final grade.

### Late Work Policy

Assignments are accepted until April 23, 2018 a 10 point deduction will be accessed. It is the **student sole responsibility to check Canvas (Grades) for missing work**. Exclusions: Activity days and in class assignments cannot be made up for any absence/tardy over 15 minutes/ or simple failure to turn in. Any group projects or speech performances will result in a 10 point deduction from the individual who was not present at the assigned performance time.
## Attendance
It is the student’s sole responsibility to check Canvas for missing assignments and work. When a student is absent, this means the student could obtain the information without the professor. The student will need to meet during office hours or find a fellow classmate to obtain notes. See Absence Policy for more information.

## Absence Policy
Excused absences such as school activities that have prior approval; emergency hospital visits; funerals of primary family members will not be penalized. Please provide written documented proof of the excuse. Attendance is mandatory and will be reflected under the Participation score. **Each day is worth 5 points for a total of 250 points.** Absence from class does not remove responsibility for upcoming assignments. Attendance on presentation days is mandatory or a letter grade penalty per assignment, per will be assessed. **225 minutes (3 classes) of nonattendance are allowed.** Once the hours have been exceeded your grade will be dropped a full letter grade for each additional half hour missed class time. Be mindful, if you are absent, you are responsible for getting course materials and notes from your classmates. **Every minute counts!**

## Speech Day Policy
Students will be assigned specific days on which they will present their formal speeches. If speeches run long, a student’s presentation may be moved to the following session. A student will never be required to present on a day earlier than that assigned. **If a student is absent on the day s/he is scheduled to make a presentation, the student will be deducted one letter grade on the speech.** If there is time another day, the student can present. *If a student attends class, but is unprepared to give a speech on the assigned date, this will count as an absence.* **Don’t miss speech days. You can leave early but missing the day harms your final score in the course.**

- Be sure to have the following items on speech day:
  - 4 sheets of paper for your peer critiques
  - Folder of all the necessary goodies
  - Video recording device (be sure to make sure you have enough room for a 10 minute presentation).

## Grading Scale
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-91</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
</tr>
<tr>
<td>C</td>
<td>72-77</td>
</tr>
<tr>
<td>B-</td>
<td>80-81</td>
</tr>
<tr>
<td>C-</td>
<td>70-71</td>
</tr>
<tr>
<td>F</td>
<td>69</td>
</tr>
<tr>
<td>A-</td>
<td>90-91</td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
</tr>
<tr>
<td>B-</td>
<td>80-81</td>
</tr>
<tr>
<td>C-</td>
<td>70-71</td>
</tr>
<tr>
<td>F</td>
<td>69</td>
</tr>
</tbody>
</table>
Expected Classroom Behavior

- *Due to anonymity of each person in the classroom, reframe from audio or video taping the lectures and conversations in the course. If this is a need according to special accommodations, please see me so we can find an alternative method.
- We like being available for our students so feel free to stop by Teaching Education Department in Webster Hall on the 2nd floor and ask for me or send me an email requesting a conversation. I will be glad to call you, just email me your phone number.
- There are lots of group assignments. Many of the assignments are graded on an individual level, but you will be working in groups. We ask that you remain respectful of your peers. If any inappropriate behavior occurs, then you will be asked to seek counseling before returning to the class.
- Work Ethic score is granted for the following behavior choices:
  - Class Participation
  - Take notes
  - Come prepared to contribute to class
  - Engage in classroom discussions
  - Respect and honor other voices and opinions
  - Avoid using offensive racist, sexist, ageist, heterosexist, and religious language in class
  - Fully participate in group work
  - Conduct personal business outside of class
  - While students may utilize laptops or pads to take notes; surfing the internet, checking email or utilizing other social media is not allowed (unless I have given permission for specific research purposes)
  - Refrain from: (if you have special services that are documented by Accommodations Center and sent to me then these rules do not apply to the student)
    - Sleeping
    - Talking during lectures
    - Working on homework
    - Texting
    - Playing with electronics
    - Chronically leaving early
    - Using headphones in class
    - Musical devices
    - Leaving and reentering the room more than 2 times a class.
- Please remain cognizant of professional behavior is requested. Discuss personal grievances with me during office hours. Or feel free to request a time that is more suitable for your schedule.
There may be times when legitimate class discussions, assignments, or media resources deal with issues, images, or symbols that are viewed as controversial by some class members. This is unavoidable in a course that comprehensively deals with contemporary issues and themes. The student should be aware that some materials covered in class may be perceived as offensive to his or her individual sensibilities. The class is PG-13 so be aware that we will be discussing sensitive topics. If this bothers you, please communicate your concerns. Webster University teaches acceptance of tolerance of people that are different from us, so you are expected to participate in the course and listen to opposing opinions and views.

Students should avail themselves of student support services on campus.

Carolyn I. Brown, Ph.D.
Writing Center & Plagiarism Prevention Program Coordinator
314-246-7668
carolynbrown04@webster.edu is a wonderful source to get help with writing and helping with study skills. The Library also offers help in researching a topic.
## Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Minute Presentations Assignments</em> (6-25pts each)</td>
<td>Impromptu in Class Speeches</td>
</tr>
<tr>
<td><em>Dr. MLK Jr Quotation Presentation</em></td>
<td>You don’t have to come to class this day, but you do have to watch any speech by Dr. MLK Jr and bring in a quotation from the speech.</td>
</tr>
<tr>
<td><em>Journal</em></td>
<td>Recommend a mixture of paper and electronic journaling</td>
</tr>
<tr>
<td>Myers Briggs Personality Assessment</td>
<td>Students will uncover some interesting facts about their personality</td>
</tr>
<tr>
<td>Listening Log</td>
<td>Students will uncover their listening style</td>
</tr>
<tr>
<td>Charades</td>
<td>Practice reading Nonverbal Communication</td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td>Impromptu Questions and Answers</td>
</tr>
<tr>
<td>Dramatic Reading</td>
<td>Oral interpretation</td>
</tr>
<tr>
<td><em>In Memoriam Speech</em> (125)</td>
<td>A presentation with the goal to inform audiences about someone or something that you honor and has impacted your self-development. 3-7 minutes</td>
</tr>
<tr>
<td>Passport Reflections (3-100 pts each)</td>
<td>A written detail reflection that is connected to the Teaching Education Quality Standards. Students will summarize the weeks before the Major Presentations. Connect the lessons learned to the Quality Standards written on the Syllabus under learning outcomes. Project how the lesson impacts the students personal and professional future. Lastly, share how the lectures, activities, discussions, assignments change your behavior or experience.</td>
</tr>
<tr>
<td><em>Midterm</em> <em>Family Culture Electronic Media Assignment</em> (100 pts)</td>
<td>An electronic presentation sharing the students’ personal family unique culture identity.</td>
</tr>
<tr>
<td><em>Diversity Interview and Culture Presentation</em> (175 pts)</td>
<td>A presentation with the goal to inform the audience about a unique cultural experience (Hint: TED TALK) 7-9 minutes</td>
</tr>
<tr>
<td>Preparation Outlines (2-50 pts)</td>
<td>A detail outline about the content of the speech. Please save as a PDF or Microsoft Word Docx. Upload under assignments on Canvas. Students will have multiple times to improve their score before the due date, so turn in the outline early. I will provide feedback and inform you how to garner more or all of the points.</td>
</tr>
<tr>
<td><em>Persuasive</em> (125)</td>
<td>A presentation with the goal to motivate the audience to take action</td>
</tr>
<tr>
<td><em>Readers Theatre</em> (100)</td>
<td>A presentation with the goal to entertain using oratory from a published literature: either or a combination of poems, prose (short stories), dramatic (plays and monologues).</td>
</tr>
</tbody>
</table>
Melissa Benton’s Communication in Education SYLLABUS

- **Knowledge:** The successful student will score 70% or higher on tests, assignments and speeches. Additionally, outside sources and participation will be part of your overall grade.
- **Comprehension:** The successful student will be able to describe and explain the concepts learned for public communication through writing and tests.
- **Application:** The successful student will be able to apply and illustrate public communication through presentations and speeches.

**Grade Reconsideration:** If you feel you did not receive a fair grade on a presentation or assignment and wish that grade to be reconsidered, you may submit a written account detailing the problem with the grading. This document must be submitted with one week of receiving the grade. You will receive written response from me within one week. Please realize that I reserve the right to make (or not make) your suggested changes. If you want to redo a speech or make up a missed speech, it is your responsibility to gather an audience of 5 people over the age of 12 years old and schedule a time that fits my schedule through written email. I am on campus Mondays, Wednesdays, and Fridays during office hours is usually the best time.
<table>
<thead>
<tr>
<th>Wk 1</th>
<th>Jan.</th>
<th>Course Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.</td>
<td>15</td>
<td>Dr. MLK Jr. Speech</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Watch any speech</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>from Dr. MLK Jr.</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>*Bring in a</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>quotation from the</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>speech that stood</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>out to you</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>due Jan. 17</td>
</tr>
<tr>
<td>Wed</td>
<td>17</td>
<td>Introductions</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>*Minute Speech Dr.</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>MLK Jr and You</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>short 1-3 minute</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>stories</td>
</tr>
<tr>
<td>Fri</td>
<td>18</td>
<td>Syllabus and Canvas</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>and Passport</td>
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<tr>
<td></td>
<td>18</td>
<td>Reflections</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wk 2</th>
<th>Communication Model</th>
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<tbody>
<tr>
<td>Mon.</td>
<td>22 Activity</td>
</tr>
<tr>
<td></td>
<td>Lecture Reflect</td>
</tr>
<tr>
<td></td>
<td>*Assign In Memoriam</td>
</tr>
<tr>
<td></td>
<td>Go Over How to</td>
</tr>
<tr>
<td></td>
<td>Write a Speech</td>
</tr>
<tr>
<td>Wed</td>
<td>24 Activity</td>
</tr>
<tr>
<td></td>
<td>Lecture Reflect</td>
</tr>
<tr>
<td>Fri</td>
<td>26 *Minute</td>
</tr>
<tr>
<td></td>
<td>Presentation</td>
</tr>
<tr>
<td></td>
<td>*Assign Myers Briggs</td>
</tr>
<tr>
<td></td>
<td>Personality Assessment</td>
</tr>
<tr>
<td></td>
<td>16 personalities.com</td>
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<tr>
<td></td>
<td>Due Jan. 29</td>
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<table>
<thead>
<tr>
<th>Wk 3</th>
<th>Self-Perception</th>
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<tbody>
<tr>
<td>Mon.</td>
<td>29 Video</td>
</tr>
<tr>
<td></td>
<td>Lecture Reflect</td>
</tr>
<tr>
<td>Wed</td>
<td>31 Video</td>
</tr>
<tr>
<td></td>
<td>Lecture Reflect</td>
</tr>
<tr>
<td>Fri</td>
<td>02 *Minute</td>
</tr>
<tr>
<td></td>
<td>Presentation</td>
</tr>
<tr>
<td></td>
<td>*Assign Weekend</td>
</tr>
<tr>
<td></td>
<td>Listening Log</td>
</tr>
<tr>
<td></td>
<td>for Journal.</td>
</tr>
<tr>
<td></td>
<td>Due Feb. 09</td>
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<thead>
<tr>
<th>Wk 4</th>
<th>Feb. Listening</th>
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<tbody>
<tr>
<td>Mon.</td>
<td>05 Activity</td>
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<tr>
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<td>Lecture Reflect</td>
</tr>
<tr>
<td>Wed</td>
<td>07 Activity</td>
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<tr>
<td></td>
<td>Lecture Reflect</td>
</tr>
<tr>
<td>Fri</td>
<td>09 Group</td>
</tr>
<tr>
<td></td>
<td>Discussion</td>
</tr>
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<td>Reflect</td>
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<table>
<thead>
<tr>
<th>Wk 5</th>
<th>In Memoriam Presentation Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.</td>
<td>12</td>
</tr>
<tr>
<td>Wed</td>
<td>14</td>
</tr>
<tr>
<td>Fri</td>
<td>16 Passport Reflection 1 (Weeks</td>
</tr>
<tr>
<td></td>
<td>1-4) due March 02</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Wk 6</th>
<th>Nonverbal Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.</td>
<td>19 Activity</td>
</tr>
<tr>
<td></td>
<td>Lecture Reflect</td>
</tr>
<tr>
<td>Wed</td>
<td>21 Guest Speaker</td>
</tr>
<tr>
<td>Fri</td>
<td>23 *Minute Presentation</td>
</tr>
<tr>
<td></td>
<td>: Charades</td>
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</tbody>
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<thead>
<tr>
<th>Wk 7</th>
<th>Gender/ Culture Communications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.</td>
<td>26 Activity</td>
</tr>
<tr>
<td></td>
<td>Lecture Reflect</td>
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<tr>
<td>Wed</td>
<td>28 Video</td>
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<td></td>
<td>Lecture Reflect</td>
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<tr>
<td>Fri</td>
<td>02 Lab day</td>
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<tr>
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<td>Assign Diversity Interview</td>
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<td>due Mar. 26 and Presentation</td>
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<tr>
<th>Wk 8</th>
<th>Mar. Electronic Mediated Communication</th>
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<tbody>
<tr>
<td>Mon.</td>
<td>05 Activity</td>
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<td>Lecture Reflect</td>
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<tr>
<td>Wed</td>
<td>07 Present Media</td>
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<td>Assignment</td>
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<tr>
<td>Fri</td>
<td>09 Present Media Assignment</td>
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<tr>
<td>Wk 9</td>
<td>Conflict Resolution</td>
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<tr>
<td>Wk 12</td>
<td>Persuasion</td>
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<tr>
<td>Wk 13</td>
<td>Wrap Up Any Concepts Still Questioning</td>
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<tr>
<td>Wk 14</td>
<td>Persuasive Presentations Week</td>
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<tr>
<td>Wk 15</td>
<td>May Group Communication</td>
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<tr>
<td>Wk 16</td>
<td>Final TBA</td>
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</table>

**Notes:**
- *Assignment test:
- *Love Language:
- Lab day Preparation Outline is due by 11:59. Pm. The day before you present.
- Lab Day Preparation Outline is due by 11:59. Pm. The day before you present.
- Lab Day Preparation Outline is due by 11:59. Pm. The day before you present.
- Group Work Day
- Group Work Day
# Public Speaking SYLLABUS

**Course Title**  
SPCM 1040: 04 Public Speaking (3cr)  

**Course Description**  
Students learn the organization, development, and delivery of a variety of formal public speeches. The course includes public speeches and a variety of other speaking exercises to help students adapt to audiences and contexts, solve delivery problems and build confidence. It is the objective of the course to help students manage communication apprehension, communicate more effectively in the oral channel, adapt to various audiences and speaking situations, and both think and listen critically. Activities also help the student to develop realistic evaluations of various speaking occasions. **This course is part of the GCP program as an Arts Appreciation content area and an Oral Communication skill area.** 3 hrs./wk.

**Course Objectives**

1. Demonstrate an understanding of the conventions of effective speechmaking through the delivery of speeches geared to a variety of specified purposes.
2. Effectively write speeches that are well organized and interesting to his/her audience.
3. Demonstrate appreciation of audience-centered oral communication through effective adaptation to cumulative audience feedback throughout the course of the semester.
4. Demonstrate performance techniques that are purposeful and natural when delivering a speech.
5. Critically and constructively review speech content and delivery.
6. Be able to accept and overcome feelings of speech anxiety.
7. Express a critical understanding of the traditions and conventions of oratory as art through an analysis of a “great” speech.
8. Develop and refine a personal voice of advocacy through analysis, reflection, and practical application of language as framed in orally communicated messages.

**Term, Location, Meeting Times**  
Spring 2018 (01-15-18 to 05-11-18)  
Room: Sverdrup 210, Mondays, Wednesdays, Fridays 10:00-10:50 a.m.

**Prerequisite**  
No course prerequisites, entry test requirements or course co-requisites.

**Contact Information**  
Email: bentonme@webster.edu  
GroupMe: Public Speaking  
(The best place to ask questions and send me a message)  
Linkedin: Melissa Joy Benton  
Text: 314-324-7194

**Office Hours**  
Mondays and Wednesdays 09:00-09:50 a.m. in SVER 243
Welcome Global Citizens!

Melissa Joy Benton joined Webster University faculty in 2009 as a professor of Speech Communications. Her education journey began with an A.A. Applied Sciences (Opticianry) from J. Sargeant Reynolds Community College in Richmond, VA. Then she earned both her B.A. in Speech Communications and M.A. in Communication Management from Webster University. She is currently on the doctorate journey in Ed.D in Educational Practices as part of the Science, Technology, Engineering, Mathematics and Medicine cohort at University of Missouri- St. Louis.

Melissa Joy Benton is an educator committed to providing frameworks and tools to empower students to achieve their personal and professional goals through communication.

She fosters a learning environment that is engaging and inclusive to support students to take risks, find strength in their vulnerability, and strive to share their story in powerful ways. Melissa challenges and nurtures students by framing curriculum and the classroom experience to meet students on their own personal path toward a deeper understanding of communication principles and greater confidence in communication skills.

Melissa Joy Benton is an accomplished storyteller that uses communication skills to build meaningful connections and builds community in innovative ways. Through the use of technology, social media, and online learning tools in unique ways, she engages students with different learning and communication styles inside and out of the classroom. Melissa believes that every student can succeed as storytellers and communicators as long as they are equipped with the right knowledge, skills, and resources.

Melissa Joy Benton has a vision of a world transformed by students that are empowered to use communication principles to improve their personal and professional lives and build communities of respect and acceptance.
# Melissa Benton’s Public Speaking SYLLABUS

<table>
<thead>
<tr>
<th>Required Textbook</th>
<th>None;</th>
</tr>
</thead>
</table>
| Materials         | 1. 3-ring Portfolio Presentation Binder or a means to hold onto additional handouts and assignments  
2. Access Canvas on a daily basis and the Internet (Google Chrome, Safari, Firefox) to eliminate as many materials as possible. There is a free Canvas app. We also use Group Me (which is an app)  
3. Business professional dress attire. (No jeans, shorts, headgear and this is only for your personal Presentation Day. Check Canvas and Syllabus for more details)  
4. Flash drive or access to cloud storage (Google Drive, Dropbox, YouTube)  
5. 5x8 presentation binder (Target and Walmart has these small 3-ring binders)  
6. Note cards in order to give feedback to your classmates on presentation days |
| Disruptive Behavior | Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and fellow students with dignity and respect, especially in cases where diversity of opinions arises.  
  Students who display disruptive behavior during class will receive a one on one documented consultation. The second disruption will be automatically sent to the counselor office and student will be required to submit proof of visiting the counselor before returning to class. Disruptive behavior includes, but isn’t limited to: sleeping, talking during lecture or discussion, talking on the phone, texting on cell phones, complaining, working on another class homework, playing with electronic equipment, mocking others contributions, leaving the classroom frequently without permission (this is a list of the common infractions). Behavior becomes disruptive if it 1) interferes with my right to teach, and/or 2) interferes with another student right to learn or express their opinion. If the behavior persists after the warning has been issued, the student will be asked to seek assistance from campus resources in correcting the problem. Student will be required to visit the Counselor office before returning to class. A 100 point deduction under the Work Ethic score; student will be asked to leave class and will be counted absent; student must see counseling services before returning to class. |
| Academic Honesty  | Students at Webster University are expected to practice academic honesty. Plagiarism is intentionally claiming that another person’s work is his/her own or implying that another person’s work is his/her own (through inadequate or inaccurate citations of reference material.) Students:  
  • Should not copy whole portions of text from another source as a major component of papers or projects.  
  • Should identify the title, author, page number/webpage address, and |
publication date of works when directly quoting small portions of texts, articles, interviews, or websites.

- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

In its broadest sense, plagiarism is using someone else's work, presented or claimed as your own. Any time you borrow another person's work, whether as a direct quotation or paraphrased, you must use a citation. All citations must be properly documented and references must be provided. Students who plagiarize will earn "no credit" for the assignment. At the discretion of the instructor, the student will fail the course or be referred to the department chair and dean for disciplinary action.

<table>
<thead>
<tr>
<th>Cheating or Plagiarism</th>
<th>All instances of academic dishonesty will result in a “0” for the given assignment, as well as referral to both the Dean of the School of Communication and the Dean of Students. Any questions of what constitutes academic dishonesty should be brought to the instructor.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title IX</td>
<td>Title IX makes it clear that violence and harassment based on sex and gender is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, contact Maureen Stroer, Student Affairs Coordinator at 314-968-6980, <a href="mailto:mstroer@webster.edu">mstroer@webster.edu</a>, the 24-hour emergency line: 314-422-4651, or campus advocate Gladys Smith: 800-981-9804 or 314-968-7030.</td>
</tr>
<tr>
<td>Americans with Disabilities Act</td>
<td>Webster University makes every effort to accommodate individuals with academic/learning, health, physical and psychological disabilities. To obtain accommodations, students must identify themselves and provide documentation from a qualified professional or agency to the appropriate campus designee or the ADA Coordinator at the main campus. The ADA Coordinator may be reached at 314-246-7700 or <a href="mailto:disability@webster.edu">disability@webster.edu</a>. If you have already identified as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor of the accommodations you will require for this class at the beginning of the course.</td>
</tr>
</tbody>
</table>
**Melissa Benton’s**  
**Public Speaking SYLLABUS**

<table>
<thead>
<tr>
<th>Academic Resource Center</th>
<th>Additional support and resources may be accessed through the Academic Resource Center (ARC). Support and resources include academic counseling, accommodations, assistive technology, peer tutoring, plagiarism prevention, testing center services, and writing coaching. Visit <a href="http://www.webster.edu/arc">www.webster.edu/arc</a> or Loretto Hall 40 on the main campus for more information.</th>
</tr>
</thead>
</table>
| **Expected Classroom Behavior** | ➢ *Due to anonymity of each person in the classroom, reframe from audio or video taping the lectures and conversations in the course. If this is a need according to special accommodations, please see me so we can find an alternative method.*  
➢ We like being available for our students so feel free to stop by Communications SVERDRUP 243 and ask for me or send me an email requesting a conversation. I will be glad to call you, just email me your phone number.  
➢ There are lots of group assignments. Many of the assignments are graded on an individual level, but you will be working in groups. We ask that you remain respectful of your peers. If any inappropriate behavior occurs, then you will be asked to seek counseling before returning to the class.  
➢ Work Ethic score is granted for the following behavior choices:  
  o Class Participation  
  o Take notes  
  o Come prepared to contribute to class  
  o Engage in classroom discussions  
  o Respect and honor other voices and opinions  
  o Avoid using offensive racist, sexist, ageist, heterosexist, and religious language in class  
  o Fully participate in group work  
  o Conduct personal business outside of class  
  o While students may utilize laptops or pads to take notes; surfing the internet, checking email or utilizing other social media is not allowed (unless I have given permission for specific research purposes  
  o Refrain from: (if you have special services that are documented by Accommodations Center and sent to me then these rules do not apply to the student)  
    ▪ Sleeping  
    ▪ Talking during lectures  
    ▪ Working on homework  
    ▪ Texting  
    ▪ Playing with electronics  
    ▪ Chronically leaving early |
### Melissa Benton’s Public Speaking SYLLABUS

- Using headphones in class
- Musical devices
- Leaving and reentering the room more than 2 times a class.

- Please remain cognizant of professional behavior is requested. Discuss personal grievances with me during office hours. Or feel free to request a time that is more suitable for your schedule.

- There may be times when legitimate class discussions, assignments, or media resources deal with issues, images, or symbols that are viewed as controversial by some class members. This is unavoidable in a course that comprehensively deals with contemporary issues and themes. The student should be aware that some materials covered in class may be perceived as offensive to his or her individual sensibilities. The class is PG-13 so be aware that we will be discussing sensitive topics. If this bothers you, please communicate your concerns. Webster University teaches acceptance of tolerance of people that are different from us, so you are expected to participate in the course and listen to opposing opinions and views.

- Students should avail themselves of student support services on campus.

**Carolyn I. Brown, Ph.D.**  
Writing Center & Plagiarism Prevention Program Coordinator  
314-246-7668  
carolynbrown04@webster.edu  
is a wonderful source to get help with writing and helping with study skills. The Library also offers help in researching a topic.

### Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
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<tbody>
<tr>
<td><em>Minute Speech Assignments</em> (6-25pts each)</td>
<td>Impromptu in Class Speeches - <em>Dr MLK Jr Quotation Presentation</em>- You don’t have to come to class this day, but you do have to watch any speech by Dr. MLK Jr and bring in a quotation from the speech.</td>
</tr>
<tr>
<td><em>Oral Interpretation Speech</em> (125)</td>
<td>A presentation with the goal to entertain using oratory from a published literature: either or a combination of poems, prose (short stories), dramatic (plays and monologues)</td>
</tr>
<tr>
<td><em>Informative Speech</em> (125)</td>
<td>A presentation with the goal to inform the audience about an innovative product, idea, concept or a new spin to something old.) (Hint: TED Talk)</td>
</tr>
<tr>
<td><em>Persuasive Speech</em> (125)</td>
<td>A presentation with the goal to motivate the audience to take action.</td>
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<tr>
<td><em>After Dinner Speech (ADS)</em> (125)</td>
<td>A presentation with the goal to entertain.</td>
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<tr>
<td><strong>Preparation Outlines</strong> (3-50)</td>
<td>A detail outline about the content of the speech. Please save as a PDF or Microsoft Word Docx. Upload under assignments on Canvas. Students will have multiple times to improve their score before the due date, so turn in the outline early. I will provide feedback and inform you how to garner more or all of the points.</td>
</tr>
<tr>
<td><em>Historical Speech Written Critique</em> (100)</td>
<td>Written analysis of a “great” speech.</td>
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</table>
**Self-Reflections** (4-25 pts each)- write a minimum of 200 words and a maximum of 400 words. This should equal approximately 5-16 sentences. Please save as a PDF or Microsoft Word Docx. Please reflect on your experience presenting the presentation and reflect upon the strengths of the presentation and challenges of the presentation. When discussing challenges, think in terms what do you hope to accomplish the next time you present a message to a public audience.

**How Fabulous Was I (Visual Electronic Portfolio)**- Please save as a PowerPoint or Pdf. Answer some key questions and provide pictures of your public speaking experience.

- **Knowledge:** The successful student will score 70% or higher on tests, assignments, and speeches. Additionally, outside sources and participation will be part of your overall grade.
- **Comprehension:** The successful student will be able to describe and explain the concepts learned for public communication through writing and tests.
- **Application:** The successful student will be able to apply and illustrate public communication through presentations and speeches.
- **Grade Reconsideration:** If you feel you did not receive a fair grade on a presentation or assignment and wish that grade to be reconsidered, you may submit a written account detailing the problem with the grading. This document must be submitted with one week of receiving the grade. You will receive written response from me within one week. Please realize that I reserve the right to make (or not make) your suggested changes. If you want to redo a speech or make up a missed speech, it is your responsibility to gather an audience of 5 people over the age of 12 years old and schedule a time that fits my schedule through written email. I am on campus Mondays, Wednesdays, and Fridays during office hours is usually the best time.

### Course Grading Policy

All assignments must be submitted by April 23, 2018 for credit during the Spring Semester. A 10-point deduction will be assessed. Due dates are written on the Syllabus and if dates changes then there will be an Announcement stating the change. Canvas due dates matches the Syllabus due dates so check Announcements and Group Me for any changes. Students can earn waivers by completing extra credit assignments. Check Canvas for extra credit. There is only 1 promised the rest is at the discretion of the Professor.

Grading Scale (Public Speaking)

Grades are not calculated based off of the total points or average of all assignments. Instead assignments are divided between the above categories and hold a specific weight within the class. Students will be informed what category each assignment falls into as they are assigned.
Melissa Benton’s Public Speaking SYLLABUS

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Minute Speech Assignments, Self-Reflections, and Participation:</td>
<td>40%</td>
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<tr>
<td>Speeches, and Tests:</td>
<td>50%</td>
</tr>
<tr>
<td>Impromptu Final and How Fabulous Was I:</td>
<td>10%</td>
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</table>

In general: class work and the occasional homework assignment will count for 40% of the student’s total grade. Speeches, Quizzes, Tests, count for 50% of the students’ total grade. The Final will count for 10% of the student’s final grade.

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<th>Component</th>
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<tr>
<td>Late Work Policy</td>
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<tr>
<td>Assignments are accepted until April 23 2018 a 10-point deduction will be accessed. It is the student sole responsibility to check Canvas (Grades) for missing work. Exclusions: Activity days and in class assignments cannot be made up for any absence/tardy over 15 minutes/ or simple failure to turn in. Any group projects or speech performances will result in a 10-point deduction from the individual who was not present at the assigned performance time.</td>
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<th>Component</th>
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<tr>
<td>Absence Policy</td>
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<td>Excused absences such as school activities that have prior approval; emergency hospital visits; funerals of primary family members will not be penalized. Please provide written documented proof of the excuse. Attendance is mandatory and will be reflected under the Participation score. Each day is worth 5 points for a total of 250 points. Absence form class does not remove responsibility for upcoming assignments. Attendance on presentation days is mandatory or a letter grade penalty per assignment, per will be assessed. 225 minutes (3 classes) of nonattendance are allowed. Once the hours have been exceeded your grade will be dropped a full letter grade for each additional half hour missed class time. Be mindful, if you are absent, you are responsible for getting course materials and notes from your classmates. Every minute counts!</td>
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<tr>
<th>Component</th>
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<tr>
<td>Speech Day Policy</td>
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<tr>
<td>Students will be assigned specific days on which they will present their formal speeches. If speeches run long, a student’s presentation may be moved to the following session. A student will never be required to present on a day earlier than that assigned. If a student is absent on the day s/he is scheduled to make a presentation, the student will be deducted one letter grade on the speech. If there is time another day, the student can present *If a student attends class, but is unprepared to give a speech on the assigned date, this will count as an absence. Don’t miss speech days. You can leave early but missing the day harms your final score in the course.</td>
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<tr>
<td>▪ Be sure to have the following items on speech day:</td>
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<td>▪ 4 sheets of paper for your peer critiques</td>
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<td>▪ Folder of all the necessary goodies</td>
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<td>▪ Video recording device (be sure to make sure you have enough room for a 10 minute presentation).</td>
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<thead>
<tr>
<th>Grading Scale</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A 92-100</td>
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<td>A- 90-91</td>
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<td>B+ 88-89</td>
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<td>B 82-87</td>
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<tr>
<td>B- 80-81</td>
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<td>C+ 78-79</td>
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<td>C 72-77</td>
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<td>C- 70-71</td>
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# Melissa Benton’s Public Speaking SYLLABUS

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<tr>
<th>SCHEDULE</th>
<th>Mon.</th>
<th>Wed</th>
<th>Fri</th>
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<tbody>
<tr>
<td>Cognitive Knowledge</td>
<td>Development</td>
<td>Personal Speech Anxiety</td>
<td>Development</td>
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<tr>
<td><strong>Wk 1 Jan.</strong></td>
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<tr>
<td>15</td>
<td>Dr. MLK Jr Speech Watch any speech from Dr. MLK Jr. *Bring in a quotation from the speech that stood out to you on January 17</td>
<td>17</td>
<td>Introductions--- *Minute Speech Dr. MLK Jr and You Short 1-3 minute stories</td>
</tr>
<tr>
<td>18</td>
<td>Syllabus and Canvas and Assign Show- n- Tell Minute Speech Assignment due Week 2</td>
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<tr>
<td><strong>Wk 2</strong></td>
<td>22</td>
<td>Managing Anxiety</td>
<td>24</td>
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<tr>
<td></td>
<td>*Minute Speech Show N Tell 25</td>
<td></td>
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<tr>
<td><strong>Wk 3</strong></td>
<td>29</td>
<td>Oral Interpretation Developing Topic</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Oral Interpretation Cutting</td>
<td></td>
<td>Oral Interpretation Writing and Introduction and Teaser</td>
</tr>
<tr>
<td><strong>Wk 4 Feb.</strong></td>
<td>05</td>
<td>Oral Interpretation Putting it together</td>
<td>07</td>
</tr>
<tr>
<td></td>
<td>*Minute Speech Lip Sync Pairs Battle 25</td>
<td></td>
<td>*Lip Sync Pairs Battle</td>
</tr>
<tr>
<td>Cognitive Comprehension</td>
<td>Development</td>
<td>Personal Delivery Skills</td>
<td>Development</td>
</tr>
<tr>
<td><strong>Wk 5</strong></td>
<td>12</td>
<td>*Oral Interpretation Presentations (5-6 students per day)</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Oral Interpretation Presentations (5-6 students per day)</td>
<td></td>
<td>Oral Interpretation Presentations (5-6 students per day)</td>
</tr>
<tr>
<td><strong>Wk 6</strong></td>
<td>19</td>
<td>Oral Interpretation Presentations (5-6 students per day) *Oral Interpretation Self Reflection due by 11:59 p.m. on CANVAS</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>*Minute Speech Inform Impromptu Speeches Preparation Outline</td>
<td></td>
<td>Library Lab Day location TBA Finding an Informative topic</td>
</tr>
<tr>
<td><strong>Wk 7</strong></td>
<td>26</td>
<td>Organizing the Content Using Visual Aids</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Library Lab Day location TBA *Informative Preparation Outlines due by 11:59 p.m. on Canvas under Assignments the day before your presentation.</td>
<td></td>
<td>*Informative Speech Presentations (5-6 students per day)</td>
</tr>
<tr>
<td><strong>Wk 8 Mar.</strong></td>
<td>05</td>
<td>*Informative Speech Presentations (5-6 students per day)</td>
<td>07</td>
</tr>
<tr>
<td></td>
<td>*Informative Speech Presentations (5-6 students per day)</td>
<td></td>
<td>*Informative Speech Presentations (5-6 students per day)</td>
</tr>
<tr>
<td>Spring Break</td>
<td>Spring Break</td>
<td>Spring Break</td>
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</tr>
</tbody>
</table>

*Informative Self Reflection due by 11:59 p.m. on CANVAS
# Melissa Benton’s Public Speaking SYLLABUS

<table>
<thead>
<tr>
<th>Week</th>
<th>Cognitive Application/Development</th>
<th>Personal Developing Content/Writing Skills</th>
<th>Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 9 Nov</td>
<td>19 How to Persuade</td>
<td>21 Motivated Sequence</td>
<td>23 Library Lab Day location TBA Finding a Persuasive topic</td>
</tr>
<tr>
<td>Wk 10</td>
<td>26 Organizing Presentation</td>
<td>28 Critiquing Speeches</td>
<td>30 *Minute Speech Sell Us Something Using the Motivated Sequence</td>
</tr>
<tr>
<td>Wk 11 Apr.</td>
<td>02 Putting all Together</td>
<td>04 Library Lab Day location TBA *Persuasive Preparation Outlines due by 11:59 p.m. on Canvas under Assignments the day before your presentation.</td>
<td>06 *TEST</td>
</tr>
<tr>
<td>Wk 12</td>
<td>09 Persuasive Speech Presentations (5-6 students per day)</td>
<td>11 Persuasive Speech Presentations (5-6 students per day)</td>
<td>13 Persuasive Speech Presentations (5-6 students per day)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Cognitive Synthesis Development</th>
<th>Development Evaluation</th>
<th>Personal Social Skills</th>
<th>Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 13</td>
<td>16 *Persuasive Speech Presentations (5-6 students per day) *Persuasive Self Reflection due by 11:59 p.m. on CANVAS</td>
<td>18 Library Lab Day location TBA Finding an ADS topic</td>
<td>20 Putting it Together *Minute Speech Funny Stories</td>
<td></td>
</tr>
<tr>
<td>Wk 14</td>
<td>23 *Minute Speech Funny Stories Putting it Together</td>
<td>25 Library Lab Day location TBA *ADS Preparation Outlines due by 11:59 p.m. on Canvas under Assignments the day before your presentation.</td>
<td>27 *After Dinner Speech (ADS) Presentations (5-6 students per day) *Historical Speech Critique due by 11:59 p.m. on CANVAS under Assignments</td>
<td></td>
</tr>
<tr>
<td>Wk 15 May</td>
<td>30 After Dinner Speech (ADS) Presentations (5-6 students per day)</td>
<td>02 After Dinner Speech (ADS) Presentations (5-6 students per day)</td>
<td>04 After Dinner Speech (ADS) Presentations (5-6 students per day)</td>
<td></td>
</tr>
<tr>
<td>Wk 16 Final TBA</td>
<td>07 Impromptu Final (Speech) *How Fabulous Was I (Electronic Portfolio) due by the start of the final on Canvas *ADS Self Reflection due by the start of the final on CANVAS</td>
<td>09</td>
<td>11</td>
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</tbody>
</table>
SPECIAL TOPICS IN GAME DESIGN NARRATIVE DESIGN & GAME WRITING GAME-3150

SP 2018  Section 01  3 Credits  01/15/2018 to 05/11/2018
Modified 01/24/2018

Meeting Times

Hybrid Lecture/Discussion/Workshop
Tuesday, 5:30 PM to 8:30 PM, SVER 104

Contact Information

Professor: Lisa Brunette
Email: lisabrunette11@webster.edu
Office: SVER 233
Phone: 314-246-3323

Office Hours
Monday, Wednesday, 1:00 PM to 2:00 PM
Monday, Wednesday, 3:15 PM to 4:00 PM
Monday, Wednesday, 5:15 PM to 6:00 PM
Tuesday, 4:30 PM to 5:30 PM

Description

This course is designed to periodically feature topics in games and game design not covered by regularly offered courses. Topics will be dedicated to narrow aspects of the discipline, time dependent materials, or guest lectures. May be repeated for credit if content differs. Prerequisites may vary with topic.

Objectives

My objectives in this course are to:

1. Introduce you to narrative design and game writing as specialized role(s) within the game industry;
2. Study games with you, paying close attention to narrative architecture both at the detail level and holistically;
   and most importantly,

Outcomes
Fully engaging with the course produces these outcomes. You will:

1. Possess an understanding of the role of narrative design and game writing within a team and within the industry as a whole;
2. Demonstrate critical analysis of narrative architecture both at the detail level and holistically; and most importantly,
3. Show your game-specific storytelling techniques through delivery of concept proposals, script outlines, and full game text.

Materials

Video Game Storytelling: What Every Developer Needs to Know About Narrative Techniques

Author: Evan Skolnick
Publisher: Watson-Guptill Publications, New York, NY, 2014
ISBN: 978-0-38534-582-8
Price: $19.99

Games

<table>
<thead>
<tr>
<th>Game</th>
<th>Price</th>
<th>Platforms</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Walking Dead</td>
<td>$24.99</td>
<td>Android, iOS, Kindle Fire HDX, OS X, Linux, Microsoft Windows, Ouya, PS3, PS4, PS Vita, Xbox 360, Xbox One</td>
</tr>
<tr>
<td>Availability: Library copy on hold (Xbox)</td>
<td></td>
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</tr>
<tr>
<td>Firewatch</td>
<td>$19.99</td>
<td>Microsoft Windows, OS X, Linux, and PlayStation 4, Xbox One</td>
</tr>
<tr>
<td>Choice of Alexandria</td>
<td>$2.99</td>
<td>Online, Android, iOS</td>
</tr>
<tr>
<td>Surface: The Noise She Couldn't Make</td>
<td>$13.99</td>
<td>PC, Mac, iOS, Android, Amazon</td>
</tr>
<tr>
<td>Choices: Stories You Play</td>
<td>$0.00</td>
<td>iOS, Android</td>
</tr>
<tr>
<td>Lifeline (mobile)</td>
<td>$0.00</td>
<td>iOS, Android</td>
</tr>
</tbody>
</table>

Deliverables

Note: Late assignments are subject to a -10 point penalty. There will be opportunities to hand in assignments early or otherwise level up for a +10 point bonus.

Concept Proposal: Story-Driven Choice Game

After studying Telltale Games' The Walking Dead, draft a concept proposal to pitch a new game in the style of the Telltale library of games.
Collaboration: Board Game Stories

Part I - Propose a game story to enhance a board game designed by students in GAME 2500: Traditional Game Design. Students in the other class will select the best among submissions, and the winner in each team gets a 10-point bonus on the assignment.

Part II - As part of a team, design a world and then request board game designs to fit into the world from students in GAME 2500: Traditional Game Design, picking the best of the submissions.

Class Participation: Discussion Posts

Explore critical questions on narrative design and game writing and/or practice aspects of the craft through Canvas discussion posts.

Outline: Game Script

Write an outline for a story-driven game. This is a precursor to the capstone.

Capstone: Playable Game or Full Game Script

Submit a playable game created in the engine of your choice or a full game script delivered in a spreadsheet program such as Excel or Numbers.

✔️ Evaluation

Criteria

<table>
<thead>
<tr>
<th>Type</th>
<th>Weight</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept Proposal</td>
<td>14% - 100%</td>
<td>Narrative Design</td>
<td>Must have all elements of the tetrad: mechanics, story, aesthetics, and tech, with specific emphasis on the components of story: setting, narrative arc and plot points, characters, resolution.</td>
</tr>
<tr>
<td>Board Game Collaboration</td>
<td>14% - 100%</td>
<td>Narrative Design/Game Writing</td>
<td>Part I - the story proposal from RFP - must enhance the game in development and work well for the game style and genre.</td>
</tr>
<tr>
<td>Part I</td>
<td></td>
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<tr>
<td>Board Game Collaboration</td>
<td>14% - 100%</td>
<td>Narrative Design/Game Writing</td>
<td>Part II - the world for which you'll request a board game - must be a strong IP (intellectual property) that lends itself well to various game styles and genres. It must have legs.</td>
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<tr>
<td>Part II</td>
<td></td>
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<tr>
<td>Class Participation/Discussion</td>
<td>14% - 10%</td>
<td>Theory and Practice of Narrative Design</td>
<td>The activity graded here includes: your original post to Canvas in answer to the prompt, any follow-up posts, comments on classmates' posts, and participation in classroom discussions based off the posts.</td>
</tr>
<tr>
<td>Attendance</td>
<td>14%</td>
<td>Engaging with Course Concepts</td>
<td>This is not an online course. Attendance is expected and is part of the curriculum plan, with a lot of class activity feeding into active assignments. Don’t miss class.</td>
</tr>
<tr>
<td>Game Script Outline</td>
<td>14% - 100%</td>
<td>Game Writing</td>
<td>A complete outline for your game, detailing each plot point, choice, branching path, and outcome.</td>
</tr>
<tr>
<td>Type</td>
<td>Weight</td>
<td>Topic</td>
<td>Notes</td>
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<tr>
<td>Capstone</td>
<td>14% - 100 points</td>
<td>Synthesis of All Course Skills/Concepts</td>
<td>Your game or game script should demonstrate techniques and understanding of narrative design and game writing best practices.</td>
</tr>
</tbody>
</table>

### Schedule

<table>
<thead>
<tr>
<th>When</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 - 1/16</td>
<td>Introduction</td>
<td>Icebreaker in pairs: Writing experience?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course Overview</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Designer Profile: Lisa Brunette</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion Post #1, What is a narrative designer?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Game Engine &quot;Under the Hood&quot;: The Telltale Tool, proprietary engine used by Telltale Games</td>
</tr>
<tr>
<td>Week 2 - 1/23</td>
<td>Story’s Essential Ingredient and Structure</td>
<td>Course Overview, Cont’d due to power outage on first day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Designer Profile: Lisa Brunette</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Game Engine &quot;Under the Hood&quot;: The Telltale Tool, proprietary engine used by Telltale Games</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Play:</strong> The Walking Dead, Episodes 01 &quot;A New Day&quot; and 02 &quot;Starved For Help&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion Post #2, The Walking Dead &quot;hook.&quot;</td>
</tr>
<tr>
<td>Week 3 - 1/30</td>
<td>The Hero’s Journey</td>
<td><strong>Read:</strong> Skolnick, Ch. 1, &quot;Conflict: The Fuel of Story,&quot; Ch. 2, &quot;The Three-Act Structure&quot; and Ch. 3, &quot;The Monomyth&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Play:</strong> The Walking Dead, Episodes 03 &quot;Long Road Ahead&quot; and 04 &quot;Around Every Corner&quot;</td>
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<td>Discussion Post #3, Intro Cut Scene and Gameplay</td>
</tr>
<tr>
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<td><strong>Assigned Today:</strong> Concept Proposal, Due Week 4</td>
</tr>
<tr>
<td>Week 4 - 2/6</td>
<td>Concept Proposal Workshop</td>
<td><strong>Due:</strong> Concept Proposal Draft</td>
</tr>
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<td>Note: You must bring to class four copies of your CP on paper.</td>
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<tr>
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<td>Group Activity: Workshopping the Concept Proposal</td>
</tr>
<tr>
<td>Week 5 - 2/13</td>
<td>Pitch Time</td>
<td><strong>Due:</strong> Final Concept Proposals</td>
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<td>Note: You’ll be giving your one-minute elevator pitch to the class.</td>
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<tr>
<td></td>
<td></td>
<td>Activity: Voting on class pitches</td>
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<tr>
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<td></td>
<td>Game Engine &quot;Under the Hood&quot;: Firewatch was created using Unity.</td>
</tr>
<tr>
<td>When</td>
<td>Topic</td>
<td>Notes</td>
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</tbody>
</table>
| Week 6 - 2/20 | Writing for an IP                | **Read:** Skolnick, Ch. 8, "Team Leadership"  
**Play:** *Firewatch*, days 1 and 2  
Discussion Post #4, Writing for an existing IP  
Activity: Board game students pitch game ideas and request narrative help.  
**Assigned Today:** Board Game Collaboration Part I, creating narrative for an existing IP. |
| Week 7 - 2/27 | Writing for an IP                | **Due:** Board Game Collaboration Part I  
Note: Be ready to give your elevator pitch on this to the class.  
Activity: Voting on proposals  
Activity: Final decisions from the board game students |
| Week 8 - 3/6  | Character Development and Bibles | **Read:** Skolnick, Ch. 4, "Characters and Arcs" and Ch. 10, "Game Character Development"  
**Play:** *Firewatch*, days 3+  
Discussion Post #5, Firewatch and Show, Don't Tell  
Group Activity: Creating character bibles  
Game Engine "Under the Hood": Choice of Games uses the ChoiceScript scripting language. |
| Week 9 - 3/13 | Spring Break                     | Class does not meet.                                                                                                             |
| Week 10 - 3/20 | Exposition & Believability      | **Read:** Skolnick, Ch. 5, "Exposition" and Ch. 6, "Believability"  
**Play:** *Choice of Alexandria*, full game  
Group Activity: Crafting your own IP  
**Assigned Today:** Board Game Collaboration Part II, creating an IP and then requesting a board game within the world. |
| Week 11 - 3/27 | Creating and Building IP        | **Due:** Board Game Collaboration II, create a world and then pitch to board game designers, asking them to create a game within the world.  
Note: Groups will pitch their worlds to students in the other class, requesting board game designs within the world they've created.  
Game Engine "Under the Hood": Surface was created using Unity. |
<table>
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<tr>
<th>When</th>
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<th>Notes</th>
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</thead>
</table>
| Week 12 - 4/3| Dialogue and Voice-Over Scripts                     | **Read:** Skolnick, Ch. 7, "Dialogue"  
**Play:** *Surface: The Noise She Couldn't Make*, main game  
Discussion Post #6, Writing for Voice Actors  
Activity: Evaluating proposals for board games set in your world.  
Game Engine: "Under the Hood": Lifeline was created using a proprietary engine. |
| Week 13 (Registration Week) - 4/10 | The Writer as Designer | **Read:** Skolnick, Ch. 9, "Overall Game Design"  
**Play:** *Lifeline*  
Guest Speaker: Evan Skolnick, narrative designer/writer  
Discussion Post #7, Story Games and Story-Driven Games  
Assigned Today: Game Script Outline |
| Week 14 - 4/17 | Game Story Outline Workshop | **Due:** Game Script Outline Draft  
Note: Bring 4 paper copies with you to class.  
Discussion Post #8, Game Script Ideas  
Game Engine "Under the Hood": Choices is created using a proprietary game engine at Pixelberry Studios. |
| Week 15 - 4/24 | Writing and Designing the Environment | **Due:** Outline final draft  
**Read:** Skolnick, Ch. 12 "Environments," "Appendix II: Sample Environment Description Document," and Ch. 14, "Audio"  
**Play:** Pick a book within the Choices app and play through as much as you can, at least the first three chapters  
Guest Speaker: Jenny Gibbons, owner of St. Louis-based Woodsy Studio  
Discussion Post #9, Creating Environments  
Activity: Writing and Coding a Choices Chapter  
Assigned Today: Capstone: Full Game or Game Script |
| Week 16 - 5/1 | Capstone Week | **Due:** Capstone, if going for 10-point bonus  
**Read:** Skolnick, Ch. 13, "Engineering the Story"  
**Play:** Pick any of the games from class and finish through to the end, if you haven’t already  
Discussion Post #10, Final Thoughts on Narrative Design/Game Writing  
Activity: The game’s resolution and final cut scene |
| Finals Week - 5/8 | | **Due:** Capstone Playable Game or Game Script  
Class does not meet. |
Course Policies

Institutional Policies

Academic Policies

Academic policies provide students with important rights and responsibilities. Students are expected to familiarize themselves with all academic policies that apply to them. Academic policies for undergraduate students can be found in the Undergraduate Studies Catalog; graduate students should review the Graduate Studies Catalog.

Undergraduate Studies Catalog

The Undergraduate Studies Catalog contains academic policies that apply to all undergraduate students. The academic policies and information section of the catalog contains important information related to attendance, conduct, academic honesty, grades, and more. If you are an undergraduate student, please review the catalog each academic year. The current Undergraduate Studies Catalog is at:

http://www.webster.edu/catalog/current/undergraduate-catalog/

Graduate Studies Catalog

The Graduate Studies Catalog contains academic policies that apply to all graduate students. The academic policies section of the catalog contains important information related to conduct, academic honesty, grades, and more. If you are a graduate student, please review the catalog each academic year. The current Graduate Studies Catalog is at:

http://www.webster.edu/catalog/current/graduate-catalog/

Grading

The Grades section of the academic catalog outlines the various grading systems courses may use, including the information about the final grade reported for this class.

Undergraduate

http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading

Graduate

http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html#grades

Incomplete

There are important policies that govern grades of Incomplete (I), including the circumstances under which Incomplete grades are granted, deadlines for completion, and consequences should the remaining course work not be completed. It is the responsibility of a student who requests an Incomplete to ensure that he/she understands and follows the policies.

Grade Appeals

Instructors are responsible for assigning grades, and student should discuss grade issues with the instructor. Policies and procedures for appealing grades are available in the appropriate catalog.
Academic Honesty Policy

Webster University is committed to academic excellence. As part of our Statement of Ethics, we strive to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all other forms of academic dishonesty. Academic dishonesty is unacceptable and is subject to a disciplinary response. Students are encouraged to talk to instructors about any questions they may have regarding how to properly credit others’ work, including paraphrasing, quoting, and citation formatting. The university reserves the right to utilize electronic databases, such as Turnitin.com, to assist faculty and students with their academic work.

The University’s Academic Honesty Policy is published in academic catalogs:

Undergraduate
http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html
(https://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html)

Graduate
http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html
(https://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html)

As a part of the University commitment to academic excellence, the Academic Resource Center provides student resources to become better acquainted with academic honesty and the tools to prevent plagiarism in its many forms:

http://www.webster.edu/arc/plagiarism_prevention/ (http://www.webster.edu/arc/plagiarism_prevention/)

Statement of Ethics

Webster University strives to be a center of academic excellence. The University makes every effort to ensure the following:

- The opportunity for students to learn and inquire freely
- The protection of intellectual freedom and the rights of professors to teach
- The advancement of knowledge through scholarly pursuits and relevant dialogue

To review Webster University’s statement of ethics, see the Undergraduate Studies Catalog and the Graduate and Studies Catalog:

Undergraduate
http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics
(https://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics)

Graduate
http://www.webster.edu/catalog/current/graduate-catalog/ethics.html
(https://www.webster.edu/catalog/current/graduate-catalog/ethics.html)

Important Academic Resources

Academic Accommodations

Webster University makes every effort to accommodate individuals with academic/learning, health, physical and psychological disabilities. To obtain accommodations, students must identify themselves and provide documentation from a qualified professional or agency to the appropriate campus designee or the Academic ADA Coordinator at the main campus. The Academic ADA Coordinator may be reached at 314-246-7700 or disability@webster.edu (mailto:disability@webster.edu).
If you have already identified as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor of the accommodations you will require for this class at the beginning of the course.

**Academic Resource Center**

Additional support and resources may be accessed through the Academic Resource Center (ARC). Support and resources include academic counseling, accommodations, assistive technology, peer tutoring, plagiarism prevention, testing center services, and writing coaching. Visit [www.webster.edu/arc](http://www.webster.edu/arc) or Loretto Hall 40 on the main campus for more information.

**University Library**

Webster University Library is dedicated to supporting the research needs and intellectual pursuits of students throughout the University’s worldwide network. Resources include print and electronic books, journal articles, online databases, DVDs and streaming video, CDs and streaming music, datasets, and other specialized information. Services include providing materials at no cost and research help for basic questions to in-depth exploration of resources. The gateway to all of these resources and services is [http://library.webster.edu](http://library.webster.edu). For support navigating the library’s resources, see [http://libanswers.webster.edu/](http://libanswers.webster.edu/) for the many ways to contact library staff.

**Drops and Withdrawals**

Drop and withdrawal policies dictate processes for students who wish to unenroll from a course. Students must take proactive steps to unenroll; informing the instructor is not sufficient, nor is failing to attend. In the early days of the term or semester, students may DROP a course with no notation on their student record. After the DROP deadline, students may WITHDRAW from a course; in the case of a WITHDRAW, a grade of W appears on the student record. After the WITHDRAW deadline, students may not unenroll from a course. Policies and a calendar of deadlines for DROP and WITHDRAW are at:

- **Undergraduate**

- **Graduate**
  - [http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html](http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html)

- **Academic Calendar** - [http://www.webster.edu/academics/academic-calendar/](http://www.webster.edu/academics/academic-calendar/)

Current tuition rates, policies, and procedures, including details of pro-rated tuition refunds, are available in the “Tuition, Fees, and Refunds” section of Webser’s Academic Catalogs:

- **Undergraduate**
  - [http://www.webster.edu/catalog/current/undergraduate-catalog/tuition.html](http://www.webster.edu/catalog/current/undergraduate-catalog/tuition.html)

- **Graduate**
  - [http://www.webster.edu/catalog/current/graduate-catalog/tuition.html](http://www.webster.edu/catalog/current/graduate-catalog/tuition.html)

**Student Handbook and Other Important Policies**

https://webster.campusconcourse.com/view_syllabus?course_id=94023
Student handbook and other non-academic policies may apply to you and may impact your experience in this class. Such policies include the student code of conduct, privacy, technology and communications, and more. Please review the handbook each year and be aware of policies that apply to you. The handbook is available at:


**Sexual Assault, Harassment, and Other Sexual Offenses**

Webster University makes every effort to educate the community to prevent sexual assault, harassment, and other sexual offenses from occurring, and is committed to providing support to those affected when this behavior does occur. To access information and resources or to review the Policy on Sexual Assault, Harassment, and Other Sexual Offenses, visit:

http://www.webster.edu/sexual-misconduct/ (http://www.webster.edu/sexual-misconduct/)

**Research on Human Subjects**

The Webster University Institutional Review Committee (IRB) is responsible for the review of all research on human subjects. The IRB process applies to all Webster University faculty, staff, and students and must be completed prior to any contact with human subjects. For more information on the IRB, visit:


**Course Evaluations**

At the end of this course, you will have the opportunity to provide feedback about your experience. Your input is extremely valuable to the university, your instructor, and the department that offers this course. Please provide your honest and thoughtful evaluation, as it helps the university to provide the best experience possible for all of its students.

**Important Technology Information**

**Connections Accounts**

Webster University provides all students, faculty, and staff with a University email account through Connections. Students are expected to activate their Connections account and regularly check incoming University email. Students may choose to have their University email forwarded to an alternate email address. Connections account holders can call the Help Desk (314-246-5995 or toll free at 1-866-435-7270) for assistance with this setup. Instructions are also provided on the Information Technology website at:

http://www.webster.edu/technology/service-desk/ (http://www.webster.edu/technology/service-desk/)

**WorldClassRoom**

WorldClassRoom is Webster’s Learning Content Management System (LMS). Your instructor may use WorldClassRoom to deliver important information, to hold class activities, to communicate grades and feedback, and more. WorldClassRoom is available using your Connections ID at:

https://worldclassroom.webster.edu/ (https://worldclassroom.webster.edu/)

**Webster Alerts**

Webster Alerts is the University’s preferred emergency mass notification service, available free to current students, faculty and staff at all US campuses. By registering a valid cell phone number and email address, you will receive urgent campus text, voice mail and email communications. Valuable information concerning a range
of incidents affecting you - from weather-related campus closures, class delays and cancellations, to more serious or life-threatening events - are immediately and simultaneously delivered through multiple communication channels. To register for Webster Alerts, visit:

http://www.webster.edu/technology/services/webster-alerts/
(http://www.webster.edu/technology/services/webster-alerts/)

Campus Information
WORLD DESIGN  GAME-3650

SP 2018  Section 01  3 Credits  01/15/2018 to 05/11/2018
Modified 01/24/2018

Meeting Times

Hybrid Lecture/Workshop
Monday, Wednesday, 2:00 PM to 3:15 PM, SVER 104

Contact Information

Professor: Lisa Brunette
Email: lisabrunette11@webster.edu
Office: SVER 233
Phone: 314-246-3323

Office Hours
Monday, Wednesday, 1:00 PM to 2:00 PM
Monday, Wednesday, 3:15 PM to 4:00 PM
Monday, Wednesday, 5:15 PM to 6:00 PM
Tuesday, 4:30 PM to 5:30 PM

Description

This course is designed to allow students to explore the principles involved in the development of an expansive game world for use within an interactive video game. This will involve the study of the different world development techniques employed by writers and designers in the development of unique and exciting fictional worlds. Emphasis will be placed upon the conveyance of sociological and historical significance in fictional world design.

Objectives

My objectives in this course are to:

1. Introduce you to world design as a specialized consideration within the game industry;
2. Study games with you, paying close attention to the world design techniques used by writers of books, film/TV, and games;
3. Highlight the historical and cultural aspects of world design.

Outcomes
Students will:

- Gain an increased understanding of the professional requirements for world design in relation to interactive games.
- Learn and display a selection of techniques employed by writers for film, novels, and games in the development of their own world design.
- Demonstrate their ability to analyze and incorporate relevant historical and cultural elements into their game world designs.

Materials

The Ultimate Guide to Video Game Writing and Design

**Author:** Flint Dille and John Zuur Platten  
**Publisher:** Watson-Guptill Publications, New York, NY, 2007  
**ISBN:** 1-58065-066-X  
**Availability:** Campus Bookstore  
**Price:** $19.95

Games

<table>
<thead>
<tr>
<th>Game</th>
<th>Price</th>
<th>Platforms</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Walking Dead</td>
<td>$24.99</td>
<td>Android, iOS, Kindle Fire HDX, OS X, Linux, Microsoft Windows, Ouya, PS3, PS4, PS Vita, Xbox 360, Xbox One</td>
</tr>
<tr>
<td><strong>Availability:</strong> Library copy on hold (Xbox)</td>
<td></td>
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<tr>
<td>Shiver: Vanishing Hitchhiker</td>
<td>$13.99</td>
<td>PC, Mac, iOS, Android, Amazon</td>
</tr>
<tr>
<td>Survivors: The Quest</td>
<td>$0.00</td>
<td>PC, Mac, iOS, Android, Amazon</td>
</tr>
<tr>
<td>Plants vs. Zombies</td>
<td>$14.99</td>
<td>Chrome, Windows, OS X, iOS, Xbox Live Arcade, PlayStation Network, Nintendo DS, DSiWare, Bada, Android, Windows Phone, PlayStation Vita, BlackBerry Tablet, BlackBerry</td>
</tr>
<tr>
<td><strong>Availability:</strong> Library copy on hold (Xbox360)</td>
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<tr>
<td>The Elder Scrolls V: Skyrim</td>
<td>$20.00</td>
<td>Windows, PS3, Xbox 360, PS4, Xbox One, Nintendo Switch</td>
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<tr>
<td>LEGO Star Wars II</td>
<td>$9.99</td>
<td>Game Boy Advance, GameCube, Windows, Nintendo DS, OS X, PS2, PS Portable, Xbox, Xbox 360</td>
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</table>

https://webster.campusconcourse.com/view_syllabus?course_id=94027
Deliverables

Note: Late assignments are subject to a -10 point penalty. There will be opportunities to hand in assignments early or otherwise level up for a +10 point bonus.

Concept Proposal: Pitch Your World

After studying Telltale Games’ The Walking Dead, draft a concept proposal to pitch a new game in the style of the Telltale library of games.

Character Bible

Create a character bible listing complete classes and descriptions for every character in a set world.

Group Project: World Bible

Working in teams with other students in the class, create world bibles detailing the setting, rules, characters/factions, levels, map, and other aspects of your video-game world.

Class Participation: Discussion Posts

Explore critical questions on world design and/or practice aspects of world creation through Canvas discussion posts.

Outline: GDD

Write an outline for a Game Design Document (GDD). This is a precursor to the capstone.

Capstone: Playable Game or GDD

Submit a playable game created in the engine of your choice or a full GDD walkthrough.

Evaluation

Criteria

<table>
<thead>
<tr>
<th>Type</th>
<th>Weight</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept Proposal</td>
<td>14% - 100</td>
<td>High-Level World Concept</td>
<td>Must have all elements of the tetrad: mechanics, story, aesthetics, and tech, with specific emphasis on the components of world-building: setting, map, narrative elements in the world, factions/characters/classes, etc.</td>
</tr>
<tr>
<td>Character Bible</td>
<td>14% - 50</td>
<td>World Design Aspects</td>
<td>Must have complete descriptions, sample artwork, animations, relationship map, etc.</td>
</tr>
<tr>
<td>World Bible</td>
<td>14% - 50</td>
<td>Group Project</td>
<td>Each team member’s contribution must be clear, and the bible as a whole should contain setting, map, rules, characters, items, etc.</td>
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</table>

https://webster.campusconcourse.com/view_syllabus?course_id=94027
<table>
<thead>
<tr>
<th>Type</th>
<th>Weight</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation / Discussion</td>
<td>14%</td>
<td>Theory and Practice of World Design</td>
<td>The activity graded here includes: your original post to Canvas in answer to the prompt, any follow-up posts, comments on classmates’ posts, and participation in classroom discussions based off the posts.</td>
</tr>
<tr>
<td>Attendance</td>
<td>14%</td>
<td>Engaging with Course Concepts</td>
<td>This is not an online course. Attendance is expected and is part of the curriculum plan, with a lot of class activity feeding into active assignments. Don’t miss class.</td>
</tr>
<tr>
<td>Outline: GDD</td>
<td>14% - 100 points</td>
<td>World Design Synthesis</td>
<td>Must be a thorough outline of your game and world. A precursor to the capstone.</td>
</tr>
<tr>
<td>Capstone: Playable Build or GDD</td>
<td>14% - 100 points</td>
<td>Synthesis of All Course Skills/Concepts</td>
<td>A playable build exemplifying world design and created in the engine of your choice, or a full GDD walkthrough of a game on paper.</td>
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</table>

## Schedule

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<thead>
<tr>
<th>When</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Week 1 - 1/17</td>
<td>Introduction</td>
<td>Icebreaker in pairs: The world that has most captured you? Course Overview Designer Profile: Lisa Brunette Discussion Post #1, &quot;What do we mean by ‘world design’? Game Engine &quot;Under the Hood&quot;: The Telltale Tool, proprietary engine used by Telltale Games</td>
</tr>
<tr>
<td>Week 3 - 1/29 and 1/31</td>
<td>Structure and Approach</td>
<td>Read: Dille/Platten, Level 1, &quot;The Influences of Storytelling in a Digital Universe&quot; and Level 2, &quot;Video Game Story Structure and Work Approach&quot; Play: <em>The Walking Dead</em>, Episodes 03 &quot;Long Road Ahead&quot; and 04 &quot;Around Every Corner&quot; Discussion Post #3, Intro Cut Scene and Gameplay Assigned Today: Concept Proposal, Due Week 4</td>
</tr>
<tr>
<td>When</td>
<td>Topic</td>
<td>Notes</td>
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| Week 4 - 2/5 and 2/7  | Concept Proposal Workshop    | **Due:** Concept Proposal Draft  
Note: You must bring to class four copies of your CP on paper.  
Group Activity: Workshopping the Concept Proposal |
| Week 5 - 2/12 and 2/14| Pitch Time                   | **Due:** Final Concept Proposals  
Note: You'll be giving your one-minute elevator pitch to the class.  
Activity: Voting on class pitches  
Game Engine "Under the Hood": *Shiver: Vanishing Hitchhiker* was created using XXX. |
| Week 6 - 2/19 and 2/21| Theory and Dialogue          | **Read:** Dille/Platten, Level 5, "Building Characters"  
**Play:** *Shiver: Vanishing Hitchhiker*, main game  
Discussion Post #4, Character design  
**Assigned Today:** Character Bibles |
| Week 7 - 2/26 and 2/28| Producing Worlds             | **Due:** Character Bibles  
Guest Speaker: Bob Givvin, Lead Producer, Big Fish Games  
Game Engine "Under the Hood": *Survivors: The Quest* was created using spreadsheet system and XXX. |
| Week 8 - 3/5 and 3/7  | Story Theory and Construction| **Read:** Dille/Platten, Levels 3, "Game Story Theory and Dialogue," and 4, "Video Game Construction Techniques and Strategies"  
**Play:** *Survivors: The Quest*, first three locations  
Discussion Post #5, resource management world design  
Game Engine "Under the Hood": *Plants vs. Zombies* created using the PopCap Games Framework engine. |
| Week 9 - 3/12 and 3/14| Spring Break                 | Class does not meet.                                                |
| Week 10 - 3/19 and 3/21| The Franchise               | **Read:** Dille/Platten, Level 8 "Game Properties as Franchises"  
**Play:** *Plants vs. Zombies*, full game  
**Assigned Today:** Group Project World Bible |
| Week 11 - 3/26 and 3/28| Building a World             | **Due:** Group Project World Bible  
Note: Teams will be required to pitch their worlds to the class.  
Game Engine "Under the Hood": *Skyrim* was created using the Creation Engine. |
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<tr>
<th>When</th>
<th>Topic</th>
<th>Notes</th>
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</table>
| Week 12 - 4/2 and 4/4| The Game Script                    | **Read:** Dille/Platten, Level 6, "Steps to the Game Concept and Script" and Appendix B: Sample Sequences  
**Play:** *The Elder Scrolls V: Skyrim*  
Discussion Post #6, Skyrim Setup |
| Week 13 (Registration Week) - 4/9 and 4/11 | Development Dynamics                  | **Read:** Dille/Platten, Level 9, "Inside the Creative Process" and Level 10, "The Team and the Dynamics of Development"  
**Play:** *Skyrim*  
Discussion Post #7, Creative Process  
**Assigned Today:** GDD Outline |
| Week 14 - 4/16 and 4/18 | GDD Outline Workshop                | **Due:** GDD Outline Draft  
Note: Bring 4 paper copies with you to class.  
Discussion Post #8, GDD Ideas  
Game Engine "Under the Hood": LEGO Star Wars II was created using a modified LEGO Star Wars engine, itself proprietary. |
| Week 15 - 4/23 and 4/25 |                                    | **Read:** Dille/Platten, Levels 7, "The High-Level Design Document" and Appendix A: Backwater Game Design Document  
**Play:** *LEGO Star Wars II*, several levels  
Discussion Post #9, GDD Practice  
**Assigned Today:** Capstone: Playable Build or Full GDD |
| Week 16 - 4/30 and 5/2 | Capstone Week                      | **Due:** Capstone, if going for 10-point bonus  
**Read:** Dille/Platten, Levels 12-14, "Getting Down to Business," "Career Considerations," and "End Game: Wrapping It Up"  
**Play:** Pick any of the games from class and finish through to the end, if you haven’t already.  
Discussion Post #10, How to give a satisfying ending without closing the world.  
Activity: The game’s resolution and final cut scene |
| Finals Week - 5/7 and 5/9 |                                    | **Due:** Capstone Playable Build or Full GDD  
Class does not meet. |

### Course Policies

### Institutional Policies

#### Academic Policies
Academic policies provide students with important rights and responsibilities. Students are expected to familiarize themselves with all academic policies that apply to them. Academic policies for undergraduate students can be found in the Undergraduate Studies Catalog; graduate students should review the Graduate Studies Catalog.

**Undergraduate Studies Catalog**

The Undergraduate Studies Catalog contains academic policies that apply to all undergraduate students. The academic policies and information section of the catalog contains important information related to attendance, conduct, academic honesty, grades, and more. If you are an undergraduate student, please review the catalog each academic year. The current Undergraduate Studies Catalog is at:

http://www.webster.edu/catalog/current/undergraduate-catalog/
(http://www.webster.edu/catalog/current/undergraduate-catalog/)

**Graduate Studies Catalog**

The Graduate Studies Catalog contains academic policies that apply to all graduate students. The academic policies section of the catalog contains important information related to conduct, academic honesty, grades, and more. If you are a graduate student, please review the catalog each academic year. The current Graduate Studies Catalog is at:

http://www.webster.edu/catalog/current/graduate-catalog/
(http://www.webster.edu/catalog/current/graduate-catalog/)

**Grading**

The Grades section of the academic catalog outlines the various grading systems courses may use, including the information about the final grade reported for this class.

**Undergraduate**

http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading
(http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading)

**Graduate**

http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html#grades
(http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html#grades)

**Incomplete**

There are important policies that govern grades of Incomplete (I), including the circumstances under which Incomplete grades are granted, deadlines for completion, and consequences should the remaining course work not be completed. It is the responsibility of a student who requests an Incomplete to ensure that he/she understands and follows the policies.

**Grade Appeals**

Instructors are responsible for assigning grades, and student should discuss grade issues with the instructor. Policies and procedures for appealing grades are available in the appropriate catalog.

**Academic Honesty Policy**

Webster University is committed to academic excellence. As part of our Statement of Ethics, we strive to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all other forms of academic dishonesty. Academic dishonesty is unacceptable and is subject to a disciplinary response. Students are encouraged to talk to instructors about
any questions they may have regarding how to properly credit others’ work, including paraphrasing, quoting, and citation formatting. The university reserves the right to utilize electronic databases, such as Turnitin.com, to assist faculty and students with their academic work.

The University's Academic Honesty Policy is published in academic catalogs:

Undergraduate
http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html
(http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html)

Graduate
http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html
(http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html)

As a part of the University commitment to academic excellence, the Academic Resource Center provides student resources to become better acquainted with academic honesty and the tools to prevent plagiarism in its many forms:

http://www.webster.edu/arc/plagiarism_prevention/ (http://www.webster.edu/arc/plagiarism_prevention/)

**Statement of Ethics**

Webster University strives to be a center of academic excellence. The University makes every effort to ensure the following:

- The opportunity for students to learn and inquire freely
- The protection of intellectual freedom and the rights of professors to teach
- The advancement of knowledge through scholarly pursuits and relevant dialogue

To review Webster University's statement of ethics, see the Undergraduate Studies Catalog and the Graduate and Studies Catalog:

Undergraduate
http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics
(http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics)

Graduate
http://www.webster.edu/catalog/current/graduate-catalog/ethics.html
(http://www.webster.edu/catalog/current/graduate-catalog/ethics.html)

**Important Academic Resources**

**Academic Accommodations**

Webster University makes every effort to accommodate individuals with academic/learning, health, physical and psychological disabilities. To obtain accommodations, students must identify themselves and provide documentation from a qualified professional or agency to the appropriate campus designee or the Academic ADA Coordinator at the main campus. The Academic ADA Coordinator may be reached at 314-246-7700 or disability@webster.edu (mailto:disability@webster.edu).

If you have already identified as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor of the accommodations you will require for this class at the beginning of the course.

**Academic Resource Center**
Additional support and resources may be accessed through the Academic Resource Center (ARC). Support and resources include academic counseling, accommodations, assistive technology, peer tutoring, plagiarism prevention, testing center services, and writing coaching. Visit www.webster.edu/arc (http://www.webster.edu/arc) or Loretto Hall 40 on the main campus for more information.

University Library

Webster University Library is dedicated to supporting the research needs and intellectual pursuits of students throughout the University’s worldwide network. Resources include print and electronic books, journal articles, online databases, DVDs and streaming video, CDs and streaming music, datasets, and other specialized information. Services include providing materials at no cost and research help for basic questions to in-depth exploration of resources. The gateway to all of these resources and services is http://library.webster.edu (http://library.webster.edu/). For support navigating the library’s resources, see http://libanswers.webster.edu/ (http://libanswers.webster.edu/) for the many ways to contact library staff.

Drops and Withdrawals

Drop and withdrawal policies dictate processes for students who wish to unenroll from a course. Students must take proactive steps to unenroll; informing the instructor is not sufficient, nor is failing to attend. In the early days of the term or semester, students may DROP a course with no notation on their student record. After the DROP deadline, students may WITHDRAW from a course; in the case of a WITHDRAW, a grade of W appears on the student record. After the WITHDRAW deadline, students may not unenroll from a course. Policies and a calendar of deadlines for DROP and WITHDRAW are at:

Undergraduate
http://www.webster.edu/catalog/current/undergraduate-catalog/enrollment.html
(http://www.webster.edu/catalog/current/undergraduate-catalog/enrollment.html)

Graduate
http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html
(http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html)

Academic Calendar - http://www.webster.edu/academics/academic-calendar/
(http://www.webster.edu/academics/academic-calendar/)

Current tuition rates, policies, and procedures, including details of pro-rated tuition refunds, are available in the “Tuition, Fees, and Refunds” section of Webster's Academic Catalogs:

Undergraduate
http://www.webster.edu/catalog/current/undergraduate-catalog/tuition.html
(http://www.webster.edu/catalog/current/undergraduate-catalog/tuition.html)

Graduate
http://www.webster.edu/catalog/current/graduate-catalog/tuition.html
(http://www.webster.edu/catalog/current/graduate-catalog/tuition.html)

Student Handbook and Other Important Policies

Student handbook and other non-academic policies may apply to you and may impact your experience in this class. Such policies include the student code of conduct, privacy, technology and communications, and more. Please review the handbook each year and be aware of policies that apply to you. The handbook is available at:


Sexual Assault, Harassment, and Other Sexual Offenses
Webster University makes every effort to educate the community to prevent sexual assault, harassment, and other sexual offenses from occurring, and is committed to providing support to those affected when this behavior does occur. To access information and resources or to review the Policy on Sexual Assault, Harassment, and Other Sexual Offenses, visit:

http://www.webster.edu/sexual-misconduct/ (http://www.webster.edu/sexual-misconduct/)

Research on Human Subjects
The Webster University Institutional Review Committee (IRB) is responsible for the review of all research on human subjects. The IRB process applies to all Webster University faculty, staff, and students and must be completed prior to any contact with human subjects. For more information on the IRB, visit:


Course Evaluations
At the end of this course, you will have the opportunity to provide feedback about your experience. Your input is extremely valuable to the university, your instructor, and the department that offers this course. Please provide your honest and thoughtful evaluation, as it helps the university to provide the best experience possible for all of its students.

Important Technology Information

Connections Accounts
Webster University provides all students, faculty, and staff with a University email account through Connections. Students are expected to activate their Connections account and regularly check incoming University email. Students may choose to have their University email forwarded to an alternate email address. Connections account holders can call the Help Desk (314-246-5995 or toll free at 1-866-435-7270) for assistance with this setup. Instructions are also provided on the Information Technology website at:

http://www.webster.edu/technology/service-desk/ (http://www.webster.edu/technology/service-desk/)

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https://worldclassroom.webster.edu/ (https://worldclassroom.webster.edu/)

Webster Alerts
Webster Alerts is the University’s preferred emergency mass notification service, available free to current students, faculty and staff at all US campuses. By registering a valid cell phone number and email address, you will receive urgent campus text, voice mail and email communications. Valuable information concerning a range of incidents affecting you - from weather-related campus closures, class delays and cancellations, to more serious or life-threatening events - are immediately and simultaneously delivered through multiple communication channels. To register for Webster Alerts, visit:

http://www.webster.edu/technology/services/webster-alerts/ (http://www.webster.edu/technology/services/webster-alerts/)

Campus Information
Introduction to Measurement and Statistics  
PSYC 2750 / SOCI 2750, Section 1  
Class Time: T & R: 12:00-1:20  
Class Location: East Academic Building 232  
Spring 2018

Course Syllabus

Instructor: Morgan M. Grotewiel, Ph.D.  
Phone: 314-246-7339  
Email: mgrotewiel04@webster.edu  
Office Location: Interdisciplinary Sciences Building 316

Office Hours:
- T 2:00-3:00
- W Spring 1 10:30-11:30 and 1:30-2:30
- W Spring 2 2:30-4:30
- Happily by appointment 😊

Required Materials
  - There are two purchasing options available:
  - Note that it will be helpful to bring your textbook to class everyday. So, if you opt for an electronic textbook, it will be helpful (but not required) to bring a laptop or tablet to access the text while in class.
- A calculator. You will need to bring this to every class (make sure that the calculator has more complex functions than just addition, subtraction, etc.—but it doesn’t need to be a graphing calculator). You can use your electronic device (cell phone, laptop, tablet, etc.) as a calculator during class exercises, but you will need a calculator for exams. You will not be allowed to use electronic devices during exams.

Course Description
This course is designed to aid you in learning how to “make sense” of a body of numbers; how to summarize and extract information from numbers; how to detect, measure, and use relationships between variables; and how to use statistical aids to the decision-making process. The course covers descriptive statistics, correlation and regression, and inferential statistics such as the t-test and analysis of variance.

This course is a foundational lab course aimed at undergraduate students with little or no knowledge of psychology, sociology, or statistics. Through an integration of lectures,
discussions, in-class experiential activities, and online problem sets, this course will explore the basic statistical methods used by scientists to analyze, interpret, and understand behavior. A knowledge of basic measurement and statistical processes is foundational to understanding research in the behavioral sciences, such as psychology and sociology. Upon successful completion of this course, you will be able to understand basic statistical concepts and methods of collecting, summarizing, and interpreting data in the behavioral sciences. Specifically, this course will introduce you to the scientific method applied to data analysis, the contrast between descriptive and causal research, types of measurement, descriptive statistics (interpreting graphs and charts), measures of central tendency and variability, the normal distribution, hypothesis testing, tests of significance, correlation and regression, and analysis of variance. Through your readings, lectures, in-class activities, and exams, I hope that you will walk away with an appreciation for fundamental statistical knowledge that can assist you in your life in and outside the classroom.

The Global Citizenship Program (GCP) is the general education program at Webster University. PSYC 2750 / SOCI 2750 has been coded for the Quantitative Literacy content area. Quantitative Literacy is a habit of mind, competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence, and they can clearly communicate those arguments in a variety of formats (e.g., using words, tables, graphs, or mathematical equations, as appropriate).

Course & GCP Content Area Learning Outcomes
Upon successful completion of this course, students will be able to:
- Explain the crucial role of statistics in science.
- Describe the impact research design has on data interpretation.
- Differentiate between a descriptive and an inferential statistic.
- Describe how probability and hypothesis testing are related to statistical analyses, design, and data.
- Discuss how to select appropriate statistical analyses including why different statistical procedures are used for certain research designs.
- Perform descriptive and inferential statistics using a hand calculator and via statistical software (e.g., SPSS).
- Interpret statistical results and apply this information to contemporary problems.
- Evaluate published scientific research.

Course Format
The class sessions will combine lecture, discussion, and experiential activities. Please anticipate the class to begin and finish at the scheduled times. Although there will be times when class is content-based, my expectation is that you will come to class familiar with the content we are covering so that we can allow for time to apply the content covered. In addition, we will use two online systems to support your learning. Canvas, an online course management program, will be used as a tool for interaction among students and for me to post grades, PowerPoint lectures, Word documents, and to message you. The Aplia course designed specifically for your textbook will also be used on a twice weekly basis for your homework assignments. Your Aplia
assignments are embedded within Canvas, so you will not be required to access the Aplia site directly.

Practice and discussion of concepts may occur as a full class, in small groups, or individually. We will usually switch between lecture and discussion or activity many times throughout a single class session. Usually, I will not just “lecture at you” for more than 10-15 minutes at a time before we do some sort of discussion or practice.

Course Policies and Expectations

Syllabus reading. The first and most basic expectation is that you read this syllabus in its entirety. This expectation is necessary because I want to make sure that you understand what is expected of all students who take this course. I expect a lot from my students, but I believe I support this expectation by articulating a clear set of expectations. If you have any questions or concerns, either as you read the syllabus or during the course of the semester, it is your responsibility to bring these to my attention as soon as possible.

Class preparedness. Webster guidelines indicate that three hours of study time are expected for each hour of class time. Since this class is a three-hour class, that means you should spend approximately nine hours on this class per week. I also expect that you will attend all class meetings. Readings should be completed before the class on which they will be covered. For example, Module 1 should be read by the time you come to class on 01/18.

Self-responsibility. Meaningful learning results from a process of rational discourse. You will have opportunities to learn from an array of materials and discourse presented in this class. Your responsibilities are to take charge of your learning and to maximize your learning by reading assigned materials, participate actively in class discussions and other activities, respect the dignity of each class member, communicate legitimate needs and concerns to me, complete required assignments (including readings) on time and with high quality, and keep track of your assignments and progress in class. In addition, it is your responsibility to maximize learning opportunities for your classmates by sharing with them your knowledge, insights, and perspectives during the learning process.

I want you to be successful in this course, and I want to help you be successful. I am very open to spending extra time with you during office hours or by appointment and/or by sharing additional resources with you. In order for me to help you, however, I need to see evidence that you’ve already tried to help yourself. Helping yourself includes attending class regularly, completing all of the readings on time and with care, rereading confusing materials, attempting all assignments, and reaching out to me, classmates, or other resources on campus when you realize that you’re struggling. Don’t wait to reach out until it’s too late!

Thinking like a scientist. In every Psychology course that I teach, I want students to practice thinking like a scientist. A scientist uses thorough, factual evidence to support the conclusions that they draw. You should think like a scientist in everything you do in this class. This includes exams and activities as well as more informal processes, such as making requests from me (e.g., show me the evidence that you’ve already tried things that have not worked for you).
**Attendance.** University policy requires taking attendance at each class, and you are expected to attend all classes. Attendance is important because you will learn from the in-class experiences, classroom participation is part of your grade, and assignments will be discussed during each class. Coming to class late or leaving early will be counted as an absence. My expectation is that you prioritize class attendance the same way you would prioritize a job. **If you miss class, it is your responsibility to speak with a classmate to learn what we did in class that day and it is not my responsibility to ensure that you received this information.** In addition, if you arrive late, it is your responsibility to ensure I noticed and marked you present.

Students are expected to keep track of their own attendance. Attending classes and being on time are your responsibility, and I will not issue warnings or reminders. It is your responsibility to arrange, ahead of time, resources such as back-up transportation and back-up childcare so that these problems do not prevent you from attending class. You may also want to reschedule existing doctor’s appointments and other hard to get appointments now, so they will not conflict with your class.

**Assignment responsibilities.** Missed notes cannot be borrowed from me. I strongly encourage you to get to know at least a few of your fellow classmates. Then, you can jot down classmates’ contact information in case you need to catch up on notes or announcements in the event that you miss a class. **If you are absent from class, do not ask me if you missed anything.** (My answer: Yes, you missed a class period in which your fellow students learned from me and each other, and you may have missed assignments or announcements as well. Refer to the poem, “Did I Miss Anything?” by Tom Wayman, [https://www.loc.gov/poetry/180/013.html](https://www.loc.gov/poetry/180/013.html). A better way to learn what you missed is by (1) checking the syllabus to see what was scheduled to occur that day, (2) reviewing the PowerPoint slides and other materials posted from that class period, and (3) asking a classmate. Then, ask me if you want answers to specific questions about what you missed.

Note that **YOU are responsible for your own back-up plan.** Assignments are due according to the dates provided on the syllabus. Not having access to the right computer, not saving your assignment, and so on and so forth, are not valid reasons for not submitting your assignments on time.

**Additional readings and assignments.** I may occasionally assign additional readings or small assignments that do not appear on the course schedule. These readings and assignments may be relevant to current events, provide additional explanation or practice related to material that is proving challenging to the class, be a new (or new-to-me) piece of relevant research, etc. You are expected to complete these readings and assignments in addition to the readings and assignments that appear in the schedule. They will not affect your grades directly, but you will not be able to fully participate in course discussion and activities if you have not completed them.

**Classroom respect. Please respect others in the class by turning off or silencing all cell phones and alarms before entering the room.** Text messaging during class is not acceptable. Laptops, tablets, etc. may be used in class but are only to be utilized for class-related activities (e.g., viewing your textbook, taking notes). In fact, I encourage you to bring a laptop or tablet (or cell phone, if you don’t have a laptop or tablet) to class so that you can use it for in-class activities. If it becomes apparent you are using the device for non-class activities (e.g., checking
your email) then you may be asked to turn off your device and refrain from bringing it into class in the future. Any behaviors indicative of flagrant disrespect will not be tolerated, and the individual will be asked to leave the room. This expectation falls under “Class Participation” (discussed in greater detail below). Students who persistently violate this expectation may receive a reduction in the “Participation” component of their final grade.

**Electronic communication: Canvas.** I will be using Canvas, an online course management program, to supplement your learning and assessment in this course. You are **REQUIRED** to access the Canvas shell for this course. All course documents will be posted on Canvas. Canvas may be accessed in your student tab through Webster University Connections or at https://worldclassroom.webster.edu. If you have any problems accessing Canvas information for this course, contact the IT Service Desk at 314-968-5995 (http://www.webster.edu/olc/help.html).

I frequently convey important and time-sensitive information (e.g., changes to assigned readings or due dates, clarification about confusing material, etc.) through Canvas announcements, so I strongly recommend that you set your Canvas notification preferences to alert you ASAP when an announcement is posted. You can learn more about Canvas notifications at http://olc.webster.edu/faq/index.php?action=artikel&cat=7&id=5&artlang=en.

My preferred method of one-on-one communication is through Canvas Conversations, rather than email. I find that I am less likely to lose a student message through Canvas Conversations. When I initiate a conversation with you, I will do so through Canvas Conversations. You can learn more about Canvas Conversations at http://olc.webster.edu/faq/index.php?action=artikel&cat=7&id=74&artlang=en. I recommend that you set your Canvas notification preferences to alert you ASAP when you receive a new Canvas Conversation message.

I will make every effort to respond to Canvas Conversation messages and emails within one **working** day of when you email me (please note that I may not check my email during weekends or holidays). Before sending questions, make sure that your question is not answered on the course syllabus, assignment instructions, or Canvas. Also, make sure that you are clear and specific about your question or concern in your message. If you want to receive a thoughtful response to your message, it is important for me to see that you put some thought into **writing** the message you send me. All emails that you send to me (and your other instructors!) should include the follow parts:

- A specific subject (e.g., “Question about yesterday’s class”)
- A salutation (e.g., “Hello Dr. Grotemiel”)
- The body of the email using proper grammar, spelling, and punctuation
- An acknowledgment of the end of the email and your name (e.g., “Thanks, George” or “Best regards, Lisa”)

**Electronic communication: Aplia.** I will also be using Aplia as the source for your homework assignments. You are **REQUIRED** to purchase Aplia access for the course textbook. The Aplia course key is **CSCD-QKAF-RBSE**. If you have problems with Aplia, please contact Cengage Technical Support through the link on Canvas (if you’ve already registered for Aplia for this
course) or http://support.cengage.com/victoriaweb/primarypage if you haven’t already registered for Aplia for this course.

Electronic communication: Student Success Portal. This will be the first semester that I use the Student Success Porthole (SSP), accessible at http://www.webster.edu/success/students.html. You are not required to use the SSP, although I do recommend it. I will use the SSP for the following purposes:

- To allow you to schedule appointments with me during office hours. (This is just one option; you can also send a Canvas Message.)
- To raise “flags” that can be viewed by your advisor and other appropriate personnel when I have concerns about you or your performance in this class. I will inform you via Canvas Message before raising any flags.
- To provide “kudos” when you do something well.
- To refer you to on-campus resources, such as Academic Counseling or Writing, as appropriate following discussions that we have.
- To keep and share with you notes about any one-on-one meetings we may have.

Please let me know if you have concerns about the SSP.

Class cancellations and schedule changes. I may need to cancel class in the event of inclement weather or personal illness or emergency. I will post notification of cancelled classes to Canvas and send an email. In the event of a cancelled class, I will post make-up assignments to Canvas that cover that day’s material. I will also expect you to stay up to date with all assigned readings and assignments.

In addition, I may sometimes change the class schedule based on needs within our class (e.g., the majority of the class is having trouble grasping a topic and we need to spend more time on it) or outside of our class (e.g., there is a major event in the University or on a larger scale, and processing it takes precedence over normal course material). In these situations, I will usually cut some of the material that I had planned to cover.

Academic integrity. The providing and receiving of any unauthorized assistance related to course requirements is absolutely prohibited and will result in failure of the assignment. I assume any work turned in with your name on it is completely your own, and any unauthorized assistance received or provided for any graded material will not be tolerated.

Incomplete grades. University guidelines require that Incompletes can be given only under very unusual/severe circumstances, which typically require, at a minimum, a police report, doctor’s note, funeral director’s verification, etc. In addition, Incompletes can only be given at the end of the semester and only to those with a passing grade at that time.

Late withdrawals. Late withdrawals from this class will not be approved by the instructor except in cases of emergency discussed with the instructor. No late withdrawals will be approved on the basis of poor class performance.

Academic accommodations. Webster University makes every effort to accommodate individuals with academic/learning, health, physical, and psychological disabilities. To obtain
accommodations, students must identify themselves and provide documentation from a qualified professional or agency to the appropriate campus designee or the ADA Coordinator at the main campus. The ADA Coordinator may be reached at 314-246-7700 or disability@webster.edu. If you have already identified as a student with a documented disability and are entitled to classroom or testing accommodations, please inform me of the accommodations you will require for this class at the beginning of the course.

**Testing accommodations and make-ups.** If you have a documented disability related to testing accommodations (e.g., extended time, distraction-reduced environment, a reader), you may elect to take your exams at the Academic Resource Center Testing Center. Your appointment at the Testing Center should be scheduled for the same day and time that the rest of the class will be taking the exam. (If you have extended time for your test, you may choose to begin the test up to an hour early or begin it at class time and stay longer.) Also, if you are absent for an exam and the circumstances of your absence allow you to make up the exam (see the “Exams” section under “Course requirements and grading” later in this syllabus), you will take your make-up exam at the Testing Center. You can learn more about the Testing Center at [http://www.webster.edu/academic-resource-center/testing-center/course-exams.html](http://www.webster.edu/academic-resource-center/testing-center/course-exams.html). Please note that if you intend to take an exam at the Testing Center (whether because you have a documented disability or because you will be making up a missed exam), you are responsible for first initiating a discussion with me about your intention and then contacting the Testing Center with a week’s notice to make an appointment.

**Academic Resource Center.** Additional support and resources may be accessed through the Academic Resource Center (ARC). Support and resources include academic counseling, accommodations, assistive technology, peer tutoring, plagiarism prevention, testing center services, and writing coaching. Visit [www.webster.edu/arc](http://www.webster.edu/arc) or Loretto Hall 40 on the main campus for more information.

**Student Counseling and Life Development.** It is very common for students to experience life challenges (e.g., homesickness, break-ups, difficult relationships with family and friends, roommate problems, trouble adjusting to college, time management problems, alcohol and drug problems, sexual concerns, existential concerns) and mental health conditions (e.g., depression, anxiety, test anxiety, eating disorders) that make it difficult to thrive in your classes. Many times, these students benefit from attending some sort of counseling, whether it’s just for a couple of sessions or for the entire semester. Webster University offers free and confidential counseling to all students. If you feel that you may benefit from counseling, please contact the Webster Student Counseling and Life Development Staff at (314) 968-7030, counselingld@webster.edu (non-confidential), [http://www.webster.edu/student-counseling/](http://www.webster.edu/student-counseling/), or by walking into their office at 540 Garden Avenue. If you have questions or concerns about counseling, I invite you to email me or stop by my office hours to discuss them. (I have trained as a counselor at four different university/college counseling centers, so I can help you understand what to expect from a counseling session.)

**Syllabus revisions.** This syllabus will be updated and changed as needed, at my sole discretion. The latest version will be posted on the course website.
Other course policies:
1. No extra credit is available for this course. Please do not request it.
2. Performance, not effort, is what determines your final grade.
3. Turn off or set to silent (not vibrate) all cell phones before class begins.
4. Do not talk with other students or text during class time. Similarly, laptops/tablets must be used for note-taking and class-related activities only. Please share your thoughts with me and the entire class, not just a select few! These behaviors are distracting and will not be tolerated.

Course requirements and grading.
Exams. This course will cover approximately 13 of chapters in the textbook. There will be two in-person exams covering these chapters. You will be provided with a formula sheet containing all relevant formulas for both exams. Comprehension of the textbook and lecture material will be assessed with the exams and will consist of a combination of multiple choice as well as application problems. The Final Exam is not comprehensive per se, but the concepts covered will build upon the concepts learned in the first half of the semester. Each exam will be worth 300 points; in total, exams constitute 600 points, 60% of your final grade. If you know that you will be absent on the day of an exam, you must let me know as soon as possible (at least two weeks before the scheduled exam). If you must miss an exam due to an unpredictable illness or emergency, you will be required to provide appropriate documentation for the absence (e.g., doctor’s note) in order to take the exam at a later date; otherwise, you will receive a 0 for the exam. All make-up exams will be taken at the Testing Center (see “Testing accommodations and make-ups” above).

Aplia assignments. Each week, you will be asked to complete two problem sets on Aplia. Both types of problem sets will provide immediate feedback to you in order to facilitate better understanding of the material (and to highlight what concepts are still giving you trouble).
- The first problem set, called the Practice Set, is to be completed by 11:45 AM on the Thursday that it is due (unless otherwise noted on the schedule) and should help cement concepts covered in the reading. These problem sets are not graded, but you must complete them in order to receive credit for them (10 points per Practice Set). I will only grant credit for 10 of the 13 assignments, meaning that you can choose not to complete 3 sets and still receive 100/100 points for the Practice Sets. This arrangement forgives technology problems, forgetfulness, running out of time, etc. In total, completion of Aplia Practice Sets constitutes 100 points, 10% of your final grade.
- The second problem set, called the Graded Set, is to be completed by the Sunday night at 11:45 PM after the topic/chapter has been covered. These problem sets are graded and are worth 20 points per set. I will drop your three lowest weeks’ Graded Set scores; again, this arrangement forgives technology problems, difficulty with material, etc. In total, successful completion of Aplia Graded Sets constitutes 200 points, 20% of your final grade.

Please note that all Aplia assignments are open and available to you from the beginning of the semester. So, you don’t have to wait to Thursday morning or Sunday night to complete them! If these due dates/times are inconvenient for you, find a way to complete the assignments earlier in the week. For example, it may be a smart idea to complete the Graded Sets Thursday evening, while the material is still fresh on your mind from that day’s class.
**Class participation.** In order for you to receive the maximum benefit from this course, your **active participation** is **required**. Your participation will be evaluated on the quality of what you bring to the class discussion and the in- and out of class activities that you complete throughout the semester. Each day that you attend class, you will have the opportunity to earn up to 4 participation points. The way(s) in which these points can be earned will be outlined in the lecture notes at the beginning of each day’s class and will always include active and respectful participation in class discussion (e.g., volunteering an answer or opinion; being prepared when called upon; expressing understanding of the topic; asking questions to gain deeper understanding; assisting classmates; appearing engaged). Some days will also include an in-class quiz, a short in- or out-of class assignment, or an in-class project. You cannot earn Class Participation credit on days that you are not in class. Class and research participation will be worth **100 points, 10% of your final grade**. You cannot earn more than 100 points, meaning that if you earn full participation credit for 25 class meetings, you can miss 5 classes (because this class meets 30 times) and still earn 100% for Class Participation. This arrangement is intentional to eliminate the need for discussion of “excused absences:” You simply cannot earn Class Participation points when you’re not in class, but 5 absences will not hurt your grade (as long as you earn full Class Participation points for the other 25 meetings).

**Grades.** In summary, your grade will be based on the following points:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>600</td>
<td>60%</td>
</tr>
<tr>
<td>Aplia Practice Sets</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Aplia Graded Sets</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>100</td>
<td>10%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Earned Points</th>
<th>Percentage of Possible Points</th>
<th>Final Grade</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥930</td>
<td>93% and above</td>
<td>A</td>
<td>Superior work</td>
</tr>
<tr>
<td>900-929</td>
<td>90-92.9%</td>
<td>A-</td>
<td></td>
</tr>
<tr>
<td>870-899</td>
<td>87-89.9%</td>
<td>B+</td>
<td></td>
</tr>
<tr>
<td>830-869</td>
<td>83-86.9%</td>
<td>B</td>
<td>Good work</td>
</tr>
<tr>
<td>800-829</td>
<td>80-82.9%</td>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>770-799</td>
<td>77-79.9%</td>
<td>C+</td>
<td></td>
</tr>
<tr>
<td>730-769</td>
<td>73-76.9%</td>
<td>C</td>
<td>Satisfactory work</td>
</tr>
<tr>
<td>700-729</td>
<td>70-72.9%</td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>670-699</td>
<td>67-69.9%</td>
<td>D+</td>
<td>Passing, but not</td>
</tr>
<tr>
<td>630-669</td>
<td>63-66.9%</td>
<td>D</td>
<td>satisfactory</td>
</tr>
<tr>
<td>600-629</td>
<td>60-62.9%</td>
<td>D-</td>
<td></td>
</tr>
<tr>
<td>≤599</td>
<td>59.9% and below</td>
<td>F</td>
<td>Failing</td>
</tr>
<tr>
<td>Week</td>
<td>Meeting Dates</td>
<td>Topic</td>
<td>Reading Due Tuesday</td>
</tr>
<tr>
<td>------</td>
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<td>---------------------</td>
</tr>
<tr>
<td>1</td>
<td>01/16, 01/18</td>
<td>Syllabus and introductions Introduction to Statistics</td>
<td>01/18: Chapter 1: Introduction to Statistics *Although it would be helpful to read this chapter before coming to class on 01/16, it is not required that you complete it until 01/18.</td>
</tr>
<tr>
<td>2</td>
<td>01/23, 01/25</td>
<td>Frequency Distributions</td>
<td>01/23: Chapter 2: Frequency Distributions</td>
</tr>
<tr>
<td>3</td>
<td>01/30, 02/01</td>
<td>Central Tendency (will not cover Finding the Precise Median for a Continuous Variable)</td>
<td>01/30: Chapter 3: Central Tendency</td>
</tr>
<tr>
<td>4</td>
<td>02/06, 02/08</td>
<td>Variability (will not cover “alternative definition of the range” information on p. 90)</td>
<td>02/06: Chapter 4: Variability</td>
</tr>
<tr>
<td>5</td>
<td>02/13, 02/15</td>
<td>z-scores - Location of Scores and Standardized Distributions</td>
<td>02/13: Chapter 5: z-Scores – Location of Scores</td>
</tr>
</tbody>
</table>

*Although it would be helpful to read this chapter before coming to class on 01/16, it is not required that you complete it until 01/18.*
**02/15 NO IN-PERSON MEETING; Dr. Grotewiel in Washington, D.C. for conference; material not finished on 02/13 will be covered online and Activity Sheet will be reviewed on 02/20**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Assignment</th>
<th>Date</th>
<th>Assignment</th>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>02/20, 02/22</td>
<td>Wrap up z-scores; Probability</td>
<td>02/20: Chapter 6: Probability</td>
<td>02/22: Probability</td>
<td>02/25: Probability – Supplemental Materials</td>
<td></td>
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</tr>
<tr>
<td>7</td>
<td>02/27, 03/01</td>
<td>Probability and Samples: The Distribution of Sample Means</td>
<td>02/27: Chapter 7: Probability and Samples: The Distribution of Sample Means</td>
<td>03/01: Probability and Samples: The Distribution of Sample Means</td>
<td>03/04: Probability and Samples: The Distribution of Sample Means – Supplemental Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>03/06, 03/08</td>
<td>03/06: Review for Midterm Exam 03/08: Midterm Exam (Chapters 1-7)</td>
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<tr>
<td></td>
<td></td>
<td><strong>SPRING BREAK</strong></td>
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</tr>
<tr>
<td>9</td>
<td>03/20, 03/22</td>
<td>Review Midterm Exam results Introduction to Hypothesis Testing</td>
<td>03/20: Chapter 8: Introduction to Hypothesis Testing</td>
<td>03/22: Introduction to Hypothesis Testing</td>
<td>03/25: Introduction to Hypothesis Testing – Supplemental Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>03/27, 03/29</td>
<td>Introduction to the t Statistic</td>
<td>03/27: Chapter 9: Introduction to the t Statistic</td>
<td>03/29: Introduction to the t Statistic</td>
<td>04/01: Introduction to the t Statistic – Supplemental Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>04/03: Chapter 10: The <em>t</em> Test for Two Independent Samples</td>
<td>04/05: The <em>t</em> Test for Two Independent Samples</td>
<td>04/08: The <em>t</em> Test for Two Independent Samples – Supplemental Materials</td>
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<tr>
<td>11</td>
<td>04/03, 04/05</td>
<td>The <em>t</em> Test for Two Independent Samples (will not cover material on Hartley’s <em>F</em>-Max Test)</td>
<td>04/03: Chapter 10: The <em>t</em> Test for Two Independent Samples</td>
<td>04/05: The <em>t</em> Test for Two Independent Samples</td>
<td>04/08: The <em>t</em> Test for Two Independent Samples – Supplemental Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>04/10, 04/12</td>
<td>The <em>t</em> Test for Two Related Samples</td>
<td>04/10: Chapter 11: The <em>t</em> Test for Two Related Samples</td>
<td>04/12: The <em>t</em> Test for Two Related Samples</td>
<td>04/15: The <em>t</em> Test for Two Related Samples — Supplemental Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>04/17, 04/19</td>
<td>Introduction to Analysis of Variance</td>
<td>04/17: Chapter 12: Introduction to Analysis of Variance</td>
<td>04/19: Introduction to Analysis of Variance</td>
<td>04/22: Introduction to Analysis of Variance – Supplemental Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>04/24, 04/26</td>
<td>Correlation and Regression</td>
<td>04/24: Chapter 14: Correlation and Regression</td>
<td>04/26: Correlation and Regression</td>
<td>04/29: Correlation and Regression – Supplemental Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>05/01, 05/03</td>
<td>Catch-up Review for Exam 2</td>
<td>--</td>
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</tr>
<tr>
<td>FINALS</td>
<td>Likely: 05/08 10:30-12:30</td>
<td><strong>Final Exam (Chapters 8-12 and 14)</strong></td>
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<td></td>
</tr>
</tbody>
</table>
Introduction to Psychology
PSYC 1100, Section 3
Class Time: T & R: 10:00-11:20
Class Location: East Academic Building 232
Spring 2018

Course Syllabus

Instructor: Morgan M. Grotewiel, Ph.D.
Phone: 314-246-7339
Email: mgrotewiel04@webster.edu
Office Location: Interdisciplinary Sciences Building 316

Office Hours:
- T 2:00-3:00
- W Spring 1 10:30-11:30 and 1:30-2:30
- W Spring 2 2:30-4:30
- Happily by appointment 😊

Required Textbook
- Note that it will be helpful to bring your textbook to class everyday. So, if you opt for an electronic textbook, it will be helpful (but not required) to bring a laptop or tablet to access the text while in class.

Recommended Resource
- This book will be an invaluable resource if you intend to continue in the Psychology Major or Minor or another discipline that uses APA formatting/style.

Course Description
This course introduces the breadth and diversity of contemporary psychology. It provides a foundation from which the student (you!) might progress to more advanced, specialized courses.
Topics covered in this class include learning, perception, biopsychological processes, childhood and development, adjustment and mental health, and social behavior.

The Global Citizenship Program (GCP) is the general education program at Webster University. PSYC 1100 has been coded for the Social Systems and Human Behavior content area. This content area will help students develop knowledge of human cultures and how people and their cultures and institutions work, focused by engagement with “big questions,” whether contemporary or enduring. PSYC 1100 also has been coded for the Critical Thinking skill area. Critical Thinking is a habit of mind characterized by (a) the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion; (b) the analysis and evaluation of assumptions and arguments; (c) the construction of well-supported arguments; and (d) the development of innovative plans or ideas to solve problems.
**Course & GCP Content Area Learning Outcomes**

Upon successful completion of this course, students will be able to:

- Detail the major fields of study and theoretical perspectives within psychology.
- Describe the scientific method and compare and contrast the various research approaches (observational, correlational, experimental).
- Detail the processes and concepts related to the biological bases of behavior and apply this information to everyday settings.
- Discuss the major developmental theories, methods, and concepts across the life span and apply this information to everyday life.
- Describe the theories, processes, and concepts related to learning, memory, and cognition and apply this information to common situations.
- Discuss the theories, processes, and concepts related to psychological health and disorders and apply this information to everyday life.
- Describe the theories, processes, and concepts related to human behavior within social contexts and apply this information to common situations.
- Critically evaluate current literature related to a specific psychological topic and apply this information to answer a contemporary issue in psychology.

**Critical Thinking Skill Learning Outcomes**

Upon the successful completion of this course, students will be able to:

- Describe an issue/problem clearly and comprehensively, delivering all relevant information necessary for full understanding.
- Develop a comprehensive analysis or synthesis of the relevant evidence including the thorough questioning of experts.
- Analyze their own and others’ assumptions and carefully evaluate the relevance of context when presenting a position.
- Present a position which is imaginative, comprehensive, and synthesizes all available information on the topic (including other points of view).
- Create/Extend a novel or unique idea, questions, format, or product to create new knowledge that crosses boundaries.
- Generate conclusions/outcomes that are logical and reflect a student's informed evaluation of the evidence.

**Course Format**

The class sessions will combine lecture, discussion, online, and experiential activities. Please anticipate the class to begin and finish at the scheduled times. Although there will be times when class is content-based, my expectation is that students will come to class familiar with the content we are covering so that we can allow for time to apply the content covered. In addition, Canvas, an online course management program, will be used to submit assignments; as an additional tool for interaction among students; for me to post grades, PowerPoint lectures, other documents; and to message you.

**Course Policies and Expectations**

**Syllabus reading.** The first and most basic expectation is that you read this syllabus in its entirety. This expectation is necessary because I want to make sure that you understand what is
expected of all students who take this course. I expect a lot from my students, but I believe I support this expectation by articulating a clear set of expectations. If you have any questions or concerns, either as you read the syllabus or during the course of the semester, it is your responsibility to bring these to my attention as soon as possible.

Class preparedness. Webster guidelines indicate that three hours of study time are expected for each hour of class time. Since this class is a three-hour class, that means you should spend approximately nine hours on this class per week. I also expect that you will attend all class meetings. **Readings should be completed before the class on which they will be covered.** For example, Module 1 should be read by the time you come to class on 01/18.

Self-responsibility. Meaningful learning results from a process of rational discourse. You will have opportunities to learn from an array of materials and discourse presented in this class. Your responsibilities are to take charge of your learning and to maximize your learning by reading assigned materials, participate actively in class discussions and other activities, respect the dignity of each class member, communicate legitimate needs and concerns to me, complete required assignments (including readings) on time and with high quality, and keep track of your assignments and progress in class. In addition, it is your responsibility to maximize learning opportunities for your classmates by sharing with them your knowledge, insights, and perspectives during the learning process.

I want you to be successful in this course, and I want to help you be successful. I am very open to spending extra time with you during office hours or by appointment and/or by sharing additional resources with you. In order for me to help you, however, I need to see evidence that you’ve already tried to help yourself. Helping yourself includes attending class regularly, completing all of the readings on time and with care, rereading confusing materials, attempting all assignments, and reaching out to me, classmates, or other resources on campus when you realize that you’re struggling. Don’t wait to reach out until it’s too late!

Thinking like a scientist. In every Psychology course that I teach, I want students to practice thinking like a scientist. A scientist uses thorough, factual evidence to support the conclusions that they draw. You should think like a scientist in everything you do in this class. This includes exams and activities as well as more informal processes, such as making requests from me (e.g., show me the evidence that you’ve already tried things that have not worked for you).

Attendance. University policy requires taking attendance at each class, and you are expected to attend all classes. Attendance is important because you will learn from the in-class experiences, classroom participation is part of your grade, material presented during the lectures will be included on quizzes, and assignments will be discussed during each class. Coming to class late or leaving early will be counted as an absence. My expectation is that you prioritize class attendance the same way you would prioritize a job. **If you miss class, it is your responsibility to speak with a classmate to learn what we did in class that day and it is not my responsibility to ensure that you received this information.** In addition, if you arrive late, it is your responsibility to ensure I noticed and marked you present.
Students are expected to keep track of their own attendance. Attending classes and being on time are your responsibility, and I will not issue warnings or reminders. It is your responsibility to arrange, ahead of time, resources such as back-up transportation and back-up childcare so that these problems do not prevent you from attending class. You may also want to reschedule existing doctor’s appointments and other hard to get appointments now, so they will not conflict with your class.

**Assignment responsibilities.** Missed notes cannot be borrowed from me. I strongly encourage you to get to know at least a few of your fellow classmates. Then, you can jot down classmates’ contact information in case you need to catch up on notes or announcements in the event that you miss a class. **If you are absent from class, do not ask me if you missed anything.** (My answer: Yes, you missed a class period in which your fellow students learned from me and each other, and you may have missed assignments or announcements as well. Refer to the poem, “Did I Miss Anything?” by Tom Wayman, [https://www.loc.gov/poetry/180/013.html](https://www.loc.gov/poetry/180/013.html). A better way to learn what you missed is by (1) checking the syllabus to see what was scheduled to occur that day, (2) reviewing the PowerPoint slides and other materials posted from that class period, and (3) asking a classmate. Then, ask me if you want answers to specific questions about what you missed.

Keep an electronic copy of ALL written assignments you complete for this course (I recommend using a USB-compatible flash drive that you keep with you and backing up your assignments to the Cloud). This strategy will minimize the likelihood of your grade being affected by any problems due to your attachment getting lost in cyberspace, submitting the wrong version, me overlooking an assignment you submitted, or the plethora of other potential issues common to the college experience.

Note that **YOU are responsible for your own back-up plan.** Assignments are due according to the dates provided on the syllabus. Not having access to the right computer, not saving your assignment, and so on and so forth, are not valid reasons for not submitting your assignments on time.

Unless otherwise instructed, all written assignments should be double-spaced and use 12-point font (Times New Roman) with 1-inch margins framing the text. ALL work submitted electronically should use a program compatible with Microsoft Word. Do not submit documents as PDFs. If you do not use Microsoft Word, you should save files in “rich text format” or consider OpenOffice, a free suite available at [www.openoffice.org](http://www.openoffice.org).

All work must be submitted on Canvas by 11:59 PM on the day that it is due unless otherwise indicated (such as certain assignments which may be due at the beginning of class). Should you not be familiar with the use of Canvas following an in-class demonstration, please consult with me or the IT Service Desk. Should you encounter difficulties submitting an assignment through Canvas, it is in your best interest to troubleshoot with the IT Service Desk, and submit the assignment by e-mail to me prior to the deadline if you are unable to submit it on Canvas on time. Work turned in after the due date will have a 10% deduction for each 24-hour period past due (e.g., 1-24 hours late is -10%; 25-48 hours late is -20%; etc.). Assignments submitted more than three days late will not be accepted without prior approval.
**Additional readings and assignments.** I may occasionally assign additional readings or small assignments that do not appear on the course schedule. These readings and assignments may be relevant to current events, provide additional explanation or practice related to material that is proving challenging to the class, be a new (or new-to-me) piece of relevant research, etc. You are expected to complete these readings and assignments in addition to the readings and assignments that appear in the schedule. They will not affect your grades directly, but you will not be able to fully participate in course discussion and activities if you have not completed them.

**Classroom respect. Please respect others in the class by turning off or silencing all cell phones and alarms before entering the room.** Text messaging during class is not acceptable. Laptops, tablets, etc. may be used in class but are only to be utilized for class-related activities (e.g., viewing your textbook, taking notes). In fact, I encourage you to bring a laptop or tablet (or cell phone, if you don’t have a laptop or tablet) to class so that you can use it for in-class activities. If it becomes apparent you are using the device for non-class activities (e.g., checking your email) then you may be asked to turn off your device and refrain from bringing it into class in the future. Any behaviors indicative of flagrant disrespect will not be tolerated, and the individual will be asked to leave the room. This expectation falls under “Class Participation” (discussed in greater detail below). Students who persistently violate this expectation may receive a reduction in the “Participation” component of their final grade.

**Electronic communication: Canvas.** I will be using Canvas, an online course management program, to supplement your learning and assessment in this course. You are **REQUIRED** to access the Canvas shell for this course. All course documents will be posted on Canvas, and all assignments will be submitted through Canvas. Canvas may be accessed in your student tab through Webster University Connections or at https://worldclassroom.webster.edu. If you have any problems accessing Canvas information for this course, contact the IT Service Desk at 314-968-5995 (http://www.webster.edu/olc/help.html).

I frequently convey important and time-sensitive information (e.g., changes to assigned readings or due dates, clarification about confusing material, etc.) through Canvas announcements, so I strongly recommend that you set your Canvas notification preferences to alert you ASAP when an announcement is posted. You can learn more about Canvas notifications at http://olc.webster.edu/faq/index.php?action=artikel&cat=7&id=5&artlang=en.

My preferred method of one-on-one communication is through Canvas Conversations, rather than email. I find that I am less likely to lose a student message through Canvas Conversations. When I initiate a conversation with you, I will do so through Canvas Conversations. You can learn more about Canvas Conversations at http://olc.webster.edu/faq/index.php?action=artikel&cat=7&id=74&artlang=en. I recommend that you set your Canvas notification preferences to alert you ASAP when you receive a new Canvas Conversation message.

I will make every effort to respond to Canvas Conversation messages and emails within one working day of when you email me (please note that I may not check my email during weekends or holidays). Before sending questions, make sure that your question is not answered on the
course syllabus, assignment instructions, or Canvas. Also, make sure that you are clear and specific about your question or concern in your message. If you want to receive a thoughtful response to your message, it is important for me to see that you put some thought into writing the message you send me. All emails that you send to me (and your other instructors!) should include the follow parts:

- A specific subject (e.g., “Question about yesterday’s class”)
- A salutation (e.g., “Hello Dr. Grotewiel”)
- The body of the email using proper grammar, spelling, and punctuation
- An acknowledgment of the end of the email and your name (e.g., “Thanks, George” or “Best regards, Lisa”)

**Electronic communication: Student Success Portal.** This will be the first semester that I use the Student Success Porthole (SSP), accessible at [http://www.webster.edu/success/students.html](http://www.webster.edu/success/students.html). You are not required to use the SSP, although I do recommend it. I will use the SSP for the following purposes:

- To allow you to schedule appointments with me during office hours. (This is just one option; you can also send a Canvas Message.)
- To raise “flags” that can be viewed by your advisor and other appropriate personnel when I have concerns about you or your performance in this class. I will inform you via Canvas Message before raising any flags.
- To provide “kudos” when you do something well.
- To refer you to on-campus resources, such as Academic Counseling or Writing, as appropriate following discussions that we have.
- To keep and share with you notes about any one-on-one meetings we may have.

Please let me know if you have concerns about the SSP.

**Class cancellations and schedule changes.** I may need to cancel class in the event of inclement weather or personal illness or emergency. I will post notification of cancelled classes to Canvas and send an email. In the event of a cancelled class, I will post make-up assignments to Canvas that cover that day’s material. I will also expect you to stay up to date with all assigned readings and assignments.

In addition, I may sometimes change the class schedule based on needs within our class (e.g., the majority of the class is having trouble grasping a topic and we need to spend more time on it) or outside of our class (e.g., there is a major event in the University or on a larger scale, and processing it takes precedence over normal course material). In these situations, I will usually cut some of the material that I had planned to cover.

**Academic integrity including plagiarism.** The providing and receiving of any unauthorized assistance related to course requirements is absolutely prohibited and will result in failure of the assignment. I assume any work turned in with your name on it is completely your own, and any unauthorized assistance received or provided for any graded material will not be tolerated. Plagiarism (attempting to pass off the work of another as one’s own) also will not be tolerated. Plagiarism includes copying all or part of another’s writings (even a single sentence), inappropriate paraphrasing, using another student’s paper as your own, and/or submitting a paper for more than one class. All papers must be submitted to TurnItIn (the university’s plagiarism
database) for review. Your research papers will be collected through Canvas and will automatically be sent to TurnItIn. Plagiarism, either intentional or unintentional, will result in a grade of 0 for that assignment and will be turned over to the appropriate university source for disciplinary action. Ignorance regarding any form of cheating or plagiarism is not an excuse. Here are some Web sites that will help you avoid the problem of plagiarism, particularly plagiarism resulting from paraphrasing too closely to the original source:

- Establishing Authorship by Paul C. Smith, Alverno College
- How to Avoid Plagiarism Tutorial
- The University of Indiana's Online Plagiarism Tutorial (You can print a certificate of completion!)

Incomplete grades. University guidelines require that Incompletes can be given only under very unusual/severe circumstances, which typically require, at a minimum, a police report, doctor’s note, funeral director’s verification, etc. In addition, Incompletes can only be given at the end of the semester and only to those with a passing grade at that time.

Late withdrawals. Late withdrawals from this class will not be approved by the instructor except in cases of emergency discussed with the instructor. No late withdrawals will be approved on the basis of poor class performance.

Academic accommodations. Webster University makes every effort to accommodate individuals with academic/learning, health, physical, and psychological disabilities. To obtain accommodations, students must identify themselves and provide documentation from a qualified professional or agency to the appropriate campus designee or the ADA Coordinator at the main campus. The ADA Coordinator may be reached at 314-246-7700 or disability@webster.edu. If you have already identified as a student with a documented disability and are entitled to classroom or testing accommodations, please inform me of the accommodations you will require for this class at the beginning of the course.

Testing accommodations and make-ups. If you have a documented disability related to testing accommodations (e.g., extended time, distraction-reduced environment, a reader), you may elect to take your exams at the Academic Resource Center Testing Center. Your appointment at the Testing Center should be scheduled for the same day and time that the rest of the class will be taking the exam. (If you have extended time for your test, you may choose to begin the test up to an hour early or begin it at class time and stay longer.) Also, if you are absent for an exam and the circumstances of your absence allow you to make up the exam (see the “Exams” section under “Course requirements and grading” later in this syllabus), you will take your make-up exam at the Testing Center. You can learn more about the Testing Center at http://www.webster.edu/academic-resource-center/testing-center/course-exams.html. Please note that if you intend to take an exam at the Testing Center (whether because you have a documented disability or because you will be making up a missed exam), you are responsible for first initiating a discussion with me about your intention and then contacting the Testing Center with a week’s notice to make an appointment.

Academic Resource Center. Additional support and resources may be accessed through the Academic Resource Center (ARC). Support and resources include academic counseling.
accommodations, assistive technology, peer tutoring, plagiarism prevention, testing center services, and writing coaching. Visit www.webster.edu/arc or Loretto Hall 40 on the main campus for more information.

**Student Counseling and Life Development.** It is very common for students to experience life challenges (e.g., homesickness, break-ups, difficult relationships with family and friends, roommate problems, trouble adjusting to college, time management problems, alcohol and drug problems, sexual concerns, existential concerns) and mental health conditions (e.g., depression, anxiety, test anxiety, eating disorders) that make it difficult to thrive in your classes. Many times, these students benefit from attending some sort of counseling, whether it’s just for a couple of sessions or for the entire semester. Webster University offers free and confidential counseling to all students. If you feel that you may benefit from counseling, please contact the Webster Student Counseling and Life Development Staff at (314) 968-7030, counselingld@webster.edu (non-confidential), http://www.webster.edu/student-counseling/, or by walking into their office at 540 Garden Avenue. If you have questions or concerns about counseling, I invite you to email me or stop by my office hours to discuss them. (I have trained as a counselor at four different university/college counseling centers, so I can help you understand what to expect from a counseling session.)

**Syllabus revisions.** This syllabus will be updated and changed as needed, at my sole discretion. The latest version will be posted on the course website.

**Other course policies:**

1. No extra credit is available for this course. Please do not request it.
2. Performance, not effort, is what determines your final grade.
3. Turn off or set to silent (not vibrate) all cell phones before class begins.
4. Do not talk with other students or text during class time. Similarly, laptops/tablets must be used for note-taking and class-related activities only. Please share your thoughts with me and the entire class, not just a select few! These behaviors are distracting and will not be tolerated.

**Course requirements and grading.**

**Exams.** This course will cover approximately 30 of the modules/chapters in the textbook. There will be three non-comprehensive, in-person exams covering these modules. Comprehension of the textbook and lecture material will be assessed with the exams and will consist of a combination of multiple choice as well as short-answer, matching, labeling, and/or essay questions. Each exam will be worth 100 points; in total, exams constitute **300 points, 30% of your final grade.** If you know that you will be absent on the day of an exam, you must let me know as soon as possible (at least two weeks before the scheduled exam). If you must miss an exam due to an unpredictable illness or emergency, you will be required to provide appropriate documentation for the absence (e.g., doctor’s note) in order to take the exam at a later date; otherwise, you will receive a 0 for the exam. All make-up exams will be taken at the Testing Center (see “Testing accommodations and make-ups” above).

**Online quizzes.** In addition to the exams, comprehension of textbook and lecture material will also be assessed with 10 online, non-comprehensive, untimed, open-book, multiple-choice
quizzes and 5-point bonus quiz. Quizzes open on World Classroom at least a week before they are due, but I strongly recommend that you wait until all course material assessed by the quiz is covered in class (usually one class period before the quiz is due). Each quiz will be worth 10 points; in total, online quizzes constitute **100 points, 10% of your final grade** (with the opportunity to earn up to 5 bonus points). Please note that correct quiz answers will be revealed four days after a quiz is due (since late work is not accepted after three days).

**Research paper.** To assess critical thinking, students will be given the opportunity to evaluate current literature related to a controversial contemporary issue in psychology (e.g., corporal punishment, ESP, Mozart Effect). Students need to clearly state the area they wish to explore, assess the existing research on the topic, critique different perspectives on the issue using existing research, and provide an informed conclusion based on their knowledge of the topic and psychology. The research paper is worth **300 points, 30% of your final grade**.

**Research paper topic proposal.** Your paper topic must be posted to Canvas by 11:59 p.m. on 02/13. Your proposal should be one or two paragraphs explaining your topic and the rationale for selecting it. The topic proposal is worth 20 points toward your Research Paper grade.

**Research paper reference list.** An APA-formatted Reference page must be posted to Canvas by 11:59 p.m. on 03/08. Your reference list must contain at least five references from refereed journals (not *Psychology Today* or *Newsweek*, for instance). NOTE: Do not rely heavily on popular literature, for example a magazine or a book you saw at your favorite bookstore. Often, such sources are not empirically based, and your research paper is to be based on current empirical research in the area you have chosen to study. Please remember that the library is a great resource for learning more about scientific research. The library has a psychology LibGuide at [http://libguides.webster.edu/psychology](http://libguides.webster.edu/psychology). You may also contact Kathy Gaynor (kgaynor@webster.edu) or use the Ask a Librarian feature ([http://libanswers.webster.edu](http://libanswers.webster.edu)) to request research help. The library also has many resources available to help you with APA formatting and style ([http://libguides.webster.edu/apastyle](http://libguides.webster.edu/apastyle)). The reference list is worth 30 points toward your Research Paper grade.

**Final research paper.** Your entire paper must be posted to Canvas by 11:59 p.m. on 04/24. All papers must be typed (approximately 5-8 pages of text), double-spaced, 1 inch margins, and in APA style. Note that one of the major purposes of the paper is to facilitate your learning of APA format. Thus, you will need to become familiar with this publication format. We will discuss the format in class, but you will also need to consult the *Publication Manual of the American Psychological Association* (6th ed.) (the library has copies). Note that all journal articles for APA journals such as the *American Psychologist* are written and referenced in APA format. Fifty points of your research paper grade will be related to your use of APA format. A great free, online resource for learning the basics of APA formatting style is the Purdue Online Writing Lab (OWL)’s APA Formatting and Style Guide ([https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01)).

I provide fast and extensive feedback on major written assignments, and I want all students to learn from their mistakes. I will provide a grade and feedback on your Final Research Paper by 11:59 p.m. on 05/01, and I will allow you use this feedback to improve your paper to earn up to
50% of the points you missed. This revision is encouraged, but not required. For example, if you originally earned a 175/250 points on your Final Research Paper (70% C-) and you thoroughly incorporate all of my feedback in your revision, you may earn back 37.5 points (50% of 75 = 37.5), for a Final Research Paper grade of 212.5 (85% B). Revisions are due by 11:59 p.m. on 05/08.

A few additional guidelines for the Final Research Paper:

- The paper must contain less than 5% direct quotations. So, 95-100% of the paper must be either paraphrased or original ideas.
- It is **essential** that you properly credit sources (both of direct quotations and paraphrased ideas) using APA formatting guidelines. Proper credit of sources is the biggest component of the APA format portion of your grade. If you completely or almost completely fail to credit your sources within the body of your paper, you will receive a 0 for the entire research paper grade. (Failing to credit sources is plagiarism.)
- The Research Paper is most similar to the Introduction section of an APA style paper or can best be thought of as a literature review. Although you will have neither a Method nor Results section of your paper, you do need to include a Discussion section. This section should be written in first person and should reflect your thoughts, criticisms, and any ideas regarding the research material that you included in your Introduction section or literature review. In general, answer the “So what?” question as it pertains to your research paper.
- A Title Page and References section must also be included.
- If you are concerned about your writing abilities, please schedule a Coaching Session with the Webster University Writing Center, [http://www.webster.edu/academic-resource-center/writingcenter/](http://www.webster.edu/academic-resource-center/writingcenter/). Schedule this appointment early enough that you will have enough time to incorporate feedback before submitting your paper on 04/24. I will not grant you an extension just because you’re still in the process of working with the Writing Center.

Full instructions, the research paper rubric, an example APA-formatted paper, and the links for submitting the topic proposal, reference list, and research paper are located on the course Canvas page, under the Assignment tab. We will also spend a fair amount of time discussing this assignment in class.

**Virtual presentation and revision.** Students will create a brief virtual presentation to share with their classmates on Canvas over one of the topics addressed by a textbook module but not covered in this class. The presentation will include a brief summary of the material, a link to and explanation of a pertinent current event, a link to and explanation of a pertinent example of the topic in popular media, and a quiz to assess others’ learning. By 11:59 PM on 02/08, students should have selected a topic via a Discussion Board thread on Canvas. Students who have not selected a topic by this time will be assigned one. Students are welcome to work independently or with a classmate on this assignment. Each topic will be assigned on a first come, first serve basis. The presentation is due by 11:59 p.m. on 03/22 and worth **100 points, 10% of your final grade.** Full instructions, the virtual presentation rubric, a sample Virtual Presentation, and the link for submitting the virtual presentation are located on the course Canvas page, under the Assignment tab.
As with the Final Research Paper, I will provide fast and extensive feedback on this project, and I want all students to learn from their mistakes. I will provide a grade and feedback on your Virtual Presentation by 11:59 p.m. on 04/03, and I will allow you to use this feedback to improve your Presentation to earn up to 50% of the points you missed. This revision is encouraged and required, since other students will be viewing your presentation (see “Virtual presentation participation” below). For example, if you originally earned 80/100 points on your Virtual Presentation (80% B-) and you thoroughly incorporate all of my feedback in your revision, you may earn back 10 points (50% of 20 = 10), for a Virtual Presentation grade of 90 (90% A-). If you do not revise your Virtual Presentation, you will be docked 25% of the points you originally earned (e.g., if you originally earned 80 points and do not revise, you will be docked 20 points for a Virtual Presentation grade of 60, a D-). Revisions are due by 11:59 p.m. on 04/12.

Virtual presentation participation. You will participate in the virtual presentations of two classmates/groups by (a) completing the assessment they created and (b) completing a Feedback Form about their presentation. You should be as thoughtful and respectful when participating in your classmates’ presentations as you would be when participating in assignments I oversee. If I have reason to believe that you did not take your peers’ presentations seriously, you will not receive points for this assignment and may also have points deducted from your own virtual presentation grade. Your classmates’ virtual presentations will be open for your participation by 04/19. Virtual presentation participation is due by 11:59 p.m. on 05/01 and is worth 50 points (25 per presentation), 5% of your final grade.

Research participation and event attendance. I want you to understand the current landscape of research and concerns within the field of psychology. With this goal in mind, I am requiring you to participate in psychology-related research and/or attend a psychology related event (e.g., a Department of Psychology Speaker Series talk or a similar event). You are required to have two relevant experiences; you may choose to participate in two studies, attend two events, or participate in one study and attend one event.

If you participate in a study, the researcher conducting the study must provide some evidence of your participation (e.g., email me confirming your participation) and you must write and submit a one-page paper reflecting upon your participation. Some questions to consider when writing this reflection include: How did I feel as a participant in this study? Did this study make me uncomfortable in any way? What would I like to tell the researcher about what they did well and how they could improve this study? Note that you may use your participation for credit in only one course.

In you attend an event, you must write and submit a one-page paper reflecting upon the event. Some questions to consider when writing this reflection include: What did I learn from this event? What was the speaker’s main point? How did the audience respond to the speaker?

I will announce research participation and event opportunities in class and on Canvas Announcements. In addition, I welcome you to bring opportunities to my attention.
Research participation and event attendance is due on 05/03, but you cannot wait to complete it all until then; you must take opportunities as they become available (which is typically in the second half of the semester).

Research participation and event attendance is worth **50 points (25 for each study or event), 5% of your final grade.**

**Class participation.** In order for you to receive the maximum benefit from this course, your **active participation is required.** Your participation will be evaluated on the quality of what you bring to the class discussion and the in- and out of class activities that you complete throughout the semester. Each day that you attend class, you will have the opportunity to earn up to 4 participation points. The way(s) in which these points can be earned will be outlined in the lecture notes at the beginning of each day’s class and will always include active and respectful participation in class discussion (e.g., volunteering an answer or opinion; being prepared when called upon; expressing understand of the topic; asking questions to gain deeper understanding; assisting classmates; appearing engaged). Some days will also include an in-class quiz, a short in- or out- of class assignment, or an in-class project. You cannot earn Class Participation credit on days that you are not in class. Class and research participation will be worth **100 points, 10% of your final grade.** You cannot earn more than 100 points, meaning that if you earn full participation credit for 25 class meetings, you can miss 5 classes (because this class meets 30 times) and still earn 100% for Class Participation. This arrangement is intentional to eliminate the need for discussion of “excused absences:” You simply cannot earn Class Participation points when you’re not in class, but 5 absences will not hurt your grade (as long as you earn full Class Participation points for the other 25 meetings).

I will update your Class Participation grades in Canvas after weeks 4, 8, 12, and 16 and include a note about behaviors to keep doing well or change.

**Grades.** In summary, your grade will be based on the following points:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>300</td>
<td>30%</td>
</tr>
<tr>
<td>Online quizzes</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Research paper</td>
<td>300</td>
<td>30%</td>
</tr>
<tr>
<td>Virtual presentation</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Virtual presentation participation</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Research participation and event attendance</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Class participation</td>
<td>100</td>
<td>10%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Earned Points</th>
<th>Percentage of Possible Points</th>
<th>Final Grade</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥930</td>
<td>93% and above</td>
<td>A</td>
<td>Superior work</td>
</tr>
<tr>
<td>900-929</td>
<td>90-92.9%</td>
<td>A-</td>
<td></td>
</tr>
<tr>
<td>870-899</td>
<td>87-89.9%</td>
<td>B+</td>
<td></td>
</tr>
<tr>
<td>830-869</td>
<td>83-86.9%</td>
<td>B</td>
<td>Good work</td>
</tr>
<tr>
<td>800-829</td>
<td>80-82.9%</td>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>770-799</td>
<td>77-79.9%</td>
<td>C+</td>
<td>Satisfactory work</td>
</tr>
</tbody>
</table>
## Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics/Modules/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01/16</td>
<td>Syllabus and introductions&lt;br&gt;Time Management (p. xliii-lv)</td>
</tr>
<tr>
<td></td>
<td>01/18</td>
<td>Module 1: What Is Psychology?&lt;br&gt;Module 2: The Need for Psychological Science</td>
</tr>
<tr>
<td>2</td>
<td>01/23</td>
<td>Module 3: Research Strategies: How Psychologists Ask and Answer Questions&lt;br&gt;Discuss possible Research Paper topics</td>
</tr>
<tr>
<td></td>
<td>01/25</td>
<td><strong>LIBRARY DAY</strong>&lt;br&gt;Meet in Emerson Library, Room 110&lt;br&gt;Have a Research Paper topic in mind to begin research&lt;br&gt;Will learn how to access peer-reviewed journals, access resources on APA formatting/style, and get help from a librarian</td>
</tr>
<tr>
<td>3</td>
<td>01/30</td>
<td>Finish Module 3&lt;br&gt;Module 4: Statistical Reasoning in Everyday Life</td>
</tr>
<tr>
<td></td>
<td>02/01</td>
<td>Module 5: Neural and Hormonal Systems&lt;br&gt;Module 6: Tools of Discovery and Older Brain Structures&lt;br&gt;&lt;strong&gt;Online Quiz 1: The Scientific Method and Research Approaches (Modules 1-4) due 11:59 PM&lt;/strong&gt;</td>
</tr>
<tr>
<td>4</td>
<td>02/06</td>
<td>Module 7: The Cerebral Cortex and Our Divided Brain&lt;br&gt;Discuss paper topics/progress</td>
</tr>
<tr>
<td></td>
<td>02/08</td>
<td>Module 14: Developmental Issues, Prenatal Development, and the Newborn&lt;br&gt;Module 15: Infancy and Childhood&lt;br&gt;&lt;strong&gt;Online Quiz 2: The Biological Bases of Behavior (Modules 5-7) due 11:59PM&lt;br&gt;Sign up for virtual presentations on Canvas by 11:59PM&lt;/strong&gt;</td>
</tr>
<tr>
<td>5</td>
<td>02/13</td>
<td>Finish Module 15&lt;br&gt;Module 17: Adulthood&lt;br&gt;&lt;strong&gt;Research paper topic proposal due 11:59PM&lt;/strong&gt;</td>
</tr>
<tr>
<td>6</td>
<td>02/15</td>
<td><strong>NO IN-PERSON MEETING; Dr. Grotewiel in Washington, D.C. for conference</strong>&lt;br&gt;Module 16: Adolescence&lt;br&gt;View lecture and read lecture notes posted to Canvas&lt;br&gt;Complete “letter to adolescent” activity on Canvas for Class Participation credit</td>
</tr>
<tr>
<td></td>
<td>02/20</td>
<td>Catch-up, if necessary&lt;br&gt;Review for Exam 1</td>
</tr>
<tr>
<td>Date</td>
<td>Activity/Assignments</td>
<td></td>
</tr>
<tr>
<td>-------</td>
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</tr>
<tr>
<td>02/22</td>
<td>Exam 1 (Modules 1-4, 5-7, 14-17)</td>
<td></td>
</tr>
</tbody>
</table>
| 02/27 | Review Exam 1 results  
Module 18: Basic Concepts of Sensation and Perception  
Module 19: Vision: Sensory and Perceptual Processing, pp. 239-246 |
| 03/01 | Module 20: The Nonvisual Senses |
| 03/06 | Check-in about references  
Module 21: Basic Learning Concepts and Classical Conditioning  
Online Quiz 4: Sensation and Perception (Modules 18-20) due 11:59PM |
| 03/08 | Module 22: Operant Conditioning  
Module 23: Biology, Cognition, and Learning  
Research paper references due 11:59 PM |
| SPRING BREAK | Enjoy the break and work on your Virtual Presentation! 😊 I recommend you take Quiz 5 at the beginning of break while the material is fresh (it will be posted on 03/06). |
| 03/20 | Check-in about virtual presentations  
Module 24: Studying and Encoding Memories  
Module 25: Storing and Retrieving Memories  
Online Quiz 5: Learning (Modules 21-23) due 11:59PM |
| 03/22 | Module 26: Forgetting, Memory Construction, and Improving Memory  
Virtual Presentations due 11:59 pm |
| 03/27 | Module 42: Social Thinking  
Module 43: Social Influence  
Online Quiz 6: Memory (Modules 24-26) due 11:59PM |
| 03/29 | Module 44: Antisocial Relations  
Module 45: Prosocial Relationships |
| 04/03 | Catch-up, if necessary  
Review for Exam 2  
Class time for studying or Research Paper questions/work  
Virtual Presentation feedback will be posted by 11:59 pm  
Online Quiz 7: Behavior in Social Contexts (Modules 42-45) due 11:59 pm |
| 04/05 | Exam 2 (Modules 18-26 and 42-45) |
| 04/10 | Review Exam 2 Results  
Module 27: Thinking, only pp. 356-358 and Thinking Creatively section, pp. 365-367  
Module 28: Language, only The Brain and Language section, pp. 376-377 and Thinking and Language Section, pp. 379-382  
Module 33: Basic Motivational Concepts |
<p>| 04/12 | Module 46: Introduction to Personality and Psychodynamic Theories |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td><strong>BONUS Quiz: Thinking, Language, and Motivation (Sections of Modules 27 and 28, Module 33) due 11:59PM (worth 5 pts)</strong>&lt;br&gt;Virtual Presentation revisions due by 11:59 pm</td>
</tr>
<tr>
<td>04/17</td>
<td>Module 47: Humanistic Theories and Trait Theories&lt;br&gt;Module 48: Social-Cognitive Theories and the Self</td>
</tr>
<tr>
<td>04/19</td>
<td>Module 40: Stress and Illness, pp. 488-494 and pp. 497-499&lt;br&gt;Module 41: Health and Coping&lt;br&gt;<strong>Online Quiz 8: Personality (Modules 46-48) due 11:59PM</strong>&lt;br&gt;Virtual Presentation Participation opens</td>
</tr>
<tr>
<td>14</td>
<td>Module 49: Introduction to Psychological Disorders&lt;br&gt;<strong>Final Research Paper due 11:59 pm</strong></td>
</tr>
<tr>
<td>04/24</td>
<td>Module 54: Introduction to Therapy and the Psychological Therapies&lt;br&gt;<strong>Online Quiz 9: Psychological Health and Disorders (Modules 40, 41, 49) due 11:59 pm</strong></td>
</tr>
<tr>
<td>04/26</td>
<td>Module 55: Evaluating Psychotherapies&lt;br&gt;Module 56: Biomedical Therapies and Preventing Psychological Disorders&lt;br&gt;<strong>Virtual Presentation Participation due 11:59PM</strong>&lt;br&gt;Final Research Paper feedback will be posted by 11:59 pm</td>
</tr>
<tr>
<td>05/01</td>
<td>Catch-up, if necessary&lt;br&gt;Review for Exam 3&lt;br&gt;Class reflections&lt;br&gt;Class time for studying&lt;br&gt;<strong>Online Quiz 10: Therapy (Modules 54-56) due 11:59PM</strong>&lt;br&gt;Research Participation due 11:59 PM</td>
</tr>
</tbody>
</table>
| 05/03  | **FINALS Likely:**<br>8:00-10:00 am<br>Exam 3 (Sections of Modules 27 and 28 and Modules 33, 40-41, 46-49, and 54-56)<br>**Final Research Paper Revisions (optional) due 05/08 11:59 pm**

**FINALS Likely:**
8:00-10:00 am
Exam 3 (Sections of Modules 27 and 28 and Modules 33, 40-41, 46-49, and 54-56)
**Final Research Paper Revisions (optional) due 05/08 11:59 pm**
ABNORMAL PSYCHOLOGY, PSYC 3125  
M-W-F 9-9:50am, Location: WEBH 322

Amanda Kracen, Ph.D.  
Office: ISB 315  
Office hours: 1-2pm Mon and Wed and by appointment  
T: (314) 246-8704  
E: amandakracen27@webster.edu (response within 48 hours.)

TEXT: Abnormal Psychology: DSM-5 Update, by Comer, 8th Edition

PURPOSE OF COURSE: Welcome to Abnormal Psychology! I am delighted that you are taking this course, and that we will have the opportunity to learn together.

The purpose of the course is to introduce you to psychopathology or the scientific study of mental health disorders. Each major disorder, its etiology, symptoms, and preferred treatment strategy will be examined. Additionally, as we actually know very little about why people struggle with psychopathology, you will be encouraged to think like a scientist. Therefore, we will consider major research issues regarding the causal factors of each disorder and the efficacy of current treatments and interventions. We will look at psychopathology in our Western culture, and also explore cultural and ethical issues from a global perspective. It is hoped that you will gain an appreciation for the complexity of human behavior and increased compassion for individuals struggling with mental illnesses.

STUDENT LEARNING OUTCOMES: The successful completion of this course will enable you to:

1. Discuss terms the concepts of “normal” and “abnormal” as they have evolved over time;
2. Define and evaluate criteria for abnormal behavior and specific psychological disorders;
3. Evaluate scientific research to better understand the current state of evidence for conceptualizing and treating psychological disorders;
4. Discuss abnormal psychology, disorders and treatment from a multicultural and international perspective.

By the end of this course, you should also have increased competency in five goals identified by a task force commissioned by the American Psychological Association (Halonen et al., 2013).

Goal 1: Knowledge Base in Psychology: “...demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems” (p. 15).

Goal 2: Scientific Inquiry and Critical Thinking: “... development of scientific reasoning and problem solving, including effective research methods” (p. 15).

Goal 3: Ethical and Social Responsibility in a Diverse World: “...development of ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity” (p. 15).
Goal 4: Communication: “demonstrate competence in writing and in oral and interpersonal communication skills” (p. 16).

Goal 5: Professional Development: “application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation” (p. 16).

To achieve these goals and succeed in this course, there are several requirements: (1) class readings and materials, (2) applied activities, (3) exams, and (4) a poster presentation.

CLASS READINGS AND OTHER MATERIALS: You are responsible for reading the assigned textbook material BEFORE class. Occasionally, additional readings, films, podcasts, etc. will be required. These will be distributed in class or made available on Canvas. You will be tested on all assigned materials and speakers.

APPLIED ACTIVITIES: Numerous times during the semester we will have a speaker or the opportunity to discuss a special topic (hopefully interesting!) in-depth and apply what you are learning. For each activity, you will be required to prepare materials either before or afterwards (e.g., discussion questions, short reflection paper). I will provide clear instructions in advance of each activity.

EXAMS: Exams will emphasize comprehension rather than mere memorization. The exam questions will generally not come directly from the text, but will instead call upon your grasp of the material from lecture on a conceptual level. The format of exam questions will be multiple choice, short answer, essay, and case studies. I strongly suggest that you get class notes should you have to miss a class. Make-up exams are only allowed in the case of a documented emergency (i.e., hospital visit due to illness). Make-up exams will only be given if the student contacts me and discusses the situation with me before the exam. If an exam is missed and no make-up is taken, a zero will be given for the grade. It is in your best interest to take the exams as scheduled.

POSTER PRESENTATION: We will cover many interesting topics in this class. On your own or with a partner, you are required to select a topic, explore and research it, and make an academic poster that communicates your findings. You will then present it in class to your peers. Posters are used at academic research conferences (including our own Research across the Disciplines) to concisely summarize research findings in an attractive manner. A poster combines text, pictures, tables, graphs and other visuals to communicate research findings. At a conference, a researcher stands by the poster and explains the findings to other conference attendees. On the poster, you must cite and reference your work using the APA style (details found here: www.apastyle.org). Your assignment is due before class time on May 1st. Ten percentage points will be dropped for each day that the assignment is late. Further details will be provided, and a grading rubric will be available on Canvas.

To do well, you probably want to learn more about posters. Here are a few places to start:
http://www.webster.edu/rad/prepare.html
http://guides.nyu.edu/posters
If you are interested, you could consider submitting your class project to Webster University’s Research across Disciplines in December 2017, which is a good academic experience and looks great on a CV/resume.

**INCOMPLETES / LATE WITHDRAWS:** Incompletes and late withdraws will not be approved on the basis of poor performance. They will only be granted in cases of emergency situations discussed with the instructor. To qualify for an incomplete, at least 75% or more of the coursework must have been completed.

**EVALUATION:** Grades will be determined on a strict percentage system based on the course requirements as detailed below (total of 500 points).

- 5 out of 7 activities/speakers (20 points each) = 100
- 3 exams (100 points each) = 300
- Poster presentation = 100
- Total points = 500 for the semester

Attendance extra credit = 10 points possible

**ATTENDANCE:** Students who attend class learn more and do better. You are not required to attend class, however you can earn 1 point/class of extra credit for attendance on 10 randomly selected days. Attendance will be taken in the first 10 minutes of class; people who arrive after the first 10 minutes will be expected to stay but will not receive credit.

The grading scale at Webster University is:

- A = 100-93    A- = 92-90%    Superior work
- B+ = 89-87    B = 86-83    B- = 82-80%    Good work
- C+ = 79-77    C = 76-73    C- = 72-70%    Satisfactory work
- D+ = 69-67    D = 66-63%    Passing, but less than satisfactory
- Less than 63%  F  Unsatisfactory

**TECHNOLOGY IN THE CLASSROOM:** Research shows that distractions hinder learning. Additionally, disruptions to my lectures and our discussions are a pet peeve. Please respect us all by turning off cell phones before class starts. *Text messaging during class is not acceptable. I prefer that laptops are not used in class, but they may be used only for class related activities (e.g., taking notes). If it becomes apparent you are using the computer for non-class activities (e.g., social media, email) then you may be asked to turn off your computer and refrain from bringing it into class.*

**EMAIL:** Please feel free to e-mail with ideas, questions or concerns; I will seek to respond within 24-48 hours. I strongly encourage you to write e-mails that are professional. In order to prepare for a future job/career, it’s essential that you develop professional e-mail etiquette. I expect that if you e-mail me, your messages will have a greeting (e.g., “Dear Dr. Kracen,” “Hello
Dr. Kracen”), a coherent body (i.e., complete sentences, good grammar, respectful tone), and a closing (e.g., “Sincerely,” “Best,” “Regards”). This may seem formal, but it will help prepare you for success beyond college.

ACADEMIC ACCOMMODATIONS: I wish to include people with disabilities fully in this course. Webster University makes every effort to accommodate individuals with academic/learning, health, physical and psychological disabilities. To obtain accommodations, students must identify themselves and provide documentation from a qualified professional or agency to the appropriate campus designee or the ADA Coordinator at the main campus. The ADA Coordinator may be reached at 314-246-7700 or disability@webster.edu. If you have already identified as a student with a documented disability and are entitled to classroom or testing accommodations, please discuss with me the accommodations you will require.

ACADEMIC RESOURCE CENTER: Additional support and resources may be accessed through the Academic Resource Center (ARC). Support and resources include academic counseling, accommodations, assistive technology, peer tutoring, plagiarism prevention, testing center services, and writing coaching. Visit www.webster.edu/arc or Loretto Hall 40 on the main campus for more information.

INCLUSIVITY STATEMENT: Our academic community represents a rich variety of backgrounds and perspectives. I am committed to providing an atmosphere for learning that respects diversity. While working together to build this community, I request students to:

• share their unique experiences, values and beliefs;
• honor the uniqueness of their peers;
• appreciate the opportunity that we have to learn from each other in this community;
• value each other’s opinions and communicate in a respectful manner;
• use this opportunity together to discuss ways we can create an inclusive environment in this course, at Webster University, and in our greater St. Louis area.

WEBSTER UNIVERSITY’S STATEMENT OF ETHICS: Webster University strives to be a center of academic excellence. The University makes every effort to ensure:

1. The opportunity for students to learn and inquire freely.
2. The protection of intellectual freedom and the rights of professors to teach.
3. The advancement of knowledge through scholarly pursuits and relevant dialogue.

The University community is by nature pluralistic and diverse. Those who elect to participate in the Webster University community accept the responsibility of sharing in the effort to achieve the University’s mission as an institution of higher learning. Each person is expected to respect the objectives of the University and the views expressed within the community. Participants in this shared enterprise strive to be governed by what ought to be rather than by what is. To accomplish its goals, members of the University community aspire to a standard that is higher than mere compliance with formalized University requirements and local, state, and federal law. All members endeavor to fulfill the following expectations:
1. Preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty.
2. Treat others with respect and dignity.
3. Respect the rights and property of others.
4. Act with concern for the safety and well-being of all associates.

Inquiry, discourse and dissent, within the framework of an orderly academic environment, are essential elements of a University community. Members of the Webster University community recognize this and are consequently supportive of democratic and lawful procedure, and dedicated to rational approaches to solving problems. This assumes openness to change as well as commitment to historical values.

ACADEMIC HONESTY: I, like the University, take a serious view of violations of academic integrity (see below for Academic Dishonesty Policy). As you know, students are responsible for conducting themselves in an academically honest manner and for identifying instances of academic dishonesty, including plagiarism and cheating. Please consult with me before submitting assignments if you have concerns about the correct way to complete them or how to reference the work of others. In the unlikely event that any concerns do arise, academic consequences will be determined following consultation with University colleagues. In the case of academic dishonesty, students will receive a 0 on the assignment/exam, may fail the course, and may be dismissed from the University. Additionally, if a student is found to be cheating on one exam, they may be given 0s on all previous exams taken in this course.

WEBSTER UNIVERSITY’S ACADEMIC DISHONESTY POLICY: Academic dishonesty includes the following and any other forms of academic dishonesty:

1. Cheating—Using or attempting to use crib sheets, electronic sources, stolen exams, unauthorized study aids in an academic assignment, or copying or colluding with a fellow student in an effort to improve one's grade.
2. Fabrication—Falsifying, inventing, or misstating any data, information, or citation in an academic assignment, field experience, academic credentials, job application or placement file.
3. Plagiarism—Using the works (i.e. words, images, other materials) of another person as one's own words without proper citation in any academic assignment. This includes submission (in whole or in part) of any work purchased or downloaded from a Web site or an Internet paper clearinghouse.
4. Facilitating Academic Dishonesty—Assisting or attempting to assist any person to commit any act of academic misconduct, such as allowing someone to copy a paper or test answers.

Note: I welcome exploration of ideas, but discourage discussion of personal issues. This type of class can lend itself to exploring our own personal concerns and challenges. This is a natural occurrence; however this is an academic class, not a support group. Therefore, like a professional psychologist, we must respect boundaries. Therefore, it is inappropriate to discuss personal issues of a psychological nature during class. This includes issues related to yourself, family members, and friends. If anyone has such an issue, I am happy to make a referral for
further support. Also, it is not uncommon for students of abnormal psychology to think that they have the symptoms of disorders that they study. I encourage you to resist diagnosing yourself. If you do want or require additional support, please keep in mind that free services are available to you at Webster University’s Counseling and Life Development, 540 Garden Ave., t: 314-968-7030.

**COURSE SCHEDULE:** Below is a tentative schedule for the semester, which is subject to change at my discretion. It is understood that remaining in the course constitutes an agreement to abide by the terms outlined in this syllabus and acceptance of the requirements of this course.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 28</td>
<td>Introduction</td>
</tr>
<tr>
<td>Aug 30</td>
<td>Ch 1 Abnormal Psychology</td>
</tr>
<tr>
<td>Sept 1</td>
<td>Ch 1/2 Abnormal Psychology/ Research in Abnormal Psychology</td>
</tr>
<tr>
<td>Sept 4</td>
<td><strong>holiday – no class</strong></td>
</tr>
<tr>
<td>Sept 6</td>
<td>Ch 2 Research in Abnormal Psychology</td>
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<tr>
<td>Sept 8</td>
<td>Ch 4 Clinical Assessment, Diagnosis &amp; Treatment</td>
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<tr>
<td>Sept 11</td>
<td>Ch 4 Clinical Assessment, Diagnosis &amp; Treatment</td>
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<tr>
<td>Sept 13</td>
<td>Ch 5 Anxiety Disorders</td>
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<tr>
<td>Sept 15</td>
<td>Ch 5 Anxiety Disorders</td>
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<tr>
<td>Sept 18</td>
<td><strong>APPLIED ACTIVITY: Case study</strong></td>
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<tr>
<td>Sept 20</td>
<td>Ch 6 Stress Disorders</td>
</tr>
<tr>
<td>Sept 22</td>
<td>Ch 6 Stress Disorders</td>
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<tr>
<td>Sept 25</td>
<td><strong>Exam 1</strong></td>
</tr>
<tr>
<td>Sept 27</td>
<td>Ch 7 Somatoform and Dissociative Disorders</td>
</tr>
<tr>
<td>Sept 29</td>
<td>Ch 7 Somatoform and Dissociative Disorders</td>
</tr>
<tr>
<td>Oct 2</td>
<td>Ch 8 Mood Disorders, <strong>APPLIED ACTIVITY: Andrew Solomon’s TED Talk: Depression, the Secret We Share</strong></td>
</tr>
<tr>
<td>Oct 4</td>
<td><strong>Webster Works Worldwide – no class</strong></td>
</tr>
<tr>
<td>Oct 6</td>
<td>Ch 8 Mood Disorders</td>
</tr>
<tr>
<td>Oct 9</td>
<td><strong>APPLIED ACTIVITY: Summer in the Cage film</strong></td>
</tr>
<tr>
<td>Oct 11</td>
<td>Ch 10 Suicide</td>
</tr>
<tr>
<td>Oct 13</td>
<td><strong>APPLIED ACTIVITY: Dr. Kate Goedeker, St. Louis VA Medical Center</strong></td>
</tr>
<tr>
<td>Oct 16</td>
<td>Ch 10 Suicide</td>
</tr>
<tr>
<td>Oct 18</td>
<td>Ch 10 Suicide</td>
</tr>
<tr>
<td>Oct 20</td>
<td>Group work</td>
</tr>
<tr>
<td>Oct 23-27</td>
<td><strong>fall break – no class</strong></td>
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<tr>
<td>Oct 30</td>
<td>Ch 12 Substance Related Disorders</td>
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<tr>
<td>Nov 1</td>
<td>Ch 12 Substance Related Disorders</td>
</tr>
<tr>
<td>Nov 3</td>
<td>Ch 13 Disorders of Sex and Gender</td>
</tr>
<tr>
<td>Nov 6</td>
<td>Ch 13 Disorders of Sex and Gender</td>
</tr>
<tr>
<td>Nov 8</td>
<td><strong>Exam 2</strong></td>
</tr>
<tr>
<td>Nov 10</td>
<td>Ch 11 Eating Disorders</td>
</tr>
<tr>
<td>Nov 13</td>
<td>Ch 11 Eating Disorders</td>
</tr>
<tr>
<td>Nov 15</td>
<td><strong>APPLIED ACTIVITY: Case study</strong></td>
</tr>
<tr>
<td>Nov 17</td>
<td>Ch 14 Schizophrenia</td>
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<tr>
<td>Nov 20</td>
<td>Ch 14 Schizophrenia, <strong>APPLIED ACTIVITY: A Beautiful Mind film</strong></td>
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<td>Nov 22</td>
<td>Group work</td>
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<td>Nov 24</td>
<td>Thanksgiving break – no class</td>
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<tr>
<td>Nov 27</td>
<td>Ch 16 Personality Disorders</td>
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<td>Nov 29</td>
<td>Ch 16 Personality Disorders</td>
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<td>Dec 1</td>
<td>Ch 18 Disorders of Aging and Cognition, <em>APPLIED ACTIVITY: Still Alice or First Cousin Once Removed</em></td>
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<tr>
<td>Dec 4</td>
<td>Ch 18 Disorders of Aging and Cognition</td>
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<tr>
<td>Dec 6</td>
<td>Poster “workshop”</td>
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<tr>
<td>Dec 8</td>
<td>flex day</td>
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<td>Dec 11</td>
<td>Poster presentations</td>
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<tr>
<td>Dec 13</td>
<td>Poster presentations</td>
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<tr>
<td>Dec 15</td>
<td>Reading day – no class (<em>Research across Disciplines</em>)</td>
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<tr>
<td>Dec 18</td>
<td><strong>Exam 3</strong></td>
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</table>
**KEYS 4014 – GENERAL INFO – COURSE POLICIES – STUDENT EXPECTATIONS**

| INSTRUCTOR INFO | Terri F. Reilly, MFA  
reillyte@webster.edu OR Canvas Inbox  
(314) 616-3347 (call/text*)  
*Texting A-OK, but “official” issues must be received by email |
| OFFICE HOURS | By appointment at a day/time mutually agreeable. LOCATION: Faculty Development Center (Library Room 420) |
| COURSE MANAGEMENT SYSTEM | WorldClassRoom/Canvas  
- Course requires use of online course management system – WorldClassRoom (WCR)/Canvas.  
- All assignments will be posted on Canvas.  
- All assignments must be submitted via Canvas (Exception: In-class assignments due in class). |
| COURSE POLICIES: GRADED ACTIVITIES | Attendance – REQUIRED & GRADED  
- Each session = 10 points (therefore absences = -10 per session).  
- More than FIVE missed classes may result in lowering of one/half letter grade.  
  - Exceptions: ARC accommodations; extra-curricular scheduled activity; bereavement; recognized religious holidays; and extreme family emergency.  
In-Class Activities/Assignments – GRADED  
- This class places heavy emphasis on graded, in-class activities.  
- A large portion of your grade is based on in-class work  
  - MOST IN-CLASS ASSIGNMENTS = 25 POINTS.  
- In-Class Activities/Assignments include: textbook exercises; small/large-group work; small-group projects; writing assignments; reading summaries; and others as assigned.  
  - MISSED IN-CLASS GRADED ACTIVITIES CANNOT BE MADE UP  
  - SEE: “Late Assignments & Makeup Policies”  
  - Exceptions: SEE: Attendance Exceptions (above). |
| STUDENT EXPECTATIONS | Attend each class session  
ARRIVE ON TIME!  
Adhere to device-use policies  
Actively participate in class activities  
- Active participation includes a combination of: 1.) ENGAGING in class discussions by speaking in class; 2.) CONTRIBUTING to small-group discussions/assignments; 3.) ASKING questions; 4.) OFFERING relevant info in class; 5.) POSTING relevant info on class Discussion page. |
| Class Prep | You are expected to be prepared for each and every class session.  
Class prep includes:  
  - 1.) Completing assigned work BY DUE DATE  
  - 2.) Annotating readings and/or taking notes on readings  
  - 3.) BRINGING ALL MATERIALS TO CLASS  
In-class grades activities will not be able to be complete adequately if you do not follow the above steps prior to coming to class.  
NOTE: Lectures & In-Class Activities will NOT cover all content contained in assigned
### Student Expectations (cont.)
- Reading materials due to time constraints
  - You are responsible for learning content from all assigned readings regardless if it is discussed in class.

### Save Work
- Technology fails…back up your work.
- SAVE copies of your assignments in case your online submission is not received.
- Keep all work on file until you’ve received final grade for the course in case of a dispute.

### Classroom Decorum
**R-E-S-P-E-C-T**
- Instructor places a high value on respect
- From Urban Dictionary: *It means valuing each other’s points of views. It means being open to being wrong. It means accepting people as they are. It means not dumping on someone because you're having a bad day. It means being polite and kind always, because being kind to people is not negotiable. It means not dissing people because they're different to you. It means not gossiping about people or spreading lies.*
- Course content and discussions will produce a diversity of views.
- You certainly do not have to agree with someone’s view.
- You DO have to act in a respectful manner.
- **Examples of disrespect:**
  - ARRIVING LATE!
  - TEXTING DURING CLASS!
  - Using electronics other than as listed below

### Electronic Device Policy
- Devises may be used during class for note taking, accessing Canvas and materials, and research.
- NO TEXTING/SOCIAL MEDIA USE IN CLASS (unless otherwise instructed)
- Students will be notified of policy abuses

### Disclaimer
**Expect exposure to controversial subjects and graphic topics including images, language, videos, and music. Content and materials will challenge you and may make you feel uncomfortable. Content and materials may be disturbing.**

### Academic Accommodations
Webster University makes every effort to accommodate individuals with academic/learning, health, physical and psychological disabilities. To obtain accommodations, students must identify themselves and provide documentation from a qualified professional or agency to the appropriate campus designee or the ADA Coordinator at the main campus. The ADA Coordinator may be reached at 314-246-7700 or disability@webster.edu.

If you have already identified as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor of the accommodations you will require for this class at the beginning of the course.

Additional support and resources may be accessed through the Academic Resource Center (ARC). Support and resources include academic counseling, accommodations, assistive technology, peer tutoring, plagiarism prevention, testing center services, and writing coaching. Visit www.webster.edu/arc or Loretto Hall 40 on the main campus for more information

### Academic Integrity & Professional Conduct Code
Academic dishonesty is a serious offense because it undermines the bonds of trust and honesty between members of the community and defrauds those who may eventually depend upon our knowledge and integrity. Such dishonesty consists of:

- **Cheating:** Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- **Fabrication:** Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Facilitating Academic Dishonesty:** Intentionally or knowingly helping or attempting to help another to violate any provision of this Code.
- **Plagiarism & Cheating:** Webster University strives to be a center of academic excellence. As part of our Statement of Ethics, the University endeavors to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all other forms of academic dishonesty. Academic dishonesty is unacceptable and is subject to a
disciplinary response. The University reserves the right to utilize electronic databases, such as Turnitin.com, to assist faculty and students with their academic work.

Any student who deliberately or unintentionally submits an assignment as his/her own work that is in any part taken from another person’s work without proper acknowledgment is guilty of plagiarism. That includes downloading papers or other information from the Internet, and claiming it as one’s own. Punitive action for a student guilty of plagiarism or cheating may include a grade of “F” for the assignment or dismissal from the course with a grade of “F” – at the discretion of the instructor.

**By accepting this syllabus and remaining enrolled in this course, you agree to abide by this Code of Academic Integrity and Professional Conduct.**

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**TITLE IX STATEMENT**

Title IX makes it clear that violence and harassment based on sex and gender is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, contact campus advocate: (800) 981-9804 or (314) 968-7030; or the 24-hour emergency line: (314) 422-4651.

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**UNIVERSITY POLICIES**

**University Grading Standards:**

The Undergraduate Catalog provides these guidelines and grading options:

- **A, A+**: superior work in the opinion of the instructor
- **B+, B**: good work in the opinion of the instructor
- **C+, C**: satisfactory work in the opinion of the instructor
- **D+, D**: passing, but less than satisfactory work in the opinion of the instructor
- **I**: incomplete work in the opinion of the instructor
- **ZF**: An incomplete which was not completed within one year of the end of the course
- **F**: unsatisfactory work in the opinion of the instructor, no credit is granted
- **W**: withdrawn from the course
- **IP**: course in progress
- **WV**: course waived, no credit granted
- **WF**: Unofficial Withdrawal: A student enrolled for the course, did not withdraw, and failed to complete course requirements. Used when, in the opinion of the instructor, there is insufficient completed work to evaluate academic performance. **WF is treated the same as an F or NC for all cases involving GPA, academic warning, probation, and dismissal**

**Incompletes Grades** – A grade of Incomplete ('I') may be assigned by the instructor in extenuating circumstances where the student has satisfactorily completed major components of the course and has the ability to finish the remaining work without re-enrolling. The instructor determines the appropriateness of a grade of I, establishes the remaining requirements, and determines a deadline for course completion. These requirements for resolution of the I grade are generally documented with a 'course incomplete' form. All other grades are final and may not be changed.

*This course is governed by the University’s policies, as published in the University catalog.**

**Drops and Withdrawals:** Please be aware that the Drop/Add and Withdrawal dates are listed each semester on the University website, in the University catalog and in the Course Description book. If the course is dropped within the Drop/Add period, no notation of the course will appear on the student’s transcript. Withdrawals take place after the published Drop date and a “W” in the course will appear on the student’s transcript.
**STUDENT LEARNING OUTCOMES**

By the end of the semester, student will be able to:
- Examine seminar content themes across disciplines and perspectives
- Identify authors’ theses and demonstrate understanding of authors’ arguments
- Express insights about content themes persuasively and clearly in writing and through oral communication methods
- Conduct undergraduate research on a social movement topic
- Contribute data to the social movement topic
- Disseminate research findings to appropriate community audience

**COURSE MATERIALS**

6. Additional readings as assigned

**CLASS SESSIONS**

Each class session will follow the “Daily Agenda” according to the format example below. The Daily Agenda is designed to inform students of what will be covered in each class session as well as what will be coming up shortly.

**DAILY AGENDA EXAMPLE:**

Day/Date (Today’s Topic)
1. ANNOUNCEMENTS: Inform students of relevant activities occurring on and off campus.
2. ASSIGNMENT(s): – Lists new assignments; class preps, reminder of due dates, notice of what’s ahead
3. DIVERSIONS: Show lighter side of course content via brief social media clips, images, and audio files
4. TODAY´S NEWS: Links current events with classroom content/topics
5. CLASS LECTURE/ACTIVITY/DISCUSSION: Details main focus of class session including lecture topic(s) and class activities/discussion sessions.

**GRADING**

Students Will Be Graded As Follows:

**IN-CLASS:** 40%
- Attendance
- Class Participation (SEE: Class Participation – Graded)
- Writing Responses
  - Brief writing about assigned readings/assignments and/or topical news items
- Oral Presentations
  - Individual & Small Group
- Discussion:
  - Small- and Large-Group Activities

**OUTSIDE-CLASS:** 25%
- Reading Notes/Question Sets
- Online Discussion Posts
- Essay Papers

**EXPERIENTIAL COMPONENTS – Final:** 35%

**GRADES**
- Posted regularly; student is responsible for checking grade status on Canvas

**MAKING SENSE OF GRADE % & GRADING SCALE**

**In-Class Work**

You Will Receive Points Each Day For:
- Showing up – Attendance (10 points)
- Participating in in-class discussions – Participation
- Completing in-class activities – In-Class Graded Activities (Usually 25 points)

To Successfully Accomplish the Above:
1. You must come to class having read and/or completed all assigned homework due that day.
2. You must participate in in-class activities.
3. You must bring reading and other class materials AND notes to each class period.

What Happens If I’m Not Prepared For Class?

If you don’t show up because you didn’t read and/or complete all assigned work due that day, you will:
- NOT receive points for:
  - Attendance (-10)
  - In-Class Assignments (-25)

String a few of those together and your grade percentage will fall. Better to show up unprepared than to blow off class!! However, being unprepared and/or missing assignments are habits you don’t want!!

Outside-Class Work

You Will Receive Points For:
- Submitting (correctly) homework by due date/time

What Happens If I Miss A Deadline?
- Risk not being prepared for class
- Point deduction

Late Assignments:
- Assignments are due according the posted deadline.
- Assignments are also included in The Daily Agenda
- If student misses a deadline, student can petition professor to accept a late assignment. However, if a student repeatedly misses deadlines, the petition process is revoked.
- In-class assignments are based on accomplishing a task WITHIN that class period. Once the class period is over, so is the assignment. In-class assignments CANNOT be recreated/replicated to accommodate an absent student. THEREFORE: In-class, assignments CANNOT be made up.
- EXCEPTIONS: SEE: Attendance Policy Exceptions

Note-Taking

In-Class Notes
- Note-taking during class is highly recommended
Note taking is a critical component of this course. You do not have to record every word uttered in class, but strive to capture relevant information on: the main discussion points; general reaction of the class (was there agreement / disagreement); your take on the discussion, and any questions/confusion you have regarding the topic.

Grading Scale

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<tr>
<th>Final percentage grades translate as follows:</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
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<td>96 - 100%</td>
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</table>
I. Experiential Project

II. Defining Social Movements

III. History of Social Media/Technology

IV. Social Movement Theories

V. Social Justice/Activism

VI. Case Study: The Protest Cycles of the 1960s – Part I
   A. American Civil Rights Movement
   B. Apartheid

VII. Case Study: The Protest Cycles of the 1960s – Part II
   A. Black Panthers
   B. Student Activism/Vietnam

VIII. Case Study: Women’s Movement
   A. First, Second, and Third Waves

IX. Case Study: LGBTQ+ Movement
   A. Transgender Movements

X. Case Study: Counter Movements
   A. American Right-Wing Movement + Tea Party Movement
   B. Alt-Right & White Nationalism
   C. Antifa
   D. Extremist
   E. Global

XI. Case Study: New Movements
   A. BLM
   B. Occupy
   C. Student Activism 2.0
   D. Global
• Experiential Project
  o Research Methods – The Basics Walliman

• Defining Social Movements
  o A Primer on Social Movements, Snow & Soule
  o Four Stages of a Social Movement, Christiansen

• History of Social Media and Technology
  o Writing on the Wall, Standage
  o Social Movements and New Technology, Carty
  o Social Movements, Staggenborg

• Social Movement Theories
  o Social Movements, Staggenborg

• Social Justice and Activism
  o “Five Faces of Oppression” Young
  o “Social Justice in a Socially Unjust World” Reisch
  o “Human Rights & Root Causes” Marks
  o “Theory of Justice” Rawls
  o Social Movements and New Technology, Carty
  o “Understanding White Privilege” Kendall

• The Protest Cycles of the 1960s – Part I
  o “Letter from Birmingham Jail” King, Jr.
  o Social Movements, Staggenborg

• The Protest Cycles of the 1960s – Part II
  o “The Rise of New Left Student and Anti-War Movements”

• Women’s Movements
  o Social Movements, Staggenborg
  o “Feminism is for Everybody” bell hooks
  o “Women as Sex Objects and Victims in Print Advertisements” Stankeiwicz & Rosse

• LBGTQ+ Movements
  o Social Movements, Staggenborg

• Counter Movements
  o Social Movements, Staggenborg
  o Social Movements and New Technology, Carty
  o Ferguson’s Fault Lines: The Race Quake That Rocked a Nation, Norwood
  o “Activism or Slacktivism? The Potential and Pitfalls of Social Media in Contemporary Student Activism” Cabrera, Matias, and Montoya
1. Weekly Discussion Posts: Theme-Related – **DUE WED @ 11:59PM**
2. Weekly Discussion Posts: Current Events – **DUE SUN @ 11:59PM**
3. Research Papers
   a. Mid-Term: Ethics Themed
   b. Final: Future Themed
4. Experiential Project – **ONGOING SEMESTER LONG**
   a. Theme TBD
   b. Research and Focus Groups
   c. Final Oral Presentation
   d. RAD Conference
5. Defining Social Movements – **JANUARY 16—23**
   a. Discussion – What is a Social Movement?
   b. Readings/Question Sets/Reflections/Activities
      i. Ch. 1 Five Elements of Social Movements, Snow & Soule
      ii. **Four Stages of a Social Movement**, Christianson
6. History of Social Media and Technology – **JANUARY 24—30**
   a. Readings/Question Sets/Reflections/Activities
      i. **Introduction**, Ch. 1, Ch. 2, Standage
      ii. **Introduction**, Carty
      iii. Social Movements and New Technology, Staggenborg.
      iv. **Cicero’s Web Discussion Group Questions**
7. Social Movement Theories – **JANUARY 31—FEB. 1**
   a. Readings/Quiz:
      i. Ch. 2 Social Movement Theories, Staggenborg.
8. Social Justice and Activism – **FEB. 2—15**
   a. Readings/Question Sets/Reflections/Activities:
      i. **Five Faces of Oppression**, Young
      ii. “Beads of Privilege” + Reflection
      iii. Social Justice in a Socially Unjust World, Reisch
      iv. Human Rights & Root Causes, Marks
      v. Theory of Justice, Rawls
      vi. Chapter 4, Arab Spring, Carty
      vii. **Understanding White Privilege**, Kendall
viii. “Systemic Problems”

   a. Readings/Question Sets/Reflections/Activities:
      i. Analysis: “Letter from Birmingham Jail”
      ii. American Civil Rights Movement
      iii. Global Stage: Apartheid

10. The Protest Cycles of the 1960s – Part II – **FEB. 23—MARCH 1**
    a. Readings/Question Sets/Reflections/Activities:
       i. “Black Panthers”
       ii. “The Rise of New Left Student and Anti-War Movements”

11. Women’s Movements – **MARCH 2—20** (SPRING BREAK MARCH 12—16)
    a. Readings/Question Sets/Reflections/Activities:
       i. The Women’s Movement, Staggenborg
       ii. Feminism is for Everybody, bell hooks
       iii. Objectification of Women
       iv. Global Stage: India

12. LBGTQ+ Movements – **MARCH 21—27**
    a. Readings/Question Sets/Reflections/Activities:
       i. Trans Rights – TEDTalk and DOJ Reading
       ii. Ch. 6 LGBT Movement, Staggenborg
       iii. Global Stage: Gay Rights in Russia & Africa

13. Counter Movements – **MARCH 28—APRIL 10**
    a. Readings/Question Sets/Reflections/Activities:
       i. Ch. 8, American Right-Wing Movement, Staggenborg
       ii. Antifa
       iii. Alt-Right & White Nationalism
       iv. Global Stage: Germany & Austria

14. New Movements – **APRIL 11—24**
    a. Readings/Question Sets/Reflections/Activities:
       i. Ch. 5, Occupy, Carty
       ii. “BLM + Ferguson”
       iii. Student Activism 2.0
       iv. Global Stage: South America

15. Experiential Project Final – **APRIL 25—MAY 10**
SYLLABUS GALLERY

CHECK OUT YOUR COLLEAGUES' SYLLABI FROM ACROSS DISCIPLINES!

02.12.18
WEBSTER UNIVERSITY TEACHING FESTIVAL