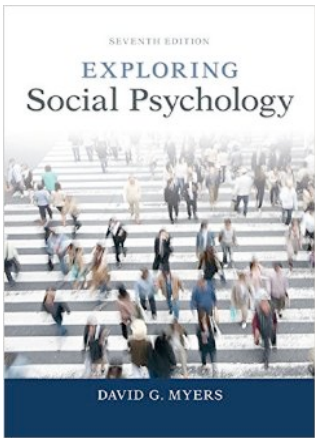


**University of North Texas at Dallas**  
**Fall 2016**  
**SYLLABUS**

<b>PSYC: 3100 Social Psychology; 3Hrs</b>	
<b>Department of</b>	<b>Sociology &amp; Psychology</b>
<b>Division of</b>	<b>Liberal Arts &amp; Sciences</b>
<b>Instructor Name:</b>	Dr. Priya Eimerbrink
<b>Office Location:</b>	DAL2 225
<b>Office Phone:</b>	972.338.1568
<b>Email Address:</b>	<a href="mailto:priya.eimerbrink@untDallas.edu">priya.eimerbrink@untDallas.edu</a> Please label subject line "Social Psychology" in ALL e-mails
<b>Office Hours:</b>	MW: 4:00-5:30 PM; Tu: 11:30 AM – 12:30 PM (virtual), 12:30-2:00 PM; Th: 11:30 AM – 12:30 PM; By Appointment
<b>Classroom Location:</b>	DAL2 212
<b>Class Meeting Days &amp; Times:</b>	MW: 2:30 – 3:50 AM
<b>Course Catalog Description:</b>	Survey of psychological research and theory on social behavior with attention to person perception, interpersonal attraction, group processes, attitudes, helping behavior, aggression and applied social psychology.
<b>Prerequisites:</b>	1630D or 1650D
<b>Required Text:</b>	<div style="display: flex; align-items: flex-start;">  <div style="margin-left: 20px;"> <p>Myers, D. G. (2014). Exploring Social Psychology (7th edition). New York: McGraw-Hill Education. (e-book with accompanying connect plus software plus access - connect access card) ISBN: 9781259305863</p> <p><i>*Using older versions of the text is not recommended and should be done at the student's own risk. Exams, class material, and class discussions will all come from the 7<sup>th</sup> edition</i></p> <p><u>Chapter Course Readings</u>            *All class readings should be completed prior to the class day they are discussed. That is, I operate under the assumption that all students have read all material and are ready to converse on its contents prior to the class in which the information will be presented.</p> </div> </div>
<b>Access to Learning Resources:</b>	UNT Dallas Library: phone: (972) 338-1616; web: <a href="http://www.untDallas.edu/our-campus/library">http://www.untDallas.edu/our-campus/library</a> UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: <a href="mailto:1012mgr@fhcg.follett.com">1012mgr@fhcg.follett.com</a>
<b>Course Goals or Overview:</b>	
	Specifically, this course is designed to assist students to: <ol style="list-style-type: none"> <li>1. Increase knowledge regarding important empirical findings in social psychology.</li> <li>2. Communicate the research methods employed by social psychologists, and the ability of those methods to properly evaluate evidence. More specifically, this course will illustrate the manner in which social psychologists approach questions about the human condition – from developing theories, to generating hypotheses, to designing experiments, to analyzing results.</li> <li>3. In the opportunity to practice and apply their knowledge of social psychological principles through active group demonstrations.</li> <li>4. Develop written/oral communication and critical thinking skills within the major research/theoretical contexts of social psychology.</li> </ol>

<b>Learning Objectives/Outcomes:</b> At the end of this course, students will be able to	
1	Know, understand and apply principles, concepts, and major perspectives of social psychology
2	Know, understand, and analyze the scientific method and research results in social psychology.
3	Exchange ideas effectively via oral/verbal communication with peers.
4	Exchange ideas effectively via written communication.
5	Demonstrate critical thinking
7	Apply humanistic principles to group-centered, intellectual exchanges and tasks.

## Course Outline

“As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Any changes to this schedule will be communicated in class.”

– Dr. Eimerbrink

TOPIC	ASSIGNMENTS	BEFORE CLASS READING	TIMELINE
Introduction to Class/ Research Methods		Syllabus, Modules 1 & 2	8/22-8/24
The Self		Modules 3 & 4	8/29-8/31
<b>Day Before Class (not a class day)</b>	<b>Essay 1 Due: Self-Concept Reflection</b> via Blackboard by 11:59 PM 8/30		<b>8/30</b>
<b>LABOR DAY - NO CLASS</b>			9/5
Social Cognition I		Modules 5 & 6	9/7-9/12
Social Cognition II		Modules 7 & 8	9/14-9/19
<b>Day Before Exam #1 (not a class day)</b>	<b>Connect Due: LearnSmart Exam 1 Material</b> (Available 12:00 AM 8/22- 11:59 PM 9/20)		<b>8/22-9/20</b>
<b>Exam #1</b>		<b>Modules: 1-8</b>	<b>9/21</b>
Stereotypes & Prejudice		Modules 22 & 23	9/26-9/28
Attitudes & Attitude Change I		Modules 9 & 15	10/3-10/5
<b>Day Before Class (not a class day)</b>	<b>Essay 2 Due: Attitude Change</b> via Blackboard by 11:59 PM 10/9		<b>10/9</b>
Attitudes & Attitude Change II		Modules 16 & 17	10/10-10/12
Conformity & Obedience		Module 14	10/17-10/19
<b>Day Before Exam #2 (not a class day)</b>	<b>Connect Due: LearnSmart Exam 2 Material</b> (Available 12:00 AM 9/22- 11:59 PM 10/23)		<b>9/22-10/23</b>
<b>Exam #2</b>		<b>Modules: 9, 14-17, 22-23</b>	<b>10/24</b>
Group Dynamics		Modules 18, 19 and 20	10/26-10/31
<b>Day Before Class (not a class day)</b>	<b>Essay 3 Due: Persuasion</b> via Blackboard by 11:59 PM 11/1		<b>11/1</b>
Peacemaking & Altruism		Modules 29 and 30	11/2-11/7
Close Relationships		Modules 26 and 27	11/9-11/14
<b>Day Before Class (not a class day)</b>	<b>Essay 4 Due: Minority &amp; Majority</b> via Blackboard by 11:59 PM 11/15		<b>11/15</b>
Aggression		Modules 24 and 25	11/16-11/23
<b>Day Before Exam #3 (not a class day)</b>	<b>Connect Due: LearnSmart Exam 3 Material</b> (Available 12:00 AM 10/24- 11:59 PM 11/27)		<b>10/24-11/27</b>
<b>Exam #3</b>		<b>Modules: 18-20, 24-7, 29-30</b>	<b>11/28</b>
In-Class Work on Applied Social Psychology			11/30-12/5
<b>Final Exam Slot = Group Presentations</b>	<b>5:00 PM - 7:00 PM</b>		<b>12/12</b>

## Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

### **EXAMS (100 points apiece)**

Students will have three formal opportunities throughout the semester to demonstrate their knowledge and their ability to critically think about and apply class material. All exams will be non-comprehensive and will cover material from class lectures, the textbook, audio/visual media, exercises, and class discussions. Each exam will be worth 100 points and will consist of multiple choice, short answer, and or/or essay questions. Students may drop their lowest test score. Grades will be posted on **Blackboard** and you will need to have access to your account. ***I will not e-mail individual grades to students for security reasons.*** It will be your responsibility to obtain access to your grades. Students who wish to find out what questions they missed on examinations may meet with me in my office (***I encourage all of you to do this!***). You are expected to be in class and on time for exams. **If a student is tardy the day of an examination, he or she will not be permitted to take the exam if any class member has already turned in a completed exam.** Please be sure to arrive **on time.**

### **ATTENDANCE (25 points)**

*I will take attendance everyday during the course of the semester. **Each class attended will be worth 1-attendance points (i.e., being present during the entire class).*** I may take attendance more than once during a lecture; I will then calculate your attendance grade based on the maximum number of points possible (e.g., 1 point) divided by the number of times I take attendance on that day. Attendance will be worth a maximum of 25 points. Class meets 29 times during the semester with a student being able to miss four classes for ANY reason and still have perfect attendance at the end of the semester. ***It is highly recommended that these "misses" be saved for emergencies (e.g., major illnesses, family emergencies). You will NOT be excused for any absences since you can miss three classes and still have perfect attendance. Do NOT ask me to do otherwise. Please also note that the course starts the first day of the semester and attendance will be taken starting with the first day of the class.***

### **CONNECT LEARN SMART ASSIGNMENTS (100 points)**

Learn Smart is an interactive text designed to help you review the material learned in each chapter. The Learn Smart system continually adjusts to your level of content mastery:

- Each assignment will appear in a content folder corresponding to the exam it appears in.
- All Learn Smart Assignments in a given content folder **MUST** be completed by 11:59 PM on the night prior to the exam it corresponds with (e.g. all Learn Smart Assignments for Exam 1 **MUST** be completed by Tuesday, September 21<sup>st</sup> at 11:59 PM - see syllabus for all due dates).
- Each chapter on average will take approximately 15 minutes to 20 minutes to complete and will include between 20-40 questions.
- Scores are assigned based on the percentage of mastery for each assignment.
- Each Learn Smart Assignment will be worth 4.5 points.
- As due dates are explicitly listed in the syllabus with ample time to complete each assignment, **THERE WILL BE ABSOLUTLY NO MAKES OF LEARN SMART ASSIGNMENTS. No exceptions!**
- The Learn Smart Assignment can be accessed on your iPhone or iPad and synced with your Blackboard:
  - Go here to download the iphone app\*:
    - <https://itunes.apple.com/us/app/learnsmart/id365879172?mt=8>
- All work completed on the iPhone/iPad app **WILL** sync with Blackboard. However, you **MUST** check in via computer once per chapter to get the mobile work to sync.
- You need to complete 22 assignments to earn your full 100 points. Additionally completed assignments will count as extra credit (i.e. you can earn up to 8 extra credit points for completing all 24 assignments)

### **IN-AND OUT-OF-CLASS-ASSIGNMENTS/CLICKER2 PARTICIPATION (25 Points)**

An additional 25 points will be assigned for participation in class discussion questions (via the i>Clicker2) or through in or out-of-class activities. Participation points will be based on the percent of participation. For example, only students who participate 100% of the time, will receive the full 25 points. Students who participate 95% of the time will receive 24 points, and so forth. ***There will be no "make-ups" for class participation (for any reason)***

### **QUESTION LEADER (25 points possible for every session led)**

To facilitate critical analysis of the reading, each student will need to come up with 2 “thought provoking” questions designed to evoke discussion from the entire class **two** times over the course of the semester. At the conclusion of each class period, I will ask for volunteers (at least 3-4 individuals) to ask their questions at the beginning of the next class session. Each student will also need to set up their questions with the readings and thought processes that lead them to pose the question. **No late questions will be accepted.** If there are no volunteers, I will randomly select students to lead. Each student will also need to turn in a one page, typed 12-point font, Times New Roman in APA format document outlining their understanding (i.e. a synthesis) of the material they read and how it lead to the question they are posing. Written submissions turned in with any amount of information directly copied from the book will not be accepted. Additionally, such submissions will be considered plagiarism and will be dealt with following strict university sanctions. Written documents accompanying the in class question leader presentation must be turned in at the beginning of the next class session in which the student is presenting. **No late questions will be accepted. You are required to have led discussion AT LEAST ONCE before the mid-point of the semester (3/8); otherwise 25 points will be automatically deducted from student’s overall Question Leader grade.**

### **SHORT ESSAY PAPERS (25 points each)**

You will be required to complete 4 short essay papers worth 25 points each. Each essay (see prompts below) will give you a chance to think reflectively and expansively about specifically covered course topics. Your paper assignments should be a full 2-3 pages, double spaced, in times new roman font and formatted using APA guidelines. **Papers MUST BE turned in via Blackboard by 11:59 PM on the specific due date (see syllabus)**. Because ample time is give to complete each essay assignment, **ABSOLUTLY NO LATE PAPERS WILL BE ACCEPTED, OR PAPERS NOT SUBMITTED THROUGH BLACKBOARD!** Please do not e-mail or bring in hard copies of your paper to turn in. **Each essay will correspond to the below prompts:**

#### Essay 1: Self-Concept Reflection (due 11:59 PM on 8/30 via Blackboard)

Who are you? Tell me about yourself and provide a photograph that represents you. We will discuss your responses when we talk about self-concept and related concepts like self-monitoring.

#### Essay 2: Attitude Change (due 11:59 PM on 10/9 via Blackboard)

Identify an attitude you have now that you used to view differently. Describe your attitudes at both times. The attitude can be anything from big-picture attitudes like the nature of justice, to political attitudes like racial tensions, to everyday attitudes like a preference for one product over another. Consider the ways attitudes are defined; what type of attitude was, and is, this attitude for you? Describe your process of attitude change using social psychology concepts.

#### Essay 3: Persuasion (due 11:59 PM on 11/1 via Blackboard)

Find and provide an advertisement or other persuasive appeal (from any medium). Consider if it was persuasive to you. Ask a few others to look at it and consider their reactions too. Analyze the methods it uses to persuade. How do the advertisement and your reactions relate to social psychology?

#### Essay 4: Minority & Majority (due 11:59 PM on 11/15 via Blackboard)

Choose a minority group and read websites / blogs of group members discussing a particular issue. How do members of the minority make attributions similarly or differently from you? Did you experience the out-group homogeneity effect about them? Did they experience it about you? Minority groups can be defined broadly to include any kind of ethnicity, political belief, professional perspective (e.g., business leaders, teachers) or group created by others with authority (e.g., those in prison, those with a mental illness). The only constraints to choosing a group is that you should not be a member of the group and you should not spend time actively opposing the group.

### **APPLIED SOCIAL PSYCHOLOGY (100 points)**

Toward the beginning of the semester, each student will be assigned to a group consisting of fellow students enrolled in the course. As a group, it will be your task to complete an “Applied Social Psychology Assignment” for an end-of-semester presentation/paper.

Demonstrations are a fun way to bring psychology to your friends and family. And as a bonus, you can come back and tell the class what happened! Each group will pick one demonstration to try out on a handful of people (i.e., between 15-20 people). You will then report to the class what you did and what you found, and write a short paper summarizing your findings.

### Presentation (40 points)

- Describe the phenomenon (information from the text and class).
- Describe what you did. That is, your method (show us your stimulus materials)
- Describe what happened – did most people conform to expectations? If not, why do you think they didn't?
- 

This presentation needs, more than anything, to be CLEAR! Presentations will also be evaluated on style, clarity of materials/presentation, effective use of PowerPoint, etc. The length of this presentation will be determined by the number of students in the class, and will be announced during the semester. The presentation will be made during our final exam day/time (5:00 – 7:00 PM 12/12), and each member of the group should participate in some part of the actual presentation.

### Paper (60 points)

The paper should follow the format of an empirical research report and should be formatted using APA guidelines.

- In the introduction, describe the phenomenon briefly (probably in a couple of paragraphs).
- In the method, mention how many people you included and why you chose those people. Describe the task you had people do.
- The results will be descriptive – in general what did people do, what was their reaction? Did it go as planned? Averages may be good to include too, if appropriate.
- Finally, the discussion section should simply focus on whether or not the demonstration “worked” overall, and why you think it did (or didn't). You should include any stimulus materials as well. Your paper will need to be between (3-4 pages) to accurately describe the sections above. The paper will be graded on organization, clarity, and demonstration of critical thinking (particularly in the discussion section). The paper is due on the same day you do your presentation (5:00 PM 12/12).

#### **Grading Matrix:**

<b>Instrument</b>	<b>Value (points and percentages)</b>	<b>Total</b>
Exams	2 exams at 100 points each	200
Connect Learn Smart Assignments	24 assignments at 4.5 points each (22 needed to earn full points)	100
Applied Psychology Project	1 paper/presentation	100
Short Essays	4 essays at 25 points each	100
Question Leader	2 assignments at 25 points each	50
Class Participation/ Assignments	Group Discussion, clicker questions, etc	25
Attendance	1 point per day	25
<b>Total:</b>		<b>600</b>

#### **Grade Determination:**

A = 600 – 540 pts; i.e. 90% or better  
B = 539 – 480 pts; i.e. 80 – 89.9 %  
C = 479 – 420 pts; i.e. 70 – 79.9 %  
D = 419 – 360 pts; i.e. 60 – 69.9 %  
F = 359 pts or below; i.e. less than 60%

You will not be graded on a curve. Grades are assigned on individual performance based on straight percentage scores. ***I make it a policy not to “bump” any final grade up to the next higher grade.*** Please do not ask me to do otherwise.

## **University Policies and Procedures**

### **CELL PHONE POLICY**

Cell phones are NOT to be used during class time. Texting or taking phone calls during class will not be tolerated. Put your phone on silent and put it away.

## **HANDOUTS**

Course material will be available via Blackboard. PowerPoint slides will be available prior to lecture ONLY with entire class participation and attentiveness from the class period before. The use of cell phones (phone calls, texting, playing games, etc.), computers for non-related class activities (e.g. Facebook, online chatting, surfing of the internet, etc.), and side conversations of even a few individuals will force the slides of the following class periods lecture notes to NOT be posted for everyone. I have no problem posting my PowerPoint slides however, this is a benefit, and as such, I expect full attention while in class. If it becomes apparent that individual students are not actively engaging in the learning process during that days lecture, then the entire class will be held responsible for taking their own notes for the subsequent class period.

You are responsible for downloading material PRIOR to class if you want them (and they are available). If you do not own a computer, there are computers available for you to use on campus (e.g., main library). Slides are subject to change without notice. Posted slides are only meant to supplement note taking, not replace it. **Indeed I expect to see students taking notes given that active note taking aids in better retention and learning of the material.**

Here are some websites that can provide you with information on how to more effectively take notes and study:

- <http://academictips.org/>
- <http://www.rasmussen.edu/student-life/blogs/college-life/how-to-study/>
- <http://www.dartmouth.edu/~acskills/success/notes.html>
- <http://www.how-to-study.com/>

## **E-MAIL COMMUNICATION**

When communicating with instructors and other professionals, you are expected to communicate in a professional and formal manner. This includes addressing your audience using their proper title, using proper grammar, and using proper spelling. Indeed, how you deliver your message is often as important as the message itself. Thus, I expect you to communicate professionally when e-mailing me (and to use your grammar and spell-check functions before you send me an e-mail).

***Students are also required to use their UNT-Dallas e-mail account in this class.*** The University of North Texas at Dallas has adopted the University email address as an official means of communication with students. I will not send e-mails to alternate accounts. Students are responsible for checking their e-mail regularly.

Important information will be sent via Blackboard. With this in mind, you should either routinely log into Blackboard or forward your Blackboard messages to your e-mails. *I will not answer e-mails sent via Blackboard. Please send all e-mails to my faculty e-mail address [priya.eimerbrink@untdallas.edu](mailto:priya.eimerbrink@untdallas.edu).*

## **EXPECTATIONS FOR OUT-OF-CLASS-STUDY**

A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class during a regular 15-week semester. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading, study, etc. for a 15-week semester. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 30 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, taking exams, doing out-of-class assignments, etc.

## **STUDENTS WITH DISABILITIES (ADA COMPLIANCE)**

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call Laura Smith at 972-780-3632.

## **STUDENT EVALUATION OF TEACHING EFFECTIVENESS POLICY**

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

## **ASSIGNMENT POLICY**

There will be no "make-ups" or acceptance of late work (for any reason).



## **EXAM POLICY**

You are expected to be in class and on time for exams. **If a student is tardy the day of an examination, he or she will not be permitted to take the exam if any class member has already turned in a completed exam.** Please be sure to arrive **on time!** If you miss an examination due to an **instructor-approved** absence (e.g. military assignment, religious holiday, illness/hospitalization, death in the family, funeral, etc.), they will be given a make-up exam and will be required to take it at a time approved by the instructor (**not** during class time). Students will have **one week** from the missed exam to provide me with documentation to legitimizing the absence, otherwise they will receive a zero for that exam. If student miss an examination due to an unapproved reason (e.g. woke up late, traffic, etc.), **they will not be able to make up the examination and will receive a zero on the exam issued.** You are expected to be in class and on time for exams. **If a student is tardy the day of an examination, he or she will not be permitted to take the exam if any class member has already turned in a completed exam.** Please be sure to arrive **on time.**

## **ACADEMIC INTEGRITY**

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at [http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic\\_Integrity.pdf](http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic_Integrity.pdf) for complete provisions of this code.

In addition, all academic work submitted for this class, including exams, papers, and written assignments should include the following statement:

**On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.**

## **BAD WEATHER POLICY**

*On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.*

## **ATTENDANCE POLICY**

Class attendance and participation are vital to grasping course content. Students who miss class are required to find out what they missed and to acquire class notes, assignments, and missed material from another student prior to the next class period. I encourage you to exchange emails and/or phone numbers with at least two others students in this section. I expect you to be on time for all class meetings. If you are late, you risk missing important, announcements, directions, discussions, and extra credit opportunities. You are still responsible for any information that is covered and I will not spend time repeating information. Be courteous, be on time, and do not socialize during class.

Attendance will be taken in class via the i>Clicker2 response pad and will count toward your attendance grade. You must be in the class at the time of attendance to get credit for attending the class. This is NOT a correspondence course (i.e., a distance education course); thus, you are expected to be in class and to participate in class. Students are NOT to "sign-in" their friends/classmates. Any student caught signing in a classmate will be turned into the university for academic dishonesty and will receive a final grade of 0 for both attendance and In-class assignment/participation (along with the student who requested he/she be signed in during their absence).

## **CONNECT LEARN SMART MODULES POLICY:**

As due dates are explicitly listed in the syllabus with ample time to complete them, THERE WILL BE ABSOLUTLY NO MAKES OF PRE-TESTS, POST-TESTS & LEARN SMART MODULES. No exceptions!

## **QUESTION LEADER**

No late question presentations or papers will be accepted. BE SURE TO BE ON TIME AND PRESENT AT THE BEGINNING OF CLASS ON YOUR SCHEDULED QUESTION LEADER DAY. **You are required to have led discussion AT LEAST ONCE before the mid-point of the semester (3/8); otherwise 25 points will be automatically deducted from student's overall Discussion Facilitation grade.**

**SHORT ESSAY PAPERS POLICY**

Papers **MUST BE** turned in via Blackboard by **11:59 PM** on the specific due date (see syllabus). Because ample time is give to complete each essay assignment, **ABSOLUTLY NO LATE PAPERS WILL BE ACCEPTED, OR PAPERS NOT SUBMITTED THROUGH BLACKBOARD!** Please do not e-mail or bring in hard copies of your paper to turn in.

**DIVERSITY/TOLERANCE POLICY:**

*Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate.*

**CHILDREN/UNAUTHORIZED PERSONS POLICY:**

No children or unauthorized persons may be brought to classes or during exams without prior instructor permission. Do not leave children unattended in university buildings and facilities.

**UNAUTHORIZED RECORDINGS POLICY:**

Students are not permitted to audio or video record lectures without prior approval from the instructor.