

# University of North Texas at Dallas

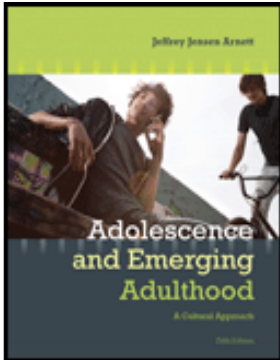
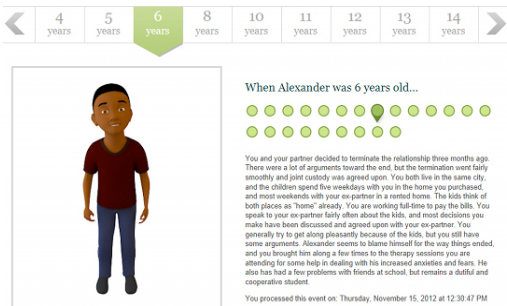
## FALL 2016

### SYLLABUS

#### PSYC: 3360 Psychology of Adolescence; 3Hrs

<b>Department of</b>	<b>Sociology &amp; Psychology</b>	<b>School 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 "Adolescence" 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 303		
<b>Class Meeting Days &amp; Times:</b>	TuTh: 10:00-11:20 AM		

<b>Course Catalog Description:</b>	A topical study of adolescent behavioral and psychological development with emphasis on theory, methods of inquiry, and practical implications.
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<b>Required Text:</b>	<p><b>Textbook:</b> Arnett, Jeffrey Jenson (2012). Adolescence and Emerging Adulthood 5<sup>th</sup> Edition</p>  <p>You may purchase an actual textbook or an online version of the book, which can be found at <a href="http://www.coursemart.com">www.coursemart.com</a>. Online versions of the text will run a little less than a physical text however access will be limited to between 90 - 360 days depending on the rental option purchased.</p> <p>*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 5<sup>th</sup> edition of the above stated text.</p> <p style="text-align: center;"><u>Chapter Course Readings</u></p> <p>* 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> <p><b>Other Material: Virtual Teen</b></p>  <p>*Bundle (Textbook &amp; Virtual Teen) – ISBN 9780205901050</p> <p>*Textbook Only – ISBN 9780205892495</p> <p>*Virtual Teen Only – ISBN 9780205800834</p>
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<b>Access to Learning Resources:</b>	<p>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></p> <p>UNT Dallas Bookstore:          phone: (972) 780-3652;          e-mail: <a href="mailto:1012mgr@fhg.follett.com">1012mgr@fhg.follett.com</a></p>
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**Course Goals or Overview:**

This course is designed to provide students with a contemporary understanding of adolescent behavior and psychological development through the examination of sociological, psychological, and physiological perspectives. Students will be exposed to adolescent theory and methods of inquiry for current research in this area. Topics in this course will also address familial, peer, schooling and cultural influences on adolescent development and will introduce and highlight themes that illustrate present-day investigation.

The goal of this course are as follows:

1. Students will be able to describe key concepts, principles, and overarching themes in adolescent psychology as well as be able to describe real world applications.
2. Students will be able to use scientific reasoning to interpret psychological phenomena, engage in innovative and integrative thinking and problem solving, and interpret, design, and conduct basic adolescent psychology research
3. Students will be able to apply ethical standards to psychological science and practice and adopt values that build community at local, national, and global levels.
4. Know the quantitative and qualitative research methods used by psychologists and understand and apply research findings to one's daily life
5. Develop an appreciation for the complexity of the human person and psychological processes involved in our experience, behavior, and interactions,
6. Gain academic skills that students will be able to use throughout their college experience (reading effectively, note taking, studying, etc.).

**Learning Objectives/Outcomes:** At the end of this course, students will be able to

1	Know, understand, and apply principle, concepts, and major perspectives in the psychology of adolescence.
2	Know, understand, and analyze the essential scientific methods and research results in the psychology of adolescence.
3	Exchange ideas effectively via oral/verbal communication with peers.
4	Understand possible career paths and areas of specialization in adolescent psychology
5	Demonstrate critical thinking.
6	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	Before Class Reading	Timeline
Overview	Syllabus	8/23
Introduction	Chapter 1	8/25-8/30
Biological Foundations	Chapter 2	9/1-9/6
Cognitive Foundations	Chapter 3	9/8-9/13
Cultural Beliefs	Chapter 4	9/15-9/20
Catch - up & Review Exam 1		9/22
<b>Exam 1 Available on Blackboard (Chapters 1-4 and Class Material) September 22 (12:30 PM) - September 27 (11:59 PM)</b>		
Gender	Chapter 5	9/27-9/29
The Self	Chapter 6	10/4-10/11
<b>Assignment 1 - DUE via Blackboard 10/11 at 11:59 PM</b>		
Family Relationships	Chapter 7	10/13-10/18
Friends & Peers	Chapter 8	10/20-10/25
Love & Sexuality	Chapter 9	10/27-11/1
<b>Exam 2 Available on Blackboard (Chapters 5-9 and Class Material) November 1 (12:30 PM) - November 6 (11:59 PM)</b>		
School	Chapter 10	11/3-11/8
<b>Assignment 2 - DUE via Blackboard 11/8 at 11:59 PM</b>		
Work	Chapter 11	11/10-11/15
Media	Chapter 12	11/17-11/21
<b>THANKSGIVING HOLIDAYS - No Class</b>		
Problems and Resilience	Chapter 13	11/24
<b>Virtual Child Assignment - DUE via Blackboard 12/1 at 11:59 PM</b>		
<b>Exam 3 Available on Blackboard (Chapters 10-13 and Class Material) December 1 (12:30 PM) - December 8 (11:59 PM)</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, administered through blackboard and will cover material from lectures, the textbook, audio/visual media, exercises, and class question/discussion posts. Each exam will be worth 100 points and will consist of 50-multiple choice questions. Students may drop their lowest test score.

Each exam will cover approximately 4 chapters and the corresponding lecture/class material. The tests will be available for a 5 day period (see syllabus for exam dates), and you will have one hour and 20 minutes to complete each test (i.e., you will not be able to continue after this time). For each exam, one question will be delivered at a time and backtracking (returning to previous questions) is not allowed. **You should not take** the test open book/open note (i.e., you should not look up answers). Therefore, you will need to **STUDY** for the exams.

Additionally:

- Questions will be drawn from text, lectures, videos, questions/responses, etc. covered during the semester.
- Questions and answers are given in randomized order.
- You may take the exam only once. **If you do not take the exam during the required period for any reason, it will be considered a “missed” exam.** For that reason, I recommend that you do not wait until the last hour. **Exams will end at 11:59 PM on the date specified (see syllabus for exact dates). I will not reset exams for any reason after 10:00 PM the night the exams are due (e.g. the last day to take exam 1 is 11:59 PM on 9/27 so I will not reset exams after 10:00 PM on that day). With this in mind, you will want to plan sufficient time to take your exams.**
- You should not discuss the questions with other class members. Be aware that the questions, sequence of questions, and the order of choices have been randomized. Assistance in answering the exam questions from another person or discussing exam items with other students of the class will be considered cheating (see policy on scholastic dishonesty). **Academic dishonesty and cheating will be viewed as serious matters and will not be tolerated. Such instances will be dealt with following strict university sanctions and students will be given a grade of ‘0’ for the exam.**
- You can drop your lowest exam grade. If you miss one exam (for any reason), this will be your “dropped” exam grade. If you miss more than one exam, you will get a 0 on each additionally missed exam. There will be **NO MAKE-UPS**.
- Exam **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 is your responsibility to obtain access to your grades.**
- Pending correctly following the test taking tips handouts that I have posted, the need for an exam reset is fairly unlikely. However, in the event that a reset is necessary, please send me an e-mail at [priya.eimerbrink@untDallas](mailto:priya.eimerbrink@untDallas) NOT through Blackboard. Exams will be reset based solely on my discretion so please ensure that you correctly follow proper test taking procedures.

### **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 four 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.**

### **QUIZZES (50 points)**

Students are expected to read assignments prior to the class in which the information will be discussed. Throughout the semester, I will give unannounced quizzes over the reading materials/class lectures to ensure students are keeping up with the material. Approximately 12-13 quizzes will be given during the semester. *Students will need their i>Clicker2 response pad to take their quiz.* Students must take 10 quizzes to attempt to obtain the total possible points (i.e., 50/50 points).

### **IN-AND OUT-OF-CLASS 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 participation. 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)***

### **OUT-OF-CLASS ACTIVITIES**

In addition to out-of-class participation, you will also have two out-of-class assignments throughout the semester (October 11<sup>th</sup>, November 8<sup>th</sup>). These assignments will be worth a total of 50 points and should be type written in size times new roman font using APA formatting. Descriptions of assignments can be found below:

The following out-of-class assignments will need to be completed throughout the semester. These assignments will be worth a total of 50 points and will need to be submitted through blackboard by 11:59 PM on the due date specified. ***There will be no acceptance of late assignments (for any reason).*** Below you will see a description, point allocation, and the due date for each assignment. Assignments should reflect both thorough work and independent thought. References MUST be cited for each assignment, and plagiarism or academic dishonesty will result in 0 for the assignment and a failure of the course. Please see section in your syllabus on Academic Integrity. If you have questions or concerns feel free to contact or schedule an appointment with me if you require any clarification on an assignment.

#### **1. Adolescents Today and Yesterday (Chapter 3) (Worth 20 points) – DUE October 11th**

Schwanenflugel (1987) suggests that interviews are an effective tool for teaching adolescent development. We would like you to interview adolescents on the specific topic(s) of development that have been covered during the chapter 3 lectures, and have you write summaries of your findings.

Schwanenflugel's structured interviews are designed to cover specific aspects of adolescent psychology, but you should not be afraid to deviate somewhat from the prepared questions. Also, remember that parental permission must be obtained before interviewing an adolescent.

#### **Sample Interview Assignment**

We will be discussing how perceptions of adolescence have changed in recent history. In preparation, you must interview an adolescent (between the ages of 12 and 18), and someone who is over 70. Find out about his or her adolescence and how it differed from that of today's adolescent. A list of suggested questions is provided below. However, you should develop your own.

Interview of Senior Citizen:

1. Did you attend high school? Did you want to? What kinds of subjects did you study? What kind of homework did you get? Did most of the adolescents in your neighborhood go to high school?
2. How many hours per week did you work (not including school-related work)? How much did you contribute to the family income? Did you want to go to work?
3. What were your clothes like? Were you concerned about fashion?
4. Did you date in high school? At what age were you allowed to date? What did you typically do on a date?
5. How did you and your friends spend your free time?
6. What was your most nagging problem as a teenager?
7. What do you see as the main difference between the teenagers of today and yourself as a teenager? What do you think of today's teenagers?

Interview of Adolescent:

1. How do you feel about school? How much time do you spend doing homework? What do you plan to do

when you graduate?

2. Do you have a part-time job? If so, how many hours a week do you work? Do you want to work?
3. What kind of clothes do your friends wear? How important is fashion to you?
4. Do you have a boyfriend/girlfriend? If so, how old were you when you began dating? If not, why? When are you allowed to go on a date? What do you do on a date?
5. How do you spend your free time?
6. When you get together with your friends, what do you do?
7. What is your biggest problem in life right now?
8. What do you see as the main difference between yourself and teenagers 50 years ago? What do you think of today's teenagers?

#### Rubric

- 5 points** \_\_\_\_\_ Conducted interview using two individuals (adolescent and adult over 70)  
**2 points** \_\_\_\_\_ Used appropriate APA style  
**3 points** \_\_\_\_\_ Discuss answers given by each subject  
**5 points** \_\_\_\_\_ Compared and contrasted time period of adolescence between both individuals  
**5 points** \_\_\_\_\_ Linked interview back to examples from book or class

#### **2. Tips for Parents (Chapter 9) (Worth 30 points) – DUE November 8th**

As an out of class assignment, you should produce a brochure for parents that covers various aspects of parenting that impact the development of autonomy in adolescents. The brochures should address issues of parenting style, enabling versus constraining interactions, overprotectiveness, and so on. The content of the brochure should be based on reliable, scholarly sources. Wikipedia should not be used as a reliable source.

Brochures should be presented in a pamphlet like format and should include information that is easily accessible to the average parent.

Make sure to include a reference section citing all sources used in your brochure.

#### Rubric

- 3 points** \_\_\_\_\_ Create a brochure as discussed in class that affectively synthesizes information on parenting  
**3 points** \_\_\_\_\_ Creativity/Easy flowing design  
**8 points** \_\_\_\_\_ Discuss aspects of parenting that impact: Development of autonomy in adolescents (Behavioral, Emotional, and Cognitive)  
**6 points** \_\_\_\_\_ Discuss different parenting styles (is any one the best?)  
**3 points** \_\_\_\_\_ Discuss enabling versus constraining parental interactions  
**3 points** \_\_\_\_\_ Effects of overprotectiveness/Helicopter parents  
**4 points** \_\_\_\_\_ Used appropriate APA style and scholarly references

#### **VIRTUAL TEEN**

As a way to apply the principals and information presented in this course, each student will be required to raise a child from birth to 18 years of age using the virtual teen online platform. In correspondence, students will be required to complete and turn-in type written responses for a series of 9 guided assignments. Assignments should be type written in size times-new roman font using APA formatting. These assignments will be worth a total of 100 points and will need to be submitted through blackboard by 11:59 PM on the due date specified. **There will be no acceptance of late assignments (for any reason).** Assignment questions and point allocations will be posted in Blackboard.

## Grading Matrix & Determination:

Exam 1	100	450 - 405 points = A
Exam 2	100	404 - 360 points = B
Out-of-Class Assignments	50	359 - 315 points = C
Quizzes	50	314 - 270 points = D
Participation	25	Fewer than 269 = F
Virtual Teen	100	
Attendance	25	

You will not be graded on a curve. Grades are assigned on individual performance based on straight percentage scores. ***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 positing 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).*

### **Example of e-mail expected**

Subject: History and Systems – Request to schedule a meeting

To: [priya.eimerbrink@untDallas.edu](mailto:priya.eimerbrink@untDallas.edu)

From: [barack.obama@untDallas.edu](mailto:barack.obama@untDallas.edu)

Dr. Eimerbrink,

I am having some trouble with the course material. Could I please schedule a time to meet with you to discuss my current study habits and strategies I might consider using while studying for the test.

Regards,

Barack

### **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)**

Any student requesting academic accommodations based on a disability are required to register with Disability Services each semester. A letter of verification for approved accommodations can be obtained from this office. Please be sure the letter is delivered to Cindy Suarez as early in the semester as possible. Disability Services is located in DAL 2, Room 204 and is open 8:30-5:00p.m., Monday through Friday. The phone number is (972) 338-1777.

### **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 may take the exam only once. **If you do not take the exam during the required period for any reason, it will be considered a “missed” exam.** For that reason, I recommend that you do not wait until the last hour. **Exams will end at 11:59 PM on the date specified (see syllabus for exact dates). I will not reset exams for any reason after 10:00 PM the night the exams are due (e.g. the last day to take exam 1 is 11:59 PM on 9/27 so I will not reset exams after 10:00 PM on that day). With this in mind, you will want to plan sufficient time to take your exams.**
- You should not discuss the questions with other class members. Be aware that the questions, sequence of questions, and the order of choices have been randomized. Assistance in answering the exam questions from another person or discussing exam items with other students of the class will be considered cheating (see policy on scholastic dishonesty). **Academic dishonesty and cheating will be viewed as serious matters and will not be tolerated. Such instances will be dealt with following strict university sanctions.**
- You can drop your lowest exam grade. If you miss one exam (for any reason), this will be your “dropped” exam grade. If you miss more than one exam, you will get a 0 on each additionally missed exam. There will be **NO MAKE-UPS.**
- Exam **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 is your responsibility to obtain access to your grades.**
- Pending correctly following the test taking tips handouts that I have posted, the need for an exam reset is fairly unlikely. However, in the event that a reset is necessary, please send me an e-mail at

[priya.eimerbrink@untDallas](mailto:priya.eimerbrink@untDallas) NOT through Blackboard. Exams will be reset based solely on my discretion so please ensure that you correctly follow proper test taking procedures.

### **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%20Integrity.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.**

*Violations of Academic integrity in this course will not be tolerated and such instances will be dealt with following strict university sanctions as well a minimum assignment of a '0' for the violation turned in (additional sanctions and consequences may occur).*

### **QUIZZES POLICY**

Students must take 10 quizzes to attempt to obtain the total possible points (i.e., 50/50 points). **Since you can miss at least two quizzes and still have the opportunity to earn 50 points, no make-ups will be given for quizzes under any circumstance!** You can count up to 12 quizzes toward your final quiz total. If you take more than 12 quizzes, your lowest quiz grades will be dropped.

### **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).

### **PARTICIPATION POLICY:**

***There will be no "make-ups" for class participation (for any reason).*** Concepts addressed via the textbook material will be supplemented with activities and prompts to facilitate discussion. I rely on you, the students, to decide how interactive classroom lectures will be. I would prefer not to stand in front of you every class period and simply regurgitate book material. To this end, I will look to you to help create a lively, interactive, and dynamic learning environment. Remember, we ALL come from a variety of backgrounds and experiences. This helps to enrich the classroom experience, but it can also mean that we all do not share the same opinions and beliefs. Please be respectful and courteous to all opinions that are expressed, even if those opinions or ideas differ from your own. I will NOT tolerate the disrespecting or attacking of other student's opinions or ideas.

### **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.