Online Courses at Clayton State University All online courses at Clayton State University utilize the Desire2Learn Learning Management System. In every Clayton State University course, students should read all information presented in the D2L course site and should periodically check for updates at least every 48 hours. Remember: This is not a “correspondence course” in which a student may work at his/her own pace. Each week there are assignments, online discussions, online activities and/or exams with due dates. Refer to the schedule at the end of the syllabus for more information.

Note that the content of this syllabus is subject to change. If changes are made to the syllabus, students will be notified immediately and the revised document (including the date of the revision) will be posted in D2L.

Instructor Information:
Dr. Christina Grange
phone: (678) 466-4732
e-mail: cgrange@clayton.edu

Office Location
Nat & Beh Sciences, Room #112

Class Meetings:
Classroom Location
Student involvement in web-based synchronous meetings is required 2 times during the current semester.

*See Course Calendar for dates*

Textbook(s) Information:
Students are encouraged to use PriceLoch.com to comparison shop for textbooks.

Catalog Description:
This Abnormal Psychology course is designed to be a study of scientific and cultural bases of various conceptions of undesirable behavior. Applications of principles derived from basic research will be emphasized.

Course Prerequisites and Co-requisites:
- PSYC 1101, Introduction to General Psychology

Computer Requirement:
Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student’s academic program. Students will sign a statement attesting to such access. For further
information on CSU's Official Notebook Computer Policy, please go to


Program Learning Outcomes

General Education Outcomes:
The following link provides the Clayton State University Core Curriculum outcomes (see Area E):

http://www.clayton.edu/Portals/5/core_curriculum_outcomes_clayton.pdf

Learning Outcomes for Dept. of Psychology:

1. Apply the major concepts, findings, and theoretical perspectives of psychology.
2. Evaluate research critically and apply research methodologies used in psychology.
3. Demonstrate effective, professional oral and written communication skills both individually and with groups.
4. Demonstrate an understanding of the roles, responsibilities, and career opportunities for those with psychology-related degrees.
5. Apply the ethical standards set forth by the American Psychological Association.
6. Demonstrate knowledge of individual and cultural differences and their influences on beliefs, values, and interactions with others.
7. Interact effectively with people of diverse abilities, backgrounds, and cultural perspectives.

Course Learning Outcomes/Objectives:

By the end of this course, the student should be able to:

1. Describe and explain the major psychological disorders, particularly their symptoms.
2. Differentiate among the ways in which the primary theoretical approaches for understanding mental disorders.
3. Assess the impact of multicultural factors on the understanding and expression of various psychological disorders.
4. Evaluate one’s own attitudes and preconceptions regarding psychological problems.
5. Demonstrate ways in which research processes inform the understanding of psychological disorders

Expectations and Required Knowledge/Skills

Major Student Activities:

- Complete course readings in a timely fashion
- Engage in web-based course learning activities
- Provide constructive support to colleagues via web-based activities
- Adequately track course assignments and evaluations for completion in a timely manner.
- Communicate with the instructor regarding any course-related questions
- Demonstrating respect for perspectives shared in class
- Participate in two synchronous class meetings

Software Requirement:

To properly access the course content you will need to download the following free software:

- Adobe Reader (needed to access files in PDF format): http://get.adobe.com/reader/
- Adobe Flash (needed to access video content): http://get.adobe.com/flashplayer/
Computer Skill Prerequisites:
- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to use Microsoft PowerPoint™
- Able to send and receive e-mail using Outlook™ or Outlook Express™
- Able to attach and retrieve attached files via email
- Able to use a Web browser
- ADOBE Reader: Each student will need to have Adobe on his/her laptop in order to view course documents posted on the web.

Students must have:
- A reliable working computer that runs Windows Vista or higher.
- A CSU e-mail account that you can access on a regular basis.
- E-mail software capable of sending and receiving attached files.
- Access to the Internet (High speed connection such as cable or DSL preferred).
- A personal computer capable of running Chrome or current versions of Firefox or Mozilla.

Students who use older browser versions will have compatibility problems with D2L.
- Microsoft software. I only grade assignments submitted as Microsoft documents (Word, PowerPoint, Excel as required by the class). Assignments submitted in other formats (e.g., PDF or images files) are subject to not be graded.
- Virus protection software, installed and active, to prevent the spread of viruses via the Internet and e-mail. It should be continually updated!

Web-based Technology In this Course
Being able to utilize technology effectively is a key ingredient for success in this course. Below are details regarding some of the web-based resources that you will be asked to utilize in this course.

Desire2Learn (Online Classroom):
All courses at CSU utilize D2L. In every course, students should read all information presented in the D2L course site and should periodically check for updates—at least every 48 hours.

All course activities occur or can be accessed via D2L. As a result, especially for the initial quizzes, give yourself adequate time to complete these activities and allow for unexpected technical difficulties (e.g., internet failure, D2L maintenance, etc.). Plan for unexpected complications and allow time for contacting the HUB to address challenges as necessary.

You can gain access to Desire2Learn, by signing on to the SWAN portal. If you experience any difficulties in Desire2Learn, please email or call The HUB at TheHub@mail.clayton.edu or (678) 466-HELP.

Blackboard Collaborate
Visit this website for more information about how to use Relay and download the appropriate software. Note that additional information is provided to inform efforts to use computer-based audio software: https://cidmedia.clayton.edu/How_to_Join_and_Configure_Audio_-_Tutorial_-_20150417_161744_7.html

Blackboard Collaborate is a tool to support on-line learning by facilitating an on-line classroom experience. Students log into the system and join the classroom via the conferencing phone line and/or the web address provided by the instructor.
For this course there will be multiple synchronized chats in which students are expected to participate. See the course calendar for the scheduled chats. You will be responsible for participating in 3 of 4 of the chats.

- **TechSmith Relay**
  Relay is a service that allows for instructors to record and present of lectures, tutorials, demonstrations, meetings, events, or other types of presentations.

Instructors, teacher assistants, staff, and students can record and upload presentations to Relay. If a student needs assistance with TechSmith Relay, email TheHub@clayton.edu.

- **Respondus**
  Respondus Monitor works with Respondus Browser to ensure secure testing. Respondus Monitor keeps students from looking at other websites on their computer while testing. Respondus Monitor allows the instructor to view the student’s identification and the area around the student along with creating a video of the student during the test.


Students only have to install Lockdown Browser once. To actually take a test using Lockdown Browser, students should not enter D2L through the SWAN or through the link on the Clayton State home page. They must click on the Lockdown Browser on their desktop to actually take the exam.

**Assessment of Readiness for an On-line Learning Experience**

Things to know about taking an on-line course [Tips for Success in this On-line Course]:

It is very easy to assume that one knows what to expect from an on-line course. Unfortunately, what is reality and what is desired or expected do not always coincide.

Below is a link to an on-line readiness assessment. Completion of this assessment is a graded course activity (see details for Module 1 in the course schedule).
- Completion the [On-line Class Orientation and Quiz](http://www.respondus.com/lockdown/download.php?id=121412292) (30 min)

Below is a long to assess student typical learning style and the on-line learning format. Completion of this assessment is a graded course activity (see details for Module 1 in the course schedule).
Complete the [Smart Measures Readiness Assessment](http://www.respondus.com/lockdown/download.php?id=121412292) (40 min)

**Communication through the Semester**

You are encouraged to meet with me at any time that is mutually convenient to discuss issues relating to the course, as well as your performance in class. If you are having difficulties with the course, I urge you to meet with me as early as you can, so we can address some of your concerns. Do not wait till the end of the semester before seeking a conference with me about your grades/performance. We can meet via electronic methods (Blackboard Collaborate) if you are unable to come to campus for a face-to-face visit. I prefer email contact to phone but will be available through either.
Note: While I will strive to keep to my office hours as scheduled, periodically, circumstances may arise which require me to be somewhere else. Please let me know in advance that you plan to meet with me on a given date and time.

If you would like to contact me by email, please adhere to the following email structure:
All students will be placed on a listserv used to disseminate information to the class or share updated for which more information will be available via D2. You will not have access to the listserv without using your campus account. E-mail will be used extensively during the semester for both instructional and communication purposes. Please check your CSU email account regularly - at least once every other day – to be current on all course updates. You are responsible for information shared via email.

Please send all email correspondence to cgrange@clayton.edu – not the Desire2Learn’s internal e-mail system. Messages sent to the D2L email will not receive a response.

In order to receive responses to your email please include the following information:
Email Title: Course-Issue (e.g., Abnormal Psychology-Ch 2 Quiz). Students should receive feedback to emails within 48 hours. HOWEVER, if you do not, please be sure to follow-up and, to assist with the communication effort, include the original email.

Email Content:
1. Student first and last name
2. Course name (meeting date/time)
3. Assignment of interest (if applicable)
4. Detailed concerns about issue of interest
5. Related emails as applicable (e.g., if student is suggesting that there was a previous attempt to contact the professor)

Evaluation:

<table>
<thead>
<tr>
<th>Weight</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>60%</td>
<td>Exams (3 in total)</td>
</tr>
<tr>
<td>40%</td>
<td>Weekly Course Activities</td>
</tr>
<tr>
<td>100%</td>
<td>Total</td>
</tr>
</tbody>
</table>

Exams
Students are required to complete three exams for this course. All exams will be administered via D2L. The questions may be multiple choice, True/False, and short answer.

Students are not permitted to make-up exams unless the following criteria have been met:
- Official documentation (e.g., from a hospital or court) indicating a reason for the missed class meeting for that specific student.
- Student name, date of activity, time of activity, and a contact name for a person who can verify student involvement on said time/date must be included on the formal document.
- An email was sent to the instructor PRIOR TO THE class period indicating that the test will be missed (unless extreme circumstance, such as a car accident, prevent sending of such an email).

Students are permitted to use their text and notes for the exam. All other resources are prohibited.

Weekly Course Activities
These activities are designed to help students to engage with course activities and reflect on material covered in each module.
Reading Quizzes: The quiz activities are TIMED. Quizzes will include 10 items. Once you open it you will have 30 minutes to complete it. You are STRONGLY advised to read related course content BEFORE starting the quizzes or responding to any other on-line activities. The course text can be used to complete the on-line activity. Consultation with other human resources (peers, parents, professors, co-workers etc.) is not permitted.

Examples of weekly activities (aside from quizzes) are provided below. Some of these will be in-class and others will be out of class.

- On-line Chats
- Dropbox Submissions
- Reading Quiz
- Course Discussions

Course Discussions: See the Guide for Responding to Discussions document at the end of this syllabus for details how to ensure you receive full credit for on-line discussion activities.

On-line Chats: There will be three on-line chats hosted in this course. Each on-line chat will address a specific topic. Chats will last between 30-40 minutes. To receive full credit for the assignment, students must make a meaningful contribution during that time. Students are required to participate in and contribute to 2 of the 3 chats. Chat topics and times are below. Note that a range of times are included to accommodate different schedules. Please plan accordingly for participation in the required two (of three) chats.

| Chat 1: | Chapter 1: Abnormal Psychology Past and Present | Thurs. 6/2/16 at 8:00am |
| Chat 2: | Chapter 3: Models of Abnormality | Thurs. 6/16/16 at 2:00pm |
| Chat 3: | Chapter 7: Depressive and Bipolar Disorders | Thurs. 7/7/16 at 8:00pm |

Submitting Assignments
The D2L DropBox Portal is the mechanisms for submitting ALL assignments for this course. Assignments submitted via email WILL NOT be graded. Any assignment submitted late will automatically receive a 20 point deduction. For every 24 hour period that an assignment is late, 20 points will be deducted from the assignment’s highest score. For example, if an assignment is 48 hours late, the highest possible grade for that assignment is a 60%.

Grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69%</td>
</tr>
<tr>
<td>F</td>
<td>below 60%</td>
</tr>
</tbody>
</table>

Grades:
Students are responsible for keeping track of their own class averages during the course of the semester. Note that I do not use D2L to calculate or monitor class averages. The D2L grade
book is only maintained for students to be able to see their individual grades – not class averages. To calculate class averages use the weight information provided in the evaluation section of this syllabus.

Mid-term Progress Report:

Instructions for withdrawing are provided at this link: http://www.clayton.edu/registrar/withdrawal

The last day to withdraw without academic accountability is published in the academic calendar at: http://www.clayton.edu/calendar

Tentative Course Schedule (all weekly activities will be posted on Tuesdays at 10am and close on Sundays at 10pm):

<table>
<thead>
<tr>
<th>Modules</th>
<th>Date(s)</th>
<th>Course Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5/24/16</td>
<td>Detailed Course Overview - On-line Readiness Assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Course Syllabus Quiz</td>
</tr>
<tr>
<td>2</td>
<td>5/31/16</td>
<td>CH 1: Abnormal Psychology Past and Present - Reading Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- On-line Chat #1 (6/2/16, 8am)</td>
</tr>
<tr>
<td></td>
<td>6/1/16</td>
<td>NO SHOW DEADLINE - last day for students to report to class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There may be serious financial aid consequences for any student who is reported as a no show due to the reduction in credit hours.</td>
</tr>
<tr>
<td>3</td>
<td>6/7/16</td>
<td>CH 2: Research - Reading Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Web Discussion</td>
</tr>
<tr>
<td>4</td>
<td>6/14/16</td>
<td>CH 3: Models of Abnormality - Reading Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- On-line Chat #2 (6/16/16, 2pm)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Classical Conditioning Assign.</td>
</tr>
<tr>
<td></td>
<td>EXAM 1 (CH 1, 2, 3): Opens Saturday 6/18/16 10:00am. Closes Monday 6/20/16 at 10:00pm</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>6/21/16</td>
<td>CH 5: Anxiety, OCD, and Related Disorders - Reading Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Web Discussion</td>
</tr>
<tr>
<td></td>
<td>6/24/16</td>
<td>Midpoint – Last date to withdraw and receive a W grade.</td>
</tr>
<tr>
<td>6</td>
<td>6/28/16</td>
<td>CH 6: Disorders of Trauma and Stress - Reading Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Web Discussion</td>
</tr>
<tr>
<td>7</td>
<td>7/5/16</td>
<td>CH 7: Depressive and Bipolar Disorders - Reading Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- On-line Chat #3 (7/7/16, 8pm)</td>
</tr>
<tr>
<td></td>
<td>EXAM 2 (CH 5, 6, 7): Opens Saturday 7/9/16 10:00am. Closes Monday 7/11/16 at 10:00pm</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>7/12/16</td>
<td>CH 12: Substance Use and Addictive Disorders - Reading Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Web Discussion</td>
</tr>
<tr>
<td>9</td>
<td>7/19/16</td>
<td>CH 14: Schizophrenia - Reading Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Web Discussions</td>
</tr>
<tr>
<td></td>
<td>FINAL EXAM (CH 12, 14) Opens Saturday 7/23/16 10:00am. Closes Monday 7/25/16 at 10:00pm</td>
<td></td>
</tr>
</tbody>
</table>

Attendance Policy
You will need to remain engaged in the course to avoid falling behind and failing the course. You MUST complete at least one graded assignment in Module 1 to be counted as “in-attendance” of the course. If you fail to complete an assignment in that Module you’ll be reported as a no-show and dropped from the course.
Since this course is mostly asynchronous in nature (meaning you don’t have to login to class at any specific time for MOST activities, aside from chats) attendance will be gauged on your weekly participation. Students are expected to attend and participate in class. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon student’s ability to remain enrolled in their course. The university reserves the right to determine that excessive absences, whether justified or not are sufficient cause for institutional withdrawals or failing grades.

University Attendance Policy
Students are expected to log in and participate as part of their learning in the course. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students’ ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

Course Attendance Policy
Students are expected to access the online course materials and participate in the required discussions, activities and assignments. Course tracking can be used to assess the amount of “attendance” in an online course. Any student who fails to attend the orientation session or complete a scheduled assignment during the first week of class will be reported to as a “No Show”.

Basic Student Responsibilities and Student Handbook:
Each Clayton State University student must abide by the rules and regulations pertaining to student conduct as indicated in the Student Handbook and the University Catalog. It is the responsibility of the student to obtain these documents and become familiar with this information.

Academic Dishonesty
The awarding of a university degree attests that an individual has demonstrated mastery of a significant body of knowledge and skills of substantive value to society. Any type of dishonesty in securing those credentials therefore invites serious sanctions, up to and including suspension and expulsion. Examples of dishonesty include actual or attempted cheating, plagiarism*, or knowingly furnishing false information to any university employee.

*Plagiarism is defined as submitting anything for credit in one course that has already been submitted for credit in another course, or copying any part of someone else’s intellectual work – their ideas and/or words – published or unpublished, including that of other students, and portraying it as one’s own. Proper quoting, using strict APA formatting, is required, as described by the instructor.

• Students must properly cite any quoted material. No term paper, business plan, term project, case analysis, or assignment may have no more than 20% of its content quoted from another source. Students who need assistance in learning to paraphrase should ask the instructor for guidance.

• This university employs plagiarism-detection software, through which all written student assignments are processed for comparison with material published in traditional sources (books, journals, magazines), on the internet (to include essays for sale), and papers turned in by students in the same and other classes in this and all previous terms. The penalty for plagiarism may range from zero credit on the assignment, to zero in the course, to expulsion from the university with appropriate notation in the student’s permanent file.
Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will be reported to the Office of Student Life/Judicial Affairs. Judicial procedures are described at http://adminservices.clayton.edu/judicial/.

Online Class Etiquette or “Netiquette”
1. Discussion Forums: Please be respectful to fellow students and the professor. Lively discussions, heated debates, disagreements on the subject under discussion will not be allowed to devolve into unwarranted arguments and personal criticisms. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of F.
2. Since we are in the online environment for this course it is important that you follow standard netiquette procedures as outlined below:
   - Make posts that are on topic and within scope of the course material/discussion at hand.
   - Always give proper credit when referencing or quoting another source.
   - Avoid short, generic replies such as, “I agree.” You should include why you agree/disagree or add to the previous point (Failure to do so will affect your grade). If you disagree, you should express your differing opinion in a respectful manner, avoiding personal attacks.
   - Since we are online, it’s difficult to decipher sarcasm in its written form. Please do your best to avoid it so it’s not taken the wrong way.
   - Be sure to read all messages in a thread before replying.
   - Take your posts seriously and review, edit, and proofread your posts before submission (Failure to do so will affect your grade). Serious grammatical mistakes will distract from your post and may take away from the point you’re trying to make.

STUDENT RESOURCES

The Libraries of CSU provide access to materials and services that support the academic programs. The address of the Library’s web site, which is for all CSU students, is http://www.clayton.edu/library. This site provides access to the Library’s Catalog and Databases, as well as to links to all Campus libraries and to online or telephone assistance by CSU staff. Additionally, the Library can also be accessed by choosing the "Library" link from the University’s home page, www.clayton.edu.

Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, 678-466-5445, disabilityservices@mail.clayton.edu

Academic and other Support Services Available at CSU:
1. Center for Academic Success website - http://www.clayton.edu/cas/
2. The Writers Studio website - http://www.clayton.edu/arts-sciences/english/writersstudio
3. Counseling and Psychological Services - www.clayton.edu/counseling

Operation Study: At Clayton State University, we expect and support high motivation and academic achievement. Look for Operation Study activities and programs this semester that are designed to enhance your academic success such as study sessions, study breaks, workshops, and opportunities to earn Study Bucks (for use in the University
Bookstore) and other items. See the following site for details:
http://www.clayton.edu/operation-study
Guidelines for Responding to Discussion Posts

Responding to the Initial Post

One goal of the on-line discussions is to allow for the instructor to understand how students are experiencing course material, before they experience the thoughts/ideas of their peers. As a result, before students can respond to posts from others in the class, they must start their own thread (in response to what is posted from the instructor). **Individual threads must be posted 24 hours PRIOR to the closing of the specified discussion forum.** This stipulation allows at least 24 hours for other classmates to respond and for healthy class dialogue to occur.

- Full credit (50% of the grade for the activity) for this portion of the assignment will be awarded to posts that:
  - Clearly respond to the questions presented by the instructor.
  - Are well written (Standard English, no typos).
  - Suggest that the author of the response is critically thinking about related topics (e.g., extending the conversation, avoiding writing down verbatim definitions).
  - Are posted 24 hours PRIOR to the closing of the specified discussion board (posting WITHIN 24 hours of the board’s closing yields an automatic 20 point deduction).

Responding to Classmates’ Posts

The posted discussions are intended to be interactive. As a result, students should be prepared to review the ORIGINAL posts in response to the discussion prompt as presented by other students in the class. Responses to their post about your original point will not receive credit. This will likely require that students revisit the D2L discussion board periodically before the discussion is closed to review threads posted by peers and provide thoughtful feedback.

- Full credit (50% of the grade for the activity) for these responses will be awarded to students who:
  - Respond to at least two of their peers’ posts.
  - Address concepts presented in the original post directly.
  - Present NEW information that was not reflected in the original post.
  - Are respectful in communicating ideas and in responding to posts from other students.