



## Course Syllabus

**PSY 1012 - 291**

**General Psychology Fall Term 2024-2025 (0640)**

## Welcome

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I am looking very forward to introducing you to the compelling science of psychology. Please know that I am here to help every step of the way; your success is a priority. I look very forward to our semester!

## Instructor Contact Information

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Kim Molinaro

**Pronouns:** She/Her

**Email**

Molinaro.Kim@spcollege.edu

**Phone:** 727-791-2653

**Office and Online Chat Hours:**

Instructor is available for office hours throughout the semester. Please feel free to contact me through MyCourses email to establish a time to meet.

**Office Location:**

ES 313G

**Instructor Web Page:**

<https://web.spcollege.edu/instructors/id/molinaro.kim>

## Departmental Contact Information

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Dr. Bledar Prifti

**Title:** Assistant Dean

**Email:** Prifti.Bledar@spcollege.edu

**Phone Number:** (727) 394-6273

**Appointment Information:** Call or Email contacts above to schedule an appointment

Dr. Joseph Smiley

**Title:** Dean of the College of Social and Behavioral Sciences and Human Services

**Email:** Smiley.Joseph@spcollege.edu

**Phone Number:** (727) 712-5851

**Appointment Information:** Call or Email contact above to schedule an appointment

## **Course Information**

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**Prerequisite(s):** Prerequisites: (ENC0020, ENC0025, ENC0990, ENC0056 or ENC0055) and (REA0017, REA0002, REA0990 or REA0056); or EAP1695; or appropriate scores on the college placement test.

**Credit Hours:** 3

**Modality:** Lecture discussion

**Meeting Times and Location:** MON WED 10:00 AM to 11:15 AM - Clearwater Campus  
CL-ES113

**Course Description:** In this course, students will gain an introduction to the scientific study of human behavior and mental processes. Topics may be drawn from historical and current perspectives in psychology. State Core Course Description (State Rule 6A-14.0303). This course partially satisfies the writing requirements outlined in the General Education Requirements. This course satisfies the Social and Behavioral Sciences General Education Core. Credit is not given for both PSY 1012 and PSY 1012H or IDS 1610.

## **Course Objectives**

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1. \*Students will be able to identify basic psychological theories, terms, and principles from historical and current perspectives.

2. \*Students will be able to recognize real-world applications of psychological theories, terms, and principles.
3. \*Students will be able to recognize basic strategies used in psychological research.
4. \*Students will be able to draw logical conclusions about behavior and mental processes based on empirical evidence.
5. Students will be able to analyze the main approaches in psychology by:
  - a. examining the biological approach applied to the science of psychology, including neuroscience and also at least two or more of the following topics: sensation, consciousness, the nervous system, and the endocrine system.
  - b. exploring the cognitive approach as applied to the science of psychology, such as two or more of the following topics: cognition, memory, motivation, and perception.
  - c. breaking down the life span as applied to the science of psychology, such as two or more of the following topics: learning, development, and language.
  - d. identifying the effects of social and personality factors as applied to the science of psychology, such as two or more of the following topics: social, personality, intelligence, and emotion.
  - e. investigating mental and physical health as applied to the science of psychology, such as two or more of the following topics: mental illness, health, and therapies (both biological therapies and psychotherapies).

## Important Dates

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**Class Dates:** 12-AUG-2024 to 06-DEC-2024

**Drop Date:** 16-AUG-2024

**Withdrawal Date:** Please reference the Academic Calendar below

<https://www.spcollege.edu/academic-calendar>

## **Required Textbook and Other Resources**

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Students do **\*not\*** have to purchase a textbook. Instead, the required textbook is available in each module and is free for students.

## **Performance Assessment and Grading**

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Our course meets twice per week in ES 113 on Clearwater campus. After each class, I will post an "Agenda Next Class" announcement on our Course Homepage (the News Tab) that will communicate what we covered in class, what we will cover next class, how to prepare for next class, and any upcoming assignments.

All assignments have a due date (please consult the Calendar Tab for a semester view and the Course Homepage for a weekly view). If anyone gets stuck or behind, please reach out to me quickly so we can establish a plan. Your success really matters to me.

## **Grading Scale**

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The student's final grade in this course is determined on the basis of accumulated points as follows:

A = 900 - 1000 points (90 - 100%)

B = 800 - 899 points (80 - 89.9%)

C = 700 - 799 points (70 - 79.9%)

D = 600 - 699 points (60 - 69.9%)

F = 0 - 599 points (0 - 59.9%)

## Late Work Policy

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Late work is accepted in this course with penalty. For written assignments worth 25 points, the late deduction is -5. For written assignments worth 200 points, the late deduction is -20.

## Availability of Course Content

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To gain access to the course materials, students will log into MyCourses and click on our course. The next step is to view our Course homepage (the News Tab) for the weekly assignments and due dates. Next, please click on the Course Content Tab. On the left, you can navigate the modules (Modules 1, 2, and 3), which cover our first exam.

Time management is essential for academic success, especially with life's many competing demands on your time. Though the recommended weekly pace tends to work best for most students, if needed, students can work ahead and submit assignments early. If life gets in the way, and it does sometimes, please reach out to me so we can establish a plan. Getting behind limits success so please reach out to me. I am here to help!

## Course Assignment Schedule

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### Overview of Grading

Student's total points scored on the following will determine final grades:

6 Study Activities (25 points each)	150 points
3 Chapter Tests (150 points each)	450 points
Sections I and II of Research Paper	200 points
Sections III and IV of Research Paper	200 points
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	1000 points

### Assignments

1. **Study Activities:** The purpose of study activities is to provide academic support for the research paper and exams. Each study activity is worth 25 points, totaling 150 points. The following exercises will count in the study activity category of your grade and will be assigned during class:

1. APA Workshop Video and Drop Box
2. Writing Workshop Video and Drop Box
3. Exam 1 Research Methods and Classical Conditioning Review and Drop Box
4. Exam 1 Review and Drop Box
5. Exam 2 Review and Drop Box
6. Exam 3 Review and Drop Box

∴ **Exams:** Students will complete three exams throughout the semester, each worth 150 points. The exams consist of 50 multiple choice questions and two bonus questions. \*Exams are not proctored.\*

∴ **Research Paper:** The following research papers are designed to integrate your understanding of the subject matter with either your community service experience or your findings from your psychological investigation.

Students will select either Option A (Community Service Report) or Option B (Psychological Investigation). Option A or Option B papers have four sections. Sections I and II are submitted together, and Sections III and IV are submitted together. Due dates for both submissions are on the Calendar in MyCourses. Each section of the research paper is worth 100 points, totaling 400 points.

**Originality Drop Boxes** – Students are encouraged to submit their papers (whether they choose Option A or Option B) to the practice drop boxes in MyCourses, which will run papers through Turnitin, plagiarism detection software. Turnitin is a tool to help students detect whether or not they have intentionally or unintentionally plagiarized **before** they submit their reports to the instructor to be graded. Plagiarized papers will receive the grade of F, which may result in a grade of F for the course.

**Extra Credit:** Students will receive a 5-point extra credit bonus each for the Sections I/II submission and again for the Section III/IV submission (10-point extra credit bonus total) if they submit Sections I/II papers and Sections III/IV papers to the “Grade this One” drop boxes on or before the due dates; submit word counts on or before the due dates; use the practice drop boxes to avoid errors in originality; submit final papers to the “Grade this One” drop boxes with appropriate originality; submit relevant paperwork (for Community Service papers); and submit APA style reference pages and in-text citations.

**Note:** The due dates for Sections I/II papers and also Sections III/IV papers are on the Calendar Tab.

### **Option A. Community Service Report**

Each student will be required to volunteer at least 8 hours at a **non-profit** community agency, school, hospital, or other non-profit organization. Choose an agency to serve that you value and think is important not only to our community, but also to you. Community service not only enhances your life experiences and understanding of others, but also begins building a well-rounded resume you will need for your developing career.

**Community service settings must be approved by the instructor.** The 8 hours may be divided in any way the student and volunteer setting prefer.

Your Community Service Report must be typed and preferably double-spaced.

### **Option A: Community Service Report Instructions**

**Sections I and II will be submitted together. Please see the Calendar Tab for the due date.**

**\*Please Note:\*** You need to sign a **Release of Liability Contract for Student Volunteers**. This paperwork must be submitted to the instructor before you can serve your non-profit agency.

**\*Please Note:\*** Submit the original copy of the **Volunteer Verification Form** on or before the due date for Sections 1 and II. Each student will receive a 10-point deduction for each hour not served/documented. *All volunteer hours must be served prior to the due date for Sections I and II and during this semester.*

For the first page of your Sections I and II report, please submit a title page, including a word count for Sections I and II. You will need to submit a reference page titled **References** as the last page of your Sections I and II report. APA style is required for both in-text citations and the citations on the reference page.

### **Section I: Description of Your Community Service**

Include the name of the non-profit organization; its history; its purpose; how it operates; the people with whom you had contact; how you contributed by volunteering at this organization; and how and if you were supervised and by whom.

The word count guideline for this section is about 600 words.

### **Section II: Analysis of Your Community Service**

Discuss your impressions, thoughts, and feelings about your experience as a volunteer in your chosen area. Did it meet your expectations and preconceived notions? How did you change from this experience? Self-analysis is a part of learning about psychology. Thus, analyze your thoughts, feelings, and attitudes about this community service experience and analyze why you think you were affected in that way. What personal assumptions, values, and perspectives did you have regarding the non-profit you chose that were challenged during your service? Also, provide some insights into your own functioning and abilities in your community service setting. Analyze why you felt (for example) competent, incompetent, comfortable, successful, useful, empathetic, etc.

The word count guideline for this section is about 600 words.

**Sections III and IV will be submitted together. Please see the Calendar Tab for the due date.**

Please submit a title page as the first page of your Sections III and IV report, including a word count for Sections III and IV.

### **Section III: Integration of Your Community Service Experience with Psychological Theory and Concepts**

Choose **\*three\*** psychological concepts or theories presented in your text or presented during this course and apply them to analyze your community service experience. In other words, integrate the concept or theory with your community service experience. Each concept or theory you choose for this section should be specific. For example, if you volunteered in a school setting, you may want to describe how the teacher used operant conditioning to influence the students.

Please avoid explaining the theory or defining the concept. Instead, fully integrate the theory/concept with your community service experience.

The word count guideline for this section is about 600 words.

#### **Section IV: Reflection**

Discuss any conclusions you may have about your community service experience. Was your experience worthwhile? How did this experience change your perceptions, feelings, thoughts, and attitudes? What did you expect that did not occur during your community service? How might the non-profit you served change for the better?

The word count guideline for this section is about 200 words.

#### **Option B. Psychological Investigation Report**

Each student will be required to choose a “famous” person (either living or deceased) whose life has been written about in printed literature (biographies, autobiographies, etc.). If a tremendous amount has been written about the person you have chosen (for example: Martin Luther King, Jr.), then evaluate the material and choose the resources that may be the most accurate or objective reflection of the person’s life. Try to choose literature that gives you the best “psychological history” of that person’s life. **Please submit the person’s name that you have chosen to “psychologically explore” to the instructor.**

Your Psychological Investigation Report must be typed, preferably double-spaced.

#### **Option B: Psychological Investigation Report Instructions**

**Sections I and II will be submitted together. Please see the Calendar Tab for the due date.**

Please submit a title page as the first page of your Sections 1 and II report. The title page needs to include a word count for Sections I and II.

You will need to submit a reference page titled **References** as the last page of your Sections I and II report. To write Section I, references are required. I have established no set number of references. Use as many as you need to fully develop your content. Typically, three to five well-chosen references is appropriate. Also, please use credible resources. Wikipedia, for instance, is *\*not\** a credible resource. APA style is required for both in-text citations and the citations on the reference page.

#### **Section 1: Description of (insert person’s name whom you have chosen)**

In this section, objectively describe the person you have chosen. Overall, the goal of this section is to explain the key life experiences that contributed to their psychological development.

**Opening paragraph:** Begin Section 1 with the patterns you identified about the person you investigated. To assist your process of identifying the patterns about the person, thoroughly think through the significant life experiences that affected the person’s development, how the person coped with those experiences, and the lasting impact of those experiences. Then, ponder similar themes (or patterns) related to the impact of those experiences. You have read at least eight hours about the person’s life, and you most likely have started to see patterns.

**Remaining paragraphs:** Organized in chronological order, explain the significant life experiences you identified (between four and six experiences), how the person coped with each experience, and any lasting impact the experience appeared to have on the person’s development. Also, integrate other relevant information about the person, such as: Birthplace, racial and cultural background, family dynamics, personality traits, and any other information you find relevant.

The word count guideline for this section is about 600 words.



## **Section II: Analysis of (insert person's name that you have chosen)**

In this section, discuss your impressions, thoughts, and feelings about the person you have chosen. Did the person meet your expectations and preconceived notions? Self-analysis is part of psychology; therefore, include in this section what you have learned about the person's life. Analyze your thoughts, feelings, and attitudes and why you were affected in that way. What personal assumptions, values, and perspectives did you have regarding the person you chose that were challenged during this investigation? Also, provide some insights into your own analysis of how the person you chose may have changed for the better.

The word count guideline for this section is about 600 words.

## **Section III and IV will be submitted together. Please see the Calendar Tab for the due date.**

Please submit a title page as your first page of your Sections III and IV report. The title page needs to include a word count for Sections III and IV. For Sections III and IV, you do not need to submit a reference page unless you use a resource.

## **Section III: Integration of the Psychological Investigation of (insert person's name that you have chosen) with Psychological Theory and Concepts**

Choose **\*three\*** psychological concepts or theories presented in your text or presented during this course and apply them to analyze the results of your psychological investigation. The theory/concept for each integration should be specific.

For example, if you selected Eminem as your subject, you may choose to integrate Erikson's theory by synthesizing the psychosocial stage of Identity versus Role Confusion to capture the characteristics of Eminem, Marshall Mathers, and Slim Shady.

Avoid selecting concepts or theories that are too general, such as the psychodynamic approach. Also, please avoid explaining the theory or defining the concept; instead, integrate the theory with the person you selected.

The word count guideline for this section is about 600 words.

## **Section IV: Reflection**

Discuss any conclusions you may have about your experience conducting a psychological investigation. Was your experience worthwhile? What did you learn from this process? What would you do differently next time to improve the depth of your investigation? What (if any) missing information were you not able to uncover through your research? How did this experience change your perceptions, feelings, thoughts, and attitudes about not only the person you investigated, but also yourself?

The word count guideline for this section is about 200 words.

# **Communication Plan**

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## **Communication Channels**

I will use the following communication channels in this class: MyCourses announcements, MyCourses emails, SParC, meetings with students before and after class, and meetings in my office by appointment. Feel free to reach out; I am here to help!

## **Response Time**

Your questions and experiences are important to me. Monday - Friday, I will respond to emails within 24 hours, and 48 hours (or less) on the weekends. I will grade assignments and provide feedback within 7 days after the due date and will keep you posted if there is a change.

## **Communication Schedule**

I will post announcements after each class to set the agenda for the next class. I will send the same in a MyCourses email as well.

## **How to Be a Successful Student**

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Attending class is vital to your success, particularly the first few days of class as you are introduced to the requirements and topics you will be covering. Therefore the college limits when you can add classes. Please [check our registration page](#) regarding when classes can be added.

You may drop a course through the [Drop with Refund](#) date listed on your Fee Schedule and be eligible for a refund, although withdrawing may affect your financial aid. If you are thinking of withdrawing, please speak with your instructor, an [Academic Advisor](#) or a [financial aid counselor](#).

Showing up is the first step in ensuring your academic success. Active participation is the next step - whether you are in a classroom or taking classes online. Each of your faculty will give details in the syllabus about their attendance policies. If you are going to miss a session, or be offline for any reason, please let your instructor know in advance. If you don't attend during the first two weeks of a term you will automatically be withdrawn from

the class and this can cause serious problems if you receive financial aid. In fact, if you withdraw prior to completing 60% of a class and receive any form of federal financial aid (grants or loans) you will be required to repay a portion.

## **Course Attendance**

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Instructor will verify that students are in attendance once each week throughout the semester. Students classified as "No Show" for both of the first two weeks will be administratively withdrawn. Immediately following the 60 percent point in the term, the instructor will verify which students are actively participating.

Active participation is defined in two ways: regular attendance and completing assigned coursework. In terms of regular attendance, active participation is defined as not exceeding four unexcused absences. Active participation is also defined as completing assigned coursework. If students have more than four unexcused absences or incomplete coursework, students must contact the instructor to determine an academic plan for successful completion of the course. If students have violated the active participation policy in terms of attendance or completing coursework, and if students have not contacted the instructor to establish a plan for completion of the remaining requirements of the course, then students will be reported as not actively participating in the course, which may result in a grade of WF. If you are in your third attempt at completing a course, you will be given a grade of "WF" at any point that you attempt to withdraw or at any point that you violate the active participation policy.

If illness or other emergencies prevent you from attending class, please notify the instructor immediately and make arrangements to get notes. Students are responsible for all materials covered in class.

Students will be able to withdraw themselves at any time during the semester. However, requests submitted after the 60 percent deadline will result in a "WF." Students and the

instructor will automatically receive an email notification to SPC email whenever a withdrawal occurs.

Excused absences that have been communicated with the instructor and documented accordingly will not count against you. Frequent communication with the instructor is highly recommended.

For additional information, please view the college-wide attendance policy in the Syllabus Addendum at the following link: <https://www.spcollege.edu/current-students/student-affairs/student-right-to-know/student-responsibilities>.

## **SPC Policy: Attendance/Participation/Withdrawal**

Withdrawing from a course with a “W” or “WF” may impact students’ academic standing and financial aid eligibility including placing the student in early repayment. It is the student’s responsibility to understand the consequences of withdrawing.

### **Attendance**

College policy requires students to attend class prior to the published deadline to drop with a refund. The instructor is required to report non-attendance and the student will be dropped after the first week of classes.

If you don’t attend during the first week of the term, you will be automatically dropped, and the class removed from your schedule. If you receive financial aid, your award amount may be adjusted if the drop changes your enrollment status (e.g. full-time to part-time).

It is the student’s responsibility to know the attendance policy of the class in which they are enrolled.

- Depending on the modality of the course, attendance may be online, LIVE Online, blended, or on-campus.
- For LIVE Online classes, attendance will be taken online during the normal class meeting time/days.
- Students who are feeling ill for any reason should communicate in a timely manner with their instructor regarding attending online instead of on-campus, and/or the responsibility of excused absences. Students are also responsible to discuss completing any missed work with the instructor.

### **Participation**

College policy require the instructor to report any student who is not actively participating at the 60% point of a class. The instructor will report the student by the end of the week immediately following the 60% point of the class and the student will be withdrawn from the course and assigned a "W" grade. It is the student's responsibility to understand the instructor's requirements for 'active participation.

### **Student Withdrawals**

You may drop a course through the [Drop with Refund](#) date listed on your Fee Schedule and be eligible for a refund, although withdrawing may affect your financial aid. If you withdraw prior to completing 60% of a class and receive any form of federal financial aid (grants or loans) you will be required to repay a portion. If you are thinking of withdrawing, please speak with your instructor, an [Academic Advisor](#) or a [financial aid counselor](#).

Withdraw requests submitted after the last date to withdraw with a "W" (see academic calendar) will result in a "WF". Students and instructors will automatically receive an email notification through their SPC email address whenever a withdrawal occurs. Students should consult with an academic advisor or financial assistance counselor prior to withdrawing from a class.

Students who wish to withdraw completely from SPC are not able to totally withdraw from all classes through MySPC. A student must contact an Academic Advisor to totally withdraw.

## **Technology Requirements & Policy**

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### **Accessibility of Technology**

- [MyCourses \(Brightspace by Desire2Learn\) Accessibility](#)
- [Microsoft Accessibility](#)
- [Google \(YouTube\) Accessibility](#)
- [Ensemble Accessibility](#)
- [Panopto Accessibility](#)
- [Turnitin Accessibility](#)
- [Honorlock Accessibility](#)
- [Cengage Accessibility](#)
- [McGraw-Hill Accessibility](#)
- [Pearson Accessibility](#)

## Privacy

- [MyCourses \(Brightspace by Desire2Learn\) Privacy](#)
- [Microsoft Privacy](#)
- [YouTube Privacy](#)
- [Ensemble Privacy](#)
- [Panopto Privacy](#)
- [Turnitin Privacy](#)
- [Honorlock Privacy](#) and [SPC's Honorlock Security and Privacy FAQ](#)
- [Cengage Privacy](#)
- [McGraw-Hill Privacy](#)
- [Pearson Privacy](#)

## Academic Honesty Policy

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You are expected to be honest in all your academic work. By enrolling at the College, you agree to abide by all the standards of academic honesty and integrity and failing to observe the rules may result in academic and disciplinary action, up to and including

expulsion from the College. The academic honesty policy and procedures are available online:

- [Academic Honesty Policies, Honor Code](#)
- [Academic Integrity Policies and Procedures](#)

These documents include details on what is meant by:

- Cheating
- Bribery
- Misrepresentation
- Conspiracy
- Fabrication
- Collusion
- Duplicate submissions
- Academic misconduct
- Improper calculator, computer or online use

Some of your courses may include online material that is protected by copyright. This means that the work is available for you to use in your studies, but you can't copy and share the materials ( copyright.gov). Please see [SPC's copyright information](#). It's your responsibility to be academically honest in all of your work.

## **Generative AI Permitted Under Some Circumstances**

The best-known example of Generative AI (Artificial Intelligence) is ChatGPT, a chatbot that allows you to type a question as if you were talking to a real person, and it quickly offers a seemingly meaningful, original answer. Tools like this are powerful and can be useful in many contexts, but you must be aware of their limitations, as they can produce inaccurate, fabricated, and even offensive content. In addition, the work produced is not technically your own. In order to avoid violating [SPC's academic integrity policy](#), students must be sure to follow the course's policies regarding the use of artificial intelligence in academic work. The AI policies for this class are outlined below.

You may only use Generative AI (Artificial Intelligence), including ChatGPT and similar AI tools, when assignment directions specifically state that it is allowed, and these tools must be used with caution. AI is not a replacement for your own thinking and research. AI-generated text or other content must be clearly marked and cited properly. In addition, you are responsible for confirming the veracity of any information or sources produced by artificial intelligence. If you have any questions about this, please reach out to me.

## Turnitin

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The instructor of this course may require use of Turnitin.com as a tool to promote learning. The tool flags similarity and mechanical issues in written work that merit review. Use of the service enables students and faculty to identify areas that can be strengthened through improved paraphrasing, integration of sources, or proper citation. Submitted papers remain as source documents in the Turnitin database solely for the purpose of detecting originality. Students retain full copyright to their works. Review the [Turnitin Usage Agreement](#) for full details. Students who do not wish to submit work through Turnitin must notify their instructor via course email within the first seven days of the course. In lieu of Turnitin use, faculty may require a student to submit copies of sources, preliminary drafts, a research journal, or an annotated bibliography.

View the [Reviewing a Turnitin/Originality Report](#) tutorial.

## Learner Support and Other Student Resources

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Use the following links to view web sites on SPC's:

- [Free Tutoring](#)
- [Accessibility Services](#)
- [Academic Support](#)
- [On-Campus and Online Support](#)
- [Student Services](#)



Additional Resources:

- [Academic Calendar](#)
- [Learning Resources](#)
- [Career Services](#)
- [International Student Services](#)
- [Veterans Services](#)

## **Code of Conduct**

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### **Code of Conduct**

The behavior of all students in class should reflect a professional, respectful, and compassionate environment. Inappropriate or inconsiderate behavior will result in consequences. Students must be thoughtful of their comments, actions, and decisions, considering how these impact classmates and instructors.

### **Online Student Participation and Conduct Guidelines**

The practices of courtesy and respect that apply in the on-campus classroom also apply online. Any discriminatory, derogatory, or inappropriate comments are unacceptable and subject to the same disciplinary action applied in courses offered on campus.

### **Netiquette**

Whether you are in an online class or a physical classroom, certain behaviors are expected when you communicate with your peers and your instructors. You need to contribute to a positive learning/teaching environment, respecting the rights of others and their opportunity to learn. No one has the right to interfere with the teaching/learning process. Below are the traits of a successful student. These guidelines pertain whether your course is online or in the classroom. When communicating, you should always:

- Treat everyone with respect in every communication
- Use your professor's proper title: Dr. or Prof., or if you are in doubt use Mr. or Ms.
- Use clear and concise language

- Remember that college level communication should use correct grammar, whether written or spoken. Avoid slang.
- Use correct spelling and avoid texting abbreviations
- Avoid using the caps lock feature as it can be interpreted as yelling online
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and, even when spoken, your message might be misunderstood
- Be cautious with personal information (both yours and others')

**When you send an email to your instructor, department chair, dean, or classmates, you should:**

- Use a subject line that describes what you are writing about
- Avoid attachments unless you are sure your recipients can open them
- Be clear, concise, and courteous
- Sign your message with your name
- Use your SPC email account to ensure delivery. Sometime emails from non-SPC accounts are stopped by the spam filter and the recipient may not receive it.

**When posting to a discussion board, you should:**

- Write posts that are on-topic and within the scope of the course material
- Take your posts seriously; review and edit your posts before sending
- Be as brief as possible while still making a thorough comment
- Always give proper credit when referencing or quoting another source
- Read all messages in a thread before replying
- Avoid repeating someone else's post without adding something of your own to it
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point
- Always be respectful of others' opinions, even when they differ from your own

- Express any differing opinions in a respectful, non-critical way
- Not make personal or insulting remarks
- Be open-minded

### **Recordings in the classroom**

Students may record lecturers in class for personal use (such as studying or documenting complaints to the institution) without explicit permission. However, students may not record non-lecture portions of class (such as skills labs, student group work, individual student instruction, Q/A sessions, recording studio critiques, group/individual production and computer lab time, practicums/internships, or clinical/simulation rotations) or other students without explicit permission, and may not disrupt class in making such recordings (such as trying to use a device with a calculator or calculator app in a class that does not allow calculators, or blocking the view or aisles for others in the class). Having an approved ADA accommodation is considered explicit permission to record from the college.

Students making such recordings may not share recordings without explicit permission and are personally liable for unauthorized dissemination. If in doubt, please discuss with your professor before class.

The instructor has the authority to ask a disruptive student to leave a classroom or lab. The instructor may also delete posts or materials from an online or blended class and/or take disciplinary action if disruptive behavior continues. This ensures that all students in the class have an opportunity to learn.

For additional information, review the [SPC Expectations for Student Conduct](#), [Online Student Participation and Conduct Guidelines](#), and the [SPC Netiquette Policy](#). Please strive to uphold these standards to ensure a positive and productive learning environment.

## **Student Survey of Instruction**

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The Student Survey of Instruction is administered in courses each semester. It is designed to improve the quality of instruction at St. Petersburg College. All student responses are confidential and anonymous and will be used solely for the purpose of performance improvement.

## **Title IX**

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At St. Petersburg College, our faculty are dedicated to fostering a secure and open environment conducive to learning for all students. Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you, or someone you are aware of, has experienced sexual harassment or sexual violence, or any form of sexual misconduct, which includes incidents like sexual assault, relationship violence, or stalking, please know that there are avenues for help and support.

We strongly encourage every member of our college community to be proactive, seek assistance, and report occurrences of sexual misconduct to the Title IX Office. It's important to be aware that under Title IX regulations, faculty members are obligated to report such incidents to the Title IX Office. However, if you prefer to have a conversation with someone who is not required to report, you can consult the [SPC's Counseling Services](#).

St. Petersburg College urges everyone in our community to step forward, seek support, and report any incidents of sexual harassment or gender-based discrimination to the St. Petersburg College Title IX Office. They can be reached via email at [SPCTitleIX@spcollege.edu](mailto:SPCTitleIX@spcollege.edu) or by phone at 727-341-3261. Remember, these resources are here for your support and well-being.

## **Equal Access**

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St. Petersburg College affirms its equal opportunity policy in accordance with the provisions of the Florida Educational Equity Act and all other relevant state and federal laws, rules and regulations. The College will not discriminate on the basis of race, color, ethnicity, religion, sex, age, national origin, marital status, pregnancy, sexual orientation, gender identity, genetic information, or against any qualified individual with disabilities in its employment practices or in the admission and treatment of students. Recognizing that sexual harassment constitutes discrimination on the basis of sex and violates this Rule, the College will not tolerate such conduct. Should you experience such behavior, please contact the Equal Access/Equal Opportunity Office at 727-341-3261; by mail at P.O. Box 13489, St. Petersburg, FL 33733-3489; or by email at [eaeo\\_director@spcollege.edu](mailto:eaeo_director@spcollege.edu).

## **Accessibility Statement**

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St. Petersburg College recognizes the importance of equal access for all students. Accessibility Services (AS) is the campus office that supports students with disabilities to approve and coordinate reasonable accommodations. Students who have, or think they may have, a disability (e.g., learning disability, ADD/ADHD, psychiatric, medical/orthopedic, vision, and/or hearing) are invited to contact their AS campus coordinator ([Accessibility Services Contacts](#)) for a confidential discussion. If an accommodation is deemed to potentially alter the nature of the course, it will require a decision by a committee. Therefore, ample time must be provided to evaluate and process such requests. Students who are currently registered with AS are encouraged to request accommodations early in the semester by logging into their AIMS account. Additional information is available at the college-wide Accessibility Services website [www.spcollege.edu/accessibility](http://www.spcollege.edu/accessibility).

## **Safety and Security**

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We want to make sure that you are comfortable on campus and feel secure in your learning environment. The SPC campuses are very safe but you should be aware of your surroundings, just as you are anytime you are in a public space. In each classroom there is an Emergency Response Guide to help you during an emergency. It is also a good idea to be familiar with evacuation routes in buildings that you use frequently. **If you have an emergency, dial 911 immediately.** For information on campus safety and

security policies, please call 727-791-2560. More information is also available on the [Campus Safety website](#).

The college website ([spcollege.edu](http://spcollege.edu)) is the best source of information in the event of an emergency. It's possible for something like a hurricane to disrupt classes on campus; if this happens there are plans on how to help you continue your education. You should be comfortable using MyCourses as the learning management system will be key in communicating with faculty about course materials and assignments. Make sure you complete the Introduction to MyCourses so that you are familiar with sending and receiving emails, participating in discussion posts, navigating through course materials, and submitting assignments. It is important to be able to use MyCourses for learning activities if your campus is closed.

Federal and state law requires a person designated as a "sexual predator or offender" to register with the Florida Department of Law Enforcement (FDLE). The FDLE is then required to notify the college if the person attends, or is employed, by a college or university. You can find out more information by calling the FDLE hotline (1-888-FL-PREDATOR) or by visiting [offender.fdle.state.fl.us/offender](http://offender.fdle.state.fl.us/offender). A list of sexual offenders or predators registered for classes at SPC is also available.

## **Titans Care (Student Assistance Program)**

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As an SPC student it's vital that you know Titans Care. You can access resources through [SPC's Student Assistance Program \(SAP\)](#), a collaborative resource for students with mental health or general life issues. SAP provides help and education in suicide prevention, mental health, substance abuse awareness and more. It is SPC's belief that supporting mental wellness is everyone's charge and that one loss as a result of substance abuse, mental illness, or suicide is one too many. If you or a loved one are considering suicide, please call the National Suicide Prevention Lifeline at 1-800-273-8255.

## **Student Concerns**

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St. Petersburg College wants to make sure that you are able to receive prompt and fair resolutions to any concerns that you might have. If you feel that you have had a bad experience with a college employee, or you have a concern about college facilities, please bring it to our attention. Begin by speaking directly to the person responsible for the department; direct conflict resolution is an important skill to develop and usually brings about the best results. If you aren't satisfied with the outcome, or are not comfortable approaching the person directly, you may submit the information using an online form: [web.spcollege.edu/survey/13002](http://web.spcollege.edu/survey/13002)

If you're not able to submit the form online yourself, feel free to ask a college employee to submit the form on your behalf.

## **SPC Vaccination Policy**

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SPC is concerned about the health and well-being of all students. We encourage all students to remain current on vaccinations as suggested by appropriate health authorities. SPC does not require vaccinations for general admissions to our degree or certificate programs, with some exceptions for specific programs.

## **Instructional Continuity During Emergencies**

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The St. Petersburg College website at [www.spcollege.edu](http://www.spcollege.edu) is the official source of college information regarding the status of the institution. Other important information will be communicated via SPC Alert, local media outlets, and the college toll-free phone number 866-822-3978. All decisions concerning the discontinuation of college functions, cancellation of classes, or cessation of operations rest with the President or his/her designee. The College realizes that it is possible for a significant natural disaster to compromise SPC campus facilities sufficiently to disrupt the delivery of classes on campus/campuses for an extended period and is planning ways our operations can continue following such an emergency.

So, if a hurricane or other natural disaster causes significant damage to St. Petersburg College facilities, please visit the college website for an announcement of the College's plan to resume operations.

Further, in the event of such a disaster, the Instructor will continue using the Learning Management System (LMS) of MyCourses for continuation of all required learning and instructional activities in this course, including the issuing of graded online assignments and expectation of student completion of those graded assignments.

Therefore, to keep up with all activities in this course during and after a natural disaster, please plan to continue this course by maintaining online access to MyCourses (possibly through duration of the course's regularly scheduled end date). We will finish this course in MyCourses, as directed by your Instructor online, and your Instructor will use all graded assignments to assess and issue your final letter grade for this course, as normally planned, despite occurrence of the natural disaster.

For all current updates on pandemic conditions or other events, please visit SPC Updates at <https://www.spcollege.edu/spc-updates>

## **Terms of Instruction**

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Please note this syllabus is an instructional guide and that the instructor/professor reserves the right to make any changes to it, as needed. This includes changes to the course schedule and assignments, etc., throughout the term. If changes occur, you will be notified as soon as possible via email and/or an announcement in MyCourses. Changes may be necessary for various reasons, including instructor illness, students' progress, weather events, institutional needs, etc. Please approach any changes with flexibility and understanding.