



# **VISUAL SYLLABUS**

**THERE'S NO IMPRESSION LIKE  
A FIRST IMPRESSION**

**KATRINA C. L. EICHNER**

**ASSISTANT PROFESSOR OF ANTHROPOLOGY  
UNIVERSITY OF IDAHO - CETL WORKSHOP**

# VISUAL SYLLABUS

Fall 2018

## Anthropology 100

### Introduction to Anthropology

Monday, Wednesday, Friday  
12:30PM - 1:20PM  
Teaching and Learning Center 29



#### COURSE DESCRIPTION

Why do people believe different things? How do people communicate who they are to others? Why are inequalities present in society? Are certain societies more 'advanced' than others? How do we quantify and qualify the human experience?

Using a problem based approach, this course is an introduction to the discipline of anthropology. Through the examination of the major subfields in anthropology (physical, archaeology, socio-cultural, and linguistics), we will investigate a diverse spectrum of cultures past and present throughout the world. Along with focusing on the methodologies of anthropological research, the course will expose students to key themes within the discipline that focus on social processes within human society.



Archaeologists working in New Philadelphia, IL

The text book for this course is setup to challenge our ideas. It is important to understand that concepts pertaining to culture can be controversial. This course addresses variable perspectives on human experience. Students in this course will broaden their perspectives about how people around the world deal with problems in their own lives and at a societal level. Moreover, students will better understand the factors that lead to cultural similarities and difference and how these shape the way people move throughout and experience daily life across the lifecycle.

Students will leave the course with the skills to better understand and appreciate cultures outside of their own and to critically evaluate the world in which they live.

Please **DO NOT** use BbLearn to message the instructor.

Use email: [KatrinaE@uidaho.edu](mailto:KatrinaE@uidaho.edu)

Email checked daily @ 3:30PM.

#### OFFICE HOURS

Dr. Katrina C. L. Eichner  
Phirney 108  
Wednesday 3:30 - 5:30PM  
& by appointment

TA: Jonathan Moon  
Phirney 403  
Monday 11AM - 12PM  
Wednesday 1:30 - 2:30PM  
[JEMoon@uidaho.edu](mailto:JEMoon@uidaho.edu)

#### REQUIRED TEXT



*Essence of Anthropology*  
William A. Haviland, Herald  
E. L. Prins, Dana Walrath,  
& Bunny McBride  
4th Edition, Wadsworth  
Publishing

#### COURSE WEBSITE



Information for this course can be found through the blackboard system at <https://bblearn.uidaho.edu>

The course website includes announcements, links to additional readings, lecture slides, class handouts, and assignment prompts. Be sure to check the website regularly.

#### COURSE REQUIREMENTS

To succeed in this course you will need to come to lectures, complete the readings, participate in class, and turn-in all assignments.

This course is based on a model of learning in which students actively engage with lectures, course readings (textbook and case studies), films, and class exercises to better gain mastery of the material. While most classes are lecture based, students will also take part in quiz games, small discussions, etc. as a form of active learning and peer engagement throughout the semester.

Core readings for each class should be completed during the assigned week and form the basis for class activities. You will struggle to pass this class without completing the readings.

Assignments are due in **HARD COPY** according to the schedule in this syllabus. However, grades will be distributed through the BbLearn website. **Late assignments will be deducted 10 points per day late.** There will be **NO make-up in-class assignments** without prior consent of the instructor before the missed deadline.



Margaret Mead, cultural anthropologist, in Samoa

You may notice that there is no singular item that makes up the bulk of your grade. As the course is designed to build on material presented in weeks prior, students will be assessed on their ability to build-up on, synthesize, and analyze material presented throughout the semester.

Regrades are only accepted for one week following receipt to regrade. You must submit a 1pg typed justification with your request. **WARNING: Grades may decrease when assignments are regraded.**

#### GRADE ASSESSMENT

Exam 1	20%
Exam 2	20%
Exam 3	20%
In-Class Activities	10%
Garbage Exercise	10%
Language Exercise	10%
Ritual Exercise	10%

#### GRADING SCALE

A:	100 - 90
B:	89 - 80
C:	79 - 70
D:	69 - 60
F:	59 - 0

#### ASSIGNMENTS

- **Exam (3)** - There will be three tests over the course of the semester. Tests are **NOT** cumulative and will consist of multiple choice, matching, true-false, fill-in-the-blank, and short answer questions.
- **In-Class Activities** - Over the course of the semester students are expected to participate in discussions, group polling, film critique, etc. to enhance their understanding of course materials. **Attendance will be taken at random to keep you on your toes!**
- **Take-Home Exercises (3)** - these take home assignments give students the opportunity to practice being anthropologists. These short papers and worksheets ask students to analyze the world around them as a way to better understand key concepts discussed in the lecture.

#### ★ NOTE: ★

All assignments are due in **HARD COPY** at the start of class on the due date.

# WHY A VISUAL SYLLABUS?

- Makes a strong first impression
- Nobody enjoys reading “terms and conditions”
- Conveys information succinctly
- It’s novel, thus engaging
- Higher rates of student confidence in instructor
- <http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1634&context=ij-sotl>

TABLE 1. Major Syllabus Categories

Generation	Primary Focus	Features	Graphic Style
1. Traditional	Introduction and summary of course	Styled like an abstract	Scholarly, black and white, succinct, text-only
2. Contractual	Detailed explanation of obligations for both instructor and students	Explicit explanations of what to do about problems	Scholarly, black and white, effusive, text-only
3. Learner-centered	Promising, motivating students to take an active role in their learning	Provide student with control and choices throughout the course	Text-rich, yet student-friendly explanations
3a. Engaging	Captivate and sustain student enthusiasm for learning	Contemporary design features integrated with course outcomes	Purposeful use of graphics, media, and color

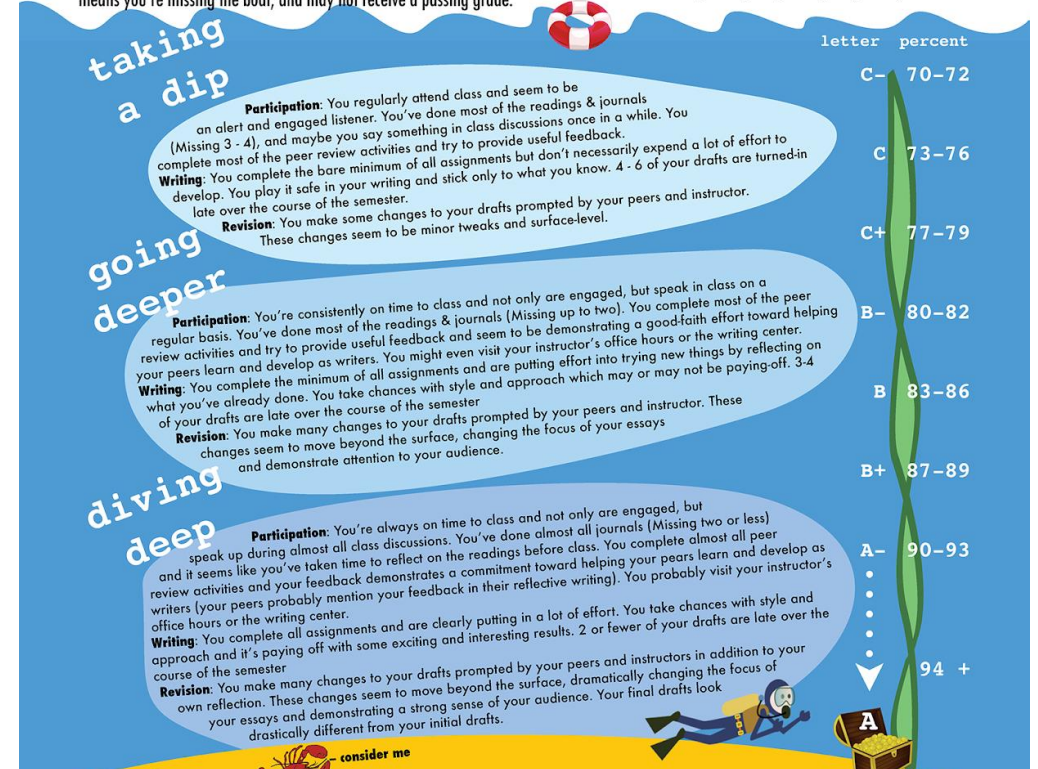
# THE “RULES” OF A VISUAL SYLLABUS

- Keep it simple
- Limit text
- Divide and conquer
- Map it out
- Pick a theme
- Be bold
- Chart it / List it
- Sign post with images
- Keep the requirements
- Show your personality
- Design in your comfort zone
- Get creative
- Design with accessibility in mind

## HOW THIS CLASS WORKS

Below are three ways you can earn a grade. Depending on how hard you want to work (how deep you go), this will correspond to the grade you get and what you take away at the end of the semester. Less than the minimum described below means you're missing the boat, and may not receive a passing grade.

your grade =  
**Units 1 through 4 + Unit 5 + Participation**  
**(80%) + (10%) + (10%)**



## OUR WRITING COMMUNITY

**Creating a community** that enables us to grow and develop as writers depends on each of us fulfilling our individual responsibilities, offering mutual respect to one another, and being receptive readers of one another's writing. As with any University class, students are expected to adhere to the guidelines for classroom behavior as stated in the "Guidelines for Classroom Civility and Respect" in the Code of Student Conduct:

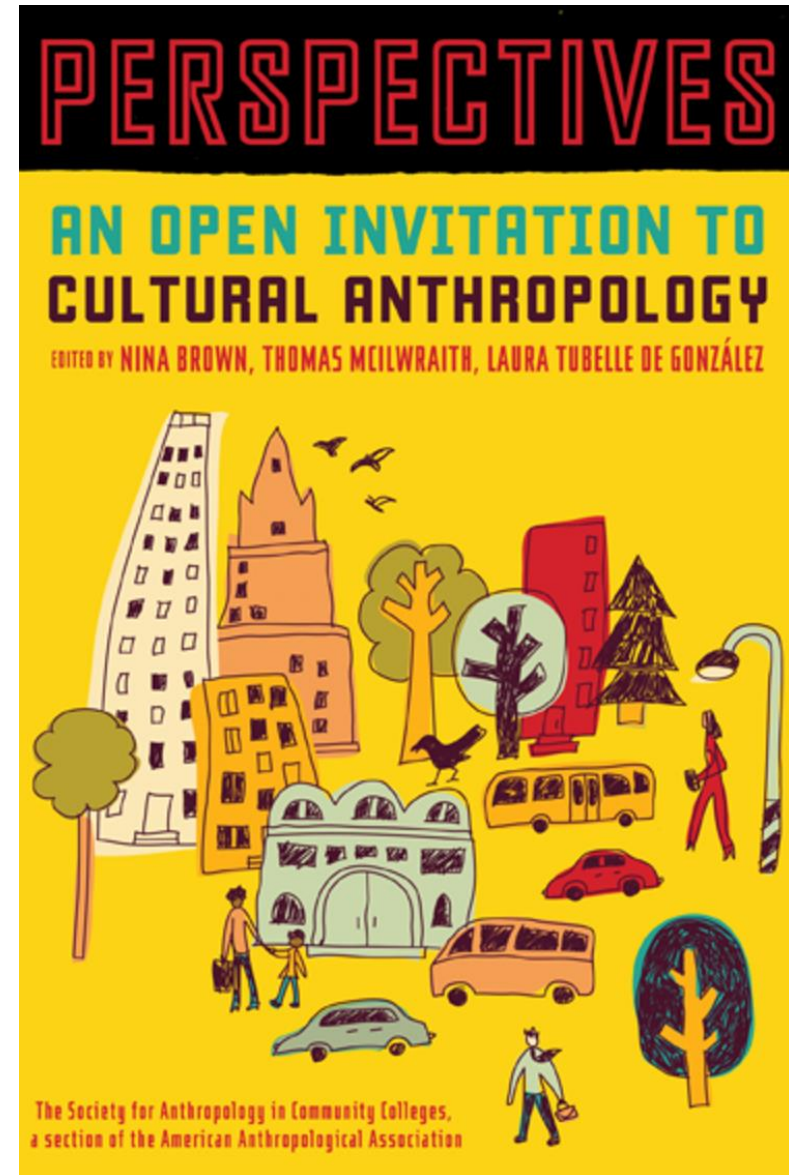
[http://www.umass.edu/dean\\_students/codeofconduct/classroomcivility/](http://www.umass.edu/dean_students/codeofconduct/classroomcivility/)

Active, regular **participation** is a basic expectation of this course. One of the best ways to learn to write, after all, is to discuss the choices available to you as a writer and to share ideas about writing with your classmates. As a result, all students are expected to participate actively in class and to provide respectful responses to others' contributions.

In classroom discussions, try to speak for yourself and from personal experiences. Accept that you might make mistakes. Remember that it's okay to change your mind.

# THINK ABOUT WHAT YOUR ASSIGNING

- OERs (open educational resources)
  - Mine other people's hard work! Just make sure to credit them.
  - Share your own course materials when you're ready
- Videos, podcasts, or online exhibits instead of readings
  - Kanopy
  - Vimeo
  - Youtube
- What is NEW and interesting to you?
  - Blogs
  - News articles
  - Zines
  - Newsletters
- Pop culture is RELEVANT!

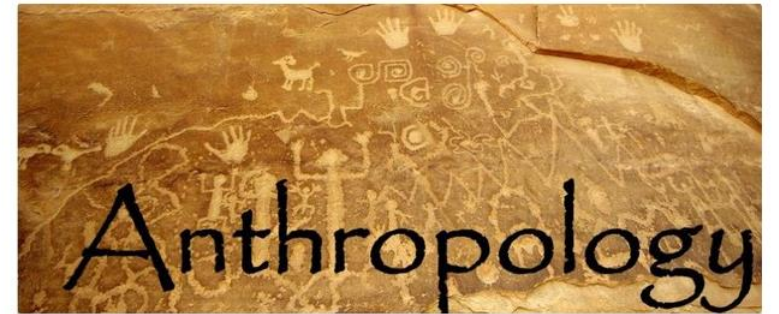


# HELPFUL HINTS

- Use University of Idaho branding as your base [template](#)
- Use on online graphic designer software like [Smore](#) or [Piktochart](#)
- You can covert to an image in word, power point, and illustrator
- Post as a .pdf or .jpeg on BbLearn to preserve formatting
- Initial time investment is high

## Welcome!

Anth 100 02 - Fall 2019



### Greetings Students!

I'm really looking forward to working with and getting to know you this fall term. As you get familiar with the course on our BBLearn site, I wanted to reach out and provide a bit of direction.



The course website is divided into two sections: Course Information and Learning Modules. Please take some time to look over the information in the first "Course Information" section so that you are aware of the course expectations, goals, and policies. Once you've done this you may begin completing the Learning Modules, which are the bulk of the course content.

Please contact me with any questions throughout the term. I'm really excited to work with you through this process.

### Meet Your Teaching Team



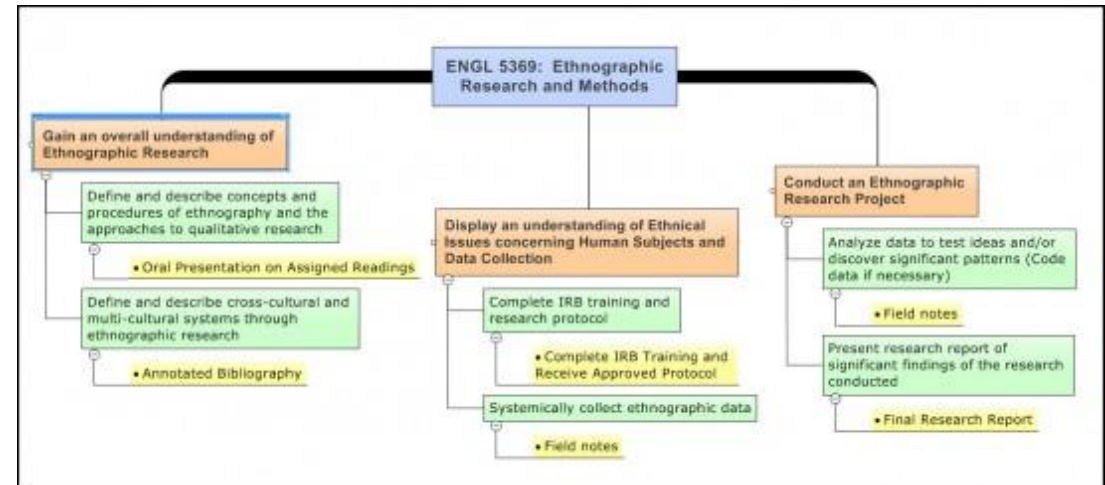
#### Dr. Katrina (Kat) Eichner

I'm a historical archaeologist working on 19th and 20th century sites in the American West. I study the materials used by people in the past in conjunction with the documents that they produced. In particular, I'm interested in how people enact their different intersecting identities (gender, race, religion, age, sexuality, economic

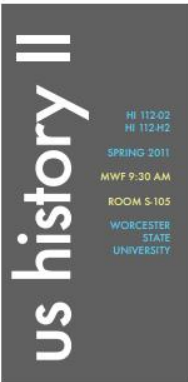
# EXAMPLES:

## FLOW CHART OF LEARNING OBJECTIVES

<https://www.chronicle.com/blogs/profha/cker/graphic-display-of-student-learning-objectives/27863>

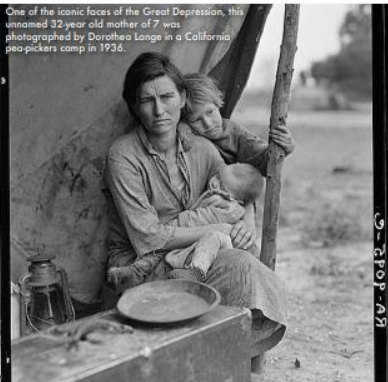


# EXAMPLES:



HI 112.02  
HI 112.H2  
SPRING 2011  
MWF 9:30 AM  
ROOM S 105  
WORCESTER STATE UNIVERSITY

One of the iconic faces of the Great Depression, this unnamed 32-year-old mother of 7 was photographed by Dorothea Lange in a California pea-pickers camp in 1936.



1936-10-12-6

### Course Description and Objectives

**In this course, we explore US history since the end of the Civil War & Reconstruction**

You will learn about broad themes in the history of modern America, including immigration, race and ethnicity, social and political reform, mobility and population growth, contested meanings of freedom, industrialization, cycles of prosperity and recession, popular culture, modernity, and rights movements. You will also develop ways of thinking historically through critical analysis of primary and secondary sources; sitting events, documents and people in their historical

contexts; and crafting interpretations and historical narratives from the "raw material" of the past. In this course, you should expect to do much more than memorize facts or dates – you will be busy actively doing history, not passively learning about history.

Since it fulfills your "Constitutions" requirement, the course will also cover relevant aspects of the US and Massachusetts state constitutions. This is in accordance with MA General Laws, Chapter 73, Section 2A, which reads: "In all state colleges the constitutions of the United States and of the Commonwealth shall be taught as

required subjects for the purpose of fitting the students, morally and intellectually, for the duties of citizenship and of school teaching."

#### What's in this syllabus

How to take this course	2
Course Requirements	2
Grading Scale & Syllabus	3
Details of the "Document Dual"	4
Policies and Resources	5

### Course Requirements

This course involves reading, writing, and group discussion. It is fast-paced; you will need to absorb textbook material on your own outside of class. You will write the equivalent of 30 pages over the course of the term. You will need to put in consistent effort throughout the whole semester. You'll need to have (or learn) basic library and online research skills. You will need to speak up in class and demonstrate active learning, not passive absorption.

**Learning is not a spectator sport.**

**Attendance and Daily Work (20%)** I take attendance in each class. You should be on time and ready for discussion each day. I expect class discussion will be lively, respectful, substantive, and that you will have done that day's assigned reading before class. There's no such thing as an "excused absence" – you're either in class, or you're not. Daily Work may include pop quizzes, discussion questions, in-class short writings, and class participation. These cannot be made up, since they depend on being present in class.

**Exams (30%)** We will have 4 exams. The last one will take place during the final exam period, but will be the equivalent of the other three exams (not a cumulative final). Your lowest exam is dropped; **there are no makeup exams.**

### how to take this course

It's not what you "get" in this course, it's how deep you go. People take a US History survey for lots of reasons, usually variations on "it's required." Think about why someone has decided that learning this material might be essential to your college experience, and what that means for you personally.

It is entirely possible to do well in the class without being transformed by your new-found historical knowledge, but it would be a darn shame. I like to think that this (and, indeed, any) course operates on three levels. Imagine we are standing on the seashore; the course is the ocean. Later with me and go as deep as you dare...

#### wading

you need the basic outlines of US history, the highlights, the main characters & ideas, the surface-level knowledge

There's nothing wrong with staying in the shallows; this approach may work for you if this is likely to be your only history course, or if you've never taken one before & it's all new

"Waders" will tend to assume that textbook, documents, and professor are mutually reinforcing, telling basically the same story. Waders are mainly concerned with **WHAT** happened in the past.

#### snorkeling

you have a grasp of the basics and are ready to think historically and explore what's below the surface

Perhaps you've taken US history before, or are a beginning history major. You already know that history is a conversation among differing and/or contradictory perspectives.

"Snorkelers" notice historical inconsistencies and they respectfully challenge assumptions through lively debate. Snorkelers are interested in **HOW & WHY** things happened as they did.

#### scuba diving

you want to go deeper into the past, using the cognitive equipment & tools of history as a focused critical thinker


Experienced? You are well aware of historical controversy and how historical knowledge is constructed. You actively seek alternative sources, interpretations, and voices.

"Divers" don't take any of the course's structure or content as natural or inevitable. They see (and then fill) the course's gaps. They are curious, passionate, and concerned with **WHY HISTORY MATTERS.**

### Document Dual (30%) = 2 double-spaced pages, no more and no less.

You can turn in one of these each week on Fridays. They are short papers that give you practice working with primary sources and developing historical interpretations. You can safely skip one week, since there are 11 possible Fridays (but you will get the extra credit if you do all 11). They need to be turned in **DURING CLASS** or uploaded to Digital Dropbox **BEFORE CLASS TIME** on Friday. There are **NO** makeups or late work accepted on these short papers. See p. 4 for more information on the DD.

**Projects (20%)** – you will do two projects of your own original work, each of which involves planning ahead, research, and well-crafted, evidence-based historical writing. For the first project you will compare two documents from the *For the Record* reader, and then write a paper that uses these documents as evidence for a historical argument. For the second project – you'll use and then improve a student-made packet of sources for studying a recent event in American history. Each of these projects is worth 10% of your final grade.



This President campaigned as a Republican, Democrat and for the Progressive Party... just not all in the same election. He's also responsible for a canal, a war, a national park, and the most popular toy ever.

Your Instructor: Dr. Tona Hengen  
Office: Sullivan 327-8  
Phone extension: 8688  
email: [thengen@worcester.edu](mailto:thengen@worcester.edu)  
Email is the preferred way to reach me

Office Hours (signup posted on door)  
M 2-3, W 1:30-2:30, F 10:30-11:30,  
and by appointment


- <http://www.tonahangen.com/2011/01/syllabus-makeover/>
- <http://www.tonahangen.com/wsc/us2/wp-content/uploads/2011/01/112.Spr11.pdf>



# EXAMPLES:

Nutritional Assessment and Counseling

FN 3100  
FALL 2014  
TR 2:30-3:45PM  
OLSCAMP 203  
BOWLING GREEN STATE UNIVERSITY



The "BOD POD" estimates fat and lean muscle mass using air displacement.

### Course Description and Objectives

This course examines methods for evaluating nutritional status of individuals and population groups and techniques used in diet instruction in addition to methods of quality assurance, program evaluation, laws, regulations, and standards affecting dietetic practice.

During this course, you will develop and enhance the following skills:

- Explain the impact of a public policy position on dietetics practice
- Explain the impact of health care policy and different health care delivery systems on food and nutrition services
- Identify and describe the roles of others with whom the Registered Dietitian collaborates in the delivery of food and nutrition services
- Use the nutrition care process to make decisions, to identify nutrition-related problems and determine and evaluate nutrition interventions
- Demonstrate how to locate, interpret, evaluate, and use professional literature to make ethical evidence-based practice decisions
- Use current information technologies to locate and apply evidence-based guidelines and protocols
- Demonstrate counseling techniques to facilitate behavior change
- Demonstrate effective and professional oral and written communication and documentation
- Develop an educational session or program/educational strategy for a target population

### Syllabus Contents

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Policies	2
Grading	3
Schedule	4
Students on the Street	4
Resources	5

### Course Details

**Your Professor**  
Dr. Allison Brown, PhD, RD  
16G FCS Building  
419.372.6461  
[arbrown@bgsu.edu](mailto:arbrown@bgsu.edu)  
Office hours: TR 12-2PM  
and by appointment



**Your Graduate Assistant**  
Tracy Zinn  
MFN student  
109 FCS Building  
[tezinn@bgsu.edu](mailto:tezinn@bgsu.edu)  
Office hours: MW 9-11AM  
and by appointment



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### Taking This Course

Ultimately, it's not the grade that you "get" in FN 3100 – it's your ability to apply and translate the information later. Students take this course for many reasons. Most often "it's required" for your dietetics or nutrition science major, or nutrition minor. Think about why the "powers that be" have decided that learning this material is *essential* to your career path. What does it mean to you as a future exercise physiologist? long-term care administrator? dietitian? food scientist?

It's completely possible to earn an "A" or "B" without being transformed by your newfound nutritional knowledge, but it would be a pity!

Use the quick-fix "diet" vs. long-term "lifestyle change" metaphor to guide your experience...

### Diet

You've taken a nutrition class before. You grasp the basics.

You tend to assume that the textbooks, supplemental readings, and professor tell the same basic story. You are mainly concerned with surface-level information. You are interested in "WHAT" is the recommendation?

### Lifestyle Change

You're on a quest to dig deeper. You think critically.

You're aware that the field of nutrition is ever-changing. You seek alternative sources and interpretations. You are curious, passionate, and concerned about "HOW" and "WHY" nutrition matters.

### Course Policies

- Communication is very important. If you have any questions, technical difficulties, or problems with the course, please notify Dr. Brown or Tracy as soon as possible.
- Do NOT chat with your neighbor about non-class related matters during class.
- Silence your cell phone and/or other mobile devices before class.
- During the class, please refrain from sending emails, updating your Facebook status, reading the BGNews, doing homework for other classes, answering your phone, sleeping, or the like.
- In the event of inclement weather, please check the "Announcements" section of Canvas to see if there has been any adjustment to the class meeting schedule.
- You are expected to keep up with textbook and supplemental readings on your own. It is impossible to cover everything in class. Exams, assignments, and quizzes are based on class discussions and assigned readings.
- Unless otherwise specified, it is not necessary to bring your textbooks to class.

### Materials for Success

Texts	Lee R, Nieman D. Nutritional Assessment. 6 <sup>th</sup> ed. New York: McGraw Hill; 2013.
	Snetselaar L. Nutrition Counseling Skills for the Nutrition Care Process, 4 <sup>th</sup> ed. Boston: Jones and Bartlett; 2009. <i>One copy of each text is on reserve in the Jerome Library and can be checked out in 2 hour increments.</i>
Audience Response Device	Each student must bring a mobile device to every class. You will participate in class polling by sending text messages or submitting responses online at <a href="http://PollEv.com/DrBrown">PollEv.com/DrBrown</a> . You may use your cell phone, laptop, tablet, or other device capable of texting or web surfing.
Dry Erase Materials	Each student must bring dry erase marker(s) and an eraser or alternative (e.g., rag, old sock, sponge).

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### Class Schedule (tentative)

Date	Topic	What to Read	What's Due
T 8/26	Introduction to Nutritional Assessment	NA* Ch 1	
R 8/28	Dietary Guidelines	Dietary Guidelines for Americans, 2010	Quiz <sup>Syllabus and Academic Honesty (10 pts)</sup> Canvas Avatar (5 pts)
T 9/2	Dietary Standards	NA Ch 2	Active Reading Worksheet <sup>Ch 1-2 (NA, 5 pts)</sup>
R 9/4	Exchanges		Quiz <sup>Exchange List (10 pts)</sup>
T 9/9	Diet Assessment	NA Ch 3	Active Reading Worksheet <sup>Ch 3 (NA, 5 pts)</sup>
R 9/11	National Surveys	NA Ch 4	Active Reading Worksheet <sup>Ch 4 (NA, 5 pts)</sup>
T 9/16	Measuring Food Insecurity and Hunger	Household Food Security in the US 2010	Quiz <sup>HFSS (10 pts)</sup> Active Reading Worksheet
R 9/18	Review		Fair Exam Question <sup>(5 pts)</sup>
T 9/23	EXAM 1		EXAM (100 pts)
R 9/25	Creating Lesson Plans	Review Lesson Assignment	
T 9/30	Computer Dietary Analysis	NA Ch 5; Review Term Project Assignment	Discussion Board <sup>ASA 28 (10 pts)</sup> Active Reading Worksheet <sup>Ch 5 (NA, 5 pts)</sup>
R 10/2	NDSR/SuperTracker	Class in EDHD 222 <sup>Computer Lab</sup>	Term Project <sup>Part 1 (1 Day Food Record, 10 pts)</sup>
T 10/7	Library Database Searches	Class in Jerome Library 150A <sup>Pollster Conference Room (1st Floor, back)</sup>	Lesson Plan <sup>Part 1 (Location and Pre-Assessment, 20 pts)</sup>
R 10/9 – Fall Break – NO CLASS			
T 10/14	Scientific Writing; DETERMINE Checklist		Term Project <sup>Part 2 (SuperTracker Reports, 10 pts; NDSR Reports, 10 pts)</sup>
R 10/16	Review		Fair Exam Question <sup>(5 pts)</sup> ; Discussion Board <sup>Scientific Journal Article Assignment (10 pts)</sup>
T 10/21	EXAM 2		EXAM (100 pts)
R 10/22	iPad Weight Management Apps		Discussion Board <sup>Weight Management App Review (10 pts)</sup>
T 10/28	Lesson Plan Peer Review		Lesson Plan <sup>Part 2 (Development DRAFT, 5 pts due 11:59am for peer review)</sup>
R 10/30	Hospitalized Patients	NA Ch 6 and 7	Lesson Plan <sup>Part 2 (Development FINAL, 40 pts)</sup> Active Reading Worksheet <sup>Ch 6-7 (NA, 5 pts)</sup>

### FN 3100 Students on the Street


"Helped me apply what I was learning to someone I could look at as 'my client.'"	"Being able to teach nutritional information really helped me to understand it better."	"They help me navigate information in the book. I didn't realize how much I learned from simply reading the chapters."	"Kept me paying attention and able to interact."	"I've heard a lot of people say they're really hard, but I think that we're adequately challenging. This is stuff we really need to know!"	"If you're not a good test taker, these projects can help you improve your grade. They are worth a lot of points."
Term Project	Lesson Plan	Worksheets	Polling	Tests	Projects

4

- <http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1634&context=ij-sotl>

# EXAMPLES:

PRINCIPLES OF  
**psychology**  
Fall 2015 | PSY 200



**Welcome to Principles of Psychology!**  
Are you ready to explore the amazing world of brains and behaviors? Principles of Psychology is your ticket into one of the most fascinating components of human nature. As your instructor for this semester, I look forward to engaging with you on cool topics like motivation, memory, social influence, emotion, and intelligence. Psychology has a profound influence on your daily life, at home, at work, at school, and even when you're relaxing. I'm excited to learn with you and explore the content of this course together. There's a lot to learn, so let's get started!

name@ustate.edu 555-555-1234 Education Hall Office #412B By appointment

**LEARNING OBJECTIVES**  
By the end of the course, you can expect to

- Understand psychology as a science.
- Discern the fundamental elements of research design.
- Know the basic history of psychology and the status of its various fields.
- Recognize how psychology impacts everyday life and explains much of human behavior, thoughts, and emotions.
- Learn basic vocabulary and technical terms used in psychology.
- Develop the critical thinking, writing and presentation skills necessary to the field of psychology.

**REQUIRED TEXTS**

**Psychology in Modules, 11th ed.**  
David G. Myers  
C. Nathan Dewall  
ISBN: 978-1464167522  
1464167524

**Launchpad for Myers' Psychology in Modules**  
David G. Myers  
C. Nathan Dewall  
ISBN: ISBN-13: 9781464173585

**COURSE REQUIREMENTS**

- Download Files**  
During the first week of class, visit the course website and download all files under Syllabus > Course Documents > Selected Lecture Notes. Fill in all course assignments on your calendar.
- Read Material**  
Study chapters assigned and indicated in course calendar. Read all required material **before** coming to class.
- Submit Assignments**  
Turn in all assignments on time. All assignments are due **exactly at the start of class**. Late assignments will receive **ZERO credit** (even if only 5 minutes late).
- Participate in Class**  
Actively participate in class discussions. Ask and respond to questions by both the instructor and other students. Be respectful at all times. Classroom discussions are expected to be fun and insightful, but always civil and sober.
- Collaborate with Others**  
Work in groups in an interactive environment. Participate together in discussions, teamwork, group projects, research, and presentations.
- Be on Time & Prepared**  
Be to class on time, turn in assignments on time, and take exams on time. Be prepared with a pencil and Scantron on test days.

**TESTS**

There will be 3 tests, largely made up of multiple-choice and matching questions. Tests may also include free-response and short answer questions. Each test will cover the chapters leading up to the test including anything lectured on the day of the test. **Tests are NOT cumulative and will only cover the chapters from the last test forward.** Questions will come from both book and lecture material. Test 3 will also include questions from peer presentations. Do not arrive late to exams as you will not be given extra time.

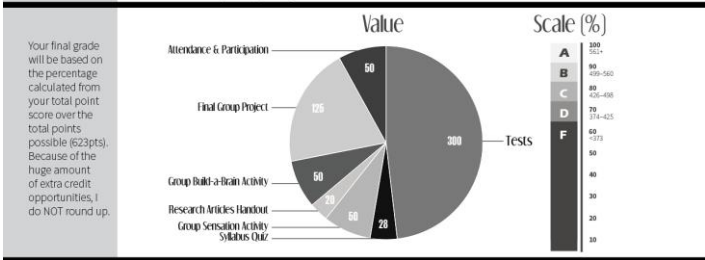
**\*\*Please note that you will need to provide your own #2 pencil and Scantron form for each exam. Both can be purchased at the college bookstore.\*\***

No make-up exams will be given, unless there is an extreme emergency (please note that having to work, oversleeping your alarm, minor illnesses that do not require doctor visits, etc. are NOT extreme emergencies and will not be accommodated). If an emergency arises that prevents you from taking a test, you are responsible for notifying me (via phone or email) right away. I will not be amenable to make-up requests that come after the day of the scheduled test. You **MUST** provide written verification of the emergency to me to reschedule an exam. **The exam must be taken by the end of the week of the date missed and before exam results are distributed to the class.**

\*For one of these tests, I will make an announcement on the day of the test that you may use notes on the test. For this day only, the following will be permitted for use during the test: handouts you have received; notes you have taken during class time; notes you have taken during study sessions; or notes you have copied from other classmates into your own notebook. **Your course textbook or photocopies from the textbook are NOT allowed to be used on this test. Neither will cell phones, computers, or any other electronic devices be allowed.** Please note that if you have to miss taking the exam in class on the open-notebook day, you will NOT be able to use notes on the make-up exam.

**ASSIGNMENTS & GRADING**

- Tests (3 tests, 100 points each)**  
There will be three tests throughout the semester, each weighted equally at 100 points apiece.
- Syllabus Quiz (28 points)**  
Download the quiz from the course website. Due at the START of our 3rd class.
- Group Sensation Activity (50 points)**  
This is a 10-minute group presentation on one of the six senses. Details for the assignment can be found on the handout on the course website. Due September 24.
- Research Articles Handout (20 points)**  
Follow instructions provided in class. Assignment will be started in class and turned into as a group email. Due Sept. 28 by midnight.
- Group "Build-a-Brain" Activity (50 points)**  
Follow instructions provided on "Build-a-Brain" handout on course website. Due October 19.
- Final Group Project (125 points)**  
Follow instructions provided on final group project handout on course website. Due December 3.
- Participation (50 points)**  
Participation points will be a combination of classroom attendance, participation and in-class assignments over the course of the semester. Mere attendance to the class (without participation) will earn about half of the full participation points! Please note that if you come in late or leave early, you forfeit your attendance points for that day.



**Extra Credit**

Extra Credit points: you can earn up to 25 extra credit points through a variety of ways: completing in-class or homework activities assigned in class and turning them in (10pts), having your textbook with you during random spotchecks in class (2pts), making a 1-minute presentation on an article, movie, personal experience, or current events that relates to psychology at the beginning of class (3pts), forming and participating in study groups for class tests (3pts per test), giving a copy of your notes and/or tutoring another student on any psychology topic (2pts), presenting a short creative piece (e.g. poem, song, you tube video, PowerPoint slide) you created which relates to psychology (5pts), completing a movie or book review according to their specific guidelines on your course website (10pts), and/or perfect class attendance (10pts). **\*\*The deadline for turning in extra credit is the beginning of class Dec 10.\*\***

- <https://thevisualcommunicationguy.com/2017/08/14/how-to-turn-your-syllabus-into-an-infographic/>

# OTHER USEFUL RESOURCES:

- Syllabus Bloat: <https://slate.com/human-interest/2014/08/college-course-syllabi-theyre-too-long-and-theyre-a-symbol-of-the-decline-and-fall-of-american-higher-ed.html>
- Hand Drawn Syllabus: <http://spinweaveandcut.com/education-home/>
- Big Idea syllabus: <http://myteachingnotebook.com/index.php/2015/08/28/rethinking-the-syllabus/>
- Visual Syllabi and Alternatives: <http://www.allegravillarreal.com/?p=367>
- Turn your syllabus into an infographic: <https://l1atnd.wordpress.com/2014/08/26/turn-your-syllabus-into-an-infographic/>

**REMEMBER:**

**YOU DON'T  
HAVE TO  
REINVENT THE  
WHEEL**



**End of Presentation**



**ANY QUESTIONS?**

[memecreator.org](http://memecreator.org)