Course Information

Meeting Times: 11:00—12:15 PM M/W
Credit Hours: 3
Contact Hours: 3
CRN: 40716
Prerequisites: None
Co requisites: None

Instructor Information

Name: Dr. Scott D. Reeder
Office Location: General Studies Building Room 7112
Office Phone: 912-443-5095
E-mail Address: sreeder@savannahtech.edu
Office Hours for Students: 9 AM—12 PM
Response Time (phone/e-mail): Within 48 Hours (unless you send me a declarative email, to which a response is generally pointless)

I am a punk rock kid from Chicago, which means I’ve been on the receiving end of a Billy club on more than one occasion. I’ve spent nights in jailhouses from Tijuana, Mexico to New York, NY. My high school guidance counselor said that I would be a career felon and cancelled our meeting about college and career choices. I was a kid when I had kids, so we lived in poverty and it was hard to get out of it. I was living up to the expectations “adults” had for me. I watched people who were in my high school graduating class graduate from college. They were the same age as me, and they had already accomplished more than I had, or thought I ever would... I was a less than decent father, I was a horrible husband, I was a nightmare as an employee, and I was a loser in my own eyes. Until I decided to be someone else. I wasn’t sure what someone else meant, and figuring that out was difficult. Becoming someone else was even harder. Learning to ignore the really negative feedback and expectations of others was a challenge because I didn’t really know who or how to be anyone else. Until I figured it out.

The College would like for me to inform you about all of my educational and work experiences which led me to have the privilege of teaching you. I’ll bullet point these things. They are kind of important, although not in the way you think or expect. They are only important because they led me to you.

- Degrees: B.S. Psychology (UNCC); M.S. Psychology (Winthrop); SSP (Winthrop); Ph.D. (UNC)
- Owner/Partner of Model and Talent Agency (print, commercial, runway)
- Executive Program Director—I started out with me as the only employee and left with 74 direct care staff and 2 assistants
- School Psychologist in high poverty and crime rural counties in South Carolina
- Professor of Psychology and Counseling at Winthrop University (graduate and undergraduate classes); UNCC (graduate classes); Limestone College (undergraduate classes); USCB (Director of Student Services); Technical College of the Lowcountry, and Savannah Technical College.
- Published a couple of books, and some research about a) kids, and b) what happens on an organizational level in secondary (high school) and post-secondary (college) environments where leadership is either poor or absent
- Presenter at various academic conferences/symposiums in areas of addiction, ADHD, brain development, and spirituality in psychology and counseling
- Member of American Psychological Association, American Counselor’s Association, Association of Counselor Educators and Supervisors, National Association of School Psychologists, American School Counselors Association, United States Tennis Association, and the Eastern Surfing Association
- Recipient of various awards that don’t mean much to me, nor should they mean much to you.

I think that pretty much covers it. I also think that I managed to become someone else; a more authentic/real version of the person who existed somewhere in me, although I couldn’t see it for a long time. Maybe this is the case for you. If it is, welcome and buckle in for the ride. You’ll be tested and have some really bad days—and then you’ll meet the person you set out to be. If this is not the case for you, please continue on. I don’t know how you did it, although I admire your self-direction.

Department Head Information

Name: Heather Ramsey, M.Ed.
Office: General Studies Bldg. Room 7114
Office Phone: 912-443-5804
E-mail Address: hramsey@savannahtech.edu
Student Office Hours: Tuesday 1:00 - 3:00 (appointment available for other times)

Course Description

PSYC 1101—40716
Spring Semester of 2018
Main Campus
Psychology 1101 introduces the major fields of contemporary psychology. Emphasis is on fundamental principles of psychology as a science. Topics include research design, the organization and operation of the nervous system, sensation and perception, learning and memory, motivation and emotion, thinking and intelligence, lifespan development, personality, psychopathology and interventions, stress and health, and social psychology.

**Student Syllabus Certification**

Students will be required to login to Savannah Technical College's Learning Management System, Blackboard [https://savannahtech.blackboard.com](https://savannahtech.blackboard.com), and complete a short test to certify that they have read and understood the syllabus for the course and agree to be bound by the terms and conditions.

**Course Competencies**

Upon successful completion of this class, each student should be able to:

<table>
<thead>
<tr>
<th>Order</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Explain the Foundations and Research Methods</td>
</tr>
<tr>
<td>2</td>
<td>Know General Theories of Biological Foundations of Behavior</td>
</tr>
<tr>
<td>3</td>
<td>Know What Sensation and Perception Are, and Their Differences</td>
</tr>
<tr>
<td>4</td>
<td>Provide Examples of States of Consciousness</td>
</tr>
<tr>
<td>5</td>
<td>Learn About Learning</td>
</tr>
<tr>
<td>6</td>
<td>Remember What Memory Is, and How it Is Different From Learning</td>
</tr>
<tr>
<td>7</td>
<td>Understand How Cognition and Mental Abilities Are Defined and the Galactic Amount of What Is Still Unknown</td>
</tr>
<tr>
<td>8</td>
<td>Be Able to Explain Both Motivation and Emotion and How They Interact</td>
</tr>
<tr>
<td>9</td>
<td>Understand the Historical Changes in the Meaning of Lifespan Development and How What We Think We Know Applies to You</td>
</tr>
<tr>
<td>10</td>
<td>Be Aware of the Fact That We Have a Personality and We Do Not Know Exactly What that Means</td>
</tr>
<tr>
<td>11</td>
<td>Understand the Diagnostic Principles of Prevalent Psychological Disorders and that some Treatment Methods Work</td>
</tr>
<tr>
<td>12</td>
<td>Know How Stress and Health Psychology are Related</td>
</tr>
<tr>
<td>13</td>
<td>Understand How Social Psychology Explains Personal and Group Behavior</td>
</tr>
</tbody>
</table>

**Required Materials**


Supplemental Text:


*etext can be purchased through [http://www.kendallhunt.com/punk_rock_psychology/](http://www.kendallhunt.com/punk_rock_psychology/)*

Supplementary articles may be provided during the semester and can be accessed through Blackboard

**Evaluation Process**

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>DATE</th>
<th>POINTS</th>
<th>PERCENT OF OVERALL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chps. 1-4 Exam I</td>
<td>Week of 02/15</td>
<td>100</td>
<td>15%</td>
</tr>
<tr>
<td>Chps 5-8 Exam II</td>
<td>Week of 03/21</td>
<td>100</td>
<td>15%</td>
</tr>
<tr>
<td>Chps 9/10 Exam III</td>
<td>Week of 04/27</td>
<td>100</td>
<td>15%</td>
</tr>
<tr>
<td>FINAL EXAM</td>
<td>TBD</td>
<td>150</td>
<td>25%</td>
</tr>
<tr>
<td>Journals 4 of them</td>
<td>Due with each exam</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Research Project</td>
<td>Due at Final</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>SUMMARY</td>
<td></td>
<td>550</td>
<td>100%</td>
</tr>
</tbody>
</table>
There will be a study guide provided for each of the exams as well as the final. We will cover the study guide in class before each of the exams.

Exams I, II, and III will be comprised of a written component (multiple choice, true/false, fill in the blank, and short answer items), which is 60% of the exam grade. There will also be a cooperative component, where students are divided into small groups and given 1-2 open ended statements to which they respond using the foundations of critical thinking. This is worth 40% of the exam grade.

The final exam will consist of only written items.

There are 4 journals due over the course of the semester. These are designed to have you practice good critical thinking. Students should pick something that has been discussed in class or read in the book and apply it to something in their lives. Students can apply it to themselves or someone they know and who is of significance to the student. All journals are treated as confidential communication, which means that I will not disclose the content of the journal or the name of the student to anyone.

- The only exception to the confidentiality clause for the journals is an implied or direct threat to self or others (i.e., a student implies to states that they are intending to hurt either themselves or another person), which will be reported to either the police or protective services. The student will be informed of the report being made.

Research Assignment Outline

Process of Finding Good Sources:

In order to ask a good question, you must first narrow it down into something that can actually be researched. A broad question, such as, “What is the academic success rate of African American students?” is way too big to answer in one piece of research. There are so many variables that exist, and operational definitions that have not been made, such that a search for something along these lines would give you hundreds of thousands of articles; many of them having nothing at all to do with your question. In an effort to narrow things down and make them more concrete, you might consider the following:

- How do you define “academic success”? Is it being promoted to the next grade, is it making a certain score on a state test, is it graduating from high school, is it graduating from college? These are just a few clarifying questions, and they lead to the issue of the population.

- What is meant by “rate”? Is this proportional within the group? Is this proportional to other groups? Is it a percentage of a subgroup? Is it a percentage of an overall group?

- African American students could mean anything from Head Start to Graduate School. Which specific age or school grade range would you want to research? Are the students male, female, or a combination of both? Are you comparing male to female within the group, or are you comparing male and female between groups (i.e., Caucasian or Latino students)? Are you referencing private schools, or public schools? Are you comparing private to public? This leads to the issue of demographics.

- Where does the population live? Are they from a small, rural community? Are they from a suburban community? Are they from a large urban community? Where, geographically are they from? The Southeast, the Midwest, the Northeast, the Southwest, etc.? This leads to socioeconomics.

- Regardless of the geographic location and community size, what socioeconomic descriptor would apply to your sample? Are they from poverty, lower middle-class, middle-class, upper middle-class, wealth, new wealth, old wealth, super-wealth? Also, what resources are available to schools in that area? This may require you to compare typical school resources within a specific region, or with state or national averages relative to where your students are from.

- Other “confounding variables” include (and are not limited to) sexual orientation, religious identity, family structure, family history, caregiver education level and job description, group affiliations, health history of student, health history of family members, developmental history of student, core attitudes, values, and beliefs, attitude toward education by student/parents/community, support mechanisms available to student and/or family, etc. Any one of these variables can and will have an unintended and unmeasured effect on research outcomes, unless one or more of them were identified as independent or dependent variables. This leads to methodology.

- How do you intend to go about answering your question? Will you data-mine (just looking at data on a piece of paper that gives you the information that you think that you need in order to answer the question)? Will you do something more qualitative by selecting just a few students with whom you have a conversation and then look for themes that emerge from their stories? Will you do some kind of survey research? Will you use a quasi-experimental approach, or will you attempt a true experiment? Your methodology will always shape your actual question. For example, a true experiment would involve actually doing something to one group (experimental) and doing nothing to another group (control), and then you would look for differences between groups. So your question might be “Will 3rd grade middle-class African American male students attending a public school in a large urban community in the Northeast learn more, based on the results of _________ State Test, using X instructional method compared to a group of similar students who are taught using the standard instructional model of the school district?” If you were to use a survey, you wouldn’t do anything to any of the students. They’d just be responding
to a set of questions/statements that you have determined are strongly related to your question, which might be, “How does self-perception of learning ability influence end of year grades among 3rd grade African American male students attending school in a large Northeastern urban community public school?”

- To practice, try the following:
  - Go to our School website (If you also attend another college or university you can probably do the same through their system)
  - Under the “Resources” section look for “Search GALILEO” and click on it
  - When the new page loads you will see something titled “Select a subject from the list below”, and look for “Social Sciences”…click on that and then click on “Psychology” from the list that pops up
  - When this new page loads click on the very first option called “Academic Search Complete”
  - When this page loads I want you to type in the following: race and psychology
  - Notice the number of articles that are available
  - Now type in poverty and psychology
  - Notice the number of articles
  - Last, type in race, poverty and psychology
  - Notice the number of articles
  - This is an example of how you narrow down your question so that there is information available, just not too much and not too little
    - For too little, type in race, poverty, sex and psychology
  - Now, practice using something that appeals to you as an avenue of research.

This is What You Will Turn In:

1. Title page (5 points; 1 page) use APA style; title of your assignment, page number, running head. Use your Student ID instead of your name
2. Abstract page (5 points; 1 paragraph on its own page; brief summary of the question that you ultimately chose to ask, a collection of articles you read for this assignment. Be sure to highlight points from the summary, critique, and implications.)
3. Critique (15 points, 2-3 pages) Discuss what the researchers did well and could improve in their questions and methods. Again, do not discuss the studies individually, but critique the collection/body of research you reviewed. Write about the strengths of the research and write about the weaknesses of the research. Provide specific evidence to support the general strengths and weaknesses. I recommend you use the following headings for this section.
   a. How does each article support (suggests that your research is worth pursuing) or relate to the question you are asking?
   b. Strengths of the research in terms of ethics, methods, samples, measures, procedures, interpretations and relevance of the research questions or findings. An example would be: “These studies had ample sample sizes ranging from 120 (Reeder, 2011) to 1,364 (SECCYD, 2013) which increases my confidence that participant responses are reflective of the larger population.”
   c. Weaknesses of the research in terms of ethics, samples, measures, procedures, interpretations of the research findings. An example would be: “Unfortunately, four of the studies relied on convenience sampling which reduces generalizability of the findings because…”
   d. Practical Implications (10 points and one page) for politicians, parents, educators, practitioners, professionals, other possible constituents of the research (e.g., “In-service training for child care providers should include summaries of these findings regarding obesity in early childhood. Specifically…”
4. Reference page in APA style. Remember that a minimum of 15 references are required and all must relate to the question you ask.
   a. Full original reference of the article in APA format

See Appendix 1 for complete course schedule including assignments and assignment due dates. See Appendix 2 for student certification

Mid-term grades will be based on your course grade point average and will be posted to Banner. This course <<does/does not>> have a midterm exam.

Based on circumstance (illness of self or child/immediate family member), transportation problems, scheduling conflicts, etc.), test make up may be allowed.

See Appendix One for complete class schedule including assignments and assignment due dates.

Grading Scale

The Technical College System of Georgia (TCSG) grading scale is as follows:
<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (90%–100%)</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>B (80%–89%)</td>
<td>Above Average</td>
<td>3.0</td>
</tr>
<tr>
<td>C (70%–79%)</td>
<td>Average</td>
<td>2.0</td>
</tr>
<tr>
<td>D (60%–69%)</td>
<td>Below Average</td>
<td>1.0</td>
</tr>
<tr>
<td>F (59% and below)</td>
<td>Failing</td>
<td>0.0</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawn Failing</td>
<td>0.0</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawn Passing</td>
<td>Not Computed</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
<td>Not Computed</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>Not Computed</td>
</tr>
<tr>
<td>EX</td>
<td>Credit by Exemption</td>
<td>Not Computed</td>
</tr>
<tr>
<td>TR</td>
<td>Credit by Transfer</td>
<td>Not Computed</td>
</tr>
<tr>
<td>AU or V</td>
<td>Audited</td>
<td>Not Computed</td>
</tr>
</tbody>
</table>

Students must earn a grade of C or better in any course in order for that course to count as credit toward graduation. Courses in which the student earns a D or an F will become part of the student’s transcript and will be included in the student’s GPA, but will not count as credit toward graduation.

Graduation Credit

Students who wish to withdraw from classes must submit a Request to Withdraw electronic form (located on the STC website at the “Student” link).

Tuition and, if applicable, financial aid will be adjusted for students who withdraw within the first three (3) instructional days of an academic term. Students will not receive refunds if they withdraw after the first three (3) instructional days of an academic term. The date of submission of the form will be considered the student’s official last date of attendance. Students who stop attending classes but do not complete the official withdrawal process will receive 0 points for each test, quiz, exam or assignment during the class.

Sequentially Dependent Courses Withdrawal

Some academic programs require the completion of sequentially dependent courses during a full academic term (i.e. 16-week semester or 8-week summer term). Example: During a 16-week semester, Course A (weeks 1 through 3); Course B (weeks 4 through 8) and Course C (weeks 9 through 15). Passing course A is a prerequisite to start course B and passing course B is a prerequisite to start course C. Students who enroll in a set of sequentially dependent courses are considered enrolled in all of the courses at the beginning of the academic term. Students who are not successful in passing prerequisite courses cannot start the subsequent course(s) and will receive a Withdrawal (W) grade in the remaining courses. In the above example, if a student does not receive a passing grade or withdraws from Course A, he or she will receive a final grade of W in Courses B and C. W grades will negatively affect students’ academic progress, which could affect students’ ability to receive future financial aid.

It is the student’s responsibility to officially withdraw from classes, instructors will not initiate the withdrawal process without a student’s documented request. Students who withdrawal from classes during the first three (3) instructional days of an academic term will not be “harmed”,...
this is the EPIC or No Harm, No Foul period. They will neither receive a grade for the course nor will be required to pay tuition or fees for the course. Students who withdraw from all classes during the first three (3) instructional days of an academic term will not be required to pay tuition or fees.

Excused Absences

Excused absences are relevant to programs that specifically require student attendance. Students may request to be excused from classes by submitting appropriate documentation to the instructor before the event occurs. Excused absences will not be used as a basis for withdrawing a student from class and will not be considered in determining a student’s work ethic grade. Instructors will excuse students to participate in the following events upon presentation of appropriate documentation.

1. Military duty/training.
2. Jury summons. Attendance at a legal proceeding in which the student has been charged is NOT INCLUDED.
3. Attendance at a school sponsored event (i.e. VICA, GOAL, SIFE competitions)

Employment, child-care issues, child support and custody issues, divorce issues, and juvenile court legal issues not considered to be excused absences.

Financial Aid Considerations

Academic deficiencies or withdrawal from a class may have an adverse effect on financial aid eligibility. It is recommended that every student consult with his/her academic advisor and financial aid representative to determine the effect that a failing grade or withdrawal from class may have on continuing financial aid eligibility.

Drop/Add and Reimbursement Policy

1. Students will be allowed to drop/add within the first three (3) instructional days of an academic term with no penalty.
2. Students will receive 100% refund of out-of-pocket expenses if they withdraw within the first three instructional days of an academic term. After the third instructional day, there will be no refund given.
3. Students in programs that start at time other than the beginning of an academic term will be eligible for 100% refund of tuition and fees if they withdraw during the first three instructional days after the start of class.

Work Ethics

To be effective, technical education must include two key elements. First, it must provide training and experiences that approximate, as nearly as possible, the conditions found in the actual work place. Of equal importance, an effective technical education program must identify and develop those personal characteristics often referred to as “good work habits.” These characteristics include regular attendance, punctuality, dependability, initiative, attitude, cooperation, respect, character, appearance, productivity, and teamwork. Studies show that 85 percent of the people who lose their jobs do so because they lack good work habits rather than appropriate job skills. Savannah Technical College has therefore developed a system to promote, teach and evaluate “work ethic” in each occupational program. A mid-semester evaluation will be conducted with each student. Final work ethics grades are reported each semester and are recorded as a separate grade on the student’s permanent record. Work ethics grades will be placed to the immediate right of the academic letter grades.

Work Ethics Scale:
- 3 — Exceeds Expectations: work ethics performance was exemplary
- 2 — Meets Expectations: all work ethics standards were met
- 1 — Needs Improvement: some work ethics standards were not met
- 0 — Unacceptable: work ethics performance was below average

See Appendix Two for Work Ethics Evaluation Form

Acts of Dishonesty

Any student found to have committed one or more of the following acts of dishonesty is subject to the disciplinary sanctions outlined in the appropriate section of the Student Code of Conduct as defined in the Savannah Technical College Catalog:

- Cheating, plagiarism, collusion, or other forms of academic dishonesty.
- Furnishing false information to any College official, faculty member or office.
- Forgery, alteration, or misuse of any College document, record, or instrument of identification.
- Tampering with the election of any College recognized student organization.

Acts of academic dishonesty will include, but may not be limited to, the following: Cheating; Plagiarism; and Collusion.

Cheating on an examination is defined to include the following:
- Copying from another student’s exam paper.
- Using material during an exam that is not authorized by the person giving the exam.
- Collaborating without instructor permission with any person during an examination.
- Knowingly obtaining, using, buying, selling, transporting, or soliciting in whole or in part the contents of an examination.
- Bribing any other person to obtain examinations or information about examinations.
- Substituting for another student or permitting any person to substitute for oneself during the administration of an examination.

**Plagiarism** is defined as the appropriation of any other person’s work offered for credit.

**Collusion** is defined as unauthorized collaboration with any other person in preparing work submitted for credit.

**Consequences**
- Students who are found guilty of any act of dishonesty will receive a score of 0 on the exam or assignment that is involved in the act.
- Students who are found guilty of a second act of dishonesty will receiving a failing grade for the course.
- Students who are found guilty of a third act of dishonesty will be dismissed from the College for one academic year and must appeal to the Vice President for Academic Affairs for readmission after one year.

**Disability Services**

A student who would like to receive accommodations for a disability must stop by and request accommodations from the College’s Disability Services Coordinator at the beginning of each term.

<table>
<thead>
<tr>
<th>For All Campuses:</th>
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</thead>
<tbody>
<tr>
<td><strong>Section 504/ADA (Disability)</strong></td>
</tr>
<tr>
<td>Sylvia Perry</td>
</tr>
<tr>
<td>Savannah Campus</td>
</tr>
<tr>
<td>Savannah, GA 31405-5519</td>
</tr>
<tr>
<td><a href="mailto:specpops@savannahtech.edu">specpops@savannahtech.edu</a></td>
</tr>
</tbody>
</table>

**Non-Discrimination Statement**

The Technical College System of Georgia and its constituent institutions do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, disabled veteran, veteran of the Vietnam Era, or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all educational programs and activities including admissions policies, scholarship and loan programs, athletic and other Technical College-administered programs. It also encompasses the employment of personnel and contracting for goods and services.

The Technical College System of Georgia shall promote the realization of equal opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity. Any Savannah Technical College student with a discrimination complaint or disability issue should contact the appropriate person listed below:

<table>
<thead>
<tr>
<th><strong>Title VI (Discrimination)</strong></th>
<th><strong>Regina Thomas-Williams</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Regina Thomas-Williams</td>
<td>Savannah Technical College</td>
</tr>
<tr>
<td>Savannah Campus</td>
<td>5717 White Bluff Road</td>
</tr>
<tr>
<td>Savannah, GA 31405-5521</td>
<td>912.443.5708</td>
</tr>
<tr>
<td><a href="mailto:rthomas@savannahtech.edu">rthomas@savannahtech.edu</a></td>
<td></td>
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<td></td>
</tr>
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</table>

Please see the Savannah Technical College Website, [www.savannahtech.edu](http://www.savannahtech.edu), to read more about the resolution of grievances.

**Warranty Statement**

If a Savannah Technical College graduate educated under a standard program or his/her employer finds that the graduate is deficient in one or more competencies as defined in the standards, STC will re-train the employee at no instructional cost to the employee or the employer. This guarantee is in effect for a period of two years after graduation. The employer or graduate should contact the Vice President for Academic Affairs at Savannah Technical College to obtain more information or to file a warranty claim.
**Class Conduct**

Each student is expected to remember that he/she is now in a college environment. Class behavior should at all times reflect this realization. In particular, students are expected to treat the instructor and every other student in the class with respect and courtesy at all times. In addition, each student is expected to avoid behaviors, such as audible class conversations, obvious sleeping, or leaving and re-entering the classroom, which will detract from other students’ classroom experience. Failure to exhibit appropriate behavior will result in adverse ratings on the Work Ethic Assessment and possible expulsion from the class. Please see the Student Code of Conduct for more information regarding student conduct.

Please note that, for reasons of institutional liability, Savannah Technical College strictly prohibits any student from bringing his/her children to class.

**Campus Carry**

On July 1, 2017 HB 280 signed by Gov. Nathan Deal went into effect. The bill allows the carrying and possession of handguns in certain manners by weapons carry license holders in certain buildings or on real property owned by or leased to public institutions of postsecondary education. It is the responsibility of the weapons carry license holder to know the law and follow it at all times. The liability for use of a firearm is the sole responsibility of the person in possession of the firearm. As part of HB 280, certain areas are still prohibited such as classrooms with Move on When Ready or dual enrolled students or a College and Career Academy.

For questions of whether a MOWR or dual enrolled student is in your class please consult the instructor or registrar’s office. Also if there are any questions or concerns regarding Campus Carry please call the Police Department at (912)443-5200. The full law for campus carry can be found as part of O.C.G.A. 16-11-127.1.

**Additional Information**

All students are advised to read and become familiar with the following topics found on the Savannah Technical College Website, www.savannah.tech.edu.

- Academic Misconduct
- Campus Procedures
- Disciplinary Procedures for Academic Misconduct
- Disciplinary Procedures Nonacademic Misconduct
- Savannah Technical College Library Information
- Grievances
<table>
<thead>
<tr>
<th>Unit</th>
<th>Assignment</th>
<th>Due Date</th>
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<tr>
<td>1: 01/08—01/15</td>
<td>Critical Thought/Research Methods</td>
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<td>2: 01/17—01/31</td>
<td>Lifespan Development</td>
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<td>3: 02/05—02/12</td>
<td>Neuroscience and Psych</td>
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<td>4: 02/14—02/21</td>
<td>Sensation and Perception Study Guide</td>
<td>Exam I 04/21 Journal I Due</td>
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<td>5: 02/26 &amp; 02/28</td>
<td>States of Consciousness</td>
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<td>6: 03/05—03/14</td>
<td>Learning, Memory, &amp; Cognition</td>
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<td>03/19—03/26</td>
<td>Motivation &amp; Emotion</td>
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<td>8: 03/28—04/04</td>
<td>Personality Study Guide</td>
<td>Exam II 04/04 Journal II Due</td>
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<td>04/09—04/16</td>
<td>Health &amp; I/O Psychology</td>
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<td>10: 04/18—04/27</td>
<td>Abnormal Psych &amp; Treatment for Mental Illness Study Guide</td>
<td>Exam III 04/27 Journal III Due</td>
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<td>TBA</td>
<td>Final Exam during regular class start time Journal IV Due Research Summary Due</td>
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