PURDUE UNIVERSITY

Fall 2022 PSY 31100 Section 001 CRN 18488
Human Memory

COURSE MEETING: MWF 11:30 am – 12:20 pm Wilmeth Active Learning Center (WALC) B058 in person

Classes begin August 22 – classes end December 10, 2022. We will not have a final exam.

COURSE CREDIT: 3.000 credits

D2L BRIGHTSPACE COURSE PLATFORM: http://purdue.brightspace.com

We will use Brightspace for downloading guided notes, watching lecture videos, viewing grades, completing activities and attendance questions, and accessing other class resources. All announcements and a current syllabus will be posted on Brightspace. There are several tutorial videos on Brightspace (and YouTube) about how to use Brightspace.

INSTRUCTOR:
Melissa Swisher, PhD

CONTACT INFORMATION:
Email: mjswishe@purdue.edu
Office: PSYC 1232
Office Hours: Wednesdays 3:30 – 4:30 pm and by appointment
Pronouns: She/her/hers

TEACHING ASSISTANT:
Gia Macias

CONTACT INFORMATION:
Email: macias16@purdue.edu
Office: PSYC 3196
Office Hours: Mondays 1:00 – 2:00 pm and by appointment
Pronouns: She/her/hers

EMAIL
Be sure to check yours regularly for course announcements (sent every Sunday) and other correspondence. You should receive an email response within 48 hours of emailing me or Gia. Emails will be read and responded to during normal work hours (9 am – 5 pm) Mondays through Fridays. If you email on the day of an exam, it is unlikely that your email will be read and responded to until at least the following day.

STUDENT HOURS: Student/Office hours will be held in person for both Gia and Dr. Swisher. You can ask questions about class, psychology in general, graduate school, etc. If you can't meet during our regular student hours, you can email to arrange an alternative time to meet.

COURSE DESCRIPTION AND GOALS

Purdue University Undergraduate Handbook Description
A survey of theories and research about how humans remember information and why they often forget. Topics include research on amnesia, forgetting, and sensory memory systems as well as on practical issues such as how to improve memory.

Helpful Prior Experience
You might recognize some similarity to the memory unit in PSY 120 Elementary Psychology, PSY 200 Introduction to Cognitive Psychology, and the memory unit in PSY 314 Introduction to Learning. We will concentrate exclusively on human memory (covered in more depth than in PSY 200) and their associated applications. You do not have an assigned textbook, but you will be expected to read articles and understand them in enough detail to discuss them in class. Therefore, taking PSY 203 Introduction to Research Methods will help in understanding the original source literature.

COURSE OBJECTIVES

1. Explain how the science of human memory enriches understanding of the human mind.
2. Describe what learning and memory are, how they work, and why they work that way.
3. Critically apply the science of learning and memory to evaluate ideas presented in popular media.
4. Identify different learning theories that explain human memory.
5. Understand experimental designs and interpret empirical results from graphical representations.
6. Apply concepts from class to new situations/experiments from brief descriptions of the procedures and results.
7. Use the new memory techniques in your own life.

LEARNING ACTIVITIES AND EVALUATION

Class Meetings
We'll have 20-25 minutes of annotated notes/lecture and 25-30 minutes of discussion of the assigned article/reading for that day. We will have an assigned article for that day, and you will be expected to have read the article and come to class prepared with comments. You may write your comments on your articles and bring those comments with you to class. We will have some group participation activities and demonstrations as well.

We will follow the current University guidelines on masking in the classroom. See Godoy (2020, July 1) for NPR's user guide to masks. **If you feel sick, even if you suspect that you do not have COVID-19, please stay home**. You may not eat in the classroom due to COVID restrictions. If you are in quarantine, you are not permitted to attend class.

Attendance
Attendance is mandatory. We will discuss articles in class and have demonstrations for some of the procedures that are covered in the articles. You will answer questions about the material that we cover in class on Brightspace for attendance points. You'll see the answers to these questions in person in class.

Syllabus Quiz [Quizzes under Course Tools on Brightspace]
Because the syllabus is our contract and course schedule, you'll want to be familiar with our course policies and how to find everything in the Brightspace environment. The syllabus quiz will be available on the first day of class, and you'll want to finish it then. However, the syllabus quiz will be available until **Friday, September 2**, as there is always some registration shuffling at the beginning of the semester. The quiz has 20 questions and is worth *20 points*; you'll be able to take it as many times as you want prior to 11:59 pm EDT on September 2, and I'll take your highest score.

Summaries [Quizzes under Course Tools on Brightspace]
We will discuss the article readings in lecture, and you'll answer questions about those readings on Brightspace. Your responses to the questions for the article that we read for that day in class are due by 11:59 pm EDT Monday through Friday. There are 27 summaries in all worth *5 points* each. We will drop 7 summaries for a total of 20 summaries counting toward your grade.

Activities
We will complete demonstrations and answer some questions about the memory effects that we discuss in class. You will work in small groups and submit your responses in person by the end of our class meeting (i.e., 12:20 pm) on Fridays. Each activity is worth *10 points*, and we'll drop the one (1) lowest score out of 6 activities.

Exams
There will be three mixed-format exams: 25 multiple-choice questions, 10 fill-in-the-blank vocabulary questions (but no word bank), and 15 points for short-answer questions. You will practice applying information from the class material to new situations. There will be an emphasis on the articles that we analyze in class. For the exams, you'll want to study the articles, your article summaries, and the annotated notes from class. The function of the demonstrations and activities are to help you understand the procedures and psychological phenomena that the authors discuss in the articles we read. You will want to study for the exams using effective study strategies (i.e., retrieval and spaced practice). Each of the exams is worth *50 points*.

Poster Presentation
For the poster presentations, you'll work in groups of 3 people and design a systematic replication of one of the empirical articles that we read throughout the semester to answer a question about memory. You will have two days in class to meet with your group and work on your posters prior to the deadline. Your group will present your work in the last week of class. You'll submit a copy of your poster in .pdf on Brightspace and prepare an 8-minute presentation on your poster. The assignment is worth *50 points*.

LATE ASSIGNMENTS/MAKE-UP WORK

Late attendance and activities will not be accepted. No summaries or activities will be reopened for any reason, including forgetting about the summary or activity, not reading the article, enrolling in class late, illness, quarantine, travel, vacation, internet outage, computer malfunction, etc. All readings will be open on the first day of class, and we drop seven summaries and one activity. That is, you can miss up to 2 weeks of class without any penalty. Let me know *before* you miss an exam that you will need a make-up exam. Make-up exams will have an essay format and will be due within 1 week of the original exam. Waiting to study until the day(s) before or the day of the exam and feeling unprepared for an exam is not a reason to move an exam date.

COURSE GRADES

How many	Assessment	Points Per	Total Points	Percent of Grade
1	Syllabus quiz	20	20	~5% of lecture
20 out of 27	Summaries	5	100	~27% of lecture
5 out of 6	Activities	10	50	~14% of lecture
3 out of 3	Exams	50	150	~41% of lecture
1	Poster Presentation	50	50	~14% of lecture
		Lecture Total	**370**	

GRADE DISTRIBUTION

Letter Grade	Percent of Points	Points out of 370
A+	99-100%	365-370
A	90-98%	332-364
B+	89%	328-331
B	80-88%	295-327
C+	79%	291-294
C	70-78%	258-290
D+	69%	254-257
D	60-68%	221-253
F	0-59%	0-220

There is no textbook for this course. There's a reading list available through the library on Brightspace.

WEEKLY CLASS SCHEDULE

Month/Week/Date	Topic/Reading	Exam/Summary/Paper
August		
W1 Monday 22	Go over syllabus and general introduction	Syllabus Quiz
W1 Wednesday 24	*How to read an article* *Experimental designs and confounds*	
W1 Friday 26	*Memory systems*	

W2 Monday 29	*Forgetting* Sands and Wright (1980)	Summary 1
W2 Wednesday 31	Roediger and DeSoto (2014)	Summary 2
September		
W2 Friday 2	*Forgetting demonstration*	Activity 1
W3 Monday 5	No Class	Labor Day holiday
W3 Wednesday 7	*False Memory* Roediger and McDermott (1995)	Summary 3
W3 Friday 9	Norman and Schacter (1997)	Summary 4
W4 Monday 12	*Flashbulb Memory* Bohannon (1988)	Summary 5
W4 Wednesday 14	*Amnesia* Detterman and Ellis (1972)	Summary 6
W4 Friday 16	*False Memory demonstration*	Activity 2
W5 Monday 19	Gerrein and Chechile (1977)	Summary 7
W5 Wednesday 21	Experimental designs through False Memory	**Exam 1**
W5 Friday 23	*Multi-store model* Brelsford and Atkinson (1968)	Summary 8
W6 Monday 26	Freund et al. (1969)	Summary 9
W6 Wednesday 28	*Working Memory* McNeil and Johnston (2004)	Summary 10
W6 Friday 30	*Phonemic similarity demonstration*	Activity 3
October		
W7 Monday 3	Unsworth et al. (2015)	Summary 11
W7 Wednesday 5	Becker (1988)	Summary 12
W7 Friday 7	*Episodic Memory* Tulving and Thomson (1973)	Summary 13
W8 Monday 10	No Class	October Break
W8 Wednesday 12	Greene et al. (2022)	Summary 14
W8 Friday 14	*Episodic memory demonstration*	Activity 4
W9 Monday 17	*Semantic Memory* Hermann and Harwood (1980)	Summary 15
W9 Wednesday 19	Schwartz et al. (2014)	Summary 16

W9 Friday 21	Multi-store model through Semantic memory	**Exam 2**
W10 Monday 24	*Retrieval Practice* Karpicke and Blunt (2011)	Summary 17
W10 Wednesday 26	Karpicke and Roediger (2007)	Summary 18
W10 Friday 28	*Spaced Practice Effects* Vlach et al. (2021)	Summary 19
W11 Monday 31	*Interleaving* Pan et al. (2019)	Summary 20
November		
W11 Wednesday 2	*Levels of Processing* Craik and Lockhart (1972)	Summary 21
W11 Friday 4	*Retrieval Practice demonstration*	Activity 5
W12 Monday 7	*Adaptive Memory* Nairne et al. (2012)	Summary 22
W12 Wednesday 9	Altman et al. (2016)	Summary 23
W12 Friday 11	*Procedural Memory* Willingham et al. (1989)	Summary 24
W13 Monday 14	Wilson et al. (1996)	Summary 25
W13 Wednesday 16	*Priming* Roediger et al. (1992)	Summary 26
W13 Friday 18	*Adaptive Memory demonstration*	Activity 6
W14 Monday 21	Sbicigo et al. (2017)	Summary 27
W14 Wednesday 23	No Class	Thanksgiving Vacation
W14 Friday 25	No Class	Thanksgiving Vacation
W15 Monday 28	Retrieval practice through Priming	**Exam 3**
W15 Wednesday 30	Poster presentation instructions and meet as groups to work on posters in class	
December		
W15 Friday 2	Meet as groups to work on posters in class	
W16 Monday 5	Poster presentations 1-10	Poster Presentation
W16 Wednesday 7	Poster presentations 11-20	
W16 Friday 9	Poster presentations 21-30	

READINGS (in order of coverage)

Sands, S. F., & Wright, A. A. (1980). Serial probe recognition performance by a rhesus monkey and a human with 10- and 20-item lists. *Journal of Experimental Psychology: Animal Behavior Processes*, *6*, 386-396.

Roediger, H. L., III, & DeSoto, K. A. (2014). Forgetting the presidents. *Science*, *346*, 1106-1109. https://doi.org/10.1126/science.1259627

Roediger, H. L., III, & McDermott, K. B. (1995). Creating false memories: Remembering words not presented in lists. *Journal of Experimental Psychology: Learning, Memory and Cognition*, *21*, 803-814. https://psycnet.apa.org/doi/10.1037/0278-7393.21.4.803

Norman, K. A., & Schacter, D. L. (1997). False recognition in younger and older adults: Exploring the characteristics of illusory memories. *Memory & Cognition*, *25*, 838-848. https://doi.org/10.3758/BF03211328

Bohannon, J. N., III (1988). Flashbulb memories for the Space Shuttle disaster: A tale of two theories. *Cognition*, *29*, 179-196. https://doi.org/10.1016/0010-0277(88)90036-4

Detterman, D. K., & Ellis, N. R. (1972). Determinants of induced amnesia in short-term memory. *Journal of Experimental Psychology*, *95*, 308-316. https://doi.org/10.1037/h0033629

Gerrein, J. R., & Chechile, R. A. (1977). Storage and retrieval processes of alcohol-induced amnesia. *Journal of Abnormal Psychology*, *86*, 285-294.

Brelsford, J. W., Jr. & Atkinson, R. C. (1968). Recall of paired-associates as a function of overt and covert rehearsal procedures. *Journal of Verbal Learning and Verbal Behavior*, *7*, 730-736. https://doi.org/10.1016/S0022-5371(68)80134-3

Freund, R. D., Brelsford, J. W., Jr., & Atkinson, R. C. (1969). Recognition vs. recall: Storage or retrieval differences? *Quarterly Journal of Experimental Psychology*, *21*, 214-224. https://doi.org/10.1080%2F14640746908400216

McNeil, A. M., & Johnston, R. S. (2004). Word length, phonemic, and visual similarity effects in poor and normal readers. *Memory & Cognition*, *32*, 687-695. https://doi.org/10.3758/BF03195859

Unsworth, N., Redick, T. S., McMillan, B. D., Hambrick, D. Z., Kane, M. J., & Engle, R. W. (2015). Is playing video games related to cognitive abilities? *Psychological Science*, *26*, 759-774. https://doi.org/10.1177%2F0956797615570367

Becker, J. T. (1988). Working memory and secondary memory deficits in Alzheimer's disease. *Journal of Clinical and Experimental Neuropsychology*, *10*, 739-753. https://doi.org/10.1080/01688638808402811

Tulving, E., & Thomson, D. M. (1973). Encoding specificity and retrieval processes in episodic memory. *Psychological Review*, *80*, 352-373.

Greene, N. R., Chism, S., & Naveh-Benjamin, M. (in press). Levels of specificity in episodic memory: Insights from response accuracy and subjective confidence ratings in older adults and in younger adults under full or divided attention. *Journal of Experimental Psychology: General*. https://doi.org/10.1037/xge0001113

Herrmann, D. J., & Harwood, J. R. (1980). More evidence for the existence of separate semantic and episodic stores in long-term memory. *Journal of Experimental Psychology: Human Learning and Memory*, *6*, 467-478. http://dx.doi.org/10.1037/0278-7393.6.5.467

Schwartz, A. J., Boduroglu, A., & Gutchess, A. H. (2014). Cross-cultural differences in categorical memory errors. *Cognitive Science*, *38*, 997-1007. https://doi.org/10.1111/cogs.12109

Karpicke, J. D., & Blunt, J. R. (2011). Retrieval practice produces more learning than elaborative study with concept mapping. *Science*, *331*, 772-775. https://www.jstor.org/stable/25790300

Karpicke, J. D., Roediger, H. L., III. (2007). Expanding retrieval practice promotes short-term retention, but equally spaced retrieval enhances long-term retention. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *33*, 704-719. https://doi.org/10.1037/0278-7393.33.4.704

Vlach, H. A., Kaul, M., Hosch, A., & Lazaroff, E. (2021). Attending less and forgetting more: Dynamics of simultaneous, massed, and spaced presentations in science concept learning. *Journal of Applied Research in Memory and Cognition*. https://doi.org/10.1016/j.jarmac.2021.10.007

Pan, S. C., Lovelett, J. T., Phun, V., & Rickard, T. C. (2019). The synergistic benefits of systematic and random interleaving for second language grammar learning. *Journal of Applied Research in Memory and Cognition*, *8*, 450-462. https://psycnet.apa.org/doi/10.1016/j.jarmac.2019.07.004

Craik, F. I. M., & Lockhart, R. S. (1972). Levels of processing: A framework for memory research. *Journal of Verbal Learning and Verbal Behavior*, *11*, 671-684. https://doi.org/10.1016/S0022-5371(72)80001-X

Nairne, J. S., VanArsdall, J. E., Pandeirada, J. N. S., & Blunt, J. R. (2012). Adaptive memory: Enhanced location memory after survival processing. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *38*, 495-501. https://doi.org/10.1037/a0025728

Altman, M. N., Khislavsky, A. L., Coverdale, M. E., & Gilger, J. W. (2016). Adaptive attention: How preference for animacy impacts change detection. *Evolution and Human Behavior*, *37*, 303-314. http://dx.doi.org/10.1016/j.evolhumbehav.2016.01.006

Willingham, D., B., Nissen, M. J., & Bullemer, P. (1989). On the development of procedural knowledge. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *15*, 1047-1060. https://doi.org/10.1037/0278-7393.15.6.1047

Wilson, B. A., Green, R., Teasdale, T., Beckers, K., Della Sala, S., Kaschel, R., Schuri, U., Van der Linden, M., & Weber, E. (1996). Implicit learning in amnesic subjects: A comparison with a large group of normal control subjects. *The Clinical Neuropsychologist*, *10*, 279-292. https://doi.org/10.1080/13854049608406690

Roediger, H. L., III, Weldon, M. S., Stadler, M. L., & Riegler, G. L. (1992). Direct comparison of two implicit memory tests: Word fragment and word stem completion. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *18*, 1251-1269.

Sbicigo, J. B., Janczura, G. A., & de Salles, J. F. (2017). The role of attention in perceptual and conceptual priming. *Psychology & Neuroscience*, *10*, 117-131. http://dx.doi.org/10.1037/pne0000084

STUDENTS AND ACCOMMODATIONS

Should you need any accommodations (e.g., extra time on exams, alternative exam formats, etc.), the DRC will automatically send me your accommodations document. If you anticipate or experience physical or academic barriers based on disability, you should let me know and notify the DRC so that we can discuss options. If you believe that you have a learning or acquired disability, a chronic or acute medical condition, or a psychological disorder, the Disability Resource Center (DRC) in Young Hall 830 (www.purdue.edu/drc) can provide some resources for you and official documentation for related accommodations.

If you have test anxiety or are experiencing any other stressful situations, you might want to visit the Counseling and Psychological Services (CAPS). Their walk-in locations are in Purdue Student Health Center (PUSH) 224. Their walk-in hours are 8 am – 5 pm Monday through Friday. Their website is https://www.purdue.edu/caps/. See also **purdue.welltrack.com** for the online self-help software application to better understand and manage symptoms associated with stress, anxiety, and depression.

For family emergencies or inability to complete coursework due to the loss of a close family member, see the Office of the Dean of Students (ODOS; https://www.purdue.edu/odos/) in Schleman Hall Room 207 or call 494-1747. Seven summaries and one actvity are dropped to accommodate most reasons to miss up to 2 full weeks of class.

The University matches the need to the mental health resources in the following way:

If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try WellTrack. Sign in and find information and tools at your fingertips, available to you at any time.

If you need support and information about options and resources, please contact or see the Office of the Dean of Students. Call 765-494-1747. Hours of operation are M-F, 8 am- 5 pm.

If you find yourself struggling to find a healthy balance between academics, social life, stress, etc. sign up for free one-on-one virtual or in-person sessions with a Purdue Wellness Coach at RecWell. Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is completely free and can be done on BoilerConnect. If you have any questions, please contact Purdue Wellness at evans240@purdue.edu.

If you're struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.

BASIC NEEDS SECURITY

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Office of the Dean of Students for support. There is no appointment needed and Student Support Services is available to serve students 8 am – 5 pm Monday through Friday. Considering the significant disruptions caused by the current global crisis as it related to COVID-19, students may submit requests for emergency assistance from the Critical Needs Fund.

EXTENUATING CIRCUMSTANCES

Sometimes unanticipated events like an acute illness, major surgery and hospitalization, or diagnosis of a new psychological disorder occur during the semester. It is in these circumstances that you'll need to use the proper university services to get accommodations to help you finish your courses. *Do not wait until finals for this*.

For **new physical medical emergencies**, set up an appointment with the Disability Resource Center staff in Young Hall 830 via their website www.purdue.edu/drc and take your documentation from your primary care physician. They can recommend official accommodations which will be delivered to and discussed with your instructors. Those

students who contract COVID-19 will be assigned a case manager who can contact me to discuss course options.

For **new mental health medical emergencies**, see the counselors at the Counseling and Psychological Services (CAPS) in PUSH 224. Once you have a treatment plan, take that documented information to the Disability Resource Center staff in Young Hall 830. They can recommend official accommodations which will be delivered to and discussed with your instructors.

All faculty, including staff like me, are mandatory **Title IX** reporters. If you disclose any **gender-based discrimination or sexual violence** incident to me, I cannot guarantee confidentiality. Once an incident has been reported, you can work with Purdue's Title IX staff (purdue.edu/titleix/index.php) to determine which official accommodations that you need. Then those recommended accommodations should be delivered to and discussed with your instructors.

Quarantine Due to Illness
If you become quarantined or isolated at any point in time during the semester, in addition to support from the Protect Purdue Health Center, you will also have access to an Academic Case Manager who can provide you academic support during this time. Your Academic Case Manager can be reached at acmq@purdue.edu and will provide you with general guidelines/resources around communicating with your instructors, be available for academic support, and offer suggestions for how to be successful when learning remotely. Importantly, if you find yourself too sick to progress in the course, notify your academic case manager and notify me via email or Brightspace. We will make arrangements based on your particular situation. The Office of the Dean of Students (odos@purdue.edu) is also available to support you should this situation occur.

NONDISCRIMINATION STATEMENT

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Link to Purdue's nondiscrimination policy statement.

INTERNET CONNECTIVITY AND LEARNING REMOTELY

As the article summaries and activities will be submitted online and we'll have virtual class meetings on Fridays, you will want to be sure that you have a stable internet connection. These assignments are not timed. Purdue has more resources for students about learning remotely. There are many computer labs on campus (e.g., in WALC,

HSSE, HIKS, etc.) where you can complete your work for the course. If you do not have access to videos on YouTube or cannot access the links available in Brightspace or on the lecture slides, I encourage you to let me know so that I can provide that information in an alternative format.

ACADEMIC INTEGRITY

The Purdue Honor Pledge "As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together – we are Purdue."

Don't cheat; your work should be your own on your summaries and exams (e.g., don't get help from another student, don't give another student your information/exam, don't post any material from this class on the internet, or copy any material word-for-word). The first instance of academic dishonesty or plagiarism will result in a **zero** for the summary or activity, and the second instance of academic dishonesty will result in failing the course and being reported to the Office of Student Rights and Responsibilities. If you need to report an incidence of cheating, you can report it through ODOS, calling 765-494-8778, or emailing integrity@purdue.edu. Give yourself adequate time to complete readings, summaries, and other assessments and ask Dr. Swisher or Gia when you have questions.
Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]. Read more about academic integrity.

Plagiarism is a special kind of academic dishonesty in which one person steals another person's ideas or words and falsely presents them as the plagiarist's own product (see more here, here, and here). This is most likely to occur in the following ways:

- using the exact language of someone else without the use of quotation marks and without giving proper credit to the author
- presenting the sequence of ideas or arranging the material of someone else even though such is expressed in one's own words, without giving appropriate acknowledgment
- submitting a document written by someone else but representing it as one's own

DERIVATIVE WORKS

The lecture notes, flashcards, activities, and exams are considered derivative works (my intellectual property) and should not be shared with others or posted online. This includes course study websites like Quizlet.

CLASSROOM GUIDANCE REGARDING THE PROTECT PURDUE PLAN

The Protect Purdue Plan, which includes the Protect Purdue Pledge, is campus policy and as such all members of the Purdue community must comply with the required health and safety guidelines. Required behaviors in this class include: staying home and contacting the Protect Purdue Health Center (496-INFO) if you feel ill or know you have been exposed to the virus, properly wearing a mask in classrooms and campus building, at all times (e.g., mask covers nose and mouth, no eating/drinking in the classroom), disinfecting desk/workspace prior to and after use, maintaining appropriate social distancing with peers and instructors (including when entering/exiting classrooms), refraining from moving furniture, avoiding shared use of personal items, maintaining robust hygiene (e.g., handwashing, disposal of tissues) prior to, during and after class, and following all safety directions from the instructor.

Students who are not engaging in these behaviors (e.g., wearing a mask) will be offered the opportunity to comply. If non-compliance continues, possible results include instructors asking the student to leave class and instructors dismissing the whole class. Students who do not comply with the required health behaviors are violating the University Code of Conduct and will be reported to the Dean of Students Office with sanctions ranging from educational requirements to dismissal from the university.

Any student who has substantial reason to believe that another person in a campus room (e.g., classroom) is threatening the safety of others by not complying (e.g., not wearing a mask) may leave the room without consequence. The student is encouraged to report the behavior to and discuss next steps with their instructor. Students also have the option of reporting the behavior to the Office of the Student Rights and Responsibilities. See also Purdue University Bill of Student Rights.

EMERGENCY PREPAREDNESS GUIDE

Emergency preparedness is your personal responsibility. Purdue University is actively preparing for natural disasters or human-caused incidents with the ultimate goal of maintaining a safe and secure campus. Let's review the following procedures.
Emergency Procedures Guide 2014 -
https://www.purdue.edu/ehps/emergency_preparedness/flipchart/index.html

If you're on campus:

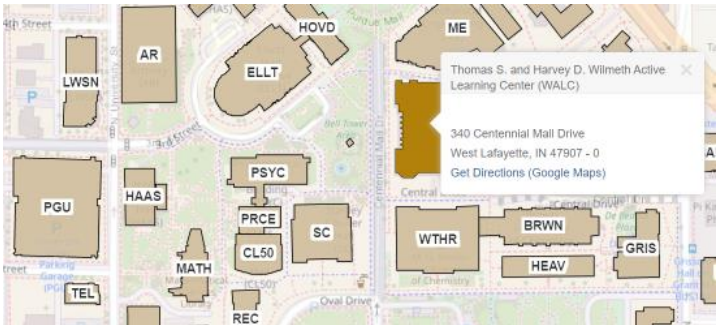
1. For any emergency text or call 911 (Purdue Police and Fire).
2. There are more than 300 Emergency Telephones (aka blue lights) throughout campus that connect directly to the Purdue Police Department (PUPD). If you feel threatened or need help, push the button and you will be connected right away.

3. If there is a fire alarm, we will immediately evacuate the building and proceed to the green space to the west of WALC near the bell tower. Do not use the elevator. Go up the stairs to exit the building.
4. If we are notified of a Shelter in Place requirement for a tornado warning, we will stop classroom activities and shelter in the lowest level of this building away from windows and doors. We're already in the basement of the building.
5. If we are notified of a Shelter in Place requirement for a hazardous materials release, we will shelter in our classroom shutting any open doors and windows.

✓ If we are notified of a Shelter in Place requirement for an active threat such as a shooting, we will shelter in a room that is securable preferably without windows. Our preferred location is our classroom along the wall.

✓ Most alarms/alerts require evacuation from the building (e.g., fire alarm), but the shelter in place requirement applies for the all-hazards emergency (outdoors) warning sirens (e.g., tornado sirens). Emails will be sent to your Purdue email address, and should you be signed up to receive text message alerts, you will also receive an alert via text.

✓ Safety videos are available here (Purdue YouTube Videos): http://www.purdue.edu/ehps/emergency_preparedness/



Should we need to make any changes to the syllabus, we'll discuss them as a class first. All changes will be highlighted in the syllabus and updated on Brightspace.