

Introduction to Cognitive Psychology
Summer 2021
PSY 20000-004
May 17th – June 11th

Instructor:

Name: Michelle Coverdale

Email: mcoverda@purdue.edu

Office Hours: I am available via e-mail and for one-on-one virtual meetings by appointment. I will reply to e-mails within 24 hours on weekdays. I am here to help you learn and understand, please do not hesitate to contact me with any questions or concerns you have.

Course Information:

CRN: 14397 (3 credits)

Prerequisites: PSY 120

Time and Location: N/A

Modality: Distance Learning (online; asynchronous)

Course Description:**Purdue University Undergraduate Handbook Description:**

The goal of this course is to acquaint students with the history, philosophy, and research surrounding selected issues in the psychology of cognition. The issues include: learning; visual perception; memory and knowledge; imagery; attention; problem solving and reasoning; decision making; and speech and language. For each topic, we will discuss the problems confronting researchers, what we know about the issues, and what remains unknown. Computer laboratory assignments that demonstrate classical experiments in cognitive psychology are indented to compliment the course lectures.

Course Format:

This is a four-week course, as such we will be learning a semester's worth of information in a fraction of the time. All learning activities and assessments will be available to you online via Brightspace and Coglab (explained below). As such, it is important that you have access to the internet (high speed internet recommended). If you believe this format will not allow you to successfully learn the information, I encourage you to take the course during the Fall or Spring semester instead.

Please plan to spend approximately 2-5 hours per day working on this class. This should be an equivalent total amount of time to what you would spend on this course if you were taking it during a regular (16 week) semester. I believe that classes should be as interactive as possible, so if you have questions about the information, suggestions for class activities, or if you would like more information about a specific topic, please let me know and I will do my best to adapt the class to meet your needs, interests, and preferences.

Course Objectives:

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

- Explain what cognitive psychology is and how it is studied
- Define key terms related to cognitive psychology
- Describe and discuss major topics, theories, and findings within cognitive psychology
- Interpret scientific research investigating cognition and cognitive processes
- Apply concepts from class to make changes and improvements to your daily lives (e.g. use what you know about memory to study more effectively)

Course Websites:

D2L Brightspace: <https://purdue.brightspace.com/d2l/login> (West Lafayette)

Course materials will be posted to D2L Brightspace. All homework, quizzes, and exams will be completed on Brightspace.

CogLab: coglab.cengage.com

CogLab is a website that allows students to participate in experiments modeled after classic cognitive psychology experiments. You can complete these using any computer that has access to the internet. Completion of these experiments will count towards your grade in the class and some homework assignments will require you to first participate in an experiment via the CogLab website. Instructions for setting up your CogLab account can be found below (after the course schedule).

Required Textbook:

McBride, D. M., & Cutting, J. C. (2019). *Cognitive psychology: Theory, process, and methodology* (2nd ed.). Thousand Oaks, CA: SAGE Publications.

Title: Cognitive Psychology: Theory, Process, and Methodology

Authors: McBride & Cutting

Edition: 2nd

ISBN: 9781506383866 or 9781544324951

You may purchase/rent the paperback book, the e-book, or the interactive e-book

Learning Activities and Evaluation:

Readings should be completed on the day they are assigned (see schedule) prior to completing the associated homework assignment or quiz. All assignments (quizzes, homework, exams, etc.) must be completed by 11:59 pm EDT on the day that they are due. Each activity will be available at least 24 hours before its due date. Work can be turned in up to 24 hours late for half credit (50% deduction from your score).

Although I understand that you may wish to work ahead, most activities will not be posted early. This is because the class is already very condensed. Spacing out information over time leads to better memory over the long-term. I want you to be able to retain this information beyond the end of the course, rather than just until the next exam. For this reason, I discourage you from working ahead of the assigned schedule.

Answers and/or feedback will be made available for all assignments 24-48 hours after the due date. If you have questions about why an answer was correct/incorrect, please ask. However, I encourage you to try to find the answer on your own first, because I believe that you will value and remember information that you worked to acquire more/better than information that is merely given to you. That said, I am always happy to explain why the correct answer was correct and where the information needed to answer the question can be found.

Readings: On each day of the week, except for Friday, you will read all or part of a chapter from the textbook. Information from the chapter will be supplemented by additional activities such as videos and CogLabs. This information will be discussed and elaborated on during that day's lecture video. Please make sure to read the entire chapter including the "Thinking About Research" section at the end. Please note: Three of the longer chapters have been split across two days. The reading has been split into sections for those days so pay special attention to the page numbers.

Video/Audio Clips: On some days, you will have assigned videos or audio clips. These are intended to supplement and extend the information from that day's chapter. Please watch or listen to them prior to viewing the lecture because most will be discussed/referenced during the lecture.

Lecture: For each day of new materials (i.e., Monday-Thursday but not Friday), I will post a lecture video. This will be a chance for me to clarify and expand on the information from the assigned chapter for that day. That is, the lecture will add to the information you learned from reading the textbook and watching the assigned videos. For the lectures to make sense you should complete the rest of the learning activities (i.e., the readings, videos, audio clips, and CogLabs) for that day before you watch the lecture video. Each lecture video will last approximately 30-60 minutes.

CogLabs: During this course, you will be required to complete 15 experiments online using CogLab. These experiments will be related to the topic being covered and many of them will be discussed in the textbook. Most CogLabs will take about 10 minutes to complete (e.g., the Müller-Lyer Illusion, took me about 8 minutes). You will earn 2 points for each CogLab that is completed by 11:59 pm EDT on the day it is due. CogLabs are graded on an all-or-none basis. That is, you will receive full credit for each CogLab you complete on time, regardless of your performance on the CogLab. As noted above, it is best if you do these on the days that they are assigned. Information related to them may appear on question sets, quizzes, exams and/or homework assignments, they may also be referenced in that day's lecture. Before each is a brief summary that contains relevant information related to the experiment's background. After each CogLab will be a summary of the typical results and their interpretation. **I strongly encourage you to read both of these sections and think about how they relate to your personal results.**

Question Sets: Each day after completing the class learning activities you will answer a set of four multiple choice questions about those activities (online via Brightspace). This set of questions must be completed by 11:59 pm EDT. Once you open the assignment on Blackboard **you will have 2 minutes to answer all four questions.** Each question set is worth 2 points and

will be graded as all-or-none. If you complete all four questions you will receive your question set points for that day regardless of whether you answered them correctly or not. However, you should still try your best to answer the questions and use them as an opportunity to test your knowledge and understanding of the materials. If you miss questions, you should go back and look up the answers.

Vocab Checks: Each day, except Friday, you will complete a vocabulary check that is due at 11:59pm EDT. For each, you will be given a series of definitions **and you will have 3 minutes to type the corresponding vocabulary key-terms.**

Grading for these is unique: before the first exam (Vocab 1-4) you will receive 2 points (full credit) simply for attempting the vocabulary check (typing an answer for at least 5 definitions); after the first exam (Vocab 5-8) you will receive .5 points for attempting the vocabulary check and an additional 1.5 points if you answered at least 30% correct; after the second exam (Vocab 9-11) you will receive .5 point for attempting the check and 1.5 points if you answered at least 60% correct; and after the third exam (Vocab 12-15) you will receive .5 points for attempting the check and 1.5 points if you answered at least 90% correct. That is, for full credit you need: 0 correct the first week, 9 correct the second week, 18 correct the third week, and 27 correct the last week of class.

Don't worry about spelling, I will correct misspelled vocab if it is clear what you were trying to type. These key-terms are fundamental vocabulary that I expect you to know by the end of the semester, but I know that it will take time to learn them, so these checks are a chance for you to practice memorizing them each day. To make it easier for you to study these, I will have a practice vocabulary check that will be available for you to repeatedly take throughout the semester, as often as you like (doing the practice check will have no effect on your grade).

Discussions: Because this class will be held online participation will be completed in the form of online discussion boards. Everyone will be expected to actively participate and engage in the class by contributing to discussions. Every day (Monday-Thursday) I will post a discussion prompts related to that day's topic and materials. You will post an answer to the prompt and respond to at least one other person's post. The goal of these prompts is to challenge you to think about the topic in a new way, relate the topic to your daily lives, and/or think of an original example of a phenomenon related to the topic. Responding to your classmate's posts will allow you to see how others are thinking about and interpreting the information and will give you a chance to engage and connect with your fellow students.

Participation is worth 4 points for each day that we have new material (i.e. Monday-Thursday but not Friday). You will receive 2 participation points for posting an answer to the prompt posted to Brightspace's discussion board and you will receive an additional 4 points for responding to someone else's answer. Each discussion will have guidelines for how you should respond to another person's answer. Your answers and responses will be graded based on the quality, accuracy, and completeness of your work. **Your answer and response must be posted by 11:59pm EDT for the day that they are due.**

Homework Assignments: Every week you will have homework assignments due (usually on Monday and Wednesday). For each of these you will answer a set of approximately 5 questions related to either an assigned CogLab, an assigned supplemental material, or a topic discussed during lecture (the assignment on Blackboard will specify which one). Each question will be worth 1-3 points and you will be graded on the quality and accuracy of your answer. **After you open the assignment on blackboard you will have as much time as you need to complete each homework assignment.** That is, unlike quizzes, question sets, vocab checks, and exams, homework assignments are not timed. Please feel free to refer to the video, audio, reading, or CogLab to help you answer the questions. However, I encourage you to try to answer all the questions on your own before using other sources to help you.

Quizzes: Every week you will have 1-2 quizzes due (usually on Tuesday and Thursday). For each quiz, you will have a set of 10 questions to answer (worth 1 point each). The questions will be based on the chapters you read since the last quiz or exam and any other assignments (video, audio, CogLab, etc.) that have occurred during that time. Once you start the quiz on Brightspace **you will have 15 minutes to answer all the questions.** You may use the book and your notes to answer the questions, but I strongly encourage you to attempt to answer each question on your own before looking for the answer in the textbook (attempting to remember information improves your memory for the information over the long-term).

Exams: You will have one exam every Friday for a total of four exams over the course of the semester. Exams will be worth 50 points and will be a mixture of question types (e.g. multiple choice, fill-in-the-blank, true/false, and matching, and vocab). These exams will test your knowledge of the information covered that week (Monday-Thursday) including information from the lecture, readings, videos, audio clips, and CogLabs. Although the focus of the questions will be the information from that week, some questions may require you to integrate this new information with information from previous weeks. I realize that this class will move quickly, and you may not have as much time for studying as you would in a typical class, so all exams will be open book and open note. This does not mean you will not need to study. You should spend the beginning of the day on Fridays reviewing your notes and the week's assignment before you take the exam. **You will only be given an hour and to take each exam** and you should use your time wisely and prepare accordingly. Your exams will be graded based on the accuracy of your answers.

Extra Credit: You will have the opportunity to earn up to 5 points of extra credit for your question sets. If your average grade on the participation questions is 70-79% you will receive 2.5 points. If your average is 80% or above you will receive 5 points. Because these questions are graded only on completeness, I want to reward you for putting in the effort to answer them correctly. In addition, **I will occasionally, grant extra credit to a person (or persons) who goes above and beyond the discussion requirements for that day** by offering especially unique and original insights, posting an answer that generates a lot of positive discussion, providing an exceptionally constructive and thoughtful response, and/or giving quality responses to several more people than the minimum. One way to get extra credit for your discussion response is to kindly and respectfully correct information that a classmate misunderstood. That is, if part of their discussion response contains incorrect information, you can gently correct and clarify the information they misunderstood.

Grades:**Graded Assignments:**

- 15 CogLabs x 2 points = 30 points (6% of final grade)
- 15 Question Sets x 2 points = 30 points (6% of your final grade)
- 15 Vocab Checks x 2 points 30 points (6% of your final grade)
- 15 Discussions x 4 points = 60 points (12% of your final grade)
- 7 Quizzes x 10 points = 70 points (14% of final grade)
- 8 Homework Assignments x 10 points = 80 points (16% of final grade)
- 4 Exams x 50 points = 200 points (40% of final grade)
- Total points = 500

Grade Distribution:

	Percent	Points
A+	= 97% and above	485 – 500+
A	= 94 – 96%	470 – 484.9
A-	= 90 – 93%	450 – 469.9
B+	= 87 – 89%	435 – 449.9
B	= 84 – 86%	420 – 434.9
B-	= 80 – 83%	400 – 419.9
C+	= 77 – 79%	385 – 399.9
C	= 74 – 76%	370 – 384.9
C-	= 70 – 73%	350 – 369.9
D+	= 67 – 69%	335 – 349.9
D	= 64 – 66%	320 – 334.9
D-	= 60 – 63%	300 – 319.9
F	= 59% and below	0 – 299.9

Grades will be awarded based on the above scale. There is no rounding.

Class Schedule:

Week/Date	Topic/Readings & Materials	Due by 11:59 pm
Week 1		Discussions, Question Sets, Vocab 1-4
Monday 5/17	<i>Introduction to Cognitive Psychology</i> Read: Syllabus & Chapter 1 (pp. 1-17)	Homework 1
Tuesday 5/18	<i>Cognitive Neuroscience</i> Read: Chapter 2 (pp. 23-43) Watch: The Chemical Mind & Meet Your Master – Getting to Know Your Brain	Quiz 1
Wednesday 5/19	<i>Perception</i> Read: Chapter 3 (pp. 49-72) Watch: Do we see reality as it is? Listen: Color Decoded	Homework 2 CogLab: Müller-Lyer Illusion
Thursday 5/20	<i>Attention</i> Read: Chapter 4 (pp. 77-99) Listen: Think You're Multitasking? Think Again	Quiz 2 CogLab: Change Detection CogLab: Visual Search
Friday 5/21	Chapters 1-4 (p. 1-99)	Exam 1
Week 2		Discussions, Question Sets, Vocab 5-8
Monday 5/24	<i>Memory Structures and Processes</i> Read: Chapter 5 (pp. 105-128) Listen: Eternal Sunshine of the Spotless Rat	Homework 3 CogLab: Phonological Similarity Effect CogLab: Word Length Effect
Tuesday 5/25	<i>Long-Term Memory: Influences on Retrieval</i> Read: Chapter 6 (pp. 133-148 to “Encoding-Retrieval Interaction”) Watch: How We Learn Versus How We Think We Learn (from 11:05 – 49:00)	Quiz 3 CogLab: Von Restorff Effect
Wednesday 5/26	<i>Long-Term Memory: Influences on Retrieval</i> Read: Chapter 6 (pp. 148-159) & The Encoding-Retrieval Principle (pp. 43-53 to “Forgetting in Sensory Memory”)	Homework 4 CogLab: Encoding Specificity
Thursday 5/27	<i>Memory Errors</i> Read: Chapter 7 (pp. 165-190) Watch: How reliable is your memory?	Quiz 4 CogLab: False Memory
Friday 5/28	Chapters 5-7 (pp. 105-190)	Exam

Week 3		Discussions, Question Sets, Vocab 9-11
Monday 5/31	No class – Memorial Day	
Tuesday 6/1	<i>Imagery</i> Read: Chapter 8 (pp. 195-214) Watch: The Imagery Debate (from 00:00 – 21:30) Listen: Why Mental Pictures can Sway Your Moral Judgement	Quiz 5 CogLab: Mental Rotation
Wednesday 6/2	<i>Language</i> Read: Chapter 9 (pp. 219-251) Watch: Theories of Language and Cognition Watch: How Language Shapes the Way We Think	Homework 5 CogLab: Age of Acquisition
Thursday 6/3	<i>Concepts and Knowledge</i> Read: Chapter 10 (pp. 257-283)	Quiz 6 CogLab: Absolute Identification CogLab: Prototypes
Friday 6/4	Chapters 8-10 (pp. 195-283)	Exam 3
Week 4		Discussions, Question Sets, Vocab 12-15
Monday 6/7	<i>Problem Solving</i> Read: Chapter 11 (pp. 287-312) Watch: Working Backwards to Solve Problems Listen: The Expert Mind (from 00:00 – 09:40)	Quiz 7
Tuesday 6/8	<i>Reasoning and Decision Making</i> Read: Chapter 12 (pp. 317-333) Watch: The Surprisingly Logical Minds of Babies	Homework 6 CogLab: Wason Selection
Wednesday 6/9	<i>Reasoning and Decision Making</i> Read: Chapter 12 (pp. 334-345) Watch: Are we in control of our own decisions?	Homework 7 CogLab: Decision Making CogLab: Typical Reasoning
Thursday 6/10	<i>Current Topics</i> Read: A blog post and corresponding article from provided list	Homework 8
Friday 6/11	Chapters 11 & 12 (pp. 287-345)	Exam 4

Instructions for getting started with CogLab

1. Open your Web browser and go to <https://coglab.cengage.com/help/register.shtml>
2. Towards the bottom of the page is a form that asks for three pieces of information. If you do not see the form, your Web browser probably has JavaScript disabled. Please enable JavaScript and re-load the page to continue.
3. Enter the requested information:
 - In the Group Name text field, enter the Group ID *Coverdale200S21*
 - In the Group Password text field, enter *maymester2021*
 - In the Registration Code text field, enter your registration code. The registration code can be found on Brightspace in the “Grades” section. It will appear in the “Grade” column to the right of “CogLab Code”. It is made up of 16 letters and numbers, and will look something like this: sjkq8b632dvhd4u0
4. After filling in all the text fields, click or tap on the Start Registration button.
5. Your Web browser will connect with the CogLab server to verify your information. If the information is correct, a new window will appear. The first line, highlighted in yellow, is your User ID. **You should write this down because you will need this in order to access CogLab.**
6. The second line is your registration code.
7. The next two lines ask for your first name and your last (family) name.
8. Next, enter a password. You'll use this when you login. The password must be at least 8 characters long. It is best not to enter a password you use on other web sites. The next line asks you to re-enter the password.
9. The next two lines ask for your email address and then confirmation of this address. This email address will be used if you forget your password.
10. Next, enter a security question and answer. Make sure to use a question that only you can answer correctly. Also, remember whether you use uppercase or lowercase letters in your answer: you'll need to enter your answer exactly the same if you forget your password.
11. If necessary, select your keyboard layout (for keyboard help, see <https://coglab.cengage.com/info/keyboards.shtml>).
12. Finally, decide if you want CogLab to remember you so that you don't need to login each time. If not, uncheck the box next to Remember Me.
13. After filling in all the text fields, click or tap on the Complete Registration button.

Your CogLab account is now ready to go!

To start doing labs, just click or tap on the Labs menu and select the lab. When you are finished, you'll be asked if you'd like to contribute your data to the global data set. Submitting your data to the global data set is entirely optional. There is no way to tell whether a particular individual has submitted his/her data. At the end of each lab, a message will appear saying "End of lab... Sending to server..." and then you will see your results. Once you see your results, you know that your data have been saved. On this page, you'll also be able to see your trial-by-trial data, the group data for your class, and the global data.

You can access details about your account, and view your data, data from your group, and data from around the world by selecting Access Account from the Home menu.

Students and Accommodations:

If you need any accommodations (e.g., extra time on exams, alternative formats on exams, etc.), please let me know as soon as possible because I need to receive the proper documentation in time to make those accommodations for you. If you believe that you have a disability, the Disability Resource Center (DRC) in 830 Ernest C. Young Hall (www.purdue.edu/drc) can provide some resources for you.

If you are experiencing a stressful situation, consider visiting Counseling and Psychological Services (CAPS). Their walk-in location is Purdue Student Health Center (PUSH) 224 from 8 am – 5 pm Monday through Friday. Their website is www.purdue.edu/caps/ and their phone number is (765) 494-6995.

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; <http://www.purdue.edu/odos/>) in Schleman Hall Room 207 or call (765) 494-1747.

Academic Integrity:

All work that you submit for this class must be your own. Do not cheat (e.g. don't give other students the answers to any assignment, use someone else's answers to complete an assignment, or copy any information word-for-word from the textbook or any other source). Any academic dishonesty or plagiarism will result in a zero for the assignment. If you need to report an instance of cheating you may contact the Office of Students Rights and Responsibilities (OSRR; <http://www.purdue.edu/odos/osrr/>), by calling (765) 494-1747, or by e-mailing integrity@purdue.edu.

Emergency Statement:

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors or TAs via email or phone. You are expected to read your @purdue.edu email on a frequent basis.

Related Considerations and Guidelines

1. If you experience any symptoms of COVID-19 or suspect you may have been exposed to someone with COVID-19 stay home and call the Protect Purdue Health Center at 765-496-INFO.
2. Keep your cell phone on to receive a Purdue ALERT text message.
3. Log into a Purdue computer connected to the network to receive any Desktop Popup Alerts.
4. If you have a "no cell phone" in class policy, allow one or two students who have signed up for Purdue ALERT to keep their phones on to receive any alerts.

Diversity and Inclusion 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.

Purdue University views, evaluates, and treats all persons in any University related activity or circumstance in which they may be involved, solely as individuals on the basis of their own personal abilities, qualifications, and other relevant characteristics.

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Purdue's Equal Opportunity, Equal Access and Affirmative Action policy which provides specific contractual rights and remedies. Additionally, the University promotes the full realization of equal employment opportunity for women, minorities, persons with disabilities and veterans through its affirmative action program.

Any question of interpretation regarding this Nondiscrimination Policy Statement shall be referred to the Vice President for Ethics and Compliance for final determination.

You may want to refer students to Purdue's nondiscrimination statement:
http://www.purdue.edu/purdue/ea_eou_statement.html

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 the accommodations to help you finish your courses. Do not wait until finals to get help.

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 you can deliver to and discuss with your instructors.

For new mental health medical emergencies, see the counselors at the Counseling and Psychological Services 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 you can deliver to and discuss 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 you

need. Then you can deliver those recommended accommodations to and discuss them 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.

Classroom Guidance Regarding Protect Purdue:

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 before 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 properly wearing a mask) may leave the room without consequence. The student is encouraged to report the behavior to and discuss the 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.

I reserve the right to amend this syllabus should the need arise.