PURDUE UNIVERSITY®

Spring 2025 PSY 38000-001 CRN 69370
Behavior Change Methods

COURSE MEETING: January 13 – May 3 MW 4:30 – 5:45 pm Beering Hall of Liberal Arts & Education (BRNG) 2290

FINAL EXAMS SCHEDULE: Final exams occur May 5-10. We will not meet during this week; we do not have a final exam.

COURSE CREDIT: 3.000 credits

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

We will use Brightspace for watching lecture videos, downloading guided notes, submitting assignments and quizzes, and viewing grades. All announcements and a current syllabus will be posted on Brightspace. Quizzes are the only timed assessments.

INSTRUCTOR:	TEACHING ASSISTANT:
Melissa Swisher, PhD (Dr. Swisher)	Andrew Castillo

CONTACT INFORMATION:		CONTACT INFORMATION:	
Email:	mjswishe@purdue.edu	Email:	casti179@purdue.edu
Walk-In Student Hours:	Mondays 3-4 pm, Tuesdays and Thursdays 1-2 pm, and by appointment	Walk-In Virtual Hours:	Tuesdays 11:00 am – 12:00 pm by appointment
		Zoom link:	https://purdue-edu.zoom.us/j/6441425099
Office:	PSYC 1232	Office:	PSYC 1155
Pronouns:	She/her	Pronouns:	He/him

EMAIL: Be sure to check yours regularly for course announcements (sent every Sunday) and other correspondence. You should receive an email in response within 48 hours of emailing me or Andrew. Emails will be read and responded to during normal work hours (9 am – 5 pm) Mondays through Fridays.

WALK-IN STUDENT HOURS: Student/Office hours will be held in person for Dr. Swisher and virtually for Andrew; email him for in-person appointments. You can ask questions about class, psychology in general, graduate school, etc. If you can't meet

during our regular student hours, you can send an email with your availability to arrange an alternative time to meet.

COURSE DESCRIPTION AND GOALS

Purdue University Undergraduate Handbook Description
This upper-level undergraduate course applied experimental learning principles to problems in human living. The systematic use and evaluation of behavior modification [applied behavior analytic] techniques are covered in detail. This material is relevant to work with a wide range of subjects: students, adults, children, (nonhuman) animals, clinical clients, developmentally disabled people; and situations: in education, in institutions, in business, athletics, and everyday life. The use of positive reinforcement, extinction, and punishment procedures is considered, as well as the evidence of their effectiveness. Practical and ethical issues involved in the use of such methods are an important part of the class. Students practice designing behavior change programs and program evaluation.

Helpful (but not required) Prior Experience
Applied Behavior Analysis (ABA) is the application of basic behavior-analytic principles to problems of social interest. It is very different from the traditional cognitive approach to psychology with which you are familiar, but the topics we will discuss are relevant to clinical psychology (i.e., ACT), special education (i.e., direct instruction, active responding, chaining, stimulus generalization), and industrial/organizational psychology (i.e., OBM). It is therefore important that you understand traditional research methods well in order to quickly understand the new approach to research that you will encounter in this course. Technically, the research discussed in class will use the small-n designs (single-systems approach or SSCD/SSRD) encountered in PSY 203 Introduction to Research Methods. Additionally, the PSY 314 Introduction to Learning Class explored basic behavior analysis (operant conditioning), and those conceptual aspects will be useful in this course.

COURSE OBJECTIVES
1. Identify techniques in applied behavior analysis and the populations with which they are relevant.
2. Identify, define, measure, and change a behavior using behavior principles.
3. Evaluate research based on the empirical effectiveness of the intervention.
4. Read, summarize, present, and answer questions about published research.

How we'll assess our course objectives:
1. Identify techniques in ABA: lectures, quizzes, in-class activities, and the behavior change project
2. Identify, define, measure, and change a behavior: the behavior change project
3. Evaluate research: program evaluation paper
4. Read, summarize, and present on published research: program evaluation paper and article summary

LEARNING ACTIVITIES AND EVALUATION

In-Person, Face-to-Face Lecture/Discussion Meetings
We'll have lecture for the first 30-45 min of class, answer any of your questions (~5 min), and then we'll work through an activity together based on the lecture material (~15 min). The activities will serve as a check for understanding prior to the quizzes and your other assessments. I'll record what we do in the classroom, but the recordings won't be posted to Brightspace until at least an hour later and don't have great sound quality. Assignments, quizzes, and papers are due on Brightspace before **11:59 pm EST** on the date listed in the Weekly Schedule.

Attendance
We won't formally take attendance, but you'll need to either attend class or play the recorded lectures on Brightspace to complete your notes. It is in your best interest to study for the quizzes and practice the activities that we do at our in-person meetings prior to completing written assignments. The typical circumstances for missing class (e.g., quarantine, illness/hospitalization, death in the family, personal emergency, work, official university events, vacation/travel, etc.) are covered with the 2 automatically dropped quizzes. We won't be dropping homework assignments/papers, and they will be posted to Brightspace at least a week before their due date. Do not procrastinate (i.e., starting the assignment on the day that the assignment is due). You can access all course materials on Brightspace.

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 **11:59 pm on Monday, January 27**, 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 the deadline, and I'll take your highest score.

Quizzes [Quizzes under Course Tools on Brightspace]
As a check to be sure that you understand the material that we cover in lecture, we'll have 12 weekly quizzes due on **Wednesdays** over the information that you see in your notes. We'll drop your lowest 2 quiz scores. You'll have 30 minutes to answer 10 questions once you open the quiz. Most questions will be multiple-choice questions, but you may get some ordering and matching questions, depending on the content. The quizzes are worth *10 points* each. The quizzes are open note/book, but these are individual assignments. No late quizzes will be accepted.
- Quiz 1 covers both target behavior lectures
- Quiz 2 covers positive and negative reinforcement
- Quiz 3 covers differential reinforcement/extinction and positive punishment
- Quiz 4 covers negative punishment and SSED lecture 1
- Quiz 5 covers SSED lecture 2 and graphs
- Quiz 6 covers treatment integrity and program evaluation

- Quiz 7 covers motivating operations and stimulus control
- Quiz 8 covers antecedent interventions and clinical ABA
- Quiz 9 covers institutions and intellectual disabilities
- Quiz 10 covers education and nonhuman animal applications
- Quiz 11 covers ethics and organizational behavior management
- Quiz 12 covers self-management and verbal behavior

Contingency Assignment *[Quizzes under Course Tools on Brightspace]*
Practice identifying responses/behavior and consequences involved in reinforcement contingencies in a naturalistic setting. Applied researchers and practitioners often have to score videos as a contrived permanent product to accurately note the occurrence of behavior and possible antecedents and consequences. This analogical assignment is worth *10 points*. This is an individual assignment, and it is due by **11:59 pm on Monday, February 17**. No late assignments will be accepted.

T/SAFMEDS Activities *[Quizzes under Course Tools on Brightspace]*
You will have 40 terms and definitions relevant to statistics available at the beginning of the semester. You'll complete 4-minute vocabulary quizzes (TAFMEDS) over your 40 flashcard terms and definitions that you should practice daily throughout the course. You'll get the definition and need to type in the corresponding term. To help you build speed and accuracy on the vocabulary terms and definitions, there will be 4 quizzes each worth 5 points. You'll need to correctly identify between 11-40 of the terms from the definitions in 4 minutes on the first quiz to earn 5 points. You should complete 4-minute timings daily to ensure that you can identify all 40 terms from their corresponding definitions by **Monday, February 9 at 11:59 pm EDT**. It usually takes about 2 weeks of daily practice to get up to speed. I'll take your highest score, and misspellings will not count against you. You can complete your timing for points any time prior to the deadline. You will need to complete each timing even if you are able to correctly identify all 40 terms on the first quiz to benefit from spaced retrieval practice. You can alternatively complete the SAFMEDS version of the quiz – say the 40 terms out loud when you see the definition in 1 minute for 20 points with 3 total attempts in one 5-minute meeting. No late quizzes will be accepted.

Number of Terms Correctly Identified	Monday, Feb 9 TAFMEDS Activity 1	Monday, March 3 TAFMEDS Activity 2	Monday, March 31 TAFMEDS Activity 3	Monday, April 21 TAFMEDS Activity 4
36-40	5 points	5 points	5 points	5 points
31-35				2.5 points
26-30			2.5 points	1.25 points
21-25			1.25 points	0.63 point
16-20		2.5 points	0.63 point	0.3 points
11-15		1.25 points	0.3 points	
6-10	2.5 points	0.63 point		
1-5	1.25 points	0.3 points		
0	0 points	0 points	0 points	0 points

Reading List Articles for Class Assignments
To access the articles in the **PWL – Library Reading List** on Brightspace, you will need to be logged into the Purdue system (e.g., Libraries) or be on PAL 3.0 on campus; do not pay to access the articles. The URL for each article is hyperlinked to the publication year in the Weekly Schedule below if you can't access the Library Reading List.

Program Evaluation Paper [Assignments under Course Tools on Brightspace]
You will evaluate one of the 4 articles on Brightspace in the PWL – Library Reading List under the Program Evaluation Articles section. The paper must be double-spaced, 12-point font, Times New Roman or Arial font type, 1-inch margins all around, 5-6 pages long, and in APA style. You do not need to include a cover page. You must include an end reference to the paper you have chosen. A sample will be provided for comparison. Purdue also has resources to help students with their writing (Online Writing Lab - https://owl.english.purdue.edu/owl/ and the Purdue Writing Lab, in person - https://owl.english.purdue.edu/writinglab/). It will be worth *40 points*. This is an individual assignment, and it is due by **11:59 pm on Monday, April 7**. No late assignments will be accepted.

Articles for the program evaluation assignment:
- Maitland and Gaynor ([2016](#)) comparing two forms of psychotherapy
- Rosales et al. ([2021](#)) improving compliance with instructions
- St. Clair et al. ([2024](#)) teaching social skills
- Staubitz et al. ([2020](#)) improving self-control

Behavior Change Project (Final)
You will be required to complete a behavior change project in which you will change your own behavior. The purpose is to practice applying basic principles to human behavior, recording data, making graphs, and writing about completed projects. You may work in groups of 3-4 people, but you all must have evidence for your individual contribution (e.g., no freeloading). You must 1) select a target behavior to change, 2) get approval from me about your target behavior, and 3) decide whether you want to increase or decrease your behavior. Your target behavior can be something academic (e.g., decreasing procrastination, increasing study durations or frequency, increasing textbook pages read) or something related to everyday life (e.g., increasing minutes spent exercising, increasing frequency/duration of household chores, increasing time spent working on job/internship/graduate school applications, etc.). You may not use a punishment-based procedure to decrease behavior.

Behavior Change Project: Individual Check-In [Assignments under Course Tools on Brightspace]
You will submit one individual check-in before you can start collecting data. You will include: an operational definition for the behavior you want to change, whether you want to increase or decrease the behavior, and your planned intervention. It will be worth *10 points*. This is an individual assignment, and it is due by **11:59 pm on Monday, February 3 on Brightspace**. You'll also need to schedule either a 7-min in-person or

virtual meeting with me to go over any issues with your behavior change project on February 5, 7, or 15. We'll sign up for these appointments on the first day of class.

Behavior Change Project: Article Summary [Assignments under Course Tools on Brightspace]

You will submit a summary of an article related to either your target behavior or your intervention. The peer-reviewed article you select from PsycINFO has to be theoretically or methodologically related to your project. Your article must come from a behavior analytic journal, and a list of acceptable journals will be provided. Any summary based on an article not found within one of these journals will receive zero points. The article summary will be worth *10 points*. This is an individual assignment, and it is due by **11:59 pm on Monday, March 10 on Brightspace**. No late assignments will be accepted.

Behavior Change Project: Progress Report [Assignments under Course Tools on Brightspace]

You will submit one progress report on your behavior change project. You will include your method for recording your behavior and any data points that you currently have. You will need to collect at least 3 baseline data points prior to implementing your target behavior intervention. The project works best if you collect data on a daily basis. You must at least use an AB design, but you can use a true experimental design (e.g., ABAB or multiple-baseline design). You will need to collect at least 6 intervention data points on your target behavior to see if the intervention has an effect. It will be worth *10 points*. This is an individual assignment, and it is due by **11:59 pm on Monday, March 31 on Brightspace**. No late assignments will be accepted.

Behavior Change Project: Final Group Paper [Assignments under Course Tools on Brightspace]

You will have one final group paper for the behavior change project. The group paper will be a summary of all the behavior change projects of your group members written in APA style. It should have an introduction which includes a short description of the participants (you), the operational definition(s) of the target behavior and measurement system, a description of the interventions, graphs for each member's target behavior data, a description of the results, and a discussion section describing the implications of the results and what everyone learned from the project. A sample will be provided for comparison. It will be worth *40 points*). This is a group assignment, and it is due by **11:59 pm on Wednesday, April 30 on Brightspace**. No late assignments will be accepted.

OPTIONAL TEXTBOOK

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007/2020). *Applied Behavior Analysis*. 2nd or 3rd edition. Columbus, OH: Pearson. [This is the book the BACB exam is based on.]

Print ISBN: 9780134752556   eTextbook ISBN: 9780137477210

Our readings will come from journal articles, but Cooper, Heron, and Heward [CHH] (2007/2020) is the source material for the notes and the field's certification exam (i.e., RBT, BCaBA, and BCBA).

COURSE GRADES

How many	Assessment	Points per	Total points	Percent of grade
1	Syllabus quiz	20	20	7.7%
10 out of 12	Quizzes	10	100	48.5%
1	Contingency assignment	10	10	3.8%
4 out of 4	TAFMEDS activity	5	20	7.7%
1	Program evaluation paper	40	40	15.3%
1	BCP Individual check-in	10	10	3.8%
1	BCP Progress report	10	10	3.8%
1	Article summary	10	10	3.8%
1	BCP Group paper	40	40	15.3%
		Total	**260**	

GRADE DISTRIBUTION

Letter Grade	Percent	Points
A+	99 – 100%	257-260
A	90 – 98%	233-256
B+	89%	231-232
B	80 – 88%	207-230
C+	79%	205-206
C	70 – 78%	181-204
D+	69%	179-180
D	60 – 68%	155-178
F	0 – 59%	154 and below

There are no extra/late assignments, extra credit, or a curve.

WEEKLY CLASS SCHEDULE

Month/Date	Topic/Readings	Assessments
January		
Monday 13	Syllabus *Introduction to Applied Behavior Analysis*	Syllabus quiz released *T/SAFMEDS released*
Wednesday 15	*Target Behavior* Bosch & Fuqua ([2001](#))	

Monday 20	NO CLASS	Rev. Dr. Martin Luther King, Jr. Day
Wednesday 22	*Target Behavior* Kazdin ([1977](#))	
Monday 27	*Positive Reinforcement* Lee et al. ([2012](#))	**Syllabus quiz due**
Wednesday 29	*Negative Reinforcement* van Houten et al. ([2011](#))	Quiz 1
February		
Monday 3	*Differential Reinforcement and Extinction* Toussaint & Tiger ([2012](#))	**Individual check-in for target behavior due**
Wednesday 5	Discuss 11 individual check-ins (7-min appointments)	In person in BRNG 2290 **Quiz 2**
Friday 7	Discuss 33 individual check-ins (7-min appointments)	Virtually or in PSYC 1232
Monday 9	*Positive Punishment* Ahrens et al. ([2011](#))	Begin recording baseline data for Behavior Change Project **TAFMEDS Quiz 1 due**
Wednesday 12	*Negative Punishment* Donaldson & Vollmer ([2012](#))	Quiz 3
Friday 14	Discuss 33 individual check-ins (7-min appointments)	Virtually or in PSYC 1232
Monday 17	*Single-Subject Experimental Designs* Rusch & Kazdin ([1981](#)) Barlow & Hayes ([1979](#))	**Contingency Assignment due**
Wednesday 19	*Single-Subject Experimental Designs* Hall et al. ([1970](#)) Hartmann & Hall ([1976](#))	Quiz 4
Monday 24	*Graphs* Kahng et al. ([2010](#))	
Wednesday 26	*Treatment Integrity and Social Validity* Gresham et al. ([1993](#))	Quiz 5
March		

Monday 3	*Program Evaluation* Baer, Wolf, & Risley ([1968](#))	**TAFMEDS Quiz 2 due** Begin intervention for Behavior Change Project
Wednesday 5	*Antecedents: Motivating Operations* O'Reilly et al. ([2012](#)) Jessel & Ingvarsson ([2022](#))	Quiz 6
Monday 10	*Antecedents: Stimulus Control* Pytte & Fineup ([2012](#))	**Article Summary due**
Wednesday 12	*Antecedent Interventions* Tiger et al. ([2008](#))	Quiz 7
Monday 17	NO CLASS	Spring Vacation
Wednesday 19	NO CLASS	Spring Vacation
Monday 24	*Clinical ABA* Hoffmann et al. ([2016](#))	
Wednesday 26	Deochand et al. ([2015](#)) Watts & Stenhoff ([2021](#)) *Make graphs in class*	Bring data from Behavior Change Project to class **Quiz 8**
Monday 31	*Institutions and Intellectual Disabilities* Roantree & Kennedy ([2012](#))	**TAFMEDS Quiz 3 due** **Progress report for Behavior Change Project due**

April

Wednesday 2	*Education* Boyce & Hineline ([2002](#))	Quiz 9
Monday 7	*Nonhuman Animal Applications* Vanderbilt ([2013](#))	**Program Evaluation Assignment due**
Wednesday 9	*Ethics* [BACB](#) Compliance Code	Quiz 10
Monday 14	*Organizational Behavior Management* Gravina et al. ([2018](#))	
Wednesday 16	*Self-management* Figarola et al. ([2008](#))	Quiz 11

Monday 21	*Verbal Behavior* Osos et al. ([2023](#))	**TAFMEDS Quiz 4 due**
Wednesday 23	Work on group paper in class	**Quiz 12** *Assigned to groups for final paper* *Bring behavior change assignments to class*
Monday 28	Work on group paper in class	*Bring copies of your Individual Check-In, Progress Report, and Article Summary to class*
Wednesday 30	Submit your Behavior Change Project Group paper	Final Behavior Change Group paper due by 11:59 pm EST

CHECKING GRADES

For every completed assignment and quiz, you will be able to access detailed information about your performance. To access this feedback on quizzes (and assignments):
1. Under **Course Tools**, click on **Quiz** (or **Assignment**)
2. Click on the arrow on the right side of the quiz (or assignment) name
3. Select **Submissions** from the drop-down menu
4. Click on the quiz (or assignment) attempt
5. For each question that has feedback added to it, you'll have the option to View Feedback
6. If the question has feedback, click on View Feedback to access it

STUDENTS AND ACCOMMODATIONS

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247. More details are available on our course Brightspace under Accessibility Information.

Should you need any accommodations (e.g., extra time on quizzes, alternative quiz formats, **early quizzes to avoid religious holidays, etc.), the DRC will automatically send me your accommodations document if you choose to use your accommodations in this course. 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 Therapy Assistance Online 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. They can also help direct you to the right resources for other school-life needs.

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 therapy through Therapy Assistance Online (TAO) for free with self-guided resources including short videos, brief exercises and self-reflection tools to help overcome anxiety, depression, loneliness and other concerns to assist with topics including social support, relaxation and problem-solving. To enroll, click on the link and log in using your Purdue credentials.

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. The Purdue Psychology Treatment and Research Clinics (PPTRC) adult services clinic may also be an option for some students.

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

As our course lectures and learning assessments are available online, you will want to be sure that you have a stable internet connection. We have timed quizzes, and you'll want a stable internet connection for those. I'll try to post videos and course material at least 2 days early, but our in-person meeting recordings will obviously not be available until after class ends and the video renders. Purdue has more resources for students about learning remotely. 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. There are also several computer labs on campus. You can check their availability and locations here: https://it.purdue.edu/facilities/instructionallabs/resources/currenthours.php.

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, you will have support from the Protect Purdue Health Center. There are general guidelines/resources around communicating with your instructors, and academic

support resources on Brightspace. Importantly, if you find yourself too sick to progress in the course, notify the Office of the Dean of Students (odos@purdue.edu) and the Disability Resource Center. We will make arrangements based on your particular situation.

LATE ASSIGNMENTS & MAKING UP ASSESSMENTS

Late homework, quizzes, article presentations, and papers will not be accepted. There are no make-ups for quizzes, papers, or homework assignments. We drop 2 quizzes = 2 weeks of class. If you know that you will miss a deadline, let me know **before the deadline passes**, and depending upon those extenuating circumstances, you may receive more time or an alternative assessment that will be due within 1 week of the original assessment deadline.

For an extended illness, you will want to consult the Medically Excused Absence Policy (MEAP) and possibly the DRC. I will watch Grades to determine roughly when students are experiencing difficulty, but it is much less ambiguous and easier if you tell me when you are having trouble.

INCOMPLETES

A grade of incomplete (I) will be given only in unusual circumstances and only if the coursework that has been completed up to that point earned an overall passing grade. To receive an "I" grade, a written request must be submitted prior to April 21, and approved by the instructor. The request must describe the circumstances, along with a proposed timeline for completing the course work. Submitting a request does not ensure that an incomplete grade will be granted. If granted, then you will be responsible for meeting the requirements by the deadline. Any requests made after the course is completed will not be considered for an incomplete grade. If the outstanding coursework isn't completed within 1 academic year of the initial incomplete request, then the "I" grade will become an "F."

DERIVATIVE WORKS

The lecture notes, flashcards, lecture recordings, quizzes, homework assignments, and sample papers are considered derivative works (i.e., my intellectual property) and should not be shared with others or posted online. This includes but is not limited to course study websites like Quizlet.

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 homework assignments, quizzes, and exams (e.g., don't get help from another student, don't give another student your

homework/exam/quiz, don't post any material from this class on the internet, or copy any material word-for-word). Academic dishonesty or plagiarism will result in a **zero** for the homework assignment, quiz, or paper. If you need to report an incidence of cheating, you can report it through ODOS, calling 765-494-8778, or emailing integrity@purdue.edu.

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
- turning in work which was completed for a different class as an original assignment for this class
- submitting a document written by someone else but representing it as one's own

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.
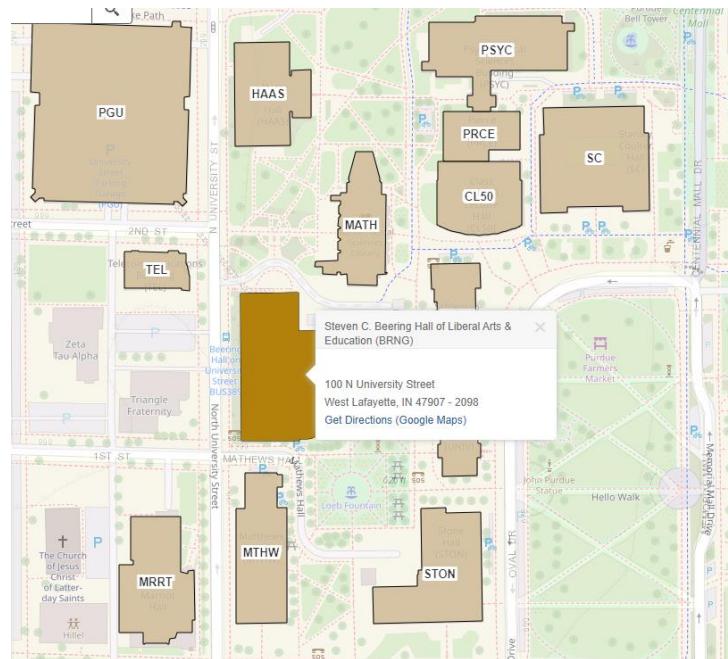
EMERGENCY PREPAREDNESS GUIDE

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. 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.
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.