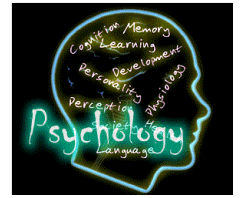


# Psychology 335 Spring 2025: Stereotyping & Prejudice



**CRN # 17625 Section 001**

**3.0 Credit Hours**

**Class Location: Wilmeth Active Learning Center B058, Tues/Thurs 1:30-2:45**

**Brightspace Course Link: <https://purdue.brightspace.com/d2l/home/1225725>**

Note: The contents of this syllabus are subject to change if required by circumstances occurring during the semester. Any changes will be announced in class or on the course web page.

*This class is an identity inclusive classroom. It respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make the learning environment and activities difficult, or if you have health or disability-related information that you would like to share with me, please do so. I and the TAs are committed to creating an effective learning environment for all students, but can only do so if you discuss your needs with us as early as possible. We promise to maintain the confidentiality of these discussions.*



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# WHAT IS THIS CLASS ABOUT?

I \*love\* teaching this course, because upper level psych students coming together to discuss challenging, sensitive, and vitally important content results in a growing experience for me that is often unparalleled every semester. The class is never the same. The changing context of the world means students see different applications every time. I know some of you might think this class will be uncomfortable, or perhaps just not that interesting. I encourage you to open your minds to the ways in which being educated in psychological findings can increase the quality of the conversations going on in our society surrounding prejudice and discrimination. You will have opportunities to engage in challenging discussions with students of diverse backgrounds (which is so important as we digest this material together), and you will also be able to remain anonymous when you post online if it makes you feel more comfortable. My hope is to create a climate where we are going to encourage you to step out of your comfort zone, but also give you some choice as to how you want to share your thoughts and opinions. Many topics in the course will be controversial. It is expected that when discussing these topics, students will be mindful and respectful of others' views and comments. Please be sensitive to your classmates when making comments.

Also be mindful that while we will focus on topics that nearly everyone has an opinion on, we really want to talk about what the empirical research says. This course involves an examination of the topics of stereotyping, prejudice, and discrimination from a social psychological perspective. Psychology is a science that involves empirical investigations, or scientific studies of human feeling, thought and behavior. Thus, a main objective of this course is to move beyond lay opinions and ideas to learn about what the scientific study of stereotyping, prejudice, and discrimination has to say about these phenomena.

## Learning Outcomes:

1. Students will be able to describe how social psychologists define stereotyping, prejudice, and discrimination, distinguish between various theoretical approaches to studying these ideas, and recognize and analyze the different scientific research methods used to study these topics.
2. Students will be able to describe the process of how people progress from social categorization to stereotype activation to stereotype application when they encounter another person. Students will also be able to describe the factors influencing the likelihood of progression from one stage to the next and the consequences of doing so.
3. Students will be able to identify and describe different forms of prejudice towards blacks in the modern day United States and contrast them with old-fashioned prejudice in terms of the presence of various explicit and implicit attitudes.
4. Students will be able to describe individual characteristics that are correlated with high prejudice levels, the developmental processes that facilitate the acquisition of prejudice, and how social contexts and motivations impact stereotyping, prejudice, and discrimination.
5. Students will be able to describe the conditions under which attitudes towards groups are likely to be translated into actual discriminatory behaviors, along with the resulting impact of these behaviors on the targets.
6. Beyond race/ethnicity: Students will display a basic knowledge of the unique factors involved in stereotypes and prejudice directed towards people based on their gender, sexual orientation, age, ability, and appearance.
7. Students will be able to describe and analyze the effectiveness of various methods to reduce stereotypes, prejudice, and discrimination.
8. Students will be able to apply course principles to examples in everyday life and more confidently interpret or confront real world examples of prejudice where they see it.

# MEET THE INSTRUCTOR AND TA



**Instructor:** Erin Sparks Ward (You can call me Dr. Sparks)

**Meet with me Tues/Thurs from 3:15-4:45** (in person in PSYC 1244 or virtually in my [Webex room](#)), or **Wed 2:00-3:00** (just virtually). Reserve your private slot by clicking on the signup tool [here](#).

**Or email me at [ward83@purdue.edu](mailto:ward83@purdue.edu) to schedule for another time.**

*Note: If you want a written response to a question instead of a meeting, you won't use this email (per the "written communication policy" on Brightspace). The department assigns the TA to help process all the written communication, so you will either post your question on a class piazza board or (rarely) send it to [p335esw@purdue.edu](mailto:p335esw@purdue.edu) (which goes to all course staff) for concerns you want to keep private from classmates.*

*Also go read "How to Connect with Course Staff" Module on Brightspace!*

**TA:** TA DETAILS WILL BE POSTED ON BRIGHTSPACE! We encourage you to utilize your TA in this course!

## BRIGHTSPACE PAGE

# PURCHASE/SETUP COURSE MATERIALS

Make sure you can access our course page. You should strive to log in once daily: <https://purdue.brightspace.com/d2l/home/1225725>. Remember to check the announcements on the course home page.

## WEBEX:

Make sure you can log into our live webex meeting room (I will share the classroom computer screen and broadcast sound during our course meetings) so you can still participate synchronously in the class engagement polls even if you are ill. If joining from a PC, use this link: <https://purdue.webex.com/meet/ward83>. If joining from a mobile device: Download the webex app and then request to join room number 640 204 521. If calling in from a phone: Call 1-415-655-0003. You will be prompted to enter a room number/access code followed by a pound sign which is 640 204 521. When it asks for your meeting attendee ID number, just say you don't have it. Try not to call in! You won't be able to see the presentation.

## EMAIL:

You are responsible for messages sent by instructors and other Purdue officials to your Purdue email address. **You are responsible for checking your Purdue email address daily.** If there is an important class announcement, such as a change to the course schedule, you might hear about it over email.

## PIAZZA:

We will be utilizing piazza for required participation in a small group discussion thread each week. Each week, you will have to post twice by Friday within a pinned thread at the top of the board for the only visible to your small group. We will discuss logging into piazza in class. If you do not already have a Piazza account, you can create one easily for free. You must use your Purdue email to register for the course. If you have any problems or feedback for the developers, email [team@piazza.com](mailto:team@piazza.com).

We are using piazza because right underneath the pinned required small group discussion thread for the week, there is a running class-wide feed that is available for your use just to assist you in navigating the class and connecting to both your peers and your TAs. You'll see it has some neat features to get students fast answers. Again, sit tight until class time for more info on actually posting on Piazza. Start by just getting logged in! You can see the piazza module on Brightspace.

### **IN-CLASS POLLING:**

Please see the module on brightspace for information on how to get registered for our in-class polling software that we will use to keep people engaged in class. This is web-based/app-based iclicker software so you need to bring a device to class that has access to a web browser (or you can use the iclicker student app on a smartphone or tablet. If there is no way you can bring a device with any web access to class, talk to me or a TA and we will make a backup plan to register your participation.

### **Our book:**

Kite, M.E., Whitley, B.E., & Wagner, L. S. (2022). Psychology of prejudice and discrimination (4th Edition). Routledge: New York, NY.



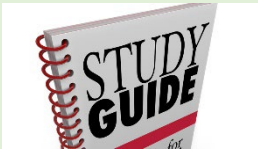

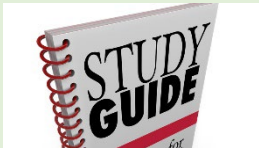


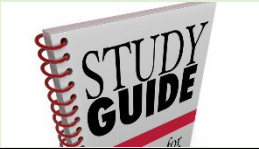


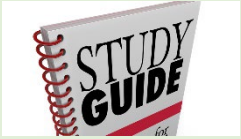



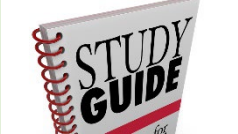




You can order it online, directly from the publisher, or get it from the bookstore. An ebook is fine. Here's the publisher website:

<https://www.routledge.com/Psychology-of-Prejudice-and-Discrimination/Kite-Jr-Wagner/p/book/9780367408176>

## **TYPICAL WEEKLY SCHEDULE/SEMESTER SCHEDULE**

**Jump down to the next page here (I wanted the weekly schedule graphic to appear on one page).**

## TYPICAL WEEKLY SCHEDULE

|   |             |   |   |  |
|---|-------------|---|---|--|
| Finish reading                                | <b>SUN</b>  |   | <p><b>DUE 11:59 PM ET: The Reading Assignment for the module this week.</b></p>    | <p><b>DUE 11:59 PM ET: The timed end of module assessment from the LAST MODULE</b></p>                                |
| Review, apply, and discuss (in class /piazza) | <b>MON</b>  | <p>Consider self-quizzing for 15 minutes over module study guide items.</p>    | <p>Consider making contributions to Piazza Small Group Discussion</p>    | <p>POSTED by end of TODAY: Piazza Discussion Prompt for the week (discussion closes Friday)</p> <p>POSTED by end of TODAY: Next Module's Reading Assignment (pace yourself to finish by next Sunday)</p> |
|   | <b>TUES</b> | <p>Consider self-quizzing for 15 minutes over module study guide items.</p>    | <p>Consider making contributions to Piazza Small Group Discussion</p>    | <p>ATTEND LIVE CLASS SESSION</p>    |
|   | <b>WED</b>  | <p>Consider self-quizzing for 15 minutes over module study guide items.</p>  | <p>Consider making contributions to Piazza and working on next Module's Reading Assignment</p>                      |  |
|   | <b>THUR</b> | <p>Consider self-quizzing for 15 minutes over module study guide items.</p>  | <p>Consider making contributions to Piazza and working on next Module's Reading Assignment</p>                      | <p>ATTEND LIVE CLASS SESSION</p>    |
|   | <b>FRI</b>  | <p>Consider self-quizzing for 15 minutes over module study guide items.</p>  | <p>Consider working on next module's Reading Assignment</p>   <p><b>DUE 11:59 PM ET: 2 Piazza contributions</b></p> | <p>Module Assessment is Posted Today. Try to take it! Take the weekend to finish if you need to, though.</p>   |
| Assess! Prepare for next module!              | <b>SAT</b>  |   | <p>Remember: Do final work on reading for next module (due Sunday)</p>   | <p>Remember: Take your assessment (due Sunday)</p>    |

## SEMESTER SCHEDULE

| Dates             | Module Number & Material Covered  | Important Module Due Dates   |
|-------------------|---|--|
| Jan 12-18         | Module 1: Course Orientation<br><i>We will likely get a head start on covering module 2 material on Thursday (though you don't need to have the reading done yet), since it won't take a full week to orient.</i> | See the typical weekly schedule due dates with some exceptions. Piazza due date extended from Friday until Sunday the 25th to accommodate late adds. |
| Jan 19-25         | Module 2: Introducing the Concepts of Stereotyping, Prejudice, and Discrimination   | See the typical weekly schedule due dates  |
| Jan 26-Feb 1      | Module 3: How Psychologists Study Stereotyping, Prejudice, and Discrimination   | See the typical weekly schedule due dates  |
| Feb 2-Feb 8       | Module 4: Social Categorization and Stereotypes   | See the typical weekly schedule due dates  |
| Feb 9 – Feb 15    | Module 5: Stereotype Activation & Application   | See the typical weekly schedule due dates  |
| Feb 16-Feb 22     | Module 6: Old Fashioned & Contemporary Forms of Prejudice   | See the typical weekly schedule due dates  |
| Feb 23 – Mar 1    | Module 7: Individual Differences in Prejudice / Development of Prejudice in Children  | See the typical weekly schedule due dates  |
| March 2 – March 8 | <b>no new set of module assignments due.</b> Class canceled on Thursday to take Exam on over Modules 2-7 on Thursday-Saturday   | <b>EXAM 1, Covers MODULES 2-7, timed at 75 minutes, posted for 72 hours Thursday/Friday/Saturday Mar 6-8</b>   |
| Mar 9 – Mar 15    | Module 8: Social Context of Prejudice   | See the typical weekly schedule due dates  |
| MAR 16-MAR 22     | SPRING BREAK  |  |
| MAR 23-29         | Module 9: From Prejudice to Discrimination  | See the typical weekly schedule due dates  |
| MAR 30-APR 5      | Module 10: Experience of Discrimination   | See the typical weekly schedule due dates  |
| APR 6 – APR 12    | Module 11: Gender, Gender Identity, & Sexual Orientation PART 1   | See regular weekly due dates<br><b>PREJUDICE LOG DUE: 11:59 PM Thursday April 10</b>   |
| APR 13 – APR 19   | Module 12: Gender, Gender Identity, & Sexual Orientation PART 2   | See the typical weekly schedule due dates  |
| APR 20 – APR 26   | Module 13: Age Ability & Appearance   | See the typical weekly schedule due dates  |
| APR 27 – MAY 3    | Module 14: Reducing Prejudice and & Discrimination - no additional piazza posts/assessments over this material, it will just be on Exam 2.  | QUIET WEEK - no piazza post or assessment due!! Just covering material that will be on the exam.   |
| MAY 4 – MAY 10    | FINALS WEEK<br>(EXAM 2 deployed)  | <b>EXAM 2, covers modules 8-14, timed at 75 minutes, posted for 72 hours Tues/Wed/Thurs May 6-8</b>  |



# WEEKLY TASKS IN DEPTH

## READING ASSIGNMENTS

Your reading assignment will be posted on Brightspace and should always be done by Sunday at the start of a new module (by class start time on Tuesday at the latest). There could be a question or two popping up in class early in the week that will just let you demonstrate you did do your reading. Class sessions will be structured assuming you have read, and will be designed to help you review, clarify, apply, and supplement. I will post a study guide with the reading assignments that you can use while you read – sometimes there is a temptation to skip the reading, and I hope you can use this tool to keep yourself on track and quiz yourself on what you read (or take notes on it) to ensure you really did get what you needed out of the reading assignments coming into the week! If you have done that by Sunday (and highlighted/circled things you are confused about) you will be on track to succeed during the week.

### **Class Engagement, 100 points**

26 days @ 4.35 POINTS EACH, ONLY 23 WILL COUNT

We will do required polling every week prior to finals week with the exception of the week we deploy exam 1 and the first week of the course (which will be a test run of our polling system and time for people to add the course late). 13 weeks of polling translates into 26 class sessions where you have a chance to earn 4.35 engagement points. We are going to drop everyone's 3 lowest scores (so everyone may miss 3 full days of class meetings, no questions asked, at no penalty). To earn your engagement points on the days you are there, respond to at least 50% of the questions asked. It's 0 or 4.35 points - nothing in between, so don't answer one question and then leave. Some days I might ask just one question, and some there could be many in a row at the end of class, so don't stop responding or leave early. Also, make an effort to get them right, if there is a right answer (there won't always be). Those people who get more than 85% of the questions correct over the course of the semester (those questions that have a correct answer) will earn 10 extra credit points at the end of the course. Why do we give you engagement points? Research suggests that student present and engaging in this way are likely mastering the material more effectively, so this is a fun low stakes way to give you some very easy, stress free points (just participate, and you can't lose anything by getting something wrong, but you can earn extra credit! And you can miss 3 days at no penalty!) You will also earn 1 EXTRA CREDIT POINT for each day you come in person instead of engaging on Webex. So, imagine coming to 13 of the 26 days in person – you'd earn enough extra credit points to cover missing an additional 3 DAYS OF CLASS! Come in person when you CAN, to earn more flexibility.

### **PIAZZA SMALL GROUP DISCUSSIONS, 100 points**

13 ASSIGNMENTS @ 10 POINTS EACH, ONLY 10 WILL COUNT

We will be utilizing piazza for required participation in a small group discussion thread each week. You will be randomly assigned to small groups within piazza. I want piazza to be your space where you can feel comfortable talking about how the course content is reflected in your personal experiences or your identity, and I want you to be comfortable sharing that with your classmates. On piazza I allow you to choose to post anonymously to your peers if you desire. Each week, you will have to post twice by Friday within a pinned thread at the top of the board that is only visible to your small piazza group. You will know what thread to post in. A TA or I will start it at the beginning of the week. It will be clearly labeled "Module \_\_ Small Group Discussion" at the top. You will earn your participation posts by making at least 2 meaningful contributions by end of day Friday \*within this

thread\* (you need to post one response to the discussion prompt in the thread, and also respond to someone else). TAs will be monitoring these small group discussions and will try to alert you if your responses didn't seem substantive enough to meet the criteria of meaningful discussion contribution for the week so you can adjust next time. Awarded participation points are all or none, so make sure you both post and respond to meet the criteria! If you want your contributions to count, make absolutely sure that you post them within the Module X Small Group Discussion thread that was started by an instructor or TA and is pinned to the top of the board.

We are using piazza because right underneath the pinned required small group discussion thread for the week, there is a running class-wide feed that is available for your use just to assist you in navigating the class and connecting to both your peers and your TAs. You'll see it has some neat features to get students fast answers. Imagine you have a question about course logistics. You could ask it in the class-wide feed. First, search Piazza to see if your question has already been answered by another student. If no one else has asked your question, you can post a new question to the entire class under the folder "classlogistics". In a large class, you might have an answer within minutes. You may choose to ask your question while remaining anonymous to your fellow classmates (just be aware the course staff can see your identity). A collective "student answer" to your question can be continually edited (Wikipedia style) by everybody until a quality answer has been produced. The TAs will also monitor piazza to ensure all questions have received an appropriate response (TAs will endorse answers or add their own comments if necessary). This way, the same question does not have to be answered twice and we can answer more questions faster. All posts outside the required discussion thread do not count towards your required weekly small group discussion grade, but there will be a maximum of 15 extra credit points awarded at the end of the semester for contributions made outside of the required threads (Maybe you should make 15 good contributions to earn the maximum). There are examples of our course content all around you right now, so I really would like to encourage you to install the piazza app on your smartphones if you have them, and continually share what you find with your peers. Start new posts and tag them with "s,p,& in the media!"

## **END OF MODULE ASSESSMENTS, 300 points**

### **13 ASSIGNMENTS @ 30 POINTS EACH, ONLY 10 WILL COUNT**

You will complete 13 multiple choice end of module assessments. They will be timed (40 minutes) and have around 20-25 questions so you will need to have done a review of the material before taking them. They cover material from your reading and class. They are open note, but you may NOT consult other people at all (see the section on academic integrity for more details). Answer keys will be made available a week after the Assessment ends (after the makeup period is done and everyone has taken it). I suggest taking notes during the week on the study guides I will provide when I release your reading assignment for each module. If it isn't on the study guide, it's not on the assessment. Then, before you take the assessment at the end of each module, quiz yourself from a blank copy of the study guide without peaking at your notes. There will be difficult application questions, not just definitions. You need to make yourself talk about the concepts in your own words and make sure you understand them.

## **EXAMS & THE PREJUDICE LOG**

### **EXAMS**

#### **2 @ 200 POINTS EACH, BOTH COUNT**

We will have two tests, the first covering 6 modules and the second cover 7. They will be 200 points each for a total of 400 points and they will both count. There is no cumulative final in this course. Each exam will be timed (75 minutes) and contain 50 questions. Each Exam will be posted for a 72 hour period on Brightspace (see course calendar). You must not open them until you are ready to take it, since it is timed. Everyone will



have a different set of questions (the software will randomly sample from a larger pool of comparable questions). So, the exact test you take will be unique to you. Exams, like the assessments, will be open note. But you may NOT speak to or collaborate in any way with other people regarding the question content before, during, or after the exam (see the section on academic integrity for more details). Exams will be nearly identical to the module assessments in format. Those are your practice tests! So take them seriously and you should be in a good routine once the exam arrives. Exams cover, like the assessments, material from your reading and class that are on your study guide from each module. If you are completing a study guide each week, you should have those ready when the open-note exam arrives. But, like the assessments, do not just focus on copy/pasting things onto a study guide and re-reading your notes. You will have difficult application questions, not just definitions. Before the exam, quiz yourself from a blank copy of the study guide and see if you can answer the questions in your own words and generate your own examples of the concepts.

## **PREJUDICE LOG**

### **One written assignment @ 100 POINTS**

Daily diary studies are one method that researchers use to explore and document the prevalence of prejudice in daily life. The prejudice log writing assignment is intended to meet several goals: 1) to allow students to see first-hand how researchers study these issues, 2) to familiarize students with some of the challenges of documenting and measuring prejudice, 3) to help students recognize the impact prejudice has on their own and others' daily lives, and 4) to help students connect their own experiences to course materials. The logs will be due near the end of the semester (see course calendar for due dates) and will be about 2-3 pages long. A handout with more specific instructions for how to complete this writing assignment will be provided on brightspace.

# **MAKEUP/LATE/DROP/GRADE INQUIRY POLICIES**

## **END OF MODULE ASSESSMENTS**

***Makeup/Late/Drop Policies:*** If conditions prohibit you from submitting your assessments on time by the deadline, they will be open for a week past the deadline for a no questions asked grace period. If you miss the original deadline, you don't have to ask to submit it late, just submit it late. Would we ever extend the makeup period even further for someone who, for example, skipped the original deadline planning to do it during the makeup period and then had a personal emergency or technical issue arise the last day of the makeup period? No, you do this at your own risk. Accommodations, technical support, etc. are given to people who attempt it before the original deadline and contact a TA prior to that deadline about their issues. If, after trying to finish it by the due date, you think you will need us for something (i.e. to provide technical support, to agree to give you more than an additional week to finish, etc.) you must contact us by the original due date. Once it passes without hearing anything, the time to make such requests is passed. If you can not get it in by the end of the makeup period on your own at that point, you will just need to utilize one of the 3 free drops we give.

***Grade Inquiry Policies:*** Please note that "requests for technical support" includes requests that we investigate the accuracy of your posted grade. If we hear from you after the deadline that you don't have the score posted that you think you should, this will be past the deadline to handle this. It is your responsibility to verify that your grade is appearing properly on Brightspace prior to the due date and contact a TA before the original deadline with any concerns about grade accuracy. It should show up/sync in brightspace instantly after you submit and you need to check that it does show up properly.

## **CLASS ENGAGEMENT**

***Makeup/Late/Drop Policies:*** First, see "getting started" Module 1 on Brightspace for a discussion of engaging remotely if you can not be physically present in class. However, if you can not engage at all (even remotely),

that is ok as well. It is impractical (and unnecessarily stressful for you) in a class this large to collect documentation and offer makeup assignments for the dozens of students who might need to make up an engagement day. We accommodate days that need to be excused by automatically dropping 3 of the 26 days for everyone at the end of the semester, no questions asked. You do NOT need to contact anyone to tell them why you missed the engagement day or turn in your documentation to get your grades dropped – everyone's 3 lowest grades will automatically be deleted.

Please do not mistakenly view the policy as an invitation to fail to engage without *\*any\** risk for consequences, though. For example, if you are inactive on a day when you do not need to be, and then you later bring us paperwork for an illness that occurred on another day, we will *\*not\** process a special additional excuse for the day you were sick so you can use one of your other drops for an unnecessary absence. The point of this system is not to let people skip 3 days for fun on top of days missed for suspected illness or quarantining – it's a way to efficiently accommodate every type of reasonable absence without stress. In short, please engage with every class when possible and plan to save your 3 drops for when you need to miss. Additional accommodation would only be considered if it seemed reasonable and you contacted us before the 4th zero in your engagement grade was finalized. (we would probably need some kind of documentation to support why it was reasonable to be inactive for more than 3 days of the class).

***Grade Inquiry Policies:*** Engagement grades will be posted within a week of when they were collected. If you have any kind of concern about your grade for an engagement day (e.g. you are missing the points and think you are entitled to them), you must make contact with a TA within 14 days of when the polls were conducted (i.e. if we polled on a Tuesday, you have until 11:59 PM two weeks later on Tuesday). After that point, the grade will become final, no exceptions. It is simply impossible to process all concerns many students might have about the accuracy or fairness of grades during the last 3 days of the semester, so we implement the 14 day appeal window. Your silence during this window is viewed as your acceptance of the grade posted!

***Completing the Poll Incorrectly/Not Following Directions:*** It is your responsibility to follow all directions on the participation day and complete the polling properly, or you may receive a 0. It is your responsibility to raise your hand at the time of the poll to receive immediate assistance for any difficulties (the TAs can't review issues for many students after the fact). We only require successful engagement with 50% of the polls to earn your points for the day, to help with glitches or silly mistakes on some questions.

## **PIAZZA SMALL GROUP DISCUSSIONS**

***Makeup/Late/Drop Policies:*** Since these involve a real-time back and forth conversation with fellow students, they are the only things in the course you can't ever make up after the listed due date. It would not really make sense - they are not static assignments you can just turn in late - we are giving you credit for is actively participating in the learning community's conversation that week. We handle not being able to participate in a given week by just dropping 3 piazza grades to account for everyone's bad weeks. It is your responsibility to save your drops for weeks you have to miss for valid reasons (we do not grant additional special excuses for a legitimately bad week so you can save all your drops to skip another 3 weeks "just because"). If for any reason circumstances arise that really require you to be inactive for more than 3 weeks of the semester (i.e. 3 drops is not enough to cover all your valid issues), please reach out to me or a TA as soon as possible to discuss your situation! (And before your 4th zero is finalized in the gradebook). If you are in this situation, there likely could be other challenges you are facing related to the other missed work in the course that we need to help you with.

***Grade Inquiry Policies:*** You have two weeks after a discussion period ends to check on your grade and make any inquiries before the grade is finalized (we will try to post the grade within a week after the discussion period ending, so wait at least that long before sending your inquiries).

## EXAMS

***Makeup/Late/Drop Policies:*** Both exams count (no drops) and you have a 72 hour period to open each of them (Exam 1 is deployed mid-semester, exam 2 is deployed during finals week). Because you have a full three day window to submit each exam and you also do not have to be physically present to take them, we expect people to be able to get them in! Please take the submission period seriously and don't leave the test until the last minute on day 3. If you are unable to submit the exam by the required due date, you must contact someone PRIOR to the 72 hour deadline to tell them what is going on. In particular, we will need to know whether you think you might need more than an additional 24 hours to get it done. (To avoid having to set individualized extensions on tests, we will already have programmed into Brightspace an extra 24 hour no questions asked makeup/grace period past the deadline). But similar to the "no questions asked" makeup period for the weekly assessments, just because the exams will be available on brightspace for late submission for an extra day, do not just mentally adjust the due date in your mind and leave the exam until that day without contacting anyone. If you leave a test until the makeup day **without excuse/documentation on file** and **without contacting anyone before the 72 hour deadline** to tell them what was going on, you will not be entitled to additional makeup time if an unexpected crisis arises at the last minute on the makeup day.

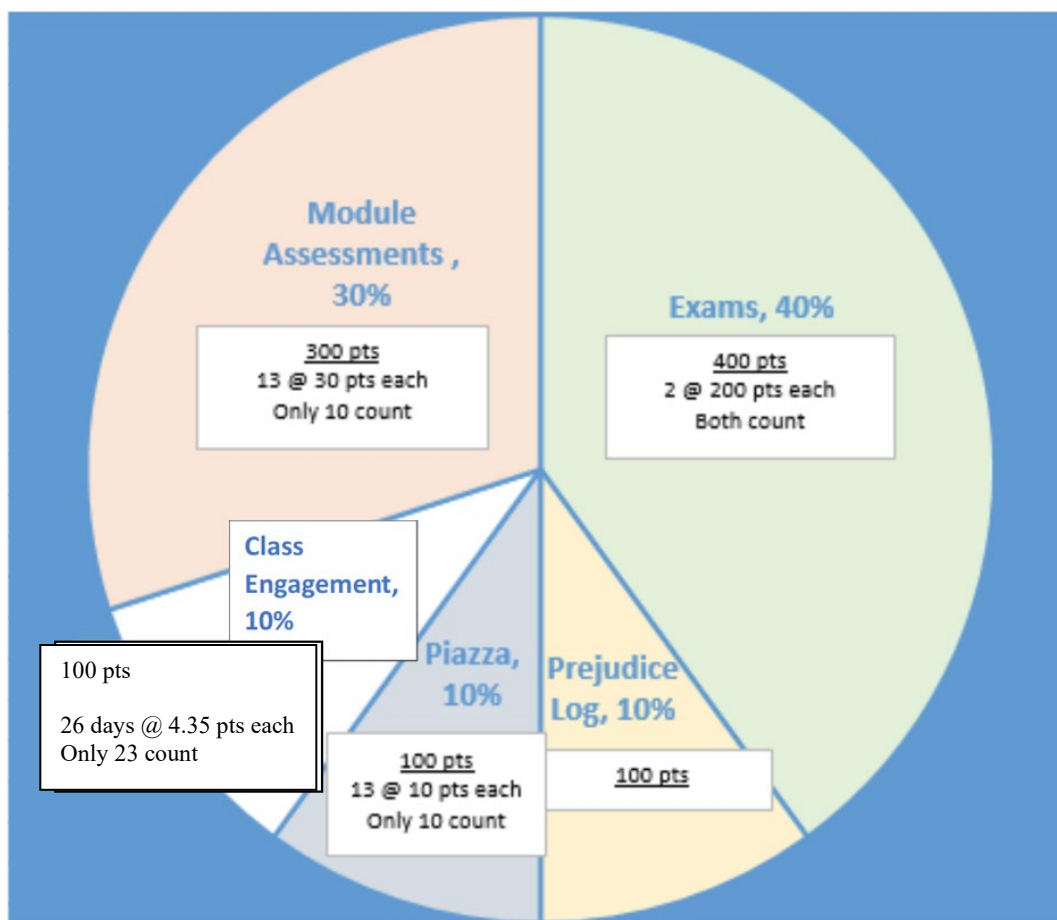
***Grade Inquiry Policies:*** Your score should show up instantly after you submit it. So, it is your responsibility to verify that it does, at the time you submit! You must attempt the test and email someone prior to the end of the 72 hour required exam period with any inquiries about anything that you think interfered with the successful posting of an accurate score for an exam you believe you opened.

## FINAL GRADE COMPUTATION

*T*

PLEASE SEE THE NEXT PAGE.

Please note that I will \*not\* turn on “drop the lowest” at the beginning of the semester. It is very confusing for students. I have to tell Brightspace how many should be dropped, and if I enter 3, for example, students see their first 3 assessments all get marked as dropped (even if they earned 100% on all 3). You will have 1,000 points possible at the end of the semester AFTER drops are applied.



| Grade | Criterion    | Points out of 1000 that will get you there  |
|-------|--------------|---|
| A+    | >100%        | >1000 points                                |
| A     | 94%-100%     | I'll round up.... 935 through 1000 points   |
| A-    | 90% to < 94% | I'll round up... 895 through 934.999 points |
| B+    | 87% to < 90% | I'll round up... 865 through 894.999 points |
| B     | 84% to < 87% | I'll round up... 835 through 864.999 points |
| B-    | 80% to < 84% | I'll round up... 795 through 834.999 points |
| C+    | 77% to < 80% | I'll round up... 765 through 794.999 points |
| C     | 74% to < 77% | I'll round up... 735 through 764.999 points |
| C-    | 70% to < 74% | I'll round up... 695 through 734.999 points |
| D+    | 67% to < 70% | I'll round up... 665 through 694.999 points |
| D     | 64% to < 67% | I'll round up... 635 through 664.999 points |
| D-    | 60% to < 64% | I'll round up... 595 through 634.999 points |
| F     | Below 60%    | 0-594.999 points                            |

## EXTRA CREDIT/ GRADE CONCERNS

Worried about your grade? There will be a number of extra credit opportunities throughout the semester – look for Brightspace announcements. Bonus points add to your overall total in the class but do not count against you. If an opportunity is posted with a due date, note that there are no makeups for missed extra credit opportunities. However, keep

in mind that there are a number of these extra credit opportunities across the semester. So, if you do miss one, there are likely to be others.

Most of your extra credit will come from a couple places:

- 1) Coming to class in person
- 2) Contributing on piazza in the “non-required” running class feed, 1-15 points. We will award extra points that reflect your extra semester-long contributions (you’d probably have to have 15 good contributions to earn all 15, but every little bit could help!).
- 3) Getting questions right on every exam and assessment that address content from past modules that are not technically covered on the current assessment/exam. Getting these questions wrong will not count against you. Keep all your module notes together and ready to reference for every assessment and exam and you could earn some extra credit! Research suggests that cumulative exams/assessments increase retention of information for longer after the semester ends! Research also suggests that cumulative exams/assessments stress students out. So I’m going for a best of both worlds by doing it, but making it extra credit.
- 4) Some additional special “in class” opportunities that require you to be physically present (be on the lookout!)
- 5) Getting 85% of the in-class polling questions correct

But mostly, if you are worried about your grade, talk to me or a TA sooner rather than later for advice. We can always do more sooner rather than later and we want to help. Don’t avoid coming because you feel ashamed of what you think you have done wrong or missed – we are just here to help. **IN THE INTEREST OF FAIRNESS, I simply can not offer specialized opportunities to earn extra points to anyone without offering it to everyone. The extra credit opportunities I provide are generous and available to everyone equally and will be the only ones offered. If at the very end of the semester, you are not happy with your grade or you just missed the grade you wanted, do not request a last minute way to boost or “round up” your grade. My conscience won’t allow me to give one student special treatment. Plan in advance to take advantage of every single opportunity I fairly offer to everyone. Recall that I have already committed to round everyone up .5% who is just shy of a cutoff, so no, there is no additional rounding people up to be rounded up again.**

## **ACADEMIC MISCONDUCT & SHARING COURSE MATERIALS BEYOND YOUR PERSONAL USE**

### **ACADEMIC MISCONDUCT**

Incidents of academic misconduct are not tolerated and will result minimally in a failing or zero grade for that particular assignment, and at the instructor’s discretion may result in a failing grade for the course. Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing [integrity@purdue.edu](mailto:integrity@purdue.edu) or by calling 765-494-8778. While information may be submitted anonymously, the more information is submitted the greater the opportunity for the university to investigate the concern. More details are available on our course Brightspace table of contents, under University Policies. I understand that every class has different policies regarding collaboration on different assignments, so I will try to be specific here!

#### **IS IT ACADEMIC MISCONDUCT TO USE AI TOOLS IN THIS COURSE?**

- That depends.
- YOU MAY NOT copy/paste something from your course materials into an AI prompt (such as portions of study guides, or exact copies of questions from assessments, exams, smartbooks, video quizzes, or piazza prompts). Course materials are copyrighted, and Purdue University’s guidelines on the use of AI in learning prohibit students from sharing copyrighted material with third-party AI tools. While faculty do not own copyright to **facts or ideas in their discipline**, (you can chat with an AI bot about the



general idea of obsessive compulsive disorder all you want!) faculty do own copyright to the specific expression, explanation, and presentation/wording of those facts and ideas in their course notes, PowerPoint slides, assessment questions, piazza prompts, etc. **As such, exact copies of sentences/questions from course materials or assignments may never be uploaded to ANY third-party site (whether AI oriented or not).**

- You MAY use AI tools to help you research and better understand the psychological concepts referenced on course assignments (as long as there is no copy/pasting of exact wording from course materials into those AI tools, as described above). Be wary of an AI tool missing nuance and getting things wrong (it is your responsibility to always ask it for its sources and double check its information).
- **WRITTEN SUBMISSIONS:** If you use an AI tool when preparing a written submission (including piazza posts), you must ALWAYS cite/disclose its use at the end of your written assignment. Describe what you put into the prompt and exactly how you used the output. **Failure to disclose use of an AI tool when preparing written work constitutes misconduct.** Here are Purdue's guidelines on how to cite/reference an AI tool: <https://guides.lib.purdue.edu/c.php?g=1371380&p=10135074>. Also keep in mind that while disclosing is better than failing to disclose, you still need to ensure that the activities you disclose are appropriate. It is always misconduct, (as described above), to paste written assignment prompts directly into AI tools. You also may not paste any portion of AI output into your assignment submission. All specific wording of final written submissions must be generated by you. **In addition, even if you change the wording of what an AI tool generates, it is still misconduct to represent the experiences/ideas/labor of an AI tool as your own.** You should not use the AI tool to do something the assignment clearly expected you to do on your own, such as think of your own example of a course concept, describe your own experience, learn how to use Purdue library tools to locate a primary article on your own, etc. An example of appropriately using an AI tool would be to generate some of your own follow-up questions about a psychological concept that is relevant to a written assignment (a concept you want to ensure you are grasping it correctly), to put your questions into an AI prompt, and then to reference/disclose what you put into the prompt and how you used the output to prepare your written submission (cite according to the above Purdue link). You should also then ask the AI tool what its sources are, check them for validity, and **cite those sources as well.** Follow this procedure while ensuring that the specific ideas, examples, and wording presented in your final written work are not AI-generated, and you should be good to go!

### **WHAT OTHER BEHAVIOR IS PROHIBITED?**

- **For piazza posts, prejudice logs, and in-class engagement questions:** Not much, outside of the AI guidelines outlined above. You may consult notes, outside sources, the textbook, and chat with peers for advice before submitting these assignments (just recall that for written work, you need the final wording to be your own, and you need to give credit for ideas taken from other sources).
- **For the timed module assessments and the exams,** we really want to know that \*you\* can use your acquired knowledge, skills, and the course resources to answer new, unseen questions **on your own** within the specified time limit. We won't lock down your browsers, so you may still consult notes and other course resources while you have module assessments and exams open, (as long as you follow the AI guidelines above), but unlike with the other assignments, you may NOT communicate with other people about the **specific question content** before submitting your work. To be clear, this means that before, during or after the completion of the assessments/exams, you MAY NOT speak to, text, call, or communicate in any way with other **people** regarding the questions. You may not screen shot, copy/paste, post/share/publish, or discuss (in any format) the content of any assessment/exam questions with any people. Similarly, you may not **receive (in any way), view, or listen to (even from an anonymous source online), or discuss** any screen shots, copy/pastes, posted/shared/published questions, or information about the content of assessment/exam question. Engaging in any of these activities constitutes an academic honesty violation. Please remember that in order to help reduce the temptation to you to do so, each student will receive a different version/set of questions, making attempted dishonest collaboration less



useful anyway. Such incidents may also be referred to the Office of Student Rights and Responsibilities (OSRR) for review at the university level, where university penalties, including removal from the university, may be considered.

- **Other forms of academic misconduct** in this course include (but are not limited to) completing **any** coursework for another person, having someone complete any portion of your coursework for you, plagiarism of any written work (including piazza board discussion posts – all written work must be your own words), distributing course materials in violation of University Policy (see below), and aiding and abetting either directly or indirectly another student in doing any of these things. It also constitutes academic dishonesty to *suggest that some aspect of your posted course grades are inaccurate when you know the record is accurate*. For example, if you fail to submit an assignment, do not be tempted to claim there should be a grade posted because you are pretty sure you took it, thinking “the worst they can do is let my zero stand!” We take all such claims very seriously and pursue them to their resolution, fully reviewing all available evidence (assuming, of course, the issue is raised within the proper timeframe according to course policies). We do so for your protection to ensure course records are accurate and that we catch any real errors! If, during the investigation, evidence suggests false claims were made, additional (and more serious) penalties for academic dishonesty could be distributed. We do not want to see anyone get in trouble!

## **SHARING COURSE MATERIALS BEYOND YOUR PERSONAL USE – DON'T DO IT**

Course materials, including tests, lecture recordings, study guides, assessments, provided notes, etc. are protected by U.S. copyright law. You may only take notes and make copies or recordings of course materials **for your own personal use** (or to share with another student in this course). **You may NOT reproduce, distribute or display (post/upload)** lecture notes, course videos, questions from course assessments, exams, or assignments, or other course materials in any other way without the written permission of the instructor, whether or not a fee is charged (this includes providing these materials to AI tools). You also may not provide the materials to somebody else and allow them to do so. In addition, do not share recordings of meetings with staff with others or post them anywhere.

## **UNIVERSITY RESOURCES/ADDITIONAL INFORMATION**

### **QUARANTINING / ATTENDANCE ISSUES DUE TO ILLNESS:**

Students seeking primary care for medical conditions may schedule by calling 765-494-1700. Since this class is being streamed over Webex, you should hopefully be able to keep up. However, I know that being isolated (or ill, obviously) could still potentially present a host of challenges/changes to your workspace, routine, etc.

Remember that for brief periods of disruption, I have already built in “no questions asked” makeup opportunities and/or chances to drop lowest grades. In the event that you suspect these built-in accommodations for each assignment **might not be enough**, remember to contact course staff according to the procedures outlined above (see the late/makeup policy section)! You should also notify the Office of the Dean of Students ([odos@purdue.edu](mailto:odos@purdue.edu)) to support you should this situation occur. If you are unable to make direct contact with me or a TA and unable to leave word with our department because of circumstances beyond your control, you or your representative should contact the Office of the Dean of Students via [email](#) or phone at 765-494-1747.

### **NON DISCRIMINATION 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. More details are available on our course Brightspace table of contents, under University Policies.

## **ACCESSIBILITY**

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](mailto:drc@purdue.edu) or by phone: 765-494-1247. More details are available on our course Brightspace under Accessibility Information.

## **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 Dean of Students for support. There is no appointment needed and Student Support Services is available to serve students 8 a.m.-5 p.m. Monday through Friday.

## **MENTAL HEALTH STATEMENT**

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](mailto: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.

## **EMERGENCY PREPARATION**

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](mailto:@purdue.edu) email on a frequent basis.