PSY 101
Introduction to Psychology
John J.B. Allen
Spring, 2014
M & W 4:00 – 5:15 P.M.
ILC 150

Note: This is the static hardcopy syllabus, but you should always check the website for the most current information: www.psy150a1.org

Course Personnel

<table>
<thead>
<tr>
<th>Location</th>
<th>Office Hours (or by Appt.)</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John J.B. Allen, Ph.D.</td>
<td>424 Psychology Mo 5:15-6:15</td>
<td><a href="mailto:John.JB.Allen@arizona.edu">John.JB.Allen@arizona.edu</a></td>
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<tr>
<td>Tu 5:15-6:15</td>
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<tr>
<td>Teaching Assistants:</td>
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<tr>
<td>Ruth Robbins</td>
<td>127 Psychology Tu 2:30-3:30</td>
<td><a href="mailto:ruthrobbins@email.arizona.edu">ruthrobbins@email.arizona.edu</a></td>
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<tr>
<td>We 11:30-12:30</td>
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<tr>
<td>Cindy Woolverton</td>
<td>137 Psychology We 1:00-2:00</td>
<td><a href="mailto:cindyw@email.arizona.edu">cindyw@email.arizona.edu</a></td>
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<tr>
<td>Th 9:00-10:00</td>
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Contacting the Instructors and Teaching Assistants
The best way to contact us is by coming to office hours. We will try to respond to emails in a timely fashion, but the best way to guarantee an immediate response is to visit us during office hours.

For an up-to-date listing of office hours, review sessions, and any other class-related events, please see the online calendar linked to the class website: www.PSY150A1.org

COURSE REQUIREMENTS AT-A-GLANCE

- Register on Aplia website to take Syllabus Quiz by Monday 1/20/14 11:45 pm
- Register your clicker by Tuesday 1/21/14 11:45 pm
- Register on experiment tracking website due Tuesday 1/20/14 11:45 pm (experiments.psychology.arizona.edu)
- Homework on Aplia due 11:45 pm on the day of many of the lectures
- Semester Exams: Feb 12, Mar 5, Apr 2, Apr 23 (online but in class)
- Final Exam (noncumulative): May 14 3:30-5:30 pm
- Attendance expected (and counted for points) throughout semester
- Research experience required (approx. 5 hours during semester)

COURSE DESCRIPTION
This course is the introductory course for the Psychology major. We will survey the broad field of psychology, and how it connects to related disciplines. It is taught by a professor of Clinical Psychology, Cognitive Science, and Neuroscience. In short, that means my bias prompts me to focus on understanding the inner experience and overt behavior of individuals, both of which are shaped by biological and environmental factors. On the biological side of the interpretation, this involves both genetic predispositions as well as biological factors that result from previous experience (e.g. an early illness). On the environmental side, this involves factors within the individual, between individuals, and between the individual and society. A recurring theme throughout this course is that any behavior or experience we seek to understand will have multiple causes.

The course seeks to help you understand these causes by reviewing major research findings, theoretical principles, and methods in each of the major areas of psychology and related fields. Although it is an introductory course, some students consider it to be a rigorous course. One reason for this is the wide range of topics covered; yet all of these areas pertain to basic human experience. If you are willing to put in the required effort, then my own biased position is that you will find this course to be highly interesting and filled with discussions of complex and controversial topics.

In this course we will focus primarily on the scientific explanations for different experiences and behaviors. In addition, we will look at some unanswered questions, theories, and controversies. An outline of the course is given below. Note, completion of this course will serve as a prerequisite for further courses in psychology. Also, the content of this course overlaps substantially with PSY150A1, the introductory course for non-psychology majors. It would not be advisable to take both PSY101 and PSY150A1.
REQUIRED TEXT AND CLICKER

The text for the course is comprehensive but accessible, and one that stresses clear scientific thinking. It will serve as an excellent resource should you decide to retain your copy after the semester is over. The text is:


You will not find a text for this course at the bookstore. I have negotiated a better price through the publisher, and you can use this link www.cengagebrain.com/micro/UAPsy101Spr14 to purchase your text and access to the book website, which is needed for homework. You only need to choose ONE option!

- The first option "Bundle: Discovering Psychology" is a paperback book and web access
- The second option "Bundle: Cengage Advantage Book" is a loose-leaf 3-hole punched book and web access. This of course provides cost savings over the book

Both options have full access to the electronic book that can be read from a web browser (including Tablet and Pad browsers, but not a specific App).

You must have electronic access in order to complete the homework (so beware if buying a used copy, or plan to purchase electronic access in addition to any used copy that does not provide electronic access).

You are also required to have your own “clicker.” This is available at the bookstore downstairs, apparently in “big bins” I am told. You should bring this clicker to class each session, to allow you to participate and also receive credit for attendance. More details about the clicker are provided below.

WEB COMPONENT TO THE COURSE

You will be using three websites as part of this course. 1) The first is the University of Arizona D2L website, but I will use it as little as possible. I’m not really a fan of D2L, but you will be using it to register your clicker, to find a few useful links, and to take your exams. 2) I will be using a class website that I maintain: www.PSY150A1.org. This site contains resource material and tools and it will: host a class calendar of office hours and study sessions; host documents related to the course (e.g., syllabus, research requirements); provide a tool for sending me anonymous feedback; a tool to look up your scores and get grade estimates; and more. You can access this site via the short link www.PSY150A1.org or via the link on your D2L navigation bar for the course. 3) Finally, you will access the Aplia website that accompanies your textbook to complete homework assignments. You can access this via the link in D2L, the link on the class website or directly via login.cengagebrain.com (and use your UA email address and create an account if it is your first visit). Use course key ACSQ-YHH9-TKUX .

THE USE OF CLICKERS

We will be using an interactive response system. The University of Arizona has mandated that we only use the system from Turning Technologies. Many of you may already have one of these Turning Technology clickers, but if not you can purchase one at the bookstore or online from the vendor at store.turningtechnologies.com using the school code (case sensitive): R3Dt , or at the bookstore downstairs in those “big bins.” We will use the response device, but the option to use the cell phone response software is not supported.

Clickers allow me to create interactive demonstrations, to assess your comprehension of a topic under discussion, to assess preferences, and obtain feedback. They also will allow me to check attendance.

You should register your clicker. If you do not register your clicker before the second class (Jan 22), you will not receive attendance credit for that class, nor for any classes until your clicker is registered. There will be no retroactive attendance credit; i.e., you can only receive attendance credit for those days you attend following your clicker registration. Find the link in D2L under CONTENT, and then Clicker Registration.

REQUIREMENTS AND EVALUATION

You are required to:

1. complete the syllabus quiz (available Jan 16-20 on Aplia site);
2. complete homework assignments associated with each assigned chapter of the book quiz (on Aplia site);
3. take five exams (four semester exams and one noncumulative exam during finals);
4. gain research experience (experiments.psychology.arizona.edu);
5. attend class.
You are responsible for all lecture material and material in the assigned readings, so you are highly encouraged to come to class and do your reading. Class attendance has routinely been shown to be one of the best predictors of final grades, with students who attend frequently doing much better on the exams.

**Syllabus Quiz:** You must complete the syllabus quiz and receive over 90%. It is open-note (i.e., you can refer to the syllabus while taking it). You may take it up to three times as needed to pass the quiz. You must obtain >90% on this quiz before 11:45 pm on Monday Jan 20. This quiz does not add points to your total score for the course, but without completing it, you cannot receive any credit for the course. This quiz will be taken on the Aplia website, which is same site where you complete your homework (see next section). The quiz will become available on Thursday January 16.

**Homework:** All homework will be completed on the Aplia website that is provided by the publisher of your book. You can access this via the link in D2L, or directly via login.cengagebrain.com/ (and use your UA email address and create an account if it is your first visit). Use course key ACSQ-YHH9-TKUX. If you have any troubles registering, there is help available at www.cengagebrain.com/shop/aplia.html

If you do not yet have a textbook with your web access card, you have temporary access until February 4 even if you register without the code/payment. But after February 4, you will need to enter a valid code from your purchase. Once your free access has expired, your work will be saved and you will be able to access it once you enter your valid code that comes with your book purchase.

The course is segmented into five units, with one unit prior to each of the five exams. Each unit typically covers about 3 chapters of the book. For each chapter, you will be required to complete a Problem Set on the chapter, and this is due at 11:45 pm on the day that the chapter is assigned (or in the case of chapters that are assigned for multiple days, it is due at 11:45 pm on the last of the days that the chapter is assigned). You may complete a Problem Set up to three times, so you can always raise your grade by completing it again if you are not satisfied with a previous attempt. These problem sets are helpful to gauge your mastery of the material, and they provide the opportunity to learn from every question even if you get one incorrect.

The work from each of the five units in the course will comprise 50 points, for a total of 250 possible points towards your final total. This means that the weighting of individual chapter quizzes and “Learning Curve” exercises will vary depending on how many of them are included in a given unit, but each unit (corresponding to each exam) will always provide 50 possible points.

**Exams:** There will be five equally weighted 50-point non-cumulative exams: four during the semester (February 12, March 5, April 2, & April 23), and one during the scheduled Final Exam period (Wednesday, May 14). All exams during the semester will be given during the regular class time. The exams will NOT be comprehensive; i.e., they will NOT cover material discussed or assigned before any previous exams (although concepts that were introduced and then once again referred to may be covered). Your total exam points towards your grade will be determined by an equal weighting of your scores on the three exams during the semester on which you score best, plus your score on the final exam; the test on which you score lowest during the semester will not be counted towards your final grade. If you miss an exam during the semester, it will be treated as your lowest exam score. You must take the final exam, and it may not be dropped as your lowest exam. The exams collectively thus contribute 200 possible points towards your final total.

Because of the size of the class, exams will contain multiple-choice items. The exams will cover both readings and lecture in approximately equal proportion. You are responsible for material in any of the readings listed on the syllabus. We will be conducting the exams using the D2L testing feature (termed “Quizzes”), but you must take the exams in the classroom. You must bring your clicker to class on exam days, as well as a laptop or tablet to take the exam.

In order to do well on the tests, you should keep current on the readings and attend class. It is very easy to get behind on the readings; strive to have the readings completed prior to the class period for which they are assigned. (If you do not, you will also miss points on the homework Problem Sets as detailed above.) I must also caution you against a strategy that I have been known to use all too often: procrastination. The textbook has many pages that you are required to read. I find that reading an entire chapter in a single sitting can be rather overwhelming. You would be best advised to read fewer pages more often. “Cramming” is an especially poor strategy for mastering the material you will need to know for the exams.

**Attendance:** You will receive points for attending class. Attendance will be tracked using the clickers. You will receive one point for every class you attend after the first class (up to 25 points). Moreover, if you attend at least 20 (80%) of the classes, you will receive a 5 point bonus, and if you attend at least 23 (92%) of the classes, you will receive an additional 5 point bonus. The maximum attendance points are thus 35 for someone with perfect attendance. Attendance is counted on a given day only if you answer questions with your clicker throughout the lecture. If you forget your clicker, you will be counted as absent. Attendance credits begin with our session Jan 22, and exams do not count in the attendance tally.

**Research Participation:** You are required to gain research experience by participating first hand. Most students fulfill this requirement by participating in psychological research being conducted by the department of psychology. A full description of the Research Participation Requirement is from the class website www.PSY150A1.org (see “Things to Print”). You must accrue 11 experimental credits or you will automatically receive a grade of "I"
(Incomplete). This amounts to about 5 hours of your time over the course of the semester, and following each experiment you will be given a detailed explanation of the research in which you participated. This can be a very enlightening experience in terms of allowing you to see what psychological research is like from both the vantage point of investigator and participant.

To participate in research, register with the experiment tracking website at experiments.psychology.arizona.edu or by following the Research Experiments link on the course website www.PSY150A1.org. When you participate in a research project, the researcher will provide you with a credit receipt. You should retain these receipts and keep a record of projects in which you participate, noting specifically: date of participation, place of research project, researcher name, researcher phone number, experiment number, and the number of points promised. If any discrepancies result, this information will be vital in order to track down the source of the problem and to credit you with the appropriate points. The experiment website will track your participation, and your instructor will receive a final tally of your participation at semester's end.

If you object to being a research participant or simply prefer to write a paper to learn more about scientific research in psychology, you can fulfill the research experience requirement by writing a detailed synopsis of an original research article from a psychology journal; if you choose this requirement, your five page paper will be due on the date listed on the Research Participation Requirement document mentioned above. If you choose this research paper option, you must get your choice of an article to write about approved by the instructor by the day of the first exam (Feb 12). If you do not either earn 11 credits for research participation or turn in an acceptable research paper, you will receive an Incomplete in the course until such time as you complete the requirement. Details regarding the Research Participation Program are provided on the separate document; please read it over carefully.

**Grades:** Your letter grade will be determined in the following way: The highest total score (based on the three best semester exams + the final exam + homework + attendance) attained by any student in the class will become the reference score for grading. The student(s) with this highest total score will receive a grade of 100%. All other students will receive a percentage grade based upon this highest score, and the following scale will be applied:

- 90% & above = A
- 80%-89% = B
- 65%-79% = C
- 50%-64% = D
- Below 50% = F

I estimate that there will be 485 possible total points, with the proportion deriving from various course requirements depicted in the figure at the right. As an example of how the grading scale would be applied, consider the case in which the highest score attained by any student were 450 points; then 90% of 450 = 405 and all students with total points greater than or equal to 405 would receive a letter grade of A. Similarly, 50% of 450 is 225; only those students with fewer than 225 total points would receive failing grades. This is not grading "by the curve"; with this system, it is conceivable that everyone could receive a letter grade of A. Note that your 11 experimental research participation credits are not added into your total; participation is simply required to avoid receiving an incomplete. Note that all attendance points, including bonus points, are included among the 485 possible points.

This grading system will not be altered – not in general, and definitely not for any one individual. I am always shocked that students will come to me after the end of the semester and ask that I change their letter grade because they are 1 or 2 or even more points from a cutoff for a higher grade. To change an individual’s grade for this reason would be unethical, would violate university regulations, and would be unfair to the rest of the class. Do not come to me to try to persuade me to change your grade; only grading or clerical errors are a valid reason for a change of grade. Moreover, because this system is based not on the total number of possible points, but on the number actually attained by anyone in the class, it compensates for the overall difficulty of the exams. Finally, there are many opportunities to perform well, including being able to drop your lowest of the four semester exams, having three chances to get the highest grade on homework, and receiving points simply for attending class.

**Missed Classes and Make-up Exams**

In the unfortunate event you should miss a class, you will need to borrow notes from another class member. You will also be held responsible for any changes or additions to the syllabus that are announced in class. There is no possibility of receiving attendance credit when you miss a class, with the only exception being a Dean’s Excuse for absences for university-sponsored events/activities for academic, non-academic, and recognized student organizations.

There are virtually no satisfactory excuses for missing an exam. No make-up exams will be offered. If you need to miss an exam, it will be counted as your exam with the lowest score and therefore will be the exam that will be dropped before computing your grade. As mentioned above, however, you must take the final exam. In the extremely unlikely
event that travels will keep you from more than one exam, an alternative exam will be given only if prior arrangements have been made with the instructor at least two weeks before the scheduled exam.

Note that the final exam is slated late in final exam period. The time is not negotiable, and no special arrangements will be made to assist students in finishing the semester early. Please do not ask to take this exam early; I did not choose this time, but am bound by University rules to hold the exam at this time.

**ACADEMIC HONESTY**

All cheating will be prosecuted. There is no such thing as “a little cheating” and any cheating will result in a failing grade for the course, and a notice will be sent to the Dean's office, and expulsion from the University of Arizona can result. If you are not familiar with the University of Arizona's Code of Academic Integrity, please see [http://deanofstudents.arizona.edu/codeofacademicintegrity](http://deanofstudents.arizona.edu/codeofacademicintegrity). Please note that prohibited conduct includes “all forms of student academic dishonesty, including but not limited to, cheating, fabrication, facilitating academic dishonesty and plagiarism.” This includes dishonesty on exams and also includes misrepresenting your attendance by sending your clicker to class with another individual.

**RESPECT FOR FELLOW STUDENTS**

As a courtesy to fellow students, please conduct yourself in a courteous and considerate fashion during class. Consider the simple fact that there are 150 students, and only one instructor. And although the instructor has the advantage of a microphone, even well intentioned conversations in the lecture hall can make it difficult for fellow students to attend to the lecture. Besides, it's just plain rude.

Use of cell phones is strictly forbidden in the classroom. Use of other electronics, such as electronic tablets/pads, or computers, is allowed for relevant class purposes (note taking). If you are observed using a computer/tablet/pad for nonclass purposes, you will be asked to put it away. A subsequent infraction on that same day will require you to leave class and forfeit the attendance points for that day. Any further infraction will result in a complete loss of attendance points. If these infractions become too frequent, the instructor reserves the right to ban computer/tablet/pad usage in the classroom as well.

The full details of etiquette that will be enforced in this classroom are listed on the final page of the syllabus, and you will need to agree to these rules when taking your Syllabus Quiz.

You should also be aware of the University's policies on disruptive and threatening behavior: [http://deanofstudents.arizona.edu/disruptiveandthreateningstudents](http://deanofstudents.arizona.edu/disruptiveandthreateningstudents)

**PERSONAL RESPONSIBILITY**

Please take personal responsibility for your work and your future. Almost half of entering freshman at the University of Arizona do not graduate. You have the chance to beat these odds, but you need to take responsibility for working diligently in your classes, planning ahead for assignments and exams, doing your best, and taking responsibility for your performance. You can take charge of your studying, by being disciplined and sticking to a regular study schedule. We also offer assistance in the form of teaching assistants. The teaching assistants, and instructor have regular office hours, and the teaching assistants will also lead review sessions. Please, come to office hours before you find yourself in grade trouble. I will make sure that course personnel devote tremendous energy to those students who plan ahead and use office hours for studying and clarifying concepts. I will have not have the same response for students who come to office hours wishing to convince me to change grades once such students are in grade trouble.

**STUDENTS WITH DISABILITIES**

If you anticipate issues related to the format or requirements of this course, please meet with the instructor. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

**PERSONAL PSYCHOLOGICAL PROBLEMS**

In a class this large, there will undoubtedly be some students having psychological difficulties or wanting to help someone who does. I am hopeful that you will learn some valuable things in this course, but there is no reason to believe that learning about psychology by itself will help you solve your own or someone else's psychological difficulties. Although I am a licensed psychologist, I cannot serve as your or your friend’s therapist. It is not ethical for psychologists to serve as someone’s counselor and additionally as someone’s instructor. I can, however, point you in the direction of a colleague who could provide assistance. It may be worth mentioning that nearly half the population will experience substantial psychological difficulty at some point in their lives. Seeking help does not indicate a problem, but is a smart move if one is experiencing difficulties.
There are many options for treating psychological difficulties. These include taking prescription drugs, working to identify on counter-productive beliefs about the self and the world, engaging in relaxation techniques, working on past experiences, dealing with family and relationship problems, developing better social skills, learning better study habits, reducing study-related anxiety, and developing problem-solving strategies. All of these approaches can be useful. Our knowledge of what works best, and for what type of problem, is limited, but we do know from research that obtaining help from a reputable mental health professional is definitely better than not doing anything. People do improve and change but not until they make the effort to do so. So if you are miserable, or for other reasons feel that you may have a psychological problem, by all means seek help! Pass this advice on to others in need. The easiest first step is to make an appointment to see someone with Counseling and Psychological Services at the Student Health Center, 621-3334.

**SO, NOW THAT THE ADMINISTRATIVE STUFF IS OUT OF THE WAY, WHAT CAN YOU EXPECT?**

The good news is that this course will cover a broad array of exciting topics, and you will learn a great deal during this course. By the end of the course, you will be much better equipped to evaluate claims concerning human behavior, and you will have a better appreciation for the many different biological and environmental factors that influence our behavior and experience. You will also know more about such fascinating topics as emotions, consciousness, the brain, learning, amnesia, aging, mental illness, and psychotherapy. It is my sincere hope that you will be better equipped to evaluate the many psychological claims you encounter in the future, that you'll have a little better idea of what makes us all "tick," and that you might apply some of what we cover this semester to make your own lives more fulfilling.
**Tentative Schedule of Topics & Readings**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assigned Chapter Reading</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>1/15/14 Introduction and Administrative Overview</td>
<td>None</td>
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<td>1/20/14 Martin Luther King Jr. Holiday</td>
<td>None</td>
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<td></td>
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<td><strong>Psychology, the Discipline at the Interface of Biology and Society</strong></td>
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<td>1/22/14</td>
<td>Survey</td>
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<td>Week 2</td>
<td>1/27/14 Introduction to Course</td>
<td>Ch. 1</td>
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<td></td>
<td>1/29/14 Research Methods</td>
<td>Ch. 1</td>
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<td><strong>The Stuff of Which We’re Made: Biological Constraints are not Destiny, but they are Constraints</strong></td>
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<tr>
<td>Week 3</td>
<td>2/3/14 Biological Basis of Psychology</td>
<td>Ch. 2 (except Table 2.1 and final portion of 2-4c on Right-brain Left-brain and Lateralization)</td>
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<td></td>
<td>2/5/14 Biological Basis of Psychology</td>
<td>Ch. 2 (except Table 2.1 and final portion of 2-4c on Right-brain Left-brain and Lateralization)</td>
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<td></td>
<td><strong>Rooted in Biology and Shaped by Experience</strong></td>
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<td>Week 5</td>
<td>2/17/14 Imagining and Lateralization</td>
<td>Ch. 2 (only Table 2.1 and the final portion of 2-4c on Right-brain Left-brain and Lateralization)</td>
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<td>2/19/14 States of Consciousness</td>
<td>Ch. 4</td>
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<td><strong>Spring Break March 15-23</strong></td>
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<td><strong>Week 9</strong></td>
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<td>3/24/14 Emotion</td>
<td>Ch. 5</td>
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<td></td>
<td>3/26/14 Learning and Conditioning</td>
<td>Ch. 6</td>
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<tr>
<td></td>
<td>3/31/14 Learning and Conditioning</td>
<td>Ch. 6</td>
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<tr>
<td></td>
<td>4/2/14 EXAM #3</td>
<td>Ch. 7</td>
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<td></td>
<td>4/7/14 Memory</td>
<td>Ch. 7</td>
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<tr>
<td></td>
<td>4/9/14 Memory</td>
<td>Ch. 7</td>
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INDIVIDUALS AND THEIR INTERACTIONS WITH THE SOCIAL WORLD, BOTH NORMAL AND ABNORMAL

<table>
<thead>
<tr>
<th>Week 12</th>
<th>4/14/14 Mental Abilities</th>
<th>Ch. 8</th>
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<tr>
<td></td>
<td>4/16/14 Social Psychology</td>
<td>Ch. 11</td>
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<td>Week 13</td>
<td>4/21/14 Social Psychology</td>
<td>Ch. 11</td>
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<td></td>
<td>4/23/14 EXAM #4</td>
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<td>Week 14</td>
<td>4/28/14 Developmental Psychology</td>
<td>Ch. 9</td>
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<td>4/30/14 Mental Disorders</td>
<td>Ch. 12</td>
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<tr>
<td>Week 15</td>
<td>5/5/14 Mental Disorders</td>
<td>Ch. 12</td>
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<td></td>
<td>5/7/14 Treatment</td>
<td>Ch. 13</td>
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<td>5/14/14 Final Exam</td>
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<td></td>
<td>3:30-5:30 p.m. Wednesday May 14</td>
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In order to foster a good learning environment for the PSY101 course, I agree to obey the following rules of etiquette while attending class in Centennial Hall:

1. I will not eat food or drink anything other than water in Centennial Hall.

2. I will not read the *Arizona Daily Wildcat* or any other newspapers or magazines while class is in session.

3. I will turn my cell phone, music player, or other mobile devices OFF while class is in session.

   *3a. If I am a parent or I am in an emergency situation, I will set my cell phone to VIBRATE.

4. I will not disrupt class by talking to my classmates about non-course-related subjects while the professor or his TAs are speaking to the class.

5. I will not use my laptop/tablet/pad to play movies or games or surf the Internet for non-course-related subjects while class is in session. I will not use this device to send texts or messages of any kind. I will not use it to access social media sites or tools.

6. I will make every effort to arrive in class on time and not leave until class is over.
   If I must arrive late or leave early, I will not disrupt class or annoy my classmates.

7. I will not bring any pets or animals into Centennial Hall (seeing-eye/therapy dogs exempted.)

8. Should I break any of these rules of etiquette which are listed above, I give Dr. Allen and his Teaching Assistants **full authority** to eject me from the classroom.