

PSY 341 1003, Abnormal Psychology
Fall, 2020 (8/24/20 – 12/11/20)
3 credit hours

Instructor: XXXXX

E-mail: XXXXX@unlv.edu (you can also use WebCampus e-mail)

Phone: 702-895-XXXX

Office: CBC-BXXX

Office hours: Online office hours are available by individual appointment. Just send me an email with some times you can meet and we'll schedule a phone call or zoom meeting. In addition, I will respond to email inquiries M – F within 24 hours.

Prerequisite: PSY 101

Webcampus Site: <https://webcampus.unlv.edu>

Webcampus Help: <https://www.it.unlv.edu/webcampus/canvas/students>

This syllabus contains important information you will need to know in order to be successful in the course. Read it carefully and let me know if you have any questions.

Overview and Learning Objectives

Abnormal psychology is the scientific study of troublesome feelings, thoughts, and behaviors associated with mental disorders. This area of science is designed to evaluate, understand, predict, and prevent mental disorder and help those who are in distress. A mental disorder is a group of emotional (feelings), cognitive (thinking), and/or behavioral symptoms that cause distress or significant problems.

About one in four American adults has a mental disorder over the course of a year. This course will emphasize theories, concepts, and findings pertaining to normal and abnormal behavior such as anxiety, depression, substance use, personality, sexual function, eating and cognitive problems, and stress-related physical difficulties.

The primary objectives or aims of this course are for students to demonstrate their knowledge of abnormal psychology in the following ways:

- A. Discuss and describe core theoretical perspectives, controversies, and empirical findings regarding abnormal psychology and various mental disorders.
- B. Use information about abnormal psychology to illustrate and demonstrate how aspects of mental disorder occur in most individuals on a dimensional scale.
- C. Appraise sample cases to evaluate external events and internal factors that may explain abnormal behavior.
- D. Compare and contrast various symptoms of mental disorder to construct possible diagnoses from vignettes and defend these choices.
- E. Critically evaluate a research article regarding abnormal behavior and formulate ideas about future research steps in the area covered by the article.

Course Materials

Textbook: Kearney, C.A., & Trull, T.J. (2017). *Abnormal psychology and life: A dimensional approach* (3rd edition). Belmont, CA: Cengage/Wadsworth.

Online content: E-book, videos, quizzes, individual assignment

You can purchase the course materials at the book store or using this link:

<https://www.cengage.com/c/abnormal-psychology-and-life-a-dimensional-approach-3ekearney/>

If you buy online, you have a number of options (e-book, hard copy, bundle). Whichever option you pick, you will need a copy of the textbook at a minimum (either hard copy or e-copy). The book is the only resource you need to purchase for this course. If you need a course key to purchase materials for the course on the Cengage website, use the following information:

Course Link URL: <https://www.cengage.com/dashboard/#/courseconfirmation/MTPN38BQZCGJ/initial-course-confirmation>

Course Link Instructions: [Print instructions](#)

Course Key: MTPN-38BQ-ZCGJ

Course Requirements and General Information

This course involves text reading, viewing video lectures and video cases and other material, participating in online discussions, completing an individual writing project, and taking quizzes. You will be expected to:

- Have ready access to the Internet with a reliable connection of sufficient bandwidth to view online videos (public WiFi systems are not reliable or recommended, i.e., do not take your tests at a coffee shop because you may get logged off)
- Read and view all content provided by the instructor
- Participate fully in discussions
- Complete assignments/quizzes
- Login to course at least 5 times/week (greater frequency strongly recommended)

To access video lectures, make sure that you have an updated version of RealPlayer. Canvas is compatible with all browsers so if you have trouble accessing the course, the IT Help Desk can help. You can call the Help Desk at (702) 895-0777, 7 AM – 11 PM daily (including weekends and holidays) or send them an email at ithelp@unlv.edu.

Course Modules (This course will be organized according to the following modules):

Module 1: Introduction to Abnormal Psychology (Chapters 1-4 of the textbook)

This module introduces basic concepts of abnormal psychology that set the stage for discussion of mental disorders in subsequent chapters. Chapter 1 covers how to define abnormal behavior and a mental disorder, including deviance from the norm, difficulties adapting to life demands, and experience of personal distress. History of abnormal psychology is covered as is a key theme of the textbook, the dimensional approach to understanding mental disorders (i.e., seeing mental disorders as an extension of symptoms or traits seen in everyone and not a completely different set of behaviors). Chapter 2 covers different models used to explain the causes of mental disorders, including biological (genetics, neurochemistry, and structural brain changes), psychodynamic/Freudian, humanistic, cognitive-behavioral, and sociocultural models. Chapter 3 covers risk factors and prevention of mental disorders, including discussions of a diathesis-stress model that integrates perspectives from Chapter 2. Epidemiology, or the prevalence of major mental disorders, is included as well. Chapter 4 covers how mental disorders are currently defined, classified, and assessed. Research strategies to study mental disorder are also covered.

Module 1 Assignments: August 24 - September 18

August 26 - Sept. 9	Participate in Introduction / Discussion 1 due by Noon 9/9
August 24 – 28	Read Chapter 1, View Video Lecture 1
August 31 - Sept. 3	Read Chapter 2, View Video Lecture 2
September 4	Complete QUIZ 1 (Chapters 1 & 2)
September 7 – 11	Read Chapter 3, View Video Lecture 3
September 14 – 17	Read Chapter 4, View Video Lecture 4
September 18	Complete QUIZ 2 (Chapters 3 & 4)

**December 2 Individual Writing Assignment Due by NOON PT 12/2/20*

Module 2: Mood-based Disorders (Chapters 5-8 of the textbook)

This module introduces mental disorders that often involve an emotional or mood-based component. All chapters include information on normal and abnormal behavior, features, and epidemiology of the pertinent mental disorders, risk factors, prevention, assessment, treatment, and long-term outcome. Chapter 5 covers anxiety-related disorders such as panic disorder and agoraphobia, social and specific phobias, obsessive-compulsive and generalized anxiety disorder, and posttraumatic stress disorder. Chapter 6 covers somatic symptom disorders, or those disorders involving odd physical problems and distress. These include somatic symptom, illness anxiety, and conversion disorders. Chapter 6 also covers dissociative disorders, or those disorders involving disturbance of consciousness, memory, or identity. These include amnesia, dissociative identity (multiple personality) disorder, and depersonalization/derealization. Chapter 7 covers major mood disorders related to depression and bipolar disorder as well as suicide. Chapter 8 covers eating disorders such as anorexia and bulimia nervosa; these disorders are often linked to anxiety and depression.

Module 2 Assignments: September 21 - October 16

Sept. 23 - Oct. 7	Participate in Discussion 2 due by Noon 10/7
September 21 – 24	Read Chapter 5, View Video Lecture 5
September 25	Complete QUIZ 3 (Chapter 5)
Sept. 28 - Oct. 2	Read Chapter 6, View Video Lecture 6
October 5 - 8	Read Chapter 8, View Video Lecture 8
October 9	Complete QUIZ 4 (Chapter 6 & 8)
October 12 - 15	Read Chapter 7, View Video Lecture 7
October 16	Complete QUIZ 5 (Chapter 7)

**December 2 Individual Writing Assignment Due by NOON PT 12/2/20*

Module 3: Intense Disorders (Chapters 9-11 of the textbook)

This module discusses more intense disorders. Chapters include information on normal and abnormal behavior, features and epidemiology of pertinent mental disorders, risk factors, prevention, assessment, treatment, and long-term outcome. Chapter 9 covers substance related disorders and includes an in-depth look at alcohol and other excessive drug use, especially among college students. Chapter 10 covers the many different personality disorders, which are marked by the presence of odd or unusual personality traits. Personality disorders include those marked by odd or eccentric behavior, dramatic or irrational behavior, and anxious or fearful behavior. Chapter 11 covers deviant sexual practices that may become the basis for a mental disorder and problems that arise during the normal sexual process, such as erection or lubrication difficulties.

Module 3 Assignments: October 19 - November 6

October 21 - Nov. 4	Participate in Discussion 3 due by Noon 11/4
October 19 - 22	Read Chapter 9, View Video Lecture 9
October 23	Complete QUIZ 6 (Chapter 9)
October 26 - 30	Read Chapter 10, View Video Lecture 10
November 2 - 5	Read Chapter 11, View Video Lecture 11
November 6	Complete QUIZ 7 (Chapters 10 & 11)

**November 2 Last day to drop or withdraw from classes this semester*

**December 2 Individual Writing Assignment Due by NOON PT 12/2/20*

Module 4: Severe Disorders (Chapters 12-14 of the textbook)

This module covers some of the most severe disorders. All chapters include information on normal and abnormal behavior, features and epidemiology of the pertinent mental disorders, risk factors, prevention, assessment, treatment, and long-term outcome. Chapter 12 covers psychotic disorders, which involve a gross disturbance in the way one relates to reality. This chapter includes a discussion of schizophrenia and its various forms as well as types of delusions. Chapter 13 covers largely child-based disorders. Developmental disorders include those involving delayed development, such as intellectual disability and autism. Disruptive

behavior disorders include those involving problematic behavior and include oppositional defiant and conduct disorder as well as attention deficit hyperactivity disorder. Chapter 14 covers neurocognitive disorders that primarily occur in older adults, such as delirium, Alzheimer's disease, vascular disease, and Parkinson's disease.

Module 4 Assignments: November 9 - November 27

November 11 - 25	Participate in Discussion 4 due by Noon 11/25
November 9 - 12	Read Chapter 12, View Video Lecture 12
November 13	Complete QUIZ 8 (Chapter 12)
November 16 - 20	Read Chapter 13, View Video Lecture 13
November 23 - 26	Read Chapter 14, View Video Lecture 14
November 27	Complete QUIZ 9 (Chapters 13 & 14)

**December 2 Individual Writing Assignment Due by NOON PT 12/2/20*

Module 5: A consumer approach to abnormal psychology (Chapter 15 and Appendix)

This brief module represents an introduction to a consumer approach regarding abnormal psychology. Chapter 15 covers information about how to become a mental health professional, concepts to consider when seeking mental health services, specific aspects of treatment and why treatment works, community-based treatments such as support groups and aftercare services, and limitations regarding treatment. The chapter also includes a discussion of key ethical concepts related to abnormal psychology, including confidentiality, consent, and sexual intimacy with clients. Stress-related physical disorders are covered in this module as well.

Module 5 Assignments: November 28 - December 11

Nov. 28 - Dec. 6	Participate in Discussion 5 due by Noon PT 12/6
December 2	Individual Writing Assignment Due by NOON PT 12/2/20
Nov. 30 - Dec. 6	Read Chapter 15 and Appendix, View Video Lecture 15
December 7	Complete FINAL QUIZ 10 (Chapter 15 & Appendix)

Evaluation

Your grade for this course will be based on your completion of Discussions, an Individual Writing Assignment, and Quizzes. The following sections provide detailed descriptions of these activities. Please read these sections carefully and let me know if you have any questions.

Discussions (25% of final grade)

Students must fully, actively, and frequently participate in the discussions throughout the time period when discussions are available, and all posts are **due NOON PST (12PM)** on the assigned due date. Contributions to discussions will be graded based on frequency of postings and according to the following. High-quality contributions to discussions are necessary and expected. Contributions that are limited in scope, subject matter, quantity, or quality will not be considered and/or not be graded highly. Contributions that are limited to a small timeframe

(e.g., one evening or morning or day) will not be graded highly. Your discussion posts should help move the discussion forward. For example, indicating that you agree with another student's post does not move the discussion forward and so will not receive a high grade. Indicating in your post that you agree and then including some of your own unique thoughts and perspectives on the topic will move the discussion forward and so will receive a higher grade. Contributions to discussions will be graded according to these criteria as well as the quality of the posts.

To complete some of the discussions, you will need to access MindTap through Cengage. Links to the videos are provided in the learning modules for the course. After your initial posts, read and respond to at least 5 others whose posts you find interesting, insightful, or represent an opinion different from your own. Make sure to sign in at least 5 days to read and respond to others posts.

The discussions will contribute 25% to your final grade (18 points each).

Individual Writing Assignment (25% of final grade)

An individual writing assignment is required for this course and is due by noon PT December 2, 2020. This is a **4-page paper** (double-spaced, 1-inch margins, Times New Roman, 12-point font, APA style) on a research article published in 2019-2020 in one of the following journals: (1) Journal of Abnormal Psychology, (2) Behavior Therapy, or (3) Journal of Consulting and Clinical Psychology. *You must select an article from one of these three journals. **Papers that are not based on articles from one of these three journals will be penalized one letter grade prior to grading.***

Also, the article you select must be a research article, i.e., it must report the results of a research study. One way to identify research articles is by the sections they include. There will be Introduction, Method, Results, and Discussion sections, along with a Reference section at the end of the article. Please contact me if you have any questions about whether the article you select is a research article. ***Papers based on articles that are not research articles (e.g., reviews of the literature, position papers, commentaries) will be penalized one letter grade.***

All of these journals are available in the UNLV library and can be accessed online here:
https://unlv-primo.hosted.exlibrisgroup.com/primoexplore/jsearch?vid=UNLV&lang=en_US

As a student enrolled in this class you have access to the online library resources at UNLV. If you have not accessed the online resources before and would like to do so, you may need to contact the library to find out how you can obtain online access. You can contact the UNLV library at (702) 895-2111. Please do this ***immediately*** so that you can begin to complete your paper for the course.

Papers must be 4 pages. The first two pages need to contain a summary, **in your own words** (watch out for plagiarism), of the article's:

1. Purpose
2. Methodology
3. Results
4. Main conclusions

The second two pages must represent your critique of the article that includes the following:

1. Your general opinion of the quality of the article
2. A critique of the article's methodology (including major flaws or drawbacks)
3. A future study you would conduct in this area based on the findings in the article (i.e., what would be the next logical step in research based on the article findings).

Papers will be graded according to quality of the summary and critique and full justification of arguments made. Headings are strongly recommended within the paper that show you have addressed all the areas mentioned. In addition to these four pages, include a title page and a reference page. The title page should include your name, the title of your paper, and a running head. The reference page should include the citation to the article you are summarizing (in APA format) as well as any other sources you used to complete your paper.

The title page and reference page do not count toward the 4 page limit. Some other important points for the paper include:

- First, while the paper is to be written in APA format, an Abstract is **NOT required**. The
- Abstract is a 250 word summary of the paper that is included in a research or other article that appears in a journal. Since you are not writing a journal article, an Abstract is **NOT required**.
- Second, the title of your paper can be most anything you'd like as long as it is relevant to the article. You could have a title like this: "A Critical Review of [Article Name]", but whatever you decide is fine with me.
- Third, the reference section of your paper must include the full reference to the article you are reviewing. This reference should be in APA format. You can include other references as well, if you use them in your critique of the article. These could be other articles, online sources, etc., and you should use APA format for each of these different kinds of references.
- Fourth, you need to include a Running Head on the title page of your paper and in the header for each page in your paper. The Running Head is a brief title (40 characters or less). The Running Head should conform to APA style.
- If you are unfamiliar with APA style, here is a link to helpful online resources that provide summaries of the style components: <http://www.apastyle.org/>

Your paper is worth 90 points and will contribute 25% to your final grade.

Quizzes (50% of final grade)

The date by which each quiz must be completed is listed in the Course Schedule and calendar. There will be 10 quizzes. Quizzes will consist of 20 multiple-choice questions that must be completed within 30 minutes of starting the quiz. Quizzes will be administered over the internet. Each quiz will be available the day it is due, beginning at 1:00 AM, and must be completed by 11:59 PM that day (see Course Schedule). Students' scores for each quiz will be released immediately after the quiz is due.

Late quizzes will not be accepted. You can only access the quiz once and there is a 30-minute time limit for the quiz once you start, so be sure to pick a time to take the quiz during which you will not be interrupted. If you are inadvertently logged off during the quiz, you will not be able to re-enter the quiz to complete it, so make sure you have reliable internet access (ethernet connection preferred). Public WiFi is NOT reliable, so do not take quizzes using a public WiFi connection, like at a coffee shop.

Your lowest quiz score will be dropped from your course grade in order to allow for a missed quiz due to computer/internet difficulties or ANY other reason (e.g., illness, family commitments, work obligations, vacations, etc.). No make-up quizzes will be given so it is critical that you are familiar with using WebCampus **before** you take the first quiz. The course instructor reserves the right to insist that any student take proctored quizzes or retake any quiz if cheating is suspected.

Do not ask a question or make a comment about the quizzes using the discussion page. Send any questions to me via WebCampus email.

Quizzes are worth 20 points each and will contribute 50% to your final grade.

Grading Scale

Your course grade will be based on the total points possible from module discussions/participation (18 points per module = 90 points total), individual writing assignment (90 points), and quizzes (9 quizzes at 20 points each = 180 points).

Course Grades will be based on the following scale:

93% – 100% = A	73% – 76% = C
90% – 92% = A-	70% – 72% = C-
87% – 89% = B+	67% – 69% = D+
83% – 86% = B	63% – 66% = D
80% – 82% = B-	60% – 62% = D-
77% – 79% = C+	below 60% = F

Course Policies

Assignments and Quizzes – Students will be penalized one letter grade per day for late writing assignments, including papers submitted after the noon PT deadline on the due date. Writing assignments that are not completed will be scored as “zero.” No extra credit

assignments will be given. Quizzes must be taken on the date assigned; no alternative quizzes will be provided. If no discussion posts are provided by the deadline for a particular module, a score of “zero” will be entered.

Course Schedule

This schedule summarizes **due dates** for activities required for this course. Due dates correspond to those listed in the above sections describing Modules 1 - 5.

Complete readings, quizzes, and discussions, by dates below. **Quizzes are available beginning at 1:00 AM on the date they are due and must be completed by 11:59 PM on the due date. Discussions are due at Noon PT on assigned dates.**

Module 1 Assignments: August 24 - September 18

August 26 - Sept. 9	Participate in Introduction/ Discussion 1 due by Noon 9/9
August 24 - 28	Read Chapter 1, View Video Lecture 1
August 31 - Sept 3	Read Chapter 2, View Video Lecture 2
September 4	Complete QUIZ 1 (Chapters 1 & 2)
September 7 - 11	Read Chapter 3, View Video Lecture 3
September 14 - 17	Read Chapter 4, View Video Lecture 4
September 18	Complete QUIZ 2 (Chapters 3 & 4)

**December 2 Individual Writing Assignment Due by NOON PT 12/2/20*

Module 2 Assignments: September 21 - October 16

Sept. 23 - Oct. 7	Participate in Discussion 2 due by Noon 10/7
Sept. 21 - 24	Read Chapter 5, View Video Lecture 5
September 25	Complete QUIZ 3 (Chapter 5)
Sept. 28 - Oct. 2	Read Chapter 6, View Video Lecture 6
October 5 - 8	Read Chapter 8, View Video Lecture 8
October 9	Complete QUIZ 4 (Chapter 6 & 8)
October 12 - 15	Read Chapter 7, View Video Lecture 7
October 16	Complete QUIZ 5 (Chapter 7)

**December 2 Individual Writing Assignment Due by NOON PT 12/2/20*

Module 3: October 19 - November 6

October 21 - Nov. 4	Participate in Discussion 3 due by Noon 11/4
October 19 - 22	Read Chapter 9, View Video Lecture 9
October 23	Complete QUIZ 6 (Chapter 9)
October 26 - 30	Read Chapter 10, View Video Lecture 10
November 2 - 5	Read Chapter 10, View Video Lecture 10
November 6	Complete QUIZ 7 (Chapters 10 & 11)

**November 2 Last day to drop classes this semester*

**December 2 Individual Writing Assignment Due by NOON PT 12/2/20*

Module 4: November 9 - November 27

November 11 - 25	Participate in Discussion 4 due by Noon 11/25
November 9 - 12	Read Chapter 12, View Video Lecture 12
November 13	Complete QUIZ 8 (Chapters 12 & 13)
November 16 - 20	Read Chapter 13, View Video Lecture 13
November 23 - 26	Read Chapter 14, View Video Lecture 14
November 27	Complete QUIZ 9 (Chapters 13 & 14)
<i>*December 2 Individual Writing Assignment Due by NOON PT 12/2/20</i>	

Module 5: November 28 - December 11

November 28 - Dec. 6	Participate in Discussion 5 due by Noon PT 12/6
December 2	Individual Writing Assignment Due by NOON PT 12/2/20
November 30 - Dec. 6	Read Chapter 15 and Appendix, View Video Lecture 15
December 7	Complete FINAL QUIZ 10 (Chapter 15 & Appendix)

University Resources and Policies

Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the UNLV Code of Student Conduct, https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the Student Conduct Code, <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a

grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895- 0866) provides resources for students with disabilities. Students who believe that they may need academic Office of the Executive Vice President and Provost Box 451002 • 4505 South Maryland Parkway • Las Vegas, Nevada 89154-1002 (702) 895-3301 • FAX (702) 895-4054 • <http://www.unlv.edu/provost> 2 accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-

Canvas. UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, <https://www.it.unlv.edu/policies/acceptable-usecomputing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries’ Research Consultation website, <https://guides.library.unlv.edu/appointments/librarian>. You can also ask the library staff questions via chat Office of the Executive Vice President and Provost Box 451002 • 4505 South Maryland Parkway • Las Vegas, Nevada 89154-1002 (702) 895-3301 • FAX (702) 895-4054 • <http://www.unlv.edu/provost> 3 and text message at <https://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make

up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Work policy, under Registration Policies, on the Academic Policies webpage, <https://catalog.unlv.edu/content.php?catoid=29&navoid=7326>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website,

<https://www.unlv.edu/asc>, or call 702- 895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207). Office of the Executive Vice President and Provost Box 451002 • 4505 South Maryland Parkway • Las Vegas, Nevada 89154-1002 (702) 895-3301 • FAX (702) 895-4054 • <http://www.unlv.edu/provost> 4

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702- 895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see University Statements and Compliance, <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.