

## Course Information

Semester & Year: Fall 2020

Instructor's name: Michelle Haggerty

Location: Online due to Covid-19

Course ID & Section #: Psych 1- E0011

Day/Time: Online due to Covid-19

Number of units: 3

## Instructor Contact Information

Office location-online in zoom: <https://cccconfer.zoom.us/my/mwoodshaggerty>

Office hours: TBA

Phone number: 707-476-4319

Email address: michelle-haggerty@redwoods.edu

## Required Materials

Textbook title: Psychology in Your Life

Edition: 3<sup>rd</sup> Edition

Author: Grison, S. & Gazzaniga, M.

ISBN: 978-0-393-64447-0

- Please have the text the first week of class as assignments will be due during the first week.
- You can purchase the book at the CR online bookstore: <https://bncvirtual.com/redwoods>
- The publisher of the text is Norton Publishing: <https://wwnorton.com/>

## Catalog Description

A course focusing on the scientific study of behavior and mental processes. The content of the course focuses on the exploration of major theories and concepts, methods, and research findings in psychology. Topics include biological foundations, perception, learning, cognition, emotion, motivation, development, personality, social psychology, psychological disorders and therapies, and applied psychology. This course is transferable to four-year colleges and is a prerequisite for most upper division psychology courses.

## Course Student Learning Outcomes

1. Explain concepts in areas of psychological theory and research while representing appropriate breadth and depth of knowledge within the context of historical trends in
2. Recognize and understand the impact of diversity on psychological research, theory and application, including (but not limited to): age, race, ethnicity, culture, gender, socio-economic status, disability, and sexual
3. Demonstrate critical thinking skills and information competence as applied to psychological
4. Analyze how experience, culture, learning and biology affect behavior and cognitive

## Prerequisites/Co-requisites/Recommended Preparation

None

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## Accessibility

Students will have access to online course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Students who discover access issues with this class should contact the instructor.

College of the Redwoods is also committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1<sup>st</sup> floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

During COVID19, approved accommodations for distance education classes will be emailed to the instructor by DSPS. In the case of face to face instruction, please present your written accommodation request to your instructor at least one week before the first test so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated.

## Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling and Advising](#) offers academic support including academic advising and educational planning.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams.
- [Library Services](#) to promote information literacy and provide organized information resources.
- Multicultural & Diversity Center
- Math Lab & Drop-in Writing Center

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821
- The [Honors Program](#) helps students succeed in transferring to a competitive four-year school.

## Support for online learners during COVID-19

In response to COVID-19, College of the Redwoods moved the majority of its courses online to protect health and safety. As the faculty and students adjust to this change, clear communication about student needs will help everyone be successful. Please let me know about any specific challenges or technology limitations that might affect your participation in class. I want every student to thrive.

## Evaluation & Grading Policy

Points will be divided up for the semester accordingly:

Class Discussion Postings: 210 points – 15 points each week, 14 assignments

Quizzes: 325 – 25 points each, 13 quizzes

Exams: 300 points- 150 points each

Paper: 150 points

Paper Outline: 30 points

Research Article Questions: 30 points

### Grading Scale:

Percentage	Letter Grade
93% +	A
90 – 92%	A-
87 – 89%	B+
83 – 86%	B
80 – 82%	B-
77 – 79%	C+
70 – 76 -%	C
60 – 69%	D
59% - 0	F

All written work needs to be turned in on the due date. Five points will be deducted for everyday that an assignment is late. No late assignments will be accepted after 12/13/20. I make every effort to return your work to you in a timely manner. Normally work will be returned within a week of submission. At the end of the semester, however, grading can get backed up and it normally takes longer than a week to return research papers. The grade book on Canvas is used throughout the semester, so please use this to keep track of your grades and communicate with me if you see any discrepancies.

## Admissions deadlines & enrollment policies

Fall 2020 Dates

- *Classes begin: 8/22/20*
- *Last day to add a class: 8/28/20*
- *Last day to drop without a W and receive a refund: 9/4/20*
- *Labor Day (all-college holiday): 9/7/20*
- *Census date: 9/8/20 or 20% into class duration*

- *Last day to petition to file P/NP option: 9/18/20*
- *Last day to petition to graduate or apply for certificate: 10/29/20*
- *Last day for student-initiated W (no refund): 10/30/20*
- *Last day for faculty-initiated W (no refund): 10/30/20*
- *Veteran's Day (all-college holiday): 11/11/20*
- *Fall break (no classes): 11/23/20-11/28/20*
- *Thanksgiving (all-college holiday): 11/25/20-11/27/20*
- *Final examinations: 12/12/20-12/18/20*
- *Semester ends: 12/18/20*
- *Grades available for transcript release: approximately 1/8/21*

Students who have experienced extenuating circumstances can complete & submit the ***Excused Withdrawal Petition*** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

**Student Readiness:** Are you ready for online classes? Please take about 15 minutes to review what it means to take an online class by watching the Introduction to Online Learning presentation at:  
<https://apps.3cm mediasolutions.org/oei/01-Introduction-to-Online-Learning/index.html>

**Login instructions for Canvas:**

1. Open your web browser and go to <https://redwoods.instructure.com>
2. Your Username is the same as your **Web advisor User ID** (e.g., flast123 - first initial + lastname + last 3 digits of your student ID number.) Your initial password is your 6-digit birthdate (mmddy).
3. Once logged in, on top left-hand side of the screen you should see a drop down menu of your Courses.

**Canvas Help:** There are Canvas instructions and additional help with preparation for taking an online course at College of the Redwoods at: <http://redwoods.edu/online/>

**Preferred Name in Canvas:** Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the [Student Information Update form](#).

**Computer Skills:** Online courses require adequate computer skills. You should be able to navigate the course website, open and download files, use a word processor with either Microsoft word (.docx) or be able to convert files to portable document format (.pdf), and submit files to the class website. It is your responsibility to meet the technological demands of the course. If you plan to participate in optional live zoom sessions you should be able to access the zoom site and have a web cam and microphone available allowing yourself to be seen and heard (this can be accomplished by using your phone and most computers have this technology also).

**Computer Requirements:**

- **Internet Access:** I would recommend broadband services from cable, DSL, or satellite providers as there are required multimedia assignments. You need to have reliable access to the internet at least two times a week for 16 weeks. Anticipate problems with your computer and internet access (including power outages) by not waiting until the last minute to submit assignments. It is your responsibility to meet the class deadlines.

- **Computers:** You should plan on doing the majority of your work (especially exams and assignments) from a reasonably recent model notebook or desktop computer. *Do NOT plan to participate in this class solely from a portable device.*
- **Portable Devices:** You can use recent model portable devices (such as Android or iOS phones & tablets) for some things in this class. If you do decide to use your portable device for *some* of your class work, use the free Canvas app (called “Canvas by Instructure”) available in iTunes (for iOS) and the Google Play Store (for Android).
  - **Do not** try to connect to Canvas using a web browser on a portable device. Your experience with Canvas will be a lot better using the app.
- **Browsers** - You will need to use the most recent version of one of the following browsers in order to best access the course and activities; Mozilla Firefox (10 or higher), Chrome (54.0.2840.99 m or higher), or Safari (1.2 or higher). Canvas is required for the optional remote exam proctoring. Do not use Internet Explorer as it does not work properly with Canvas.
- **Word Processing** - You may need Microsoft Word (or a compatible word processing program) for writing assignments in the class. All students at CR have access to Office 365 (Word, PowerPoint, Excel, and OneNote) free with a valid @mycr.redwoods.edu email account. Go to [Get Office365](#) to get started. (There are also free options for tools like this, such [Google docs](#) or [Libre Office](#) Google docs requires a gmail account, which your mycr email actually IS.)
- **Acrobat Reader** – [Adobe reader](#) is a free program that will allow you to read and download pdf files.
- **Technology Support:** Before contacting Technical Support please visit [Tech Support](#). For password issues with Canvas, Web Advisor or your mycr.redwoods.edu email, contact [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.
- Zoom will be used for office hours and for optional class discussions. This link is to an instructional video on how to get on zoom: <https://youtu.be/vFhAEoCF7jg>  
Here is the zoom web site: <https://support.zoom.us/hc/en-us>

**Course Communication:** There are three ways to contact me:

1. **Canvas Message** – Go to the mailbox icon on the far left and choose teacher to send a message. This is the best way to contact me.
2. **Instructor Email** - You can also reach me at my work email address- michelle-haggerty@redwoods.edu.
3. **Discussion forum** – Each week in the discussion forum you can ask questions regarding the content for the week. This is a place to ask questions of general interest to all students. This is not a method for individual or private communication.

**Student Commitment:** This class requires you to make a solid commitment of your time and to be self-disciplined every week of the semester. An online environment allows the student and instructor more flexibility in when the work is completed, but there is no less work, you may even feel there is more work in an online class. This three-credit hour class requires about nine hours per week of your time. Every week you will have to carefully read and/or listen to lectures and read textbook chapters, review supplemental material posted, participate in online discussions and complete weekly quizzes. Self-discipline, attention to details, and skills in reading and writing are critical. It is recommended that students be eligible for English 1A when taking this class, so keep this in mind when looking at the commitment you are making.

**Instructor Commitment:** I dedicate as much time to this class as I do a face-to-face class or more. I will be accessing the class regularly (normally daily) and will respond to messages within 48 hours (excluding

weekends and holidays). I will read all discussion posts and will participate in the conversations. I will be sending out weekly announcements at the beginning of each week, will provide feedback on grading and will email you if I am concerned about your progress in the class.

**Netiquette: Please be polite.** The rules around social interactions in an online environment is called netiquette. Sometimes it is difficult to convey nuance or humor through written (electronic) communication. Just be respectful to your classmates be kind, considerate, and forgiving in all of your posts in the discussion forums. Adhere to the same standards of behavior online that you follow in real life. Take time for processing and editing before making posts. Our Canvas space is our classroom, and we want to create a positive, collaborative, safe and interesting community. To learn more about netiquette, read [netiquette guidelines](#)

## Class Schedule:

Week	Topic	Reading	Due
Week 1: 8/22/20- 8/30/20	Introduction	Syllabus and online course help information	1. Syllabus quiz 2. Introduction discussion forum.
Week 2: 8/31/20- 9/6/20	History of Psychology and Theoretical Orientations	Chapter 1	1. Chapter 1 quiz 2. Discussion forum or live class discussion.
Week 3: 9/7/20- 9/13/20	Research Methods	-Chapter 1 section on Research -Supplemental research article	1. Research methods quiz 2. Discussion forum or live class discussion. 3. Research article questions assignment.
Week 4: 9/14/20- 9/20/20	Biological Bases of Behavior	Chapter 2	1. Chapter 2 quiz 2. Discussion forum or live class discussion.
Week 5: 9/21/20- 9/27/20	Consciousness	Chapter 3	1. Chapter 3 quiz 2. Discussion forum or live class discussion.
Week 6: 9/28/20- 10/4/20	Development	Chapter 4	1. Chapter 4 quiz 2. Discussion forum or live class discussion.
Week 7: 10/5/20- 10/11/20	Sensation and Perception	Chapter 5	1. Chapter 5 quiz 2. Discussion forum or live class discussion.
Week 8: 10/12/20- 10/18/20	Memory	Chapter 7	1. Chapter 7 quiz 2. Discussion forum or live class discussion.
Week 9: 10/19/20- 10/25/20	<b>MIDTERM</b>		1. Multiple choice portion of midterm (chapters 1-5 and 7). 2. Midterm essay questions 3. Optional midterm study guide
Week 10: 10/26/20- 11/1/20	APA style research paper	Research Paper Handouts Handouts on APA format	1. Research paper outline.

		Watch videos and review websites provided.	2. Discussion forum or live class discussion on research paper.
Week 11: 11/2/20- 11/8/20	Learning	Chapter 6	1. Chapter 6 quiz 2. Discussion forum or live class discussion.
Week 12: 11/9/20- 11/15/20	Intelligence	Chapter 8	1. Chapter 8 quiz 2. Discussion forum or live class discussion.
Week 13: 11/16/20- 11/22/20	Personality	Chapter 13	1. Chapter 13 quiz 2. Discussion forum or live class discussion.
<b>11/23/20- 11/29/20</b>	<b>FALL BREAK- NO CLASS</b>		
Week 14: 11/30/20- 12/6/20	Disorders	Chapter 14	1. Chapter 14 quiz 2. Discussion forum or live class discussion. 3. <b>Research Paper Due</b>
Week 15: 12/7/20- 12/13/20	Treatments	Chapter 15	1. Chapter 15 quiz 2. Discussion forum or live class discussion.
<b>12/14/20- 12/20/20</b>	<b>FINALS WEEK</b>		1. Multiple choice portion of final exam. (cumulative-all chapters). 2. Final essay questions 3. Optional final exam study guide.

## Class Assignments:

**Class Discussions/Forum Posts:** In order for you to learn the material and make it personally relative you need to interact with it by taking part in discussions. In this class you will have the option each week of participating in the written discussion forum or the live synchronous class session that will be scheduled at the same time each week based on student input. Each week there will be an activity or question/ prompt from me. You will receive up to a maximum of 15 points for postings and responses to others' postings or documenting participation in the live class discussion. If you choose to participate in the discussion forum during a week the primary post and at least 2 reply posts need to be completed (rubric of point distribution is below). Your primary post is **due Wed** of the week by 11:59 PM. Your secondary posts are **due by the Sunday** of the week at 11:59 PM. The postings will be graded according to the following rubric:

**Primary Post** -- 7 points possible --Your primary post must:

- React critically and provide insight into the topic, not just a summary – 3 points
- Relate topic to your own experience\*- 1 point
- Use correct grammar and spelling- 1 point
- Posted before the Wed deadline- 1 point
- Meet the **300-word minimum length** – 1 point



**Reply Postings** -- 4 points possible – Each of your **two reply posts** must:

- React thoughtfully to the content of a classmate’s primary post utilizing content from class. – 2 points
  - **Included at least TWO of the following:** **COMPLIMENT:** *I like...* **COMMENT:** *I agree that ... because ... I disagree that ... because ... CONNECTION:* *I have also ... QUESTION:* *I wonder ...* (Adapted from Gernsbacher, 2018)
- Meet the **150-word minimum length** – 1 point
- Use correct grammar and spelling. – 1 point

\*The topics discussed in class will stimulate you to think about your own experiences. It is important that you relate the class content to your life but exercise some caution when disclosing very personal information on the class discussion forum. It is important that you continue to feel that this class is a safe learning environment, and personal self-disclosures can affect this. So, be cautious when making highly personal statements. Furthermore, I expect everyone in the class to be respectful and considerate when replying to classmate’s postings.

**Quizzes:** There will be 13 quizzes this semester with an average of 25 questions worth one point each. The questions will be based on the reading and lecture material. The quiz for the week needs to be completed by 11:59 pm on Sunday night when the week ends. **Make up quizzes will not be available after the Sunday deadline.** You will be limited to one minute per question for each test. You are allowed to take the quiz 2xs; the highest score will be counted in the grade book. The quizzes are open book; however, you should prepare the same that you would for closed book quizzes. Feedback on the correct answers to quiz questions will be available to you on Monday, the day after the quiz is due.

**Exams:** Two exams will be given during the semester at midterm and final times. They will consist of multiple choice and essay questions. You must take the exam during the week that it is due, by 11:59 pm on Sunday night. The exams will be available in the testing section of our class. The essay questions will be in the **assignment** section of our class and you can work on them throughout the week, they are also due by 11:59 pm on Sunday of the week due. Each exam is worth a total of 150 points. Please let me know as soon as possible if there is anything that is interfering with your ability to take to an exam during the scheduled week.

**Exam Proctoring:** An exam proctoring software will not be used for this class. I would like everyone to make a commitment to doing their own work and abiding by the guidelines of this course. Asking for help from others or using the internet to google answers does not lead to authentic learning of the course content, which is the reason for you taking this course.

**Research Article Questions:** This assignment is to provide you with exposure to primary research in the field of psychology. **Your instructor will provide links to articles that you can chose from in the module for week 2.** You will have the opportunity to discuss the chosen article with classmates in the discussion forum or the live class session in week two. Your answers will be typed in a paper, approximately 2 pages long, double-spaced. The paper will be turned into the assignment section of **Canvas**. This paper should demonstrate your knowledge of the research process. It is worth 30 points and needs to be submitted by 11:59pm by **Sunday, September 13th.**

1. **What Journal is the article in? Year and volume? Page numbers?**
2. **Is this experimental or correlational research? Explain why.**
3. **What is the author’s hypothesis?**
4. **If this is experimental research, identify the independent and dependent variables.**

5. **Identify the group of individuals that are being researched. Is this a representative sample? Of what population?**
6. **Identify some extraneous variables outside of the study that could affect the outcome of the research.**
7. **Explain how the research was conducted. What was the method?**
8. **Explain the results of the study.**
9. **Do you feel that this research should be replicated? How would you change the design?**
10. **How do you think the results of this research can be utilized by our community/society?**
11. **Why did you choose to read this research article? Do you have any personal connection to the topic?**

**Research Paper:** Research papers are due by **12/6/20** at 11:59 pm. A typed outline of the paper including the topic, and at least one citation to a source on the chosen topic is due by **11/1/20** at 11:59 pm. The outline is worth 30 points and the paper is worth 150 points. 5 points will be deducted for every day that a paper is turned in late. No papers will be accepted after **12/13/20**.

You should choose a topic for the paper from the following list: (Topics that are not included on this list must be approved)

1. Research different fields in psychology explain them and then examine what field you are interested and why. Include in your paper the history of the discussed field and the job outlook for the profession.
2. Research a major theorist that has contributed to the field of psychology. Give his/her history and describe their theory of counseling along with how individuals experience change.
3. Research a major psychological disorder. Explain the disorder (use the DSM5 to begin the discussion on the disorder) and its current recommended treatments. It would be good to focus on a select population with the disorder to examine the topic with appropriate depth. For instance, Bipolar in children or behavioral treatment for Autism.
4. Research sleep and current theories on dreaming. Historical theories can be included here also.
5. Examine the current research on sex differences in the brain.
6. What is the current research on the brain's ability to repair itself after injury?
7. What are the effects of psychological medications on the brain?
8. Examine the current research on perceptual differences in individuals who have a hearing or vision deficit.
9. How effective is hypnosis at stopping addictions?
10. Research the different ways that behavior modification is being utilized to treat disorders in children.
11. What does research indicate about the correlation between scores on intelligence tests and success?
12. Discuss psychological treatments and research on the effectiveness of these treatments.
13. Read the past book of the year Outliers by Malcolm Gladwell. Investigate the question of nature vs. nurture in regard to intelligence and/or success. Include this research in your discussion of the book.
14. Read a biography – for instance Dreams of my Father by Barack Obama and discuss how the main subject in the book is expressing Erik Erikson's stages of development. Include Erikson's work in your references.
15. Read the previous CR book of the year One Flew over the Cuckoo's Nest and watch the movie of the same title. Compare differences between the movie and book. Discuss the way the mental health system is reflected in these works. Compare the mental health system at that time compared to currently.
16. Read the previous book of the year The Help. Investigate current research available on racial discrimination and social rules. Include this research in your discussion of the characters in this book.

17. Read the previous book of the year [Between the World and Me.](#) by Ta-Nehisi Coates. Investigate current research on prejudice and discrimination along with your discussion of the themes and main points of this book.

- Make sure you fully cover the topic in an academic manner. The research should be current and verifiable by author and or organization. Utilize the research tools available through the library for your research *not* Google or open web searching.
- The paper needs to be written in APA format, 4-6 pages, double-spaced. You can access a handout on APA formatting on the CR library homepage. OWLS at Purdue is also a good on-line source for help with formatting. We will discuss formatting during week 10.
- At least 3 sources need to be utilized including research articles and/or published books.
- This project including the outline and paper is worth 180 points.

### **Paper Rubric:**

#### **Content- 45 points**

The paper needs to adequately explain the topic and the research that was utilized in the discussion. Student needs to be able to analyze the research read and synthesize the research in the writing of the paper.

#### **Documentation of sources – 20 points**

In text citations must be utilized according to APA format. A reference page also needs to be included fully citing the verifiable sources.

#### **Utilization of APA format- 20 points**

APA format needs to be utilized in the setup of the paper including a title page, utilization of a running head, in text citations by author and date, 12 font, double space, format of reference page.

#### **Spelling and Grammar – 15 points**

One point will be deducted for each spelling and grammar mistake. Please edit carefully.

#### **Credibility of sources –25 points**

Sources of information utilized for this paper must be academic ones found through library databases. Sources should be verifiable and documented by an author and/or organization. Peer reviewed sources will be helpful for you to use in your research.

#### **Organization of information- 25 points**

The paper needs to be well organized in regard to paragraph structure, sentence structure and overall organization of paper.

### **Class Policies:**

**Academic dishonesty:** In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, by not providing credit to sources, taking other's work as your own or not completing your own work will result in a failing grade on the assignment. If I determined that a student has demonstrated academic dishonesty, the student's conduct will be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of](#)

[the Redwoods website.](#)

**Disruptive behavior:** Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

**Gender-Inclusive Language in the Classroom:** College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is gender-inclusive and non-sexist to affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Gender-inclusive/non-sexist language acknowledges people of any gender affirms non-binary gender identifications and recognizes the difference between biological sex and gender expression.

### **Emergency procedures / Everbridge:**

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into Web Advisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

### **Note:**

*While I make every effort to follow the standards and schedule of this syllabus there may be times when changes are necessary. I will inform the class through the announcements and/or class email of any changes.*

*Administrative procedure (AP) 5075 allows instructors to withdraw students from class for non-participation through the 10<sup>th</sup> week of class. Non-participation for two weeks of assignments may result in involuntary withdrawal.*