SOCIAL PSYCHOLOGY
Course Syllabus

Course Code: SOC 315
Course Type: 135 hours/4 Months (120 Days)

A. COURSE DESCRIPTION

Social psychologists investigate how we view ourselves and others, how we interact with others, how we influence others, and how we act when we are part of a group. Given the amount of time each of us spend thinking about and interacting with the people we encounter every day, much of our lives are spent with the subject matter of social psychology. You encounter social psychology in your day-to-day life, and a textbook on social psychology should reflect that. This course draws on experiences we might encounter to enhance learning of social psychological theories and concepts. Included are descriptions of experiences one might come across, like a job interview or an infomercial. Also, connections are made between aspects of that experience and social psychological terms, concepts, and theories to give a broad overview of the field of social psychology.

B. METHOD OF INSTRUCTION

This course is self-paced, independent study, in an online environment. It takes a lot more discipline than an in person class. You are responsible for scheduling your study time and sticking to it regularly. This course will take approximately 135 hours to complete. This includes your reading, module activities, and module exams. The text for this course is an embedded eTextbook.

Each of your modules consists of reading materials, learning activities, videos, websites, and a module exam. Your module exams determine your grade in the course. The final module of the course involves a cumulative, timed, proctored exam. Your exams include questions from the reading only, however we encourage you to view all the videos and read the associated articles. These materials are an extension of your reading materials and will be great resources for you in the future.

C. LEARNING OUTCOMES

1. Define the concept of self as understood in the field of social psychology
2. Recall methods of attribution and evaluation
3. Recognize methods and techniques of persuasion
4. Identify theories of how we interact with each other
5. Differentiate between aspects of group development and interaction
## D. COURSE TOPICS/UNITS

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<td>Culture and Gender</td>
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### Module 1: Discovering Social Psychology

- What is Social Psychology?
- Social Psychology Before 1950
- Social Psychology Since 1950
- Observational Method: What is Happening?
- Correlational Method: What Might Happen?
- Experimental Method: What Causes That?

**Module Learning Objectives**

- Define social psychology
- Identify principles of social psychology before 1950
- Recall aspects of social psychology since 1950
- Recognize the basics of observational method
- Identify fundamentals of the correlational method
- Recall basics of experimental method

**Assignments**

1. Read eTextbook Chapter 1
2. Practice the Learning Activities
3. Watch the Videos
4. Review the Webliography (Web Links)
5. Take the Exam

**Learning Outcomes**

1

### Module 2: Studying the Self

- Who Am I?
- Awareness of the Self
- Evaluating the Self: Self-Esteem
- Narcissism
- Self-Efficacy
- The Acting Self
- Presenting the Self
- Regulating the Self
- The Power of the Self

**Module Learning Objectives**

- Recall aspects of self-awareness
- Identify basics of self-esteem
- Define narcissism
- Define self-efficacy
- Recognize components of the acting self
- Recall how to properly present yourself
- Identify how to regulate yourself
- Recall self-power

**Assignments**

1. Read eTextbook Chapter 2
2. Practice the Learning Activities
3. Watch the Videos
4. Review the Webliography (Web Links)
5. Take the Exam

**Learning Outcomes**

1

### Module 3: Culture and Gender

- Independent VS. Interdependent Cultures
- Power Distance
- Uncertainty Avoidance
- Cultural Dimensions
- Masculinity VS. Femininity
- Long-Term VS. Short-Term Orientation
- Gender Differences: Source and Method
- Gender Differences: What Are They?

**Module Learning Objectives**

- Differentiate independent vs. interdependent cultures
- Recall the basics of power distance
- Recognize uncertainty avoidance
- Identify the basics of cultural dimensions
- Differentiate between masculinity and femininity
- Recall the concepts between long-term and short term orientation
- Define gender differences: source and method
- Identify gender differences: what are they?

**Assignments**

1. Read eTextbook Chapter 3
2. Practice the Learning Activities
3. Watch the Videos
4. Review the Webliography (Web Links)
5. Take the Exam

**Learning Outcomes**

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<td>Module 4:</td>
<td>• Behavior and Attitudes&lt;br&gt;• Theory of Planned Behavior&lt;br&gt;• Behavior and Attitude Mismatch&lt;br&gt;• What is my Attitude?&lt;br&gt;• Explaining the Behavior of Others&lt;br&gt;• Fundamental Attribution Error&lt;br&gt;• Explanations and our Behavior&lt;br&gt;• Optimistic and Pessimistic Explanatory Styles</td>
<td>• Recall the basics of behavior and attitudes&lt;br&gt;• Recognize the theory of planned behavior&lt;br&gt;• Differentiate between behavior and attitudes&lt;br&gt;• Identify how to explain the behavior of others&lt;br&gt;• Define fundamental attribution error&lt;br&gt;• Recall the basics of explanations and our behavior&lt;br&gt;• Identify the basics of optimistic and pessimistic explanatory styles</td>
<td>1. Read eTextbook Chapter 4&lt;br&gt;2. Practice the Learning Activities&lt;br&gt;3. Watch the Videos&lt;br&gt;4. Review the Webliography (Web Links)&lt;br&gt;5. Take the Exam</td>
<td>2, 4</td>
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<tr>
<td>Module 5: Making Judgments</td>
<td>• Conscious and Automatic Processes&lt;br&gt;• Schemas and Scripts&lt;br&gt;• Heuristics&lt;br&gt;• Errors in Judgement&lt;br&gt;• Belief Perseverance&lt;br&gt;• Confirmation Bias&lt;br&gt;• Illusion of Control&lt;br&gt;• Self-Fulfilling Prophecy</td>
<td>• Recall the fundamentals of conscious and automatic processes&lt;br&gt;• Identify schemas and scripts&lt;br&gt;• Define heuristics&lt;br&gt;• Recognize errors in judgement&lt;br&gt;• Define belief perseverance&lt;br&gt;• Identify confirmation bias&lt;br&gt;• Recall the illusion of control&lt;br&gt;• Recognize self-fulfilling prophecy</td>
<td>1. Read eTextbook Chapter 5&lt;br&gt;2. Practice the Learning Activities&lt;br&gt;3. Watch the Videos&lt;br&gt;4. Review the Webliography (Web Links)&lt;br&gt;5. Take the Exam</td>
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<td>Module 6: Prejudice</td>
<td>• Stereotypes and Discrimination&lt;br&gt;• Social/Cognitive Origins&lt;br&gt;• Categorization&lt;br&gt;• Ingroup Favoritism&lt;br&gt;• Outgroup Homogeneity Effect&lt;br&gt;• Societal Origins&lt;br&gt;• Norms&lt;br&gt;• Competition for Resources</td>
<td>• Identify components of stereotypes and discrimination&lt;br&gt;• Recall social/cognitive origins&lt;br&gt;• Define categorization&lt;br&gt;• Define ingroup favoritism&lt;br&gt;• Recognize the basics of outgroup homogeneity effect&lt;br&gt;• Recall societal origins&lt;br&gt;• Identify norms&lt;br&gt;• Recognize competition for resources</td>
<td>1. Read eTextbook Chapter 6&lt;br&gt;2. Practice the Learning Activities&lt;br&gt;3. Watch the Videos&lt;br&gt;4. Review the Webliography (Web Links)&lt;br&gt;5. Take the Exam</td>
<td>2</td>
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<tr>
<td>Module # and Topics</td>
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| Module 7: Persuasion | • Influences on Those Stereotyped  
• Reducing Prejudice | • Define influences on those stereotyped  
• Identify how to reduce prejudice | 1. Read eTextbook Chapter 7  
2. Practice the Learning Activities  
3. Watch the Videos  
4. Review the Webliography (Web Links)  
5. Take the Exam | 3 |
| Module Subtopics | • Define characteristics of the persuader  
• Identify traits of attractiveness and likeability  
• Recognize what-characteristics of the message  
• Identify one-sided and two-sided messages  
• Recall to whom-characteristics of the audience  
• Recognize aspects of culture and age  
• Identify characteristics of self-esteem  
• Define how-persuasion techniques | | |
| Module 8: Conformity and Obedience | • Who-Characteristics of the Persuader  
• Attractiveness and Likeability  
• What-Characteristics of the Message  
• One Sided and Two-Sided Messages  
• To Whom-Characteristics of the Audience  
• Culture and Age  
• Self-Esteem  
• How-Persuasion Techniques | | |
| Module Subtopics | • Recall normative and informational influence  
• Recognize minority influence  
• Identify obedience to authority  
• Recall what predicts obedience  
• Define disobedience  
• Recognize the ethics of obedience research  
• Identify leadership traits | 1. Read eTextbook Chapter 8  
2. Practice the Learning Activities  
3. Watch the Videos  
4. Review the Webliography (Web Links)  
5. Take the Exam | 3 |
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<td>Module 9: Groups</td>
<td>• Group Actions</td>
<td>• Define group actions</td>
<td>1. Read eTextbook Chapter 9</td>
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<tr>
<td></td>
<td>• What is a Group?</td>
<td>• Identify traits of a group</td>
<td>2. Practice the Learning Activities</td>
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<td></td>
<td>• Social Facilitation</td>
<td>• Recall basics of social facilitation</td>
<td>3. Watch the Videos</td>
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<td></td>
<td>• Group Cognition</td>
<td>• Recognize group cognition</td>
<td>4. Review the Webliography (Web Links)</td>
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<td></td>
<td>• Brainstorming</td>
<td>• Identify ways to brainstorm</td>
<td>5. Take the Exam</td>
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<td>• Group Polarization</td>
<td>• Recall the basics of group polarization</td>
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<td>• Group Decision Making</td>
<td>• Recognize group decision making</td>
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<td>• Social Dilemmas</td>
<td>• Identify social dilemmas</td>
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<td>Module 10: Aggression</td>
<td>• Origins of Aggression</td>
<td>• Recall the origins of aggression</td>
<td>1. Read eTextbook Chapter 10</td>
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<td>• Gender and Age Differences in Aggression</td>
<td>• Recall gender and age differences in aggression</td>
<td>2. Practice the Learning Activities</td>
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<td></td>
<td>• Aggression Cues</td>
<td>• Identify aggression cues</td>
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<td></td>
<td>• Frustration-Aggression Hypothesis</td>
<td>• Recognize the concepts of the frustration-aggression hypothesis</td>
<td>4. Review the Webliography (Web Links)</td>
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<td></td>
<td>• Media</td>
<td>• Recall how media influences aggression</td>
<td>5. Take the Exam</td>
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<td>• Weapons</td>
<td>• Identify how weapons influence aggression</td>
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<td>• Alcohol</td>
<td>• Recognize how alcohol influences aggression</td>
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<td>• Environmental Factors</td>
<td>• List how environmental factors influence aggression</td>
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<td>• Catharsis and Aggression</td>
<td>• Identify how catharsis influences aggression</td>
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<td>• Other Antisocial Behavior</td>
<td>• Recall other types of antisocial behavior</td>
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<td>Module 11:</td>
<td>Prosocial Behavior</td>
<td>- Altruism&lt;br&gt;- Reasons Behind Helping&lt;br&gt;- Bystander Help&lt;br&gt;- Noticing an Event is Occurring&lt;br&gt;- Interpreting an Event as an Emergency&lt;br&gt;- Taking Responsibility for Helping&lt;br&gt;- Deciding How to Help&lt;br&gt;- Helping&lt;br&gt;- Reducing the Bystander Effect</td>
<td>- Define altruism&lt;br&gt;- Identify reasons behind helping&lt;br&gt;- Recall basics of bystander help&lt;br&gt;- Recognize aspects of noticing an event is occurring&lt;br&gt;- Identify how to interpret an event as an emergency&lt;br&gt;- Recall how to take responsibility for helping&lt;br&gt;- Recognize how to decide to help&lt;br&gt;- Identify how to help&lt;br&gt;- Recall how to reduce components of the bystander effect</td>
<td>1. Read eTextbook Chapter 11&lt;br&gt;2. Practice the Learning Activities&lt;br&gt;3. Watch the Videos&lt;br&gt;4. Review the Webliography (Web Links)&lt;br&gt;5. Take the Exam</td>
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<td>Module 12:</td>
<td>Attraction and Relationships</td>
<td>- Factors in Attraction&lt;br&gt;- Need to Belong&lt;br&gt;- Social Bonds&lt;br&gt;- Deprivation&lt;br&gt;- Types of Love&lt;br&gt;- Sternberg’s Triangular Theory of Love&lt;br&gt;- Relationship Maintenance&lt;br&gt;- When Relationships End</td>
<td>- Recall factors in attraction&lt;br&gt;- Recognize the need to belong&lt;br&gt;- Identify social bonds&lt;br&gt;- Recall signs of deprivation&lt;br&gt;- Recognize types of love&lt;br&gt;- Define Sternberg’s triangular theory of love&lt;br&gt;- Identify aspects of relationship maintenance&lt;br&gt;- Recall aspects of when relationships end</td>
<td>1. Read eTextbook Chapter 12&lt;br&gt;2. Practice the Learning Activities&lt;br&gt;3. Watch the Videos&lt;br&gt;4. Review the Webliography (Web Links)&lt;br&gt;5. Take the Exam</td>
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<td>Module 13:</td>
<td>Social Psychology, Stress, and Health</td>
<td>- Theories of Stress&lt;br&gt;- Coping&lt;br&gt;- Personal Beliefs and Health&lt;br&gt;- Decision Making by Health Care Providers&lt;br&gt;- Encouraging Healthy Behaviors</td>
<td>- Recall theories of stress&lt;br&gt;- Identify the basics of coping&lt;br&gt;- Recognize personal beliefs and health&lt;br&gt;- Define decision making by health care providers&lt;br&gt;- Recall how to encourage healthy behaviors</td>
<td>1. Read eTextbook Chapter 13&lt;br&gt;2. Practice the Learning Activities&lt;br&gt;3. Watch the Videos&lt;br&gt;4. Review the Webliography (Web Links)&lt;br&gt;5. Take the Exam</td>
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<td>Module 14:</td>
<td>Steps to Course Completion</td>
<td>- Final Exam&lt;br&gt;- Course Survey&lt;br&gt;- Certificate of Completion</td>
<td>N/A</td>
<td>1. Take the Cumulative Practice Exam – Optional&lt;br&gt;2. Review the Proctored Exam Information</td>
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Module # and Topics | Module Subtopics | Module Learning Objectives | Assignments | Learning Outcomes
---|---|---|---|---
3. Create an Account with Proctor U
4. Schedule an Exam Time Take the Proctored Final Exam
5. Take the Cumulative Final Exam
6. Submit the Course Survey
7. Print Your Certificate of Completion

E. TEXTBOOK(S) AND REQUIRED MATERIALS

  
  *(All required materials are included in your tuition, there are no additional fees.)*

F. GRADING RUBRIC

We use a percentage system for grading quizzes.

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 0-59%

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<tr>
<th>Total Points</th>
<th>Percentage Average</th>
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<tr>
<td>1260 - 1400</td>
<td>90 – 100 %</td>
<td>A</td>
</tr>
<tr>
<td>1120 - 1259</td>
<td>80 – 89 %</td>
<td>B</td>
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<tr>
<td>980 - 1119</td>
<td>70 – 79 %</td>
<td>C</td>
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<tr>
<td>840 - 979</td>
<td>60 – 69 %</td>
<td>D</td>
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<tr>
<td>0 - 839</td>
<td>0 – 59 %</td>
<td>F</td>
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Module Exams & Final Exam Policy

Our module exams are not timed and you are allowed 3 attempts to achieve your highest score. The final module of this course consists of a one hour, 50 question, cumulative, proctored exam through ProctorU. You must achieve a score of 50% on the final exam to pass. Unlike the other module exams, the final cannot be taken more than once. If you need to take the final exam again, you must re-purchase the entire course. A minimum 70% cumulative score in the course is required to pass the course. This means you can fail a quiz, but still pass the course if you achieve a 70% cumulative score. All exams and quizzes are weighted equally.
**G: PROCTORED FINAL EXAM**

The final module of this course consists of a one hour, 50 question, cumulative proctored exam proctored by ProctorU. You will need to have access to a webcam, microphone and a computer in order to take the proctored final exam. You are allowed to bring notes to the exam. You will need to create an account at [https://go.proctoru.com](https://go.proctoru.com) prior to scheduling your final exam. From there, you can select your exam and create an appointment. Possible dates for the exam will appear in a calendar. All exams need to be scheduled 72 hours in advance in order to not incur any additional cost. The normal fee for proctoring is covered in your tuition. If you need to take an exam sooner than 72 hours there will be an additional fee.

Once you are logged in to take the exam, you will be introduced to your proctor who will walk you through the proctoring process. You will need to hold up your government issued photo ID to help the proctor authenticate your identity. Then, the proctor will have you pan the webcam 360 degrees around the room so they can see the surroundings. This step is followed to ensure there are no unauthorized materials in the workspace. During the exam, the proctor is using screen-sharing and audible programs to monitor your surroundings to ensure academic integrity.

To learn more about the proctoring process, go to: [https://www.proctoru.com/portal/ed4credit](https://www.proctoru.com/portal/ed4credit).

**H: SYSTEM REQUIREMENTS**

**Internet Connection**

- Broadband or High-Speed - DSL, Cable, and Wireless Connections
  
  *Dial-Up internet connections will result in a diminished online experience. Classroom pages may load slowly and viewing large audio and video files may not be possible.*

**Hardware Requirements**

- Processor - 2GHz Processor or Higher
- Memory - 1 GB RAM Minimum Recommended

*Our courses are accessible through multiple mobile learning platforms.*

**PC Software Requirements**

- Operating Systems - Windows 7 or higher
- Microsoft Office 2007 or higher. Also, you could use a general Word Processing application to save and open Microsoft Office formats (doc, .docx, .xls, .xlsx, .ppt, .pptx)
- Internet Browsers - Google Chrome is highly recommended
  - Cookies MUST be enabled
  - Pop-ups MUST be allowed (Pop-up Blocker disabled)
- PowerPoint Viewer (if you do not have PowerPoint)
- Adobe PDF Reader
• QuickTime, Windows Media Player &/or Real Player

MAC Software Requirements

• Operating Systems - Mac OS x 10 or higher with Windows
• Mac office programs or a Word Processing application to save and open Microsoft Office formats (.doc, .docx, .xls, .xlsx, .ppt, .pptx)
• Internet Browsers- Google Chrome is highly recommended
  o Cookies MUST be enabled
  o Pop-ups MUST be allowed (Pop-up Blocker disabled)
• PowerPoint Viewer (if you do not have PowerPoint)
• Adobe PDF Reader
• Apple QuickTime Media Player

I: TECHNICAL SUPPORT

Technical Support is available to assist with computing or classroom technical issues. Technical Support is available at the classroom login page, as a link in each course. Technical Support utilizes a ticketing system assigning a unique ticket number to track the progress and responses online. For your reference we provide complete archives and history of all your support requests. A valid email address is required to submit a ticket.

J: INFORMATION, POLICIES AND GUIDELINES

College Credit Recommendation

Ed4Credit courses have gone through an intensive quality review process by ACE CREDIT® prior to being available to students. ACE CREDIT has evaluated and recommended all Ed4Credit courses for credit. This course has been recommended for three (3) college credits. Once you have completed an Ed4Credit course, you are eligible to receive an ACE Transcript for credit transfer purposes. Founded in 1918, ACE is the major coordinating body for all the nation’s higher education institutions, representing more than 1,600 college and university presidents and more than 200 related associations nationwide. For more than 30 years, colleges and universities have trusted ACE CREDIT to provide reliable course equivalency information to facilitate their decisions to award academic credit. For more information, visit the ACE CREDIT Transcript Service website at www.acenet.edu/credit/transcripts.

Accommodations of Disability Policy

It is the policy of our company to provide an appropriate environment to optimize learning of educational materials. Anyone that needs additional assistance for a disability can contact our company to make additional accommodations, when available.
Non-Discrimination Policy

It is the policy of our company to not discriminate against any student on the basis of gender, ethnic background, religion, sexual orientation, national origin, age, handicap or disability.

Online Etiquette & Courtesy

Online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. It is important not to take disagreement personally. Responses to different ideas and observations need to be objective. Being objective means maintaining boundaries and not making personal attacks on the ability of others or making statements that have the potential to be taken personally. An important part of online learning is discussion. Differences in thinking are good because our knowledge is broadened. Because we have differences, we will have conflict. The important thing is to handle conflict in a way that does not create defensiveness which blocks learning. Here are online references that discuss online netiquette http://www.albion.com/netiquette/corerules.html.

Academic Integrity

Students are expected to exhibit academic integrity through their educational experiences and to avoid all forms of academic dishonesty. Academic dishonestly, which includes but is not limited to plagiarism, collusion, abuse of resource materials, cheating on an examination, or other academic work to be submitted, is subject to disciplinary action. Students are allowed to reference course materials while taking quizzes and tests due to their emphasis on application; however, exams must be taken independently.

Students found responsible for an act or acts of academic dishonesty will be subject to academic and disciplinary sanctions. Academic sanctions may include withdrawal from the course with a grade of F and/or a reduction of a grade in the course. Disciplinary sanctions may include suspension for a specified period of time, permanent separation from the program, and/or filing of criminal charges.

No certificate of completion will be given if the course is completed by anyone other than you. When you enroll in the course you are stating under penalty of perjury that you, and not another person, studied the material in its entirety and completed all requirements. By registering for this course, you understand that it may be a crime to make false statements or to falsify documents submitted.

Best Practices for Online

We provide instruction in an online learning environment. An online learning environment needs structure for effective communication to occur. Below is a list of guidelines for effective online communication:

- Stay engaged and on-task in your course.
- Utilize good time management skills.
- Read your messages in the message system.
- Communicate with a respectful, professional tone in discussion threads (collaborative learning).
- Uphold the standards of Academic Integrity set forth by this company.
• Avoid typing in all caps. Typing in all caps in the online environment is viewed as SHOUTING and should not be used. If you wish to place emphasis on an important passage, use bold.
• Recognize that you are participating in an online dialogue. Use correct spelling and grammar in all forms of your writing.
• Utilize Netiquette standards in all forms of communication.