



Introductory Psychology- Fall 2018
The University of Toledo
College of Language Literature and Social Sciences
PSY 1010/ 001-003*

Instructors	Ricky Heffner, Ph.D. Kamala London Newton, Ph.D. Jason Levine, Ph.D.	Ricky.Heffner@rockets.utoledo.edu Kamala.London@rockets.utoledo.edu Jason.Levine2@rockets.utoledo.edu
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Office Locations	Heffner, UH 5008 London, UH 1880A Levine, UH 5280C	Office Phone:	best to use email
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Credit Hours: 3

*Please note this syllabus covers three sections of PSY 1010. If you are unsure of your section number you can locate it below according to your class meeting time.

Basic Course Information

Section/CRN	Location	Class Day/Time
001/45980	FH 2100	TR 8-9:20am
002/45982	RH 1520	TR 11:10-12:30
003/48076	HH 1600	TR 2:30-3:50

Teaching Assistants (TA's)

Student/Last Names

Sec. 001

Christina Perez Christina.Perez@rockets.utoledo.edu	A-F
Kelly Clemens Kelly.Clemens@rockets.utoledo.edu	G-Z

Sec. 002

J. Freeman Cumming John.Cumming@rockets.utoledo.edu	A-K
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Sec. 003

Quincy Miller Quincy.Miller@rockets.utoledo.edu	A-K
Ariana Vidana Ariana.Vidana@rockets.utoledo.edu	L-Z



Instructors	Office	Office Hours*
Dr. R. Heffner	UH 5008	T 9:25-11:00; 12:45-2:30; 4-4:30
Dr. London Newton	UH 1880B	M 11:15-2:15; F 9-11 by appointment
Dr. Levine	UH 5280	R 10-2:30; F 8-10:30

*Your TA is your contact person for the course. You can expect to get a response to your emails from your TA within 24 hours Monday – Friday during business hours. Please make an appointment to meet with the professor during office hours.

COURSE/CATALOG DESCRIPTION: A survey of the branches of psychology and the scientific approach to the study of behavior.

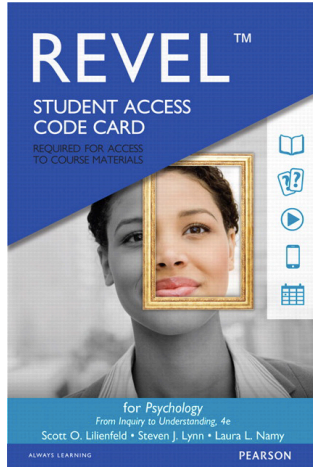
COURSE STATEMENT: Welcome to PSY 1010! Psychology is an interesting and fun subject that touches every aspect of our lives. In this course, you'll learn how the wonders of the human mind and the complexities of human behavior are studied scientifically. We will survey the vast array of topics studied by psychologists ranging from brain development to the behavior of social groups, all while introducing you to the field's central principles and discoveries.

TEAM APPROACH: In this course, three different faculty members will rotate and teach in their expertise. In the first third, Dr. Rickye Heffner will deliver 5 weeks of lectures related to bio-psychology. For the second 5-week segment, Dr. Kamala London Newton will be the lecturer covering topics related to her area of expertise. Finally, Dr. Jason Levine will teach the final 5-week segment of the course, teaching on topics related to social and clinical psychology. Because the lecturers will change throughout the semester, your TA will be your main contact person. If you have situations in which you need to contact the professor, you can contact the person who is the current lecturer. The team teaching approach has become popular around the United States and students will get a high level of expertise in each topic area. For students who prefer an individual instructor, one section is available with a single faculty member.

COURSE MATERIALS

Required Text

Lilienfeld et al., 2017. *Psychology: From Inquiry to Understanding*, 4th edition, Pearson. ISBN: 9780134637716, includes eText, audiobook, and online materials.



ISBN 9780134637716 includes eBook, audiobook, and online materials. Once you purchase the online access, you can purchase a looseleaf hardcopy from the publisher for \$19.95 if you prefer to have a physical book; this is not required. We have negotiated this low price for textbooks in order to provide the least expensive option for students. Instructions for registering and purchasing are on the Textbook & Revel page in Blackboard. **Do not wait to get your book. The publisher provides two weeks free access as soon as you register. Do not get behind in your reading.**

REVEL: This is an online program that goes with our book. It includes an e-book, audio book, review quizzes, videos, study aids and more. To create a REVEL account and log into this site, it is specific to this course <https://console.pearson.com/enrollment/qc3ut1>.

COURSE OBJECTIVES: The Course Objectives are based on the *UT Core and American Psychological Association Undergraduate Learning Goals and Outcomes*.

Upon completion of this course students will be able to:

Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology:

- a. **theory** and research representing each of the following four general domains:
 1. learning and cognition
 2. individual differences, psychometrics, personality, and social processes, including those related to sociocultural and international dimensions
 3. biological bases of behavior and mental processes, including physiology, sensation, perception, comparative, motivation, and emotion
 4. developmental changes in behavior and mental processes across the life span
- b. the **history** of psychology, including the evolution of methods of psychology, its theoretical conflicts, and its sociocultural contexts
- c. **relevant levels of analysis:** cellular, individual, group/systems, and culture
- d. **themes, persistent questions, & enduring conflicts in psychology**
 1. the interaction of heredity and environment
 2. variability and continuity of behavior and mental processes within and across species
 3. free will versus determinism
 4. subjective versus objective observations
 5. the interaction of mind and body

Students will be able to enumerate evidence underlying beliefs about behavior—

- a. Recognize major **perspectives** of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural).
 1. Compare and contrast major perspectives
 2. Describe advantages and limitations of major theoretical perspectives
- b. Recognize different **research methods** used by psychologists.
 1. Describe how various research designs address different types of questions and hypotheses
 2. Articulate strengths and limitations of various research designs
 3. Distinguish the nature of designs that permit causal inferences from those that do not

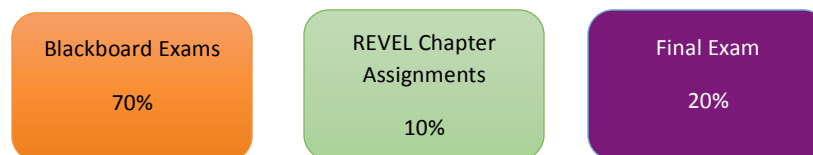
Students will demonstrate an influence of psychological principles on their behavior, specifically study strategies

- a. Demonstrate self-regulation in **setting and achieving goals**
 - Regular and spaced study sessions demonstrated by persistence with Orion
 - Proficiency assignments until at least 80% proficiency is achieved.
- b. **Assess your own performance accurately**
 - Use feedback from quizzes and assignments to realistically assess own knowledge

Students will demonstrate professional writing conventions (e.g. grammar, audience awareness, formality) appropriate to purpose and context. This should be apparent in **all of your written work** and in all communications with the instructor **including email**.

GRADING

Your grade will be based on the following three activities:



OVERALL GRADE

1. Blackboard Exams (15 chapter exams): 70% of your final grade:

The majority of your grade in this course is based on the average score for the Blackboard exams

- In this course you will be responsible for learning the material in 3 units that cover 16 chapters. You will be taking 15 Blackboard Exams, one for each chapter. Each quiz is 9 minutes long and consists of 15 multiple-choice questions.



- You can retake exams an unlimited number of times without penalty; your most recent attempt will be recorded. The exam retakes will have different questions. **Completion date for each Blackboard exam is the last day of its corresponding Unit. There are three Units, so be sure to pay attention to these due dates.**
- You will be able to track your exam grades in My Grades in Blackboard.

2. REVEL Chapter Assignments (16 progressively scored assignments): 10% of your final grade:

As you read through Chapters in the text, you will be required to complete chapter assignments that make up a small portion of your grade, but will reinforce your learning of concepts and will positively influence your grade on Blackboard exams and the final.

- Chapter assignments you can view these assignments when you log in to the course. You are required to complete several short chapter assignments in REVEL after you read through and study for each chapter. You have three attempts to answer each question, but the points earned decrease by one after each error.
- Due dates for these assignments are listed in the course schedule (due that date by 11:45pm); you must complete chapter assignments before this date and time to ensure readiness for Thursday lectures and discussion. Furthermore, it is strongly recommended that you complete a chapter's assignments before you attempt the Blackboard Exam. You will be able to track your grades for these assignments in REVEL.

3. Final Exam (50 multiple choice questions, cumulative): 20% of your final grade:

- A comprehensive final exam is scheduled during final exam week, M December 10th – R December 13th. The exam must be completed before Thursday, December 13th at 3:00pm. There will be no exceptions made, so it is recommended that you take the final exam on Monday or Tuesday of exam week to leave enough time for unexpected life events. **The final exam is administered through Blackboard in the Department of Psychology's Proctored Computer Lab, UH5000, which is open Monday through Thursdays from 9am until 6pm.** Be sure to double-check the hours the computer lab is open. Announcements will be made during class meeting times and in Blackboard.

4. Research participation:

- Students are required to complete the Department of Psychology's research exposure requirement. Students with a passing grade who fail to fulfill this requirement will automatically be given a grade of Incomplete (I) for the course. Please refer to the Psychology Research Exposure section near the end of this syllabus for more information; you can also get details on how to complete your Research requirement in Blackboard under Research Participation. If you do not earn enough credits by participating in actual experiments either online or on campus, you can write research reports to complete this requirement. See Research Participation folder in Blackboard.
- http://www.utoledo.edu/al/psychology/undergrad/research_exposure.html

Extra credit: No extra credit will be offered.



Grading Scale

How to Calculate Overall Grade: *(Blackboard Exams average percentage) + (Final Exam percentage x 0.2) + (REVEL quiz percentage x 0.1) = final grade percentage*

A = 92.5 – 100%	C+ = 77.5 - 79.99%	D- = 60 - 62.49%
A- = 90 - 92.49%	C = 72.5 - 77.49%	F = 59.9% and below
B+ = 87.5 - 89.99%	C- = 70 - 72.49%	
B = 82.5 - 87.49%	D+ = 67.5 - 69.99%	
B- = 80 - 82.49%	D = 62.5 - 67.49%	

W - if you withdraw from the course after the end of the drop period.

IN - Incomplete grades are only assigned in extraordinary circumstances beyond the student's control and only if the student has completed at least 12 Blackboard exams with a passing grade. Under no circumstances will a student be allowed to retake an entire course in order to complete this course.

Not Attending - Failure to do assignments and take exams will be reported to the registrar and such non-attendance may affect your financial aid.

Midterm Grading

Midterm grades will be based on all assignments to date from Blackboard and in Revel. The midterm summary serves as a reminder of your progress and is reported to the registrar and financial aid office. A midterm grade of D or F, especially if associated with non-attendance, may place financial aid in jeopardy.

Final Grading

Averages are rounded to the second decimal, example: 92.494% rounds to 92.49%, 92.495% rounds to 92.50%. To avoid disappointment by being very close to a category border, do your best from the very beginning of the course and accumulate a few extra credit points whenever you can.

Attendance

We do not specifically grade on attendance. In other words, there are no points given for merely being a body in a seat. However, regular attendance is critical if you intend to take this course seriously.

Having said that, we will pass around an attendance sheet in class and keep track of student attendance. Such data can be reported to school administrators.



TENTATIVE COURSE SCHEDULE

Date	Chapter	Extra Info	Due Dates
Week 1 8/28 & 8/30 <i>Heffner</i>	Plan of class, syllabus. Chapter 1; Psychology and Scientific Thinking.	<ul style="list-style-type: none"> • How to register in Revel. • How to complete psychology research requirements. • Describe psychological theories, principles, and concepts relevant to history and methods. 	8/29 Revel assignment, ch 1 9/1 Revel assignment, ch 2
Week 2 9/4 & 9/6 <i>Heffner</i>	Chapter 3; Biological Psychology	<ul style="list-style-type: none"> • Assess and critically analyze theories, research methods and findings (outcomes) and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet. 	9/5 Revel assignment, ch 3
Week 3 9/11 & 9/13 <i>Heffner</i>	Chapter 4; Sensation and Perception	<ol style="list-style-type: none"> 1. Describe psychological theories, principles and concepts relevant to physiology 2. Articulate knowledge of classic as well as contemporary research in each of the major subfields of psychology. 3. Apply basic psychological principles to human history, current events, and daily human experience. 4. Recognize diversity and individual differences and similarities in a variety of contexts. 5. Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet. 	9/12 Revel assignment, ch 4
Week 4 9/18 & 9/20 <i>Heffner</i>	Chapter 5; Consciousness	<ol style="list-style-type: none"> 1. Describe psychological theories, principles and concepts relevant to physiology 2. Articulate knowledge of classic as well as contemporary research in each of the major subfields of psychology. 3. Apply basic psychological principles to human history, current events, and daily human experience. 4. Recognize diversity and individual differences and similarities in a variety 	9/19 Revel assignment, ch 5

		<p>of contexts.</p> <p>5. Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet.</p>	
<p>Week 5 9/25 & 9/27 <i>Heffner</i></p>	Chapter 6; Learning	<ol style="list-style-type: none"> 1. Describe psychological theories, principles and concepts relevant to physiology and cognition. 2. Articulate knowledge of classic as well as contemporary research in each of the major subfields of psychology. 3. Apply basic psychological principles to human history, current events, and daily human experience. 4. Recognize diversity and individual differences and similarities in a variety of contexts. 5. Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet. 	9/26 Revel assignment, ch 6
	End of Unit 1	Blackboard exams over chs. 1 – 6 due	9/29 11:45 pm
<p>Week 6 10/2 & 10/4 <i>London</i></p>	Chapter 7; Memory	<ol style="list-style-type: none"> 1. Identify, explain, & differentiate the subtypes of memory 2. Identify factors that affect long term memory 3. Identify key issues in forgetting 4. Describe factors that influence errors in eyewitness memory 	10/3 Revel assignment, ch 7
<p>Week 7 10/9 <i>London</i></p>	Chapter 8; Thinking, Reasoning & Language	<ol style="list-style-type: none"> 1. Identify factors that affect our reasoning, problem-solving, and decision making, including challenges. 2. Describe language development in children, pros and cons of bilingualism, and animal language. 3. Identify important issues in skills required to learn to read 	10/10 Revel assignment, ch 8
<p>Week 8 10/16 & 10/18 <i>London</i></p>	Chapter 9; Intelligence and IQ Testing	<ol style="list-style-type: none"> 1. Identify different models and types of intelligence. 2. Describe and explain intelligence testing, including the controversial nature of it. 3. Explain the value of intelligence tests and their limitations. 4. Evaluation the evidence regarding racial and gender differences in intelligence. 	10/17 Revel assignment, ch 9
<p>Week 9 10/23 & 10/25 <i>London</i></p>	Chapter 10; Human Development	<ol style="list-style-type: none"> 1. Clarify how nature and nurture interact to affect development. 2. Track developmental trajectories of prenatal development and potential problems. 3. Describe important developmental milestones for infants, adolescents, and 	10/24 Revel assignment, ch 10

		older adults, particularly in cognitive development.	
Week 10 10/30 & 11/1 <i>London</i>	Chapter 11; Emotion and Motivation	<ol style="list-style-type: none"> 1. Identify major theories of emotion. 2. Explain ways of measuring emotion and lie detection. 3. Explain the major theories of motivation. 4. Identify and describe determinants of hunger, eating disorders, sexual relationships, and attraction. 	10/31 Revel assignment, ch 11
	End of Unit 2	Blackboard exams over chs. 7 – 11 due	11/3 by 11:45 pm
Week 11 11/6 & 11/8 <i>Levine</i>	Chapter 12; Stress, Coping and Health	<ol style="list-style-type: none"> 1. Explain how stress is defined and approached in different ways. 2. Identify different approaches to measuring stress. 3. Describe Selye's general adaptation syndrome (including brain structures involved). 4. Describe the diversity of stress responses. 5. Describe the role of social support and different types of control in coping with stress. 6. Explain how our attitudes, beliefs, and personalities may influence our responses to stress. 7. Describe how the immune system is affected by stress (exclude cellular details). 8. Identify how physical disorders such as ulcers are related to stress. 9. Describe the role of personality, everyday experiences, and socioeconomic factors in coronary heart disease. 	11/7 Revel assignment, ch 12
Week 12 11/13 & 11/15 <i>Levine</i>	Chapter 13; Social Psychology	<ol style="list-style-type: none"> 1. Identify the ways in which social situations influence the behavior of individuals. 2. Explain how the fundamental attribution error can cause us to misjudge others' behaviors. 3. Determine the factors that influence when we conform to others. 4. Recognize the dangers of group decision making, and identify ways to avoid mistakes common in group decisions. 5. Identify the factors that maximize or minimize obedience to authority. 6. Explain which aspects of a situation increase or decrease the likelihood of bystander intervention. 	11/14 Revel assignment, ch 13
Week 13 11/20 <i>Levine</i>	Chapter 14; Personality	<ol style="list-style-type: none"> 1. Describe how twin and adoption studies shed light on genetic and environmental influences on personality. 2. Describe the core assumptions of psychoanalytic theory. (No questions on psychosexual stages) 	11/21 Revel assignment, ch 14

		<ol style="list-style-type: none"> 3. Describe key criticisms of psychoanalytic theory and the central features of neo-Freudian theories. 4. Identify the core assumptions of behavioral and social learning theories of personality. 5. Describe key criticisms of behavioral and social learning approaches. 6. Explain the concept of self-actualization and its role in humanistic models. 7. Describe key criticisms of humanistic approaches. 8. Describe trait models of personality, including the Big Five. 9. identify key criticisms of trait models. 10. Describe projective tests, particularly the Rorschach, and their strengths and weaknesses. 11. Identify common pitfalls in personality assessment. 	
NO CLASS 11/22- THANKSGIVING BREAK			
<p>Week 14 11/27 & 11/29 <i>Levine</i></p>	<p>Chapter 15; Psychological Disorders</p>	<ol style="list-style-type: none"> 1. Identify criteria for defining mental disorders. 2. Describe conceptions of diagnoses across history and cultures. 3. Identify common misconceptions about psychiatric diagnoses and the strengths and limitations of the current diagnostic system. 4. Describe the many ways people experience anxiety (lots to memorize here, so get out your note cards) 5. Identify the characteristics of different mood disorders. 6. Describe major explanations for depression and how life events can interact with characteristics of the individual to produce depression symptoms. 7. Identify common myths and misconceptions about suicide. 8. Identify the characteristics of borderline and psychopathic personality disorders. 9. Explain the controversies surrounding dissociative disorders, especially dissociative identity disorder. 10. Recognize the characteristic symptoms of schizophrenia. 11. Explain how psychosocial, neural, biochemical, and genetic influences create the vulnerability to schizophrenia. 	<p>11/28 Revel assignments, ch 15</p>

		12. Describe the symptoms and debate surrounding disorders diagnosed in childhood.	
Week 15 12/4 & 12/6	Chapter 16; Psychological Treatments	<ol style="list-style-type: none"> 1. Describe who seeks treatment, who benefits from psychotherapy, and who practices psychotherapy. 2. Distinguish between professionals and paraprofessionals, and describe what it takes to be an effective therapist. 3. Describe the core beliefs and criticisms of psychodynamic therapies. 4. Describe the research evidence concerning the effectiveness of Alcoholics Anonymous. 5. Describe the characteristics of behavior therapy and identify different behavioral approaches. 6. Describe the features of cognitive-behavioral therapies (CBT) and third-wave therapies. 7. Evaluate the claim that all psychotherapies are equally effective. 8. Explain how ineffective therapies can sometimes appear to be effective. 9. Recognize different types of drugs and cautions associated with drug treatment. (Recognize drugs for specific treatments and their side effects. 10. Outline key considerations in drug treatment. 11. Identify misconceptions about biomedical treatments. 	12/5 Revel assignments, ch 16
	End of Unit 3	Blackboard exams over chs. 12-16 due	12/8 11:45 pm

Final exam: Taken in computer lab, UH 5000, during open lab hours (see schedule) between Dec. 10 and Dec. 13, 2018 by 3pm.

THIS SYLLABUS IS SUBJECT TO CHANGE AS NEEDED – CHECK BLACKBOARD FOR UPDATES



ADDITIONAL COURSE INFORMATION

LEARNING STRATEGIES

How to approach this course: This is a **lecture course with online components**. The main content of the course is contained in the textbook and the online assignments. However, you also get the advantage of class meetings twice a week for lecture, questions, and discussion. You must have the chapter read before the class meets in order to be able to ask questions and benefit from the discussion.

How to succeed:

1. Reading the chapter at least once. Do the Revel assignments as you read.
2. Then read the materials and watch the videos provided. They are intended to help you understand and remember concepts.
3. Finally, practice taking the chapter exams in Blackboard; re-read topics that seem difficult before retaking those exams.
4. If some topics remain unclear, ask questions in class for clarification.

As for any 3-hour course, you should expect to spend about 9-12 hours per week outside of class working on this course.

UNIVERSITY POLICIES

Please read The University's Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance.

ACADEMIC ACCOMODATIONS

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the Student Disability Services Office.

ACADEMIC POLICIES

Class attendance is important since group discussions of the material and its significance is just as important as learning the material itself. We take attendance and coming to class well prepared gives you a chance to earn occasional extra credit points. You will need to read the entire textbook, study each chapter, and practice recalling information in Revel to gain proficiency. You can expect to spend about 9-12 hours per week in order to do well in this class (or any other).

Excused absences include university sponsored events and illness (your own or immediate family for whom you provide care). Documentation must be provided. Any work missed must be made up within one week to avoid a late penalty. Contact the instructor for extended absences; if you are ill for long periods (more than three weeks), consider withdrawing from the course or petitioning for a medical withdrawal.



Late exams are not accepted. If there is any chance at all that something will interfere on the last available day, take the exam early at least once in order to avoid a zero on the exam. **Due dates are posted on Blackboard.** Exams are always available up until the due date; the best approach is to prepare early so that you can take the exam a little early in case you get called to work or something unexpected happens. Plan to have a backup computer and internet connection (e.g. library, phone hot spot, etc.) in case technical problems arise.

Exam Room Policies for Final Exam:

- Make sure you bring your student ID
- **Exam cell phone policy:** Students in this course are not allowed to have their cell phone with them while taking exams. It is strongly recommended that you leave your cell phone at home or in another safe location during the exam. If you do bring your cell phone with you to take the exam, you will be required to leave your phone with your student ID in one of the slots in the canvas hanging in the back of the exam room. Upon completion of the exam, you will provide the exam proctor with your name again, and she/he will locate your phone and ID and return it to you. Cell phones will be stored with your student ID and each phone will be placed in its own slot to ensure the owner of a given phone can be clearly identified.
- No food or drinks are allowed in the lab – if you have a water bottle, you will be asked to place it under your desk, away from the computer
- Make sure you know your section and what class you're in (Intro to Psych or PSY1010) because the proctor will have to type in the password for your section.
- Make sure you give yourself plenty of time to take the exam – don't roll in 10 minutes before the room closes and ask to take the exam. If you show up less than an hour before the room closes, the proctor has the right to refuse to start your exam for you. If they are nice enough to start the exam for you even though there is less than an hour left before the room closes, they can and likely will pull the plug on your computer if you have not finished when the room closes. You have several days and many time options to take your exams – you should plan for an hour for the final
- **NO CHEATING** by any means that you may try – this includes (but is not limited to) no cell phones, no smart watches, hat bills must be turned backwards, no notes, no textbook, no using any web browser to look up material, no using your neighbor's answers to answer your exam, no putting your material on a fake beverage label, or **ANYTHING ELSE** that even **MIGHT** be considered cheating (yes, I use social media too and have seen many cheating strategies **DON'T TRY THEM!!!**). I take cheating **VERY** seriously and I do **NOT** take any excuses for an answer. Please see the plagiarism/cheating policy below for more on cheating.

CHEATING will not be tolerated. The first instance of cheating will result in a zero (0) for the assignment or exam. A second instance will result in an F grade for the course and a note in your college file. A low grade that results from cheating will not be deleted if you retake the course for a higher grade. Cheating includes (but is not limited to) **use of non-permitted resources** for exams or assignments such as friends, internet, books, etc., or using a **cell phone** during an exam for any reason. Plagiarism (use of another person's words without citing a reference to assign credit to them) is also cheating; always use your own words in all assignments. See the university's policy on academic honesty (also posted in the course website in Blackboard:



http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-04_Academic_dishonesty.pdf

COURSE EXPECTATIONS

This course is designed to help you gain an appreciation of the scientific basis of the entire discipline of Psychology. You will learn about what psychologists study, how they study it, what they know (or don't know), and the difficulties in understanding behavior. **Expect to spend about 9-12 hours per week reading the textbook, going through the online materials, gaining confidence by retaking exams to improve, and studying on your own if you want to get the highest grade of which you are capable.**

STUDENT SUPPORT SERVICES

The University of Toledo offers academic and personal support services to help you succeed:

University Libraries are your gateway to information that connects you with the resources you need for education, research, and patient care.

Tutoring services for all UT students is available through the Learning Enhancement Center in Carlson Library, including writing.

The Writing Center provides free, face-to-face and online tutoring for writers in all disciplines. The staff can help you with a variety of writing assignments.

The Counseling Center can help you with transitioning to college and maintaining a healthy lifestyle. If you or a friend ever feel overwhelmed adjusting to college or in need of crisis intervention or mental health services, please contact the Counseling Center.

A Success Coach has been assigned to all new students to help navigate the college experience by serving as a single point of contact. Your Success Coach can help you build skills, refer you to support services, and aid in your overall success so be sure to stay connected to him or her throughout your academic journey. If you need assistance connecting with your success coach, send an email to successcoach@utoledo.edu.

COMMUNICATION with the instructor is conducted by **email**. Most questions can be answered quickly in email but you can also make an appointment during office hours. Do not leave phone messages. You should check your university email frequently for messages about the course. You should also **log into Blackboard** and reveal every day to put in a little study time, check the assignment calendar, and check for announcements. If you have a question, others probably do too, so ask.