

**PSY 1010-03 CRN-20329  
GENERAL PSYCHOLOGY  
M, W, F 10:00a – 10:50a  
ROOM McDonald 104  
SPRING SEMESTER, 2015**

**PROFESSOR: Kristine J. Olson, Ph.D.**

**OFFICE HOURS: McDonald, Room 212; Monday/Wednesday 11a-noon; Tuesday 2p-3p;  
Wednesday 230p-430p.**

**TELEPHONE: 435-879-4405 (office)**

**EMAIL: [kjolson@dixie.edu](mailto:kjolson@dixie.edu) (most efficient, effective, and preferred method of communication)**

**REQUIRED TEXTBOOK**

Psychology. Daniel L. Schacter, Daniel T. Gilbert and Daniel M. Wegner ISBN: 1464185174

**OTHER MATERIALS**

You may bring your laptop to class to access lecture PowerPoint slides and to take notes. PowerPoint slides will be available on CANVAS <https://canvas.dixie.edu/>. Please bring a notepad and pen/pencil to each class so that you are able to participate in class quizzes and other in-class activities.

**COURSE DESCRIPTION**

For students in all disciplines who are interested in the fundamental scientific principles of behavior. The student will study learning, motivation, emotion, personality, mental disorders, treatment alternatives and other related subjects as part of the course. Critical thinking will be explored in examining these aspects of behavior. Students will have frequent examinations and quizzes as part of the course requirements. 3 lecture hours per week.

**FULFILLMENT OF DSC REQUIREMENTS**

This course satisfies general education requirements in the social sciences area. This class is required to earn a BA/BS in Psychology.

**COURSE OBJECTIVES**

*LEARNING GOAL 1: KNOWLEDGE BASE OF PSYCHOLOGY: Demonstrate familiarity with the major concepts, theoretical perspectives, and historical trends in psychology.*

- a. Define psychology as the science that studies behavior and mental processes and the profession that applies that science
- b. Explain how psychology meets the criteria of science.
- c. List and explain the major research and applied subfields of psychology (e.g., cognitive, biological)
- d. Identify the connections between psychology and other disciplines
- e. Identify and explain the primary objectives of psychology
- f. Describe the key eras of the major schools of thought in the history of psychology (including their founders, assumptions, explanatory concepts and methods
- g. Identify the overarching themes of psychology
- h. Identify and explain basic concepts, theory, and research represented in the general content domains
- i. Describe relevant ethical issues, as addressed by the APA code of ethics
- j. Identify careers associated with psychology at the bachelor's, master's, and doctoral levels

*LEARNING GOAL 2: RESEARCH METHODS IN PSYCHOLOGY: Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.*

- a. Describe the basic characteristics of the scientific method in psychology
- b. Describe various general research strategies, including advantages and disadvantages of use
- c. Distinguish the nature of designs that permit causal inferences from those that do not.
- d. Define correlation
- e. Describe the role of controlled comparison in justifying a cause- effect claim
- f. Describe experimental design strategies to address research questions
- g. Explain the difference between correlation and causation
- h. Define hypotheses, variables, and operational definitions
- i. Describe rationale for choosing and assigning specific group of participants
- j. Define validity and describe conditions that enhance valid findings
- k. Describe the relationship of research design to generalizability of results
- l. Identify the basic components of APA style
- m. Describe the basic principles of the APA code of ethics for research with human and animal participants, including the role of an IRB
- n. Identify variations in behavior related to sociocultural differences
- o. Identify and locate relevant journals and databases in psychology
- p. Describe the differences between descriptive and inferential statistical analysis
- q. State how evidence is contextual and tentative

*LEARNING GOAL 3: CRITICAL THINKING SKILLS IN PSYCHOLOGY: Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.*

- a. Discern difference between personal views and scientific evidence in understanding behavior
- b. State connections between diverse facts and theories
- c. Identify arguments based largely in anecdotal evidence and personal experience
- d. Identify common fallacies and poorly supported assertions regarding behavior
- e. Explain the appropriateness and relevance of questions with direction and guidance
- f. Describe elements of creativity and its role in solving psychological problems
- g. Define the stages of problem solving
- h. Define skepticism and its role in psychological thinking

*LEARNING GOAL 4: APPLICATION OF PSYCHOLOGY: Understand and apply psychological principles to personal, social, and organizational issues*

- a. Describe elements of healthy lifestyle
- b. Summarize the emerging field of positive psychology
- c. Describe common characteristics of a psychological approach to solving problems
- d. List ways that psychological principles can facilitate personal, social, and organizational change
- e. Identify major applied areas in psychology
- f. Identify psychological principles that have been influential in your own life

## **ATTENDANCE**

Please refer to <http://www.dixie.edu/humanres/policy/sec5/523.html> for a full explanation for the DSC Attendance Policy. Regular and prompt attendance in classes and laboratory sessions is expected of every Dixie State College student. An absence does not excuse a student from completing work missed. It is the student's responsibility to find out which assignments are missed during an absence.

Students who must miss class because of a college-sanctioned activity, such as an athletic event, club activity, class assignment, or other approved event, are responsible to assuring that their instructors have been notified and for completing any missed assignments. By the second day of class, students with recurring absences must provide each instructor written notification from the appropriate department that

includes a schedule of competition, the names of those students on specific teams likely to travel, and the dates and approximate times of departure and return to campus. So that student participation in travel can be verified, the appropriate department will be responsible for informing individual faculty of changes to team rosters and travel schedules throughout the semester. One week prior to an absence, the student will meet with the instructor to arrange a reasonable accommodation, if feasible, to allow the students to complete any missed coursework and/or exams. The instructor may require the student to submit work prior to the due date if the student will be absent. It is the student's responsibility to complete the student absence schedule with the instructor and abide by it. Students with recurring or frequent absences from a course are required to check their schedules against the course syllabus and provide a list of expected absences for the semester by the second day of class. Upon reviewing the list, the instructor may determine that the absences will interfere with the student's ability to succeed in the course. If so, the instructor will recommend that the student seek an alternative.

### **CLASS POLICIES AND DISCIPLINE POLICY**

1. Turn off/silence any cell phones. Phones ringing/vibrating can be very distracting for everyone.
2. Come to class on time. It can be distracting to have students coming/going at different times. Make an effort to either come early or on time to class. Also, please make every effort to stay for the entire class period. If arriving/leaving on time is going to be an issue, please contact me so we can resolve this.
3. Read text before class session. This will only help you to better understand the material. If you read the text before class you will be prepared to ask questions during lecture.
4. Check CANVAS and dmail regularly.
5. This course is designed so that you spend six to nine hours per week between in-class participation and out of class activities.
6. This course will operate on the philosophy that active engagement with material fosters quality learning. There will be ample opportunity for in-class activities and discussion, both in small groups and with the entire class. Students are expected to read assigned text prior to class and be prepared to participate in class.
7. Students are expected to coordinate in-class small group work effectively.
8. Each student will have courtesy and respectful behavior towards each student and the instructor. Students will refrain from making harassing and discriminating comments in the classroom. Students will be respectful and open-minded about diverse viewpoints expressed in the classroom. Teachers at Dixie State College have the right to manage the classroom environment to ensure a good learning climate. Toward this end, teachers (or college security) may dismiss and remove disruptive students from individual class activities. If a student's behavior continues to disrupt class activities, the teacher may dismiss and cause the removal of disruptive students from their course. Please refer to the DSC Academic Discipline policy for more information: <http://www.dixie.edu/humanres/policy/sec3/334.html> or [www.dixie.edu/humanres/policy/sec5/533.html](http://www.dixie.edu/humanres/policy/sec5/533.html)

Faculty Rights and Responsibilities:

- To establish and implement academic and behavioral standards for the classroom
- To clearly outline expectations, verbally and in syllabi
- To address any inappropriate behavior
- To involve other offices (Dean of Students, Campus Police, etc.) when circumstances arise
- To make a determination regarding possible responses and outcomes for inappropriate behavior within the faculty member's class

What is disruptive behavior?

Disruptive behavior may best be defined as any behavior that inhibits an instructor's ability to conduct class, or behavior that limits another student's ability to benefit from instruction – including conduct, speech, or activity that interferes with the learning activities of other students. Some examples of disruptive behavior may include:

- Physical violence, verbal abuse, or harassment

- Sleeping in class
- Not facing forward in the class
- Putting your feet up on chairs and desks
- Intoxication or illegal drug use
- Use of profanity
- Having side conversations with classmates
- Failing to respect others when expressing their own viewpoints
- Talking while the instructor or another student is talking
- Arriving late to class
- Constant questions or interruptions that interfere with classroom presentation

Students engaging in disruptive behavior will be asked to immediately leave the classroom. If the student does not voluntarily leave the classroom, campus security can be called at DSC Campus Police immediately by calling 437-619-1144 or 435-619-1145.

If you believe that a student in the class is interrupting your ability to learn please notify the instructor as soon as possible so that the issue can be remedied.

9. You will receive grades for completed assignments within 1 week (7 days) of your submission. I will respond to your emails within 24-48 hours (I am usually able to respond within 12-24 hours). However, there is a high probability I will not respond to emails on Saturday and Sunday. Thus, if you email me on Friday at 5pm, there is a likelihood that I will not respond to you until Monday.

#### **EARNING POINTS IN THIS COURSE**

**Quizzes. 120 points (10 points per quiz).** There will be 14 in-class quizzes. Two quizzes will be dropped from your grade, thus your grade will be calculated from your top 12 scores. As such, you can miss two quizzes and not have your grade affected. This quiz will occur at the start of class. The aim of the quiz is to ensure that you have completed the reading for the specified chapter. Completing your reading will allow you to do well on the quiz, allow you to more fully engage in the class discussion, and be prepared to ask questions on topics that you have had some difficulty with while you were reading.

**Exams. 200 points (50 points per exam).** You must take each exam during the exam period specified in the table below at the Dixie State College Testing Center. It is your responsibility to verify when the Testing Center is open during each exam period. The reading assignments for each exam are specified on the Exam Schedule. You will have a time limit of one hour to complete each exam once you begin the exam. You can contact the instructor during office hours to discuss quiz grading. Not being able to begin a test because the Testing Center was full is not a valid excuse for missing an exam.

<b>Exam 1</b>	<b>Intro, Methods, Neuro</b>	<b>1/28/15 3pm – 2/1/15 10pm</b>
<b>Exam 2</b>	<b>Consciousness, Memory, Learning</b>	<b>2/18/15 3pm – 2/22/15 10pm</b>
<b>Exam 3</b>	<b>Emotion, Motivation, Language, Thought, Intelligence</b>	<b>3/4/15 3pm – 3/6/15 10pm</b>
<b>Exam 4</b>	<b>Development, Personality, Social</b>	<b>3/27/15 3pm – 3/31/15 10pm</b>

**Participation. (1 points per class session).** You will be graded on your attendance (i.e., staying the entire class session) as well as your participation in class discussions and activities each session. I realize that not every student likes raise their hand and participate in class discussions; however you can earn the majority of points by being in attendance and actively participating during in-class activities. Being a distraction in class (cell phones, being too chatty with neighbors about non-relevant issues, etc.) will negatively affect your points during a class session. If you come to class to take the quiz and proceed to leave after the quiz, you will not earn your participation points for that class session.

**Homework. 49 points (16 points for each assignment).** You will have three homework assignments. These homework assignments are designed to give you applied experience with the topics covered in this class. You will be graded on your writing style and your depth of thought about the topic. **All papers MUST be uploaded to CANVAS so that they can be electronically checked for plagiarism via TurnItIn.com. Any paper that has not been uploaded prior to the due date will receive a zero. Papers must not have more than 3% plagiarism per TurnItIn.com.**

Homework Assignment 1: Discover Psychology.

Read an article online, or from the library, from one of these journals listed on this website: [http://search.apa.org/publications?query=&facet=&pubtype=journals&section=subject&sort=title\\_asc](http://search.apa.org/publications?query=&facet=&pubtype=journals&section=subject&sort=title_asc) The articles will not be found on this website. You will need to use the Library website or the Library to find an article. The people in the library will be more than happy to help you find an article. Choose an article that interests you. Then, write a 2 page summary (double spaced, 1 inch margins, 12 pt times new roman font) of the article. Include: hypotheses, independent variable(s), dependent variable(s), how data was collected (survey, interview, meta-analysis, etc.), sample size, where the participants recruited, findings, and why you liked or disliked the article. Attach a copy of the article to this assignment. The aim of this assignment is to provide you with an opportunity to discover various types of psychology. Plagiarism will be taken seriously...you will earn an F on this assignment and you will be referred to the Dean.

Homework Assignment 2: Intelligence Testing

Considering the information you learned in your textbook and in class, write a 2 page paper (double spaced, 1 inch margins, 12 pt times new roman font) describing the pros and cons of intelligence testing. What do you suggest psychologists do to fix the current limitations of intelligence testing?

Homework Assignment 3: Social Psychology

Read the paper called "How to Become a Cult Leader" (located on CANVAS). Write a 2 page paper (double spaced, 1 inch margins, 12 pt times new roman font) describing your reaction to the paper. Do you agree with the 7 points about how to become a cult leader? Why/ why not? Describe the types of propaganda that exist in your life. How are you dependent on those groups? Are those groups cults? Why/ Why not?

**Final Exam. 50 points.** The final exam will take place in our classroom during the scheduled exam time. The Final Exam is scheduled for TBD. The exam will cover Chapters 14-15. You must take the exam at this designated time. If you cannot take the final exam at this time, you should consider dropping this course.

**MAKE-UP POLICY**

Exams and Quizzes cannot be made up or be submitted at a date/time past the assigned due date. Please arrange your schedule so that you are able to complete all course requirements on the designated time. Exams need to be submitted the day they are assigned. If you know you will be out of class, you need to make arrangements to turn in your assignments before the scheduled due date. Any homework assignments that are submitted late will be penalized 10% for each calendar day it is late.

**COURSE GRADING SYSTEM**

Extra Credit – There may be an opportunity for extra credit, up to 12 points. The instructor will present any opportunities for extra credit to the entire class. The instructor will not provide extra credit opportunities on an individual basis.

**Percentage (%) Letter Grade**

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

**COURSE SCHEDULE\***

Week	Date(s)	Topic	In Class Quiz	Homework Due	Course Objectives Discussed (see above for full description of objectives)
1	1/12/15 1/14/15 1/16/15	Intro to Class/ Syllabus Chapter 1 Chapter 1			1a, b, c, d, e, f, g, h j; 3a, b
2	1/19/15 1/21/15 1/23/15	NO CLASS Methods Methods	X		1a, e, ,h 2a-q; 3c, d, e, f, g, h; 4c
3	1/26/15 1/28/15 1/30/15	Neuroscience Neuroscience <b>Exam 1 – Testing Center</b>	X	#1 Due	1a; 3a, b, c, d, e, d, e, f, h; h4

4	2/2/15	TED Talks <a href="https://www.ted.com/talks/elizabeth_loftus_the_fiction_of_memory">https://www.ted.com/talks/elizabeth_loftus_the_fiction_of_memory</a>	X		
		<a href="https://www.ted.com/talks/ami_klin_a_new_way_to_diagnose_autism">https://www.ted.com/talks/ami_klin_a_new_way_to_diagnose_autism</a>			
		<a href="https://www.ted.com/talks/joachim_de_posada_says_dont_eat_the_marshmallow_yet">https://www.ted.com/talks/joachim_de_posada_says_dont_eat_the_marshmallow_yet</a>			
	2/4/15	Consciousness			
	2/6/15	Consciousness			1a; 3a, b, c, d, e, d, e, f, h; 4d
5	2/9/15	Memory	X		1a; 3a, b, c, d, e, d, e, f, h; 4d,
	2/11/15	Memory			4d,
	2/13/15	Learning	X		e, f, h
6	2/16/15	NO CLASS			1a; 3a, b, c, d,
	2/18/15	Learning			e, d, e, f, h; 4d,
	2/20/15	Exam 2– Testing Center			e, f, h
7	2/23/15	Emotion	X		1a; 3a, b, c, d,
	2/25/15	Motivation			e, d, e, f, h; 4d
	2/27/15	Language	X		e, f, h
8	3/2/15	Thought			1a; 3a, b, c, d,
	3/4/15	Intelligence			e, d, e, f, h; 4d
	3/6/15	Exam 3– Testing Center			e, f, h
9	3/16/15	Development	X	#2 Due	1a; 3a, b, c, d,
	3/18/15	Development			e, d, e, f, h; 4d,
	3/20/15	Personality	X		e, f, h
10	3/23/15	Personality			1a; 3a, b, c, d,
	3/25/15	Social Psych	X		e, d, e, f, h; 4d,
	3/27/15	Social Psych			e, f, h
11	3/30/15	Exam 4– Testing Center			
	4/1/15	Psych Disorders	X	#3 Due	
	4/3/15	Psych video – treatment			
12	4/6/15	Finish Psych video			1a; 3a, b, c, d,
	4/8/15	Psych Disorders			e, d, e, f, h; 4d,
	4/10/15	Treatments	X		
13	4/13/15	Treatments			

	4/15/15	Stress & Health	X		1a,h; 3a, b, c, d, e, d, e, f, h; 4b
	4/17/15	I/O Psych (not in book)			
14	4/20/15	Special Topic			1a; 3a, b, c, d, e, d, e, f, h; 4d,
	4/22/15	Special Topic			
	4/24/15	Special Topic			
15	4/27/15	Special Topic			1a, 4a, d, e, f, h
	4/29/15	No class, Dr. Olson at a conference – study day			1a, 4a, d, e, f, h 1a, 4a, d, e, f, h
<b>Final Exam: Check Final Exam Schedule</b> Exam covers Chapters 14-15					

**\*DISCLAIMER**

Information contained in this syllabus, other than the grading scale and exam/quiz policy may be subject to change with advanced notice, as deemed appropriate to the instructor.

**REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustments, accommodations, or auxiliary aids to be successful in their program of study should contact the Disability Resource Center within the first two weeks of the beginning of classes for eligibility determination. Proper documentation of impairment is required in order to receive services. DRC is located on the ground floor of the Financial Aid Office. You may call 652-7516 to schedule appointment for further information regarding the process to receive accommodations. DRC Coordinator determines eligibility for and authorizes the provision of services.

**DISABILITY RESOURCE CENTER**

Contact the center for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located at the ground floor of the Financial Aid Office. Visit or call 652-7516 to schedule an appointment to discuss the process. The DRC Coordinator determines eligibility for and authorizes the provision of services.

**TUTORING AND WRITING CENTERS**

The Dixie State College of Utah Tutoring Center is located in the Browning Resource Center and is **free** for all registered Dixie State students. Tutors are available to assist you in clarifying concepts and class material, and in improving your study skills. The center also offers assistant with writing. Tutoring Center hours are Monday-Thursday from 9:00 am to 8:00 pm, and on Fridays from 9:00 am to 5:00 pm. Tutoring: <http://www.dixie.edu/tutoring/index.php> Writing Lab: <http://dsc.dixie.edu/owl/>

**LIBRARY**

Please use the library! It is a great resource and the staff can help you find the materials you need. <http://library.dixie.edu/>

**ACADEMIC INTEGRITY POLICY**

This policy is intended to supplement, and not replace, the official Dixie State University official policy on academic honesty and discipline:

<http://www.dixie.edu/humanres/policy/sec3/334.html>  
<http://catalog.dixie.edu/codeofstudentrightsresponsibilities/>

It is the goal of the Department of Social and Behavior Sciences (SBS) to prevent academic dishonesty in all forms. This policy is intended to clarify and define academic dishonesty so that students are informed about various types of academic dishonesty and what sanctions will be applied in cases of academic dishonesty. Academic honor and integrity is expected of every student, staff, and faculty member. Academic integrity includes a commitment to honesty, fairness, and respect. A lack of academic honor and integrity threatens and undermines the central mission of the department and the University. A lack of academic integrity impedes learning, teaching, research activities, moral development, and intellectual development. Each faculty member and student is automatically subjected to the Dixie State University integrity policies. Ignorance of what constitutes a violation of academic integrity is not an acceptable excuse when being confronted with a violation.

Below, several forms of academic dishonesty are described. However, this is not an exhaustive list. If you have any doubt about what constitutes academic dishonesty, please discuss the issue with your instructor. You are better to ask details about the policy before you are confronted with an issue of academic dishonesty by your instructor.

Academic integrity violations include all forms of academic dishonesty, including but not limited to:

- Plagiarism – Students and faculty “do not claim the words and ideas of another as their own” (APA Publication Manual, p. 15). Intentional or unintentional representation of another’s words or ideas as one’s own in an academic exercise is plagiarism. Examples of plagiarism include but are not limited to:

(1) The exact copy of information from a source without proper citation and without use of quotation marks or block quotation formatting each time a source is used. If any words or ideas used in a class posting or assignment submission do not represent the student’s original words or ideas, the student must distinguish them with quotation marks or a freestanding, indented block quotation (for a quotation of 40 or more words), followed by the appropriate citation in accordance with the Publication Manual of the American Psychological Association. When a student copies information from a source, he or she must acknowledge the source with quotation marks or block quotes irrespective of whether or not the source has been formally published.

(2) Paraphrasing statements, paragraphs, ideas, language, and/or arguments without proper citation each time paraphrasing is utilized.

(3) Presenting work as the student’s own that has been prepared in whole or part by someone other than that particular student. This includes the purchase and/or sharing of work.

(4) Failure to properly cite and reference statistics, data, or other sources of information each time that they are used in one’s submission.

- Self-plagiarism, multiple submission, double dipping, or dovetailing – Submission of work that has been prepared for a different course without fair citation of the original work and prior approval of faculty. Students who submit assignments that were previously submitted in another course are subject to the same consequences they would face if they plagiarized these assignments. The use of one’s previous work in an assignment requires prior written approval from the current faculty member and citation of the previous work.
- Fabrication – Falsification or invention of any information, citation, data, or document. This includes the invention or alteration of data or results, or relying on another source’s results in any assignment without proper acknowledgement of that source. Fabrication includes citing sources that the student has not actually used or consulted.
- Unauthorized Assistance/Cheating – Use of materials or information not authorized by the faculty member to complete an academic exercise, or the completion of an academic exercise by someone other than the student. Students must rely upon their own abilities and refrain from obtaining assistance in any manner that faculty does not explicitly allow. This includes but is not limited to providing or receiving information about the content or the answers to an exam, use of faculty

materials or answer keys, or a student having someone take his or her exam.

- Copyright infringement or violation – Acquisition or use of copyrighted works without appropriate legal license or permission. This includes written work as well as photos and figures that are protected by copyright laws.
- Misrepresentation – Falsely representing the student’s situation to faculty when (1) justifying an absence or the need for an incomplete grade; or (2) requesting a makeup exam, a special due date, or extension of a syllabus or class deadline for submitting a course requirement.
- Collusion – Helping or allowing another student to commit any act of academic dishonesty.
- Coercion Regarding Grading or Evaluation of Coursework: Includes but is not limited to issuing threats or offering favors or bribes toward an instructor to coerce the instructor to change a grade or otherwise evaluate the student’s work by criteria not directly reflective of coursework.
- Facilitating Academic Dishonesty: Includes but is not limited to knowingly helping another student commit an act of academic misconduct or failing to report another student for academic misconduct.

#### Student Reporting of Academic Dishonesty

- Any person who observes or discovers academic misconduct by a student must file a written complaint with the faculty member responsible for the pertinent academic activity within fifteen (15) days of the date of discovery of the alleged violation.
- A student’s failure to report academic misconduct on the part of another can result in academic misconduct charges against that student.

#### Sanctions for Academic Dishonesty per the DSU Policies and Procedures Manual

If a faculty member has evidence of academic misconduct in a course s/he is instructing, the claim of academic misconduct shall be considered substantiated.

At the minimum, the faculty member will impose the following sanctions:

- Issue a grade of “F” for the paper, project, test, exam, or other academic activity in which the misconduct occurred.
- Report the incident to the Department of Social and Behavioral Sciences Chair and to the Dean of Students.

Additionally, the faculty, Department Chair, and/or Dean of Students reserve the right to impose the following sanctions:

- Immediately remove the student from the course and issue a failing grade for the course.
- Issue an academic probation.
- Issue an academic suspension.
- Issue an expulsion from DSU.

#### **TESTING CENTER**

You will be required to take all exams, except the Final Exam, in the testing center. Please contact the Testing Center to learn about their hours of operations and testing procedures. Testing Center -

<http://dixie.edu/testing>

#### **EMAIL**

You are required to frequently check your Dmail account. Important class and college information will be sent to your dmail account, including DSC bills, financial aid/scholarship notices, notices of cancelled classes, reminders of important dates and deadlines, and other information critical to your success at DSC and in your courses. If you don't know how to access your dmail account, go to [www.dixie.edu](http://www.dixie.edu) and select

"Dmail" from the left column. To locate your dmail username and password, go to [www.dixie.edu](http://www.dixie.edu), and click on "Log in to student

### **OTHER IMPORTANT DATES/DEADLINES**

Jan 12	Classwork Starts
Jan 15	Last Day for Waitlist
Jan 16	Last Day to Add Without Signature
Jan 19	Martin Luther King Jr. Day
Jan 22	Drop/Audit Fee Begins (\$10 per class)
Jan 22	Residency Application Deadline
Jan 27	\$50 Late Registration/Payment Fee
Feb 2	Spring 2015 Associate's degree Graduation Application Deadline
Feb 2	Pell Grant Census
Feb 2	Last Day for Refund
Feb 2	Last Day to drop without receiving a "W" grade
Feb 4	Courses dropped for non-payment
Feb 6	Last Day to Add/Audit
Feb 16	President's Day
Mar 2	Summer 2015 Bachelor's degree Graduation Application Deadline
Mar 2	Mid-Term Grades Due
Mar 6	Last Day to Drop Individual Class
Mar 9-13	Spring Break
Mar 23	Fall Class schedule available online
Mar 23	Summer Registration open to Seniors (90+ credits)

Mar 24	Summer Registration open to Juniors (60+ credits)
Mar 25	Summer Registration open to Sophomores (30+ credits)
Mar 26	Summer Registration open to all students
Apr 1	Fall 2015 Bachelor's degree Graduation Application Deadline
Apr 10	Last Day for Complete Withdrawal
Apr 13	Fall Registration open to Seniors (90+ credits)
Apr 14	Fall Registration open to Juniors (60+ credits)
Apr 15	Fall Registration open to Sophomores (30+ credits)
Apr 16	Fall Registration open to all students
Apr 29	Classwork Ends
Apr 30	Reading Day
May 1	Final Exams
May 1	Associate's degree Graduation Deadline - Summer 2015
May 4-7	Final Exams
May 8	Commencement

\*\*\*To learn more about syllabi at Dixie State College, refer to:

<http://new.dixie.edu/reg/faculty/?page=Syllabus>