General Psychology
TR 9:30 - 10:45 AM  MUEN E050

Instructor: Shaw Ketels, PhD
Office: MUEN D356A
Office Hours: Tuesday 11 - 1 or by appointment
E-mail Address: ketels@colorado.edu

Graduate Teaching Assistant: Shane Schwikert
Office: MUEN D434
Office Hours: by appointment
E-mail Address: shane.schwikert@colorado.edu

Undergraduate Learning Assistants (LAs):

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<tr>
<th>Name</th>
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<tr>
<td>Adam Szyszko</td>
<td><a href="mailto:Adam.Szyszko@colorado.edu">Adam.Szyszko@colorado.edu</a></td>
<td>Aimee Thomas</td>
<td><a href="mailto:Aimee.Thomas@colorado.edu">Aimee.Thomas@colorado.edu</a></td>
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<tr>
<td>Joseph Leonard</td>
<td><a href="mailto:jole7323@colorado.edu">jole7323@colorado.edu</a></td>
<td>Naomi Pederson</td>
<td><a href="mailto:Naomi.Pederson@colorado.edu">Naomi.Pederson@colorado.edu</a></td>
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<td>Tara Grieshaber</td>
<td><a href="mailto:Tara.Grieshaber@colorado.edu">Tara.Grieshaber@colorado.edu</a></td>
<td>Nicola Cave</td>
<td><a href="mailto:nica9776@colorado.edu">nica9776@colorado.edu</a></td>
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<tr>
<td>Sara McCann</td>
<td><a href="mailto:samc2769@colorado.edu">samc2769@colorado.edu</a></td>
<td>Stephen Froistad</td>
<td><a href="mailto:Stephen.Froistad@colorado.edu">Stephen.Froistad@colorado.edu</a></td>
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Important websites:
- Desire to Learn (D2L):
  https://learn.colorado.edu/
  Use your Identikey password to log in to D2L.
  All assignments are turned in on D2L.

- Videos of Lectures (Classroom Capture):
  Fall 2015
  Fall 2014
  Use your Identikey password to log in to the classroom capture website.
  Lecture recordings are an extra class resource, but you are not required to use this site.

- Experiment Participation (Sona):
  https://ucboulder.sona-systems.com/
  You must have a login provided by the Department of Psychology to use this website.

Textbook:
Grades:
A course grade will be assigned to each student according to the student's percentage of the total course points (1000). Grades are assigned according to University standards (i.e., 93-100 = A, 89.5-92.9 = A-, 87-89.4 = B+, 83-86.9 = B, 79.5-82.9 = B-, 77-79.4 = C, 73-76.9 = C-, 69.5-72.9 = C-, etc.)

- **In-class Points**
  - classroom Assignments (5 points each) 150 pts (15%)
  - **possible extra credit**
    - bonus for answering every clicker question 20 pts (2%)
    - exam question generation ~80 pts (8%)

- **Desire to Learn (D2L) Questions**
  - prep questions (20 points each) 240 pts (24%)
  - post questions (10 points each) 120 pts (12%)
  - timed chapter review questions (50 points each) 150 pts (15%)
  - untimed cumulative review questions 50 pts (5%)
  - timed cumulative review questions 100 pts (10%)

- **Desire to Learn (D2L) Written Assignments**
  - discussion Board Reactions (6 points each) 90 pts (9%)
  - dropbox essays (20 pts each) 100 pts (10%)

Total 1000 points (100%)

- **Turn in assignments on time!** No work will be accepted after the due date. Please turn things in on time.
- Check your CU email! I’ll communicate with you that way.

**HOMEWORK ASSIGNMENTS**
Daily assignments for this course are designed to facilitate classroom activities, by providing you a base of knowledge, and, more importantly, getting you to start thinking about issues important to class. There are three types of homework: Discussion Board Reactions, Dropbox Submissions, and Questions.

**READ THE TEXTBOOK!!!** Textbook Readings should always be done before we cover that material in class, to maximize what you get out of showing up to class.

All Questions and Written Assignments should be completed using Desire2Learn (D2L).

**WRITTEN ASSIGNMENTS**
Dropbox essay Requirements/Guidelines
- Submitted as a Word (".doc", ".docx") document.
- At least 500 words, not including title, bibliography, and quoted content
- Direct quotations should be avoided.
- Completed in APA style.
• **Click here for the rubric we’ll use to grade the first dropbox essay.**

Fulfill the criteria described on the rubric to maximize your score on essays!

**Discussion board reaction Requirements/Guidelines**

- Reactions should be of adequate length and depth to demonstrate effort:
  - Demonstrate that you’ve carefully read the video(s) and/or reading(s) that you’re discussing.
  - Demonstrate that you’ve thought about the content of the target material.
  - Respond to other students as appropriate
- Only start a new thread if your reaction does not overlap with an existing discussion string.
- Only respond to an existing thread if you want to participate in the discussion.

*Watch, read, or listen to the material, then share your thoughts. With adequate effort, you’ll be sure to maximize your score on these discussions!*

**D2L QUESTIONS**

*Prep questions* are 12 sets of 20 questions with **no time limit**, and **unlimited attempts**. Your final grade on each set of prep questions will be the average of all of your attempts. Each question is worth 1 point. You are free to use any available resources, including (but not limited to) your brain, your textbook, the internet and/or other students.

*Read the chapter, then open these questions early to maximize your score!*

*Post questions* are 12 sets of 10 questions with **no time limit**, and **only one attempt**. Each question is worth 1 point. The questions are chosen randomly from the prep questions.

*Timed chapter review questions* are 3 sets of 50 questions with **only one attempt**. Each question is worth 1 point. The questions are chosen randomly from the prep questions, with 10 questions from each set of prep questions.

*Untimed cumulative review questions* are 1 set of 50 questions with **no time limit**, and **unlimited attempts**. Your final grade on these review questions will be the average of all of your attempts. Each question is worth 1 point. You are free to use any available resources, including (but not limited to) your brain, your textbook, the internet and/or other students. These questions are chosen randomly from student-generated questions from the semester.

*Timed cumulative review questions* are 1 set of 100 questions with **only one attempt**. Each question is worth 1 point. You are free to use any available resources, including (but not limited to) your brain, your textbook, the internet and/or other students. These questions are chosen randomly from student-generated questions from the semester (28 questions total), and every set of prep questions from the semester (6 per set of prep questions, 72 questions total).

*All timed review questions (both chapter and cumulative) will be open from 6 am to 11:59 pm on the day they are assigned.*

**CLASSROOM ASSIGNMENTS**
There will be numerous classroom assignments over the course of the semester, worth 5 points each. Classroom assignments will be rated based on this rubric:

Rubric for Classroom Assignments
Course Goals:
The primary goals of this class are...

1. ...to provide an introduction to psychology, cognitive science, and neuroscience.

2. ...to help you develop your critical thinking, especially with respect to psychological questions, theories, and experiments.

3. ...to introduce the ways that psychologists (and other scientists interested in human cognition) systematically test their hypotheses about the world.

MCAT foundational concepts introduced in this class:

Foundational Concept 6:
● The way in which we sense, perceive, think about, and react to stimuli affects our experiences. This begins with the initial detection and perception of stimuli through cognition, and continues to emotion and stress responses.

Foundational Concept 7:
● Human behavior is complex and often surprising, differing across individuals in the same situation and within an individual across different situations. A full understanding of human behavior requires knowledge of the interplay between psychological, socio-cultural, and biological factors that are related to behavior. This interplay has important implications for the way we behave and the likelihood of behavior change.

Foundational Concept 8:
● The relationship between how people think about themselves and others is complex — and most apparent when dealing with social situations. The interplay between our thoughts about ourselves, thoughts about others, and our biology has important implications for our sense of self and interpersonal relationships.

Foundational Concept 9:
● Societal structure, culture, and demographic factors influence peoples’ health and well-being. Knowledge about basic sociological frameworks, social structures, social institutions, culture, and demographic characteristics of societies is important, as is the ability to understand how they shape peoples’ lives and their daily interactions.

For more information:
https://www.mededportal.org/icollaborative/about/initiatives/prehealth/prehealthcompetencies/#faq-299040
Research Participation Requirement

All students enrolled in Psychology 1001 at the University of Colorado at Boulder are required to gain experience with the scientific and experimental aspects of psychology. This requirement may be filled in one of two ways: by participating in laboratory experiments in psychology (Option I) or by writing a summary and critical review of published experiments in psychology (Option II). These two options require approximately equal amounts of work. Students who do not complete either Option I or Option II will receive a grade of "IF" for the course. If Option I requirements are completed within one year, the "IF" will be changed to the grade earned on the basis of exam scores and recitation grade (inform Dr. Ketels when you have completed the requirement if it is after the semester in which you were originally enrolled). If you do not finish the requirements within a year, your “IF” grade will turn to an “F.”

The first day to participate in research studies is Tuesday, September 8.

The extra credit deadline for experiment participation is Friday, October 23, at 5:00 pm

***If, by the extra credit deadline, you finish participating in experiments, finish the paper option, or some combination of the two, you get 20 extra credit points!!!

The last day to participate in research studies or complete the paper option is Friday, December 11, at 5:00 pm

https://ucboulder.sona-systems.com/
You must have a login provided by the Department of Psychology to use this website.

Paper options, in lieu of participating in experiments:

12 credits - 1200 word essay on any of these publications in American Psychologist (choose one from those listed on the page of search results linked here)

8 credits - 600 word essay on any of these publications in Trends in Cognitive Science (choose one from those listed on the page of search results linked here)

2 credits - 250 word essay on any of these publications in Psychology Today (listed on the page of search results linked here)

All Essays should be in APA (American Psychological Association) format!!

For any article-based essay, make sure that you:
1. identify any important independent (predictor) variables
2. identify any important dependent (measured) variables
3. describe the primary argument that the author(s) is making
4. describe whether you agree or disagree with the author’s primary argument and why
5. describe any other thoughts the experiment led to for you, including other strengths and/or weakness of the article you chose
Any student can complete the paper option instead of participating in experiments, or do any combination of experiments and papers. Students can also write any number of lower-credit papers to contribute to the total 12 credits. If a student completes 12 experiment participation credits in papers, or finishes some combination of papers and experiment participation, before the extra credit deadline, that student earns extra credit as if they participated in 12 credits of experiments.

**Note Taking**
Slides from all lectures are linked from the calendar below. For note-taking, I recommend:
1. clicking on a given lecture (before you come to class),
2. then select “Download as” from the “File” menu, and choose “Microsoft PowerPoint (.pptx)”. 
3. Open the downloaded file, select “print…” from the “file” menu,
4. from the “Print What” selection box, select “handouts (3 slides per page)”
5. then click on “.pdf” in the print dialogue box.
6. select “save as PDF....”

**Attendance**
It’s very important that you come to class every day! The class are set up to allow you to miss 4 days over the course of the term with no penalty, for any reason - regardless of how “good” or “bad” the excuse. If you are absent after that, you start to lose points. Come to class!

**TOPICS AND SCHEDULE (DATES ARE APPROXIMATE AND SUBJECT TO CHANGE):**

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<td>8.25</td>
<td>Overview &amp; History</td>
<td>Using Clickers</td>
<td>Ch1: Psychology as Science</td>
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<td>8.27</td>
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<td>1. Born to Learn 2. Changing Education</td>
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<td><strong>Stuff from the memory chapter</strong></td>
<td>Testing Hypotheses</td>
<td>Ch2: Brain, Body, &amp; Behavior</td>
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<td>9.3</td>
<td><strong>Neuro</strong></td>
<td>Animal Models</td>
<td>Epilepsy Hemispherectomy Phineas Gage Pt 2</td>
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<td><strong>Genes &amp; Environment</strong></td>
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<td>Ch3: The Nature &amp; Nurture of Behavior</td>
<td>Genes, Environment, &amp; Development prep</td>
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<td><strong>Genes, Environment, &amp; Development</strong></td>
<td>Childhood &amp; Adolescence</td>
<td>Ch4: Human Lifespan Development</td>
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<td>9.15</td>
<td><strong>Development</strong></td>
<td>Milestones</td>
<td>Teen Brain Article What is Cool?</td>
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<td>Jeopardy</td>
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<td>9.22</td>
<td>Perception</td>
<td>Nerves</td>
<td>Ch5: Perception &amp; the Senses Moving Illusions</td>
<td>Perception prep</td>
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<td>9.24</td>
<td>Perception</td>
<td>Explaining Illusions</td>
<td>Why are things cute? Why are things creepy?</td>
<td>Perception post</td>
<td>Discussion Boards (2)</td>
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<td>9.29</td>
<td>Consciousness</td>
<td>Qualia</td>
<td>Ch6: Varieties of Consciousness Can We Record Our Dreams?</td>
<td>Consciousness prep</td>
<td>Discussion Board (1)</td>
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<td>Consciousness</td>
<td>Levels of Analysis</td>
<td>TED talk on consciousness</td>
<td>Consciousness post</td>
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<td>Learning</td>
<td>Conscious?</td>
<td>Ch7: Learning</td>
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<td>Mozart Effect</td>
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<td>Memory</td>
<td>Music &amp; Memory</td>
<td>Ch8: Memory</td>
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<td>Memory</td>
<td>Mnemonics</td>
<td>Secrets of a Mind Gamer</td>
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<td>Jeopardy</td>
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<td>Chapters 5-8 (timed)</td>
<td>Review Questions! Ch5-8</td>
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<td>Thinking &amp; Intelligence</td>
<td>What are these questions good for?</td>
<td>Ch9: Thinking, Language &amp; Intelligence</td>
<td>Thinking, Language, &amp; Intelligence prep</td>
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<td>Words Radiolab</td>
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<td>Motivation</td>
<td>Linguistic Relativity</td>
<td>Ch10: Motivation</td>
<td>Motivation prep</td>
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<td>Ch11: Emotion &amp; Health</td>
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<td>11.5</td>
<td>Emotion &amp; Health</td>
<td>Optimizing Incentives</td>
<td>Happiness TED talk</td>
<td>Motivation post</td>
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<td>Personality &amp; Occupation</td>
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<td>Personality &amp; Music</td>
<td>Chapter from Snoop</td>
<td>Personality post</td>
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<td>Social Comparison &amp; Evolution</td>
<td>Ch15: Social Psychology</td>
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<td>11.19</td>
<td>Social Psychology</td>
<td>Policing and stereotypes</td>
<td>The Paradox of Choice TED talk</td>
<td>Social psychology post</td>
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<td>Jeopardy</td>
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<td>Chapters 9-12,15 (timed)</td>
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<td>Psychological Disorders &amp; Treatment</td>
<td>Common Symptoms &amp; Comorbidity</td>
<td>Ch13: Psychological Disorders &amp; Ch14: Treatment</td>
<td>Psychological Disorders &amp; Treatment prep</td>
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<td>12.8</td>
<td>Psychological Disorders &amp; Treatment</td>
<td>Symptoms &amp; Evolution</td>
<td>All Kinds of Minds TED Playlist (first 3 videos)</td>
<td>Disorders &amp; Treatment post</td>
<td>Dropbox Essay 5</td>
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<tr>
<td>12.10</td>
<td>Psychological Disorders &amp; Treatment</td>
<td>Disorders and other constructs</td>
<td>Write Review Questions for Extra Credit!</td>
<td>Cumulative Review Questions</td>
<td>Review Questions! Ch13 &amp; 14</td>
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**Writing help:** You will be expected to write in a clear and grammatically correct style in this class. If you believe you will require extra help with your writing, please visit The Writing Center located in Norlin Commons (Norlin E111). More information can be found at: [http://www.colorado.edu/pwr/writingcenter.html](http://www.colorado.edu/pwr/writingcenter.html)

**Resources on the Organization and Style of an Essay**
- [Organizing an Essay](https://umanitoba.ca/umanitoba-writing-centre/) by University of Toronto, University College Writing Workshop
- [Outlining](https://umanitoba.ca/umanitoba-writing-centre/) by David Kornhaber, Harvard University Writing Center
- [Attending to Style](https://manuscript.writing.dartmouth.edu/) by Dartmouth College Writing Program

**How to Write Within Disciplines**
- [Writing in the Disciplines](https://manuscript.writing.dartmouth.edu/) by Dartmouth College Writing Program (see links to “Writing in the Humanities,” “Writing in the Social Sciences,” and “Writing in the Sciences”)

**Resources on How to Conduct Research**
- [Note taking](https://www.columbia.edu/cu/libraries/cid/5005/) by Dr. Peter Suber, Research Professor of Philosophy, Earlham College
- [Using Quotations](https://umanitoba.ca/umanitoba-writing-centre/) by University of Toronto, University College Writing Workshop

**Resources on How to Cite Sources**
- [Citation guides to APA, MLA, and Chicago styles](https://umanitoba.ca/umanitoba-writing-centre/) by University of Wisconsin at Madison Writing Center
- [How to Write an Annotated Bibliography](https://library.ucsb.edu/) by University of California, Santa Cruz library
- [Annotated Bibliography](https://www.bruinweb.ucla.edu/) by Purdue University Online Writing Lab
- [Avoiding Plagiarism](https://www.bruinweb.ucla.edu/) by Purdue University Online Writing Lab
- [Plagiarism](https://www.bruinweb.ucla.edu/) by University of North Carolina at Chapel Hill

**Policies and Procedures**

**Attendance**
Attendance is required. You will learn more and do better on exams if you regularly attend class. In class points are also factored in to your grade (see above).

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, notify me within the first two weeks of class of any religious observances occurring on scheduled class days. If you notify me in advance then I can make appropriate accommodations. See policy details at: [http://www.colorado.edu/policies/fac_relig.html](http://www.colorado.edu/policies/fac_relig.html)

**Disabilities**
If you qualify for accommodations because of a disability, please submit a letter to me from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. If you have a temporary medical condition or injury, see Temporary Injuries under Quick Links at Disability Services website ([http://disabilityservices.colorado.edu/](http://disabilityservices.colorado.edu/)) and discuss your needs with your professor.

**Classroom Behavior**
Students and faculty each have responsibility for maintaining an appropriate learning
environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at: http://www.colorado.edu/policies/classbehavior.html and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://hr.colorado.edu/dh/

**Honor Code**

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at http://www.colorado.edu/policies/honor.html and at http://honorcode.colorado.edu

**Sexual Harassment**

The University of Colorado Policy on Sexual Harassment applies to all students, staff and faculty. Sexual harassment is unwelcome sexual attention. It can involve intimidation, threats, coercion, or promises orcreate an environment that is hostile or offensive. Harassment may occur between members of the same or opposite gender and between any combination of members in the campus community: students, faculty, staff, and administrators. Harassment can occur anywhere on campus, including the classroom, the workplace, or a residence hall. Any student, staff or faculty member who believes s/he has been sexually harassed should contact the Office of Sexual Harassment (OSH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the OSH and the campus resources available to assist individuals who believe they have been sexually harassed can be obtained at:
http://www.colorado.edu/odh/