

Syllabus
PSY 317: Sexual Assault: Context, Interventions & Prevention
Summer 2021- Section 730(Online)
May 17th – July 1st, 2021

PART 1: Course Information

Instructor Information

Instructor: *Dr. Sarah Prior*

Office: N/A

Virtual Office Hours: By Appointment (D2L Instant Message, Online meeting via Zoom)

Office Telephone: Email to arrange number for specific meeting

Email: priorsar@msu.edu

Course Site

<https://D2L.msu.edu/>

To address questions about technical aspects of D2L, call the MSU help line:

(844) 678-6200 or (517) 432-6200

Help is available 24 hours a day, 7 days a week.

Course Requirements

- A high-speed (broadband) internet connection
- Computer manufactured within the last four years
- Minimum screen resolution of 1024x768
- Access to Desire2Learn

You need to have access to a high-speed internet connection when all of the course assignments are due. If your internet connection is down when you need to turn in a discussion post, paper, or take a quiz, it is your responsibility to get access to the internet ASAP! *In case you miss discussion board posts, quizzes and/or paper deadlines due to issues with internet connectivity, no extensions will be provided and no late work will be accepted.*

Course Structure

- This course will be delivered entirely online through the course management system, Desire2Learn. You will need your MSU NetID to login to the course from the Desire2Learn home page (<http://D2L.msu.edu>).
- The website will be where you will access online lessons, course materials, additional resources, and where assignments and grades will be posted.
- This course is built on a weekly framework. Course materials will open become available at **12:00 a.m. Eastern Time (EST) each Monday** for the week. Once the weekly course materials are posted, the folders will remain open the rest of the semester.

- Assignments may be completed and submitted any time during the week they are due, however all materials need to be posted to D2L **no later than 11:55 pm (EST) on their due dates.**
- Office hours may occur via a zoom meeting by appointment.

Technical Assistance

If you need technical assistance at any time during the course or to report a problem, you can:

- Visit the [Distance Learning Services Support Site](#)
- Visit the [Desire2Learn Help Site](#)

Contacting the Instructor

If you want to contact me about the course, email me at priorsar@msu.edu. I will try to respond within 24 hours on weekdays, Monday through Friday, and by 5 p.m. Eastern Time on the Monday following an email sent on the weekend. If travel, illness, or research work is likely to affect my response times, I will notify all students through D2L.

E-Mail Policy

E-mail is the best way to get a hold of me. Please use the following guidelines when e-mailing me:

- **First, ask yourself this question: “Can this question be answered by looking in the syllabus or looking on the D2L course site?”**
- Use PSY 317 in the subject line that makes it clear you are a student in this course asking a question. This helps to prevent e-mails from going directly to the junk folder.
- Please address the e-mail properly (i.e., Hi Dr. Prior).
- Proofread your e-mail. Is your question conveyed clearly with correct grammar and spelling? Did autocorrect make it sound super weird?
- Please sign your e-mail with your full name, so I know who you are. I can’t wait to get to know all of you, but maizeandbluearetheworst@spartans.com makes it hard for me to know who you are.
- Be polite.
- **Check your e-mail regularly! During the course, I will e-mail you from time to time with announcements and reminders. Please read these e-mails as soon as you receive them, and please check your e-mail regularly.**

Remember, if there is a technical problem with the online environment call the Help Desk at (844) 678-6200 or (517) 432-6200. I recommend that you put these numbers in your cell phone or computer contact list just in case you cannot get into D2L.

Learning Communities and “Netiquette”

Because our course is delivered entirely online and you will not have access to the ordinary social cues in face-to-face encounters to guide you in judging how others perceive you, writing in a respectful and civil manner is critical to our establishing a productive learning environment for everyone. We are all responsible for creating an atmosphere of trust and respect and for thinking carefully about how easy it is for online communications to be misinterpreted. To see specific suggestions for online etiquette (often called Netiquette) read this posting by the American InterContinental University on etiquette for online students:

<http://www.aiuniv.edu/blog/january-2013/discussion-board-etiquette-for-online-students>

AN IMPORTANT NOTE ABOUT THIS COURSE

The main topic of this course is sexual violence and as such explicit language will be present in some reading and viewing materials (although explicit imagery will not be present) and students may use accurate language when violent sexually explicit themes are being discussed. It is very possible that some may find these readings and conversations uncomfortable, inappropriate, or triggering. Please take this into careful consideration before committing to taking this class.

It is likely that some of the individuals in this course are survivors of sexual violence or related topics. Please be respectful of the fact that issues being discussed are likely deeply personal to others present (even if you yourself identify as a survivor!).

This is an academic course. As such, class discussions will **not** be used to examine personal experiences. If you believe that the topics in this course could be triggering or upsetting to you in anyway, please consider whether this is the right time to partake in this course. If you would like to continue to take the course, please participate in self-care before and after logging onto the class.

It should also be made very clear that **the Instructor of this course is a responsible employee (aka mandated reporter)**. This means that the Instructor is required to report all cases of sexual assault disclosed to have occurred on MSU property or at an MSU sponsored event. Therefore, if you choose to share these experiences during the course of the class, I will be required to share your name and the details of the disclosure to the Office of Inclusion and MSU police. The Office of Inclusion will then include these facts (but not your personal information) in their university statistics on sexual violence. They will also reach out to you with a confidential email to provide additional university resources. It is entirely your decision whether you would like to use any of the provided services or even respond to the University's email. If you would like to talk with someone about your experiences during this course but want to remain confidential, see the last page of this syllabus where you will find a list of confidential local and national resources.

While this mandate will be discussed and critiqued throughout the semester, it is still a mandate and you should not disclose experiences of sexual violence unless you are also comfortable having this information shared with the Office of Inclusion. Despite the mandate, this course does not wish to further the culture of silence surrounding sexual violence. All are encouraged to use the resources listed on the D2L course resource page (not mandated university reporters) as they process their feelings and experiences in this course.

PART 2: Course Description

Objectives

- To explore the definition of sexual assault in the United States
- To provide a comprehensive understanding of the nature and prevalence/incidence of sexual assault in the United States
- To explore the contexts and situational factors that correlate with incidence of sexual assault in the United States
- To discover the varying ways in which victims of sexual assault experience their trauma (physical, psychological, & emotional impact)
- To understand how racism, sexism, heterosexism, classism, and ableism (and other intersecting identities) interface with sexual violence
- To explore the variety of services used by survivors of sexual violence and how these institutions tend to interact with survivors
- To provide a comprehensive understanding of the varying strategies used to combat sexual violence and to explore their effects and success rates
- To critique current interventions designed to assist sexual assault survivors
- To critique current efforts designed to prevent assault in the United States

Note: The scope of this course will not allow for the direct discussion of all forms of sexual violence. It will focus on adult sexual assault in the U.S., but will not include foci on: prostitution, pornography, sexual violence in a global context (e.g., female circumcision, etc.), domestic violence, child brides, rape as a tool of war, human trafficking, child sexual abuse, or other topics that are not specifically referenced in this syllabus.

Course Assumptions

- Sexual violence is a pervasive social problem that affects everyone in some way shape or form.
- The online classroom is a safe, but not always comfortable, space. Tough discussions will be had, but they will occur in a respectful manner.
- You know your life and experiences better than anyone else, including the Instructor, but avoid assuming that what has been true for you is true for everyone.
- Social change is a slow and complex process; we will support one another in the meantime. Each class will end by highlighting an organization that addresses the topics covered in class that day.

Course Policies & Student Responsibilities

- Participate:
 - Everyone's participation is needed to accomplish this course's goals.
 - Reading is of the utmost importance; please do the readings if you intend to participate.
 - Disagree respectfully; it is acceptable to challenge and question others' ideas, but do so respectfully.

- Listen as an ally; create a safe space for the sharing of varied opinions and life experiences.
 - **The Instructor is the only MSU-mandated reporter;** the other students in the course are **not** MSU-mandated reporters. Personal stories shared in class discussions will be respected and should **not** be repeated by other students.
- Complete Assignments:
 - All assignments (Discussion posts, Quizzes, and Critical Reflection Papers) for this course will be submitted electronically through Desire2Learn. Please utilize the introductory assignments to work out any kinks that you might have with submission.
 - Assignments must be submitted by the given deadline or special permission must be requested from Instructor before the due date. **If an extension has not been granted at least 24 hours prior to the due date, a late assignment will not be accepted and you will receive a score of “0”. No late submissions will be accepted under any conditions without prior approval.**
 - Technical difficulties will not be accepted as an excuse for late assignments; begin the submission process early so you have time to utilize the resources listed above and work through unexpected problems.
 - Complete all readings prior to the lecture for which they are assigned.
 - Avoid Absences:
 - Students whose names do not appear on the official class list for this course may not participate with this class.
 - Students who fail to log-in during the first two weeks will be dropped from the course.
 - If you miss more than three consecutive weeks of class, i.e., do not participate actively in class assignments or activities, and have not communicated the Instructor to be excused from class, you will receive a failing grade of 0.0 in the course.
 - If you are going to be absent from class for a week (or more) and unable to complete an assignment on time, you must inform the Instructor and ask for an extension at least 24 hours in advance in order to make up the assignment. Emails received later than this will not be honored, and your assignment will not be accepted.
 - **If you have an emergency situation, the instructor must be contacted at least 24 hours prior to the assignment due date to make alternative arrangements. Otherwise, you will receive a 0.0 for the missed assignment(s).**
 - Understand when you may drop this course:
 - It is your responsibility to understand when you need to consider un-enrolling from a course. Refer to the Michigan State University Office of the Registrar for important dates and deadlines.

- Discuss Disability Accommodations with the Instructor:
 - Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. If you have a documented disability and verification from the Resource Center for Persons with Disabilities (RCPD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to RCPD and meet with an RCPD specialist to request special accommodation before classes start.
 - Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("VISA") form by the RCPD. **Please present your VISA to the Instructor at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.).** Requests received after this date will be honored whenever possible.
 - RCPD may be contacted by phone at (517) 884-7273 (884-RCPD), or via their website (<http://www.rcpd.msu.edu>). RCPD is located in 120 Bessey Hall, near the center of the Michigan State University campus, on the southwest corner of Farm Lane and Auditorium Road.

- Practice Academic Honesty:
 - Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Psychology Department adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.)
 - Academic integrity is a minimal expectation of this course. Academic dishonesty in any form will not be tolerated. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, and submitting work of another person. Any student involved in academic dishonesty will be reported to the Office of Academic Affairs and the Office of Student Affairs and a grade of 0.0 may be issued for the course.
 - Lectures and other course materials must remain the property of the Department of Psychology and must not be copied from the internet for distribution to anyone who is not registered for this course. Online discussions and exercises are confidential and should not be discussed with others who are not enrolled in the class.
 - It is important for each course participant to express his/her ideas. All ideas need to be respected in discussions and exercises. Any "group projects" that are required, still require individual work as a minimal expectation.
 - All assignments are to be done on your own, without the assistance of additional materials, i.e., internet, texts, articles, other people, etc., unless you are instructed to do otherwise. This includes weekly assignments and exams.

- **Cheating:** Any student caught cheating will receive a zero in the course, and be reported to the University.
- Do NOT Plagiarize:
 - Plagiarism involves taking credit for someone else's work or ideas, submitting a piece of work (for example, a paper, assignment, discussion post) which in part or in whole is not entirely your own work without fully and accurately attributing those same portions to their correct source. This includes information taken from the Internet.
 - You are expected to do your own, original work on each assignment in each class. If you recycle your own course work from one class to another, you may face an allegation of academic dishonesty. If your Instructor believes you have committed an act of plagiarism, they may take appropriate action, which includes the issuing of a "penalty grade" for academic dishonesty. Article 11 of the Academic Freedom Report for Students at Michigan State University, or the "AFR," defines a penalty grade as "a grade assigned by an Instructor who believes a student to have committed academic dishonesty." A penalty grade can include, but is not limited to, a failing grade on the assignment or in the course.
 - For examples of what constitutes plagiarism, see:
 - [Indiana University Writing Tutorial Services](#)
 - [Purdue Online Writing Lab](#)
 - [University of Alberta Guide to Plagiarism](#)

PART 3: Workload, Assignments & Grading Criteria

1. Workload

Summer courses are intense, and an upper-level course is particularly challenging. Plan to spend around 4 hours per day working on PSY 317 (assuming a 5-day work week). This includes the time you spend reading the text, viewing lectures, working on online discussions, taking quizzes, and studying the material. **The best way to be successful in PSY 317 is to stay on top of the material.** We will follow a compressed schedule during our 7 weeks together so it can be easy to fall behind if you are not self-disciplined. Remember, we will cover the same material that is normally covered in an entire semester! Online Discussion is due each week. Likewise, you will have to complete three quizzes that will occur bi-weekly starting in Week #2 and three Critical Reflection Papers starting in Week #3. **You should commit yourself to seven weeks of working very hard. Do not plan a summer vacation in the middle of this class!** If these considerations do not fit with your plans or your personality, then drop this class as soon as possible.

2. Weekly Participation in our Online Learning Community Discussions (60 points)

Traditional face-to-face instruction allows for the opportunity for the Instructor to engage in discussion with the students on key topics, emerging ideas, concerns, class assignments, etc. Through the D2L Discussion Board feature, we will create a similar vibrant online learning community of dialogue and interaction. **There are six weekly discussion boards (one each week) each worth a total of 10 points (6 points for the original response and 4 points for a peer response post).**

Discussion posts will open on **Monday** of each week at **12:00am** and will be accessible **until 11:55pm Eastern Time on Sunday** of that same week. Each original post will be due on **Thursday at 11:55pm** each week and the peer response post will be due by **Sunday at 11:55pm Eastern Time**.

Each student is responsible for:

- ***Original post:*** Write a well-developed formal original post of approximately 300 – 400 words in length that responds to a question posted by the instructor (6 points).
- ***Peer-response post:*** Write a comment of approximately 2 – 4 sentences in length in response to questions/ issues raised by one (required) or more of their peers' original post (4 points).

To receive credit for your posts, discussion posts should pertain to the subject matter covered in the specific week. Remember and adhere to the following guidelines:

1. These Discussion Posts are designed with the intention of creating a discussion environment whereby students take an active role in each other's learning process. Responses to discussion question should reflect knowledge from the readings and demonstrate a critical understanding of the topic. "You will be graded on how much you contribute to the learning environment of the discussion threads". If you do not add anything to the class/group assigned via your discussion posts then you run the risk of not earning full credit. Simply stating a fact presented during class/ repeating material will

not count for credit. **Make sure to end your post with a question that classmates can respond to.**

2. Original Post:

- As you craft your responses/posts **think about** the meaning of the question, meaning of what you are stating, raise questions to further the discussion. You might also want to consider analyzing the main idea/theme, concepts, identify hidden meanings (if any), relationship among ideas etc. A good discussion post analyzes, expands on ideas, provides examples (and/or apply conceptual understanding to everyday life), discusses implications of theory/practice, integrates different views to provide a new perspective, idea and also assess the accuracy/quality of the topic being discussed. Remember, if you work on the discussion post early and thoughtfully- you save time. You can use the response you crafted and expand on them for either the critical reflection paper assignment.
- Focus on encouraging discussion, but ask questions specific enough to show that you understand the material. For example, don't write, "Author X had theory A. What do you think about A?" Instead write, "In Reading Z, Author X had theory A, but it seems as though theory A may be more complicated than Author X is suggesting. How might theory A play out in the following situations, etc." or " "Author X had theory A. This appears to be in contrast to Author Y's theory B due to the following factors ..., how might one utilize both of these theories to develop a prevention program?"
- When you find a point you agree with, provide "further evidence from class materials" supporting it. When you come across a point you disagree with, introduce "evidence from class materials" to the contrary. Explain your reasoning and back it up with concrete evidence from a "variety" of course materials. Feel free to also suggest different angles from which a point can be viewed and pose questions that will stimulate further discussion. In everything that you do, **remember to provide proper citations.**
- And please, expand! Be part of the conversation. Ask each other questions and inquire about your own assumptions. Writing fully developed paragraphs is very important. You are expected to present your informed ideas (i.e. to refer to required readings/videos/web links provided by the instructor).

3. Peer Response Post:

- Simply posting a "Yes, I agree" or "I disagree" in response to another student's post does NOT constitute a discussion; nor do statements such as "This is a very good post. I have nothing to add to it," "I really like the way you write, I would not change a thing" or "This is great! I hadn't thought about it that way." Do not respond to the first peer post you see. Read through peer (original) post and find one that grabs your interests or attention. The class has been grouped into six small groups so that each one of you engages in discussion posts thoughtfully and thoroughly.
- Comments on classmates' posts should be respectful, thoughtful, and thorough, as if we were having a discussion in a face-to-face course. Again, comments on posts such as "Nice insight!" or "I agree" will not earn points. Peer response comments should be at least 3-4 sentences with substantive contribution for full credit.

- Please **do not** cut and paste directly from your original response to the prompt when you respond to peers' posts. Needless to say, do not cut and paste from peers' work.
 - **Keep your posts/responses clear and concise.** Discussion boards also serve as great platforms to develop your writing skills, where you can practice conveying your ideas clearly and effectively. It is understandable that sometimes your posts/responses might need to be longer so as to effectively convey your message. However, remember that a brief and clear message is always more effective.
4. Please do not wait until the last possible hour/minute to submit your work. Also, remember that technology tends to fail us. Take precautions. Always save a copy of your work (i.e. in a Word document and then cut and paste it into the post box).
 5. I will provide feedback to your discussion posts. Please refer to the feedback and work towards improving your responses for future discussion posts.
 6. **REFRAIN FROM USING ALL CAPS. IT IS PERCEIVED AS SHOUTING.**
 7. No trolling (i.e., to make a deliberately offensive or provocative online post with the aim of upsetting someone or eliciting an angry response from them). Behavior deemed by the instructor to be trolling will result in permanent removal from your discussion group and administration of an alternative 5-page paper for each lecture in lieu of discussion posts.
 8. **Lastly, but importantly:** I expect that we treat each other with respect, we will not denigrate or dismiss the opinions of others (although, respectfully disagreeing is okay, even encouraged). In our discussions /online classroom we tolerate all identity expressions -- including all race, religious, gender, and sexual orientation.

Grading Rubric:

Each discussion question will be worth a total of 10 points – with a possibility of 6 points for an original post, and 4 points for a peer response comment. **No late submissions will be accepted.**

Original Post

- **0 points:** no response, an inadequate original post in response to the guided question; posts are off topic, irrelevant, fail to include the readings or lecture information, etc.
- **2 points:** Little effort made to be an active learner; posts do not show thoughtful engagement of the material and responses don't meet length requirements.
- **4 points:** Effort is made to be an active learner and engage with other students, but posts haven't demonstrated deep thought. Posts in this category will often repeat information from lectures/readings but will not apply them to new situations or offer unique insight. Post is at least one paragraph.
- **6 points:** Participant makes a clear effort to be an active learner and engage other students; post includes connection to course matter along with additional insight or application to a novel situation, and a thoughtful probe for fellow students to respond to. Post is at least 300 words.

Peer Response Post

- **0 points:** no response, an inadequate post in response to peer post; posts are off topic, irrelevant, fail to include the readings or lecture information, etc.
 - **2 points:** Some effort made to be an active learner; posts do not show thoughtful engagement of the material and response does not meet length requirements.
 - **4 points:** Participant makes a clear effort to be an active learner and substantially contribute to question/comment posed by peer(s); post includes connection to course matter along with additional insight or application to a novel situation, and a thoughtful probe for fellow students to respond to. Post is at least 3-4 sentences.
9. Reach out to the instructor if you have any questions or concerns.

3. Quizzes (60 points)

Every 2 weeks, students will complete an online, multiple choice quiz through D2L covering the lectures, readings, and module materials over a **two-week period**. You will only have one attempt on each quiz. **Quizzes will open on Monday of each week at 12:00am Eastern time and will be accessible until 11:55pm Eastern time on Sunday of that same week.** You will have **45 minutes** to complete the quiz. **Please remember NOT to start the quiz after 10:55 pm Eastern time on the day that it is due because you will not complete the quiz by 11:55 pm Eastern time!** *There is no back-tracking for the quiz, meaning after you answer a question, you will not be able to return and change your answers later!* There will be no quiz the week of the final exam.

There will be 3 quizzes throughout the course which will be **due at the end of week 2, 4, and 6. You can earn up to 20 points on each quiz for a total of 60 possible points at the end of the course.** Each quiz will cover the lectures, readings, and module materials discussed over a **two-week period**.

- Quiz 1 will cover materials from Week 1 and 2.
- Quiz 2 will cover materials from Week 3 and 4.
- Quiz 3 will cover materials from Week 5 and 6.

Important Note: D2L Recommendations and Requirements: Please follow these suggestions to prevent problems during your participation in this course:

- **Use a recommended browser.**
- Clear your cache and cookies before starting a quiz or exam.
- Have D2L open only to the quiz browser. If you have the course open in a second browser then you may have guest status in the exam browser and be logged in with your NETID in the other. Your quiz could end up with blank sections even after you enter data, or it can skip questions.
- Do not pause your quiz and try to come back to it later. You will not be able to re-enter a paused quiz.

4. Critical Reflection Papers (120 points)

This course will require more reflection and discussion than is possible during our class time or on our discussion forum. You will be asked to complete 2-3-page papers throughout the course of the semester. You will be provided with prompts for all three papers. These papers should generally adhere to the following guidelines:

- 2 – 3 pages, double spaced, 12-point font, Times New Roman, one-inch margins
- Specific prompts for each paper can be found on D2L in the week’s folder that the assignment is due.
- Papers should incorporate content from the readings and class lectures as well as respond to the prompt. *Papers that do not incorporate any class readings will automatically have 20% of points deducted.* You are expected to reflect on the course materials covered during the week. Do not copy and paste information from any of the assigned or optional readings. For further details on expectations, refer to the guidelines on D2L.
- Use APA style and formatting when citing readings and materials

Each reflection paper will be worth a total of 40 points, with a possibility of 120 total points for all reflections. They will be due at the end of weeks 3, 5, and 7.

5. Final Exam (160 points)

The final exam will consist of multiple choice and short answer questions. The final exam will be administered through D2L and will open 24 hours before the due date and time of the exam. The exam will be available **until 12 noon** on the day of the exam. **Once you open the exam you will have 2 hours to complete it. It will be cumulative. Please remember NOT to start the exam after 10:00 am Eastern time on the day that it is due because you will not complete the exam by 12:00 pm Eastern time! There is no back-tracking for the exam, meaning after you answer a question, you will not be able to return and change your answers later!** If you have a preexisting conflict with this date, the instructor must be notified, and arrangements made within the first three weeks of the course.

6. Final Grades

The total number of points possible for this class is 400 points:

Weekly Online Discussions	60 points
Quizzes	60 points
Critical Reflection Papers	120 points
Final Exam	160 points

7. Extra Credit (20 points)

The total number of extra credit points possible for this class is 20 points:

There will be **3 extra credit opportunities** (Online Discussions) **during Week 3, 4, and 5.** Each extra credit discussion post is worth 10 points and the grading follows the scheme for the weekly online discussions. Complete **any two** extra credit online discussions to earn up to 20 points. **Note that the maximum number of extra credit points available for this course is 20 points which can only be earned by completing any two extra credit online discussions. You will not earn additional extra credit points for completing more than two extra credit online discussions.**

Finally, extra credit points are not reflected in the calculation of the number of points possible for this class. Any extra credit points earned will be included in your final grade.

Final grades will be based on a percentage of total points earned.

90% of 400 points	360 points and above	4.0
85% of 400 points	340 points to 359 points	3.5
80% of 400 points	320 points to 339 points	3.0
75% of 400 points	300 points to 319 points	2.5
70% of 400 points	280 points to 299 points	2.0
65% of 400 points	260 points to 279 points	1.5
60% of 400 points	240 points to 259 points	1.0
Less than 60% of 400 points	less than 239 points	0.0

Policy on grade changes: *These are strict cut-offs and I will adhere to them.* At the end of the semester, if you believe that I made an error in calculating your grade, please let me know. I will check your grade, and I will change it if I have made an error. **This is the only circumstance under which I will change a grade.** Under no circumstance will I “bump up” your grade or give you a special extra credit opportunity. I never do this, so please do not ask. **There will be no exceptions. Any emails requesting such a bump (aka grade grubbing emails) will be ignored.**

How to view your grade in D2L: 1) Select your course. 2) Click the Assessments dropdown. 3) Select Grades.

Disclaimer: On the next page is a general indication of when we will cover the topics in the course. However, as the instructor, I reserve the right to adjust this schedule according to the pace of the course and the needs of the students. This also includes making any changes that I deem necessary to the details and/or policies listed in this syllabus. **Check D2L regularly to keep up with the topics, announcements and reminders. You will be given notice of any changes. Also, please know that you are responsible for keeping track of all assignments deadlines. The instructor is not required to remind you about upcoming deadlines.**

PSY 317 Course Schedule for Summer 2020

Week	Dates	Lecture Topics	Key Dates
1	5/17 – 5/23	Introduction to PSY 317	
		Module 1a.: Defining sexual assault	
		Module 1b.: Examining the causes and impacts of sexual assault	
		Online Discussion Post (original post) 1	Due May 20th
		Online Discussion Post (peer response post) 1	Due May 23rd
2	5/24 – 5/30	Module 2a.: Sexual Assault on College Campuses	
		Module 2b : Perpetrators	
		Online Discussion Post (original post) 2	Due May 27th
		Online Discussion Post (peer response post) 2	Due May 30th
		Quiz 1	Due May 30th
3	5/31 – 6/6	Module 3a.: Power and Oppression	
		Module 3b.: Sexual Assault and Vulnerable Populations	
		Online Discussion Post (original post) 3	Due June 3rd
		Online Discussion Post (peer response post) 3	Due June 6th
		Critical Reflection Paper 1	Due June 6th
4	6/7 – 6/13	Module 4a.: Disclosure and Help seeking - Secondary Victimization	
		Module 4b.: Services & Responses within Formal Systems	
		Online Discussion Post (original post) 4	Due June 10th
		Online Discussion Post (peer response post) 4	Due June 13th
		Quiz 2	Due June 13th
5	6/14 – 6/20	Module 5a.: Advocacy	
		Module 5b.: Prevention	
		Online Discussion Post (original post) 5	Due June 17th
		Online Discussion Post (peer response post) 5	Due June 20th
		Critical Reflection Paper 2	Due June 20th
6	6/21 – 6/27	Module 6a.: Empowerment	
		Module 6b.: Activism and Reform	
		Module 6c.: Activism & Policy Reform – A Campus Perspective	
		Online Discussion Post (original post) 6	Due June 24th
		Online Discussion Post (peer response post) 6	Due June 27th
7	6/28 – 7/1	Quiz 3	Due June 27th
		Critical Reflection Paper 3	Due June 30th
		Final Exam (opens on 6/30 at noon and closes on 7/1 at NOON)	Due July 1st

RELEVANT RESOURCES

Follow this link to view useful on and off-campus resources relevant to Relationship Violence, Stalking and Sexual Misconduct.

http://www.cal.msu.edu/application/files/2715/3617/6713/knowmoreposter_interactive.pdf