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PSYX 240.50: Fundamentals of Abnormal Psychology

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MISSOULA COLLEGE

Spring 2022

PSYX 240: Fundamentals of Abnormal Psychology, Section 50C

COURSE SYLLABUS

PROFESSOR: Alison Pepper, Ph.D.

CONTACT INFORMATION

- **Office:**
 - SARC, Curry Health, 106B, 243-4556
- **Office Hours:**
 - Please email for an appointment
 - Zoom: <https://zoom.us/my/alipepper>
- **Email:** Alison.Pepper@mso.umt.edu
 - **This is my preferred method of communication!**
 - Please email from your UM email only. And, in the **subject line**, please state your class **Psyx 240**.
 - My commitment is to respond to students' emails within 24 hours when received Mon – Fri. (Please expect delays on weekends or holidays.) But, if you do NOT follow the above instructions, my response will be even more delayed.

Diversity, Equity and Inclusion Syllabus Statement:

Missoula College values the diversity of its students, faculty, and staff as an essential strength that contributes to our shared educational mission. Students of all backgrounds and perspectives are recognized and respected in this class. Course content and activities are intended to honor diversity of gender, sexuality, ethnicity, race, culture, religion, age, disability, socioeconomic status, and all dimensions of diverse human experiences and their intersection. Please notify your instructor if components of this course present barriers to your inclusion. Students can also reach out to Dr. Salena Beaumont Hill in the [Office of Inclusive Excellence for Student Success](#), which provides support for students of color and LGBTQ+ students and student groups. To explore making a formal report about discrimination or harassment, please visit the [Equal Opportunity / Title IX office](#). For counseling or advocacy related to discrimination, please visit [SARC](#).

COURSE DESCRIPTION

Welcome to fundamentals of abnormal psychology! This course provides a broad introduction to abnormal psychology, which includes defining abnormal psychology, examining its history, exploring how abnormal psychology relates to other disciplines in psychology, exploring major research methods used in abnormal psychology, discussing various mental illnesses and their potential causes and possible treatments, and applying major abnormal psychological findings to practical problems. **Psyx 100 is a prerequisite for this course.**

IMPORTANT NOTES

- This class can count as an elective course for those working on their general A.A.
- This class is a requirement for students in the Chemical and Addiction Studies (CAS) and Pre-Social Work A.A. programs.
- For Psychology majors, this class will satisfy the requirement of Psyx 340 (Abnormal Psyx); however, it will not count as toward the 39 credits at or above the 300 level.

COURSE LEARNING OUTCOMES

1. Define abnormal psychology and what psychologists in this area do;
2. Describe the historical context that influenced the development of abnormal psychology;

3. Describe the relationship of abnormal psychology to other branches of psychology and related disciplines;
4. Describe and explain the major research methods and measures used in abnormal psychology;
5. Define the major concepts and phenomena in abnormal psychology;
6. Apply the major abnormal psychology findings to practical problems.

REQUIRED MATERIALS (i.e. text, LaunchPad & Moodle)

1. **Moodle** (<http://umonline.umt.edu>):

- Moodle is used to manage course: take exams, keep track of grades, & find Learning Objectives. Use Firefox to run Moodle.

2. **LaunchPad**:

- “LaunchPad” is how you access audio and visual versions of the **text**, as well as **PRACTICE quizzes**, **REQUIRED videos**, and many other study materials!
- You can get to LaunchPad by following the instructions below, under “Text.”

3. **Text**:

- You are required to have access to the **ONLINE** text: **Comer, R.J. & Comer, J.S. (2019). *Fundamentals of Abnormal Psychology, 9th Edition*. New York, NY: Worth.**
- PSYX 240 is included in the bookstore's “**Inclusive Access Program**.” This program grants you access to your required course materials by the first day of class at the discounted rate the bookstore has negotiated on your behalf. **Your student account has already been charged this discounted rate.**
- **You cannot purchase access to the online text through the Bookstore or a 3rd party vendor** (i.e. Amazon, Chegg, etc.).
- **Do NOT substitute with a different text** (i.e. older version, other authors, etc...)!
- **To access the text**:
 1. Log into Moodle (see #1 above for instructions).
 2. Scroll down the page and click the "RedShelf" tool
 3. Click, the green button: "View Course Materials"
 4. Click the blue outlined box: Courseware, LaunchPad for Fundamentals of Abnormal Psychology
 5. Copy the Access Code
 6. Click this [link](#) to access your text
 7. Paste the code when prompted
 8. Bookmark the link to your text. You will not have to enter the code again
 9. For any questions about using your eBook please reference solve.redshelf.com
 - * You can purchase a loose-leaf copy of the text at the Bookstore. This is not required because it is the same as the online text but this copy does have the videos.

– **You can opt-out** of this program by the add/drop deadline and receive a refund to your student account. However, you **must get access to the correct materials elsewhere**. (Please be aware, you are required to watch videos that are only accessible through this online text. Thus, if you opt out, you won't be able to access these videos.) To opt-out:

1. Click the “RedShelf” link in Moodle
2. Click View Course Materials
3. Scroll down to the grey opt-out button and follow the prompts
 - You will have until **2/01/2022, 11:59PM MST** to complete this process and you will be responsible for getting access to the materials elsewhere.
 - For any questions about billing please contact Amanda Peterson at

apeterson@montanabookstore.com.

- If you have any **trouble accessing your course materials** please feel free to reach out to help@redshelf.com.

ASSESSMENT OF STUDENT LEARNING OUTCOMES

- Your grade in this class is based on the following:

1. **6 Discussion Questions (DQs) 50%**
 2. **5 EXAMS 50%**
- TOTAL POSSIBLE 100%**

- Final grades are based on the +/- system. Traditional rounding rules apply (i.e. .5 and above are rounded up and less than .5 are not). The breakdown is as follows:

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

1. Discussion Questions (DQs):

- You are required to complete **6** DQ's, worth **25 points each**. Your total score is 50% of your final grade.
- The dates/times of when these DQs are posted in Moodle, and when they are due, are in the Course Calendar.
- The grading rubric for these DQs is as follows:

	Description	Maximum Points★
Comprehension	<ul style="list-style-type: none"> • Student went beyond summarizing concepts or theories from the text, but shared reactions, provided unique and insightful thoughts, and posed academically-related questions about the textbook in their first post. • Student demonstrated an accurate understanding of these concepts or theories in all posts. 	10
Participation	<ul style="list-style-type: none"> • The student's first post was thorough, substantial, and reflective. It provided a meaningful contribution to the discussion. • The student posted at least 2 replies to others. They did not simply agree or disagree, but they expanded upon their peers' posts, or respectfully challenged their peers in an effort to advance the discussion. • Some personal experiences might have been used, but the student continued to refer to concepts and examples from the text, or other legitimate resources, to support their position or their argument. 	10
Mechanics	<ul style="list-style-type: none"> • Student demonstrated college-level writing. • Students posts were free of grammatical errors. • Students used Netiquette. • Student cited their references, including the textbook, in APA-format. 	5
TOTAL POINTS		25

- ★ If the **first post is late** (e.g. 11:56pm or later), 28%, or 7 points, will be deducted from the total score (i.e. 25). Thus, if a student turns in the first post late, the most they can earn is 18/25.

- ★ If your first post is late, still interact with others to maximize the points you can earn. However, students can not earn more than 18 points.

2. Required Videos:

- There are 25 short videos in LaunchPad that you are required to watch over the course of the semester. There are actually a lot of these videos in your text but the specific 25 are listed under each Chapter in the “Learning Objectives.” Questions about these “Required” videos may appear on the respective Exam.
- These videos are meant to help supplement and expand on the exciting topics we are covering! They may also help generate questions or ideas that you can raise in the Discussion Questions!

3. Exams:

- All Exams are administered online, through **Moodle**.
 - There are **5** exams. Each covers 3 chapters each; thus, exams are **not cumulative**.
 - Each exam has **50 questions**, worth 2 points each, for a total of 100 points. Your total score comprises 50% of your Final Course Grade.
 - You have **1 chance** to take the exam; they are **not timed**.
- **IMPORTANT:**
 - The exams cover the content from our text.
 - **To help you study for the Exams, I HIGHLY recommend that you refer to the “Learning Units” in Moodle that I created for each Chapter. In the Learning Units, I have a bulleted list of “Learning Objectives”, and I provide supplemental information to help expand on certain topics.**
 - The Learning Objectives act as a “**study guide**” for the exam. **You are responsible for the information specified in the Learning Objectives.**
 - Even though the exams are open book and open notes, it is not enough to *just know* where to find the information when you take the exam; you have to *understand* the information, too. Thus, exam questions are *applied* and *conceptual* in nature, not just factual.
 - It may also help to take the Practice Quizzes in the text; but these are NOT required.
- **IMPORTANT:**
 - You must take the exam **independently**. This means you cannot work with or consult with any other students in this class, former Psyx 240/340 students, friends, family, other professors, etc. when taking an Exam.
 - **Do not ever use Google or another search engine to try to answer Exam questions!**
 - Violating either of the above is considered cheating and is a **violation of the Student Conduct Code**. (See the “Student Conduct Code” section below for more information and an explanation of sanctions for violations.)
- The dates/times of when exams open, and when they are due, are in the Course Calendar. **Please take careful note of these due dates and times! LATE EXAMS WILL NOT BE ACCEPTED.** The only exceptions are explained in the “Late and Make-up Work Policy” section below.
- I will **not** make **alternative arrangements** to give any exams early due to travel plans, work, school projects, or other courses’ requirements.
- You have **1 week** after the Exam’s Due Date to respectfully challenge a question on the exam.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the **Office for Disability Equity** (ODE; formally Disability Student Services). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS.

- **Missoula College Students:** Call 243-2243, email ode@umontana.edu, or visit DSS at the River Campus

in the River Level Office, 032.

- **Mountain Campus Students:** Call 243-2243, email ode@umontana.edu, or visit DSS at the Mountain Campus in the Lommasson Center, 154.

I will work with you and ODE to provide reasonable modifications. “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. In addition, **the student must provide DSS documentation at least 1 week before the assignment is due** so reasonable accommodations can be made. For more information, please consult [ODE](#).

LATE and MAKE-UP WORK POLICY

- Late or make-up work will **NOT BE ACCEPTED. HOWEVER**, according to the UM’s [Academic Policies and Procedures](#), under “Class Attendance/Absence Policy,” I **MAY** excuse **brief** and **occasional** absences for the following reasons:
 1. an illness or injury
 2. a family emergency
 3. religious observance
 4. participation in a university sponsored activity
 5. military service
- If you miss an assignment or exam due to one of these exceptions, **valid documentation MUST be provided** in order to make it up.
 - Please consult me on what “valid documentation” entails.
 - You have **48 hours** after the missed assignment’s due date to notify me so that we can arrange for you to make-up the work or turn it in late.
 - Please be aware, **I strictly enforce this policy and WILL REQUIRE documentation.**

****IMPORTANT: Technical issues are NOT considered valid excuses for turning work in late or failing to complete an assignment.** Moodle and LaunchPad can be accessed from any computer with internet access. If you experience technical problems, you have the option of using a computer at the libraries or at the computer labs on the Missoula College or Mountain Campuses. You can also go to the public library, café, etc... **It is your responsibility to have consistent and reliable internet access so you can submit your exams on time.** It is in your best interest to be organized, plan, and not procrastinate.

DROP POLICY (University-wide Policy)

According to UM’s [Academic Policies and Procedures](#), beginning the 46th instructional day of the semester through the last regular class day before Finals Week, students may drop courses only by petition that requires approval from the instructor, advisor, and dean. A \$10 fee applies. A WP or WF will appear on the transcript. **Note that not all petitions are approved and documented justification is required.** Some examples of documented circumstances that may merit approval are accident or illness, family emergency, or other circumstances beyond the student’s control. Instructors and advisors have the right to indicate that they do not recommend the drop.

INCOMPLETE POLICY (University-wide Policy)

A grade of Incomplete (I) may be given when, in the opinion of the instructor, there is a reasonable probability that students can complete the course without retaking it. The incomplete is not an option to be exercised at the discretion of a student. In all cases, I’s are given at the discretion of the instructor (see UM’s [Academic Policies and Procedures](#)).

STUDENT CONDUCT CODE (PLEASE READ CAREFULLY)

The Student Conduct Code, which can be found here, [Student Conduct Code](#), will be strictly enforced in this

class. Specifically, cheating in any form will not be tolerated. You are not allowed to collaborate on any assignment (i.e. exams, discussions, etc...) with anyone, including, but not exclusively, students who have previously taken this course, graduate students in psychology or related disciplines, friends, family members, etc... You are also not allowed to use a search engine, like Google, to answer Exam questions. Thus, all **ASSIGNMENTS** must be completed **INDEPENDENTLY**, unless otherwise stated in the instructions (e.g. group projects), when students seek services from the Writing Center or tutoring, or unless accommodations have been approved by your instructor. **Cheating or plagiarism** will result in **FAILURE** (that is, a zero or an “F”) on the assignment, **at minimum**, and it will be reported to Department Chair and/or the Dean. The instructor reserves the right to assign an “F” for the course if cheating or plagiarism occur. Additionally, you are subject to University sanctions, suspension or expulsion.

If you do not know what plagiarism is, you can ask your professor, visit the [Writing Center](#) at the Mountain campus (Liberal Arts 144, 243-2266), the [Mansfield Library](#) (243-6866), or contact Missoula College’s [Learning Center](#) (243-7826) located at the River Campus in 022.

NETIQUETTE

Online classes offer a unique element to the interactions between you, your fellow students, and me. For example, missing in this written environment is the usual non-verbal information that you may be accustomed to having in face-to-face conversations, like body language, voice tone, eye contact, appearance, etc... Everything that we would use to understand the “emotionality” of the words is simply not present either. There are also cultural differences (due to age, ethnicity, gender, religion, etc...) in what people may think would be appropriate to share in online interactions. **Do not assume that everyone has the same understanding of all words.**

Because of these differences, courses with online components have additional policies for appropriate behavior in the interchanges between students and the instructor or other students. “Netiquette” are the good manners for interactions on the internet. Here are a few policies of Netiquette that will assist you in clear communication while eliminating some of the potential for misunderstandings:

- **Please do not use “netspeak.”** “Netspeak” is a style of writing that is unique to social media. Thus,
 - it is not appropriate to use acronyms, such as BRB (be right back), L8R (later), LMAO, etc...
 - do not use emoticons to express emotions, i.e. :-) or “ha ha...;”
 - do not write in ALL CAPS
 - do not use excessive exclamation points, e.g. “I disagree!!!!.”

Remember, this is an **educational setting**, thus, **you should use language and grammar that is expected in a college level course**, including appropriate sentence structure and punctuation. **Proofread** and **spell check** before turning in assignments. **Points will be deducted for the use of Netspeak, poor grammar, or wrong spelling.**

- **Please be respectful.**

Please be respectful to all members of the class, as well as to the instructor. We cover many intense topics in this class. Many may have personal significance for your peers. This is to be a **positive** and **supportive** environment so students can feel comfortable sharing how they relate, asking questions, making mistakes, and learning. It is also very important to show respect for differing opinions and experiences. It is OK to disagree, but be **courteous**. Remember there is a difference between constructive criticism and being rude. Please do not bully, intimidate, threaten, curse or demean those you disagree with. Rude comments, threats, profanity, and disrespectful comments will not be tolerated. **Please be aware that I reserve the right to remove any inappropriate posts and deduct points accordingly.**

****IMPORTANT:** Student conduct issues will be dealt with in accordance to the Student Conduct Code. Depending on the severity of the offense, sanctions can range. First, I will warn you via email. Then, penalties can include deductions from your Discussion grade, and/or a referral to the Department Chair, Academic Dean, and/or the Behavioral Intervention Team (BIT).

ONLINE PRIVACY POLICY

- **Discussing your grades in the open discussion forum is not allowed.** Grades are a confidential matter. No one has access to them except you and your instructor.
- Please, **email me if you have questions about your grades.** I will be happy to discuss my justification and rationale with you. Of course, errors are made sometimes. Feel free to just ask!

****IMPORTANT:** Expectations are very clear in this Syllabus. It is each student's responsibility to read and understand the syllabus and its policies. If you are not clear on any portion of the course, please contact your instructor immediately.

COURSE CALENDAR: Psyx 240, Spring 2022

Week 1: Tue, Jan 18th – Sun, Jan 23rd

- Watch the Welcome Video on the Moodle homepage
- Read the “Welcome, Start Here!” book on the Moodle homepage
- Read the “Guidelines for DQ's” under the Discussion questions tab
- Read Chapter 1 (LaunchPad)
 - Use the “Learning Objectives” in Moodle under Chapter 1 to guide your readings and to know which videos in the text are required to watch for Exam 1.
- DQ1a (Moodle):
 - DUE Sun, Jan 23rd by 11:55pm
- DQ1b (Moodle):
 - First Post DUE Sun, Jan 23rd by 11:55pm
 - Second Post DUE Sun, Jan 30th by 11:55pm
- DQ2 (Moodle):
 - First Post DUE Sun, Jan 30th by 11:55pm
 - Second Post DUE Sun, Feb 6th by 11:55pm

Week 2: Mon, Jan 24th – Sun, Jan 30th

- Read Chapter 2 (LaunchPad)
 - Use the “Learning Objectives” in Moodle under Chapter 2 to guide your readings and to know which videos in the text are required to watch for Exam 1.
- DQ1b (Moodle):
 - Second Post DUE Sun, Jan 30th by 11:55pm
- DQ2 (Moodle):
 - First Post DUE Sun, Jan 30th by 11:55pm
 - Second Post DUE Sun, Feb 6th by 11:55pm

Week 3: Mon, Jan 31st – Sun, Feb 6th

- Read Chapter 3 (LaunchPad)
 - Use the “Learning Objectives” in Moodle under Chapter 3 to guide your readings and to know which videos in the text are required to watch for Exam 1.
- DQ2 (Moodle):
 - Second Post DUE Sun, Feb 6th by 11:55pm

Week 4: Mon, Feb 7th – Sun, Feb 13th

- EXAM 1 (Moodle), [Welcome Start Here](#) book in Moodle, Chps 1, 2, & 3:
 - Begins: Mon, Feb 7th at 10am
 - DUE: Wed, Feb 9th by 11:55pm
- Read Chapter 4 (LaunchPad)
 - Use the “Learning Objectives” in Moodle under Chapter 4 to guide your readings and to know which videos in the text are required to watch for Exam 2.
- DQ3 (Moodle):
 - First Post DUE Sun, Feb 20th by 11:55pm
 - Second Post DUE Sun, Feb 27th by 11:55pm

Week 5: Mon, Feb 14th – Sun, Feb 20th

- Read Chapter 5 (LaunchPad)
 - Use the “Learning Objectives” in Moodle under Chapter 5 to guide your readings and to know which videos in the text are required to watch for Exam 2.
- DQ3 (Moodle):
 - First Post DUE Sun, Feb 20th by 11:55pm
 - Second Post DUE Sun, Feb 27th by 11:55pm

Week 6: Tue, Feb 22nd – Sun, Feb 27th

- Read Chapter 6 (LaunchPad)
 - Use the “Learning Objectives” in Moodle under Chapter 6 to guide your readings and to know which videos in the text are required to watch for Exam 2.
- Read Chapter 7 (LaunchPad)
 - Use the “Learning Objectives” in Moodle under Chapter 7 to guide your readings and to know which videos in the text are required to watch for Exam 3.
- DQ3 (Moodle):
 - Second Post DUE Sun, Feb 27th by 11:55pm

Week 7: Mon, Feb 28th – Sun, Mar 6th

- EXAM 2 (Moodle), Chps 4, 5, 6 & 7:
 - Begins: Mon, Feb 28th at 10am
 - DUE: Wed, Mar 2nd by 11:55pm
- Read Chapter 8 (LaunchPad)
 - Use the “Learning Objectives” in Moodle under Chapter 8 to guide your readings and to know which videos in the text are required to watch for Exam 3.
- DQ4 (Moodle):
 - First Post DUE Sun, Mar 13th by 11:55pm
 - Second Post DUE Sun, Mar 20th by 11:55pm

Week 8: Mon, Mar 7th – Sun, Mar 13th

- Read Chapter 9 (LaunchPad)
 - Use the “Learning Objectives” in Moodle under Chapter 9 to guide your readings and to know which videos in the text are required to watch for Exam 3.
- DQ4 (Moodle):
 - First Post DUE Sun, Mar 13th by 11:55pm
 - Second Post DUE Sun, Mar 20th by 11:55pm

Week 9: Mon, Mar 14th – Sun, Mar 20th

- Read Chapter 10 (LaunchPad)
 - Use the “Learning Objectives” in Moodle under Chapter 10 to guide your readings and to know which videos in the text are required to watch for Exam 3.
- DQ4 (Moodle):

- Second Post DUE Sun, Mar 20th by 11:55pm

SPRING BREAK: Mon, Mar 21st – Sun, Mar 27th

Week 10: Mon, Mar 28th – Sun, Apr 3rd

- EXAM 3 (Moodle), Chps 8, 9 & 10:
 - Begins: Mon, Mar 28th at 10am
 - DUE: Wed, Mar 30th by 11:55pm
- Read Chapter 11 (LaunchPad)
 - Use the “Learning Objectives” in Moodle under Chapter 11 to guide your readings and to know which videos in the text are required to watch for Exam 4.
- DQ5 (Moodle):
 - First Post DUE Sun, Apr 10th by 11:55pm
 - Second Post DUE Sun, Apr 17th by 11:55pm

Week 11: Mon, Apr 4th – Sun, Apr 10th

- Read Chapter 12 (LaunchPad)
 - Use the “Learning Objectives” in Moodle under Chapter 12 to guide your readings and to know which videos in the text are required to watch for Exam 4.
- DQ5 (Moodle):
 - First Post DUE Sun, Apr 10th by 11:55pm
 - Second Post DUE Sun, Apr 17th by 11:55pm

Week 12: Mon, Apr 11th – Sun, Apr 17th

- Read Chapter 13 (LaunchPad)
 - Use the “Learning Objectives” in Moodle under Chapter 13 to guide your readings and to know which videos in the text are required to watch for Exam 4.
- DQ5 (Moodle):
 - Second Post DUE Sun, Apr 17th by 11:55pm

Week 13: Mon, Apr 18th – Sun, Apr 24th

- EXAM 4 (Moodle), Chps 11, 12, & 13:
 - Begins: Mon, Apr 18th at 10:00am **UPDATED**
 - DUE: WED, Apr 20th by 11:55pm **UPDATED**
- Read Chapter 14 (LaunchPad)
 - Use the “Learning Objectives” in Moodle under Chapter 14 to guide your readings and to know which videos in the text are required to watch for Exam 5.
- DQ6 (Moodle):
 - First Post DUE Sun, May 1st by 11:55pm
 - Second Post DUE Sun, May 8th by 11:55pm

Week 14: Mon, Apr 25th – Sun, May 1st

- Read Chapter 15 (LaunchPad)
 - Use the “Learning Objectives” in Moodle under Chapter 15 to guide your readings and to know which videos in the text are required to watch for Exam 5.
- DQ6 (Moodle):
 - First Post DUE Sun, May 1st by 11:55pm
 - Second Post DUE Sun, May 8th by 11:55pm

Week 15: Mon, May 2nd – Sun, May 8th

- Read Chapter 16 (LaunchPad)
 - Use the “Learning Objectives” in Moodle under Chapter 16 to guide your readings and to know which videos in the text are required to watch for Exam 5.
- DQ6 (Moodle):

- Second Post DUE Sun, May 8th by 11:55pm

Week 16: Mon, May 9th – Fri, May 13th

- EXAM 5 (Moodle), Chps 14, 15 & 16:
 - Begins: MON, May 9th at 10:00am
 - DUE: WED, May 11th by 11:55pm