

TOMPKINS CORTLAND COMMUNITY COLLEGE
COURSE OUTLINE
PSYC 209 – ABNORMAL PSYCHOLOGY
Section: BL1 ONLINE ASYNCHRONOUS, FALL 2021

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Office Hours: Monday - 10:30am-11:30am (241 or Teams)
Tuesday - 11:30am-12:30pm (Teams)
Wednesday - 3pm-4pm (241 or Teams)
Thursday - 3pm-4pm (Teams)
Friday - 11:30am-12:30pm (Teams)

Please note if you come to my office hours in-person (in area 241), you must wear a mask regardless of vaccination status. I'll be available on Mondays and Wednesdays for the in-person office option. Otherwise you'll have the option of using Teams, Zoom, or a phone call to meet with me. Please use Starfish to set up an appointment. If a previous meeting is running long, I'll message when I'm available.

Email through the college account is generally the best way to reach me. Please provide your name, course and section number in any email correspondence. I teach multiple classes and sections and this helps me to more quickly answer your question. Please utilize your college myMail account when contacting me via email. For the purpose of course related communication, I only use my college email address or mail through Blackboard. Do not accept a message from some other e-mail address other than the college email I use or through the Blackboard system.

I generally respond to emails within a 24-hour period (except some weekends when I am away and during scheduled holidays and breaks). If you do not receive a reply message within that time frame, please resend your message, as there must have been either A) a technical error in the retrieval process or B) I am trapped under something heavy and cannot get to a computer. Since in most cases, the answer will not be B, please resend it!

Also keep in mind that if you are sending me a message of an urgent nature regarding technical issues, please recheck your email or Blackboard account shortly thereafter about any instructions that I may provide to assist you. You may miss a window of opportunity for any resubmissions if you're not checking your college email and/or Blackboard account (under Web Courses) on a regular basis. Please get into the habit of checking both accounts for important messages that I may send throughout the semester.

I. COURSE DESCRIPTION:

This course helps students acquire a better understanding of the origins of maladaptive personal reactions to life and its problems. Diagnostic symptoms, etiology, treatment and prevention of each category of psychological disorders are emphasized.

A. Prerequisite: PSYC 103 and prior completion or concurrent enrollment in ENGL 101.

B. Semester Credit Hours: 3 Lecture

C. Text: **We will be using a digital interactive Abnormal Psychology textbook by Lumen Learning, which is an OER (Open Educational Resource) that students do not have to purchase. This is the link to the materials but note that we will not be reviewing all modules and there are interactives that will need to be completed in Blackboard for credit and grading:**

<https://courses.lumenlearning.com/wm-abnormalpsych/>

II. ENTRY SKILL EXPECTATIONS:

A. Writing – WC: College-level writing skills are required. See course prerequisites for details.

B. Math - M0: Very limited or no math skills are required.

C. Reading - R4: If required, the student must have successfully completed RDNG 116. The course requires reading beginning college-level materials and higher college-level materials that will also be covered in class.

III. GENERAL COURSE OBJECTIVES:

<i>Course Objectives</i> At the end of the course the student will be able to:	<i>Activities Related to the Objectives</i>	<i>Assessment of the Objectives</i>
1. Explain abnormal vs. normal behaviors in historical, social, and cultural contexts	Classroom discussions Readings Videos	Quizzes Exams Film Reviews
2. Compare and contrast a wide variety of behavior patterns that are labeled as “abnormal”	Classroom discussions Readings Videos	Quizzes Exams Final Project
3. Identify the various diagnostic categories in the DSM-5	Classroom discussions Readings Videos	Quizzes Exams Final Project
4. Apply course concepts to real world situations and clinical cases	Readings Videos Classroom discussions Case studies	Quizzes Exams Final Project Film Reviews
5. Recognize the integrative approach to psychopathology including: Biological, Psychological, Behavioral, Cognitive, and Humanistic Models.	Classroom discussions Readings	Quizzes Exams Final Project

6. Describe the process of mental health assessment	Classroom discussions Readings Videos	Quizzes Exams Final Project
7. Describe the etiology associated with various disorders	Readings Videos Classroom discussions	Quizzes Exams
8. Illustrate the best treatment methods for specific disorders	Readings Classroom discussions Videos Case studies	Quizzes Exams Film Reviews Final Project
9. Analyze and evaluate a psychological disorder, mental health issue, and/or or mental health setting	Readings Classroom discussions Videos Case studies	Final Project Film Reviews

IV. **REQUIREMENTS FOR SATISFACTORY COMPLETION OF COURSE:**

A. Attendance and participation in class is critical to successfully completing the required course standards. **In accordance with federal financial aid regulations, if a student has ceased academic participation for two weeks, the student will be withdrawn from class and a final date of attendance will be reported to the Registrar and Financial Aid Department.**

For online courses, logging into an online course without active participation will NOT constitute attendance; rather, there must be participation in a course activity (i.e. discussion and/or completing quizzes, submitting assignments, etc.).

I will consider you to have missed the equivalent of two weeks of classes if you have not done any of the following in a two-week period: contacted me, submitted work via Blackboard, taken part in any activity via Blackboard (logging in does not count). If you miss the equivalent of two weeks of class, you will be Administratively Withdrawn in accordance with College Policy. Please note those activities do not guarantee a successful grade, they only guarantee that you won't be administratively withdrawn. I want to help. So please contact as soon as you can (ahead of time if possible) if you know you may have extended periods of not being actively engaged in class. I will work with you as best I can, but you must keep in contact with me for me to help.

B. Pass all assessments, quizzes/exams, written assignments, and other assignment work and projects. See grading system and points below.

V. **METHODS FOR EVALUATING STUDENT PERFORMANCE**

Generally I will grade assignments within 1-2 weeks from the due date.

If I must deviate from that time-period I will inform the class via an announcement in Blackboard.

A. Discussions (17% or 110 points): Most weeks, you will be required to participate in class discussions related to the module or work that was assigned that week. You are expected to post your response to the questions and give at least one response to another student's post during that week. Your first post must be submitted by Wednesday and your response to another person must be submitted by Sunday of that week. No posts will be accepted for credit after Sunday. Both your initial post and response need to be substantive (i.e. several complete sentences each). Just responding with "I agree" or something similar is not enough. You must elaborate fully on what you are discussing. There are 13 graded discussions and only the top 11 grades will be counted towards your final grade. If you miss discussions for any reason, you can use 2 as your lowest grades. **Each discussion is worth 10 points each (5 points for the initial post and 5 points for the first response to another classmate).**

B. Syllabus Quiz (2% or 10 points): The quiz will consist of 10 questions, each worth 1 point. You will need to complete the syllabus quiz in the beginning of the course by the due date to make sure you have read through the syllabus and understand some of the important points. Feel free to use the syllabus as a guide as you take the quiz. The quiz will not be timed and you'll only get to take it once. The final score will not be dropped.

C. Self-Checks (8% or 50 points): Every module from the textbook will have several tiles of course material for you to read. At the end of each tile is a Self-Check to gauge your learning before you get to the quiz. These are not scored, but you get credit just for completing them. If you complete all of the Self-Checks in a module (the amount varies depending on the material), you'll get 5 points. There are 11 modules in the course and 1 module's score will be dropped.

D. Module Quizzes (28% or 180 points): The quizzes will consist of multiple-choice questions embedded in the Lumen Learning Abnormal Psychology digital interactive textbook. There will be 10 module quizzes worth 20 points each. The quizzes will be untimed but they must be completed in one sitting. You can take them up to two times and the highest score will count towards your grade. In order to protect the integrity of the quizzes, the quiz questions are randomized, you will not be able to see the correct answers, and you will not be able to return to the quiz results page. So make sure review the quiz results closely AND write down any questions or screenshot them if you need clarification on anything.

The quizzes are available for one week (usually beginning on a Monday and available until Sunday). Give yourself a quiet space, free from distractions to complete your quizzes. You are expected to adhere to academic honesty

including, but not limited to taking your own quiz independently without help from others. You may however use your notes and textbook while taking the quizzes to assist yourself in the process. Remember though that if you are not already familiar with the material and have not studied, it will be difficult to pass the quizzes. Please contact me as soon as possible if you experience any technical difficulties while trying to take your quizzes. **The lowest module quiz grade will be dropped. If you miss a quiz for any reason, that zero would count as the lowest quiz grade dropped.**

E. Mid-term exam (8% or 50 points): The mid-term exam will consist of multiple-choice and/or short essay questions covering material from the first half of the semester. Questions may come from your Lumen Learning Abnormal Psychology textbook and/or other materials posted in class. A study guide will be provided in advance so you will know what to prepare for. You are expected to adhere to academic honesty including, but not limited to taking your own exam independently without help from others. You may however use your notes and the course readings to assist yourself in the process while taking the exam.

F. Final exam (8% or 50 points): The final exam will consist of multiple-choice and/or essay questions covering material from the second half of the semester. Questions may come from your Lumen Learning Abnormal Psychology textbook and/or other materials posted in class. A study guide will be provided in advance so you will know what to prepare for. You are expected to adhere to academic honesty including, but not limited to taking your own exam independently without help from others. You may however use your notes and the course readings to assist yourself in the process while taking the exam.

G. Final project (16% or 100 points): A **research paper** exploring an in-depth study of one subject covered in the course.

By Week 5, you must submit a statement about your final project for approval that will be worth **15 points (2% of your grade)**. The written statement should include the topic and thesis (i.e. what you believe and intend to prove). By Week 10, I will need a references page from you showing 5 or more references (**2% or 15 points**). If you miss the deadline for the proposed main topic or the references, please still submit them for approval/review. Failure to submit the proposed main topic and/or references early may result in a zero for the final paper. The final project is a significant portion of your grade and is due the 12th week of classes.

Research Paper Guidelines

1. You may select topics relevant to the course objectives outlined in this syllabus and/or the textbook chapters and **your paper must relate to one or more DSM diagnoses**. Please be very specific in your topic (i.e. "suicide rates in depressed adults" not just "depression" or "exploration of the relationship between schizophrenia and marijuana use" not just "schizophrenia"). The paper should not just be a repeat of the

DSM disorder criteria or what is in our textbook, but an expansion of a topic that delves into one or more disorders more deeply than what was covered in class. If a student changes their topic without informing me and getting permission ahead of time, the final grade may result in a zero. This is to prevent students from plagiarizing and/or using previous works from other classes or students. If you decide to change your topic at any point, you must notify me as soon as possible to secure permission.

2. All research papers will be 6 to 8 pages (excluding the title and references page).

3. All research papers will be submitted with a title page that will include: the title of the paper, your name, the name of the college, course section, professor's name, date, and page number. See the [Purdue OWL: APA formatting](#) for guidelines on how to do this. No need for an abstract or running head however.

4. Papers are to be typed, double spaced with normal fonts (12 pts and 1 inch margins).

5. All papers must include a reference and title page: these will not count as part of the 6-8 required pages.

6. All papers will have a minimum of 5 references (at least 3 or more of these must be *scholarly journal articles*). Students may also use textbooks, interviews, lecture notes, magazine articles, and so forth as references. If you use more than 5 sources, the majority of the sources still have to be scholarly journal articles. No blogs or generic websites allowed unless they are from a professional organization. Be sure that any ideas and/or material (written or oral) created by another person are cited as a reference.

7. You will be graded based on the following areas:

Content = 60 points (at least 6-8 pages)

Organization = 10 points

Spelling/grammar = 10 points

Research/documentation/APA citation = 15 points

(min. 5 references with at least 3 scholarly journals)

Title page = 5 points

Total = 100 Points

8. Use APA (American Psychological Association) format/citations to do this paper, as this is a psychology course and you will need to know how to do this format if going on to other psychology classes (or some other social science courses).

9. Any paper found guilty of plagiarism will receive a zero. Plagiarism includes copying or paraphrasing another's words, ideas, or facts without crediting the source; submitting a paper written by someone else, either in whole or in part, as one's own work; or submitting work previously submitted for another course or instructor. For this paper, plagiarism occurs when the author's direct words are used without proper citation and quotes. If you are going to paraphrase or quote the author, make sure you do so using APA citation. The rest of the paper should include a description of the researchers work in your own words and not verbatim. It's better to over cite than to under cite, as you will be obtaining information that is generally not your own original thoughts. If the majority of your paper does not contain in-text citations it will constitute plagiarism. Also remember to use your own words and paraphrasing as much as you can, as too many direct quotes is not encouraged either.

10. Remember, the research paper is a vital part of this course and constitutes a major portion of the semester grade. It is advised that students carefully schedule their time to

permit for research, thinking, draft writing, rewriting, and final preparation of their finished product.

H. Film Assignments (9% or 60 points): There will be two films that will be embedded in our course modules relating to mental illnesses. You will be expected to answer a series of questions related to the films. **Each review will be worth 30 points for a total of 60 points.**

You must submit your own independent paper for each of these films by the due dates indicated. *The films being shown may contain upsetting or controversial topics. If you feel you cannot view either of these films due to their nature, you can choose not to, but must complete an alternate assignment to be discussed with me. Contact me immediately if this may be the case for you.* While you may not agree or like some of the content in the films, you still must answer each question thoroughly for full credit. These are not film critic assignments, but rather ways of incorporating what you've learned about mental health issues to what is depicted in the films. Each film assignment is worth 30 points. No title page is needed, but please include your name, date, and course and section number as the heading on the first page.

Film #1: "Suicide the Ripple Effect" (2018 Documentary; Directors Greg Dicharry and Kevin Hines; 1 hour and 33 minutes).

Survivor and mental wellness advocate Kevin Hines explores the lasting effects of suicide focusing on breaking stigma, advocacy, and mental wellness.

Please answer all of these questions thoroughly after reviewing the movie and submit it a 2-3 page paper before midnight on the due date.

1. What did you like or find useful about the film? If you didn't find it useful, what would you do to improve the message?
2. What did you learn about suicide and/or those who attempt or die by suicide after viewing this documentary? In general, what preventative measures could be taken to help those who are suicidal?
3. The film title refers to the "ripple effect?" How do you think suicide has a ripple effect?
4. In the film, Kevin Hines quotes someone as telling him, "Hope is not an action plan." He replied, "It's not, but it's a start." What do you think the role of hope is in our mental health and wellness? How can we inspire hope in ourselves and/or others?

Film #2: "Girl, Interrupted" (1999 Drama; Winona Ryder, Angelina Jolie; 2 hrs, 7 min).

Based on Susanna Kaysen's best-selling memoir about her hospitalization during the 1960s. The questions below are derived from this film. *Please answer all of these questions thoroughly after reviewing the movie and submit it a 2-3 page paper before midnight on the due date.*

1. Do you think that it's useful to classify lifelong personality characteristics as psychological disorders? Why or why not?
2. Do you think that Susanna Kaysen (Winona Ryder) appeared to have Borderline Personality Disorder? Why or why not? Do you think that Lisa Rowe

(Angelina Jolie) appeared to have Antisocial Personality Disorder? Why or why not?

3. Using scenes from this film, discuss the lines that separate normality from deviance, treatment from control, and friendship from betrayal.

4. Choose one character from this film and explain how you would work with her if you were her therapist.

I. Extra Credit. Extra credit can be earned by attending one or more activities hosted by the college or within the community (in-person or virtually), reviewing relevant current events/news stories, or by other assignments I may provide, which relate to the psychological concepts or theories of this course. A one-page typed summary for each activity must be submitted to receive 5 points. Be sure to include how it relates to the course. Extra credit points are for students in good standing (i.e. attending class regularly and have completed assignments). Additionally, extra credit cannot change a failing grade to a passing grade. Please do not approach me at the end of the semester or after the semester asking to do additional extra credit or missed work to improve a poor grade. Do all the extra credit and regular class work as it is assigned to avoid this mishap. **** A maximum of 15 points extra credit can be earned.****

COURSE SCHEDULE

Week	Module/Topic	Start Date	End Date
Week 1	Introduction & Orientation to Course <i>Syllabus quiz</i>	8/30	9/5
Week 2	Understanding Abnormal Behavior & Ethics in Abnormal Psychology	9/6	9/12
Week 3	Etiology and Treatment of Mental Disorders	9/13	9/19
Week 4	Anxiety Disorders	9/20	9/26
Week 5	Obsessive-Compulsive Disorder & Stressor Related Disorders <i>Proposed Topic Due</i>	9/27	10/3
Week 6	Somatic Symptom Disorders & Dissociative Disorders	10/4	10/10
Week 7	Mood Disorders	10/11	10/17
Week 8	Film – <i>Suicide the Ripple Effect</i> <i>Mid-Term Exam Due</i>	10/18	10/24

Week 9	Schizophrenia Spectrum & Other Psychotic Disorders	10/25	10/31
Week 10	Personality Disorders <i>References Due</i>	11/1	11/7
Week 11	Eating & Sleep Disorders	11/8	11/14
Week 12	<i>Research Paper Due</i>	11/15	11/21
THANKSGIVING BREAK	NOTHING DUE	11/22	11/28
Week 13	Film – <i>Girl, Interrupted</i>	11/29	12/5
Week 14	Substance-Related & Addictive Disorders	12/6	12/12
FINALS WEEK	Final Exam <i>Extra Credit Due</i>	12/13	12/15**

**Note this date ends on a Wednesday, at midnight.

LABOR DAY (NO CLASSES) 9/6

FALL DAY (NO CLASSES) 10/12

THANKSGIVING BREAK 11/24-11/27

FINAL EXAM WEEK 12/13-12/17

KEEP TRACK OF YOUR POINTS & ASSIGNMENT DEADLINES HERE:

WEEK	WRITTEN ASSIGNMENTS	DISCUSSIONS	SELF-CHECK	QUIZZES	EXAMS	E.C.
1	NO GRADE	NO GRADE	___/5	___/10 Syllabus quiz	WEEK 8 MID-TERM ___50	#1
2	NONE	___/10	___/5	___/20		___/5
3	NONE	___/10	___/5	___/20		
4	NONE	___/10	___/5	___/20		#2
5	___15 Proposed topic due	___/10	___/5	___/20		
6	NONE	___/10	___/5	___/20		___/5
7	NONE	___/10	___/5	___/20		
8	___30 Film #1 review due	___/10	NONE	NO QUIZ		
9	NONE	___/10	___/5	___/20		#3
10	___15 References due	___/10	___/5	___/20		
11	NONE	___/10	___/5	___/20		___/5
12	___/100 Final project due	___/10	NONE	NONE		
13	___/30 Film #2 review due	___/10	NONE	NO QUIZ		
14	NONE	___/10	___/5	___/20		Final Exam ___50
FINALS	NONE	NONE	NONE	NO QUIZ		

TOTAL ____/640	_____/190	_____/110** (2 lowest discussions dropped)	_____/50* (one score dropped)	_____/190* (one module quiz is dropped)	_____/100	_____/15 (extra credit)
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Final grades will be based on the following equivalents:

GRADE	POINTS	PERCENTAGES
A	576-640	90-100
B+	557-575	87-89
B	512-556	80-86
C+	493-511	77-79
C	448-492	70-76
D	384-447	60-69
F	0-383	0-59

VI. INSTRUCTIONAL FORMAT:

The class format will consist of a variety of methods, including but not limited to: classroom discussions, activities, quizzes, exams, videos, and written assignments. Relevant classroom participation is encouraged.

VII. ACCESS AND EQUITY SERVICES:

It is the College's policy to provide, on an individual basis, appropriate academic adjustments to students with disabilities that may affect their ability to fully participate in program or course activities, or to meet course requirements. Students with disabilities should contact Carolyn Boone, Coordinator of Access and Equity Services at (607) 844-8222 (ext. 4283) or clb@tompkinscortland.edu to discuss their particular need for academic adjustments. This material is available in alternative formats upon request.

If you do have an academic adjustment, it is your responsibility to make sure to give me the appropriate paperwork at the beginning of the semester or as soon as possible thereafter obtaining the paperwork so that I can make the appropriate adjustments for you.

VIII. STRESS MANAGEMENT & EMOTIONAL WELLNESS:

Stress is a common part of the college experience, and it can be intensified by unexpected life changes inside and outside the classroom. As a student, you may experience a range of issues that can cause barriers to learning, such as significant stress, mood changes, excessive worry, problems with eating and/or sleeping, strained relationships, increased anxiety, alcohol and other drug use, feeling down, difficulty concentrating, and/or lack of motivation. These issues can deteriorate your emotional and physical health, leading to diminished academic performance.

Tompkins Cortland Community College provides mental health services to support the academic success of students. The Office of Mental Health Services (OMHS) Counseling Center offers free, confidential services to help you manage personal challenges that may threaten your well-being and academic success. To speak with a clinical counselor, contact the Counseling Center at 607.844.6577. More information

about updates with the office hours and COVID-19 policies can be found here:
<https://www.tompkinscortland.edu/campus-life/mental-health-counseling>

Getting help is a smart and courageous thing to do -- for yourself and for those who care about you.

IX. **TECH SUPPORT:**

Blackboard Learn Assistance

Questions about your course requirements and assignments should be directed to your instructor. If you are having technical issues, like an error message when uploading a file, you can contact either the Open SUNY Helpdesk or the TC3 Tech Support Desk. You can contact the SUNY Online Helpdesk by email at opensunyhelp@suny.edu or by phone 1-844-OPENSUNY. The TC3 Helpdesk information can be found here: https://tompkinscortland.on.spiceworks.com/portal_registrations or help@tompkinscortland.on.spiceworks.com) or 607-844-8211 x 4550 or by stopping by Room 208 in the Main Building.

Microsoft Teams Assistance

We recommend installing the Microsoft Teams app on your mobile device and computer (<https://www.microsoft.com/en-us/microsoft-365/microsoft-teams/download-app>). You can learn more about using Microsoft Teams at <https://education.microsoft.com/en-us/resource/3dd2b900>

If you have having technical issues with Teams, The TC3 Helpdesk information can be found here:

https://tompkinscortland.on.spiceworks.com/portal_registrations

or help@tompkinscortland.on.spiceworks.com) or 607-844-8211 x 4550 or by stopping by Room 208 in the Main Building.

X. **ACADEMIC/SUPPORT SERVICES:**

We have a variety of free support services available to you. Please use them! These include the following: tutoring, access and equity services, mental health, library services, food pantry, and more. Please visit the [Tompkins Cortland Community College COVID-19 Policies and Update page](#) on the website for more detailed information."

XI. **STUDENT CONDUCT:**

As noted in the Non-Academic Code of Student Conduct, students are required to comply with the reasonable requests of any College employee acting in the performance of their duties. This applies to all in-class expectations including all policies related to health and safety. Students are expected to wear masks and practice social distancing measures at all times for in-classroom meetings. We are all in this together.

XII. **FURTHER COMMENTS:**

A. Please remember that your grade in this class is earned by you, not given by the instructor. You have many opportunities to learn the material and demonstrate what you have learned. I will do whatever I can to help you learn and aid you in this process. You also have the opportunity for extra credit as well

to help your final grade.

B. This course has a rigorous schedule and high expectations. You are expected to adhere to these guidelines and to put your best effort forward. If you are unable to do so and find the structure of the course does not fit your learning style or needs, then it is your responsibility to either get help to aid in your learning, find another course that better suits your needs, or to withdraw from the course in a timely manner.

C. Academic Code of Conduct & Misconduct Policy. You know what that is. It's cheating. No form of it will be tolerated. Any suspected incidents of academic misconduct such as cheating on tests or plagiarism will be reported and sanctioned (punished) appropriately. For written assignments each student is expected to present their own work, and give credit where credit is due by using appropriate APA referencing and citations. Sanctions for academic dishonesty may include, but are not limited to, a reduction in grade, elimination of grade, or failure for the course. For a more detailed description of the student code of conduct, potential sanctions for violating this code, and the appeal process, please refer to the College Catalog at <https://www.tompkinscortland.edu/academics/statement-academic-integrity-policy> and <https://www.tompkinscortland.edu/academics/violation-academic-integrity-policy>.

D. As your professor, I am here to help your learning of psychology be an enjoyable and rewarding experience. Be aware though, while I am here to assist you in any way possible in the learning process, there are boundaries to our relationship. Dual relationships are discouraged in the field of psychology and can present a conflict of interest. Therefore, I cannot serve as your therapist or “best friend.” Please see me if you have any questions regarding this.

E. Classroom Civility: Psychology in general, and the study of behavior and mental processes, often deals with sensitive and controversial topics. “While learning in this class we will be exposed to ideas with which we disagree and which we may very well find offensive. It is essential that behavior remains courteous, reasoned, and civil at all times. Tolerance and the exchange of ideas are an essential part of academic life.” (Source: Course Outline for SOC 206, fall 2003, N. Carolina State with Dr. Robert Stone.)

F. Last but not least, if you are running into any difficulties for any reason and need an extension on a quiz, test, or paper, please contact me as soon as possible.