

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

PSYCHOLOGY 111-05 **Foundations of Psychology** Fall 2026 - 3 Credit Hours Location – Peck Hall 2304

Instructor: Sydney K Greenwalt, PhD

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Course Time: WF 3:00-4:15pm

Office Hours: WThF 1:30-2:45; & by appt.

Email: sygreen@siue.edu

TA Office Hours: M 3-5pm

Textbooks:

Pomerantz, A. M. (2023). *My Psychology*. (3rd Edition). Worth Publishers: Macmillan Learning.

You will need to connect to Achieve through Blackboard.

Additional required and suggested readings may be assigned to complement textbook readings, videos, and class discussions. These individual readings will be accessible online via Blackboard usually in the form of a PDF file.

Course Description: This course provides an introduction to the field of psychology. Psychology is the scientific study of human behavior and mental processes. The goals of psychology are to describe, predict and understand human behavior. Human behavior is a rich, complicated and fascinating topic. Understanding human behavior can help you understand yourself and others. This survey course introduces topics such as scientific research methods, learning, memory, the brain, psychopathology and human development.

Course Objectives: Upon completion of this course, you should be able to:

1. Understand basic good reading/study habits to facilitate comprehension and learning
2. Recall basic psychological concepts, terms, theories, events and psychologists
3. Apply psychology to understand human behavior
4. Summarize and analyze psychological research articles
5. Understand collaborative group learning and group experiences

Lectures, Attendance, & Participation

Lectures. Students must be prepared prior to class by completing the Learning Curve Modules for each day. In-class time will primarily contain application of course content through activities and discussions guided by your Learning Portfolio.

Attendance & Participation. Attendance and participation will be measured through engaged participation and completion of your Learning Portfolio. Be sure to your portfolio and a pen/pencil each day to take notes and to complete these activities!

Students are responsible for the content they miss in the course. If a student happens to miss class, the student should first contact a classmate to determine what they missed. Classmates are not required to share notes but may do so as a professional courtesy. After reviewing the materials on a

topic for which the student missed class, students are encouraged to visit the instructor during office hours to clarify concepts and fill in gaps

Classroom Behavior

To keep the classroom a professional learning environment, students are reminded of the following:

- a. **Arriving late to class is disruptive** to the instructor and fellow classmates and is discouraged.
- b. Students must limit **discussions to the relevant topics** and related social science issues.
- c. Side conversations distract other students and the instructor. Students who disrupt class will be warned during their 1st offense, will lose that class session's activity points. For the 2nd offense, will lose 1 point for every person in attendance the day of the 3rd offense and may be asked to leave the classroom. The student will also be reported to the Chief Academic Administrator for any further disciplinary action.
- d. Most classes will involve active participation and discussion. During these times it is expected that:
 1. We will remember that everyone has chosen to come here to learn something.
 2. We will participate and share as openly as we feel comfortable doing, and while recognizing our own shared experience broadens a deeper understanding for all.
 3. We will be invested in this time.
 4. We will be respectful to others.
 5. We will recognize we all bring with us a life story that has shaped values of concepts related to course content; these will not be the same across all learners in the class.
 6. We will take responsibility for ourselves, challenge ourselves, & be open to learning as much as possible.
 7. We will ask each other to speak only for our individual selves, not for our gender, race, or any other "group" of which we are a part or to which we belong.
 8. We will respect each other's rights: to have privacy, to disagree, to challenge, to make mistakes, and to be supported
- e. Do not text, snap, or DM in class for the same reasons you would not use cell phones. Your thoughts need to be engaged on the subject matter in class.
- f. **Audio- or video-recording lecture or class discussion is NOT allowed.**
- g. **Contact the Professor** if you have any questions or concerns about classroom behavior.

Course Requirements

Exams (100 points each)

The purpose of exams is to have students integrate content (i.e., readings, videos, lectures, class activities, and discussions) and concepts that cut across several topic areas. Although the regular exams are not cumulative in terms of the topics/chapters that are covered, students will find it difficult to complete subsequent exams without understanding and making use of some content from the earlier exams.

Exams are administered online using Respondus LockDown Browser with Respondus Monitor. Students must download and install Respondus LockDown Browser on a camera-equipped computer before the first exam. Tablets are not reliable for Respondus and should not be used. A practice exam will be available on Blackboard prior to the first exam so students can test their computer, camera, and internet connection. Students are responsible for resolving technical issues by contact ITS (help@siue.edu; 618-650-5500). The instructor and teaching assistant do not provide technical support.

Because exams are video-proctored, students' computers must have a working camera. Students do not have appropriate equipment are responsible for arranging to borrow a camera-equipped computer through ITS before an exam period begins.

Each closed-book exam is available only during our scheduled course time.

- Each exam has a 75-minute time limit. (Students approved for extended testing time through ACCESS will see their approved time reflected automatically in the exam timer, even though on-screen instructions may still reference a 75-minute limit)
- Exams must be completed in one uninterrupted sitting; once an exam is started; it cannot be paused or exited and re-entered
- The exam automatically submits when the time limit expires.
- Students have one attempt per exam.

Students are responsible for ensuring reliable internet access and a functioning computer-equipped computer before beginning an exam.

Failure to take an exam will result in a score of zero points for that exam. Make-up exams will only be considered in cases of extreme, unforeseen events that affect you or an immediate family member (e.g., such as a serious illness requiring hospitalization or traffic accident). Appropriate documentation (e.g., doctor's note, motor vehicle accident report, etc.) MUST be provided to be considered for a make-up exam. In the case of excusable absences, it is the student's responsibility to contact the instructor BEFORE an exam if the student is unable to take it by the scheduled day. No make-up exams will be allowed without first contacting the instructor and receiving approval.

Achieve Learning Curve/Adaptive Quizzes (2 points each)

For each class you will be assigned a section of the textbook to read. Once you have read the designated section, you will complete an adaptive quiz. These quizzes must be completed in full to complete the assignment. There will be 30 selected readings throughout the semester. To earn full points for Achieve Learning Curve/Adaptive Quizzes, you must complete 28.

Learning Portfolio (2 points each)

Your Learning Portfolio will guide our in-class work. The packet can be found on Blackboard. You will need to print these worksheets and bring them with you to every class. These worksheets contain key information for this course will be an integral part of the course. (I recommend placing them all in a binder or stapling them all together). These sheets will be completed in class and are to be completed as assigned throughout the semester and will remain in the binder. You should bring your binder to class every day. *Portfolios checks will occur periodically and without advance notice throughout the semester.* It will be checked for completion and content. ***If you miss class or forget your portfolio on a day it is checked, you will receive a zero for all activities since last check.*** The format of the in-class activities will vary depending on the material being covered. The activities are intended to help you consolidate the material you have learned in the readings as well as apply your knowledge of psychology to everyday life situations. **Be sure to have access to your textbook for each class.** There will be a total of 24 throughout the semester; each worth 3 points.

Research participation

As per Department of Psychology requirements, each student is required to participate in at least six (6) hours of psychological research, complete six (6) psychological research article quizzes, or complete a combination these options (i.e., 3 hours of research and 3 passed quizzes). A grade of INCOMPLETE on this assignment will result in a reduction of one letter grade. A detailed description of such requirements and the appropriate departmental policy are listed below, will be detailed in class, and will be provided via recorded lecture that can be found on Blackboard in the Research Participation Information folder. Students are strongly encouraged to complete at least 3 credits by midterm and all 6 credits no later than December 1.

Applied Psychology Projects (APP; 25 points each)

Applied Psychology Projects are designed to help students apply psychological science to real-world questions, personal experiences, and societal challenges. They will strengthen your critical thinking, writing, and presentation skills. Throughout the semester, students will complete five projects aligned with major course units. Projects may include data analysis, self-reflection, evaluation of research findings, application of psychological concepts to real-life situations, and scientific problem-solving activities.

Projects are worth 25 points each. *Late work will be penalized at 2 points per day late.*

APP 1: Psychological Inquiry and Human Experience (25 points)

Students will select one of the following topics: Psychological Research, Sensation & Perception, or Designing an Experiment. Through their chosen topic, students will examine how psychologists investigate human behavior, evaluate scientific evidence, or explore how individuals perceive and interpret the world around them. Projects will emphasize scientific reasoning, data interpretation, and the application of psychological concepts to everyday experiences.

APP 2: Developmentally Appropriate Shopping (25 points)

Students will evaluate toys, products, or activities designed for children at different developmental stages. Drawing upon theories from developmental psychology, including Piaget and Erikson, students will explain how cognitive, social, and emotional development influence the appropriateness of products for young children. The project emphasizes the practical application of developmental science to real-world decision making.

APP 3: Applying Psychology Essay (25 points)

Students will select a psychological concept, theory, or finding from the course and examine its relevance to their own lives. In a brief essay, students will connect psychological science to personal experiences, behaviors, relationships, goals, or challenges while demonstrating an understanding of the underlying research and course content.

APP 4: Understanding Human Motivation and Social Behavior (25 points)

Students will select one of the following topics: Motivation & Emotion or Social Psychology & Implicit Bias. Projects will explore factors that influence human behavior, decision making, attitudes, relationships, and emotional experiences. Students will apply psychological theories and research findings to better understand individual and societal behavior and reflect on how these principles operate in everyday life.

APP 5: Personality, Mental Health, and Human Functioning (25 points)

Students will select one of the following topics: Personality & Career Development or Psychological Disorders. Students completing the personality option will examine personality characteristics and career interests to better understand person-environment fit and future career pathways. Students completing the psychological disorders option will apply diagnostic concepts and contemporary psychological science to understand mental health conditions and approaches to treatment.

Visionary Science Application (50 points)

The Visionary Science Application serves as the cumulative learning experience for the course and provides students with an opportunity to integrate knowledge gained throughout the semester. Working in groups of up to three students, students will select a psychological concept, theory, or area of research from the course and develop a creative proposal that demonstrates how psychological science can be used to improve the world, address a societal challenge, enhance quality of life, or advance scientific understanding.

The project should demonstrate the group's ability to synthesize and apply concepts from multiple units of the course rather than focusing on a single chapter or topic. Groups will present their Visionary Science Application during the scheduled final examination period.

The project is worth 50 points and serves as the primary cumulative assessment for the course.

Evaluations Criteria and Grading

Exams (100pts) x 5
Learning Portfolio (3pts) x 23
Read & Achieve (2pts) x 28
Applied Psychology Projects (25 pts) x 5
Research Participation (Complete/Incomplete)
Visionary Science Application
Total

500 points (62.5%)
69 points (8.6%)
56 points (7.0%)
125 points (15.6%)
-
50 points (6.3%)
800 points (100%)

Grading Scale:

Percentages	Points	Grade
93–100%	744 and up	A
90–92.9%	720–743.99	A-
87–89.9%	696–719.99	B+
83–86.9%	664–695.99	B
80–82.9%	640–663.99	B-
77–79.9%	616–639.99	C+
73–76.9%	584–615.99	C
70–72.9%	560–583.99	C-
67–69.9%	536–559.99	D+
63–66.9%	504–535.99	D
60–62.9%	480–503.99	D-
Below 60%	479.99–0	F

Extra Credit:

You will have the opportunity to earn a maximum of 24 extra credit points (3%) toward your final grade that will be announced throughout the semester.

Major Course Deadlines

Date	Assignment
Sept. 11	Exam 1 / APP 1 Due
Oct. 7	Exam 2 / APP 2 Due
Oct. 23	Exam 3 / APP 3 Due
Nov. 11	Exam 4 / APP 4 Due
Dec. 1	Research Participation Recommended Completion Date
Dec. 11	Exam 5 / APP 5 Due
Dec. 15	Visionary Science Application Presentations

**note: this table does not include Achieve Learning Curve/ Adaptive Quizzes or the Learning Portfolio – which consist of multiple low-stakes assignments but make a meaningful cumulative impact.*

Course Schedule (the schedule is subject to modification based on the evaluation of students' progress and more readings may be assigned over the course of the semester)

Wk	Day	Before Class: Read & Achieve Learning Curve	In-Class	After Class
1	8/26		*Syllabus overview	Orientation Assignment
	8/28	What is Psychology? Psychology's Many Subfields	LP1	
2	9/1	Psychology Then & Now The Science of Psychology	LP2	
	9/4	The Fundamentals of Sensation & Perception; Vision	LP3	
3	9/9	Hearing; Smell; Taste; Other Senses	LP4; SONA	
	9/11		Exam 1	APP #1
4	9/16	Big Questions about Developmental Psychology	LP5	
	9/18	Infancy & Childhood	LP6	
5	9/23	Adolescent Development; Adulthood	LP7	
	9/25	What is Learning?; Classical Conditioning	LP8	
6	9/30	Operant Conditioning	LP9	
	10/2	Observational Learning; Biological & Cognitive Influences	LP10	
7	10/7		Exam 2	APP #2
	10/9	Defining Memory; The Three Steps of Memory; Types of Memory	LP11	
8	10/14	What Affects Memory? Memory Problems	LP12	
	10/16	Brain Behavior Connections; Activity Within the Brain	LP13	
9	10/21	The Brain and Its Parts; Viewing the Brain; The Nervous and Endocrine Systems	LP14	
	10/23		Exam 3	APP #3
10	10/28	Motivation; Emotion	LP15	
	10/30	Social Cognition; Social Influence	LP16	
11	11/4	Social Relations; Prosocial Behavior	LP17	
	11/6	Diversity Surrounds You; Multiculturalism	LP18	
12	11/11		Exam 4	APP #4
	11/13	What is Personality; Psychodynamic Theory of Personality	LP19	
13	11/18	Humanistic, Behavioral, & Social-Cognitive Theories; Trait Theories; Assessing Personality	LP20	
	11/20	What are Psychological Disorders? Why do they Develop?	LP21	
14	11/25	No Class – Thanksgiving Holiday		
	11/27			
15	12/2	Anxiety Disorders & Obsessive-Compulsive Disorders; Depressive & Bipolar Disorders	LP22	
	12/4	Eating Disorders & Schizophrenia; Personality Disorders	LP23	
16	12/9	Stress Reduction; Coping	LP24	
	12/11		Exam 5	APP #5
	12/15	TBD: Visionary Science Application Presentation		

POLICIES & EXPECTATIONS

Written Assignments

All written work should be completed using APA format: typed, doubled-spaced, using 12-point font, with NO extra spaces between paragraphs. Margins should be set to 1" on all sides. Note that several of these guidelines are NOT the default in MS Word.

Changes to the Syllabus

There may be some changes to the course content or schedule as the semester unfolds. Any changes will be announced in class and posted on Blackboard. I will avoid changing any due dates if possible.

Electronic Devices

Computers or other note-taking devices should be used in class under the caveat that you are only using them for note-taking or following along with the reading assigned for the class period under the instructor's guidance. If you are found to be repeatedly using your computer/other electronic device for non-class related material, I may ask you to leave the class, AND/OR you will NOT receive engagement credit for that day.

E-mails

You may contact me via e-mail at the email address provided on the first page of the syllabus. Generally, I respond quickly over e-mail on workdays before 6pm. Be sure to check the syllabus for an answer to your question before you e-mail me. When you e-mail, please indicate the class name/number in your subject line.

If you would like to discuss your assignment feedback, please schedule an appointment. *I will not discuss grades over e-mail.*

Sharing Personal Information

Because our discussions about counseling in a pluralistic society by their very nature have personal relevance to our own lives, I ask you to make an informed decision about what you share during class. I encourage sharing your experiences and perspectives as an active part of the learning process. However, please be mindful of what you are sharing and whether the classroom environment is an appropriate venue for disclosure. I believe that it is fair to assume that disclosures made during class are not meant to be shared with those outside the class; however, I CANNOT ensure confidentiality.

Safe Learning Environment

I believe that each student has the right to engage in the learning process in an environment free of bias and discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, gender identity, disability, veteran status, etc. Any student speaking or behaving in ways that challenges a safe learning environment for other students may be addressed directly during class, asked to meet me after class, or asked to leave the classroom (depending on the specific situation). To help facilitate a safe learning environment for all students, a list of "Norms for Classroom Discussion" is provided earlier in the syllabus. As a class, we will discuss this list and make any additions or alterations that we see as appropriate.

PSYCHOLOGY DEPARTMENT POLICY ON WITHDRAWALS AND INCOMPLETE GRADES

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <https://www.siu.edu/registrars/class/dropping.shtml>).

The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

PSYCHOLOGY DEPARTMENT POLICY ON PLAGIARISM

Plagiarism includes either presenting someone else's words without quotation marks (even if you cite the source) or presenting someone else's ideas without citing that source. If you plagiarize, your instructor cannot evaluate your understanding of the topic. When paraphrasing from another source, at the very least the student should change the wording, sentence syntax, and order of ideas presented in the paper. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that

clearly identifies whether words and ideas are those of the student or are from another source.

Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University.

PSYCHOLOGY DEPARTMENT POLICY ON WRITING

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria.

Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<https://www.siu.edu/lss/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your

instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siue.edu/policies/3c1.shtml>.

Potential for Changes in Course Schedule or Modality

There remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.