

Course Information

Quick Info

Course Number:	PSYC 409-001
Credit Hours:	3 credit hours
Class Meeting Times:	T & Th 12:30 – 1:45
Class Meeting Location:	Alumni Hall 0401
Instructor:	Ashley Abraham, PhD
Office Hours:	Tuesday 3:30 – 4:30 Friday 2 -3 By appointment
Office Location:	AH 0136
E-mail:	ashabra@siue.edu
Prerequisites:	Undergraduate level PSYC 111 Minimum Grade of D
Required Textbook:	Henley, T. B. (2019). <i>Hergenhahn's An introduction to the history of psychology</i> (9th ed.). Cengage Learning.

Course Description

TL/DR: This course focuses on the important antecedents of contemporary scientific psychology, including issues, conceptual development, major schools and systems.

This course will increase your awareness of the roots of contemporary psychology and your understanding of the continuity of ideas, the role of the Zeitgeist in history, and the existence of psychology in the broader contexts of science and society

You will be introduced to major historical figures and important systems within the discipline of psychology. We will examine the persistent problems or questions of interest to psychologists, and the dominant paradigms and models operating in contemporary psychology. Throughout the course, we will emphasize methods of investigation, the historical figures and forces (Zeitgeist) that shaped the theories and methods, and relevance to current conceptions of mind and behavior. We will also strive to connect historic themes and debates within psychology to contemporary issues and current events.

Learning Outcomes

When you have completed this course, you should be able to:

1. Explain the approaches used to study the history of any discipline.
2. Describe the various processes involved in the development of modern psychology.
3. Describe the contributions of some of psychology's most transformational people.
4. Describe the significance of important events in psychology's history.
5. Integrate knowledge from multiple areas of psychology (e.g., clinical, cognitive, developmental, experimental, industrial/organizational, and social).
6. Explain the historical (e.g., social, political, and economic) context within which modern psychology developed.
7. Explain the role of religious, racial, and gender minorities in the development of modern psychology.

ACTIVITIES SUPPORTING LEARNING OUTCOMES INCLUDE, BUT ARE NOT LIMITED TO, CLASS/GROUP DISCUSSION, LECTURE, PARTICIPATING IN DEMONSTRATIONS, QUIZZES, EXAMS, PRESENTATIONS, VIEWING AND DISCUSSING VIDEOS, TEXTBOOK READINGS, HOMEWORK ASSIGNMENTS, READINGS FROM PROFESSIONAL AND LAY PERIODICALS, PARTICIPATING IN RESEARCH STUDIES, PARTICIPATING IN CLASS DEMONSTRATIONS AND WRITING ARTICLE SUMMARIES AND/ OR REFLECTION PAPERS.

Required Texts

TEXTBOOK

HENLEY, T. B. (2019). HERGENHAHN'S AN INTRODUCTION TO THE HISTORY OF PSYCHOLOGY (9TH ED.). CENGAGE LEARNING.

OUTSIDE READINGS

All other required readings will be posted online on either Blackboard or Perusall, if Perusall is available this semester. Perusall is a collaborative learning tool that you can access directly from BB. If you are unfamiliar with Persuall, please complete the optional assignment, Making the Most of Perusall. Readings may consist of excerpts, primary source documents, historical and contemporary journal articles, and other online material.

Other Readings

- Notice that many valuable papers in the history of psychology may be found at [HTTP://PSYCHCLASSICS.YORKU.CA/](http://psychclassics.yorku.ca/) or [HTTP://PSYCHCLASSICS.ASU.EDU/](http://psychclassics.asu.edu/)
- There is a website that describes "today in the history of psychology" at [HTTP://WWW.CWU.EDU/~WARREN/TODAY.HTML](http://www.cwu.edu/~warren/today.html)

Technology Requirements

Students Need...

1. A reliably working **computer** that runs Windows or Mac OS. Tablets and smart phones might work for some things in this course, but we can't guarantee they will work for everything. Chromebook laptops are also problematic. If you do not have a working computer that runs Windows or Mac OS, contact Information Technology Services about borrowing a laptop from the university. There are also computers for student use in the library.
2. Reliable internet access on a regular basis.
3. Functional SIUE e-mail, Teams and Blackboard accounts
4. Microsoft Office 365 (Word and PowerPoint)
5. To use a word processor, such as MS Word, to compose assignments, and be able to use [tracked changes](#) and [comments](#) from your instructor
6. To use a slide presentation program such as MS PowerPoint
7. To attach files to emails and upload them to Blackboard
8. Know how to give files meaningful names, and store them in meaningful folder structures on your computer (this will be very important in this course – make sure you know how to do it)
9. To be able to navigate websites and course materials
10. Know how to reach out to tech support staff when issues arise and troubleshoot to resolve problems

Additional guidance for taking online courses can be found here, [Online at SIUE](#)

Course Tools

- **[Blackboard](#)**: Primarily a “classroom” space
 - Assignments
 - Course Material
 - Other resources
- **[Microsoft Office](#)**: download and install here, <https://www.siue.edu/its/office365/install.shtml>

Communication and Technology

Communicating with the instructor



You can call me Dr. Abraham, Professor Abraham; some students from my lab call me Professor A so that works too. Please feel free to come, talk to me during office hours or schedule a meeting if you have any questions or concerns. It is important to meet with me as early as possible in the semester if you are struggling in the course.

It is extremely important that you maintain communication with me. You are expected to check your email and log on to the BB course website daily. Announcements will be posted on BB (make sure your email notifications for announcements are turned on).

If you have questions about class (assignments, grades, ec.t), the fastest way to get in touch with me is to **send a Bb message**. I do my best to respond within 24 hours on weekdays. If you have more general questions, please send me an email. Depending on your question, it may take longer for a response. Please follow up if it has been more than 3 days or you require an urgent response; emails get missed.

Drop-in hours

Drop-in hours (office hours) will be posted at the beginning of the semester. You can come to drop-in hours for any reason without an appointment. Come in to talk about the course, your grade, or just to say hello! Outside of drop-in hours, if my door is open, feel free to pop in. I will also be available for virtual drop-in office hours via Zoom, no appointment necessary, first come first served.

Schedule a meeting

You will use an online scheduler to book meetings outside of drop-in hours (link on BB). Select the type of meeting (in-person or virtual) and the length (15 or 30 minutes), then find a time and leave a brief description of what you'd like to discuss. For virtual meetings, I will call you via Teams at the scheduled time.

Technology Requirements: Students Need...

- A reliably working computer that runs Windows or Mac OS. Tablets and phones might work for some things, but not everything; Chromebooks are also problematic. If you don't have a working computer, contact ITS about borrowing a laptop from the university, or use the computers in the library if possible.
- Reliable internet access on a regular basis.
- Functional SIUE e-mail, Teams, and Blackboard accounts.
- Microsoft Office 365 (Word and PowerPoint).
- The ability to use a word processor and, when needed, tracked changes and comments.
- The ability to attach files to emails and upload them to Blackboard.
- To know how to give files meaningful names and store them in organized folders.
- To know how to reach out to tech support (help@siue.edu, 618-650-5500) and troubleshoot basic issues.

Submitting Work

All work will be submitted via Blackboard. For writing assignments, upload a Microsoft Word document (not a PDF, .pages, shared doc, or another format). If you submit a document that I cannot open, read, or otherwise grade (i.e., .pages, Google doc), it will be returned to you with a zero.

In-class artifacts (posters, one-pagers, and other activities) are submitted the day they're made: either handed in physically or photographed, uploaded, or entered to BB before you leave, per that activity's instructions.

Course Expectations

- You are expected to arrive on time to class! When you arrive late, you: Disrupt the instructor and your classmates
 - May miss important announcements, which are typically made at the start of class
 - Miss the opportunity to review material from the previous class
-
- Disrupt the instructor and your classmates
 - May miss important announcements, which are typically made at the start of class
 - Miss the opportunity to review material from the previous class

You are expected to be an active participant in your learning.

Miss class and you're not just behind on content; you're missing an opportunity to learn *from* each other.

This means you will:

- Participate meaningfully in discussion, demonstrations, and activities
- Check your university e-mail and Blackboard several times a week for announcements and feedback
- Communicate with me about questions and issues related to the course
- Contact help@siue.edu with Blackboard or other technical difficulties

You are expected to be a good citizen of the classroom.

This means you will:

- Stay awake and engaged; if I notice you sleeping during class, I will ask you to leave
- Use laptops, phones, and other devices for course-related activities only (e.g., taking notes) — if I notice otherwise, I may ask you to leave for the day. Distraction from electronic devices has repeatedly been shown to hurt learning (Dietz & Henrich, 2014; Mendoza et al., 2018)
- Cooperate in creating a safe, inclusive, and productive course climate

Statement on Sensitive Content



Some of the topics covered in this course will touch on sensitive issues. These include but are not limited to, mental illness such as anxiety and depression, including information on suicide, trauma and abuse, identity-based violence.

Although you are not expected to share personal information in class, discussing these issues as a group is unavoidable. Please take the time to care for yourself and seek assistance at Counseling Services. You can learn more about their services by visiting <https://www.siue.edu/counseling/>. I also encourage you to speak with me. You do not need to share why the topic may be distressing, but by alerting me that you may not be able to participate during particular discussions, we can then work together to find alternate ways for you to engage with course topics.

Grades and Assignments

Grading Scale

Please note it is your responsibility to keep track of your performance in the course. Grades are calculated on a straight percentage (i.e., no rounding).

Description	Point Range	Percentage Range	Letter Grade
Exemplary	450 – 500	90 - 100	A
Good	400 – 449	80 – 89	B
Satisfactory	350 – 399	70 – 79	C
Poor	300 – 349	60 – 69	D
Failing	< 300	0 - 59	F

Assessments for Final Grade

Assignments	Course Outcomes	Percent of Final Grade	Points
Historical Profile Project	5-7	30%	150
Homework (6 @ 20 pts each)	1-5	24%	120
Discussion Assignments (10 @ 10 pts each)	1-7	20%	100
Unit Quizzes (5@ 26 pts each)	1-4, 6	26%	130
TOTAL POINTS			500

Assignments

Late Policy

You have seven 'late days' to use at your discretion. Each 24-hour period after the due date counts as one 'late day.' Submit within 24 hours and you've used one late day; within 48 hours, two late days. Use all seven on one assignment or spread them across several — up to 24 hours late on 7 different assignments, 7 days late on one, or any mix in between. As long as you have late days left, you won't be penalized.

If you run out, you'll lose 50% of the total points per day late, and no late assignments will be accepted more than 3 days past the due date.

Late days can be used for missed In-Class Assignments. Miss class, and you can submit an alternate version of that day's activity (using the provided materials) within your late-day window.

Use the Missed Class form to report the absence and submit the Late Day form for the assignment you need to make up, both on Bb. Check in with me about details regarding alternatives to the in-class assignment. Schedule a time to meet with me.

If you feel there are extenuating circumstances preventing you from completing assignments on time, reach out to discuss the situation with me. NOTE: late days may not be used to exceed the final course due date for all assignments [1:59 PM on the last Friday of the semester].

Documented accommodations through ACCESS work differently and don't draw from your late-day bank.

If an ongoing condition will cause repeated or unpredictable absences across the semester, register with ACCESS (siue.edu/access) and see me to arrange to complete assignments outside of class.

See Services for Students Needing Accommodations, later in this syllabus, for how to register with ACCESS.

Submitting Assignments

Written assignments, including discussion assignments and components of the profile project must be submitted on BB unless otherwise noted in the assignment. Assignments emailed to me may not be accepted!

Preparation and Participation

Coming to class prepared means you have completed the readings and other assignments **before** viewing lecture videos or completing any lecture related activities. You should be prepared to discuss, work in small groups, and complete other activities.

Discussion Assignments (10 @ 10pts each)

Discussions (Small Group and Class Discussion sessions) are graded on participation, so late days don't apply here. Everyone may substitute an alternative writing assignment for up to 2 missed discussions per semester, no documentation required. Beyond that, additional substitutions are allowed with documentation (illness, emergency, etc.). The writing assignment addresses that session's reading/topic in place of the discussion grade — a substitute for missed participation, not a way to skip preparation. Due within 1 week of the missed session.

Profile Project (150 pts total)

A five-stage archival research project. You'll locate a pre-1960 primary source, build historical and intellectual context around it, connect it to contemporary psychology, and present your findings in a public gallery exhibition. Check-Ins 1–4 are graded Complete/Revise (60 pts); the final exhibition and reflection paper are rubric-graded (90 pts). This is completed individually. Full requirements on BB; see Profile Project Guidelines.

Missing a Workshop Day. Materials, instructions, and any handouts from in-class workshops (e.g., Unboxing Day) will be posted to Blackboard the same day. If you miss one, review the posted materials and check in with your Small Group or during office hours before your next Check-In is due.

Gallery Day is mandatory. This is the culminating exhibition for the Profile Project. Details will be provided closer to the date. Missing it without prior arrangement forfeits your CI5 credit.

Unit Quizzes (5 @ 26pts each)

You will take 5 unit quizzes throughout the semester via BB.

Homework (6 @ 20pts each)

You will complete 6 homework assignments throughout the semester. Homework assignments are intended to deepen your understanding of some of the most important course concepts, including how to actually 'do' history.

Course Policies

Department of Psychology Writing Policy

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 paper including headings, citations and references, per the 7th edition of the APA manual

This is by no means an exhaustive list of basic writing skills. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siue.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siue.edu/lss/writing/resources.shtml>).

Here are some additional considerations for quality college-level writing in any discipline...

- Clear, direct organizational structure
- Has a clear thesis statement
- Paragraphs are well structured around main ideas
- Provides evidence and analysis
- Uses direct, appropriate language
- Concisely and precisely written
- Uses the appropriate vocabulary for your audience
- Includes a conclusion

Course Writing Policy

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 not grade your paper. If more than three writing errors are found on any one page of a written assignment, grading will stop, and the student's paper will be returned with a grade equal to 50% of the total point value for the assignment.

AI Use Policy

UNACCEPTABLE USE OF AI IS A FORM OF PLAGIARISM AND IS SUBJECT TO THE SAME ACADEMIC SANCTIONS. See the plagiarism policy below.

IN THIS COURSE, STUDENTS MUST BE THE PRIMARY AND MAJORITY AUTHORS OF TEXT, CODE, ANALYSIS, AND ALL COURSE WORK PRODUCTS AND ASSIGNMENTS. STUDENTS MUST KEEP DRAFTS OF ASSIGNMENTS AND LOGS OF INTERACTIONS WITH AI APPLICATIONS TO DEMONSTRATE THEIR CONTRIBUTION AND ORIGINAL AUTHORSHIP, AND TO CHECK WHAT IS PERMISSIBLE FOR EACH ASSIGNMENT. ASSIGNMENTS WILL BE SUBMITTED VIA TURNITIN, A TOOL WITH EMBEDDED AI DETECTION

About Generative AI

Generative artificial intelligence tools [software that creates new text, images, computer code, audio, video, and other content] have become widely available [e.g., ChatGPT for text and DALL-E for images]. This policy governs all such tools, including those released during our semester together. **You are prohibited from using generative AI tools on assignments in this course. You are prohibited from using any form of AI to complete exams.**

If you use generative AI tools, remember that they are typically trained on limited datasets that may be out of date. Additionally, generative AI datasets are trained on pre-existing material, including copyrighted material; therefore, relying on a generative AI tool may result in plagiarism or copyright violations. Finally, keep in mind that the goal of generative AI tools is to produce content that seems to have been produced by a human, not to produce accurate or reliable content; therefore, **relying on a generative AI tool may result in your submission of inaccurate content**. It is your responsibility—not the tool's—to assure the quality, integrity, and accuracy of work you submit in any college course. As specified elsewhere in the syllabus, this course may require electronic submission of essays, papers, or other written projects through the originality assessment service Turnitin. Turnitin will also attempt to detect AI-generated text.

Permitted Uses

Use of AI tools to check grammar or style are permitted. When you are unsure, please ask BEFORE using an AI tool. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part was completed by the AI [see below].

For my class, a responsible use of any AI-based tools in completing coursework or assessments must be done in accordance with the following:

- You must **complete the AI Use Log** on [see BB]. It is your responsibility to document your interactions with AI and to maintain a record of your authorship. My recommendation is to screen shot and save everything just in case (i.e., what prompts you used, what answers were produced, where, why, and how).
- You must be transparent in how you used the AI-based tool, including what work is your original contribution. An AI detector such as GPTZero (<https://gptzero.me/>) may be used to detect AI-driven work.
- This is new territory, but basic attribution rules still apply. Cite everything, otherwise you are likely violating academic integrity policies. You must clearly cite the use of AI-based tools in your work. Any work that utilizes AI-based tools in any way must be clearly marked as such, including the specific tool(s) used. For example, if you use ChatGPT-3, you must cite "ChatGPT-3. (YYYY, Month DD of query). "Text of your query." Generated using OpenAI. <https://chat.openai.com/>"
- You must ensure your use of AI-based tools does not violate any copyright or intellectual property laws.
- You must not use AI-based tools to cheat on assessments.
- You must not use AI-based tools to plagiarize without citation.

In this class, unacceptable uses of artificial intelligence (AI) assistance will be treated the same as plagiarism and/or an academic dishonesty violation.

¹Some examples of acceptable and unacceptable uses are provided but this list is not exhaustive. If in doubt, ask.

Acceptable AI use or assistance includes:	Unacceptable AI use or assistance includes:
Brainstorming a topic	Using AI to draft entire essays or complete unfinished portions of an assignment
Generating search terms or keywords for research	Using AI to write or rewrite significant portions of a text [i.e., several sentences in a paragraph]
Formatting citations (keep in mind that AI often includes incorrect quotations and citations within a text)	Using AI to summarize primary material source material [e.g., article summaries]. Rewording an AI generated summary is <i>still</i> plagiarism.
Finding errors and receiving general suggestions for improving without using AI tools to explicitly compose an essay or text	Using entire sentences suggested by an app without providing quotation marks and a citation, just as you would to any other source. Citations should take this form: OpenAI, chatGPT. Response to prompt: “Explain what is meant by the term ‘Triple Bottom Line’” (February 15, 2023, https://chat.openai.com/).
Searching for specific information as one would do with search engines, browsers, and databases	Improperly crediting AI tools for any artistic piece used for illustrative purposes
Generating AI artwork, audio, images, or videos with proper credits to the AI tool used	Failing to document appropriate use of AI

In this class, I permit students to use ChatGPT for the following types of tasks:

- Outlining content
- Providing background knowledge (with the understanding that ChatGPT is often wrong—just read Wikipedia; it’s better for this anyways)
- Checking grammar and syntax
- Creating materials [i.e., survey items, sentences, images] for research experiments

Potential consequences for inappropriate use of AI

Depending on the nature and severity of the offense, students will be subject to one or more of the following consequences:

- Meet with instructor to develop a learning plan including clear resubmission due date and consequences for failing to resubmit, likely a 0 on the assignment
- Removal from group project and 20% reduction in total project score
- Zero on the assignment and plagiarism report to the Provost
- Zero on the research project and plagiarism to the Provost
- Fail the course, plagiarism report to the Provost

Academic integrity/plagiarism

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. Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](#). Students are responsible for complying with University policies about academic honesty as stated in the [University's Student Academic Conduct Code](#).

We will cover how to properly read and cite sources in class. You are responsible for understanding what plagiarism is; if you have any questions at all, you should discuss them with the professor or your TA BEFORE you turn in a plagiarized paper. A lack of knowledge of appropriate citation and referencing format will not excuse you from point deductions from written assignments or disciplinary action in the case of plagiarism. Unless expressly allowed by the instructor, the use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited.

Psychology Department Policies

Policy on Plagiarism

Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. 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.siue.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.siue.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To ensure that you understand how to avoid plagiarism, we encourage you to review the information on

plagiarism provided on the Department of Psychology web page at

<http://www.siu.edu/education/psychology/plagiarism.shtml>.

Services for Students Needing Accommodations

It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content or the use of non-captioned videos—please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at siue.edu/access or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726. If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

Policy on Incomplete Grades

It is the student's responsibility to officially withdraw from a course by the dates set by the University if the student is not intending to complete the course. Students who do not withdraw and have not completed the course will receive an F. Only under special circumstances a faculty member may agree to give a student an Incomplete (INC) grade in order to allow the student to complete the remaining work for the course no later than the end of the following semester. An INC is never automatic but must be approved by the professor. If a professor agrees to give a student an INC grade, the professor and the student will fill out a form (Memorandum of Incomplete Grade) indicating why an INC is being given. One copy of the completed form will be given to the student, one copy will be given to the professor, and the Department of Psychology secretary will keep one copy. If the work is not completed by the time specified on the Memorandum of Incomplete Grade form, the grade will be changed from INC to F.

Writing Policy

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 it 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 (<http://www.siu.edu/is/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). The penalty for unacceptable writing in this class is as follows: You will have one week to revise and resubmit your paper through Blackboard, and you will lose 10 points from the final grade.

SIUE Psychology Department Twitter

By following our department's Twitter page (@SIUEpsychology) you will be able to get announcements, find out what is happening in the department, and learn more about recent psychology news. Also, this is also a great way to stay connected with the Department of Psychology after you graduate from SIUE.

SIUE Policies and Statements

SIUE Statement on Diversity

All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice, and the development of full human potential, we must build on this diversity. SIUE nurtures an open, harmonious, and hospitable climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.

SIUE Nondiscrimination Policy

Southern Illinois University Edwardsville (SIUE) is a public comprehensive University committed to creating and maintaining a diverse community in which students, faculty, and staff can learn and work together in an environment free of discrimination and free from any form of illegal harassment. Such actions violate the dignity of the individual and the integrity of the University as an institution of learning. SIUE prohibits discrimination against employees, applicants for employment and students on the basis of age, color, disability, marital status, national origin, race, religion, sex, sexual orientation, or veteran's status. Discrimination in any form will not be tolerated; management and supervisory personnel, at all levels, are responsible for taking reasonable and necessary action to prevent discrimination.

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.siu.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 or quarantine. 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.siu.edu/policies/3c1.shtml>.

Potential for Changes in Course Schedule or Modality

As the COVID-19 pandemic continues, 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.

Services for Students Needing Accommodations

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726.

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

Diversity and Inclusion

SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The Hub <https://www.siue.edu/csdi> is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or jball@siue.edu. There is also an online form for reporting bias incidents at https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10.

ADDITIONAL SUPPORT

Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

[Lovejoy Library Resources](#)

[Financial Aid](#)

[Academic Success Sessions](#)

[ACCESS](#)

[Tutoring Resource Center](#)

[Cougar Cupboard](#)

[The Writing Center](#)

[Campus Events](#)

[Academic Advising](#)

[Counseling Services](#)

If you find that you need additional support, please reach out and let me know.

Cougar Care

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siue.edu or by calling 618-650-2842.

Student Success Coaches

[Student success coaches](#) work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize [Starfish](#) to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

Technical Support

It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines. Contact ITS at 618-650-5500 or at help@siue.edu with any technical concerns. You can also check the functionality of University systems,

including Blackboard, at the [ITS System Status page](#), or search the [ITS Knowledge Base](#) for various how-to and troubleshooting guides.

Other Resources

Lovejoy Library

PHONE: 618.650.4636

WEB: <http://www.siu.edu/lovejoylibrary/>

Computer Labs

WEB: <http://www.siu.edu/its/labsclassrooms/>

Technology Support o Lovejoy Library Room 0005

PHONE: 618.650.5500

EMAIL: help@siue.edu

Writing Center - MUC –Student Success Center 1254

PHONE: 618.650.2045

WEB: <http://www.siu.edu/lss/writing/index.shtml>

The schedule is subject to change at the instructor's discretion.

Changes to the schedule may be announced on Teams. If substantial changes need to be made to the schedule, a revised reading and assignment schedule will be posted on BB.