

**FOUNDATIONS OF PSYCHOLOGY – Spring 2026**  
**PSYC 111 003**

**Professor:**

Dr. Catherine Daus - e-mail: [cdaus@siue.edu](mailto:cdaus@siue.edu)

Office: Alumni Hall, 0142, Telephone: 618-650-3119; Psychology Department Phone: 618-650-2202

Office Hours: Monday/Wednesday: 2:45 – 3:30; Tues. 3:00 – 4:00, or by appointment if you cannot make those times.

**Teaching Assistant:**

Clay Barker – email: [clbarker@siue.edu](mailto:clbarker@siue.edu); Office hours, *In person*,

Also, you may contact Clay through Remind – Access code will be available in course announcements section.

**Remind:** Rather than give out personal phone information, we are asking that all students download the app “Remind.” Here are instructions (access code available in course announcements):

[https://www.youtube.com/results?search\\_query=how+to+join+remind101](https://www.youtube.com/results?search_query=how+to+join+remind101)

**Textbook:**

Pomerantz, A. M. (2023). *My Psychology (3<sup>rd</sup> Ed)*. New York: Worth Publishers.

**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

**Grades:**

In order to maximize your comprehension and performance in this class, here is the expected “rhythm” of your normal workflow:

- 1) Read the relevant chapter and take notes
- 2) Come to class, take notes over lecture and Powerpoint slides
- 3) If necessary, finish recorded lecture and take notes
- 4) Complete learning curves if required (do additional ones if desired or struggling with the content)
- 5) When studying for exams, review lectures (watch/listen to video lectures if helpful), textbook chapters, your notes from both and take advantage of online resources available through your text as well as any review material we provide you (e.g., there will be “games” we have set up that you can use to review).

**Tests will cover material both from lectures and text.**

Course grades will be determined by your scores on four exams and various other assignments:

Research participation or online quizzes over articles (* see below)	0 points (unless not completed)
Quiz over syllabus	10 points
Exam1	40 points
Exam 2	40 points
Exam 3	40 points
Final Exam – Cumulative (online)	70 points
One Written Article Critique – <b><u>done in stages – IN CLASS</u></b>	25 points
Group Application Project	25 points
Learning Curves – online in Achieve – (10 total – 5 pts. each)	50 points
<b>TOTAL POINTS POSSIBLE:</b>	<b>300 POINTS</b>

269 - 300 A  
 239 - 268 B  
 209 - 238 C

179 - 208 D  
 Below 179 F

**Research Participation or Article Quizzes:** - see section below course schedule

**Quiz over syllabus:** There is a 10-point online quiz over the syllabus due the Sunday (1/18) after the first week of class by 11:59 pm. This quiz is 10 multiple choice items and you will have 10 minutes to take the quiz.

**Exams:**

Each exam will be **in class** (except final) and multiple choice (25 – 30 questions) and two short answer questions. We will use the full class period for each exam. The final exam is cumulative and will be online. See schedule below for exam dates. **Make-up exams only scheduled if we are notified in advance of you missing, and you have university-approved documentation.**

**Article Critique:** You will critique a research journal article using APA format. You will read a research article that we assign. In class, we'll break up the assignment in sections and give you time in class to do that part. If you miss class that day, you'll need to come to my or Clay's office hours within one week to complete what you missed. . **\*\*\*AI Disclosure Statement Required!!!**

**Group Application Project:** You will be assigned to a four-person group toward the end of February or early March. Your group will pick a popular culture item that depicts some psychological construct. You will compare the pop culture item to science (using textbook and research) and give an opinion as to how accurately your construct is represented by the pop culture item. Your group will be doing live presentations in person (class) during the last week of class or on the day the final is scheduled. There is a separate folder for this assignment under the "Coursework" tab in Blackboard, labeled, "Group Application Project." There are detailed instructions and a rubric. If a member is sick or missed the day the group is scheduled, the rest of the group should be prepared to present the missing member's material. **\*\*\*AI Disclosure Statement Required!!!**

**Learning Curves:** These are supplemental, interactive and adaptive "quizzing" activities, that should facilitate you learning the material. I recommend you read the chapter, then take the

quizzes. These will be for completion grades – BUT to earn the required number of points of completion, you have to earn those points through the adaptive quizzing. Each week that learning curves are assigned, they are **due by that Sunday (11:59 pm)**. On the schedule below, they are **highlighted in green**. We will show you in class how to access these Learning Curves. **These cannot be completed past the due date, but can be completed early!** If you miss an assigned LC, you may complete a different one from that chapter, *within one week of the original due date*. **You may only do this TWICE throughout the semester**; you will need to email Clay and tell him which one you completed in lieu of the originally assigned one.

**Tentative Course Schedule – (Students are responsible to keep up with changes made via Blackboard announcements):**

**Green highlighting is Learning Curve Due dates**

<b>Day</b>	<b>Topic</b>	<b>Reading Assignment/Lecture</b>
January 12	Introduction to the Course History of Psychology	<i>Course and Syllabus Lecture</i> Chapter 1 pages 1-19 <i>Lecture 1 – Intro/History</i>
January 14	The Science of Psychology Research Methods	Chapter 1 – pg. 20 - 30 <i>Lecture 2 – Research Methods</i>
<b>Sunday, Aug. 25 (11:59 pm)</b>	<b>Quiz over syllabus</b>	<b>Quiz over syllabus</b>
January 19	<b>Off – MLK Holiday</b>	
January 21	Biology of the Mind	Chapter 2 – first part (35-45) <i>Lecture 3 – Biology – Part 1</i>
<b>January 25 – LC</b>	<b>Biology of the Mind</b>	<b>Chapter 2b</b>
January 26	Biology of the Mind Begin Consciousness	Chapter 2 – pg. 45 on <i>Lecture 4 – Biology – Part 2</i> Chapter 4 – Consciousness (101-113) <i>Lecture 5 – Consciousness – Part 1</i>
January 28	Consciousness	Chpt 4 – 2 <sup>nd</sup> part (113 on) <i>Lecture 6 – Consciousness – Pt 2</i>
<b>February – 1</b>	<b>Consciousness</b>	<b>Chapter 4b</b>
February 2	Social Psychology	Chapter 13 – Part 1 <i>Lecture 7 – Social Psyc – Part 1</i>
February 4	Social Psychology	Chapter 13 – Part 2 <i>Lecture 8 – Social Psyc – Part 2</i>
<b>February – 8</b>	<b>Social Psychology</b>	<b>Chapter 13a</b>
<b>February 9</b>	<b>Exam 1</b>	<b>Chapters 1, 2, 4, &amp; 13</b>
February 11	Learning	Chapter 6 – Learning <i>Lecture 9 – Learning – Part 1</i>
February 16	Learning	Chapter 6 <i>Lecture 10 – Learning – Part 2</i>
February 18	Memory	Chapter 5 <i>Lecture 11 – Memory – Part 1</i>
<b>February 22</b>	<b>Learning LC</b>	<b>Chapter 6a</b>
February 23	Memory	Chapter 5

		<i>Lecture 12 – Memory – Part 2</i>
February 25	Development	Chapter 9 <i>Lecture 13 – Development – Part 1</i>
<b>March 1</b>	<b>Memory LC Ch 5</b>	<b>Chapter 5a</b>
March 2	Development	Chapter 9 <i>Lecture 14- Development – Part 2</i>
<b>March 4</b>	<b>Exam 2</b>	<b>Chapters 6, 5, 9</b>
<b>March 8</b>	<b>Development LC Ch. 9</b>	<b>Chapter 9b</b>
March 9	No Class – Spring Break	
March 11	No Class – Spring Break	
March 16	Stress and Health	Chapter 11 <i>Lecture 15 – Stress and Health</i>
March 18	Stress and Health	Chapter 11 - Stress and Health <i>Lecture 15 – Stress and Health</i>
<b>March 22</b>	<b>Stress and Health</b>	<b>Chapter 11a</b>
March 23	Motivation	Chapter 8 – 250-269
March 25	Motivation	<i>Lecture 16 – Motivation</i>
<b>March 29</b>	<b>Motivation LC</b>	<b>Chapter 8a (Motivation)</b>
March 30	Emotion	Chapter 8 – pages 271-284 <i>Lecture 17 – Emotion</i>
April 1	Personality	Chapter 12 <i>Lecture 18 – Personality, Part 1</i>
<b>April 5</b>	<b>Personality</b>	<b>Chapter 12a</b>
April 6	Personality	Chapter 12 <i>Lecture 19 – Personality, Part 2</i>
April 8	Psychological Disorders	Chapter 14 <i>Lecture 20 – Psychological Disorders, Part 1</i>
April 13	Group Work Day	Group Work Day
April 15	Psychological Disorders	Chapter 14 <i>Lecture 21 – Psychological Disorders, Part 2</i>
<b>April 19</b>	<b>Psychological Disorders</b>	<b>Psychological Disorders – Chapter 14b</b>
<b>April 20</b>	<b>Exam 3</b>	<b>Chapters 11, 8, 12, 14</b>
April 22	Therapy	Chapter 15 <i>Lecture 22 - Therapy</i>
<b>April 27 &amp; 29</b>	<b>Team in class presentations</b>	<b>Teams 1–6 (3<sup>rd</sup>); 7 - 12 (5<sup>th</sup>)</b>
<b>Monday, May 4, 12 pm–1:40</b>	<b>Team in class presentations</b>	<b>13- 20</b>
<b>Final exam will be online – opens Monday, May. 4<sup>th</sup> at 8</b>	<b>Final exam</b>	<b>All chapters covered</b>

<b>am; closes Thursday, May 7 at NOON</b>		
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**\*Participation in Research or Research Article Quizzes by Psyc 111 Students—all 111 classes**

Research is the basis of knowledge in psychology and provides the content in all areas of the discipline. The Department of Psychology requires a minimum of **6 hours** of research experience of each student enrolled in PSYC 111, unless the participant pool coordinator has dictated otherwise. This requirement may be completed by active participation in a department-approved study, by taking quizzes on select research articles, or a combination of these two in accord with guidelines set by the instructor. Each accepted quiz (must score 70% or above to be accepted) receives 1 hour of research credit, and active participation in ongoing studies receives credit according to the length of time spent in the study, which can vary from ½ hour to multiple hours.

Details of the research participation or quiz option (see below) will be provided early in your class; there is a detailed PDF document posted in Blackboard under “Coursework,” and we will post a video with in-depth instructions on how to use the SONA website (<https://siue.sona-systems.com>) for research participation, as well as an overview of the quizzes option. Here is a brief YouTube video from Sona overviewing the general basics for how to register and use the features to sign up for studies: <https://www.youtube.com/watch?v=1OnT2ZU6QQ>.

Failure to fully complete the research experience requirement results in a one-letter grade drop. For example, if a student earned a B in PSYC 111 at the end of the semester but failed to fulfill the research experience requirement, the student would receive a C. Students who make an appointment for research participation, as do the investigators conducting the study, make a commitment to participate at the appointed time and place; if an emergency occurs preventing a student from fulfilling their commitment, they must notify the investigator no later than one hour prior to the study time. If students fail to complete the study on time or fail to cancel with sufficient notice, they will not receive credit for that study and be marked as a “no-show.” If you have more than two no-shows, you will no longer be able to register for experiments and will only have the option to register for the research article quizzes. Moreover, it is up to the investigator to decide whether and when such a participant can make an additional appointment for that particular study. Students should be aware that making a large number of appointments at the end of the semester (at the same time that hundreds of other students are trying to do so) can be difficult. It is best to fulfill the 6-hour requirement well before the end of the semester.

**Again, failure to meet the 6-hour requirement at the end of the semester will lead to a reduction of one letter grade.**

Those students who do not wish to participate in research may substitute research article quizzes for research participation. The article quizzes will give you some exposure to psychological research and acquaint you with some of the rich sources of materials where psychological studies are reported. The article quizzes will be posted on the SONA website mid March – I will send an announcement. You will sign up for the quiz, read a pre-approved research article, and take a quiz on said article. You must receive a 70% or greater to receive credit. Each quiz counts for 1 HOUR of research time.

### Course Technology requirements:

At a minimum, you will need the following software/hardware to participate in this course:

- Computer with an updated operating system (e.g. Windows, Mac, Linux)
- Updated Internet browsers (Apple Safari, Google Chrome, Mozilla Firefox)
- DSL or Cable Internet connection or a connection speed no less than 6 Mbps.
- Media player such as, QuickTime or Windows Media Player.
- Adobe Reader or alternative PDF reader (free):  
<http://get.adobe.com/reader/?promoid=HRZAC>
- Zoom and Microsoft Teams (both available to you as a student through ITS)
- Java plugin (free): <http://java.com/en/download/index.jsp>
- Any other specialized software or basic software (e.g., MS Office, etc.). Students can download MS Office at no charge here: <http://office365.siue.edu>

### Course and University policies

**Accommodation and Support:** It is the policy and practice of both me and Southern Illinois University Edwardsville to try 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—please notify me as soon as possible. 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. 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 1270. You can also reach the office by e-mail at [myaccess@siue.edu](mailto:myaccess@siue.edu) or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at [www.siue.edu/access](http://www.siue.edu/access).

**The Psychology Department’s 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 insure 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.siue.edu/education/psychology/plagiarism.shtml>. To avoid accusations of academic dishonesty, please submit all written work to Turnitin before finalizing what you submit for evaluation. A Turnitin link will be available anywhere written work is to be submitted in the

course. More on Turnitin at [http://www.siu.edu/its/turnitin/student\\_blackboard.shtml](http://www.siu.edu/its/turnitin/student_blackboard.shtml)

**Academic misconduct:** Any academic misconduct will be handled in accordance with University policy – (<http://www.siu.edu/policies/3c2.shtml>). Academic misconduct as described in this policy includes plagiarism, cheating, falsifying or manufacturing scientific data and/or representing manufactured data to be the result of scientific or scholarly experiment or research, and soliciting, aiding, abetting, concealing, or attempting such acts. Academic misconduct may lead to sanctions ranging from a failing grade on an assignment to expulsion from the University.

**The Psychology Department's policy on incomplete grades and withdrawal:** All withdrawals must be completed by the end of the 13<sup>th</sup> week of classes during fall and spring, and by the 3<sup>rd</sup> week of a 5-week summer term. When students discontinue attending class and do not withdraw from a course, they may receive a grade of UW (Unauthorized Withdrawal). The grade of UW will only be given when a student's grade based on the course requirements is an F. The grade of UW is calculated as an F in the student's grade average. The granting of a grade of I (Incomplete) is not automatic and 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 work not later than the end of the following semester. 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.

#### Course Policy on AI use

- **For the final exam, you may not use AI for any reason.**
- **For the article critique, you may use AI if you wish after you have read the article to help summarize it - supporting what you read. You may not use AI for writing any portion of the article critique or for formatting your references.**
- **For the group application project, you may not use AI for any portion of generating information for the Powerpoint presentation. You may use AI to summarize things initially, *but you must know the information well enough to check AI for accuracy, and also you must change the information to be in your own words.***
- **You must have a disclosure statement for each assignment turned in regarding your use of AI.**

#### The Psychology Department's 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 flows well);
- Verb tense consistency;
- Clear and unambiguous sentence 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 (<http://www.siu.edu/lss/writing/resources.shtml>). If your graded written assignments fail to meet 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. You will then have the option to resubmit the work within no later than one week, which will then be graded out of a maximum of *half of the normally available points*.

## **Reasons to Become a PSYCHOLOGY MAJOR (or MINOR) at SIUE**

**Take Valuable Courses:** Popular examples...

- Child Psychology (Psyc 201); Social Psychology (Psyc 206)
- Cognitive Psychology (Psyc 208); Research Design (Psyc 220)
- Theories of Personality (Psyc 340); Psychopathology (Psyc 431)

**Meet Other Students:** Social Events, Presentations, Volunteerism, Leadership

- Psi Chi Honors Society For majors with notable academic success
- Psychology Club (open to all students interested in psychology)

**Conduct Research Studies (Psyc 491):** Example topics...

- behavior problems, school difficulties, autism spectrum, parenting, delinquency
- weight management, physical health, stress, ethical issues, mental illness, aging
- consumer behavior, employee selection, prejudice, gender bias
- cognitive functioning, decision making, memory, teaching of psychology, pseudoscience

**Experience Field Study (Psyc 493):** Example sites...

- SIUE Head Start; SIUE Counseling; SIUE Human Resources; Local School Districts
- Juvenile Detention; Center for Autism; Madison County Probation; McCallum Place

**Find Great Jobs!** Examples with a Bachelor's degree from SIUE...

- Facebook Recruiter; Case Manager at Centerstone; Human Resources at Express Scripts
- Probation Officer at St. Clair County; Research Technician at Barnes Hospital
- Crisis Worker at Children's Home + Aide; Residential Counselor at Chestnut Health

**Get Your Masters at SIUE:**

- Industrial/Organizational Psychology (consult for businesses)
- Clinical Psychology (provide assessment & therapy)
- Clinical Child & School Psychology (help children & adolescents)

**Get into PhD Programs:** Examples admitting our students...

- DePaul University (industrial/organizational psychology)
- Florida State University (social psychology)
- Illinois State University (school psychology)
- St. Louis University (clinical psychology & family therapy)
- University of Nevada - Las Vegas (experimental psychology)

**Find Great Jobs (PART 2):** Examples with graduate degrees...

- Professor at SIUE; Researcher at Washington University
- Nestle Manager; VP of Human Resources at Ameren
- Clinician at Foundations for Change; Neuropsychologist at St. John's Mercy
- St. Jude Hospital Research Associate; School Psychologist at Edwardsville High

**If not the Psychology MAJOR, consider the Psychology MINOR:**

- All you need is: Introduction to Psychology (Psyc 111) and 6 more psychology courses
- Most jobs are greatly enhanced by psychology knowledge and related skills!

**Stay in Touch:**

- [siue.edu/education/psychology](http://siue.edu/education/psychology)
- Twitter: @SIUEpsychology