Instructor: Dr. Thad Meeks  
Email: jmeeks@siue.edu; Phone: 650-3438
Office: Alumni Hall, Rm. 0133
Office Hours: In Person: T and TH (10:45 AM-12:15 PM) and by Appt.: Online: By Appt.

Regular Class Time and Location: Mondays and Wednesdays: 8-9:50 AM; Alumni Hall, RM 0401
Lab Time and Location (Section 005): Fridays, 8-9:50 AM; Founders Hall, RM 3207
Lab Time and Location (Section 006): Fridays, 10-11:50 AM; Founders Hall, RM 3207

Graduate TA Section 005: Faith McCaskey  
Office: Alumni Hall, RM 0310
Email: fmccask@siue.edu

Graduate TA Section 006: Makyia Flowers  
Office: Alumni Hall, RM 0310
Email: makflow@siue.edu

Required Materials:

A Non-Graphing Calculator (Cannot use your Phone)

Overview. Over the course of two classes (220 and 221), you will be introduced to basic statistical concepts and methodological research designs that are used in the behavioral sciences. Methodology relates to the manner in which an experiment is designed whereas statistics allow us to understand the results from these designs. Concerning methodology, the first class (220) will focus on nonexperimental designs, and the second (221) will focus on experimental designs. Regarding statistics, we will cover descriptive statistics in the first class (220). During the second class, you will learn about inferential statistics which allow us to test hypotheses about the subjects that interest us. These two classes are critical for further study in the social sciences. By the end of these two classes, you should reach a greater understanding about how researchers develop and reach their conclusions and learn to apply these techniques to your chosen career path. You will also get hands-on experience with statistics. This includes calculating basic statistics by hand as well as using statistical software (SPSS) to compute statistics. The purpose of this is to help you overcome the intimidation that often comes with using statistics. Please, if you have questions, do not hesitate to contact me or your TAs.

Special notes about 220/221: You should be registered for at least 15 credit hours this semester if it is important that you remain a full-time student. Why? In the unfortunate event that you fail this course, you will have to drop PSYC 221, which will reduce your credit hours. Thus, you must be at 15 hours in order to drop PSYC 221 and still remain at full-time status (12 hours).

Psychology majors must earn a grade of at least C in this required psychology course to count toward the major. If this is your first time taking this course and you receive a course grade of D or F it is your responsibility to contact your advisor immediately to determine whether there is any possibility of getting enrolled in a section of this course next semester.
This, and your other required psychology courses, have a “2 attempt” rule—you may only attempt the course (including W, WF, WP, and an earned grade below a C) two times. After two unsuccessful attempts, you will be dropped from the major.

Course learning objectives:
1. Understand the specific research designs we discuss in class, how they are different, and how they are implemented.
2. Learn the different types of statistical analyses we do in class including when to use them and their computations.
3. Know how to effectively use SPSS to execute the types of statistical analyses that we will cover.
4. Learn the skills needed to communicate your research results (i.e., effectively writing APA research reports).
5. Be prepared to transition from Psyc 220 to Psyc 221.

Expectations and advice: You will need to put time and effort into this class. Some of this time will have to be here on campus in the computer lab. If you do not have the time to put effort into this class, you should consider taking this course another semester. University policy suggests you spend at least 2 hours outside class for every hour inside class, which means you can anticipate spending at least 11 hours outside of class per week on this course. Follow these steps to reach your potential:
   1. Read all assigned readings before class. This is critical to success in this class because it will help you understand the topics covered in lecture.
   2. Attend all classes and take notes.
   3. Look through your notes after class, before the next class. If anything is confusing, refer back to your text for clarification, or come in for help.
   4. Please look over your drafts and use that feedback to improve your final paper.
   5. Come in for help at the first sign of trouble. Do not wait until you receive a poor grade to get help.
   6. Invest in a 3-ring binder. Put syllabus, all handouts, notes, etc., in an organized fashion in this binder. Keep the binder for use in subsequent courses.

Notes. I find that active note-taking leads to active learning which will benefit you come test time. I will post the lecture notes after the given class period. However, it is not wise to just rely on these without actively taking notes in class. I will post a lecture outline to help you take active notes, should you choose to use it. My best advice for studying is to read the assigned material before class, take active and thoughtful notes during lecture, and then use all this material with the posted notes to study for the exams. I will also use various multimedia sources to help enhance learning (videos, images, etc.).

Formal requirements and grading. There will be two exams (the dates can be found on the class schedule). These exams will be given during the in-person lab session. The first exam (midterm) will count 18.50% of your grade (185 points). The last exam (final) will cover new material and will have a small cumulative component. The final exam will be worth 21.00% of your grade (210 points). These exams will be both conceptual and computational. The exams will also be of mixed-format (e.g., some multiple-choice, short answer). I will announce these details in class. The exams will cover material presented in lectures and in the book. Note that some material will come from both book and lecture, but some will come from lecture only and some will come from book only. I will announce this distribution in class. I will also provide book areas on which to focus for the exams. I will open a Blackboard Discussion Board for review questions. I will also keep a running study guide that I will update shortly after each class. That way you can be sure you are grasping the important concepts and can contact me if you are not (you can email, come to my office, or call). If you miss an exam for any reason, your opportunity to make up the missed exam will be during the final exam session at the end of the
semester (immediately after you complete the last exam). However, you must inform me in advance (at least 24 hours) if you intend to make up an exam during the final exam period. Only documented emergencies (e.g., medical, family) will be considered after this 24-hour window. Note that this may not be the same exam taken during the regular class period, but will be of equal difficulty. If you miss the last exam for any reason not previously approved, you will earn a zero on the final.

There will also be six quizzes during the course of the semester which will cover previous lectures and readings (the dates and material covered for each quiz can be found on the class schedule). You must be present in class to take these quizzes unless the absence is excused. The quizzes will be given during the first 5 minutes of class so make sure you are on time. **Unlike the exams, quizzes will only cover lecture material.** These quizzes will help you in two key ways. First, it will help motivate you not to wait until the last minute to begin studying. Second, research in memory has demonstrated that taking frequent quizzes is a better strategy than study alone (McDaniel, Andersen, Derbish, & Morriseyte, 2007). Each quiz will be worth 25 points each for a total of 150 points (15% of your final grade). **If you miss a quiz for any reason, your opportunity to make up the missed quiz will be during the final exam session at the end of the semester (immediately after you complete the last exam).** However, you must inform me in advance (at least 24 hours) if you intend to make up a quiz during the final exam period. Only documented emergencies (e.g., medical, family) will be considered after this 24-hour window.

You will also write an APA style paper. I will provide a handout with more details on this project. This project is designed to give you hands-on experience with the design of quantitative research studies and data analysis. Part of this project will involve group participation and part will be done on your own (PLEASE SEE THE PROJECT HANDBOOK FOR WHAT CAN AND CANNOT BE DONE TOGETHER). The final project will be worth 21.00% of your grade (210 points). To help you along with this project, you will need to do two different drafts throughout the course of the semester (the due dates are on the class schedule). Your handout will provide more information on these drafts. Each draft will be worth 25 points for a total of 50 points (5%). The project and drafts will be due on Blackboard (uploaded through Turnitin) by 11:59 PM on the date listed on the syllabus. **Late assignments will have 20% deducted for each 24 hr increment they are late. In other words, after an assignment is collected, it will be docked 20% until the next day (24 hours later), when it will be docked 40%, etc. This includes weekends, but NOT official holidays.** Also note that you must do an online certification for research with human subjects. This must be done before you can start your project. If you do not complete this certification, you will not be able to turn in your final paper as well as your drafts. **Please note the due date of this certification in the course schedule.**

You will have six lab assignments to complete by the end of the lab period. These lab assignments will be used to ensure that you are actively participating in the lab activities, as well as accurately understanding the information that is being presented in lab. The lab assignments will generally be due by the end of each individual lab session. There will be six total lab assignments, each worth 25 points, for a total of 150 points (15% of your final grade). **You will only be able to make up a lab assignment if you have an excused absence.** However, you must inform me in advance (at least 24 hours) if you intend to miss a day. Only documented emergencies (e.g., medical, family) will be considered after this 24-hour window.

You will also have a chance to earn participation points. Every day in class (15 total), we will do interactive assignments. If you are in class and fully participate in the assignment, you will receive three points, for a total of 45 points. **You will only be able to make up a participation if you have an excused absence.** However, you must inform me in advance (at least 24 hours) if you intend to miss a day. Only documented emergencies (e.g., medical, family) will be considered after this 24-hour window.
**Extra Credit:** There will be an opportunity for a small amount of extra credit. I will discuss the details more in class. Please remember that extra credit is always optional and is awarded in terms of points on top of your final point total. Please do not count on this to rescue you from a bad grade. The extra credit will only get you so far.

**The breakdown of grading is as follows:**

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>185</td>
<td>18.50%</td>
</tr>
<tr>
<td>Final</td>
<td>210</td>
<td>21.00%</td>
</tr>
<tr>
<td>APA Paper</td>
<td>210</td>
<td>21.00%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>150</td>
<td>15.00%</td>
</tr>
<tr>
<td>Drafts</td>
<td>50</td>
<td>5.00%</td>
</tr>
<tr>
<td>Participation</td>
<td>45</td>
<td>4.50%</td>
</tr>
<tr>
<td>Lab Assignments</td>
<td>150</td>
<td>15.00%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1000</td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

**The official letter grades will be assigned according to the following scale:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Equivalent</th>
<th>Points Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90%-100%</td>
<td>896-1000</td>
</tr>
<tr>
<td>B</td>
<td>80%-89%</td>
<td>796-895</td>
</tr>
<tr>
<td>C</td>
<td>70%-79%</td>
<td>696-795</td>
</tr>
<tr>
<td>D</td>
<td>60%-69%</td>
<td>596-695</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
<td>0-595</td>
</tr>
</tbody>
</table>

Please note that a strict policy will be adopted regarding extensions, late papers, late drafts, missed exams, etc.: all will be penalized unless a clear and pressing case can be made for medical reasons. Moreover, you may not submit work for this course that has been submitted, or is to be submitted, for credit in another course (some exceptions to this rule exist and you should consult the instructor(s) if you have any doubt).

**Grading problems:** If you feel there has been an error in working out calculating your grade please let me know as soon as possible. Calculate your grade as described above and specify the reason for your concern when contacting me. I want you to get every point you have earned. If you are unhappy with your final grade but agree that it has been calculated correctly as described above, please don't ask for a better grade, or extra opportunities to make a better grade, as a "favor" at the end of the semester. The answer to such unfair requests must always be "no".

**Class and Lab Attendance:** Although I will not explicitly take attendance during class or lab, I strongly recommend coming to both. The material you will receive in class and lab cannot easily be learned outside of class. In addition, you will not receive credit for participation, lab assignments, or extra credit if you are absent from class or lab, without a valid/documented reason for your absence. Absences MUST be accompanied by a documented excuse or must be explained well in advance to the professor to avoid penalty for an assignment and /or to be allowed to make up an assignment.

**Blackboard:** I will utilize Blackboard for several different purposes. The syllabus will be posted as well as the relevant lecture material. I will also post assignments, study and review material, and material related to the APA project. I will keep a running lecture concept check. This should serve two
purposes. First, you can use it after each class period to make sure you understand the key concepts from that lecture. Second, you can use it as a study guide for each quiz and exam. The lecture concept sheet is only intended as a guide for the lecture material and will not cover all book material. In addition, I will post grades and any relevant announcements on Blackboard. **The bottom line is that you should check Blackboard frequently.**

**Academic Honesty.** ANY case of academic dishonesty (e.g., cheating on an exam or allowing others to cheat off of you, or other dishonest act regardless of the point count) will receive the recommended university policy, failure of the course and reporting of the case to the Provost. You may not look at any other student’s exam, and you may not copy any portion of your answer from internet or other sources (i.e., the words/ideas must be entirely your own).

**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.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. 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.siu.edu/education/psychology/plagiarism.shtml.

**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 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/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: Your assignment will not be graded. It will be returned to you and you will be asked to edit the document and turn it in within 24 hours. You will receive a 25% deduction if this occurs.

**Accommodations for Disabilities:** It is the policy and practice of the 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 notify the instructor as soon as possible. Students are also encouraged to contact office for Accessible Campus Community and Equitable Student Support (ACCESS). 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 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. If any student would like to develop a written evacuation plan for this class, please contact the instructor.

Department of Psychology Policy on Incomplete Grades, Pass-No Credit Option, and Withdrawal: All withdrawals must be completed by the end of the 13th week of classes during 16-week semesters, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any shorter semester. 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 http://www.siue.edu/policies/1j1.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.

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.

Office Hours: I have set office hours listed at the top of the syllabus. However, if you cannot meet at that time, simply email or come talk to me and we can arrange another time.

Cell Phones: Please be respectful and turn them off or on silent. It is only annoying for everyone else and embarrassing for you. In general, please be courteous to everyone in class.

The course syllabus is a general plan for the course; deviations announced to the class by the instructors may be necessary.

<table>
<thead>
<tr>
<th>Day #</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Other Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 22</td>
<td>Introduction to Class and the APA Project</td>
<td>Syllabus, Project Guidelines</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Aug 24</td>
<td>Acquiring Knowledge and the Scientific Method Research</td>
<td>G&amp;F Ch. 1 G&amp;F Ch. 2</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
<td></td>
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<tr>
<td>3</td>
<td>Aug 26</td>
<td><strong>LAB</strong>: Finding, Reading, and Summarizing Articles/Group Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Aug 29</td>
<td>APA Project and Style/APA Introduction and Method</td>
<td>Blackboard Material, G&amp;F Ch. 16, G&amp;F Appendix D</td>
<td>Quiz #1 (Days 1-3)</td>
</tr>
<tr>
<td>5</td>
<td>Aug 31</td>
<td>Defining and Measuring Variables, Ethics in Research</td>
<td>G&amp;F Ch. 3, G&amp;F CH. 4</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Sept 2</td>
<td><strong>LAB</strong>: APA Formatting and Introduction Section/Plagiarism/Group Work</td>
<td>Quiz #2 (Days 4-5)</td>
<td>Online Ethics Certification due in class</td>
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<tr>
<td></td>
<td>Sept 5</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>7</td>
<td>Sept 7</td>
<td>Selecting Research Participants, Research</td>
<td>G&amp;F Ch. 5, G&amp;F CH. 6</td>
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<tr>
<td>8</td>
<td>Sept 9</td>
<td><strong>LAB</strong>: APA Method Section/Group Survey</td>
<td></td>
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<tr>
<td>9</td>
<td>Sept 12</td>
<td>The Descriptive Research Strategy, Introduction to</td>
<td>G&amp;F, Ch. 13, G&amp;W Ch. 1</td>
<td>Quiz #3 (Days 6-8)</td>
</tr>
<tr>
<td>10</td>
<td>Sept 13</td>
<td>Frequency Distributions, Central Tendency</td>
<td>G&amp;W Ch. 2, G&amp;W Ch. 3</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Sept 16</td>
<td>Midterm (Days 1-10)</td>
<td>Midterm (Days 1-10)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Sept 19</td>
<td>Variability, Correlational Design</td>
<td>G&amp;W Ch. 4, G&amp;F Ch. 12</td>
<td>Draft #1 due by 11:59 PM</td>
</tr>
<tr>
<td>13</td>
<td>Sept 21</td>
<td>Pearson’s Correlation, SPSS preview</td>
<td>G&amp;W Ch. 14 (pg. 450-471), G&amp;F Appendix C</td>
<td></td>
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<tr>
<td>14</td>
<td>Sept 23</td>
<td><strong>LAB</strong>: SPSS/APA Results and Discussion</td>
<td>G&amp;F Appendix C, Blackboard Material, G&amp;F Appendix C, G&amp;F Ch. 16, G&amp;F Appendix D</td>
<td>Quiz #4 (Day 12)</td>
</tr>
<tr>
<td>15</td>
<td>Sept 26</td>
<td>SPSS and APA Project Discussion</td>
<td>G&amp;F Appendix C, Blackboard Material, G&amp;F Appendix C, G&amp;F Ch. 16, G&amp;F Appendix D</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Sept 28</td>
<td>Other Correlations, Regression</td>
<td>G&amp;W Ch. 14</td>
<td>Draft #2 Due by 11:59 PM</td>
</tr>
<tr>
<td>17</td>
<td>Sept 30</td>
<td><strong>LAB</strong>: APA Paper Discussion</td>
<td></td>
<td></td>
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<tr>
<td>18</td>
<td>Oct 3</td>
<td>z-scores and Standard Distribution, Probability</td>
<td>G&amp;W Ch. 5, G&amp;W Ch. 6</td>
<td>Quiz #5 (Day 13)</td>
</tr>
<tr>
<td>19</td>
<td>Oct 5</td>
<td>Probability, Distribution of Sample Means</td>
<td>G&amp;W Ch. 6, G&amp;W Ch. 7</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Oct 7</td>
<td><strong>LAB</strong>: Computational practice/APA Project Questions</td>
<td>Final Paper Due by 11:59 PM</td>
<td></td>
</tr>
</tbody>
</table>
COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2022)

Health and Safety

The measures outlined below are required and any student who does not comply may be in violation of the COVID-19 People-Focused Health and Safety Policy, as well as the University’s Student Code of Conduct.

The full text of the COVID-19 People-Focused Health and Safety Policy can be found here: https://www.siue.edu/policies/Covid.shtml

Classrooms, Labs, Studios, and Other Academic Spaces

- Students who forget to wear a face covering when masking is required will be reminded of their obligation to comply with SIUE’s COVID-19 People-Focused Health and Safety Policy and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings when masking is required may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

- Students who refuse to wear a face covering when masking is required will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

- If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures
Students and employees are expected to review the siue.edu/coronavirus website (https://www.siue.edu/about/announcements/coronavirus/) to better understand prevention strategies and safety expectations.

- Students and employees are expected to maintain healthy hygiene practices.
- Students and employees are expected to follow COVID-related guidelines and directions.
- Students and employees are expected to conduct a daily health self-assessment and isolate themselves if COVID-related symptoms are present. COVID-related symptoms include:
  - Fever (100.4 degrees or above) or chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea

**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 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.siue.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 alterations to distancing requirements, course modality (e.g., transition from face-to-face to online, hybrid, or hy-flex, mask wearing, in-course activities, etc). These changes would be implemented to ensure the successful completion of the course while preserving health and safety. In these cases, students may be provided with an addendum to the class syllabus that will supersede the original version. If the course schedule or modifications significantly alter expectations, a new syllabus will be issued.

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

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

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

Conduct Research Studies (Psyc 491): Example topics…

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

Experience Field Study (Psyc 493): Example sites…

- SIUE Counseling; SIUE Human Resources; Local schools
- Juvenile Detention; Center for Autism; Madison County Probation

Find Great Jobs! (PART 1): Examples with a Bachelor’s degree from SIUE…

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

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 psych courses
· Most jobs are greatly enhanced by psychology knowledge and related skills!

Stay in Touch:
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