SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
PSYC 571-001 – Work Motivation and Leadership
Course Syllabus – Spring 2022

COURSE INFORMATION

Course Number:	PSYC 571-001
Credit Hours:	3 credit hours
Class Dates:	1/10/2022 to 5/6/2022
Class Times:	Wednesdays from 11 AM to 1:50 PM
Class Location:	Week 1: Online via Zoom
	Weeks 2-16: Alumni Hall 0201
Instructor:	Amy Quarton, M.A.
Office Hours:	Wednesdays from 9:30 AM to 10:30 AM; by appointment
Office Location:	Week 1: Online via Zoom
	Weeks 2-16: Alumni Hall 0122
E-mail:	aquarto@siue.edu
Required Texts:	Leadership Theory and Practice (8th edition) by Northouse and other assigned readings posted on Blackboard

COURSE DESCRIPTION

The primary goal of the I/O seminars is to increase your mastery of contemporary theoretical and practical issues related to "work life". In this course, the specific focus will be on motivation and leadership issues, although you will be expected to integrate information learned in your other courses (e.g., Personnel/Organizational seminars, social psychology, learning, statistics, experimental methods, etc.). In addition, the course format should allow you to apply your knowledge to the field and to practice important written and oral communication skills. Thus, the objectives for this course are four-fold (at the very least) 1) to develop a basic knowledge of empirical and theoretical information in the areas of motivation and leadership; 2) to apply this information to practical questions and situations; and 3) to hone important professional process skills (e.g., oral and written communication, group dynamic, moderation skills); and 4) to enjoy the seminar and find the topics we discuss stimulating

COURSE LEARNING OUTCOMES

When you have completed this course, you should be able to:
1. Identify the major topics of interest in organizational psychology,
2. Describe the research methods used to study organizational behavior,
3. Define the major concepts of organizational psychology,
4. Analyze the major theories of organizational psychology,
5. Explain the situational factors that impact organizational behavior,
6. Apply organizational psychology to human behavior in the workplace, and

7. Describe the evidence-based strategies used to manage organizational behavior,
8. Incorporate evidence from the peer-reviewed literature to support your ideas.

COURSE TEXTBOOK

- Northouse, P. G. (2019). *Leadership theory and practice* (8th ed.). Thousand Oaks, CA: Sage Publications.
- Other assigned readings are available on Blackboard.

TECHNOLOGY REQUIREMENTS

Students in a graduate course need access to:
- A computer with internet access and an updated internet browser,
- Their SIUE e-mail and Blackboard accounts, and
- Microsoft Office 365 (Word and PowerPoint).

Students in a graduate course should be able to:
- Use a word processor to compose assignments and communicate with others in class,
- Attach files to emails or course areas,
- Navigate websites and course materials, and
- Format documents according to APA's guidelines.

POINT SYSTEM FOR LEARNING ASSIGNMENTS

Learning Assignments	Course Outcomes	Points	% of Final Grade
1. Article Discussion	1-8	20	4
2. Exams (2 @ 100 points each)	1-8	200	40
3. Group Leadership Project	1-8	140	28
3a. Group Contract		*10*	*2*
3b. Outline		*10*	*2*
3c. Rough Draft		*10*	*2*
3d. Leadership Training Module		*100*	*20*
3e. Self-Assessment		*10*	*2*
4. Group Motivation Project	1-8	140	28
4a. Group Contract		*10*	*2*
4b. Outline		*10*	*2*
4c. Rough Draft		*10*	*2*

4d. Motivation Case Study	*100*	*20*
4e. Self-Assessment	*10*	*2*
TOTAL POINTS	**500**	**100**

OVERVIEW OF LEARNING ASSESSMENTS

Article Discussion
One week this semester you will be responsible for assisting the instructor in facilitating a discussion about the assigned readings from academic journals (textbook chapters are not included in the scope of this assignment). You can prepare for this discussion by reading the material before class, identifying and summarizing the main ideas, preparing to teach your classmates about the material, and drafting thoughtful questions that will illicit valuable class discussion. This will be a casual discussion; visual aids are not required but encouraged for demonstration purposes. Here is the schedule for the article discussions:
- Week 3 - January 26 - TBA
- Week 4 - February 2 - TBA
- Week 5 - February 9 - TBA
- Week 6 - February 16 - TBA
- Week 10 - March 23 - TBA
- Week 11 - March 30 - TBA
- Week 12 - April 6 - TBA
- Week 13 - April 13 - TBA
- Week 14 - April 20 - TBA

Exams
You will take two exams that cover material from the assigned readings and class lectures. Each exam consists of multiple-choice, true/false, short answer, and essay questions. Short answer questions ask for a brief response (1-3 words or phrases), while essay questions ask for a more in-depth and integrated response with sources cited in APA style. You may prepare a list of citations (no notes, of course) to help you cite your sources during the exam. You must be present and on time for the exam. Only individuals with an excused absence and proper documentation will be allowed to complete a missed exam. All other absences on exam day will result in a zero for that exam.

Group Leadership Project
Throughout the first seven weeks of the semester, the entire class will work as one unified consulting team to develop a leadership training module for undergraduate students in the SIUE psychology program. To complete this project, you will use the university's online databases to gather and critique information from at least ten peer-reviewed sources.

Your contribution to this project will be evaluated by the instructor, your classmates, and you. All group members will receive the same grade, except when a member's performance is rated less favorably by a majority of the group.

To help you stay on track, you will complete the project in five stages.
- Due 1/19/2022 at 11 AM CST - Submit Group Contract
- Due 1/26/2022 at 11 AM CST - Submit Outline
- Due 2/9/2022 at 11 AM CST - Submit Rough Draft
- Due 2/23/2022 at 11 AM CST - Submit Leadership Training Module
- Due 2/25/2022 (Friday) at 11:59 PM CST - Submit Self-Assessment

You can find detailed instructions and grading rubrics for each stage on Blackboard. The group will decide how to divide and conquer the workload for this project. Submit all materials (e.g., contract, evaluation, outline, rough draft, training module, and self-assessment) on Blackboard.

Group Motivation Project
In the second half of the semester, you will work with half of the class to complete a case study. You will carefully analyze the details of a realistic situation and propose reasonable, evidence-based solutions in a typed APA-style report for the organization presented in the case. To complete this project, you will use the university's online databases to gather and critique information from at least ten peer-reviewed sources.

Your contribution to this project will be evaluated by the instructor, your classmates, and you. All group members will receive the same grade, except when a member's performance is rated less favorably by a majority of the group.

Here are the groups for this project:
- Group 1 – TBA
- Group 2 – TBA

To help you stay on track, you will complete the project in five stages.
- Due 3/16/2022 at 11 AM CST - Submit Group Contract
- Due 3/30/2022 at 11 AM CST - Submit Outline
- Due 4/13/2022 at 11 AM CST - Submit Rough Draft
- Due 4/27/2022 at 11 AM CST - Submit Leadership Training Module
- Due 4/29/2022 (Friday) at 11:59 PM CST - Submit Self-Assessment

You can find detailed instructions and grading rubrics for each stage on Blackboard. Each group will decide how to divide and conquer the workload for this project. Submit all materials (e.g., contract, evaluation, outline, rough draft, training module, and self-assessment) on Blackboard.

GRADING DISTRIBUTION

Grade		%	Points	Description
A	=	90—100	450.0-500.0	Excellent
B	=	80—89	400.0-449.9	Good
C	=	70—79	350.0-399.9	Satisfactory
D	=	60—69	300.0-349.9	Poor
F	=	0—59	0—299.9	Failure

COURSE EXPECTATIONS

- **Invest** an adequate amount of time. According to the university, you should spend 2 hours *outside* of class for every 1 hour *in* class (http://www.siue.edu/policies/1i4.shtml). Each week, you would normally spend 2.5 hours in class, which means that you would need to invest at least 5 hours outside of class for a total of 7.5 hours each week.
- **Check** your university e-mail and Blackboard several times each week. Look for new announcements and feedback on your assignments.
- **Be authentic** and submit your own work. If you reference external sources, cite them using the guidelines published by the American Psychological Association (APA) and provide a list of references at the end of your response, report, or post.
- **Contact me** if you have any questions. You can e-mail me, visit me during my office hours via Zoom, or message me through the "Course Questions" discussion board.
- **Contact help@siue.edu** with your questions related to Blackboard and other technical difficulties. If technical problems prevent you from accessing course materials or submitting assignments, let your instructor know.

GRADING POLICIES

To complete the course assessments, follow the policies outlined below.
- Grades will not be curved or rounded. You begin the course with zero points and earn every point to reach your goal.
- Submit all assignments on Blackboard. The instructor cannot accept assignments submitted through email.
- Submit your assignments before 11:59 PM CST on the due date listed in the calendar.
  - With an approved extension, you will forfeit 20% of the total possible points each day the assignment is late. Extensions can only be granted *before* the due date.
  - Without an approved extension, the instructor will not accept late work.
- Adhere to SIUE's Student Code of Conduct as outlined at https://www.siue.edu/policies/3c1.shtml.
- Submissions that contain plagiarized material will receive a zero, and those that include an abundance of spelling and grammatical errors will be graded down.

- Discuss any grading discrepancies via e-mail within 48 hours of receiving your grade on the assignment. Outline why and how your work warrants a better grade. Keep in mind, however, that a petition does not guarantee point adjustments.

COURSE CONTENT AND CALENDAR

The table below includes a tentative course schedule. The instructor reserves to right to alter it to improve the quality of learning or to accommodate unforeseen events. The instructor will announce any changes to the calendar via e-mail and Blackboard announcements.

Dates	Tasks for the Week
Week 1 – January 12	**Topics: Course Overview** Read: • Course Syllabus Submit: • Article Discussion Preference
Week 2 – January 19	**Topics: Introduction to Leadership, Trait Approach** Read: • Northouse (2019) Chapters 1 and 2 • Bennis, W. (1989). Why leaders can't lead. *Training and Development Journal*, *43*, 35-40. • Resick, C., Whitman, D., Weingarden, S., and Hiller, N. (2009). The bright side and dark side of CEO personality: Examining core self-evaluations, narcissism, transformational leadership and strategic influence. *Journal of Applied Psychology*, *94*, 1365-1381. Submit: • Group Leadership Project – Group Contract (due 1:50 PM)
Week 3 – January 26	**Topics: Skills Approach, Behavioral Approach** Read: • Northouse (2019) Chapters 3 and 4 • Avolio, B. J., Walumbwa, F. O., and Weber, T. J. (2009). Leadership: Current theories, research, and future directions. *Annual Review of Psychology*, *60*, 421-449. • Conger, J. (1990). The dark side of leadership. *Organizational Dynamics*, *19*(2), 44-55. • Judge, T., Piccolo, R., and Ilies, R. (2004). The forgotten ones? The validity of consideration and initiating structure in leadership research. *Journal of Applied Psychology*, *89*, 36-51. Submit: • Article Discussion – TBA • Group Leadership Project – Outline
Week 4 – February 2	**Topics: Situational Leadership Theory, Path-Goal Theory, Authentic Leadership**

Read:
- Northouse (2019) Chapters 5 and 6
- Dinh, J. E., Lord, R. G., Gardner, W. L., Meuser, J. D., Liden, R. C., and Hu, J. (2014). Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives. *The Leadership Quarterly*, *25*(1), 36-62.
- Gardner, W. L., Cogliser, C. C., Davis, K. M., and Dickens, M. P. (2011). Authentic leadership: A review of the literature and research agenda. *The Leadership Quarterly*, *22*(6), 1120-1145.
- Kivlighan, D. (1997). Leader behavior and therapeutic gain: An application of Situational Leadership Theory. *Group Dynamics: Theory, Research* and *Practice*, *1*(1), 32-38.

Submit:
- Article Discussion – TBA

Week 5 – February 9	Topics: Leader-Member Exchange Theory, Team Leadership Read: • Northouse (2019) Chapters 7 and 14 • Dulebohn, J. H., Bommer, W. H., Liden, R. C., Brouer, R. L., and Ferris, G. R. (2012). A meta-analysis of antecedents and consequences of leader-member exchange: Integrating the past with an eye toward the future. *Journal of Management*, *38*(6), 1715-1759. • Kets de Vries, M. (1999). High performance teams: Lessons from the Pygmies. *Organizational Dynamics*, *27*, 66-77. • Townsend, J., Phillips, J., and Elkins, T. (2000). Employee retaliation: The neglected consequences of leader-member exchange relations. *Journal of Occupational Health Psychology*, *5*, 457-463. Submit: • Article Discussion – TBA • Group Leadership Project – Rough Draft
Week 6 – February 16	Topics: Transformational Leadership, Diversity in Leadership Read: • Northouse (2019) Chapters 8, 15, and 16 • Cooper, V. (1997). Homophily or the Queen Bee Syndrome: Female evaluation of female leadership. *Small Group Research*, *28*, 483-600. • Derks, B., Ellemers, N., van Laar, C., and de Groot, K. (2011). Do sexist organizational cultures create the queen bee? *British Journal of Social Psychology*, *50*(3), 519-535. • Groves, K. S., and Feyerherm, A. E. (2011). Leader cultural intelligence in context: Testing the moderating effects of team cultural diversity on leader and team performance. *Group* and *Organization Management*, *36*(5), 535-566. Submit: • Article Discussion – TBA

Week 7 – February 23	Topics: Servant Leadership, Followership, Leadership Ethics Read: • Northouse (2019) Chapters 10 and 12 • Anderson, J. R., and Terrell, M. E. (2004). Too good to be true: CEOs and financial reporting fraud. *Consulting Psychology Journal*: *Practice and Research*, *56*(1), 35-43. • Trevino, L., and Brown, M. (2004). Managing to be ethical: Debunking five business ethics myths. *Academy of Management Executive*, *18*, 69-81. Submit: • Group Leadership Project – Leadership Training Module (due Wednesday) and Self-Assessment (due Friday at 11:59 PM)
Week 8 – March 2	**EXAM 1**
March 9	**SPRING BREAK - NO CLASS**
Week 9 – March 16	Topics: Introduction to Motivation Read: • Latham (2011) Chapters 1 and 2 Submit: • Group Motivation Project – Group Contract (due 1:50 PM)
Week 10 – March 23	Topics: Need Theories Read: • Latham (2011) Chapter 5 – 20th-Century Controversies • Latham (2011) Chapter 6 – Needs: The Starting Point of Motivation • Brett, J., and Stroh, L. (2003). Working 61 plus hours a week: Why do managers do it? *Journal of Applied Psychology*, *88*, 67-78. • Guo, Y., Liao, J., Liao, S., and Zhang, Y. (2014). The mediating role of intrinsic motivation on the relationship between developmental feedback and employee job performance. *Social Behavior* and *Personality*: *An International Journal*, *42*(5), 731-741. Submit: • Article Discussion – TBA
Week 11 – March 30	Topics: Self and Social Motives Read: • Latham (2011) Chapter 10 – Social Cognitive Theory • Allcorn, S. (1995). Symbolic seduction in the workplace. *Administration* and *Society*, *27*, 400-427. • Glendinning, P. (2001). Workplace bullying: Curing the cancer of the American workplace. *Public Personnel Management*, *30*, 269-286. • Schaefer, C. and Tudor, T. (2001). Managing workplace romances. *SAM Advanced Management Journal*, *66*, 4-10. Submit: • Article Discussion – TBA

	• Group Motivation Project – Outline
Week 12 – April 6	Topics: Emotions in the Workplace Read: • Latham (2011) Chapters 8 and 11 • Hoobler, J., and Swanberg, J. (2006). The enemy is not us: Unexpected workplace violence trends. *Public Personnel Management*, *35*, 229-246. • Luthans, F. (2002). Positive organizational behavior: Developing and managing psychological strengths. *Academy of Management Executive*, *16*, 57-72. Submit: • Article Discussion – TBA
Week 13 – April 13	Topics: Fairness and Expectancy Theories Read: • Latham (2011) Chapters 3 and 4 • Greenberg, J. (2006). Losing sleep over organizational injustice: Attenuating insomniac reactions to underpayment inequity with supervisory training in interactional justice. *Journal of Applied Psychology*, *91*, 58-69. • Sanchez, R., Truxillo, D., and Bauer, T. (2000). Development and examination of an expectancy-based measure of test-taking motivation. *Journal of Applied Psychology*, *85*, 739-750. Submit: • Article Discussion – TBA • Group Motivation Project – Rough Draft
Week 14 – April 20	Topics: Goal Setting and Learning Theories Read: • Latham (2011) Chapters 9 and 12 • Hrabluik, C., Latham, G. P., and McCarthy, J. M. (2012). Does goal setting have a dark side? The relationship between perfectionism and maximum versus typical employee performance. *International Public Management Journal*, *15*(1), 5-38. • Schweitzer, M., Ordonez, L., and Douma, B. (2004). Goal setting as a motivator of unethical behavior. *Academy of Management Journal*, *47*, 422-432. Submit: • Article Discussion – TBA
Week 15 – April 27	Topics: Applying the Principles of Motivation Submit: • Group Motivation Project – Motivation Case Study (due Wednesday at 11 AM) and Self-Assessment (due Friday at 11:59 PM)
Week 16 – May 4	**EXAM 2**

PSYCHOLOGY DEPARTMENT POLICIES

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 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.siue.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.

The Psychology Department's 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.

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 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.siue.edu/is/writing) or utilize one of the many online resources they have identified to help students (http://www.siue.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 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.

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.

Other Resources
- Lovejoy Library
    - 618-650-4636
    - http://www.siue.edu/lovejoylibrary/
- Computer Labs
    - http://www.siue.edu/its/labsclassrooms/
- Technology Support
    - Lovejoy Library Room 0005
    - 618-650-5500
    - help@siue.edu
- Writing Center
    - MUC –Student Success Center 1254
    - 618-650-2045
    - http://www.siue.edu/lss/writing/index.shtml

COVID-19 PANDEMIC POLICIES RELATED TO CLASSROOM INSTRUCTION

Health and Safety
The measures outlined below are <u>required</u> 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
While in the classroom, lab, studio, or other academic spaces, students (regardless of vaccination status) shall wear face coverings that fully cover the nose and mouth and practice physical distancing measures to the extent practicable based on the specific classroom capacity and pedagogy. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face covering 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 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 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
At all times, students should engage in recommended health and safety measures, which include:
- Conducting a daily health assessment. If you have COVID-19 symptoms, but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information on reporting procedures is available here.
- Frequent washing or disinfecting of hands.
- Physical distancing.
- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain physical distance. Indoor public spaces include common spaces or community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.
- If present, adhere to directional signs and traffic flow patterns in buildings and offices. In many spaces, doors for entering and exiting buildings are designated.

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 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 and 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
- Academic Success Sessions
- Tutoring Resource Center
- The Writing Center
- Academic Advising
- Financial Aid
- Campus Events
- Counseling Services

If you find that you need additional support, please reach out to me 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

Since this is an online course, you are expected to have reliable Internet access on a regular basis. 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.

Tips for taking online assessments:

- Set up a wired (Ethernet) Internet connection on your computer
- Do not use a mobile device, such as a phone or tablet
- Read the instructions and directions carefully
- Be prepared to complete the assessment in the allotted time