

**Syllabus for PSYC 111-003  
Foundations of Psychology  
Department of Psychology  
Spring 2023**

**About the Instructor**

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**Welcome**

Welcome to Foundations of Psychology! I am looking forward to guiding you through this course, whether you are interested in psychology as a major, as a career, or just as a course to fulfill a graduation requirement. My hope is to help you learn as much as possible about psychology and, ideally, inspire you to learn more beyond this course.

**Bio**

I am a clinical psychologist and have been a professor in the SIUE Department of Psychology for over 25 years. In addition to this course, I teach Clinical Psychology (PSYC 450) and several graduate courses in our Clinical Psychology Graduate Program, among others. I have published numerous articles in journals related to clinical psychology, most of which focus on ethical and professional issues in psychotherapy. I have also published two textbooks, including the one we use for this course. In addition to my academic position, I also maintain a very small, part-time private practice in which I see a wide range of therapy clients.

I earned a BA in Psychology from Washington University in St. Louis, and an MA and PhD in Clinical Psychology from Saint Louis University. I completed my predoctoral internship at Indiana University School of Medicine.

My wife and I live in St. Louis (University City, to be specific), and we have two sons who are now young adults.

**Communicating with the instructor**

The best way to contact me is through email: [apomera@siue.edu](mailto:apomera@siue.edu). I typically reply within 24 hours. You can also try me by phone: 618-650-3661.

**About the Course**

**Course description**

From the SIUE Course Catalog: "History; psychological methods and techniques; biological foundations of behavior; learning; motivation; development; personality; social; and psychopathology." This course is worth 3 credit hours.

**Prerequisite knowledge and credit hours**

None.

### Course goals and objectives

- To educate students about many parts of the vast discipline of psychology.
- To examine how the principles of psychology apply to students' lives.
- To explore common questions and myths regarding psychology.
- To improve critical thinking skills via analysis of psychological concepts.
- To encourage further study of psychology.

### Course textbook

Pomerantz, A. M. (2020). *My Psychology (2<sup>nd</sup> ed.)*. New York: Worth/Macmillan.

- Through Blackboard, you have access to an eBook version of the textbook. The eBook contains everything the hard copy includes. In the eBook, you can highlight, add notes, click on key terms to see pop-up definitions, click on links to videos and apps, and much more. The eBook is part of LaunchPad, a collection of online resources designed to help you learn the material. Those resources include practice quizzes (including the interactive LearningCurve), flashcards, Chapter App activities, My Take video activities, and much more.
- To access the eBook and the rest of LaunchPad, click "My Psychology E-Book" in the Blackboard menu (on the left side of the screen). If you want the eBook, click on eBook (on the left side of the LaunchPad screen). If you want the other resources in LaunchPad, click on Resources (on the left side of the screen) and then either Content by Type or Content by Chapter.

Undergraduate students can rent textbooks from SIUE. Please visit the [Textbook Service website](#) for more information.

### Course requirements

#### Course activities/assessments

- We will cover 12 chapters in the textbook at a pace of approximately 8 days per chapter. (To avoid weekend deadlines, some chapters will extend more than 8 days.)
- For each chapter, you will have three learning tasks to do:
  - Attend class, in which I will present and we will discuss the most important concepts in each chapter.
  - Read the textbook chapter. (Click the "My Psychology E-Book link in Blackboard, or use the hard copy of the textbook.)
  - Read the PowerPoint slides that accompany the chapter. (Click the Coursework link in Blackboard.)
- For each chapter, you will have two assessment tasks to complete by the deadline listed in the Course Schedule section of this syllabus:
  - A multiple-choice quiz, typically 10 questions in length, worth 20 points (Click the Coursework link in Blackboard.)
  - A brief writing assignment, typically about 1-2 pages, typed and double-spaced, requiring no additional resources besides the assigned course materials. (Click the Coursework link in Blackboard.)
- Throughout the semester, you are required to meet the research participation requirement. Failure to complete the research participation requirement (see explanation in separate section below) will result in a one-letter decrease in the final course grade, such that an A becomes a B, a B becomes a C, a C becomes a D, and a D becomes an F. (This requirement is department-wide, which means that every section of PSYC 111 holds students to the same requirement.)

Here are a few helpful hints about those brief writing assignments you'll complete for each chapter:

- The questions have been created with two goals in mind: to get you to learn the material *and* to get you to apply that material to your own life. You'll notice that lots of the questions ask you to show you know something, and then offer your thoughts, opinions, or reactions to it.

- You don't need to find or cite sources beyond the assigned material in this course. The course materials—the textbook, the PowerPoints, the class meetings—provide you with everything you need to complete these brief writing assignments.
- The TAs and I will monitor closely for plagiarism. We are aware that some students may try the shortcut of googling key words in the question (or googling the entire question) and then copying and pasting what they find on the Internet. Of course, that approach is completely unacceptable and is a violation of the university's plagiarism policies. It also denies you the opportunity to actually learn and process the material from the course's sources. For that reason, we “pre-google” the questions before we grade your assignments and keep the results of that google search in mind when we read what you submit. That process makes it much easier for us to catch students who plagiarize.
- The rubric we will use to grade each 10-point response is included later in this syllabus, under the Grading heading.

### Research Participation Requirement

Research is the basis of knowledge in psychology and provides the content in all areas of the discipline. The SIUE 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. Each accepted quiz (must score 70% or above to be accepted) earns one hour of research credit, and active participation in a study receives credit according to the length of time spent in the study, which can vary from half an hour to multiple hours.

Details of the research participation will be provided early in your class. You will receive in-depth instructions on how to use the [SONA web site \(https://siue.sona-systems.com\)](https://siue.sona-systems.com) for research participation. You will also participate in an initial screening process which may allow you to participate in future studies.

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 researchers conducting the study, make a commitment to be at the designated place (in person or online) at the designated time for their appointment. If an emergency arises to prevent participants from being able to be at the appointed time and place, they must notify the researcher no later than one hour prior to the study time. If students fail to attend 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 research studies and will only have the option to register for the research article quizzes. Moreover, it is up to the researcher 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 Blackboard around the middle of the semester. Quizzes will be released one per week, typically during the last eight weeks of the semester. Each quiz will be open for 24 hours. The dates and times the quizzes will be available will be posted on Blackboard. During the 24 hour window, you will read a pre-approved research article and take a quiz on that article. You must receive a 70% or greater to receive credit. You may read the article for as long as you like during the 24 hour window; however, you have one hour to complete the quiz. Each quiz counts for 1 hour of research time.

Research Article Quizzes will be available on Blackboard during the following times (all CST):

- Article 1: 9:00 a.m., Friday, March 3 - 9:00 a.m., Saturday, March 4
- Article 2: 9:00 a.m., Friday, March 17 - 9:00 a.m., Saturday, March 18
- Article 3: 9:00 a.m., Friday, March 24 - 9:00 a.m., Saturday, March 25
- Article 4: 9:00 a.m., Friday, March 31 - 9:00 a.m., Saturday, April 1
- Article 5: 9:00 a.m., Friday, April 7 - 9:00 a.m., Saturday, April 8
- Article 6: 9:00 a.m., Friday, April 14 - 9:00 a.m., Saturday, April 15
- Article 7: 9:00 a.m., Friday, April 21 - 9:00 a.m., Saturday, April 22
- Article 8: 9:00 a.m., Friday, April 28 - 9:00 a.m., Saturday, April 29

**Don't get dropped a letter grade! Recommendation for earning all 6 credits:** Use the early weeks of the semester to earn as many research credits as possible through SONA. Check SONA for new studies at least once per week. Around the middle of the semester—when the Research Article Quizzes become available—calculate how many credits you still need. Plan to complete that many article quizzes and take the quizzes as soon as they're available on Blackboard. Of course, you can also keep checking SONA for additional studies during the last eight weeks. If you participate in more studies, you won't need to complete as many article quizzes.

**Submitting work**

All work will be submitted via Blackboard. If you ever encounter problems with Blackboard, as a backup, please email the work to me if possible (apomera@siue.edu).

If assignments or chapter quizzes are submitted late, 5 points (out of 20) will be deducted for each day the assignment or quiz is late. Your assignments and chapter quizzes are all due at 11:59pm, so this policy means that if you submit one on the following day (starting just one minute after the deadline, 12am-11:59pm), you'll lose 5 points; if you submit it on the day after that, you'll lose 10 points; etc. (Just to clarify—the quizzes described in this paragraph are the chapter quizzes, not the Research Article Quizzes that can be taken instead of participating in research studies. The Research Article Quizzes have no late option; they are each available for a strict 24-hour period, and once that period has ended, that Research Article Quiz is no longer available.)

**Online discussions**

This course will offer, but not require, your participation in a Discussion Forum on Blackboard. This Discussion Forum is an excellent place to ask questions about the material you are learning—essentially, it's the online equivalent of raising your hand in class. There's a good chance that questions that occur to you will also occur to other students, so asking your questions in the Discussion Forum can benefit many people.

As we move through the semester, I may introduce some new online discussion options. You'll receive notification if that happens.

**Grading**

Students' grades will be determined by 12 multiple-choice quizzes (each worth 20 points) and 12 brief writing assignments (each worth 20 points).

Here's the rubric we will use for each 10-point response in the brief writing assignments. (Notice the emphasis on quality and coverage.)

<b>Criteria</b>	<b>+0-1 point</b>	<b>+2 points</b>	<b>+3 points</b>	<b>+4 points</b>
<p><b>Length:</b> Does the response meet the minimum word count?</p> <p>Range: 0-2 points</p>	Falls below the minimum word count	Meets or exceeds the minimum word count		
<p><b>Coverage:</b> To what extent does the response address all components of the question?</p> <p>Range: 0-3 points</p>	Does not address all components of the question and does not sufficiently expand upon included ideas	Addresses all the components of the question but does not sufficiently expand upon included ideas	Adequately and thoroughly addresses all components of the question	
<p><b>Quality:</b> To what extent does the response show that the student has learned the assigned material and analyzed or scrutinized it as instructed by the question?</p> <p>Range: 0-4 points</p>	Fails to indicate understanding of the assigned material and lacks appropriate thought about it	Indicates limited understanding of the assigned material and only minimal appropriate thought about it	Indicates solid understanding of the assigned material, with appropriate thought about it	Indicates mastery of the assigned material and original or creative thought about it
<p><b>Grammar and Writing Style/Mechanics:</b> To what extent is the writing style comprehensible and appropriate?</p>	Answer is written comprehensibly and is free of grammatical errors, punctuation errors, overly casual language, and inappropriate language.			

### Grading scale

Final course grades will be assigned according to the following criteria: 90-100% of total possible points=A; 80-89%=B; 70-79%=C; 60-69%=D; below 60%=F.

### Feedback and grading timeline

Our goal is to grade the brief writing assignments promptly, typically within a few days (sometimes shorter, occasionally longer). You can find your grade by clicking the My Grades link on the left menu of the Blackboard course. If you click on the assignment itself, you can see the specific comments that we have written, which can be very helpful for future assignments throughout the semester.

## Course Schedule:

For this material...	...you should read the textbook, read the PowerPoints, and attend the classes covering...	...so you can complete these tasks...	...by this deadline.
<b>Chapter 1</b>	<ul style="list-style-type: none"> <li>Chapter 1—The Science of Psychology</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 1 Quiz</li> <li>Chapter 1 Brief Writing Assignment</li> </ul>	Tuesday January 17 at 11:59pm
<b>Chapter 2</b>	<ul style="list-style-type: none"> <li>Chapter 2—Brain and Behavior</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 2 Quiz</li> <li>Chapter 2 Brief Writing Assignment</li> </ul>	Wednesday January 25 at 11:59pm
<b>Chapter 5</b>	<ul style="list-style-type: none"> <li>Chapter 5—Memory</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 5 Quiz</li> <li>Chapter 5 Brief Writing Assignment</li> </ul>	Thursday February 2 at 11:59pm
<b>Chapter 6</b>	<ul style="list-style-type: none"> <li>Chapter 6—Learning</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 6 Quiz</li> <li>Chapter 6 Brief Writing Assignment</li> </ul>	Friday February 10 at 11:59pm
<b>Chapter 7 (the Thinking section only)</b>	<ul style="list-style-type: none"> <li>Chapter 7—Cognition (This chapter has three big sections—Thinking, Language, and Intelligence. We are only covering the Thinking section.)</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 7 Quiz</li> <li>Chapter 7 Brief Writing Assignment</li> </ul>	Monday February 20 at 11:59pm
<b>Chapter 9</b>	<ul style="list-style-type: none"> <li>Chapter 9—Development Across the Life Span</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 9 Quiz</li> <li>Chapter 9 Brief Writing Assignment</li> </ul>	Tuesday February 28 at 11:59pm
<b>Chapter 10</b>	<ul style="list-style-type: none"> <li>Chapter 10—Diversity in Psychology: Multiculturalism, Gender, and Sexuality</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 10 Quiz</li> <li>Chapter 10 Brief Writing Assignment</li> </ul>	Wednesday March 22 at 11:59pm
<b>Chapter 11</b>	<ul style="list-style-type: none"> <li>Chapter 11—Stress and Health</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 11 Quiz</li> <li>Chapter 11 Brief Writing Assignment</li> </ul>	Thursday March 30 at 11:59pm
<b>Chapter 12</b>	<ul style="list-style-type: none"> <li>Chapter 12—Personality</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 12 Quiz</li> <li>Chapter 12 Brief Writing Assignment</li> </ul>	Friday April 7 at 11:59pm
<b>Chapter 13</b>	<ul style="list-style-type: none"> <li>Chapter 13—Social Psychology</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 13 Quiz</li> <li>Chapter 13 Brief Writing Assignment</li> </ul>	Monday April 17 at 11:59pm
<b>Chapter 14</b>	<ul style="list-style-type: none"> <li>Chapter 14—Psychological Disorders</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 14 Quiz</li> <li>Chapter 14 Brief Writing Assignment</li> </ul>	Tuesday April 25 at 11:59pm
<b>Chapter 15</b>	<ul style="list-style-type: none"> <li>Chapter 15—Therapy</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 15 Quiz</li> <li>Chapter 15 Brief Writing Assignment</li> </ul>	Wednesday May 3 at 11:59pm

**Subject to change notice**

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

**Course and University policies****Academic integrity/plagiarism**

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](#).

**Turnitin**

This course may utilize the Turnitin plagiarism detection software. A Turnitin link will be available anywhere written work is to be submitted in the course. [Find out more about using Turnitin](#).

**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](http://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](mailto:myaccess@siue.edu) or by calling [618-650-3726](tel: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.

**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.siu.edu](http://cougarcare.siu.edu) or by calling [618-650-2842](tel:618-650-2842).

## COVID-19 Pandemic Policies Related to Classroom Instruction (Spring 2023)

### 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.siu.edu/policies/Covid.shtml>

### Classrooms, Labs, Studios, and Other Academic Spaces

Under current University policy, SIUE will only require masking in campus healthcare settings. See, <https://www.siu.edu/about/announcements/coronavirus/safety-guidelines-support/index.shtml>.

Individual faculty of record may determine that masking will be required in their classrooms and are asked to communicate accordingly with students. Face masks may be required in other campus sites following guidance from governing regulatory agencies.

- 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](mailto:myaccess@siue.edu)).

### General Health Measures

Students and employees are expected to review the [siue.edu/coronavirus](https://www.siu.edu/coronavirus) website

(<https://www.siu.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:
  - o Fever (100.4 degrees or above) or chills
  - o Cough
  - o Shortness of breath or difficulty breathing
  - o Fatigue
  - o Muscle or body aches
  - o Headache

- o New loss of taste or smell
- o Sore throat
- o Congestion or runny nose
- o Nausea or vomiting
- o 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.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 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.