



**Syllabus for PSYC 111-003
Foundations of Psychology
Department of Psychology
Spring 2024**

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. 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. (2023). *My Psychology (3rd ed.)*. New York: Worth/Macmillan.

- Through Blackboard, you have access to an eBook version of the textbook. The eBook is part of Achieve, the textbook's online learning system, some features of which will be integrated in this course (specifically, the Learning Curve Quizzes and the Practice Quizzes).
- To access the eBook and the rest of Achieve, click "My Psychology E-Book" in the Blackboard menu (on the left side of the screen). Then, click "Student Registration—Start Here" to create an Achieve account with your @siue.edu email address.
 - Google Chrome is the preferred browser for Achieve. If you experience any technical issues, a good first step is to check your browser settings and [clear your cache/cookies](#). If you require assistance with a technical issue, please reach out to Macmillan (the publisher of the textbook and Achieve) customer support through the Chat option in the [support community](#). This chat function is used to initiate contact with Customer Support via email, phone, or online chat with a Customer Support Associate.

Course requirements

Course activities/assessments

- We will cover 12 chapters in the textbook.
- For each chapter, you will have three learning tasks to do:
 - Attend class, in which we will discuss the most important concepts in each chapter.
 - Read the textbook chapter.
 - Read the PowerPoint slides that accompany the chapter. You can find them in the Coursework link in Blackboard.
- For each chapter, you will have multiple assessment tasks—all found by clicking the Coursework tab in Blackboard—to complete by the deadline listed in the Course Schedule section of this syllabus:
 - **Learning Curve quizzes.** Most chapters have multiple Learning Curve quizzes, one for each section of the chapter. These are quick, adaptive, formative quizzes that ensure you are understanding the material as you move through the chapter. Learning Curve quizzes typically include just a few questions and take only a short time to complete, as long as you are reading and understanding the assignment. If you miss a question, Learning Curve asks you more to make sure you are learning the material. When you eventually complete each Learning Curve quiz, you earn all 10 points possible. In other words, you'll either get a 10/10 score for completing it, or a 0/10 score for failing to complete it. If you miss the deadline, you can still earn some points, but you lose 25% of your points for each day late.
 - **Practice Quiz.** Each chapter has one Practice Quiz. These are slightly longer, summative quizzes that assess your knowledge of the full chapter. Unlike Learning Curve quizzes, they don't allow for you to re-do questions that you have missed. These Practice Quizzes are scored in the traditional way, with the number correct out of the number possible determining your score (20 points possible each).
 - **Brief Writing Assignment.** Each chapter has one Brief Writing Assignment. These Brief Writing Assignments are typically just 1-2 pages, typed and double-spaced, requiring no additional resources besides the assigned course materials. These Brief Writing Assignments assess your understanding of key concepts in each chapter as well as your ability to apply the concepts to your personal life. They will be graded by the teaching assistants and myself.

- You should complete these assessment tasks in the order they are listed above: Learning Curve Quizzes first, Practice Quiz second, and Brief Writing Assignment third. That sequence will maximize your learning and your grade, since the Learning Curve Quizzes make sure you're understanding the material, which is the basis for the other two assessment tasks. You should also not wait until the last minute to start these tasks, since they are all due at the same time but they collectively take a sizeable amount of time to complete.
- All of your deadlines fall on Fridays at 11:59pm (with a couple of Fridays intentionally skipped, to allow more in-depth coverage of certain chapters as well as flexibility in case of a cancelled class or other unexpected delay).
- Although it's not required, you are invited to listen to the *My Psychology* podcast—a podcast created specifically for our textbook! In each episode, I speak with instructors of this course from a variety of universities about the highlights of a particular chapter. It's a great way to learn more about the most interesting parts of each chapter. You can find links to each podcast episode at the very end of each chapter (in the "Show Me More" section), or you can just search "My Psychology Podcast with Dr. Andy Pomerantz" wherever you listen to podcasts.
- Throughout the semester, you are required to meet the research participation requirement (which is described in more detail in a separate section of this syllabus). Failure to complete the research participation requirement 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.
- The only sources you are allowed to use for the Brief Writing Assignments are our course materials—the textbook, the lecture and PowerPoint slides, the in-class discussion, etc. Do not use (articles, books, etc.) beyond the assigned material in this course. Also, do not use Google to help you complete these assignments, and don't use AI (artificial intelligence, like ChatGPT) either. Instead, rely only our course materials. The goal is for you to learn from the sources that have been carefully created and selected for you rather than relying on whatever a Google search or AI might generate.
- 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. That approach is completely unacceptable and is a violation of the university's academic integrity policies. It also denies you the opportunity to actually learn 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. If it is clear that you have used Internet sources rather than course sources, you may receive a zero, and repeated violations of this policy may be pursued as a violation of the SIUE academic misconduct policy (<https://www.siue.edu/policies/3c2.shtml>).
- The TAs and I will also monitor closely for use of AI. We are aware that some students may try to use ChatGPT or similar tools to generate their responses. That approach is completely unacceptable. It denies you the opportunity to actually learn the material from the course's sources. For that reason we "pre-ChatGPT" the questions before we grade your assignments and keep the results of that attempt in mind when we read what you submit. If it clear that you have used ChatGPT or a similar AI tool to generate your answer, you may receive a zero, and repeated violations of this policy may be pursued as a violation of the SIUE academic misconduct policy (<https://www.siue.edu/policies/3c2.shtml>).
- Here's the rubric we will use for each 10-point response in the brief writing assignments. (Notice the emphasis on quality and coverage.)

Criteria	+0-1 point	+2 points	+3 points	+4 points
<p>Length: 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>Coverage: 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>Quality: 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>Grammar and Writing Style/Mechanics: 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.			

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 1 - 9:00 a.m., Saturday, March 2
- Article 2: 9:00 a.m., Friday, March 15 - 9:00 a.m., Saturday, March 16
- Article 3: 9:00 a.m., Friday, March 22 - 9:00 a.m., Saturday, March 23
- Article 4: 9:00 a.m., Friday, March 29 - 9:00 a.m., Saturday, March 30
- Article 5: 9:00 a.m., Friday, April 5 - 9:00 a.m., Saturday, April 6
- Article 6: 9:00 a.m., Friday, April 12 - 9:00 a.m., Saturday, April 13
- Article 7: 9:00 a.m., Friday, April 19 - 9:00 a.m., Saturday, April 20
- Article 8: 9:00 a.m., Friday, April 26 - 9:00 a.m., Saturday, April 27

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 Brief Writing Assignments or Practice 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 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 29 Learning Curve quizzes (each worth 10 points); 12 Practice Quizzes (11 are worth 20 points, and 1 is worth 6 points), and 12 Brief Writing assignments (each worth 20 points).

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

Your scores on the Learning Curve Quizzes and the Practice Quizzes are available immediately. Our goal is to grade the Brief Writing Assignments promptly, typically within a few days (sometimes shorter, occasionally longer). You can find your grades by clicking the My Grades link on the left menu of the Blackboard course. If you click on your graded Brief Writing 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 (in this order)...	...by this deadline.
Chapter 1	<ul style="list-style-type: none"> Chapter 1—The Science of Psychology 	<ul style="list-style-type: none"> All Chapter 1 Learning Curve Quizzes Chapter 1 Practice Quiz Chapter 1 Brief Writing Assignment 	Friday January 19 at 11:59pm
Chapter 2	<ul style="list-style-type: none"> Chapter 2—Brain and Behavior 	<ul style="list-style-type: none"> All Chapter 2 Learning Curve Quizzes Chapter 2 Practice Quiz Chapter 2 Brief Writing Assignment 	Friday January 26 at 11:59pm
Chapter 5	<ul style="list-style-type: none"> Chapter 5—Memory 	<ul style="list-style-type: none"> All Chapter 5 Learning Curve Quizzes Chapter 5 Practice Quiz Chapter 5 Brief Writing Assignment 	Friday February 2 at 11:59pm
Chapter 6	<ul style="list-style-type: none"> Chapter 6—Learning 	<ul style="list-style-type: none"> All Chapter 6 Learning Curve Quizzes Chapter 6 Practice Quiz Chapter 6 Brief Writing Assignment 	Friday February 16 at 11:59pm
Chapter 7 (the Thinking section only)	<ul style="list-style-type: none"> Chapter 7—Cognition (This chapter has three big sections: Thinking, Language, and Intelligence. We are only covering the Thinking section.) 	<ul style="list-style-type: none"> The Chapter 7 Learning Curve Quiz on Thinking Chapter 7 Practice Quiz Chapter 7 Brief Writing Assignment 	Friday February 23 at 11:59pm
Chapter 9	<ul style="list-style-type: none"> Chapter 9—Development Across the Life Span 	<ul style="list-style-type: none"> All Chapter 9 Learning Curve Quizzes Chapter 9 Practice Quiz Chapter 9 Brief Writing Assignment 	Friday March 1 at 11:59pm
Chapter 10	<ul style="list-style-type: none"> Chapter 10—Diversity in Psychology: Multiculturalism, Gender, and Sexuality 	<ul style="list-style-type: none"> All Chapter 10 Learning Curve Quizzes Chapter 10 Practice Quiz Chapter 10 Brief Writing Assignment 	Friday March 15 at 11:59pm

For this material...	...you should read the textbook, read the PowerPoints, and attend the classes covering...	...so you can complete these tasks (in this order)...	...by this deadline.
Chapter 11	<ul style="list-style-type: none"> Chapter 11—Stress and Health 	<ul style="list-style-type: none"> All Chapter 11 Learning Curve Quizzes Chapter 11 Practice Quiz Chapter 11 Brief Writing Assignment 	Thursday March 22 at 11:59pm
Chapter 12	<ul style="list-style-type: none"> Chapter 12—Personality 	<ul style="list-style-type: none"> All Chapter 12 Learning Curve Quizzes Chapter 12 Practice Quiz Chapter 12 Brief Writing Assignment 	Friday March 29 at 11:59pm
Chapter 13	<ul style="list-style-type: none"> Chapter 13—Social Psychology 	<ul style="list-style-type: none"> All Chapter 13 Learning Curve Quizzes Chapter 13 Practice Quiz Chapter 13 Brief Writing Assignment 	Friday April 12 at 11:59pm
Chapter 14	<ul style="list-style-type: none"> Chapter 14—Psychological Disorders 	<ul style="list-style-type: none"> All Chapter 14 Learning Curve Quizzes Chapter 14 Practice Quiz Chapter 14 Brief Writing Assignment 	Friday April 19 at 11:59pm
Chapter 15	<ul style="list-style-type: none"> Chapter 15—Therapy 	<ul style="list-style-type: none"> All Chapter 15 Learning Curve Quizzes Chapter 15 Practice Quiz Chapter 15 Brief Writing Assignment 	Friday April 26 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 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](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.siue.edu or by calling [618-650-2842](tel:618-650-2842).