



**Exploring Strange Things:
ESP, UFOs, Bigfoot, & More
Psychology 495
(Asynchronous Online)**



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Term: **Summer 2022**
Course Dates: **5/31/22 to 7/1/22**
Phone: 618-650-3280
Office Hours: Thurs 10:30-11:30am

Course Overview and Prerequisite

This 3 credit-hour online course is designed to cover the psychology of belief and critical thinking about pseudoscience. The only prerequisite for this course is Psyc 111.

Required Reading (Skeptics' Guide book)

Novella, S., & Novella, B., Santa Maria, C. Novella, J., & Bernstein, E. (2018). *The skeptics' guide to the universe: How to know what's really real in a world increasingly full of fake*. Grand Central Publishing.

Course Schedule

Modules	Book Readings (and watch the related videos)	Due Dates for Discussion & Assignments (do the work prior to the following times)
Module 1 (week of May 30th)	<i>Skeptics' Guide</i> book Intro and part of SECTION I: Chapters 1 – 18	Tues (8:00 pm) email 2 <i>Questioning Paragraphs</i> Thurs (8:00 pm) post 2 <i>Commenting Paragraphs</i>
Module 2 (week of June 6th)	<i>Skeptics' Guide</i> book Continue SECTION I: Chapters 19 – 28	Tues (8:00 pm) email 2 <i>Questioning Paragraphs</i> Thurs (8:00 pm) post 2 <i>Commenting Paragraphs</i>
Module 3 (week of June 13th)	<i>Skeptics' Guide</i> book Finish SECTION I: Chapters 29 – 39	Mon (11:15 am) attend EXAM in AH-0304 (or schedule a Phone Interview Exam) Tues (8:00 pm) email 2 <i>Questioning Paragraphs</i> Thurs (8:00 pm) post 2 <i>Commenting Paragraphs</i>
Module 4 (week of June 20th)	<i>Skeptics' Guide</i> book SECTIONS II & III: Chapters 40 – 51	Tues (8:00 pm) email 2 <i>Questioning Paragraphs</i> Thurs (8:00 pm) post 2 <i>Commenting Paragraphs</i> *Friday 4:30 pm turn in Paper
Module 5 (week of June 27th)	<i>Note: The Discussion Board days are different this week (Monday & Wednesday).</i> <i>Skeptics' Guide</i> book SECTIONS IV & V: Chapters 52 – 56	Mon (8:00 pm) email 2 <i>Questioning Paragraphs</i> Wed (8:00 pm) post 2 <i>Commenting Paragraphs</i> *Thurs 11:15 am attend EXAM in AH-0304 (or schedule a Phone Interview Exam)

Bio for the Course Instructor

Stephen Hupp, PhD, is a Licensed Clinical Psychologist and professor of psychology. He has published several skeptical books including *Dr. Huckleberry's True or Malarkey? Superhuman Abilities* (2021). He led the effort to win the Guinness World Record for the “longest line of books” on the sprawling bike trails of the SIUE campus. The record has since been broken.

Grading System (for undergraduates)

1. **Discussion Board Work (100 points)**
2. **Skeptical Paper (200 points)**
3. **Exam #1 (100 points)**
4. **Exam #2 (100 points)**

Final grades are as follows:

450-500 points (90-100%)	= A
400-449 points (80-89%)	= B
350-399 points (70-79%)	= C
300-349 points (60-69%)	= D

Grading Note for Graduate Students Only:

When graduate students take a 400-level course, SIUE requires that they do more work. Thus, graduate students will write two skeptical papers instead of one. In this case each paper will be worth 100 points instead of 200 points.

Take Notes on the Video Presentations

Each week we will have several video presentations that go along with the readings (they will be sent to you in a separate document). They range in length from a few minutes to over an hour. You should treat these videos as if they are the “lectures” for this course. **That is, you will need to TAKE NOTES because you will be tested on the material that they cover.** Exam questions will focus on the major important points rather than little details. These presentations are made by experts in their respective fields, and most of these experts regularly contribute to the skeptical community.

Submit “Questioning Paragraphs” via Email

Toward the beginning of each week (**usually on TUESDAYS**), you are required to submit **two** “questioning paragraphs” to me by email (sthupp@siue.edu). Submit the questioning paragraph directly *in the text of the email* (not in an attachment) and use this subject line format: “Module 1 from Jane Doe” (use your name and adjust the module number each time).

For each module, **one** of the questioning paragraphs should be based on the *readings*, and **one** of the questioning paragraphs should be based on the *video presentations*. Once everyone has emailed their questioning paragraphs, I will choose some of them to put on Blackboard’s Discussion Board so that everyone can see them. Note: I often blend them together from multiple people and/or multiple semesters.

You will be graded based on having emailed acceptable questioning paragraphs. “Acceptable” means **the questioning paragraph actually could invoke a “discussion” during class and that the answer is not a simple “fact.”** Questioning paragraphs should be **at least 5 sentences long** and make it clear that you learned something from the readings or presentations. Often there are multiple questions embedded within one Questioning Paragraph. Here’s a good example from my other course this summer:

“In his video on Pseudoscience in the Psychology Classroom, Scott Lilienfeld states that students who enter Intro to Psychology courses with misconceptions

often leave the course with the same misconceptions. How could it be that students widely maintain these misconceptions? What do you think is the cause of our belief in myths, even when we are told that there is little or no scientific evidence backing it up? Also, Lilienfeld listed 5 ways to veer Intro to Psychology students away from misinformation. Do you feel like you experienced the typical, modal approach in your Intro to Psychology class? If so, what could be done to help future students learn about the myths of psychology?”

This example focused one on just one video, but you can also write broader questioning paragraphs that integrate multiple videos (or multiple reading topics). I will inform you if you submit an inadequate questioning paragraph. If you do not hear anything from me about your questioning paragraphs, they are okay.

Post “Commenting Paragraphs” on the Discussion Board

You can access the Discussion Board through the Blackboard “Tools” on the left-hand column. Using Blackboard, **you must respond to two questioning paragraphs each time. You are usually expected to post your comments by THURSDAYS at 1:00pm (the last week is Wednesday instead). Your commenting paragraphs should also be at least 5 sentences long.** When responding to questioning paragraphs, you do not have to respond to every question posed within the paragraph.

Rubric for Grading Discussion Board Posts (Questioning Paragraphs & Comments)

	‘A’ work	‘B’ work	‘C’ work	‘D’ work and below
Content	Useful info that relates to the topic & is clearly written.	Good info with good writing	Somewhat confusing ideas that need clarification	Unclear content & confusing writing
Length	At least 4 sentences, tackling many sub-questions.	One of the questions or comments is too brief.	Half of the questions or comments are too brief.	Most of the questions or comments are too brief.
Critical Thinking	Frequent <i>connections</i> with readings & other material in terms of <i>evidence</i>	Fair amount of <i>connections</i> with readings & other course material	Occasional <i>connections</i> with readings & other course material	Rare <i>connections</i> with readings & other course material
Stylistics	Free from typos & other mistakes	Some typos or other mistake	Several typos or other mistakes	Lots of typos & other mistakes
Tone	The tone is positive <u>and</u> constructive	The tone is either positive <u>or</u> constructive	The tone is <u>neither</u> positive or constructive	The tone is offensive

Skeptical Paper (ONE paper for undergrads and TWO papers for grad students)

Important Note: I have failed several students in the last year for plagiarism. Let me tell you what they did. They took a quote from a source and put it word-for-word in their paper, but they did not use quotation marks for the quote. They cited the source, so they thought they were okay, but they were not okay. When you take words from another source, it is plagiarism unless you put those words in quotes (even if you cite the source).

Write a skeptical paper on a topic that you select from this list:

- UFO sightings and the U.S. Air Force
- The history of bloodletting as a medical treatment
- The history of lobotomies
- Freudian dream interpretation
- Homeopathy
- Naturopathy
- The power of crystals to heal the body
- “Cupping” as used in alternative medicine
- Acupuncture as compared to “sham” acupuncture
- Reflexology
- The Thematic Apperception Test (TAT)
- Bigfoot
- The Lochness Monster
- The Chupacabra
- The rapid prompting method as a form of communication
- Snake oil products of the late 1800s and/or early 1900s
- Quack medical devices from the late 1800s and/or early 1900s
- Infant simulator dolls for preventing pregnancy
- Thought field therapy
- Neurolinguistic programming
- Insulin comma therapy
- Past life regression therapy
- Subliminal advertising
- Crib bumpers
- Essential oils and aromatherapy
- Primal scream therapy
- Astrology
- Feng-shui
- Telekinesis
- Zener cards
- Remote viewing
- Ouija boards

Once you have selected a topic, you will need to claim it on Blackboard. (Note: I will be sending the syllabus out early, but you won't be able to claim a topic on BlackBoard until the official first day of class). Go to “Discussions” on the left tab, and claim your topic by clicking on “Claim your Skeptical Paper topic here!” ***If your topic has already been claimed, you will need to pick a new topic.***

Outline of the Paper:

1. Description of the Claims
 - Start with a clear primary claim.
 - State the claim in a way that fairly represents the beliefs of the believers.
 - Example: “People experience trauma from alien abductions.”
 - Discuss other related claims.
 - Examples: “Some people have been abducted by aliens.”
 - “Air Force Pilots see UFO’s flown by aliens.”
 - “UFOs make crop circles.”
2. Pop Culture and Public Perception
 - Describe the relation to pop culture (e.g., movies, TV shows, news)
 - If possible, include evidence that people believe the claims (e.g., public polls).
3. The Evidence
 - Evidence supporting the claims (be critical).
 - Evidence against the claims (be critical).
 - Evidence for the most likely alternative explanations regarding the claims.
4. Understanding the Psychology Behind the Beliefs
 - Why do people believe the claims? (e.g., biases, fallacies, motivations)
 - What’s the harm? (e.g., physical, emotional, credibility, time, money, effort)
5. Summary and Conclusion
 - Summarize the key points.
 - Emphasize the relation to the broader science of psychology.

Goals of Papers:

- * Develop skills in **using PsycINFO** and/or **Google Scholar**.
- * Develop critical thinking skills.
- * **Apply research** to new topics.
- * Follow **professional writing** guidelines and **instructions for this paper**.

Format of Papers:

- * Use **Microsoft WORD**.
- * **BETWEEN 1500-1800 WORDS IN LENGTH (this includes References).**
- * **SINGLE-SPACED AND DO NOT INCLUDE SEPARATE TITLE PAGE.**
- * On the **FIRST PAGE**, include name, date, title of the paper.
- * **Use 8 or more research studies and other scholarly articles, and list them in a References section.** (Note: the book for our course can be cited, but it does not count as 1 of the 8 sources; also pop culture examples do not count as scholarly articles)
- * **Use 12-POINT, TIMES NEW ROMAN FONT with 1-INCH MARGINS.**
- * **NEVER USE PERSONAL** descriptions of yourself (e.g., “I”, “I think...”, “I believe...”, “me”, “we”, “our”, etc.).

Turning in Papers (see the Course Schedule on this syllabus for due dates):

- The Word file should be **saved like this**: “Skeptical Paper for Jane Doe”
- Use the **Coursework tab** of BlackBoard to turn in your paper.
- Turnitin will be used to **screen for plagiarism**.
- See Course Policies (toward end of syllabus) about **grace period & late papers**.

Getting Articles for the Skeptical Paper

You may use either of these resources for getting articles for your paper:

- Google Scholar (<https://scholar.google.com/>)
- PsycINFO (see below)

Google Scholar is easier to use, but PsycINFO is more specific to psychology. Because, PsycINFO is more complicated, I'll describe how to use it. **Here's how to find research study abstracts on PsycINFO** (*as of the time I wrote this syllabus*):

1. go to the SIUE Library webpage (<http://www.siue.edu/lovejoylibrary/>)
2. click on this tab: “**Databases (A-Z)**”
3. click on this button: “**Search List of Online Databases**”
4. click on this letter: “**P**”
5. scroll to bottom, and then click on: “**PsycINFO**”
6. before you search a term, under “Select a Field” click on “TI Title” (this makes for a more precise search, in my opinion)
7. type in a search word (such as “aggression”) and then click the “Search” button
8. click on a study's title so you can read the abstract
9. read a bunch of abstracts and decide which studies you want to get
10. go get the actual research studies (see next section)

Here's how to get the actual research studies: After you use PsycINFO to read the abstracts and choose which sources you would like to get. The abstract was just a brief, paragraph-long summary of the source, but it does not have enough information for you to write about the source in the paper. There are many ways to get your hands on a source:

1. On PsycINFO...after you read the abstract, you can click on “*Find Full Text*” or “*Linked Full Text*” to see if our library has the journal and for other options.
2. For some studies on PsycINFO you have the option to click “*Ovid Full Text*” and/or “*PDF Full Text.*” Then you can directly view the article from the internet (and it is your lucky day).
3. You can also use the online Inter-Library Loan (ILL) through SIUE (but it can take anywhere from a few days to a few weeks).

Exams

There will be two exams. For both exams, you can choose to do either a Written Exam in-person or a remote Phone Interview Exam (described below). You do not have to choose the same exam format for both exams. The first page of this syllabus as information regarding the time and location of the exams.

Written Exam (see the first page of the syllabus about date and location): This option will take place on the **SIUE campus**. Most, if not all, questions will be in the true/false format. This will be a closed book and closed notes exam. Most students will be done within about 20 minutes. About 70% of students typically choose this option.

Phone Interview Exam (PIE): We will **schedule the times of these exams on an individual basis** to work around your individual schedules. For this version of the exam, I will call you at your scheduled time and ask you questions. Most, if not all, questions

will be in the true/false format. This will be an open book and open notes exam; however, ***you will only be given 20 seconds to answer each question*** (so there will be very little time to thumb through your materials during the exam). Students may NOT: a) audio record the exam, b) have anyone else in the room during the exam, or c) use speaker phone during the exam. Most students will be done within about 20 minutes. About 30% of students typically choose this option.

Choosing Your Exam Version on Blackboard: Once you decide which version of the first exam you would like to take, you will need to identify it on Blackboard. Go to “Discussions” on the left tab, and then choose your exam by clicking on “**Choose your EXAM #1 version here!**” After, Exam #1 is done, I will add another place on BlackBoard for you to choose which version of Exam #2 you would like to take.

General Study Guide for Dr. Hupp’s Exams

1. **Take good notes on the video presentations.** You don’t need to write down everything, but make sure you write down all of the key points. Try to anticipate what good test questions might be. For example, what was the overall point of the talk? Also, what were some of the key topics discussed? It’s also helpful to know the speakers names to some degree because I often mention them in the questions as a cue to which talk I’m asking about.
2. **Take good notes on the book chapters.** You don’t need to know everything, but make sure you learn all of the key points. Try to anticipate what good test questions might be. For example, you should know all 50 myths in the book, but I might reword some of them to turn them into research-supported statements. Also, what are some of the key terms identified in the book?
3. **Study your notes very closely.** Break the notes into little chunks of information and ***make flash cards*** (or choose some other strategy that works best for you). You may want to try an online flashcard maker like www.studyblue.com (which also has a phone app).

Learning Objectives

- Goal 1: Demonstrate knowledge by relating previously learned information to skepticism.
 Objective 1.1: Identify previously learned examples of pseudoscience
 Objective 1.2: Connect previous examples with novel examples of pseudoscience.
- Goal 2: Enhance comprehension by separating research from theory.
 Objective 2.1: Classify logical thinking errors.
 Objective 2.2: Discuss logical thinking errors in relation to research studies.
- Goal 3: Apply knowledge to new ideas in science and pseudoscience.
 Objective 3.1: Choose methods for evaluating claims.
 Objective 3.2: Discover published attempts at evaluating claims.
- Goal 4: Develop competency in analysis by breaking down components of fallacies.
 Objective 4.1: Examine common red flags in pseudoscience.
 Objective 4.2: Distinguish the scientific method from pseudoscientific methods.
- Goal 5: Synthesize ideas to create broad indicators of science and pseudoscience.
 Objective 5.1: Synthesize evidence to reach conclusions about ideas in science.
 Objective 5.2: Effectively communicates synthesized ideas in writing.
- Goal 6: Evaluate arguments by self and others.
 Objective 6.1: Provide self-critique of own ideas.
 Objective 6.2: Appraise ideas of peers and professionals.

Technical Support, Requirements, and Capabilities

You can receive technical support for this course by contacting Information Technology Services at 618-650-5500 or help@siue.edu (www.siue.edu/its). At a minimum, you will need the following software/hardware to participate in this course:

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

Students in an online course should be able to:

- Use a word processor, such as MS Word, to compose assignments & communicate
- Attach files, navigate websites, and reach out to tech support when issues arise and troubleshoot to resolve problems

Course Policies

Assignment Due Dates: Because this class occurs over such a shortened time period, **I will give a 48-hour grace period for late papers (no points will be lost).** I will also give a **24-hour grace period of the Discussion Board work.** When assignments are turned in after either grace period, the grade for the entire assignment will **drop by an additional 15%** each business day until the completed assignment is turned in.

Accommodations for Students: Here is some information from ACCESS: “Students needing accommodations because of medical diagnosis or major life impairment will need to register with **Accessible Campus Community & Equitable Student Support (ACCESS)** and complete an intake process 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 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.”

Department of Psychology Policy on Incomplete Grades And Withdrawal: All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. 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/lj1.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.

Academic Honesty: I trust you will be honest in this course. ***Cheating on exams, plagiarism on class assignments, and other forms of cheating will result in a grade of “F” in the course, a letter to the provost, probable disciplinary probation or expulsion, and other***

sanctions will be provided to the fullest possible extent. Included below are descriptions of plagiarism as outlined by the Department of Psychology and the Undergraduate Catalog.

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>.”

The Undergraduate Catalog provides the following statement on **plagiarism**: “The University gives high priority to matters of academic ethics and abhors all types of cheating, including plagiarism. ***Plagiarism is the act of representing the work of another as one’s own and may consist of copying, paraphrasing, or otherwise using written or oral work of another without proper acknowledgement of the source or presenting oral or written material prepared by another as one’s own.*** Instructors may impose sanctions for academic cheating in accordance with the Student Academic Code. The minimum penalty for academic misconduct beyond failure for an assignment and/or for a course is disciplinary probation.”

Department Writing Policy. “As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper flows well);
- verb tense consistency;
- clear and unambiguous 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).

SIUE COVID-19 Pandemic Policies Related to Classroom Instruction

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

Under current University policy, whether 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, 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.
- Adhere fully to the current face mask and physical distancing rules as articulated in policy: <https://www.siue.edu/about/announcements/coronavirus/safety-guidelines-support/face-mask-pick-up.shtml>

- 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.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.