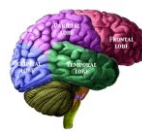**Psychology 413**
Pseudoscience in Psychology
(Asynchronous Online)

Professor: Stephen Hupp, PhD
Office: Alumni Hall, Room 0137
E-mail: sthupp@siue.edu
Twitter: @StephenHupp

Term: Winter 2022-2023
Course Dates: 12/19/22 to 1/6/22
Phone: 618-650-3280
Office Hours: Thurs 10:30-11:30am

Required Reading

Lilienfeld et al. (2010). *50 great myths of popular psychology: Shattering widespread misconceptions about human behavior.* Wiley-Blackwell.

Course Overview and Prerequisites

This 3-credit online course is designed to cover the historical roots of pseudoscience, modern examples of pseudoscience, skepticism, and critical thinking. The only prerequisite for this course is Psyc 111.

Schedule

	Modules	Book Readings (& watch videos)	Due Dates for Discussion & Assignments (do the work prior to the following times)
Week 1 12/19-12/23	**Module 1**	Preface, Intro, & Myths 1-10	Tuesday (8:00pm) post 2 *Commenting Paragraphs* (for Myths 1-10)
	Module 2	Myths 11-22	Thursday (8:00pm) post 2 *Commenting Paragraphs* (for Myths 11-22)
Week 2 12/26-12/30	**Module 3**	Myths 23-36	Tuesday (8:00pm) post 2 *Commenting Paragraphs* (for Myths 23-36)
	Module 4	Myths 37-50	Thursday (8:00pm) post 2 *Commenting Paragraphs* (for Myths 37-50) **Friday (4:30pm) turn in Great Myth Paper #1** (or use the 24-hour grade period)
Week 3 1/2-1/6	**Module 5**	Postscript: material for this week is *not* on the exam, but it is the basis of the commenting paragraphs for the week.	Tuesday (8:00pm) post 2 *Commenting Paragraphs* (for the Postscript) **Wednesday (2:00pm) take Exam** (or schedule another time) **Friday (4:30pm) turn in Great Myth Paper #2** (or use the 24-hour grade period)

Grading System	**Final grades are as follows:**	
1. **Commenting Paragraphs (100 points)**	450-500 points (90-100%)	= A
2. **Great Myth Paper #1 (100 points)**	400-449 points (80-89%)	= B
3. **Great Myth Paper #2 (100 points)**	350-399 points (70-79%)	= C
4. **Exam (200 points)**	300-349 points (60-69%)	= D

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: Effective 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 to emails or course areas
- Navigate websites and course materials
- Reach out to tech support when issues arise and troubleshoot to resolve problems

Take Notes on the Video Presentations

Each week we will have several video presentations that go along with the readings (they will be shared 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.

Post "Commenting Paragraphs" on the Discussion Board

You will be using the Discussion Board in the Course Content section of Blackboard for this course. **You must respond to 3 of the question prompts** (there will be at least 4 question prompts to choose from). Your **Commenting Paragraphs should be at least 5 sentences long.** See the grading rubric below…

Rubric for Grading Commenting Paragraphs

	'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 5 sentences, tackling many sub-questions.	One of the commenting paragraphs is too brief.	Two of the commenting paragraphs are too brief.	All of the commenting paragraphs are too brief.
Critical Thinking	Frequent *connections* with readings & other material	Fair amount of *connections* with readings & other course material	Occasional *connections* with readings & other course material	Rare *connections* 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

Write Two Papers

Important Note: I have failed several students recently 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).

At the end of each major section of our book, the authors list several more myths, ("Other Myths to Explore"). Your papers will be based on two of these myths.

For the **Great Myth Paper #1** choose one of the **"other myths to explore"** from the following sections in the FIRST HALF OF THE BOOK: Brain Power (see pages 41-44), From Womb to Tomb (see pages 63-64), A Remembrance of Things Past (see pages 81-82), Teaching Old Dogs New Tricks (see pages 96-99), or Altered States (see pages 113-115). **Once you have selected a myth topic, you will need to claim it on Blackboard. Go to "Discussions" on the left tab, and claim your topic by clicking on "Claim your Great Myth Paper #1 topic here!"** *If your myth topic has already been claimed, you will need to pick a new topic.*

For the **Great Myth Paper #2** choose one of the "other myths to explore" from the following sections in the SECOND HALF OF THE BOOK: I've Got a Feeling (see pages 132-134), The Social Animal (see pages 151-152), Know Thyself (see pages 179-180), Sad, Mad, & Bad (see pages 205-207), Disorder in the Court (see pages 224-226), or Skills & Pills (see pages 244-246). **Once again, you will need to go on Blackboard to claim your myth topic by using the forum for Paper #2.** *If your myth topic has already been claimed, you will need to pick a new topic.*

Goals of Papers:
  * Develop skills in **using PsycINFO and 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 1000-1200 WORDS IN LENGTH (this includes References).**
  * **SINGLE-SPACED AND DO NOT INCLUDE SEPARATE TITLE PAGE.**
  * On the **FIRST PAGE**, include name, date, title (stated in the form of a myth), and also indicate which *section of the book* you found this topic.
  * **Use 5 or more RESEARCH STUDIES (list them in a References section)** (Note: the book for our course can be cited, but it does not count as 1 of the 5 sources; also pop culture examples do not count as sources)
  * **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.).
  * Students may use quotes from movies and shows in this paper; however, students **MAY NOT USE QUOTES FROM RESEARCH STUDIES CITED** for this paper. This is because I want you to summarize the research studies in your own words, and it's just too easy to quotes the studies.

Pro Tips:
  • Follow **same format as one of the "great myths"** our book's authors wrote.
  • **Pretend like you are writing Great Myth #51 (and #52)** for their book.
  • Do NOT choose one of the 50 Great Myths already covered in the book.

Turning in Papers (see the Course Schedule on this syllabus for due dates):
  • The Word **file should be saved like this: Myth Paper #1 Jane Doe**
  • Use the **Coursework tab of BlackBoard** to turn in your papers.
  • There will be separate places for turning in each paper.
  • Turnitin will be used to screen for plagiarism.
  • See Course Policies (toward end of syllabus) about grace period & late papers.

<u>Getting Articles for Your Great Myth Papers</u>
You may use either of these resources for getting articles for your Great Myth papers:
- 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 us it. **Here's how to find research study abstracts on PsycINFO** *(as of the time I wrote this syllabus):*

1. go 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).

<u>Exam</u>
There will one exam. For this exam, you can choose to do either a remote Phone Interview Exam or a Written Exam in-person or (described below).

<u>Phone Interview Exam (PIE)</u>: We will **schedule the times for this version of the exam on an individual basis** to work around your individual schedules (the day will be the same day as the Written Exam). For this version of the exam, I will call you at your scheduled time and ask you about **true/false questions.** This will be an <u>open book</u> and <u>open notes</u> exam; however, ***you will only be given about 20 seconds to answer each question*** (so there will be very little time to thumb through your materials during the exam). Students may <u>NOT</u>: 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.

<u>Written Exam</u>: This option will take place on the SIUE campus. It will include **true/false questions** and will be a <u>closed book</u> and <u>closed notes</u> exam. Most students will be done within about 20 minutes. About 70% of students typically choose this option.

<u>Choosing Your Exam Version on Blackboard</u>: Once you decide which version of the 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 version here!"**

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).
4. Lastly, it would help to know the "Sources of Psychological Myths" from the book's Introduction.

Course Policies

Assignment Due Dates: Because this class occurs over such a shortened time period, **I will give a <mark>24-hour grace period</mark> for late papers and discussion board work.** If any part of the assignment is turned in after the 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/1j1.shtml). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

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.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 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.siue.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.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).

<u>Reasons to Become a PSYCHOLOGY MAJOR (or MINOR) at SIUE.</u>
Meet Other Students: Social Events, Presentations, Volunteerism, Leadership
- Two Psychology Clubs (open to all students interested in psychology)
- Psi Chi Honors Society For majors with notable academic success

Conduct Research Studies (Psyc 491): Example topics…
- behavior problems, school difficulties, autism spectrum, parenting, delinquency
- weight management, physical health, stress, ethical issues, mental illness, aging
- consumer behavior, employee selection, prejudice, gender bias
- decision making, memory, teaching of psychology, pseudoscience

Experience Field Study (Psyc 493): Example sites…
- SIUE Counseling; SIUE Human Resources; Local schools
- Juvenile Detention; Center for Autism; Madison County Probation

Find Great Jobs! Examples with a Bachelor's degree from SIUE…
- Facebook Recruiter; Case Manager at Centerstone; Human Resources
- Probation Officer at St. Clair County; Research Technician at Barnes Hospital
- Crisis Worker at Children's Home + Aide; Residential Counselor

Get Your Masters at SIUE:
- Industrial/Organizational Psychology (consult for businesses)
- Clinical Psychology (provide assessment & therapy)
- Clinical Child & School Psychology (help children & adolescents)

Get into PhD Programs: Examples admitting our students…
- DePaul University (industrial/organizational psychology)
- Florida State University (social psychology)
- Illinois State University (school psychology)
- St. Louis University (clinical psychology & family therapy)
- University of Nevada - Las Vegas (experimental psychology)

Find Great Jobs (PART 2): Examples with graduate degrees…
- Professor at SIUE; Researcher at Washington University
- Nestle Manager; VP of Human Resources at Ameren
- Clinician at Foundations for Change; Neuropsychologist at St. John's Mercy
- St. Jude Hospital Research Associate; School Psychologist at Edwardsville High

If not the Psychology MAJOR, consider the Psychology MINOR:
- All you need is: Introduction to Psychology (Psyc 111) and 6 more psych courses
- Most jobs are greatly enhanced by psychology knowledge and related skills!

Stay in Touch:
- siue.edu/education/psychology
- Twitter: @SIUEpsychology
- Facebook: SIUE Psychology

<u>**APPLY TO ONE OF OUR PSYCHOLOGY GRADUATE PROGRAMS!**</u>

The SIUE Department of Psychology has three graduate programs:

- The **Clinical Child and School Psychology** graduate program has two tracks:
    - o <u>Clinical Child Psychology Track.</u> Students in this track receive a Master's degree in Clinical Child and School Psychology. About half of these students choose to then apply to a Doctoral program, and the other half choose to find a job right away. Students are prepared to work with families in private practice, hospitals, or community organizations. Our students have a very high success rate of getting into doctoral programs and finding jobs.
    - o <u>School Psychology Track.</u> Students in this track receive a Master's degree in Clinical Child and School Psychology, and then they typically stay at SIUE to receive a Specialist Degree in School Psychology. These students have a very high success rate of finding employment as school psychologists. In fact, there is a national shortage of school psychologists. Some students later choose to also pursue a Doctoral degree.
    - o **See the VIDEO:** https://www.youtube.com/watch?v=RQyRMRTYEDQ

- The **Clinical Psychology** master's program "is one of the strongest clinical training programs in the St. Louis region. It prepares students for careers in mental health organizations or further graduate education in a clinical PsyD or PhD program, a counseling PhD program, or related doctoral study. Many graduates obtain positions in community mental health centers, state hospitals, research institutions, private hospitals, and other agencies that provide psychological services."
    - o **See the VIDEO:** https://www.youtube.com/watch?v=mQ3n6O7xaIE

- **The Industrial/Organizational Psychology** master's program "offers a rare blend of the scientist-practitioner model, requiring students to complete both a research-based thesis and required field hours of practicum…Research experience is directed at conceptualizing and solving applied organizational problems. Required practica, which are available throughout the St. Louis area, are oriented toward giving students applied, realistic skills and experiences to develop viable and effective performance in an organizational context."
    - o **See the VIDEO:** https://www.youtube.com/watch?v=j5NfzF-b3K4

You can learn more about all of these programs here:
https://www.siue.edu/education/psychology/graduate/

SIUE also requires us to add all of the following information to our syllabi:

COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2022)

Health and Safety
The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University's *Student Code of Conduct*. The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: https://www.siue.edu/policies/Covid.shtml

Classrooms, Labs, Studios, and Other Academic Spaces
Under current University policy, SIUE will only require masking in campus healthcare settings. See, https://www.siue.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 may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).
- Students who refuse to wear a face covering when masking is required will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.
- If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures
Students and employees are expected to review the siue.edu/coronavirus website (https://www.siue.edu/about/announcements/coronavirus/) to better understand prevention strategies and safety expectations.
- Students and employees are expected to maintain healthy hygiene practices.
- Students and employees are expected to follow COVID-related guidelines and directions.

- Students and employees are expected to conduct a daily health self-assessment and isolate themselves if COVID-related symptoms are present. COVID-related symptoms include:
  - 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.siue.edu/policies/3c2.shtml.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: https://www.siue.edu/policies/3c1.shtml.

Potential for Changes in Course Schedule or Modality

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include alterations to distancing requirements, course modality (e.g., transition from face-to-face to online, hybrid, or hy-flex, mask wearing, in-course activities, etc). These changes would be implemented to ensure the successful completion of the course while preserving health and safety. In these cases, students may be provided with an addendum to the class syllabus that will supersede the original version. If the course schedule or modifications significantly alter expectations, a new syllabus will be issued.