

About the Instructor

Name: Rebecca Lin Huller

Phone: 618-698-3147

Email: rhuller@siue.edu

Office Hours: 12:00 - 12:30 Monday and Thursday or by appointment

Office Hours:

I am happy to meet with you via Zoom or telephone whenever you have questions or would like to discuss course material. My regular Zoom office hours are **Monday 11:00 - 11:30 and Wednesday 11 - 11:30**. But if you'd like to meet at a different time, just email me to let me know what days/times work for you and we can set up a time to meet. The link for my Zoom office hours is <https://siue.zoom.us/j/96955989786>

Welcome

I am thrilled to welcome each of you to Group Dynamics (Psych 365), a course that promises an exciting journey into the intricacies of understanding how groups function and influence our lives. I am Professor Huller, and I am genuinely excited to guide you through this captivating exploration. Studying group dynamics isn't just about theories; it's a journey towards comprehending the dynamics that shape our interactions, relationships, and outcomes in various group settings. Throughout this semester, we will explore topics ranging from team development and communication patterns to leadership styles and conflict resolution. Our class discussion board is envisioned as a space for lively debates, insightful reflections, and the forging of meaningful connections. Together, we will challenge assumptions, broaden horizons, and create an environment brimming with curiosity and exploration. Your distinctive insights and contributions will play a crucial role in shaping the dynamic of our class. Even in our asynchronous setting, you will be surprised at how well you get to know each other, contributing to a collaborative and enriching learning experience. I'm excited to support, guide, and learn alongside each of you. Let's collaborate to create a semester filled with growth, discovery, and a deeper grasp of understanding our own self. Here's to an inspiring and enriching semester ahead!

Bio

I have worked for over 20 years as a school psychologist in local school districts. I attended Bradley University where I earned a B.A. in Psychology and later earned a M.A. in Child/Clinical Psychology from SIUE and then a Specialist Degree in School Psychology from SIUE. I later returned to the University of McKendree where I completed a M.A. in Educational Administration. Aside from a busy career working with students, I have also served on the O'Fallon District 90 School Board (10 years) and have taught graduate education classes at the University of McKendree in the past. I am excited to currently be teaching at SIUE.

On a personal note, I have been happily married for 22 years and have 4 wonderful children (Allie - 21, Sarah - 19, Maya - 19, and Mariah - 19). As a family we love to vacation together and enjoy hiking in the outdoors (well maybe the kids don't like that as much as I would like - but they do it anyway). I am looking forward to a great 8 weeks with this class and getting to know each of you better.

Teaching Philosophy

I believe in a student-centered approach to learning (which is difficult in an asynchronous course but not impossible) and embrace the idea that everyone has their own learning style, strengths, and weaknesses. I work to create a collaborative relationship with students that fosters the desire to acquire and seek new information.

Communicating with the instructor

Given that I work full time and have a busy family schedule, I don't always get to check my email immediately and SIUE's email does not automatically populate to my phone automatically. **Please feel free to text me a short message** - or if you have a longer question just send me a text to let me know that you have sent me an email so that I can get back to you as quickly as possible (618-698-3147). **Text messaging is the fastest way to reach me.**

About the Course

Course description

The purpose of this course is to learn about the basics related to group dynamics. We will examine the theories and research of small group interaction. In addition, we will evaluate the factors involved in group cohesion and group conflict, communication systems, emotional styles, and group role function.

Further, we will discuss how one's individual behavior can influence group dynamics.

Course goals and objectives

It is my goal that by the completion of this course you will have demonstrated:

1. Explain the research methods used to study group dynamics.
2. Describe the processes involved in attraction, affiliation, and group formation.
3. Design a plan to build high-performance groups.
4. Understand the power dynamics of groups.
5. Identify the behaviors of effective leaders and followers.
6. Improve the performance of groups and teams.
7. Facilitate the group decision-making process.
8. Identify various sources of intragroup and intergroup conflict.
9. Explain the unique qualities of large groups.
10. Identify evidence-based remedies for a variety of real-world group-related problems.

Course textbooks

- Forsyth, D. R. (2019). Group dynamics (7th ed.). Belmont, CA: Wadsworth Publishing/Cengage Learning.
- Other readings as assigned

Undergraduate students can rent textbooks from SIUE. Please visit the [Textbook Service website](#) for more information. For off-campus classes, the textbook may be shipped to you. Look for the option "Off-Campus Classes have special instructions, click here for these." Note: shipping time may take up to two weeks.

Other course materials

Any additional needed course materials will be posted through Blackboard.

Technology Requirements

Students in an online course need access to:

- A computer with internet access and an updated internet browser,
- Their SIUE e-mail and Blackboard accounts,
- Microsoft Office 365 (Word and PowerPoint), and
- Zoom video conferencing technology.

Students in an online course should be able to:

- Use a word processor to compose assignments and communicate with others in class,
- Attach files to emails or course areas,
- Navigate websites and course materials

COURSE ACTIVITIES/ASSIGNMENTS

Your course grade will be based on your combined performance on exams and assignments. **If any extra credit points are offered during the semester those points will only be kept in your point total if you have completed all assignments/exams and turned them in on time. There is no “rounding up” for final grades.** Often students will call or text me before grades are due in an effort to receive extra credit or be “bumped up”. Your grade will not be changed. This class is about learning and understanding group dynamics and that is paramount to a letter grade on your report card.

Exams

Exams will consist of multiple choice-questions, true-false, short response, and matching questions. You may use your notes, handouts, and textbook during the exams. Exams will be posted for 48 hours (indicated in the class schedule below). However, once you have started an exam you will only have a certain amount of time to complete the exam. **These exams are not easy and require good note taking and studying to pass. Please prepare for the exam to avoid being unable to finish.** Often students assume if a test is an open book and open note it will be easy - however, to assure the course content is understood (not just memorized) the exams will include higher order questions that require the application of concepts learned. If you have been granted extended testing time through ACCESS, you will have that time to complete each exam.

Exam 1	100 points
Exam 2	100 points
Exam 3	100 points

Paper

Please see the writing section below in the syllabus for further details regarding the writing requirements for this class.

12 Angry Men Analysis of Group Dynamics	100 points
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Assignments

Pre-Class Assessment Quiz (completion only grade)	5 points
Syllabus Quiz	10 points
Listening Skills Self Reflection Paragraph	25 points
Evaluating Your Collective Self Esteem	35 points

Lord of the Flies Interactive Process Analysis	25 points
Decision Making Analysis	25 points
Places and Spaces	25 Points
Discussion Board (as described below)	200 points (25 points per week)

TOTAL POSSIBLE CLASS POINTS: 750

Class Participation/Discussion

Discussion Posts: Given the asynchronous nature of this class combined with the importance of intellectual development through class discussion, participating in the class discussion board will be a critical component of your grade. Although this course gives you some flexibility on what days you complete assignments, you will be expected to post to the discussion board on a weekly basis. This method will encourage more active engagement with the course material and classmates. It is required that you contribute at least **FOUR posts each week** to the discussion board. **By Wednesday each week you MUST reply to at least ONE instructor discussion post. You then have until Sunday each week to make THREE additional participation posts.** These additional three posts can be either a response to peers or a response to a different instructor post for the week (as each week you may have several posts to choose from). Your response to the posted discussion question should be substantive and show genuine thought and integration of course material. A rubric is provided to help guide your discussion post. The discussion board is a major portion of your grade and will be graded heavily upon your ability to integrate course material into your posts.

Discussion Questions each week will be graded on the following scale, ranging from 0-20 points:

Points	
0	You did not make a Discussion reply this week.
10	You made a simplistic reply with minimal content that does not provide opportunity for additional discussion.
16	You answered the question generally well and made reference to course content. You also provided an opportunity for further discussion from others.
20	Your contribution to the discussion was well written and well thought out to integrate course material and to provoke the discussion of others. There were no grammatical or structural errors in your posting.

Discussion Questions submitted after Wednesday will be accepted but with a 10% deduction per day. So if you submit on Thursday you will lose 10%, Friday is 20%, Saturday is 30%, etc. This is better than not receiving any points so please submit.

Participation Posts: **For your next THREE posts you may then choose to respond to others posts, post your own questions, reply to responses to your own posts, or reply to instructor posts.** It is critical to be civil in your comments and to be respectful of others' comments. Please realize that I will remove any inappropriate or disrespectful posts. Such postings will not count toward your participation. Also, within your comments, please do NOT reveal the identity of specific individuals. **Please remember that participation in the discussion is a class assignment, and I expect that you will carefully proofread your writing.** All contributions each week must

be submitted by **Sunday** at 11:59 pm. There is no credit for late participation posts.

Points	
0	You did not make a participation post this week
1	You only acknowledge that your classmate did a good job and possibly made a brief comment about the course material.
3	You acknowledged what your classmate said and attempted to advance the discussion of the group with your comment, although a more meaningful response could have been attempted. You alluded to course content.
5	You made a post that advanced the discussion in a meaningful way and encouraged others to further their thinking. You were stellar in your ability to integrate course content into your post.

Participation posts made after Sunday will NOT be accepted.

Discussion Board Class Behavior Reminders:

- **Reflect** before you post an emotional response and reread what you have written to be sure it is professional. Communicate as if your comments are printed in a newspaper.
- **Communicate** effectively.
 - Do not use all caps or multiple punctuation marks (!!!, ???, etc.).
 - Be sure to define or explain acronyms, jargon or uncommon terms so everyone can understand and participate in the discussion.
- **Foster community.** Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course.
- **Be constructive.** Challenge ideas and the course content but do so in positive ways. It's fine to disagree, but when done politely you stimulate and encourage helpful discussion, and you maintain positive relationships with fellow students.
- **Keep the conversation on topic.** Online dialogue is like conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, start a new thread.

GRADING SCALE:

A: 675 -750 points

B: 600 - 675 points

C: 525 - 600 points

D: 450 - 525 points

F: > 450 points

Grading rubric[s]

Rubrics for assignments will be posted with the assignments in Blackboard.

Feedback and grading timeline

Discussion board grades with rubric feedback will be posted by 12:00 on Mondays following the previous week. Other assignments may take longer to grade. You can find your grade by clicking the My Grades link on the left menu of the Blackboard course. If there is a rubric attached to the assignment, you can click your score to see my personal feedback on the rubric. I try very hard to grade assignments quickly and efficiently so everyone knows exactly where their grade stands in the course.

Regular and Substantive Interaction

Regular and substantive interaction (RSI) is required as part of new U.S. Department of Education regulations for distance (online) education and it supports student learning in all learning environments (online, face-to-face, hybrid, hyflex, etc.). SIUE faculty participate in RSI by initiating frequent and timely opportunities to engage with students. Because there are several ways to implement RSI, such as facilitating online discussions, scheduling a Zoom conference with a student, or holding regularly scheduled review sessions before tests, RSI may look different in every class. To learn more about RSI, use the Online Tips links for Faculty and Students in your Blackboard course websites or visit the Faculty Resources for Regular and Substantive Interaction webpage.

Policy on the Use of Artificial Intelligence in Class

Introduction:

Artificial intelligence (AI) can be a useful tool for enhancing writing skills by providing assistance with spelling, grammar, and structure. However, it is essential to distinguish between using AI as a supportive tool and relying on it as a substitute for independent thinking. AI should be cited appropriately when used.

Guidelines for Using AI

1. Appropriate Use of AI

- a. Spell Check, Grammar Check, and Synonym Identification:
 - i. You are free to use AI tools for spell check, grammar check, and finding synonyms (e.g., Grammarly, MS Word). However, please submit your rough draft with your final draft and be sure you cite your use of AI for these reasons.
- b. Sentence Rephrasing and Paragraph Reorganization:
 - i. You may use AI recommendations to rephrase sentences or reorganize paragraphs that you have drafted yourself. However, please submit your rough draft with your final draft and be sure you cite your use of AI for these reasons.
- c. Outline Tweaking:
 - i. AI can be used to provide recommendations for tweaking outlines that you have drafted yourself. Please be sure to submit your original outline with your final product and be sure that you cite AI for this use.

2. Inappropriate Use of AI

- a. Using Entire Sentences or Paragraphs:
 - i. You may not use entire sentences or paragraphs suggested by an AI without providing quotation marks and a citation, similar to how you would cite any other source. Citations should be formatted as follows:
 1. OpenAI, ChatGPT. Response to prompt: "Explain what is meant by the term 'Triple Bottom Line'" (February 15, 2023, <https://chat.openai.com/>).
- b. Drafting Assignments:
 - i. You may not have an AI write a draft (either rough or final) of an assignment for you.

3. Academic Integrity

- a. Evidence of inappropriate AI use will result in an Academic Integrity report. Sanctions can range from a zero for the assignment to an F for the course. This policy aims to ensure that we focus on learning together and not on questioning the origins of your work.

4. Submission Requirements

- a. If AI is used for spell check, grammar check, or to improve upon original work, all draft copies and interactions with the AI must be saved and submitted along with the final assignment.

5. Note on Other Classes

- a. Be aware that other classes may have different policies regarding AI use, and some may forbid AI use altogether. Ensure you understand the specific guidelines for each class you are taking. By following these guidelines, we can make the most of AI as a tool while maintaining the integrity and originality of our work.

CLASS SCHEDULE

<u>WEEK</u>	<u>DATES</u>	<u>Activities/Chapters to Complete</u>	<u>ASSIGNMENTS DUE</u>
1	01/13-1/19	<p>INTRODUCTION:</p> <p>WATCH: Introduction</p>	<p>Syllabus Quiz by 11:59 p.m. on 01/14</p> <p>Pre-Class Knowledge Assessment by 11:59 p.m. on 01/14</p> <p>Due: One Response to Instructor Question Post on Discussion Board by 11:59 p.m. on 01/15</p>
		<p>CHAPTER 1: Introduction to Group Dynamics.</p> <ol style="list-style-type: none"> 1. WATCH: What are groups? 2. READ: Chapter 1 3. WATCH: What are group dynamics? 	<p>Due: One Response to Instructor Question Post on Discussion Board by 11:59 p.m. on 01/15</p>
		<p>CHAPTER 2: Studying Groups</p> <ol style="list-style-type: none"> 1. READ: Chapter 2 2. WATCH: Scientific Study and Measurement 3. WATCH: Perspectives 	<p>COMPLETE: Group Listening Skills Assessment: link (https://www.skillsyouneed.com/quiz/343479)</p> <p>DUE: Listening Skills Self Reflective Paragraph by 11:59 p.m. on 01/19</p>
			<p>DUE: Three Participation Posts to Discussion Board by 11:59 p.m. on 01/19</p>

2	01/20-01/26	<p><u>CHAPTER 17: Crowds and Collectives</u></p> <ol style="list-style-type: none"> 1. READ: Chapter 17 (Section 1 and 2) 2. WATCH: Chapter 17: Forms and Function 	<p>Due: One Response to Instructor Question Post on Discussion Board by 11:59 p.m. on 01/22</p>
		<p><u>CHAPTER 3: Inclusion and Identity</u></p> <ol style="list-style-type: none"> 1. READ: Chapter 3 2. WATCH: From Individualism to Inclusion 4. WATCH: From Individualism to Collectivism <p>READ Article: Ostracism and social exclusion: Implications for separation, social isolation, and loss.</p> <p>READ Article: A Collective Self-Esteem Scale: Self-Evaluation of One's Social Identity</p>	<p>Due: Three Participation Posts to Discussion Board by 11:59p.m. on 01/26</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>COMPLETE: Evaluating your Collective Self Esteem paper Due: by 11:59pm on 01/26</p> </div>
3	01/27 – 02/02	<p><u>CHAPTER 4: Formation</u></p> <ol style="list-style-type: none"> 1. READ: Chapter 4 2. WATCH: Joining Groups 3. WATCH: Affiliation and Attraction 	<p>DUE: One Response to Instructor Question Post on Discussion Board by 11:59 p.m. on 01/29</p> <div style="border: 1px solid purple; padding: 5px; margin-top: 10px;"> <p>TAKE EXAM #1: Exam will be available from 12:01a.m. on 01/31 until to 11:59 p.m. on 02/02 (Friday - Sunday) (CHAPTERS 1, 2,3,17,and 4)</p> </div>
		<p><u>Chapter 5: Cohesion and Development</u></p> <ol style="list-style-type: none"> 1. READ: Chapter 5 2. WATCH: Types of Groups 3. WATCH: Developing Cohesion 	<p>DUE: Three Participation Posts to Discussion Board by 11:59 p.m. on 02/02</p>

4	02/03 - 02/09	<p><u>CHAPTER 6: Structure</u></p> <ol style="list-style-type: none"> 1. READ: Chapter 6 2. WATCH: Norms 3. WATCH: Roles 	<p>DUE: One Response to Instructor Question Post on Discussion Board by 11:59 p.m. on 02/05</p>
		<p><u>CHAPTER 7: Influence</u></p> <ol style="list-style-type: none"> 1. READ: Chapter 7 2. WATCH: Chapter 7 Influence 	<p>Due: Three Participation posts to Discussion Board by 11:59 p.m. on 02/09</p>
		<p>WATCH Movie: 12 Angry Men</p>	<p>COMPLETE: Lord of the Flies Clip Interaction Process Analysis 02/09</p>
5	02/10-02/16	<p><u>CHAPTER 8:</u></p> <ol style="list-style-type: none"> 1. READ: Chapter 8 2. WATCH: Obedience 3. WATCH: Power and Status 	<p>DUE: One Response to Instructor Question Post on Discussion Board by 11:59 p.m. on 02/12</p>
		<p><u>HAPTER 9: Leadership</u></p>	<p>Due: Three Participation posts to Discussion Board by 11:59p.m. on 02/16</p>
		<p>READ: Chapter 9</p> <ol style="list-style-type: none"> 2. WATCH: What is a Leader Defined 3. WATCH: Leader Effectiveness 	<p>COMPLETE: 12 Angry Men Analysis Paper Sunday 02/16</p>
6	02/17 - 02/23	<p><u>CHAPTER 10: Performance</u></p> <ol style="list-style-type: none"> 1. WATCH: The Power of Many 2. WATCH: Group Creativity 	<p>DUE: One Response to Instructor Question Post on Discussion Board by 11:59 p.m. on 02/19</p>
		<p><u>CHAPTER 11: Teams</u></p> <ol style="list-style-type: none"> 1. READ: Chapter 11 pages (339 - 356) 2. WATCH: What is a Team 	<p>TAKE EXAM #2: Exam will be available from 12:01 a.m. on 02/21 until to 11:59 p.m. on 02/23 (Chapters 5,6,7,8,9,10)</p> <p>DUE: Three Participation Posts to Discussion board by 11:59 pm. on 02/23</p>

7	02/24 – 03/02	<p><u>CHAPTER 12: Decision Making</u></p> <ol style="list-style-type: none"> READ: Chapter 12 (373-391) and (395 - 405) WATCH:The Decision Making Process WATCH:Pitfalls of Group Decision Making 	<p>DUE: One Response to Instructor Question Post on Discussion Board by 11:59 p.m. on 02/26</p>
		<p><u>CHAPTER 13: Conflict</u></p> <ol style="list-style-type: none"> READ: Chapter 13 WATCH: Types of Group Conflict WATCH: De Escalating and Resolving Conflict 	<p>DUE: Three Participation Posts to Discussion Board by 11:59 p.m. on 03/02</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>COMPLETE: Decision Making Analysis by 11:59 on 03/02</p> </div>
8	03/03 - 03/07	<p><u>CHAPTER 15: Groups in Context</u></p> <ol style="list-style-type: none"> READ: Chapter 15 WATCH:Places and Spaces <p><u>CHAPTER 17: Crowds and Collectives</u></p> <ol style="list-style-type: none"> READ: Chapter 17 (Section3 and 4)) WATCH: Chapter 17 Collective Dynamics 	<p>DUE: One Response to Instructor Question Post on Discussion Board by 11:59 p.m. on 03/05</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>COMPLETE: Places and Spaces by 11:59 on 03/05</p> </div> <p>DUE: Three Participation Posts to Discussion Board by 11:59 p.m. SATURDAY 03/07</p> <div style="border: 1px solid purple; padding: 5px; margin-top: 10px;"> <p>TAKE EXAME #3: Exam will be available from 12:01 am 03/05(THURSDAY) - 11:59 p.m. on 03/07 (SATURDAY) (Chapters 11,12,13,15,17b)</p> </div>

Calendar View:

JANUARY/FEBRUARY/MARCH

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURS	FRIDAY	SATURDAY
W E E K 1	12 JANUARY	13	14 DUE: Syllabus Quiz DUE: Pre-Class Knowledge Assessment	15 Due: ONE Discussion Board Post Due	16	17	18
2	19 DUE: Listening Skills Self Reflective Paragraph Due: THREE Participation Posts Due	20	21	22 ONE Discussion Board Post Due	23	24	25
3	26 Due: Evaluating your Collective Self Esteem paper THREE Participation Posts Due	27	28	29 ONE Discussion Board Post Due	30	31 EXAM #1: OPENS	1 FEBRUARY EXAM #1: OPEN
4	2 EXAM #1: CLOSES THREE Participation Posts Due	3	4	5 ONE Discussion Board Post Due	6	7	8
5	9 Due: <i>Lord of the Flies</i> Clip Interaction Process Analysis THREE Participation Posts Due	10	11	12 ONE Discussion Board Post Due	13	14	15
6	16 Due: 12 Angry Men Analysis Paper THREE Participation Posts Due	17	18	19 ONE Discussion Board Post Due	20	21 EXAM #2: OPENS	22 EXAM #2: OPEN

7	<u>23</u> EXAM #2: CLOSES THREE Participation Posts Due	<u>24</u>	<u>25</u>	<u>26</u> ONE Discussion Board Post Due	<u>27</u>	<u>28</u>	<u>1 MARH</u>
8	<u>2</u> Due: Decision Making Analysis THREE Participation Posts Due	<u>3</u>	<u>4</u>	<u>5</u> ONE Discussion Board Post Due EXAM #3 OPENS Due: Places and Spaces	<u>6</u> EXAM #3 OPEN	<u>7</u> THREE Participation Posts Due EXAM #3 CLOSES	

SIUE UNIVERSITY SYLLABUS REQUIRED INFORMATION BEGINS BELOW:

Technology requirements

Technical requirements for students can be found in this [ITS Knowledge Base article](#).

Technology capabilities

Students in an online course should be able to:

- Use a word processor, such as MS Word, to compose assignments and communicate with others in class.
- Attach files to emails or course areas.
- Navigate websites and course materials.
- Reach out to tech support staff when issues arise and troubleshoot to resolve problems.

Additional guidance for taking online courses can be found on the [Online at SIUE site](#).

Course and University policies

Expectations and Policies

- Throughout your time in this course, please make your health a priority. If you or your significant others are dealing with health-related issues that interfere with your ability to perform in this course, please let me know.
- Complete assigned reading as scheduled. Most of the reading in this course will come from the text; however, I will occasionally provide you with supplemental reading material on Blackboard. I will not cover all text material in lectures, so it is important for you to keep up with the reading.
- Turn in assignments by the deadline listed on the syllabus. Late assignments drop a letter grade for each

day they are late, starting with the day the assignment is due (e.g., an assignment turned in one hour late drops one letter grade). In cases of emergencies and/or illness exceptions may be made. So please talk to me if illness or an emergency interferes with your ability to turn in an assignment on time.

- Unless otherwise noted you will turn in all assignments through Blackboard. Please submit all assignments as Word documents.
- It is your responsibility to check Blackboard and be sure to check your email—including your SIUE email—for any course-related announcements.
- If you must miss an exam because you are involved in a university-sponsored activity (e.g., member of a sports team, etc.) you may take an exam early. To do this you must notify me at least one week prior to the exam to arrange a test date.
- If you must miss an exam because of a personal/family emergency (e.g., death in the family) you will only be eligible for a make-up exam if you: notify me immediately and provide documentation for the event that caused you to miss the exam.
- Students needing Accommodations – 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 email 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.

Psychology Department Policy on Academic integrity/plagiarism

Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism includes either presenting someone else's words without quotation marks (even if you cite the source) or presenting someone else's ideas without citing that source. If you plagiarize, your instructor cannot evaluate your understanding of the topic. When paraphrasing from another source, at the very least the student should change the wording, sentence syntax, and order of ideas presented in the paper. 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 ([University's Student Academic Conduct Code](#)). 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." ([SIUE academic dishonesty policy](#)). The University policy discusses additional academic sanctions including suspension and expulsion from the University.

Psychology Department Policy on Writing

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

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency.
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors; • properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills but 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 (<https://www.siue.edu/lss/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. You will have 48 hours to resubmit the paper and your grade will start with an 11 point deduction.

Psychology Department Policy on Withdrawals and Incomplete Grades

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 or abbreviated 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 <https://www.siue.edu/registrar/class/dropping.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.

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 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](https://www.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:
 - Fever (100.4 degrees or above) or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - 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. **Academic**

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