

## **Psychology 353: LABORATORY IN COGNITION AND MEMORY**

**FALL 2020 - 3 credit hours (CRN: 41339/41342) Sections BB/BS**

**Mon & Wed 1 pm to 2:50 pm (Online Class)**

### **Instructor:**

Alessandra M. Passarotti, PhD

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Office: 2056C, BSB

Online office hours: By Appointment (Thursdays 10 - 11 am).

### **Teaching Assistant:** Allison Sklenar

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Office: 1021 BSB

Online office hours: By Appointment (Wednesdays, 3 - 4 pm)

Note on Office Hours: Since office hours are online (via Blackboard Collaborate or Zoom), please email the Instructor and TA 24 hours in advance for an appointment. Appointments will ensure that we have plenty of time to dedicate to each student, and that students do not have to wait for their turn online. If you cannot meet during office hours, please email us some potential days/times and we can schedule a meeting for another day.

**Prerequisites:** Psch 343 and credit or concurrent registration in Psch 352.

**WITD Requirement.** Psch 353 fulfills the Writing-in-the-Discipline (WITD) requirement in the College of Liberal Arts and Sciences.

**Required Free E-Textbook:** “*Effective Writing in Psychology*” by Beins and Beins, 2012, 2nd Edition, Wiley-Blackwell. Available for free to UIC students on the UIC R. Daley Library website <https://library.uic.edu/libraries/daley>.

**Welcome to Psch 353: Laboratory in Cognition and Memory.** Our overarching goal for this class is to make learning as impactful as possible this semester, while also acknowledging the stress and anxiety you may be feeling about the uncertainties in your daily routines and educational experiences related to COVID-19. We will strive to abide by two overarching principles in this class: 1) engage in clear and frequent two-way **communication** regarding our expectations of you, the class workflow, and unexpected challenges arising that may impede

your participation in required class sessions, including exams, or timely completion of assignments; 2) build an **inclusive learning community** in which we all abide by the same ground rules and ethical code of conduct. We look forward to connecting with you this semester. We will do our best to support your learning experience by listening to your needs and by conducting this course with compassion, empathy, and patience.

**Our Inclusive Learning Environment.** UIC values diversity and inclusion. We will do our best to make every student feel welcome, engaged, and respected for their opinions. Regardless of age, disability, ethnicity, race, gender, gender identity, sexual orientation, socioeconomic status, geographic background, religion, political ideology, language, or culture, we expect all members of this class to contribute to a respectful, welcoming, and inclusive environment for every other member of our class. If there are aspects of the instruction or design of this course that result in barriers to your inclusion, engagement, accurate assessment or achievement, please notify the Instructor as soon as possible.

**Course Description.** This course is a “Practicum” in Cognitive Psychology research, and includes both an online lecture and an online research laboratory format. **Course and Learning Goals** are detailed in Blackboard under About this Course. **By the end of this course you will have learned essential skills necessary for scientific research.** The Instructor and TA have years of experience conducting psychology and cognitive neuroscience research, and are very happy to mentor and guide you as you train to become a scientist! During this course we will review and discuss research on memory and learning, executive functions, face processing, mental imagery and linguistic processes. Students will participate in cognitive experiments, will analyze the collected data, and write up scientific reports. Moreover, students will learn to critically read and understand scientific articles, to write scientific communications in **APA style**, to design and conduct a cognitive psychology project, to analyze data and present the results in a scientific format. For the Final project, students will work in teams (in groups of 3-5 students) to design their own research project, collect and analyze data, write up a scientific paper, and give a scientific presentation at an online mini-conference during finals week.

**“Synchronous” Class Format.** This is a “synchronous” online class. This means that for the majority of meetings we will have **“live” online classes, on M/W from 1 to 2:50 pm.** If needed,

there may be a few pre-recorded classes. Students will be informed in advance when this the case. Lectures will cover the Instructor's lectures notes and weekly learning goals, assigned materials, class and research activities. **To join the live class please click on "Collaborate". You will then be prompted to join the class session.** When lessons are recorded they will be available by class time in Collaborate, under "Recordings".

NOTE: We will usually be recording the synchronous class sessions for students who are unable to attend synchronously. The recording feature for others is disabled so that no one else will be able to record this session. The recorded class sessions will be posted on our Blackboard class website unless otherwise notified. If you have privacy concerns and do not wish to appear in the recording, turn OFF your video and notify the Instructor in writing (via email) asap and prior to the next class session. If you would like to ask a question, you may do so privately through the chat feature by addressing your question to me or the TA only (and not to "everyone"), or you may contact me or your TA by another private method, which we will agree upon in advance of class. If you have questions or concerns about this video recording policy, please contact the Instructor before the end of the first week of class.

**Online Attendance.** Studies show that students who attend class regularly learn more and do better with the class. Attendance is highly recommended, in order to be more engaged with the class community, learn about the class experiments and report writing, and be fully engaged with the class research activities. The class experiments and group projects will provide opportunities for students to learn both how to be an experimenters and a research participant. If a student cannot be a research participant for the class experiments for a valid reason, an alternative assignment will be assigned.

**E-mail Communications.** E-mail is the best way to reach us! Please email us with any questions or concerns you may have about the course and study materials. *Prompt communication is a smart strategy to ensure that we can help you effectively!* When you contact us by email please include "psch 353" in the subject line, and indicate some possible dates/times for meeting. We will check emails during weekdays, M - F (9 am to 5 pm) and will return your email within 24 - 48 hours.

**Communicating in Online Classes.** We understand that it is much easier to talk and ask questions during a face-to-face class than during an online class. However, we are trying to re-create the in-person class interactions as much as possible. Please do not feel intimidated, your

questions and comments are always very welcome! The Instructor will often ask if there are any questions and leave some time for students to ask them. Please use your microphone as much as possible for questions. The instructor will also answer the Blackboard chat messages during times set aside for this purpose. While we want to ensure that everybody feels included and respected during our classes, also please be respectful toward others while asking/answering questions or making comments. Everybody in class is asked to please be kind to one another, and keep an open mind about different cultural aspects, different points of views and scientific opinions. Actions, text messages and talks that are disrespectful to students or the Instructor, and that disrupt the classroom will not be tolerated, and will be reported to the appropriate UIC officials.

**Blackboard.** Our Blackboard course site (<http://blackboard.uic.edu>) has been organized to facilitate both access to course materials and to a broad array of UIC campus resources and community information such as advising support, online events, health and wellness tools, etc. The information is provided at the university, college, and department/course levels to help you more efficiently navigate to the resources and tools you need to be successful in your courses this semester. Students are expected to log into the course site regularly to learn about any developments related to the course as well as to upload assignments and communicate with classmates. For all technical questions about Blackboard, email ACCC Learning Technology Solutions at [LTS@uic.edu](mailto:LTS@uic.edu).

Please check these important Blackboard folders on the Main Menu page:

- **Syllabus.** A very detailed class syllabus includes course requirements, assignments and grading policies, as well as the weekly schedule and topics. Please read the syllabus carefully and let us know if you have any questions.
- **Getting Started.** This folder contains general information about Blackboard, technical requirements, general UIC resources, online etiquette guidelines, and getting started.
- **About this Course.** This folder contains general information about the Course content and organization, the course learning objectives, and information about the Instructor and TAs.

- **Weekly Content Folder.** Lecture notes, assignment instructions, and class materials are posted on Blackboard every week, under the folder “Weekly Content” (weeks 1-15). Please check this folder at the beginning of each week to know what you need to work on that week!
- **Class Announcements.** Please check Class Announcements regularly, in order to be up-to-date with all the important information for the class.
- **Discussion Forum.** A Discussion Forum with a new topic question posted bi-weekly (or as needed), will be a useful tool to engage students in guided class discussions. The forum is also a chance for students to get to know each other better and share ideas. A few of the discussion forum questions will be graded (see syllabus), or may be part of an extra-credit opportunity. Students will be informed in advance when this is the case.
- Additional folders are going to be created for **Reports, Final paper** instructions etc.

## **COURSE REQUIREMENTS AND GRADES.**

The final grade will be obtained from scores on 3 laboratory reports, discussion forum activities, one final paper and final presentation (which you will work on with your team), and class/research participation. There will be also a few extra-credit opportunities. After you receive your scores and our feedback on various assignments, please reach out to the TAs and Instructor if you have questions or want to receive more feedback or advice on future assignments.

**Three APA-Style Lab Reports.** Following each of the three class labs, the student will progressively add sections to an APA-style empirical report. Lab Report 1 will require: a title page, methods and results section; Lab Report 2 will require: a title page, introduction, methods section, results and references; Lab Report 3 will require: a title page, abstract, introduction, methods, results, discussion and references. For each lab report a reading may be assigned, that needs to be briefly discussed in the report. **For each lab report students can turn in an optional second draft**, if they want to improve their score.

**Research Project: Final Paper and Final Presentation.** Under the Instructor’s and TA’s mentoring, each student will work as part of a team in order to: a) formulate viable research questions (i.e., study hypotheses); b) design a research study; c) collect research data (from at least 15 participants); d) analyze the collected data; e) present/discuss the results in a **10-page**

**final paper;** f) give a final **oral presentation**. Instructions for the final paper and presentation will be posted on Blackboard during the semester and will be further explained in class.

**Extra-credit Paper.** There will be an extra-credit paper opportunity (1 and ½ page paper; 6 points) due by 11/30, midnight.

**Discussion Forum.** A few of the discussion forum questions will be graded (see syllabus), or may part of an extra-credit opportunity. Students will be informed in advance when this is the case.

**Attendance and Participation in Research Activities.** This online class will provide, as much as possible, ‘hands-on’ experience with cognitive psychology research. Your class attendance and engagement in research activities is essential to your success. In addition to attending the synchronous (live) class sessions, each student will be expected to devote additional time outside of class working on assignments, readings, actively participating in the online discussion board, and in the group project work. While the group research project is a team effort, every student will be evaluated based on their effort and engagement in the research and writing activities.

**Meeting online and working with your team on your research project and final paper are essential in order to do well in this class.**

**Make-up Assignments.** Make-up assignments will be granted only in case of family emergencies, illness, catastrophes or valid events, that will need to be documented (e.g., doctor’s note; a relative’s death certificate; religious holiday). Students need to contact the Instructor and TA, **before** the assignment is due. No make-ups are offered for extra-credit opportunities.

**Policy on late work.** For the paper assignment late papers will be accepted but 10% of the points will be deducted for each day past the deadline. Both week and weekend days count as late days. For example, if an assignment is turned in 3 days late a 30% penalty will be applied to the paper grade, even if two of these days are saturday and sunday. Late assignments may not have a penalty in case of personal/family emergencies or catastrophes or for valid events (e.g., religious holidays) that will need to be documented. Late work is not accepted for extra-credits.

**GRADING POLICY:** Final grades will be determined by total points as follows:

<i>Course Requirements</i>	<i>Points</i>	<i>Grade Percent</i>
Lab Report 1 and optional second draft	20	6%
Lab Report 2 and optional second draft	40	11%
Lab Report 3 and optional second draft	60	17%
Final Research Project Presentation (group work)	50	14%
Final Research Project Paper (group work)	120	35%
Research Participation	40	11%
Discussion Forum: 4 graded questions	20	6%
Total	350	100%

<i>Grade</i>	<i>Points</i>
A: 90 to 100%	315 - 350
B: 80 to 89%	280 - 314
C: 70 to 79%	245 - 279
D: 60 to 69%	210 - 244
F: 0 to 59%	0 - 209

**All points obtained from exams and assignments, as well as extra credit points, are added up, as a simple addition, to obtain the final grade.** Extra credit points are added to the total score (for instance, if a student has a total score of 310 from exams and assignments, and has also collected 15 extra-credit points, their total score is 325/350, which would result in an A). Regarding the final grade, if a final sum of points is at least .5 away from the next higher raw point, it will be rounded up to the next higher point (e.g., 330.5 will be rounded up to 331).

**Note on the “Incomplete” option:** Following departmental guidelines, Incompletes are granted only for a documented personal or family emergency towards the end of the semester, that prevent a student from attending class and completing the last few assignments. Incompletes are not given to students who have failed to regularly turn in their work from the beginning of classes, or throughout the semester. Incompletes are granted as a result of a prompt and comprehensive conversation with the Instructor, and are never given on a very short notice or at the last moment. The student needs to discuss their emergency with the Instructor asap, and at least a week before the end of the classes, to agree on a plan for finishing their assignments in a timely fashion. Failure to communicate promptly with the Instructor will result in the Instructor not granting an Incomplete.

**Disability Services Notification.** Students who have a **letter of accommodation** (LOA) should email the Instructor by the end of the first week, and provide a pdf of the letter, so that we can start planning on the best way to help. UIC is committed to full inclusion and participation of people with disabilities in all aspects of university life. Students who face or anticipate disability-related barriers while at UIC should connect with the **Disability Resource Center (DRC)** at [drc@uic.edu](mailto:drc@uic.edu), or at (312) 413-2183 (voice) or (312) 413- 0123 (TDD) to create a plan for reasonable accommodations. In order to receive accommodations, students must disclose disability to the DRC, complete an interactive registration process with the DRC, and provide their course instructor with a Letter of Accommodation (LOA). Course instructors in receipt of an LOA will work with the student and the DRC to implement approved accommodations [http://www.uic.edu/depts/oar/campus\\_policies/disability\\_notification.html](http://www.uic.edu/depts/oar/campus_policies/disability_notification.html).

**Holidays and Religious Days of Special Observance.** Please let us know if you need to miss class or need to reschedule an exam due to a religious holiday. See <https://oae.uic.edu/religious-calendar/>.

**Our UIC Community Agreement.** By submitting your assignments for grading you acknowledge these terms, you declare that your work is solely your own, and you promise that, unless authorized by the instructor or proctor, you have not communicated with anyone in any way during an exam or other online assessment. Let’s embrace what it means to be a UIC community member and together be committed to the values of integrity. Let us commit to



upholding a class “**Honor Code**” in which we trust one another and engage only in behaviors that reflect our community standards of academic integrity.

**Academic Integrity, Cheating or Plagiarism - Student Community Standards.** UIC is an academic community committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. In this community, all members including faculty, administrators, staff, and students alike share the responsibility to uphold the highest standards of academic honesty and quality of academic work so that such a collegial and productive environment exists. As a student and member of the UIC community, you are expected to adhere to the Community Standards of integrity, accountability, and respect in all of your academic endeavors. When accusations of academic dishonesty occur, the Office of the Dean of Students investigates and adjudicates suspected violations of this student code. Unacceptable behavior includes cheating, unauthorized collaboration, fabrication or falsification, plagiarism, multiple submissions without instructor permission, using unauthorized study aids, coercion regarding grading or evaluation of coursework, and facilitating academic misconduct. What is plagiarism? A student who submits a paper (or parts of a paper) that they or others wrote for other classes, or a paper which in whole or part has been written by someone else, or which contains passages quoted or is paraphrased from another’s work without acknowledgement (quotation marks, citation, etc.) is committing plagiarism. Maintain your integrity when completing assignments. To avoid plagiarism, summarize content and concepts in your own words, and cite all the sources you use! If you are unsure about what constitutes plagiarism ask the Instructor and TA, and they will help you. Students who plagiarize work may be subject to various disciplinary actions, including a failing grade on a particular assignment, failure of the entire course, and possible expulsion from the university. Please refer to the UIC Student Handbook (<https://dos.uic.edu/wp-content/uploads/sites/262/2019/01/FINAL-VERSION-2019.pdf>) and the Student Disciplinary Policy ([https://dos.uic.edu/wp-content/uploads/sites/262/2020/01/DOS\\_Student-Disciplinary-Policy-2020.pdf](https://dos.uic.edu/wp-content/uploads/sites/262/2020/01/DOS_Student-Disciplinary-Policy-2020.pdf)) for specific rules regarding these matters./5wshgq

**Respect for Copyright.** Please protect the integrity of all course materials and content. By enrolling in this course, you agree to honor this request. Be mindful of the hard work and time that instructors and TAs put into creating course materials such as exam and quiz questions,

worksheets, lecture videos, and reading materials. Please do not upload course materials not created by you onto third-party websites or share content with anyone who is not enrolled in our course. I am grateful for your cooperation in honoring this important request.

**Electronics Use Policy.** Please turn off your cell phone or set it to vibration during the online class. During class please mute your microphone until you are ready to talk and be respectful when others take their turn talking with their microphone. Loud noises, music or phone ringing during class are not respectful towards others. Students who disrupt class with improper behaviors or excessive use of electronic devices may lose 10 points on their final grade.

## **Course Schedule**

Note: This course schedule may be revised. All revisions will be posted on Blackboard in a timely fashion.

<b>Week</b>	<b>Day</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b>
<b>1</b>	M	8/24	<b>Syllabus and Course Introduction</b>  Survey on research interests  <i>Discussion Forum: Introduce Yourself</i>	
	W	8/26	<b>Communicating Scientific Research, Formulating your own ideas</b>  Introduction to the Group Project	Beins & Beins, Ch 1, 2
<b>2</b>	M	8/31	<b>Ethics in Research</b>  Group Project Work	The Belmont Report
	W	9/2	<b>Topics in Cognitive Neuroscience and Cognitive Research</b>  Group Project Work	
<b>3</b>	M	9/7	<b>Labor Day Holiday (no class)</b>	

	W	9/9	<b>Reading and Evaluating Scientific Work:</b> Discussion of a Journal Article ( <u>please read the Lo et al. 2016 article before class</u> )  <i>Graded Discussion Forum</i>	B&B Ch 5 Lo et al. 2016 Article Reading Worksheet
<b>4</b>	M	9/14	<b>LAB 1/Report 1: Memory and Face Recognition</b>  Report 2 Instructions  <b>Formulating and Testing Hypotheses in Research</b>	Cortes et al. 2017 APA Lab Notes
	W	9/16	<b>Excel Figure Construction Workshop</b> <b>Class Practice</b>	Online Excel and SPSS resources
<b>5</b>	M	9/21	<b>APA Writing: Title Page, Method, Reporting Statistical Results</b>  Group Project Work: Update on your research topic  <i>Discussion Forum</i>	B&B Ch 11, 12, 8 APA online resources
	W	9/23	<b>Research Project: Brief Group Presentation #1 (5 min min)</b>  Excel Figures – practice	Class Presentation
<b>6</b>	M	9/28	<b>SPSS Data Entry and Analysis Workshop</b> <b>Report 1 Data Analyses – Class Practice</b>	
	W	9/30	<b>APA Writing: Introduction, Hypotheses, Reporting Results</b>  Group Project Work	B&B Ch 10,12, 8
<b>7</b>	M	10/5	<b>APA Writing: Abstract, Discussion, References and Literature Searches</b>  Group Project Work  <i>Graded Discussion Forum</i>	B&B Ch 4,13
	W	10/7	<b>LAB 2/Report 2: Language and Semantic Processing</b>  Report 2 Instructions  <b>LAB REPORT 1 DUE</b>	Reading APA Lab Notes  <b>LAB REPORT 1 DUE by Midnight</b>

<b>8</b>	M	10/12	<b>Report 2 Data Analyses Workshop</b> Group Project Work	
	W	10/14	<b>Independent Group Work:</b> work on group presentation (no class)	
<b>9</b>	M	10/19	<b>Research Project: Group presentation #2 in PowerPoint (15 min)</b> <i>Discussion Forum</i>	Class Presentation
	W	10/21	<b>Preparation for data collection: Consultation with each Group</b>	
<b>10</b>	M	10/26	<b>Group Project Data Collection</b>	<b><i>Suggested date for starting data collection</i></b>
	W	10/28	Group Project Data Collection	
<b>11</b>	M	11/2	Group Project Data Collection <i>Discussion Forum</i>	
	W	11/4	<b>LAB REPORT 2 DUE</b> <b>LAB 3/Report 3: Mental Rotation and Imagery</b> Report 3 Instructions <i>Graded Discussion Forum</i>	<b>LAB REPORT 2 DUE by Midnight</b> Reading APA Lab Notes
<b>12</b>	M	11/9	<b>APA: Writing the Final paper</b> Group Project Data Collection	
	W	11/11	<b>Group Project: Data Analyses &amp; Consultation</b>	
<b>13</b>	M	11/16	Group Project: Data Analyses & Consultation <i>Discussion Forum</i>	
	W	11/18	Group Project: Data Analyses & Consultation	
<b>14</b>	M	11/23	<b>LAB REPORT 3 DUE</b> Paper Writing & Consultation by Group	<b>LAB REPORT 3 DUE by Midnight</b>

	W	11/25	Independent Writing & Consultation Day (no class) <i>Graded Discussion Forum</i>	
<b>15</b>	M	11/30	Independent Writing & Consultation Day (no class) <i>Extra-credit Paper due by midnight (optional)</i>	
	W	12/2	<b>Research Project: Final Group Presentation (20 min)</b>	
<b>16 Finals Week</b>	M	12/7	<b>FINAL GROUP RESEARCH PAPER DUE</b>	<b>FINAL PAPER DUE by Midnight</b>

## **RESOURCES FOR STUDENTS**

The **UIC Library** is located both on east and west campus, provides access to resources, study rooms, and research support both online via chat and in person. At Daley Library on the east side of campus, stop by the reference desk in the IDEA Commons, or make an appointment for research help on either side of campus. Learn more about library policies at <http://library.uic.edu/>. To find research materials in specific subject areas view the Research Guides at <http://researchguides.uic.edu/>

The **UIC Writing Center**. The UIC Writing Center provides excellent online resources to help students with paper writing in general. In addition to working with us on specific written assignments, we strongly recommend that you take advantage of the UIC Writing Center resources, especially if writing has been a challenge for you in the past, or if you do not have a lot of experience with writing scientific papers. To learn more or set up an appointment: <https://writingcenter.uic.edu/>.

The **Academic Center for Excellence (ACE)** can help if you feel you need more individualized instruction in reading and/or writing, study skills, time management, etc. Please call (312) 413-0031 or visit <https://ace.uic.edu/> for more information.

The **Math and Science Learning Center**, located in the Science and Engineering South Building (SES) at 845 W. Taylor St. 3rd Floor, Room 247, is a meeting place for students in Math, Biological Sciences, Chemistry, Earth and Environmental Sciences, and Physics. At the MSLC, students can meet with graduate teaching assistants for tutoring in 100-level courses, arrange informal group study sessions with other students, or meet up with friends to attend one of the workshops, seminars, or other activities sponsored by the SLC during the semester. Visit the website at <https://mslc.uic.edu/>, call 312-355-4900, or email at [mslc@uic.edu](mailto:mslc@uic.edu).

The **UIC Wellness Center**. The UIC Wellness Center (<https://wellnesscenter.uic.edu/resources-and-services/>) provides many useful resources on Wellness, and useful guidelines on how to manage and navigate your online classes: <https://wellnesscenter.uic.edu/news-stories/how-to-navigate-online-classes/>.

**Counseling Resources for Students**. Counseling Services are available for all UIC students. You may seek free and confidential services from the Counseling Center at [www.counseling.uic.edu](http://www.counseling.uic.edu). The Counseling Center is located in the Student Services Building; you may contact them at (312) 996-3490 during normal business hours (M-F, 9 am - 5 pm). If calling after hours, press 2 to be connected to a crisis counselor. In addition to offering counseling services, the Counseling Center also operates the InTouch Crisis Hotline from 6:00 p.m.-10:30 p.m. They offer support and referrals to callers, as well as telephone crisis interventions; please call (312) 996-5535. Furthermore, the **Office of Applied Psychological Services (OAPS)** at UIC offers mental health services based on a sliding scale, <https://psch.uic.edu/research-programs/clinical/office-of-applied-psychological-services/>.

The **Campus Advocacy Network** provides information and offers resources to all UIC students, faculty, and staff. Under the Title IX law you have the right to an education that is free from any form of gender-based violence and discrimination. Crimes of sexual assault, domestic violence, sexual harassment, and stalking are against the law and can be prevented. For more information or for confidential victim-services and advocacy, contact UIC's Campus Advocacy Network at 312-413-1025 or visit <http://can.uic.edu/>. To make a report to UIC's Title IX office, email [TitleIX@uic.edu](mailto:TitleIX@uic.edu) or call (312) 996-5657.

**Campus Security**. As a UIC student, you've chosen to live in one of the nation's largest cities. But, as at any university, crime is a reality. At UIC, we are strongly committed to our public

safety programs, and we encourage students to be proactive in learning what programs and services are available in case of an emergency. You are **DISCOURAGED** from staying in university buildings alone, including lab rooms, after hours and are **ENCOURAGED** to use the **POLICE/STUDENT** patrol escort if you are uncomfortable traveling anywhere on campus. You may request an escort to accompany you to your campus destination on foot by calling (312)996-2830, and between 11:00 pm and 7:00 am you can dial the Red Car service (312)996-6800 if you are alone and need to leave the building. Through Red Car, the university has established a safe evening transportation service for university employees, students, visitors, and other authorized individuals. The car travels between university facilities within the following general boundaries: Clinton Street on the east; Western Avenue on the west; Jackson Boulevard on the north; and, 16th on the south. This service is available only to individuals possessing a valid UIC i-card. The i-card is required to ensure the safety of the driver and other passengers. Navigate to [Life at UIC](#) for more information. Also, you can download the UIC SAFE app, a free personal security tool for students, faculty, and staff. It allows you easy contact with dispatchers and first responders in case of emergency. Finally, by dialing 5-5555 from a campus phone, you can summon Police or Fire for any on-campus emergency. You may also set up the complete number, (312)355-5555, on speed-dial on your cell phone.