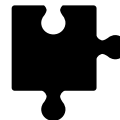

Introduction to **Research in Psychology**

LECTURE: Monday/Wednesday | 11-11:50 AM | Lincoln Hall 305
DISCUSSION: Friday | 11-11:50 AM | Lincoln Hall 305

Course Pre-requisite: Grade of C or better in PSCH 100: Introduction to Psychology

COURSE SYLLABUS

How do you
design psych
research
studies?



How do you
collect and
analyze data?

How do you
think & write like
a researcher?



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COURSE OVERVIEW

Happy new year and welcome to Psch 242: Intro to Research in Psychology! This course will teach you how psychologists learn about behavior and how we write about it. Through course lectures and assignments, you will be provided with an introduction to the research process and opportunities to understand research yourself. Specifically, you will complete exercises to familiarize yourself with how to conduct research through tasks that involve the steps of developing a research idea, collecting data, and scientifically writing about the process.

The goal of this course is to give you the space to acquire new knowledge, refine any current understanding you may have, and develop your skills to help you learn and think like a producer of research. This course will help you learn how to ask meaningful questions, design effective studies, understand the limitations of research, and critically think about research.

You will work in independent and collaborative learning environments for this course, which intentionally mimics actual research environments. Independent work will help you learn to think and write more clearly, while group work will allow you to use and develop social skills and learn from your classmates by working together to generate your best work.

Tasks in this class were carefully selected to help prepare you for professional experiences that you may encounter in the future, including graduate school. Most jobs or careers will include working in collaborative group environments; manipulating, assessing, or collecting data, and giving presentations. Here we are providing an opportunity for you to gain or refine experience doing these things.

I see my role in this course as a facilitator to your learning on topics associated with conducting research in psychology. As someone who has conducted research for over ten years, I am here to share my expertise learned from both successful and not-so-successful experiences, as well as provide you with the tools to critically evaluate scientific evidence yourself. As adults, you are responsible for your own learning, but I am here to facilitate the process by providing you with the necessary information.

INSTRUCTOR INFO

Name: Alysa Miller, MPH

Pronunciation: Uh-Lisa

Please call me: Prof. Alysa or Prof. Miller (pronouns: she/ella)

Email: amille90@uic.edu (expect a response within 48 business hours, and *please email me again if you haven't heard back by then or if it's very urgent*)

Zoom office hours: These open office hours are time that I've



dedicated to meeting with all of you! I highly encourage you to stop by, whether it's just to say hi, ask questions about course assignments or assessments, or talk to me about any challenges you're facing (course related or otherwise). You can sign up for a 15-minute meeting spot on any Thursday of the semester between 11:30 am-1 pm CST on the Calendly website here: <http://calendly.com/alySAMILLER>. Feel free to come alone or in groups. If that time block doesn't work for you, please email me to set up a meeting at a different time. I enjoy meeting with students, so don't hesitate to schedule a meeting! I'm here to help you be successful in this course.

COURSE MATERIALS AND RESOURCES

- Textbook (open-access online): Jhangiani et al. (2019). *Research Methods in Psychology*. <https://kpu.pressbooks.pub/psychmethods4e/>
- Qualtrics survey software (access online through UIC)
- Statistical Packaging for the Social Sciences (SPSS; access online through UIC)
- Occasional articles and videos (available on our course Blackboard site)
- PowerPoint lecture slides (available on our course Blackboard site)
- APA manual 7th edition (access key contents online through [Purdue OWL](#))

COURSE GOALS & FORMAT

Goals

By taking this course you will develop an understanding of what is required of a skilled researcher. It is my goal that the assignments, assessments, and activities built into the course will directly expose you to the psychological research process. More specifically, at the end of the course you will have a better understanding of:

1. the goals of science,
2. how psychologists use the scientific method to conduct research,
3. the ethical and moral principles of conducting research,
4. the different methods and types of research, and
5. how to collect, interpret, and present data.

To best support you as my students, my goals as an instructor include:

1. establishing an inclusive and respectful learning environment that promotes student-to-student and instructor-to-student collaboration,
2. providing high-level engagement that encourages and facilitates learning,
3. delivering feedback for assignments and assessments to clearly communicate how and why specific answers are correct or incorrect.

Format

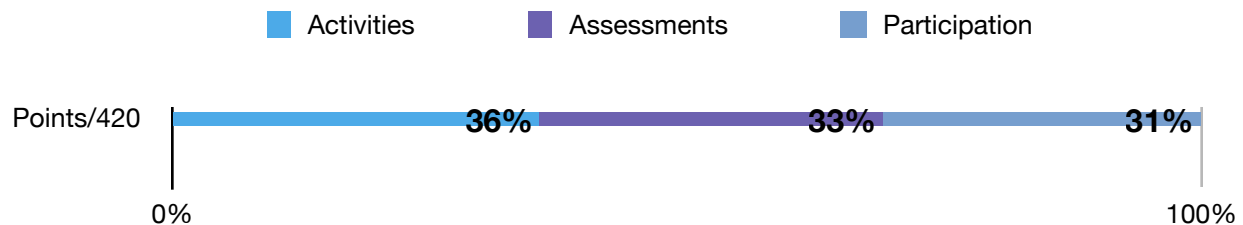
Our course is a combination of lecture and discussion meetings. Majority of our sessions will meet in-person, but there are a few scheduled meetings where we'll meet remotely outside the classroom. We'll meet twice during the week for lecture and then a third time for the discussion portion. For our class meetings, students will need to come prepared having read the readings for that day in order to actively participate. Class time for this course will include lectures, demonstrations, discussions, project planning, and student presentations. Please note that during most weeks we will use our discussion meetings to take a deeper dive into the course material covered earlier that week, but there will also be discussion meetings where new material will be shared and it may be delivered in a more lecture-based format. Outside of our course meetings you will work individually and in groups to complete course assignments, read, and study. You should expect to spend about 6 hours outside of class each week doing any combination of these tasks. I'll admit that this is not an easy class, and I can't do the work for you, but as long as you're willing to work hard and do your part, I'll strive to give you every resource you need to do well, including social support!

COURSE SCHEDULE

An up-to-date version of our course schedule can be found on Blackboard. This schedule lists the weekly topics and learning objectives, describes what we'll do in class each session, lays out due dates, and includes links to course materials (all materials will also be posted on Blackboard).

This class is designed to be flexible. I will solicit your feedback throughout the course, and may make changes in response to your comments. Expect the class to be challenging, but your success in this class—even while living through a global pandemic—is possible!

HOW WILL YOUR SUCCESS BE MEASURED?



Activities (150 points): You will complete assignments throughout the semester in order to demonstrate your understanding of the course content and to what extent you are

meeting course objectives. These assignments will allow you to practice applying concepts from class and integrate material from different class sessions.

Group project (150 points): For this course you will complete work in a collaborative research group of 2-3 students. Groups will be assigned during the first week of class based on a survey that everyone will complete. As psychologists it is very important to be skilled in operationally defining a variable, describing how a survey/questionnaire/assessment might be used in a study, identifying flaws in study measures, pre-testing measures on a sample of participants, and reporting the procedure and findings in APA-style Methods and Results sections. So, your group assignment will cover all of these areas in a series of mini assignments and a final project consisting of a culmination of the mini assignments. Each group will begin by selecting a topic area of interest to be the focus of the group project. Once your topic has been selected and approved you will be responsible for completing the following tasks.

1. The first assignment for each group will be to draft a survey instrument on a psychological topic and conduct a pre-test. Your group's survey instrument will consist of 10-15 items and you will turn in one draft before our course lecture on Surveys & Questionnaires, and one draft a few days following this lecture.
2. Each student in the group will then be responsible for administering the survey to a unique subset of 10 people. Once each group member has their 10 pre-test responses, the group will work together to compile results from the data collected during the pre-testing phase.
3. Following data collection and compilation of results, groups will then present their results and reflections to the class. Students in the class from other groups will give feedback on each group's survey instrument and data results.
4. Teams will use feedback from in-class presentations to revise their survey instrument and for the write-up of the final project submission.

Submission of the first survey instrument draft is worth 10 points; the second survey instrument draft is worth 10 points; individual pre-testing is worth 10 points; the group presentation is worth 20 points; and the final project is worth 90 points (revised survey 10 points, final paper 80 points). Upon submitting the final group project, you will additionally submit peer evaluations for each of your group members (10 points total).

Assessments (140 points): Research has shown that retrieval practice, or testing our knowledge, generally results in greater learning and more long-term retention than does studying (Roediger & Butler, 2011). In order to promote greater learning and longer retention of course information, we will use quizzes and exams to assess your

understanding of the course material. The quizzes can be thought of as practice exams, and you'll have an opportunity to reflect on quizzes through discussion to help you prepare for the exam.

Quizzes (40 points): Five timed quizzes will be administered via Blackboard throughout the semester. Each quiz will be available for 24 hours and needs to be submitted on the dates indicated on the course schedule. Quizzes will be made available at 11 am one day prior to the due date, and will close at 11 am on the date indicated. Once you open a quiz up you will have 30 minutes to complete it. Only four of the five quizzes will count toward your final grade; your lowest quiz score will be dropped and not affect your final course grade. Each quiz will be worth 10 points, and there are no make-ups for missing any quizzes given your lowest score will not count.

Exams (100 points): We will have 2 exams and 1 cumulative final exam in this course. Exam questions will be based on assigned readings and material discussed during our professional course meetings. Any material shared during course meetings is fair game for exams (including your peers' research article Voice Thread presentations!). There will be a combination of multiple choice, fill-in the blank, true/false, matching, short answer, and essay questions. Only one of the two non-cumulative final exams will count toward your final grade and your lowest non-cumulative final exam will be dropped. Each exam will be worth 30 points, and the cumulative final will be worth 70 points. In general, there are no make-ups for missing exams.

Exams for our course will be administered virtually via Blackboard during our scheduled class period. Using a computer that has a webcam, you will need to access the [Lockdown Browser](#) tool to complete your exam on Blackboard. On the dates listed on the class schedule at the normal time our class meets, you will be able to take the respective exam in our classroom, at a UIC computer lab, or other location of your choosing. Despite the freedom to complete your exam wherever is most convenient for you, exams are to be completed individually and are not a group effort. Monitor by Respondus will use your webcam to record you will taking the exam, to mimic the in-the-classroom environment where course instructors and assistants would normally proctor exams live.

Class Participation (130 points): Show up to our course meetings and participate! Participation during professional course meetings is essential to your learning. Research shows student participation in class helps with actively engaging with course content, peers, and instructors (Howard, 2002).

Presence points (90 points): During each class meeting I will make an announcement for how to earn points for being present that day. Since showing up

to lecture helps facilitate your learning and understanding of the course material, these tasks are an easy opportunity to earn points toward your grade. Each meeting's task will be worth 3 points, but there will be three unannounced bonus days where you will receive an additional 2 points for being in the room. Presence points cannot be made up, even if you are absent. The only exception to this rule is the UIC Senate Policy where students have to provide advance notice—see our syllabus section on attendance.

Research article presentation (15 points): I won't be the only one responsible for resources in this course. Throughout the semester there will be specific weeks on which you will sign up to virtually share a current research article found on Psych Today that is relevant to that class period's discussion using [Voice Thread](#). For your presentation you will briefly (3-5 minutes) summarize a recent research article and share components from the article that are representative of that meeting's topic (i.e. study design, informed consent). We will go over example research articles, how to use Voice Thread, and what course content you should include in your presentation during class.

Course reflections (15 points): I am a strong believer that reflection brings clarity, and research shows that it boosts productivity (Yancey, 1992). As such, there will be 1-page, double spaced reflections assigned at 3 timepoints during the semester; once during the first week of classes, once halfway through the semester, and once during the last week of classes. You can think of these reflections as journal entries, where you will write about what you hope to learn or have learned, how this information will or has changed your understanding of psychology, and any potential future impact you think this learning will have on your career as a student or in any professional experience you might have after taking this class. Each reflection is worth 5 points.

Feedback (10 points): You will be awarded points for providing feedback at 4 timepoints during the semester; once at the beginning, once halfway through the semester, once during the final week of classes, and then once via UIC end of semester course evaluations. The three in-class, course-specific requests for feedback will be worth 3 points each, and you will earn 1 point for completing the UIC course evaluation at the end of the semester. Any and all feedback given during these occasions is anonymous. You will receive more information during the professional course meetings on how to submit your feedback.

Extra Credit: You will have an opportunity to earn up to a total of 7 extra credit points in this course. Most of the extra credit will be questions on course assessments (i.e. quizzes, exams), but extra credit for summarizing the previous lecture at each professional meeting (with the exception of the first meeting of course) will also be available. Because there are more students than there are lectures, students who volunteer to be selected at random to summarize the lecture will receive 0.5 points of extra credit. It is important to volunteer to

share and take advantage of the extra credit on assessments because there will be no adjustments made to grades at the end of the semester.

Please note that there are no other chances outside of the opportunities listed above to earn extra credit in this course.

Source	Points (% of total grade)
Presence points	90 pts (21.4%)
Research article presentation	15 pts (3.6%)
Group project	150 pts (35.7%)
Quizzes	40 pts (9.5%)
Exams	100 pts (23.8%)
Course reflections	15 pts (3.6%)
Feedback	10 pts (2.4%)
Total	420 pts

GRADING

Your grade in this course will be determined by the number of points you earn out of the total number of points possible; grades are not granted on a curve. If for any reason you have concerns about your grade on any assignments in the course, please email me as soon as possible so we can discuss [study techniques](#) or alternative strategies to help you.

Once grades for any given assessment or activity are posted, any grade disputes for your work must be resolved within 1 week of receiving the disputed grade.

Flex Pass

This course offers a built-in Flex Pass for any 1 feedback activity *and* any 1 course reflection. By using a Flex Pass you are able to submit 1 feedback activity and 1 course reflection up to 3 days late without being penalized for late submission. Your Flex Pass is available to use for any reason during the semester for a single feedback activity and a single course reflection, and you are not allowed to use it more than once for each. Please note that you do not need to get approval from me to use your Flex Pass; you must simply include the words “Flex Pass” in the text box of your assignment submission on Blackboard.

Grading	
A	90-100%
B	80-89.9%
C	70-79.9%
D	60-69.9%
F	59.9% or lower

You are not awarded anything separate in exchange for not using your late passes. These passes are offered to help you and should be seen as a convenience.

Revise and Resubmit

Writing is an evolutionary process, and everyone is capable of improving their writing (including myself!). Thus, for your non-cumulative exams you are allowed to rewrite and resubmit up to two incorrect essay or short answer responses on exams to be re-evaluated and eligible for a 10% grade increase. You will receive feedback from me after submitting exams on how to improve your writing, and you should use this feedback to make edits to your responses and resubmit for a higher grade. We will discuss this process further during our professional course meetings.

My Feedback to You

You should expect to receive email communication from me when your grades for activities and assessments have been posted to Blackboard. Generally, the expected turn around time for grades to be completed is 7-10 business days after the due date. Feedback will be given in the following manner: (1) for individual assignments and reflections, I will share overall feedback (either verbally in lecture or in writing via Blackboard) across all submissions during the course meeting following posted grades; (2) feedback on group work assignments will be sent via email to all group members; (3) see below for the assessment debriefing process; (4) remaining class participation assignments will not have feedback as they are credit/no credit work (i.e. presence points, current events presentation, feedback).

Time for students to debrief after assessment experiences will be built into the course. During class meetings following grade postings for each assessment, we will briefly discuss the results and common errors as a class and in small groups.

Your Feedback to Me

How I provide feedback to you is equally as important as how you provide feedback to me. In this course you will be given the opportunity to provide feedback on my instruction, the course structure, and how and what you need to succeed in this course. You will be able to share this feedback with me once at the beginning of the course, once after the midterm exam, and then once during the final week of classes. I will review and aim to incorporate your feedback into my instruction in following class meetings. These opportunities to provide feedback are completely anonymous; but because I truly value your opinions about me and this course, you will get participation points for completing them.

Late Work and Missed Exams

You should always plan ahead to submit your work at the time it is due. Because life can be unpredictable and emergencies come up, there is a Flex Pass policy built into this course. Given the Flex Pass and your lowest quiz and non-cumulative exam scores being

dropped, late work submitted two or more days beyond the deadline will not be accepted to be graded. Work submitted between 1 minute and 24 hours after a deadline will only be eligible for up to 90% of the total points, and work submitted between 24 hours and 1 minute and 48 hours after a deadline will only be eligible for up to 80% of the total points.

Class participation will not be accepted late; assigned tasks are due by the end of a given class period unless otherwise indicated. Make-up exams and quizzes are generally not permitted. However, in case of an emergency please get in touch with me as soon as possible to let me know what's going on. More communication is always better!

COURSE POLICIES

COVID-19

It has been a very difficult and bizarre last two years. We will adhere to university guidelines regarding classroom attendance and policies. Students are expected to attend on-campus and hybrid courses *in-person* if they (1) have received the COVID-19 vaccination, (2) have received a vaccination exemption and are saliva testing 2x per week and completing their daily Healthcheck, or (3) are partially vaccinated and are saliva testing 2x per week and completing their daily Healthcheck.

All students, faculty, and staff are expected to wear a mask that is tight-fitting and covers both the mouth and nose when inside any building at UIC. Students who are not wearing a mask will be asked to get a mask before returning to class. If the student refuses, they will be asked by course instructors to immediately leave class and will be reported to the Dean of Students for noncompliance and will be subject to student discipline.

DO NOT ATTEND CLASS IF YOU HAVE SYMPTOMS OF COVID-19. Instead, contact me as soon as possible to make accommodations.

In the event that we are unable to meet in-person, we will use Blackboard and Blackboard Collaborate for our lectures and discussions. I will share more information regarding a synchronous or asynchronous style if need be.

Attendance

Although attendance is not mandatory for this course, it is expected that you will be present at our meetings because your money is being spent to take this course! Further, in order to receive the presence points you will need to be in attendance for professional course meetings. Attending class will also allow you to be a part of our co-learning community, and help you learn the course material in a shared space. We will expect everyone in the room to be present, prepared, and ready to engage.

If you miss a class, you are still responsible for any notes, announcements, and/or content shared during that meeting. Exceptions to this include emergencies and religious

holidays, which are accommodated in keeping with UIC Senate policy, *which requires students to provide advance notice*. See statement here: <http://dos.uic.edu/docs/UIC%20Senate%20Policy%20on%20Religious%20Holidays.pdf>

In-person lectures will not be recorded and posted to Blackboard, and I will not provide students a copy of any instructor versions of slides. Further, only students with approved DRC accommodations will be allowed to access any given class meeting remotely via Zoom. As the agent responsible for your own learning, you will need to be proactive in getting any information you missed out on from another student. Because this is your responsibility, we will have accountability partners for this course. By the end of the business day of our first lecture meeting (i.e. January 10th at 5 pm CST) you and the partner of your choosing will need to separately email me both of your names, how you chose your partner (e.g. friends prior to this course, met in class, etc.), and one fact about me that I shared in class. The subject of this email must include the course name (Psch 242) and the phrase 'accountability partner'.

To support our co-learning environment, I will also be upheld to the expectation of being present, prepared, and ready to engage at each professional course meeting. I will be on-time and make myself available for up to 10-minutes following each meeting in case there are any questions or concerns that you would like to address that day. If an emergency arises and I am unable to be present during one of our meetings, I will make every effort to communicate this in advance via email and make sure any materials for that meeting are posted to Blackboard.

Food and Beverage Policy

Food and beverages will not be allowed in the classroom given the on-campus mask requirement. Please step outside the classroom to take a sip of your beverage or eat your food and return once you are finished.

Technology

You will need regular access to a computer that runs on a broadband Internet connection to access Blackboard and complete course assignments and quizzes. Please contact ACCC to request and borrow a laptop or be assigned a hotspot for the semester if you do not have the required hardware and internet capabilities. UIC also offers [long-term loaner laptops](#) to students if needed.

Course Etiquette

We want to remain mindful that this is a professional setting and, as such, should be reflected in our communication and interactions at all times. In this professional setting we care about our relationships with one another and value the way we represent ourselves. We will not tolerate disrespect of any kind in the classroom or on our course Blackboard site. This includes being a distraction; do not distract me or any of your peers during class time or while taking assessments. Please note that although laptops and cellular devices

are allowed in our meeting spaces, they must be placed on silent/mute and you should take extra caution to avoid distracting anyone in the room with your usage. If you need to take a phone call or respond to a text message, please leave the classroom to do so. If you feel that your laptop usage in class will be a distraction to others, please sit in the back of the classroom. If you have a distracting background while on camera for a virtual class meeting or assignment recording, please turn your camera off or apply a [virtual background](#).

Please keep in mind that university email communications are permanent, professional records. When communicating via email we will do so using respectful and appropriate language, and adhere to a level of formality. This includes using a clear subject line, beginning with a salutation (i.e. 'hi', 'hello', 'dear'), concluding with a signature, and proofreading your message. Be sure to always include "Psch 242" and a brief (i.e. 2-5 words) description of your request/need as the email subject line.

Two-Way Communication

As a student-centered instructor who really cares about you and your learning, I will do my best to support your experience in this course by listening to your needs and by conducting this course with compassion, empathy, and patience. The pandemic has caused many uncertainties and subsequently some potential stress and anxiety about this course and our lives in general. It is up to you to get the most out of this class, through your decision to be engaged; and it is up to me to provide the materials for you to be engaged via readings, lectures, and activities. We will need to engage in two-way communication regarding our expectations, work in this course, and any unanticipated challenges that might affect your participation in our class. Know that you can and should always come to me if there is anything going on and we can work together to overcome any obstacles.

Note: I will not prioritize emails about course assignments the day that they are due.

Experiments

By participating in this course and in completing your group work assignments, you are agreeing to conduct and participate in research. Your agreement includes acknowledgement that participation in our course research and experiments are not a part of formal research, but rather are part of the normal class educational practices. The data generated from our research won't be professionally presented or published, or otherwise generalized beyond this teaching situation.

Cheating and Plagiarism

If you are caught cheating in this course on any assignment or assessment, you will receive 0 credit and possibly receive a failing grade in the class. Cheating includes, but is not limited to: using materials that are not permitted while taking an exam or quiz; looking at other students' materials or allowing them to look at yours during an exam or quiz

period; copying answers or giving classmates' answers on assessments or assignments; recruiting a third party to complete assignments or assessments. You are permitted to check your answers on individual assignments with other students, but you must complete your work independently and only check answers after you have fully tried on your own. Your answers must be written in your own words and not another individual's. Your assignments will be processed through the SafeAssign system once uploaded to Blackboard to be checked for plagiarism. Plagiarism is using another individual's work as your own, and is taken seriously by UIC administration and me. UIC has a number of [resources to support students](#) in avoiding plagiarism and I encourage you to take a look.

Put your best work into this class. I have put mine into designing the course. Do the work, be happy to learn, be excited, and welcome lots of feedback – that's the only way you'll learn!

OUR INCLUSIVE LEARNING ENVIRONMENT

I value diversity, multiculturalism, and inclusion. All members of our class are expected to contribute to a respectful, inclusive environment for every other person in the class, regardless of age, disability, ethnicity, race, culture, gender, gender identity, sexual orientation, socioeconomic status, geographic background, religion, political ideology, or language. 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 bring them to my attention as soon as possible.

Disability Accommodation Procedures

UIC is committed to full inclusion and participation of people with disabilities in all aspects of university life. If you face or anticipate disability-related barriers while at UIC, please connect with the Disability Resource Center (DRC) via email at drc@uic.edu, or call (312) 413-2183 to create a plan for reasonable accommodations. In order to receive accommodations, you will need to disclose the disability to the DRC, complete an interactive registration process with the DRC, and provide me with a Letter of Accommodation (LOA). Upon receipt of a LOA, I will gladly work with you and the DRC to implement approved accommodations.

ACADEMIC INTEGRITY

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. Please review the [UIC Student Disciplinary Policy](#) for additional information about the process by which instances of academic misconduct are handled towards the goal of developing responsible student behavior.

Submitting your assignments for grading means that you acknowledge these terms, declare that your work is solely your own, and attest 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 the meaning of being a UIC community member and stand committed to the values of integrity in unity.

Your enrollment in this course means you agree to uphold a class honor code in which we trust one another and engage only in behaviors that reflect our community standards of academic integrity.

If you are ever thinking about engaging in academic dishonesty to receive a better grade, please come talk to me. Together we can find a way to help you succeed.

EXPERIENCING PERSONAL AND ACADEMIC CHALLENGES

As an undergraduate student, you may experience challenges and struggle with academics, finances, student life, or your personal well-being. Please know this is completely normal and you shouldn't hesitate to ask for help. Feel welcomed to talk to me, or if it is about an issue beyond the scope of this class, please contact your college advisors, or get help from any support services and resources available to all UIC students (a list is available on the [Current Student Resources](#) website). You may also find additional academic resources listed on the [Student Academic Resources](#) website.

If you experience sexual violence, identity-based harm, or any other personal crisis at any point during the course, please don't hesitate to reach out so I can (1) help you get caught up in class, (2) put you in contact with the appropriate resources and services, and (3)

If you are in immediate distress, please call the UIC Counseling Center at (312) 996-3490 to speak directly with a counselor or to schedule an appointment with a counselor. If calling after business hours (which at UIC are typically from 9 am - 5 pm CT, M-F), press 2 to be connected to a crisis counselor. You can find additional online mental health resources on the [Counseling Center Resources](#) page.

answer questions to the extent that I am qualified to do so. Note that Faculty and TAs are required by both university policy and federal law to report all disclosures of sexual violence to the appropriate campus authorities. Please see the resources below.

Campus Resources

The **Writing Center** offers friendly and supportive tutors who can help you with reading and writing in any of your courses (or other writing as well). You can choose to work with a tutor in real time, or submit up to 5 pages of text and receive written feedback within 48 hours. For more information and to schedule an [appointment](#), visit the [Writing Center website](#).

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.

Counseling Services are available for all UIC students. You may seek free and confidential services from the Counseling Center at 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.

The **Campus Advocacy Network** provides information and offers resources to all UIC students. 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 or call (312) 996-5657.

Syllabus Disclaimer: This syllabus is intended to give you guidance on what will be covered during the semester, and will be followed as closely as possible. However, it may be modified, supplemented, and edited throughout the semester. The most up-to-date version may be found on the course Blackboard site.

*UIC policies section of the syllabus was taken from Drs. Rebecca Littman and Leslie Berntsen