

Psychology 271
Resilience: The Science of Positive Adaptation
Spring 2022 – 3 credit hours (CRN: 43614)

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COURSE DESCRIPTION

All people encounter stress, but how successfully they cope can vary based on a variety of factors including genetics/biology, developmental history, cognitive style, emotional intelligence, and interpersonal relationships. This course will introduce students to the **science & practice of resilience**. Through a combination of lectures, videos, reading assignments, and discussion, students will learn the psychological science about how stress, adversity, and trauma can undermine resilience, but also how protective factors can help people maintain healthy functioning or even grow as a result of their difficult life experiences. Students will also practice scientifically-validated “Resilience Rewirements” (a.k.a. “RReWis”, a.k.a. “self-care practices”) that can improve a person’s ability to cope successfully with stress. By the end of the semester, students will gain a new understanding about stress (including some of its benefits) and leave with a set of evidence-based strategies and habits for living more happy, resilient lives.

Toward the goal of making learning as impactful as possible and at the same time 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 my 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. I look forward to connecting with you this

semester. I will do my best to support your learning experience by listening to your needs and by conducting this course with compassion, empathy, and patience.

This course meets requirements for the General Education Core: *Understanding the Individual and Society*.

Prerequisite: PSCH 100

Rationale: Why this course now?

I've wanted to teach this course ever since graduate school where I did my Ph.D. dissertation research on resilience. As an educator, I want nothing more than to synthesize and share what psychological science has uncovered about ways people can live more resiliently in a stressful 21st-century—a world where too many people are faced with challenges such as poverty, war, social injustice, violence, child maltreatment, natural disasters, and climate change. Today's college students are experiencing what some have called an "[mental health epidemic](#)" and currently, we are still coping with the COVID-19 pandemic. There has never been a better time for a course on resilience.

But, what *really* "works" to promote resilience? The internet and social media are now the primary source of news and information for many Americans. Tips are everywhere on the internet about how to do "self-care" which has become a quite a buzzword. However, we must learn to tell the difference between trustworthy advice and misinformation that might be ineffective or even potentially dangerous. This course provides an opportunity to practice "**information literacy**" in order to critically evaluate internet sources and to rely on only the best, most valid information about how to be more resilient.

Resilience Rewirements (RReWis)

Decades of research on behavior change and many New Year's resolutions gone to waste tell us that simply knowing what's good for us or simply deciding to adopt a healthy behavior often does not "stick." That's why in this course students will learn the science behind resilience-building behaviors, and will "train" or "rewire" themselves toward making lasting behavior changes. The term "rewirement" is borrowed from Dr. Laurie Santos, a psychology professor at Yale University and the instructor of the popular online Coursera course on "[The Science of Well-being](#)." You will be assigned one RReWi each week to practice and track each day. In the last three weeks of the semester, you will choose one RReWi to research and write your final paper.

Course Objectives:

By the end of this course, students will be able to:

1. Define what psychological resilience means
 2. Identify risk factors that can undermine resilience
 3. Understand both genetic and non-genetic processes that promote resilience
 4. Articulate conditions under which stress can promote resilient development
 5. Read and critically evaluate non-scholarly internet sources on resilience
 6. Engage in constructive discussion with classmates
 7. Describe evidence-based strategies for improving resilience
 8. Apply strategies to develop and maintain a resilience-building practice
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METHOD OF INSTRUCTION

For the first two weeks of the semester, we will meet virtually online via Zoom during regular class meeting times. Online class sessions will be recorded and posted on the course Blackboard. In-person instruction is scheduled to begin on January 25th (Week 3).

In addition to attending class, students are expected to spend 5-6 hours per week outside of class watching videos, reading assigned materials, and completing class assignments (e.g., Discussion Board & March Book Club). In addition, students will devote 10-20 minutes per day practicing weekly Resilience Rewirements. There are no “traditional” exams in this course, but students will spend time studying for 5 quizzes, and completing a midterm self-reflection. In the last few weeks, students will read research about one Resilience Rewirement of their choice and write a [final paper](#) approximately 7-8 pages in length.

Discussion Groups

In order to foster a stronger sense of community, students will be randomly assigned to **three discussion groups of 50 students** each for the entire semester. [Discussion Board assignments](#) will be conducted within each group rather than with the entire class of 150 students. You will receive an email with **your group assignment** (Groups 1-3) and you will interact with and hopefully get to know members of your group over the coming weeks.

COURSE BLACKBOARD

Our Blackboard course site 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 **read course emails/announcements** and **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.

Course Communication

The best way to contact Dr. K-C and the course TAs is via [email](#). **Please include in the subject line “PSCH 271.”** We will strive to reply to your emails within a 24-48-hour period during business hours on M-F. Good for you for reading this far. For extra credit, email Dr. Kim-Cohen with the name of your favorite animal no later than 5:00pm on January 21. But please keep this quiet and let other students figure it out on their own. We ask that you do your best to reply back quickly, especially when communicating about scheduling a time to meet. When requesting meetings, please list several days & times when you are available so that we can easily find a time that will work for us both.

Weekly announcements, a “to-do” checklist, and reminders will be posted on the Blackboard Announcements page and emailed to the class. These communications are important and **part of your weekly required reading assignments**. Please do not ignore them.

Drop-in Hours: Please feel free to drop-in without an appointment to Dr. K-C's weekly **office hours on Wednesdays 11:00-12:00** via Zoom. <https://uic.zoom.us/my/kimcohen>

TA drop-in hours will be by appointment and they would be happy to make themselves available to speak with you. Please reach out to Philip & Sushma directly via email and suggest several dates and times when you are free to meet.

COURSE MATERIALS

First two weeks: Online students will need regular access to a personal computer that runs on a broadband internet connection. 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. <https://it.uic.edu/services-support/student-resources/equipment-lending/>

There is no assigned textbook for this course because there are no psychology textbooks on the topic resilience. Also, in order to help students save money, I have carefully curated a selection of free materials that are already available on the web or PDFs that I can share with you according to [UIC's Fair Use Policy](#).

Students will need to purchase or otherwise obtain one memoir of their choice from the list provided below for the March Book Club assignment. Books can be purchased from the UIC Bookstore, borrowed from your local public library, or you may rent/borrow an ebook (see <https://www.moneycrashers.com/rent-borrow-ebooks-online/> for guidance).

March Book Club List of Memoirs (choose one)

Although you are welcome to choose a book and start reading early, you may want to wait a few weeks so that you can analyze the book while applying new knowledge about resilience. Please be aware that these autobiographies contain stories of the authors' experiences with trauma, loss, and adversity which can be difficult to read, but they also describe paths toward recovery and resilience which is ultimately positive and uplifting. Please click on the links for reviews of each book so that you can make an informed choice. Details about the Book Club/Case Study assignment will be provided in early February.

- *Butterfly Boy: Memories of a Chicano Mariposa* by Rigoberto González (2006)
https://www.goodreads.com/book/show/574298.Butterfly_Boy
 - *Know My Name* by Chanel Miller (2019)
<https://www.goodreads.com/book/show/50196744-know-my-name>
 - *Call Me American: A Memoir* by Abdi Nor Iffin (2018)
<https://www.goodreads.com/book/show/36750057-call-me-american>
 - *Men We Reaped* by Jesmyn Ward (2013)
<https://www.goodreads.com/book/show/17286683-men-we-reaped>
 - *Educated* by Tara Westover (2018)
<https://www.goodreads.com/book/show/35133922-educated>
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COURSE POLICIES

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, Powerpoint slides, and reading materials. In the same email to me, tell me your favorite flower. 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.

Our Inclusive Learning Environment

UIC values diversity and inclusion. 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 me as soon as possible.

Accommodations for Disabilities. 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 - 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. 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.

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.

Privacy Notification and Policy for Video Recording of Synchronous Online Class Sessions

We will be recording the live (synchronous) class sessions for students who are unable to attend. The recording feature for others is disabled so that no one else will be able to record this session through Zoom. Recording by other means is not permitted. The recorded class sessions will be posted on our Blackboard class website unless otherwise notified.

Religious holidays: I will make every effort to avoid scheduling exams or requiring student assignments to be submitted on [religious holidays](#). If you wish to observe your religious holidays, please notify me **by the tenth day of the semester** of the date when you will be unable to submit an assignment by the due date. If the religious holiday is observed on or before the tenth day of the semester, please notify me **at least five days in advance** of the date when you will be unavailable to complete an assignment. If a quiz or assignment is due during your absence, you will be given a quiz or assignment equivalent to the one completed by those students in attendance. Students may appeal through campus grievance procedures for religious accommodations.

Late Assignment Policy: It is best to submit assignments before the due date, but we understand that life happens and we're currently in the midst of a pandemic. Therefore, **late submissions are permitted for all assignments except for Quizzes** which must be taken on the scheduled day and time. Okay, now add to the same message to me your favorite musician or band. Remember to do this no later than 5:00pm on Friday, January 21. Only your top 3 Friday Quizzes will count toward your final grade, and no makeup quizzes will be offered.

If you missed a due date, please do your best to submit the assignment as soon as possible. Everyone gets an automatic **24-hour "grace period"** on assignments (with the exception of quizzes). Typically, in the absence of a DRC Letter of Accommodation, any assignment submitted more than 24 hours past the due date will lose 10% of the total points possible on the assignment. For example, an assignment worth up to 50 points will lose 5 points. **Three days** past the due date results in a 20% deduction, and **five or more days** past the due date results in a 30% deduction.

If you find yourself falling behind and having trouble keeping up with assignments, **please reach out to Dr. K-C or our TAs by email**. What's important is that you complete assignments, learn something, and get credit for the course while protecting your mental health and strengthening your resilience.

COURSE REQUIREMENTS, RESILIENCE REWIREMENTS, & GRADING: (245 points total)

The course is designed with a variety of assignments with each one worth no more than 20% of the total grade. Some assignments will be graded simply for completion according to instructions & timeliness, and others will be evaluated for quality. This means that there is no single assignment that will "make or break" your course grade, and assignments are designed to motivate you to keep up with the weekly content and learning opportunities. I believe everyone can benefit from learning more about resilience so I encourage you to set aside time every week this semester to do this important work.

***Note:** In this course each week starts on Mondays and ends on Sundays. Please label each week “Week 1, Week 2, Week 3 etc.” on every Monday of your calendar starting on January 10th.

See the [Course Calendar](#) for due dates.

- 1. Discussion Board Posts & Replies (33 points).** There will be **three discussion board assignments** (each 10 points) throughout the semester in addition to the **Introduce Yourself assignment** (3 points) in Week 1. For Discussion Board assignments, students will be asked to respond to one of several prompts/questions with an “original post” (5 points) and to **reply to two classmates’ threads (2.5 points each)**. All Discussion Board assignments must be completed by **11:59PM on Sundays** in the week they are assigned. We suggest that you submit your original post on Thursdays so there is time to reply to classmates by the end of the day on Sundays.
- 2. Friday Quizzes (Best 3 out of 5; 24 points each x 3 = 72 points total).** There will be five short multiple-choice quizzes to assess your learning of the course content. All quizzes will be made available on BB for a **24-hour window** starting at **12PM on Fridays** in the week they are assigned and **must be completed by 11:59AM on Saturday**. Once you start taking the quiz, you will be given **30 minutes** to complete it. Please do not wait too long to start the quiz; instead, give yourself plenty of time to log-in to Blackboard and get situated. If you quit in the middle of a quiz, you will not be allowed to re-take the quiz. Quizzes are **open-resource** meaning that you may use any notes or materials you’d like, but you must complete the quiz on your own and you must not share quiz questions with anyone. There will be **no make-up quizzes** for any reason (except with a Letter of Accommodation), but only the best 3 scores out of 5 will count toward your final course grade.
- 3. March Book Club/Case Study Assignment (30 + 10 = 40 points).** Students will choose one book from a list of five memoirs ([see above](#)) to read in a **Book Club of 4-5 students**. Once the analysis is complete, book club members will work together to synthesize their conclusion about author’s resilience. Each Book Club may choose to write a short paper, create a Powerpoint with audio narration (submitting only slides often does not work well), record a podcast, design an infographic, make a video, or any other creative presentation format. Each Book Club will submit one assignment together as a group and all members will receive the same grade (up to 30 points). Book Club members will also rate each other on the quality of their contributions to the project and their responsiveness to communication for a **peer evaluation** grade of up to 10 points.
- 4. Midterm Self-reflection (20 points).** Aside from Friday Quizzes, there are no “traditional” exams in this course. Instead, students will be asked to respond to a set of open-ended questions to evaluate their own performance and learning in the course.
- 5. Resilience Reworks (3 x 10 = 30 points).** Each week, students will practice a different scientifically validated strategy (e.g., breathe, mediate, laugh, sleep) to build their own resilience. Students can earn up to 3 points for each weekly RReWi by submitting a log or other documentation of their activities on a digital tool, usually a Google Form. RReWis are not optional; they are absolutely required and I consider them to be one of the most important aspects of this course because they can help you to better manage your stress. There are a total of 11 assigned RReWis and students can receive up to 3 points for any 10 of their choice (meaning you can skip one with no penalty). (RReWis #0 and #12 will be for extra credit points.) **All**

RReWis are due at the end of each week by 11:59PM. Early submissions are not allowed. For example, please do not fill out your daily ratings for the entire week on the first few days of the week. In other words, don't provide ratings for days that have not yet occurred. Premature submissions will be deleted and no credit given.

- 6. Final Resilience Rewirement Challenge Paper (50 points).** In the last 3 weeks of the semester, students will choose one RReWi to practice consistently while reading about the scientific evidence showing that the particular RReWi does indeed promote resilience. Papers require a minimum of 3 scholarly journal articles. The paper will end with a personal reflection on your experience of the Final RReWi Challenge plus a final course self-reflection. The paper must be written in APA style, of approximately **7-8 pages**, double-spaced. A title page & references page are not included in the 8-page requirement (no abstract necessary).

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

Letter Grade	Description	Minimum Points	Percentage
A	Excellent	220.5	90% - 100%
B	Good	196	80% - 89%
C	Satisfactory	171.5	70% - 79%
D	Minimal Pass	147	60% - 69%
F	Not Passed	Less than 147	< 60%

In the event of partial points, I will round up final grades if the decimal point is .5 or higher (for points, not for percentages). If the decimal is anything lower than .5, I will round the final grade down (e.g., .499 is rounded down). Absolutely no exceptions will be made to these policies.

COURSE CALENDAR

Classes meet on Tuesdays and Thursdays, unless otherwise noted. This calendar provides only an outline of each week's content. Please see the **Weekly Content folder in Blackboard** for specific details of readings/videos, assignments, and Resilience Rewirements for each week of the semester. **Each week starts on a Monday and ends on a Sunday** when weekly Resilience Rewirements are due. Please note that **all due dates** in this course are by **11:59pm**.

Note: Changes to the course calendar are possible, and will be announced in class and on Blackboard.

Dates		Assignments Due
TUES Jan 11 THURS Jan 13 (online)	<p style="text-align: center;">Module 1: How is resilience defined & what promotes it?</p> <ul style="list-style-type: none"> • <u>RReWi #0: Assess Your Own Resilience (extra credit)</u> • <u>RReWi #1: Breathe</u> 	Read syllabus & explore course Blackboard Sun Jan 16 RReWi #0 RReWi #1
TUES Jan 17 THURS Jan 19 (online)	<p style="text-align: center;">Module 2: What does "good adjustment" look like?</p> <ul style="list-style-type: none"> • <u>RReWi #2: Resilience Soundtrack</u> 	Sun Jan 23 RReWi #2 Fri Jan 20-21 EC Practice Quiz
TUES Jan 24 THURS Jan 26 (in-person)	<p style="text-align: center;">Module 3: What undermines resilience? Risk, stress, trauma, adversity Building healthy habits, part 1 - Situation Support</p> <ul style="list-style-type: none"> • <u>RReWi #3: Gratitude Journal</u> 	Fri Jan 27-28 Quiz 1 on Modules 1-3 Sun Jan 30 RReWi #3
TUES Feb 1 THURS Feb 3	<p style="text-align: center;">Module 4: How does stress get "under the skin?" Part 1: HPA Axis & allostatic load Building healthy habits, part 2 - Goal Setting & Social Commitment</p> <ul style="list-style-type: none"> • <u>RReWi #4: Exercise</u> 	Sun Feb 6 RReWi #4 Discussion Board #1
TUES Feb 8 THURS Feb 10	<p style="text-align: center;">Module 5: How does stress get "under the skin?" Part 2: epigenetics, telomeres (mediation)</p> <ul style="list-style-type: none"> • <u>RReWi #5: Sleep</u> 	Fri Feb 11-12 Quiz 2 on Modules 4-5 Sun Feb 13 RReWi #5
TUES Feb 15 THURS Feb 17	<p style="text-align: center;">Module 6: Who is most at risk & when? Diathesis-stress & GxE (moderation) Correlational & Experimental Research Designs</p> <ul style="list-style-type: none"> • <u>RReWi #6: Self-compassion</u> 	Sun Feb 20 RReWi #6
TUES Feb 22 THURS Feb 24	<p style="text-align: center;">Module 7: "Orchids & Dandelions" - Differential Susceptibility & the Plasticity Hypothesis</p> <ul style="list-style-type: none"> • <u>RReWi #7: Create (VoiceThread)</u> • Start March Book Club 	Fri Mar 4-5 Quiz 3 on Modules 6 & 7 Sun Feb 27 RReWi #7

<p>TUES Mar 1 THURS Mar 3</p>	<p>Module 8: “What doesn’t kill us…” Stress-inoculation & Post-traumatic Growth</p> <ul style="list-style-type: none"> • <u>RReWi #8: Laugh</u> 	<p>Sun Mar 6 RReWi #8</p> <p>Discussion Board #2</p>
<p>TUES Mar 8 THURS Mar 10</p>	<p>Module 9: Rethinking Stress – Mindset & Reappraisal</p> <ul style="list-style-type: none"> • Book Club Meeting (required attendance) • <u>RReWi #9: Rethinking Stress</u> 	<p>Sun Mar 13 RReWi #9</p> <p>Midterm Self-reflection</p>
<p>TUES Mar 15 THURS Mar 17</p>	<p>Module 10: The Psychology of Courage Operant conditioning, Avoidance & Negative Reinforcement</p> <ul style="list-style-type: none"> • <u>RReWi #10: Meditate</u> 	<p>Fri Mar 18-19 Quiz 4 on Modules 8-10</p> <p>Sun Mar 20 RReWi #10</p>
<p>MARCH 21-25: SPRING RECESS – NO CLASS MEETINGS</p>		
<p>TUES Mar 29 THURS Mar 31</p>	<p>Module 11: Emotional intelligence Emotion regulation</p> <ul style="list-style-type: none"> • <u>RReWi #11: Connect with Nature (VoiceThread)</u> 	<p>Fri Apr 1 Book Club Assignment Book Club Peer Ratings</p> <p>Sun Apr 3 RReWi #11</p>
<p>TUES Apr 5 THURS Apr 7</p>	<p>Module 12: How do other people help us be more resilient? Quotidian resilience & Social Baseline Theory</p>	<p>Fri Apr 8-9 Quiz 5 on Modules 11 & 12</p>
<p>TUES Apr 12 THURS Apr 13</p>	<p>Week 13 Start your Final Resilience Rewirement Challenge</p> <ul style="list-style-type: none"> • Tuesday class meeting: Choosing a topic & researching literature using <i>PsycInfo</i> • Thursday: Writing Day (no class meeting) 	<p>Sun Apr 16 Discussion Board #3</p>
<p>TUES Apr 19 THURS Apr 21</p>	<p>Week 14 Continue your Final Resilience Rewirement Challenge</p> <ul style="list-style-type: none"> • Tuesday class meeting: Integrating literature & APA style • Thursday: Writing Day (no class meeting) 	
<p>TUES Apr 26 THURS Apr 28</p>	<p>Week 15 Continue your Final Resilience Rewirement Challenge</p> <ul style="list-style-type: none"> • Tuesday class meeting: How to write effectively • Thursday: Writing Day (no class meeting) 	
<p>Sun May 1</p>	<ul style="list-style-type: none"> • Submit your Final Resilience Rewirement Paper • <u>RReWi #12: How has your resilience changed? (extra credit)</u> 	<p>Sun May 1 Final Paper</p> <p>Wed May 4 RReWi #12</p>

UIC RESOURCES SUPPORTING STUDENT WELLNESS & ACADEMIC SUCCESS

As an undergraduate at UIC, you may experience challenges such as struggles with academics, finances, student life, or your personal well-being. Please know this is completely normal and that you shouldn't hesitate to ask for help. Come 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 number of other support services and resources available to all UIC students:

- [Student Academic Resources](#)
- [UIC Tutoring Resources](#)
- [Offices, Programs, and Initiatives](#) Supporting the UIC Undergraduate Experience and Academic Programs
- [Current Student Resources](#) (General, Academic, Student Support, Student Life, Technology, Health and Safety, Getting Around Campus)

Importantly, 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 9am -5pm, 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.

If you find yourself having difficulty with the course material or any other difficulties related to this course, please come talk with the instructor at any time, preferably early on (i.e., before a quiz date or paper due date). If you are having difficulty about an issue beyond this course, please contact your college advisors, or get help from any number of other support services on campus. You can get a referral to the right place, or help on the spot, from an advisor in the Office of Advising Development (<http://advising.uic.edu/>).

The Writing Center offers friendly and supportive tutors who can help you with reading and writing in any of your courses, not just English. Tutors are ready to help other writing as well, such as job applications, personal statements, and resumes. The tutor and you will work together to decide how to improve your writing. If you have not started your assignment, that is OK. A tutor can help you brainstorm or make an outline. Tutors understand that you might be using the Writing Center for the first time. They are ready to guide you through your first session. You can choose to work with a tutor in real time using chat and a white board, 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 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 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.

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 or call (312) 996-5657

Student Veterans Affairs serves military veterans and their dependents during their time at UIC. Student Veterans Affairs staff provide students with information about VA educational benefits, certifies GI Bill® benefits, and answers questions about life on campus. The office also has resources for students who need help making their academic pursuits as successful as possible. Veteran Integration to Academic Leadership (VITAL) program is a collaborative effort between UIC and Jesse Brown VA to provide direct assistance navigating the VA Benefits System. Student Veterans Affairs staff are located in the Office of the Dean of Students, 3030 SSB or at the Cisar Student Veteran Center, 248 SCE, in the Commuter Resource Center suite. If you have any questions, please feel free to contact Student Veterans Affairs staff at (312) 996-4857 or visit the website at <http://dos.uic.edu/studentveteranaffairs.shtml>.

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. Navigate to the [UIC SAFE Toolkit](#) to download the app.

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.

Emergency Response Systems and Guides

The emergency response guide can be found at the [UIC Ready](#). Please review and acquaint yourself with the guide and recommendations for various emergency situations.

This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, as the instructor, I reserve the right to modify, supplement and make changes as the course needs arise.