

GOVERNOR'S AWARD FOR EXCELLENCE IN TEACHING

Nomination Of:

Jennifer Siciliani, Ph.D.
Associate Teaching Professor
Psychology Department
314 Stadler Hall

Nominated By:

**Faculty of the Psychology Department
325 Stadler Hall**

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LETTER OF NOMINATION



College of Arts and Sciences

Department of Psychology

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April 20, 2010

Dear Committee Members:

This is a single letter signed by many. It is a statement of our collective appreciation for the extraordinary contributions of Dr. Jennifer Siciliani that merit recognition beyond our Department. We offer this letter as a unified voice of nomination of Dr. Siciliani for the Governor's Award for Excellence in Teaching.

Dr. Siciliani is a most remarkable educator whose influence encompasses teaching, advising, service and contributions to pedagogy at the Department, University, and national levels. We begin with the way she has most directly affected our Department and our students; her teaching.

Dr. Siciliani's teaching evaluations are outstanding, always among the top in the Psychology Department, regardless of the course. Her evaluations also routinely include many students who comment, "This is the best course I have ever taken;" or "Dr. Siciliani is the best teacher I have ever had." What makes this especially noteworthy is that Dr. Siciliani regularly teaches two courses that do not, typically, lend themselves to high student evaluations: the large Introductory Psychology lecture course (over 200 students) and the much feared (by students) Research Methods course. Moreover, her evaluations are not at the expense of rigor. Her courses are challenging, demanding and thorough, reflected in two additional comments frequently offered by students: "She prepared me for graduate level work," and "I didn't know I could work this hard but she makes you want to." Her course evaluations, however, provide only a superficial measure of her impact. Dr. Siciliani has fostered a large and active program of undergraduate research, mentoring 26 students in presentations of their original research at regional or national professional meetings. Students flock to her classes, follow her through the hallways en masse, swarm around her office, and talk of her in reverential terms. She is a beloved, gifted teacher and mentor for hundreds of students.

Dr. Siciliani has not taken the easy route of simply offering the same courses, semester after semester. She has, rather, actively sought opportunities to develop new courses and, as a result, extended the offerings of the Psychology Department into much needed areas. She developed a new course in Human Sexuality, which became an immediate hit, with enrollments of over 200 students each semester. She developed two new and popular courses for the Honors College and has recently developed upper-level Psychology courses on Drugs and Behavior and Evolutionary Psychology. The Department made major curricular improvements 2005, and Dr Siciliani played an instrumental role in the formulation, development and implementation of these most important enhancements, and as part of this process, she designed and taught a Careers in Psychology course, now required for all of our majors. With an eye to improving quality and

student success, she also completely redesigned and taught, for 14 semesters, four of the Department's Distance Education courses. She has recently designed and is delivering a new, online Psychology course, with enrollments that include students presently stationed in China and Germany. She has, astonishingly, developed and taught over 25 different Psychology courses. Furthermore, her reach extends into the community, as she is the Faculty Liaison for the UMSL Advanced Credit Program, overseeing the quality and rigor of 12 Psychology courses taught by faculty at eight area public and private high schools for UMSL college credit.

Her enthusiasm for instructional quality and developing new courses is matched by her commitment to improving the manner in which she teaches her courses. She is a tech-savvy, educational innovator. Dr. Siciliani was the first faculty member at UMSL to utilize Remote Response System technology (and worked to make it available campus-wide); to participate in a national pilot project, MITCO, that allowed asynchronous video streaming; and to employ virtual office hours. Years before the Apple platform for podcasting was in place at UMSL, after noticing that many students audiotaped her lectures and that some students with special needs would benefit exponentially from doing so, she worked with the Faculty Resource Center to record and deliver her lectures via iPods and MP3 Players.

If this were the extent of Dr. Siciliani's contributions, she would be a worthy candidate for the Governor's Award for Excellence in Teaching. But there is more, much more. The recent reorganization of student academic advising by the University resulted in the Psychology Department assuming the advising responsibilities for over 600 majors and minors, without any increase in resources. Being named as Director for this as-yet nonexistent office, Dr. Siciliani assumed primary responsibility with characteristic enthusiasm and thoroughness. She developed the infrastructure, policies, procedures, and hiring and training plans for the Psychology Academic Advising office, now serving students over 40 hours each week, staffed by Psychology faculty, graduate students, and undergraduate students, all trained by Dr. Siciliani. This also included organizing an extensive resource website linking all advisees, faculty, and offices related to academic advising and student success on MyGateway. Each year, this office provides over 10 workshops and information sessions, as well as a speaker series, addressing how to successfully apply to graduate schools, establish effective relationships with faculty, obtain research positions, and also offering detailed information about the range of careers available after college. This is the equivalent of starting and running a major university service department, from scratch, with few resources, and no existing protocol for doing so. The Psychology Academic Advising office is now a model for other departments on campus and, more importantly, our students receive timely, accurate, and personal advice about courses, career concerns, academic success, and being engaged members of their academic and civic communities.

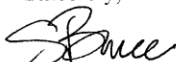
Dr. Siciliani's influence extends beyond the boundaries of the Psychology Department. Serving on Dean's Yasbin's First Year Experience Planning Committee, Dr. Siciliani has helped design and implement the new First Year Experience curriculum – recruiting and placing all faculty to the teaching positions, selecting the learning objectives and pedagogy, overseeing the lectures,

and recruiting and placing all Peer Teaching Assistants for this program, which serves nearly 300 students each semester. She a member of another Arts and Sciences committee, the Dean's Freshman Orientation Committee, and has been working on a complete re-design of orientation activities with the goal of better preparing our new students for success in college and beyond. At the University level, she is a member of the General Education Committee, and for the last two years has been redesigning the entire General Education Curriculum for continuity, quality, and cohesiveness using national models as benchmarks. This, of course, would exhaust the most ambitious and energetic among us, but it does not exhaust her contributions; she is also on the Academic Affairs Student Conduct Hearing Committee, the Hallmarks of Excellence Task Force, the Dean's Task Force on Undergraduate Education, the Dean's Ad hoc Subcommittee on Enhanced Distance Learning, the Dean's College Standing Committee for Academic Advising, the Focus on Teaching and Technology Annual Conference Executive Planning Committee, the College of Arts and Sciences General Education Curricular Planning Committee, the Student Affairs Committee, the Gender Task Force, the Student Activities Committee, the Center for Teaching and Learning Recruitment and Retention Committee, and she serves as Chair of the Undergraduate Curriculum Committee.

At the national level, Dr. Siciliani is in her second term as a National Officer for the Council of Undergraduate Psychology Programs, and she is an active member of the National Council for the Teaching of Undergraduate Psychology. Her expertise has been sought by McGraw-Hill, Pearson, and Prentice Hall Publishing Companies, who have placed her on their Editorial Review Boards for psychology textbooks; she serves as an educational consultant for their Online Instructional courses. She has presented original, empirical research on instructional innovations and efficacy at the Association for Psychological Science, and the American Psychological Association national conventions.

Given the remarkable scope of her contributions to our students, to the Psychology Department, and the University, it would be a most fitting tribute that Dr. Siciliani be given the Governor's Award for Excellence in Teaching. We, collectively, strongly urge you to do so.

Sincerely,



Steven Bruce, Ph.D.
Associate Professor
Director, Center for
Trauma Recovery



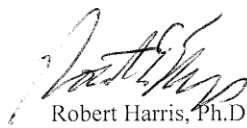
Barbara Bucur, Ph.D.
Assistant Professor



Michael Griffin, Ph.D.
Associate Professor
Associate Chairperson



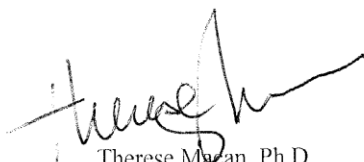
Dyan Harper, Ph.D.
Teaching Professor



Robert Harris, Ph.D.
Clinical Professor
Director, Community
Psychological Service



Brenda Kirchhoff, Ph.D.
Assistant Professor



Therese Macan, Ph.D.
Associate Professor
Director,
Industrial/Organizational
Master's and Doctoral Programs



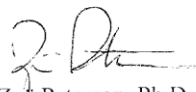
John Meriac, Ph.D.
Assistant Professor



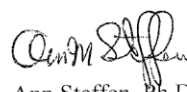
Miles Patterson, Ph.D.
Professor



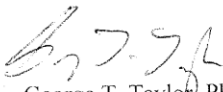
Robert Paul, Ph.D.
Professor, Director
Behavioral Neuroscience
Master's and Doctoral Programs



Zoe Peterson, Ph.D.
Assistant Professor



Ann Steffen, Ph.D.
Associate Professor
Director, Clinical Psychology
Doctoral Program



George T. Taylor, Ph.D.
Professor and Chairperson



Matthew Taylor, Ph.D.
Assistant Professor



Mark Tubbs, Ph.D.
Associate Professor



Kamila S. White, Ph.D.
Assistant Professor

TEACHING PHILOSOPHY

As children, we were most often scolded for a single behavior - trying to learn. We touched, chased after, stared at, and even ingested elements of our material world in order to try to gain a better understanding of its properties. We examined humanity by asking questions that embarrassed our parents and caretakers. We got injured conducting our own brands of field research, and persisted in our quests – unphased. It is this probing curiosity and love for learning that I seek to re-awaken in my students, and in myself, each time I am fortunate enough to engage in the art and practice of teaching.

Sounds idyllic, doesn't it? Well, for some, it probably is. For me however, this goal remains dangling in front of me, tempting my dogged pursuit of it. And, if I am being completely honest, the pursuit of this goal can be (and often is), rewarding, exhausting, all-consuming, embarrassing, painful, gratifying, and – at times – euphoric. For me, each moment teaching, either in the formal classroom, or outside of it in advising conversations or conversations about the art of teaching, houses an infinite set of chances to be imperfect, authentic, passionate, caring, patient, affecting, engaging, and really, very *very* human.

It is here that more experienced and learned teachers would stop talking about their take on teaching and would switch to a discussion of teaching from the point of view of their students. But I am not there yet. For me, teaching is vulnerability personified. It is a pure experience of humanity (and sometimes humility) to share enthusiasm for learning with all students – especially those who challenge me to find their enthusiasm.

My first day of teaching was one of the worst days of my career to date. Before that fateful day, I had been a professional vocalist and a tour guide. If I am being honest, I should say that I actually thought teaching would be a cakewalk. Further, I aspired to be a researcher who taught – so that I could conduct research. I was training in a graduate program in Biopsychology. I had painstakingly prepared my lecture, my visual aids, and responses to any and all possible questions that I anticipated being asked. But everything seemed to go wrong. I shudder as I think of the things that happened during that single lecture session. At one point, I had failed so miserably to explain a simple concept, that one student among 335 in the auditorium offered to explain it to the class, and I handed him the chalk. (Incidentally, he did quite well.) I had forgotten to bring only one, seemingly-unimportant factor to my teaching that day – *my authentic self*. And although it is not a perfect equation, I have never again made that particular mistake, and it has made all the difference.

Each chance to teach, no matter how long I do it, is a fresh chance to be an amateur. At times, I have arduously planned complex in-class demonstrations aimed at communicating a difficult facet of Psychology, only to have them fall flat. I have been witness to the chirping of crickets after I have delivered what I think to be a humorous quip; and I have indeed heard uproarious laughter at something not at all meant to be humorous. Success at teaching is truly a subjective matter.

For me, teaching can approach an art when it manages to inextricably tangle students' personal lives with complex academic material. This often means that teaching is not restricted to the classroom and that it is not uni-directional – from teacher to student – but often, multi-directional. When students reach the intersection between their personal experiences and the material being covered, the connection is not between the student and me; it is between student-scholar and the material. I have been fortunate enough to witness the exact moment when a student comes to the realization that he or she is a true scholar. It is at this moment that I carefully and quietly step out of the way.

Then there is the subject matter. I am fortunate to teach Psychology. Sure, I have taught and do teach some courses that are not nationally known to be among students' favorites (i.e. Research Methods, Statistics), but I have it easier than some. The investigation of Psychology transcends all of life and its processes. As a student, teacher, and researcher of Psychology, I have been, and continue to be intrigued by its application to life and to our collective understanding of our own behavior and existence. My own desire to learn about this field has awakened in me a level of curiosity equal to that felt when I was a child, learning about my surroundings for the first time. In this vein, I strongly encourage and support learning through DOING. This is not always easy in some settings (such as in an auditorium packed with 250 students) or with some aspects of psychology – such as physiology, where we are often dealing with a conceptual understanding of bodily systems and dynamic physiological interactions. Encouraging students to be implicitly involved in this learning means providing real-world parallels and metaphors to endogenous systems. Often this leads to crazy classroom antics such as turning the classroom into a model of the interior of a depolarizing membrane, conducting moving surveys with 400+ students, or asking students to be willing to touch a real cadaver during discussions of the brain.

I cannot imagine serving in the capacity I do in the classroom without also being as involved as I have been and continue to be in the academic advising of any one of my several hundred students. I see my advising as part and parcel to my teaching. I am certain that there is a way to separate the two; but I will never find it.

Authenticity is also imperative in the classroom; students know insincerity. This means that I regard students, not as underlings to whom I am espousing my omnipotent knowledge, but as scholars and as individuals, each with his/her own ways of learning and processing information. Of course, this means prompting students to think for themselves... All professors hope to achieve this. Fostering critical thinking is tough. It means working each minute of each class session, and many minutes outside of each class session, providing a supportive and open forum in which students can articulate their thoughts freely, and establishing a network for constant feedback among students and their peers, as well as between students and the professor. It also means taking the infinite time needed to help students to foster their own original research ideas until they reach fruition resulting in their presentation of their own

research at regional and national research conventions. This takes time. Within my current position, there is no extrinsic professional reward for taking this time. Quite obviously, the rewards are exclusively intrinsic.

Another crucial aspect of my personal approach to teaching concerns establishing expectations for students in the classroom. Setting high expectations is not enough. Providing steadfast and nurturing support is a necessary part of prompting excellence from students. I am known for expecting graduate-student-caliber work in my undergraduate courses and professional-level work in my graduate courses. My Research Methods course is feared – but only until it is over. Students leave this course having proposed their own original research projects, collected their own research data, analyzed their results using SPSS, written up their results and discussion, and having presented their findings in an oral presentation to the class, and many times, regionally and even nationally.

Lastly, but perhaps most importantly, my responsibility as a teacher includes an avid pursuit of my own learning. One cannot convey a sincere and complete appreciation, or encourage excitement about any subject, without attempting to contribute to it herself. I present my own, original research every year nationally or internationally, and I am engaged in collaborative discussions of teaching at the university, regional, and national levels.

My aim, with all the caveats earlier mentioned, is consistently to electrify the classroom with examples meant to awaken the sparkle in students' eyes. And while this is not always the result, I have yet to stop trying to achieve it. And those rare occasions when it does happen – when the whole room is electric and tingling – are enough to keep me trying.

This is my teaching philosophy. It remains, as do I, a work in progress.

I thank the committee sincerely for their time in considering my materials.

SUPPORTING MATERIAL

ADVISING

Dr. Siciliani was solely responsible for reorganizing the advising offered to undergraduate psychology majors and minors after the responsibility for this was shifted to the departmental level several years ago. Our Department has over 600 students who rely on this service, and she developed the infrastructure, policies, procedures, web-based resources and linkages, staff trainings and organization, and provides daily oversight of ongoing services. She initiates and coordinates a yearly lecture series on how to apply and get accepted to graduate school, discussions of career options for BA graduates, and advising about courses and student success. This is a major administrative responsibility that constitutes a full time position at many colleges and universities. It is only one aspect of her duties. It is one, however, that she views as inseparable from teaching. The following letters testify to her success at developing this office and how it, and she, has changed students' lives.

To say that Dr. Siciliani has been involved in curricular reform, would be a drastic understatement. During her tenure as Director of Academic Advising, she has worked to completely reform and enforce standards of excellence in the undergraduate curriculum, including creating new courses that are required for all majors, redesigning programmatic requirements, and aligning curricular requirements with the field of Psychology at the national level. Even as these materials are being submitted, the faculty are meeting to discuss another complete redesign of the undergraduate program, based on a full year of research she has conducted based on UMSL data, faculty inquiries, and her service on a national professional committee on curricular reform.

Page 1 of 1

Siciliani, Jennifer

From: Cohen, Margaret W.
To: Siciliani, Jennifer; Calsyn, Robert J.
Cc:
Subject: .Congratulations! PUA!
Attachments:

Sent: Thu 4/27/2006 2:41 PM

Jennifer and Bob:

Congratulations on the Undergrad Advising Office. Such inviting people and spaces will go a long way to changing how undergrads regard their academic lives. I imagine you've set a new standard on campus (note that yours is the first advising office I've visited). Please think about ways to help other departments understand the supports and operations you've put in place (FTTC is a possibility)! Thank you for your hard work and for extending an invitation to the campus community to visit and see the product!

I promise my intentions to join you last night were good, but when I got into my car at 7:15, I could only drive in one direction (home). I hope the evening was as successful as the Open House.

Peggy

Margaret W. Cohen, Ph.D.
Associate Provost for Professional Development and
Director of the Center for Teaching and Learning

University of Missouri - St. Louis
One University Blvd. - 421 Woods Hall
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Jennifer Siciliani Ph.D.
University of Missouri-Saint Louis
Department of Psychology
325 Stadler Hall
One University Boulevard
Saint Louis, Missouri 63121

Dear Dr. Siciliani,

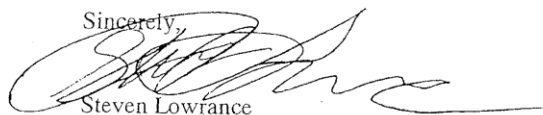
I would like to thank you for the wonderful graduate school seminars that you have put together this fall. I found them to be very helpful and encouraging. Without doubt you understand just how stressful and anxiety provoking the process of applying to graduate school can be, and it is nice to have the faculty of the university playing such a front line role for us. I would also like to mention how impressed I am with the new Undergraduate Advising section within the Psychology department. I graduated from UM-Saint Louis in December of 2004, so I was not able to benefit from the new program, but it looks great.

I have to say I was a little intimidated as an undergraduate transferring into UM-Saint Louis. The transition was relatively smooth, but I found the general advising department in the Millennium Center to be deficient in the areas where I needed specific guidance. Since I had declared Psychology as my major, there was little effort from that end to explain the process of selecting classes in a goal oriented fashion. In fact, I was told more than once that Psychology majors need not waste their time in advising since "advising was waived" for said students. The result was that I, like many others, simply signed up for credit hours that fit our schedules. If it were not for the help of friendly professors and graduate students, I would have been all alone in tracking my progress. I am very lucky indeed that these people were willing to take time out of their hectic schedules to turn me in the right direction. They gave me advice, encouragement, and helped me focus my interests, by choosing classes that "fit". I would consider myself one of the lucky students. I imagine there were far more besides me that had no idea what they were doing besides signing up for classes that had a PSY prefix. It is simply not enough to hand a student a DARS report and a course manual and let them attempt to dig out a degree. This is especially true in the field of Psychology, where graduate training is crucial to employability. The system that had been in place during this time was terribly ineffectual.

The new Undergraduate Advising program will certainly be a grand improvement and wonderful asset for all Psychology majors from here on out. I would say that had I been given the same opportunity I would be much farther ahead in my career goals. Current UM-Saint Louis would be fools not to take advantage of this program. Dividing the department into subsections will give students the opportunity to find out early on where their interests lie, and will spend less time in taking less useful classes to fill up their schedule. I would say the most important feature of the new Undergraduate Advising center is that it provides faces to speak to about these different subfields. I had never even heard of Industrial and Organizational Psychology before I became a student at UM-Saint Louis. How would I have ever known if this was an interest of mine or not? Most Psychology majors know about the traditional Clinical Psychology setting and little else. I was one of those students. I did not know about Behavioral Neuroscience or the

joy of running laboratory experiments. The Bachelors level training is crucial for students who wish to continue toward an advanced degree. Since there are relatively few hours a student can take in the major area, the classes chosen are crucial as well. There is so much more in this field to offer, and I for one am very grateful that it is being offered now from my alma mater. Many of the non-traditional students at our university are known for strong work ethic and a self directed nature. It is well however, that you and your colleagues have taken the time to hand the reigns over to those who can guide these students best. Many self directed students have been known to direct themselves over a cliff before they even have a clue they are hopelessly lost.

Sincerely,



Steven Lowrance
UM-Saint Louis Class of 2004

November 15, 2007

Dr. Siciliani:

On Wednesday, October 31st, I met with an advisor in the Psychology Undergraduate Advising Office to discuss classes which are recommended specific to Industrial/Organization psychology (I/O), Behavioral/Neurological psychology (B/N), and Clinical psychology programs at the university. I also asked for suggestions regarding how many credit hours to attempt while participating in a research 3390 (directed studies) class.

I found the office very helpful in assessing my needs and in making specific recommendations to fulfill my personal requirements. Their staff has access not only to the STARS system for courses offered by semester, but also has guidance sheets listing all available component courses offered for psychology majors. This information, coupled with their knowledge of the professors who teach each of the various sections offered makes decision making significantly easier.

I discovered that the course description does not always identify which discipline the material is from. For example, Motivation Theory is largely considered part of the I/O offerings; yet, based on the title alone, I incorrectly assumed the class was intended for clinical students. I also learned a number of offerings for I/O are actually offered through the business school rather than through the psychology department.

I also found their advice regarding time management and research 3390's to be extremely helpful. They were able to provide a realistic outlook on what time demands would be placed on my schedule. (One of the advisors, Megan, actually participated in Dr. Taylor's lab with the mice, so she provided a very good estimate of time requirements.) My focus will be on taking fewer hours to more aptly allow my resolve to remain strong in all areas, rather than spreading myself too thin.

By the end of my session, I had a plan for this semester's schedule as well as a plan for acquiring additional classes to increase my potential for graduate admission applications.

In summary, the advising office has been added to my "short list" of assets in future planning as I prepare for graduate school. I feel fortunate to have this exposure now, as the information gathered will greatly aid me as I prepare my graduate resume for submission.



Rebecca Howard, Senior



To whom it may concern:

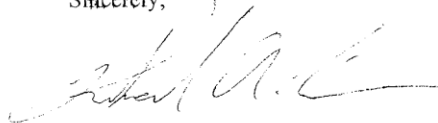
My name is Richard King, and I am a student at the University of Missouri St. Louis. I am writing this letter to describe how the new psychology advising center has had a positive effect on my learning.

Let me first start by saying that I have recently decided to change my major from mechanical engineering to psychology. It was a very hard time for me because I was in a set curriculum, and then all of the sudden it dawned on me that I did not want to be an engineer any more. I decided that I wanted to pursue psychology. I spoke with Dr. Siciliani after a lecture, and she informed me that there was a new advising office open for psychology undergraduates. She kindly showed me the way to the office, and when I walked in, there was a complete atmosphere change. It was calm and relaxed, and it reminded me of an atmosphere much like seeing an old friend. I found myself face to face with two ladies whom I had never met before, but I felt very comfortable talking with them.

Before I changed my major I would have considered myself my own advisor. I only went to an actual adviser to register for classes after I already had my schedule worked out for the upcoming year. After visiting the new psychology advising office I realized how helpful it could really be. I was able to use the advising office to speak with someone who could help me plan out my college years. They could offer me suggestions on which classes to take, and I had all my questions answered.

Not only were all my questions answered, but I also learned a lot by speaking with a graduate student. We sat on a couch and spoke for about ten minutes on the aspects of her degree, and I am now much more knowledgeable on the field of psychology. I had a very good experience in the psychology advising office, and I think it can be very helpful for many students.

Thank you for your time
Sincerely,



Richard A. King



Siciliani, Jennifer

From: Siciliani, Jennifer
Sent: Tuesday, December 01, 2009 2:45 PM
To: Siciliani, Jennifer
Subject: FW: Thank You

Jennifer Siciliani, Ph.D.
Associate Professor - Psychology
Director, Academic Advising
University of Missouri - Saint Louis
325 Stadler Hall - Saint Louis, Missouri 63121
(314) 516-5469 siciliani@msx.umsi.edu

This message is for the designated recipient(s) only and may contain privileged or confidential information. If you received it in error, please notify the sender immediately and delete the original. Thank You.

From: Johnson, Renee A.
Sent: Thursday, April 27, 2006 12:19 PM
To: Siciliani, Jennifer
Subject: Thank You

Hello Jennifer:

I just want to thank you and your team for all the information you shared with us today at your open house. This is what it's really all about; sharing, and your department is the epitome of grace and hospitality (next to ours, of course). Really, I learned a great deal and wish I had you and your team here when I was in graduated and was seeking my Ph.D. in I & O Psychology.

I did not want to reveal that some of that conversation (the GRE part) was about me. I didn't know I could have used my nursing background from the community college (changed my major) and worked in research in the hospitals or gotten the MSW and explored other careers in Psychology. ECHO Children's Home interviewed me upon graduation from UMSL and turned me down because the state of Missouri required a certain number of licensed and certified MSW's in the helping professions versus M.Ed's. My master degree then screamed classroom teacher and not counselor. I was devastated thinking I've just graduated with the wrong degree! I graduated from UMSL with the M.Ed. in Behavioral Studies in August of 1989. This degree is now known as Community Counseling.

I'm not looking for a therapy session here, but I just want to again express my gratitude for you and the team sharing all that you did. I could have talked to you guys all day.

Renee' A. Johnson

Student Services Coordinator

Alen Avdic
aaz55@umsl.edu

04/13/06

To Whom It May Concern:

I am a senior psychology undergraduate student at the University of Missouri-St. Louis. This semester, I have had the opportunity to take the Research Methods class taught by Dr. Siciliani.

I met Dr. Siciliani previously at her graduate school info sessions. Had it not been because of her hard work with the undergrads, majority of us would still have been in the dark about a vast amount of information surrounding both undergrad and graduate school. As a director of the undergraduate advising, Dr. Siciliani devotedly invested, and still does, an enormous amount of time to ensure that her 600-plus undergraduate students really do understand the dynamics of the educational system. What I took home from those sessions was not only a colossal amount of information securely recorded on my MP3 player for later take-note time, but also a striking impression of Dr. Siciliani's passion toward teaching and her concern for students' academic well-being.

As far as her teaching style is concerned, I am confident to say that Dr. Siciliani takes the role of educationalist to a higher level. With sharp intelligence, far-reaching knowledge, and expertise she conducted the course in a highly professional manner. Incorporating her social skills with her witty, animated, and well-structured teaching style, Dr. Siciliani never failed to keep our devouring curiosity awake and striving for more. Her cleverly designed presentations, which also included information from her own research, were indeed inspiring.

Personally, I believe that Dr. Siciliani's strong motivational impact on her students is largely due to her ability to spark a healthy dose of competition in us. I was committed to work extremely hard for my grade, but it was not a hard work I see looking back, but rather a goal I was motivated to reach.

Presently, I proudly speak of those sleepless nights spent researching and studying; the confidence embedded in me by Dr. Siciliani allows me to assertively present myself whether it may be regarding a graduate school application, or a research assistant position here at UMSL.

In conclusion, I would like to use the opportunity to express my gratitude for Dr. Siciliani's hard work in transforming each of us into well educated individuals, skilled researchers and future scientist.



Siciliani, Jennifer

To...

Cc...

Bcc...

Subject: FW: Leslie Fischer classes

Attachments:

From: Burkholder, Mark A.

Sent: Mon 8/7/2006 8:49 AM

To: Siciliani, Jennifer

Subject: RE: Leslie Fischer classes

Thank you for forwarding the note, Jennifer. I am always delighted to receive testimonials to your excellent advising and teaching.

Mark

Mark A. Burkholder
Dean, College of Arts & Sciences
Professor of History
University of Missouri-St. Louis
303 Lucas Hall
St. Louis, MO 63121-4000
(314) 516-5501
Fax: 314-516-5415
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This message is for the designated recipient(s) only and may contain privileged or confidential information. If you received it in error, please notify the sender immediately and delete the original. Thank you.

-----Original Message-----

From: Siciliani, Jennifer

Sent: Friday, August 04, 2006 5:36 PM

To: Calsyn, Robert J.; Burkholder, Mark A.

Subject: FW: Leslie Fischer classes

Drs. Calsyn and Burkholder,

Good afternoon. The email below is from a student's father; he asked me to forward it to you both.

Jennifer Siciliani, Ph.D.
Director, Undergraduate Advising
Department of Psychology
University of Missouri - Saint Louis
325 Stadler Hall ~ One University Boulevard
Saint Louis, Missouri 63121
(314) 516-5469
sicilianij@msx.umsl.edu

-----Original Message-----

From: perry fischer [mailto:perry.fischer@centuryrgi.net]

Sent: Friday, August 04, 2006 4:53 PM

To: Siciliani, Jennifer
Subject: RE: Leslie Fischer classes

Hi Dr. Siciliani,

Leslie is off for a couple weeks of Christian youth camp before we ship her down to UMSL. I wanted to thank you for your assistance in getting her schedule changed at the last minute. And I wanted to thank you for being such a great resource and ambassador for the psychology department as well as UMSL in general. We have enjoyed every meeting and conversation with you and sincerely appreciate your input and direction.

I hope you have experienced a great summer and are ready for another challenging school year. We were happy to hear that your contract was worked out as it would have been a huge loss to UMSL otherwise.

Have a good day and a great upcoming weekend.

Regards,

Perry Fischer

pfischer@centurytel.net

Home: 573-815-9228

Cell: 573-356-7935

Address: 2900 South Running Deer Court
Columbia, MO 65201

Jodi Heaps
11052 Modesto Dr.
St. Ann, MO 63074

Dr. Robert Calsyn
Dept. of Psychology- UMSL
8001 Natural Bridge Road
St. Louis, MO

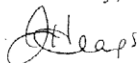
Dear Dr. Calsyn,

Just two years ago I returned to school after several years of working and moving around the country. Prior to my time here at UMSL I attended another large university and spent a great deal of time working with faculty members at other institutions. From my first day of class I was impressed with all of my professors at UMSL as they all seemed genuinely invested in the success of their students; however, I don't know of any professors who work harder for their students than Dr. Jennifer Siciliani.

Dr. Siciliani has a very approachable demeanor and her authentic desire to see all of her students succeed is truly extraordinary. I have had the privilege to not only be a student in her classes, but I have been a student instructor for her Research Methods class for the last two semesters. She demands a lot of her students, but provides them with every resource available to lead them to success. Her expectations are clearly outlined in all of her classes so there is never any question or ambiguity regarding what it takes to thrive in her classes. Most importantly, Dr. Siciliani is always willing to go the extra mile for her students so they may pursue their interests in psychology; she makes it a point to inform and assist students in their decisions regarding graduate school and has done us all a tremendous favor by putting so much effort into the Psychology Undergraduate Advising Office.

In addition to contributing to the success of her students, Dr. Siciliani also works extremely hard to achieve her own personal success and is a positive role model. She gives 110% in all that she does and therefore encourages her students to do the same. Dr. Siciliani has encouraged me and many others to rise to our highest potential so that we might attain all of our goals. To guarantee our achievement she has gone above and beyond to make sure we have everything we need to be successful. Finally, I would like to say that Dr. Siciliani exemplifies what it means to be an educator. Her generous heart and dedication to her students are unmatched. As I continue on in my career I can only hope to have the kind of impact on my own students as she has had on the students here at UMSL. I feel truly blessed to have been giving the opportunity to learn from Dr. Siciliani.

Sincerely,


Jodi Heaps



STUDENT LEARNING AND SUCCESS

Dr Siciliani's contributions to student learning and success are demonstrated by the materials in this submission. In addition to impacting students in the ways outlined, she is also a pioneer for instructional technologies, as the first faculty member at UMSL to utilize Remote Response System technology (and worked to make it available campus-wide), among five other technologies she piloted. She utilizes this ("clicker") technology to assess mastery and to create rapport and community in large classrooms, in real time. She recognized that students with hearing difficulties and other special needs would benefit from having lectures audio taped, and years before the Apple platform for podcasting was in place at UMSL, she worked with the Faculty Resource Center to record and deliver her lectures via iPods and MP3 Players. She is currently teaching online General Psychology for Dean Theil's online instructional initiative, and she recently developed a new course (Evolutionary Psychology) for the new EvoS initiative.

Dr. Siciliani's dedication to student learning and instructional excellence was evidenced at the national level, when she was selected to present her empirical research on fostering student learning outcomes, tolerance, and engagement, through the use of Clicker Technology at the national meeting of the Association of Psychological Science, in San Francisco on May 2 of 2009.

SERVICE TO THE UNIVERSITY AND NATIONAL COMMUNITIES

Dr. Siciliani does not confine her knowledge and expertise to her classrooms but is a dynamic force influencing teaching, learning and pedagogy at every level of the University and beyond. Dr. Siciliani's involvement at UMSL is remarkable and well-known. This is graphically evidenced by the University committees she serves on; she is a presence on every campus committee that has any influence of the educational mission of the university. And she is not a quiet presence, for her commitment to the betterment of students' education is matched by her passion, enthusiasm and action. She provides active service to the Dean's College Standing Committee for Academic Advising, the Academic Affairs Student Conduct Hearing Committee, the UMSL General Education Curricular Planning Executive Committee, the Undergraduate Curriculum Committee, the First Year Experience Committee, the CAS Freshman Orientation Committee, the UMSL Student Affairs Committee, the UMSL Gender Task Force, the CTL Recruitment and Retention Committee, the CAS Academic Advising Committee, and the CAS General Education Committee. She is also Faculty Supervisor of the Advanced Credit Program, overseeing and ensuring the quality and college-level rigor of UMSL college equivalency courses at 6 high schools in the metropolitan Saint Louis area. She has also served many years as an executive planner for the Focus on Teaching and Technology Annual Conference; and worked in a collaborative partnership with the Center for Student Success to recruit, train, place, and oversee all Student Teaching Assistants for the First Year Experience Program. Serving as one of two faculty on the UMSL Recruitment and Retention Committee created by CTL, she hosted a campus-wide forum on this initiative on March 5, 2010. The extent of her involvement is such that it merits lists like this one; but a few specific projects are noted in a bit more detail here.

First, serving on Dean Yasbin's First Year Experience Planning Committee, she has worked to design and implement the new First Year Experience curriculum – recruiting and placing the faculty to teaching positions, selecting the learning objectives and pedagogy, overseeing the lectures, and recruiting and placing all Peer Teaching Assistants for this program, which serves nearly 300 students each semester. She also serves on the Dean's Freshman Orientation Committee, where she has been instrumental in re-designing the orientation activities with the goal of better preparing our new students for success in college and beyond. And perhaps her greatest present involvement is serving on the university General Education Committee, where she has worked for the last two years on a complete re-design of the General Education Curriculum for continuity, quality, and cohesiveness using national models as benchmarks.

Nationally, she is presently serving her second elected term as the National Executive Officer – Midwest, for the Council of Undergraduate Psychology Programs and she is an Elected

Representative to the American Psychological Association Annual Leadership Conference. And she has presented her own original, empirical research (on the tend-and-befriend hypothesis, human sexuality, stress, student retention, and GBLT issues) at national research conferences such as the annual meetings of the American Psychological Association and the Association for Psychological Science during six of the last seven consecutive years. She is presently working Drs. Susan Kashubeck-West and Matthew Taylor, and two student researchers on a study of Internalized Oppression and Psychological Distress in Asian and Latino Men, accepted for presentation at American Psychological Association Annual Meeting this August. In collaboration with Floyd Welsh in the Center for Student Success, she has developed a roundtable for the purposes of maximizing student retention and success at the annual meeting of MPA this month in Chicago. She has also done all of this while building a large and prolific program of undergraduate research, resulting in 24 students thus far presenting their original research at regional or national professional meetings.

LIST OF COURSES TAUGHT

LIST OF COURSES CREATED AND TAUGHT

UMSL:

New Course Creation: *Human Sexuality: Psychological Perspective* (Psy 2205)

New Course Creation: *Careers in Psychology* (Psy 1000)

New Course Creation: *Advanced Honors Seminar: Human Sexuality across Cultures and Historical Periods* (Hon 3030), Pierre LaCade Honors College

New Course Creation: *Honors Special Topics Seminar: General Psychology* (Hon 2030), Pierre LaCade Honors College

New Course Creation: *Undergraduate Teaching Internship* (Psy 2295)

New Course Creation: *Online (fully asynchronous) General Psychology* (Psy 1003)

New Course Creation: *Evolutionary Psychology* (Psy 3205)

Drugs and Behavior (Psy 2200)

General Psychology (Psy 1003)

Research Methods in the Social Sciences (Psy 2219)

General Psychology Hybrid Online Course (VIP Psy 1003)

Abnormal Psychology Hybrid Online Course (VIP Psy 2245)

Human Growth and Behavior Hybrid Online Course (VIP Psy 1268)

Death and Dying Hybrid Online Course (VIP Psy 4380)

Selected Projects in Field Placement, (Psy 3295)

Directed Studies (27 advisees) (Psy 3390)

Graduate Seminar in Cognitive Processes (Psy 5468)

Other Institutions:

Learning and Thinking (Psy 310)

History and Systems of Psychology (Psy 420)

Motivation (Psy 320)

Abnormal Psychology (Psy 330)

Introductory Psychology

New Course Creation: *An Integrative Approach to Abnormal Psychology* (Psy 382)

New Course Creation: *Anatomy and Physiology*, Upward Bound Federal Program

New Course Creation: *Critical Thinking*, Upward Bound Federal Program

First Year Studies (FYS 101)

Graduate Statistics for the Behavioral Sciences (Stat 468)

Principles of Psychology (Psy 310)

New Course Creation: *Experimental Psychology: Research and Writing in the Discipline*
(Psy 303)

Graduate Physiological Psychology (Psy 605)

REPRESENTATIVE SYLLABI

PSYCHOLOGY 2219
Research Methods**
Fall 2009

DR. SICILIANI

**University, College, and Departmental policies dictate that in order to take this course this semester, you must demonstrate that you have earned a C- or ABOVE in Psychological Statistics (and it must be this specific course at this university) in a previous semester.

Professor: **Dr. Siciliani**

Email: sicilianij@msx.umsl.edu

Telephone: 314-516-5469

Office: 314 Stadler Hall

Office Hours:

Graduate Teaching Assistants:

GTA:

Email:

Office:

Office Hours:

Graduate Teaching Assistants:

GTA:

Email:

Office:

Office Hours:

University policy dictates that this course syllabus is our contract for this class. I have planned this document very carefully in order that it may serve as a valuable tool to any student taking this course. Additional course syllabus items will be posted to My Gateway as the semester progresses. Many of the questions you may have about this course are answered in this document. Please read it completely and carefully and refer to it often. If you ask a question that is fully answered in this document, we may refer you to this syllabus where the answer has been provided / explained in writing.

Required Texts:

Methods in Behavioral Research, 9th Edition, by Paul C. Cozby, published by McGraw Hill.

American Psychological Association Publication Manual, 6th Edition, American Psychological Association.

WHAT TO DO IF YOU MISS A CLASS MEETING:

You will need to find and copy the notes from a classmate; perhaps more than one classmate. Neither I, nor the graduate TAs will have notes for you. And many times, students should have pages and pages of notes written after a class where one Power Point slide or a short video clip was shown.

If you have questions about the lecture, I will be happy to go over your notes with you in office hours. If you miss class, you are PROHIBITED from using email to request a copy of the notes from your peers.

Course Overview:

This course is designed to help you learn to think and write critically within the behavioral sciences. Additionally, you will collect and analyze data for three research projects during the semester, and you will write research reports for each project. You will be learning to write in a format widely accepted within the social sciences fields – APA #6. Over 1/3 of what you have to master in this course is comprised of learning to effectively author APA #5, technical scientific writing. Grading will be based on a combination of laboratory projects, attendance, evaluative measures, and your completed writing assignments.

Communications:

I need to have open communication with all of you. It helps my efficacy as a professor, and it results in an enhanced learning experience for you. In order to foster a good learning environment, you are **required** to utilize MY GATEWAY (MG) – AT THE VERY LEAST – on each class day, **AND** one extra time each week. You are responsible for keeping up-to-date on this information. Information on MG is an extension of the syllabus. If you make me or your TA aware of the fact that you have missed any information posted to this site due to your failure to check it regularly as specified as a requirement here, FIVE POINTS will be subtracted from your final grade total in this course for failure to adhere to this absolute requirement.

PLEASE NOTE THAT INFORMATION POSTED TO MY GATEWAY IS AN EXTENSION OF THIS SYLLABUS, AND HENCE ALSO SERVES AS A CONTRACT FOR TAKING THIS COURSE. This site will contain important course content including examination information, scheduling announcements, and course requirements. Students may also use the MG site to contact Dr. Siciliani, a TA, or fellow classmates. My Gateway may be accessed from any of the UMSL computer labs or from any computer worldwide with Internet access. MG is here to stay. Not having access to MG at home does not in any way excuse you from the requirements of its use for this course. Plan your time CAREFULLY to come to an UMSL computer room – or any other computer in the whole world that has internet access - to log onto MG if you do not have it at home. Instructions directing individuals to each particular course are contained at the MG site. Any computer that has access to the Internet can access this site.

I really value you taking time to communicate with me through e-mail; but email should only be used for short, succinct questions, to which it is possible for me to provide a 1 to 3-sentence response. Discussions cannot be conducted in this milieu, and since email does not convey tone-of-voice, these communications are best dealt with in person. I welcome your visit at my scheduled office hours. Please be prepared for me to respond to any emails that would be better dealt with in person, by suggesting that you meet with me in office hours. If I note to you that the subject of your email needs to be discussed in person, this decision is final. Please feel free to visit me in any of my scheduled office hours.

You NEVER need to tell me which of my scheduled office hours you will be coming to – just come ahead, and as long as you are meeting me at one of my scheduled office hours – I will be there.

All of this concerns my ability to give you the quality time you need and deserve as my student.

The discussion board is there for your use. When posting messages there, please try to keep the language similar to language that you would use while talking out loud, to your peers, inside the collegiate classroom, in person – this is a class discussion board – it is maintained by UMSL and governed by your professor to assist in this collegiate course. Do not post communications directed to me or to the TA on this board, as we do not check the board with any scheduled regularity. If you would like me to read something on the board, send me an email asking me to check it out.

Remember that you are governed by the University of Missouri – Saint Louis Student Conduct Code – you should be aware that this code applies to emails and MG use as well.

- **University and Federal laws prohibit me from discussing any aspect of your grade in any method other than in person, at office hours.** If you are reading this, then you know to not even begin to ask the slightest question about any aspect of your grade in any manner other than with me, in person. Do not ask me about points, point totals, missing gradebook items, OR grades on individual assignments/exams/quizzes. I will not waiver from this policy.
- **Further, please do not ever send ANY assignment or course materials to your Professor or to your TA via My Gateway, or email.** Emailed assignments/papers/quizzes/anything – will receive a zero.

Course Requirements:

You will be required to log on to MY GATEWAY at <http://mygateway.umsl.edu>, AT LEAST ONCE PER WEEK in addition to logging on each day that lecture meets (before or after lecture is fine, but if possible, before is best).

Please refrain from making technical inquiries about the MY GATEWAY system or your UMSL email account to your instructor or you TA. I will not ask our Technical Support team to teach you about Psychology, and they do not expect professors to do the job of assisting you with technical issues. You may obtain assistance with accessing MY GATEWAY and/or your UMSL email from the support staff in the technology Support Center (516-6034).

You are also required to utilize your UMSL student email account for this course. **You are required to check your UMSL student email at least 2 times per week. Important information will be posted there, and as it is your responsibility to keep up with these communications. Work missed due to failure to check your email cannot be made up.** I will not be able to communicate with you via any email other than your student email. **If you prefer some other email, you will need to visit tech support to have your student email forwarded to some other preferred account. Call the phone # above to make an appointment with them and to find into about their location. Lastly, MY EMAIL ACCOUNT FILTER IS SET TO DELETE ANY EMAIL COMING FROM ANY NON-UMSL EMAIL ADDRESS; should a non-UMSL email get through, you should know that I do not open any email from any non-UMSL address.**

Class Attendance:

This is an advanced course – one of only 3 (and the MOST ADVANCED of the 3) that you are REQUIRED to complete with a passing grade in order to earn a Baccalaureate degree in Psychology from UMSL. You are expected to attend all classes and all lab sessions – and to arrive on time and to stay until class has ended. I certainly do not expect you to be functioning at 100% capacity every day – but you must be in class from 12:30 (SHARP) to 1:20. Time is an objective measure – there is no ambiguity in the statement that lecture and lab meetings for this course begin and end promptly as outlined in the course schedule. I do not stop lecture early.

Important announcements and material for which you are responsible will be covered during class time. Class attendance and participation are essential for your success. It is your responsibility to make up for even **one minute** of missed class. If you read below, you will see that you will have difficulty taking exams, and you will lose quiz and other categories of points if you miss class, arrive late for class, or leave class early. If you do miss a class, no matter the reason for your absence, you will not be able to make up work passed in during the class meeting. If a quiz takes place in the class session during which you are absent (for any reason, even reasons considered as "excused"), **you will not be able to make up this quiz** – as I will drop the zero when I drop your lowest quiz grade.

If you "use up" your one excused quiz for any reason (even for an unavoidable emergency or for a university-sponsored event), you will not get a chance to have a second quiz excused. Attending class means attending class.

THIS IS A RIGOROUS, COMPLEX, TIME-INTENSIVE COURSE. YOU SHOULD EXPECT THAT YOU WILL HAVE TO BE VERY DEDICATED AND DILIGENT IN ORDER TO COMPLETE THIS COURSE SUCCESSFULLY DURING THIS SEMESTER.

Lecture and Labs:

You are required to attend 2 lectures and one lab EACH WEEK.

Grading:

Your grade will consist of the points you earn in each of the following areas. **GRADES ARE NOT BASED ON PERCENTAGES**. Grades are not curved. I do not issue plus (+) or minus (-) grades.

Lab Assignments:

You will have 14 regular lab meetings this semester. You are required to attend all of these meetings and complete several assignments within each of these periods. Several lab assignments will often be completed in each of these lab sessions. Ten submissions of your lab work will be collected for grading by your lab TA. The assignments to be collected for scoring will be determined by your TA on the day that they are completed (hint: so... come to all labs, and complete all lab work to the best of your ability, seeking help when you need it... and please REFRAIN from asking your lab TA whether any given assignment will be collected for credit). Since these chosen collections are "unannounced," you should not ask your TA if you "need" to be in lab. You will always need to be in lab. Each of these 10 assignments is worth 10 points for a total of 100 possible points.

Lab begins and ends as defined in the course schedule. **Your lab TA has been instructed to utilize every minute of the designated lab section period.** The university allots this time as necessary toward your completion of these credits in this particular course. You SHOULD NOT EXPECT to be let out of lab early. You should always expect your lab to last its full duration – if it lets out early once or twice – then this will be a nice bit of time for you to spend as you see fit. You should avoid the urge to ask your TA if you will be let out early. Lab is a scheduled event; you should plan your time accordingly.

Lecture Quizzes:

Everyone has a bad day. I will administer 9 UNANNOUNCED quizzes for 10 points each, and I will drop your lowest score of these at the conclusion of the semester (for a total of 80 possible points). All quizzes will be unannounced and will be given during the course of the semester.

Two separate quizzes are often given within one class period. Although quizzes can and do take place at any time during lecture, they most often take place during the first 3 minutes or the last 3 minutes of the class session. Since these quizzes are aimed at keeping you on track with consistent review of your notes and with your readings, and since I am dropping the lowest one – **there are no make-ups for these for any reason – no exceptions.** This means that if you are 3 minutes late for class, and a quiz was started, you have a zero for that quiz. Any written take-home quizzes (or any written work, no matter the type) will be due **within the first five minutes of the class meeting** on their due date and are to be word-processed and double spaced (unless otherwise directed). If you do not turn in an assignment/quiz when due because you missed the class session where it was assigned, you will receive a zero for that material. This applies to “excused” absences as well. If you fail to word-process any assignment, you will receive a zero for that assignment. Un-typed assignments are not to be handed in. Any materials sent via email will receive zero credit.

IF YOU HAVE A TIME CONFLICT THAT MAY RESULT IN YOU BEING **EVEN ONE MINUTE LATE** FOR THE LAB OR LECTURE SESSIONS WITH ANY CONSISTENCY AT ALL – YOU SHOULD TAKE THIS COURSE DURING ANOTHER SEMESTER or with another professor.

Conversely, if you have a time conflict that results in you having to leave lecture or lab even one minute early, with any consistency – you should not take this course. Plan your time accordingly. Work, your commute to class, family obligations, or other collegiate requirements are not appropriate or acceptable excuses for being late or for leaving early.

If you ever feel that you are having trouble keeping up with the work required in this course, you must meet with your professor – IN PERSON – as soon as possible. This is actually a good rule of thumb to keep in mind in all of your collegiate courses.

Exams:

I will administer 3 regular exams and 1 **optional comprehensive final exam**. If you elect to take the final exam, the score you earn will replace your lowest regular test grade. **If you do not come to class, or arrive at class after the first exam has been turned in by any student on any exam day – FOR ANY REASON - you will receive a zero for that exam.** There are no make-ups for an exam missed, but if you elect to take the comprehensive final, it will replace a zero for a missed exam. You are required to arrive on time for exams. No exam will be administered to any student who arrives after the first student has completed his/her exam – no exceptions. Additionally, if you do arrive late for an exam, but the first exam has not yet been handed in, **you must complete your exam within the time remaining in the formal class period, even if the lateness was not under your control.**

Your lecture/lab notes and activities will serve as a study guide for each exam; I do not provide study guides for exams. Each of the 3 regular exams, as well as the comprehensive final exam, is worth 50 points, for a total of 150 possible points. Remember, if you do elect to take the optional comprehensive final exam, you will have 4 exam scores, and will hence, need to subtract the lowest of these in order to gain insight into your final grade.

Please note: once you enter the classroom to take any exam, you must not touch your cell phone – even to turn it off. Cell phones should be shut off before entering the classroom for an exam. Cell phones will not be handled within the classroom on any

class meeting during which an exam is taking place. To do so will be considered cheating.

You are prohibited from taking any photographs of any course materials, including but not limited to, exams. You are strictly prohibited from taping any element of class lecture (audio or video) unless you have been granted special written permission to do so. You are prohibited from sharing photo, digital, voice, and/or video of any part of this course or its materials with anyone else or via any electronic medium.

Research Reports:

You will write 3 papers, for these points; paper 1 = 50 points, paper 2 = 100 points, and paper 3 = 100 points. The details of these papers will be covered extensively in many class meetings.

TWO COPIES of these completed works must be turned in to your TA **during the first 5 minutes of your scheduled LAB meeting**. Submitted work will be typed, double-spaced and submitted on paper only (emailed documents will be deleted and zero credit will be given). Written work must adhere to the style of the discipline, which is APA #5. Written work will be evaluated for content, proper formatting, composition, and grammar.

If your work conveys that you would benefit from additional help in writing, you will be referred to the campus Writing Lab. If you are referred to the Writing Lab, you may not submit any further work without the Writing Center first signing off on it.

If, for any reason, you do not turn in your paper when it is due, or you fail to turn in a second copy of your paper when it is due, please at least acknowledge this to your lab TA, so that we are not left wondering about you and worrying about you more than you might be worrying about your yourself!

Work not submitted within the first 5 minutes of the class or lab meeting during which it is due will be subjected to the late policy outlined below.

You will need to turn in two separate copies of each paper, with a grade sheet and a full copy of all of the sources for that paper attached to one of the copies. All materials handed in MUST be attached together with a large alligator clip. Staples do not work. All materials must be firmly clamped with a large clip.

This means that each time a paper is due, you should hand in:

- 1) One copy of the full paper with a grade sheet attached to the front and all FULL copies of all articles consulted attached to the back (this copy will be returned to you).
- 2) One copy of the full paper by itself (this copy will not be returned to you).

Failure to hand in a second copy and the materials mentioned here **exactly** when the first copy is handed in will result in an instant, non-reversible 10% point penalty to this paper grade. There is simply no adequate excuse for not submitting two copies of your written reports. Failure to attach full copies of all of your consulted articles to one paper at its due time will result in a separate 10% point penalty. **These written reports MUST be turned in within the first 5 minutes of your lab meeting; otherwise, they will be subject to a 25% late penalty as described below.** You may earn up to 250 total points for this section of your grade.

Rules for having your research draft reviewed before you hand it in*.**

We love to see your paper draft before you hand in the final paper. Submitting a rough draft is not required. It is your choice. I have conducted statistical analyses of paper grades that were either preceded by a rough draft or not. Papers that are preceded by a rough draft consistently earn statistically significantly higher grades.

But we do have some stipulations for our review of these papers.

1. Rough drafts CANNOT BE LEFT FOR YOUR TA OR INSTRUCTOR. They must be handed to your instructor or to your lab TA IN PERSON. This is for your protection.
2. At the time of delivery to your instructor or TA, YOU must take the initiative to schedule an IN PERSON pick-up of the paper. No papers will be left for your instructor or TA, or by your instructor or TA for you.
3. The LATEST POSSIBLE DAY that you may hand your rough draft to your instructor or TA for review is the Wednesday before the paper is due for the Tuesday lab and the Thursday before the paper is due for the Wednesday lab. IT IS FINE IF YOU CHOOSE TO TURN IN YOUR ROUGH DRAFT TO US FOR REVIEW ON THE LAST POSSIBLE DATE THAT WE CAN LOOK AT IT AS EXPLAINED ABOVE – BUT... IF YOU DO THIS, PLEASE DO NOT EXPRESS DISSATISFACTION WITH THE DATE OF THE RETURN OF THE REVIEWED PAPER TO YOU. If you wait until the last possible date that rough drafts can be turned in to us for review, **YOU WILL ONLY HAVE ONE DAY TO MAKE THE SUGGESTED CORRECTIONS BEFORE TURNING IN YOUR FINAL PAPER IN THE LAB SECTION IN WHICH IS IT DUE.** There is no penalty for turning in your paper for review BEFORE this latest possible rough draft review date. SO... feel free to do so.
4. We must cover your paper comments with you in person.
5. Turning in your rough draft for review is strictly voluntary, and totally your decision.

******Even though your rough draft is submitted as a voluntary first step toward your final paper, which will be submitted for points, your rough draft is still submitted collegiate work that is – of course – to be your own, original work. This means that this submitted work is still subject to penalty if it involves academic dishonesty of any kind. Work governed by the University Code of Student Conduct does not need to be worth a certain number of points; it only needs to be college work, submitted by any student. It is subject to all the same conditions as work associated with points.***

Lab Presentation:

You will give an oral presentation over your final research project. This presentation will be delivered to your lab section during one of the last 2 lab meetings. Details will be provided as the semester progresses. This presentation will be worth 20 points.

YOU HAVE THE POSSIBILITY OF EARNING A TOTAL OF 600 POINTS IN THIS COURSE THIS SEMESTER.

Late Assignment Policy:

Late assignments will be penalized 25% of your total possible points per day – this penalty starts to accrue at minute 6 of your lab/lecture meeting. From minute 6 of your lab/lecture meeting on the due date (day 1), until 5:00 PM on day one, you will lose 25%. From 5:01 PM on day one until 5:00 PM on day two, it is 50%. From 5:01 PM on day two, until 5:00 PM on day three, it is 75%. Between 5:01 PM on day three and noon on day four, you may still turn in the paper for review, but you will receive a grade of zero (0) for this research paper. Any late papers must be HANDED to Dr. Siciliani in office hours or in lecture. If they are handed in when Dr. Siciliani is not in office hours or lecture, they must be carried to the Psychology main office where you must ask the AA there to time, date, and sign them before she then puts them into

my faculty mailbox. AS IS THE CASE WITH ALL WORK IN THIS COURSE – late work cannot be submitted electronically.

Failure to hand in two copies of your written reports within the first 5 minutes of the lab meeting during which they are due will result in a 10% penalty for the missing copy. This penalty is not reversible as a result of your then providing the second copy. It is final. There is simply NO EXCUSE for not hitting "2" in the number of copies section of the print cue or for not planning your time appropriately in order to enable yourself to get to school on time to print your papers. PAPERS MAY NOT BE PRINTED IN YOUR LABORATORY SESSION ROOM STARTING AT MINUTE ONE OF YOUR LAB MEETING. The 10% penalty for failing to attach complete, full-text copies of all articles used to one copy of each paper handed in – is not reversible.

Other Policy Notes:

*You will need to keep a copy of any work submitted for your own records.

*Papers handed in not accompanied by a duplicate copy will be penalized by 10%.

*You are required to arrive on time for exams. Per university policy, no exam will be administered to any student who arrives after the first student has completed his/her exam. Additionally, if you do arrive late for an exam, but the first exam has not yet been handed in, you must complete your exam within the time remaining in the formal class period, even if the lateness was not under your control.

*Logging on to the MY GATEWAY site and to your UMSL email account two times per week is your responsibility, and a REQUIREMENT of this class.

***When you send me an email, it would help me to respond promptly if you could include "PSY 219" and your name in the subject line.**

*Per federal laws created for your protection, I only discuss grade issues in person. No aspect of grades will be discussed or communicated through any other medium.

Grading:

The total points you earn will determine your grade. There are 600 possible points to be earned.

A	= 540 - 600
B	= 480 - 539
C	= 420 - 479
D	= 360 - 419
F	= 000 - 359

Grades are NOT determined using percentages; they are determined by total points earned.

*Remember, your grade is NOT based on percentages, but on the total points you accrue, and on how that number falls on the scale above.

Grade Total Subtractions:

- Remember as well, that if you make me aware of the fact that you have missed any information posted to the MG site for this course due to your failure to check it regularly as indicated in this document, FIVE POINTS will be subtracted from your final grade total in this course for failure to adhere to this absolute requirement.

Grade Day:

On December 9, 2009, our class is scheduled to have **grade review day**. This is a regular class meeting and you are required to attend. At this session, each student will receive a private review of his/her grade to date, without the optional comprehensive final exam added in. I have a **strict policy** of not discussing grades within one week before this date – either in person or otherwise. I will also not discuss grades at any time AT ALL after this date, until summer semester. If you do not attend class on this date, you will have to see me after the semester is over for any questions about your grade. If you do not attend this class session, I will not be able to answer questions about your final grade. I will address all of your questions IN this class session. While in this session, make sure to get all of your questions answered. **I will not discuss grades over the phone or by email.** I will not discuss final grades outside of Grade Review Day. Grade review day is the only day to address these questions. . You are responsible for keeping track of the accuracy of your grade data in the MG gradebook throughout the semester. If you notice something that is not accurate, you must let us know – IN PERSON – immediately. If you find a discrepancy you would like to talk about with us, you have 10 working days after the grade was posted to talk with us – in person – about it. Failure to let us know about any data point that is in error prior to the date that EXAM 2 takes place – will result in that data point not being changed. Once exam 2 is upon us, all previously entered gradebook data are frozen. The same table applies to the posting of EXAM 3. So please be sure to monitor your grades throughout the entire semester. **THE LAST DAY FOR ALERTING US TO ANY PERCEIVED GRADE BOOK DISCREPANCY IS DECEMBER 2, 2009 AT 11:00 AM.** At this point, ALL grade book data are frozen.

Grades:

It is your responsibility to review your MyGateway gradebook points WEEKLY. If you notice a discrepancy – PLEASE DO NOT EMAIL YOUR PROFESSOR OR YOUR TA ABOUT IT. Instead, you must approach your TA in person at the soonest possible point in her office hours or in the weekly lab session. We can investigate any possible grade-recording question within 7 working days of the grade having been entered. Once 7 working days have passed since a grade entry of points, that point entry is final and cannot be altered, no matter the circumstances. We simply cannot entertain the one student each semester that fails to keep up with his or her grades in the online gradebook, only to take all other students' class time barraging us with questions about each grade entry – when they have been available for viewing all semester. You cannot email us about grades.

We will not discuss grades over the phone or by email.

Classroom Protocol:

Some words on protocol... you, as students, have a large responsibility as members of the "learning community," and it is expected that you have an understanding of all of the following points:

- You must read, learn, and will be responsible for knowing the entire contents of the plagiarism document posted to the "course documents" section of MG.
- Plagiarism is a complex factor. Plagiarism is not only the use of another person's words or ideas without crediting that person. It is even possible for you to plagiarize yourself by submitting work completed for another class to meet the requirements of this class. Plagiarism will absolutely result in an issuance of zero points for the work submitted, possible failure of the entire course, and the filing of an incident report with The Office of Academic Affairs. If work is submitted for no points and is plagiarized, it will still be reported to Academic Affairs. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, and dismissal from the University.
- You are responsible for being attentive to and observant of campus policies about academic honesty as stated in the University's Student Conduct Code. This is your code; you are responsible for mastering this information and for abiding by the university rules.

- Turn off beepers and cell phones during class.
- You will make every effort to be on time for the class. If you EVER ARRIVE EVEN ONE MINUTE LATE OR HAVE TO LEAVE EVEN ONE MINUTE EARLY, you are required to restrict yourself to sitting in an outer-most aisle chair on the outside of any of the back 5 rows of the lecture room, nearest the door. You will also be required to enter and exit quietly and with minimal disturbance to those around you. This will mean that, if you arrive late, you will absolutely not be able to sit in your usual seat – unless of course, this seat is the outer most aisle seat on one of the back 5 rows. Now... professors develop pet peeves based on past experiences. I have three and this is one of them. If you do not adhere to this request and requirement, I can tell you at this very moment that you will be surprised how steadfast I will be about this. I am also stating here, in writing, in this syllabus, that if you fail to adhere to this policy, you will be ejected from the classroom and allowed to return only during the next class meeting.
- You will not read materials unrelated to the course in lecture.
- You will not engage in any behaviors that may infringe on the rights of your peers to obtain the maximum learning experience during lectures. This includes EXCESSIVE OR LOUD talking, leaving and entering loudly during lecture, or other activities annoying to myself and to your classmates.
- The rare student who is unable to discern the differences between whispering and talking at an audible level, will be handed a pink slip, which signifies that they need to leave that class meeting immediately. This student may return to the next regular class meeting.
- You will deal with any complaints/criticisms in a mature and professional manner. Please communicate your concerns to me.
- You must take responsibility for your learning experience. If you are having any difficulty with any of the course material, seek help from those assigned to this class to help with such a purpose. Form study groups. These groups are a terrific opportunity for sharing ideas, meeting new people, and enhancing your absorption of the course content.
- Your academic performance is based on YOUR honest efforts. Academic dishonesty will be dealt with according to the rules of the University.
- You will make yourself completely familiar with this syllabus document and any other materials posted to My Gateway or handed out as an extension of the syllabus. Since my time with each of you is limited, when you ask me a question that is covered in this syllabus document, I may refer you to it for the answer.
- You must master the rules of student conduct that you are responsible for adhering to – this includes definitions of plagiarism. YOU SHOULD, WITHIN THE FIRST WEEK OF CLASSES, REFER TO THE POLICY ON PLAGIARISM, WHICH IS EXPLAINED IN YOUR STUDENT HANDBOOK. Plagiarism is not only the use of another person's words or ideas without crediting that person properly. There are many definitions of plagiarism. It is even possible for you to plagiarize yourself by submitting work completed for another class to meet the requirements of this class. Particularly due to the nature of this course, those found to have plagiarized will be punished to the fullest extent of university policy. When a student plagiarizes, after I have dealt with the ramifications at the course level, this student will be sent to Academic Affairs to be dealt with at the university level. Any plagiarism in this course will absolutely, unequivocally result in an issuance of zero points for the work submitted, and possible failure of the course. If plagiarism is found in a written assignment of any kind – a firm score of zero points will be recorded for that assignment. If a rough contains plagiarism, a zero score will be recorded for the paper for which the rough draft has been submitted – even though rough drafts are not associated with points issued. You are not allowed to work together on any paper or assignment in this class, unless otherwise directed. Even the slightest amount of plagiarism in any of your work will result in a zero for that work, and will hence greatly impact your grade for the entire semester. In addition, I am required to file an academic dishonesty report with the office of the Dean of Student Affairs. This report will become a permanent part of your academic file. If work is submitted for no points and is plagiarized, it will still be reported to Academic Affairs. In this course, I will not treat your first offence as a learning experience by issuing "another chance" to students to replace plagiarized work – you have been educated on plagiarism in grade school, high school, and college. This is a required capstone course, for which there are prerequisites. You either understand what constitutes plagiarism, or you will master this information within the first week of school. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, and dismissal from the University.
- The College of Arts and Sciences Dean's Office operates an Early Alert Program. This program provides us with the ability to alert the Dean's office if we are concerned about your performance in this course. This program has been instituted for your protection. We will communicate to you that this action is being taken, if it becomes necessary.

- Please note: once you enter the classroom to take any exam, you must not touch your cell phone – even to turn it off. Cell phones should be shut off before entering the classroom for an exam. Cell phones will not be handled within the classroom on any class meeting during which an exam is taking place. To do so will be considered cheating.
- You are prohibited from taking any photographs of any course materials, including but not limited to, exams. You are strictly prohibited from taping any element of class lecture (audio or video) unless you have been granted special written permission. You are prohibited from sharing photo, digital, voice, and/or video of any part of this course or its materials with anyone else or via any electronic medium.

Instructor Protocol:

You are encouraged to shape your instructors' behaviors. Let's agree on some unacceptable instructor behaviors;

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For Students Who Require Special Accommodations:

Students who require special accommodations should register with **DisAbility Access Services (DAS), 144 Millennium Student Center, 516-6554**. This office will assess your individual needs, maintain your disability documentation **CONFIDENTIALLY**, and recommend appropriate classroom accommodations on your behalf.

If you are registered with DAS, DAS has instructed you that it is **your responsibility** to initiate contact with us to communicate your needs. We require you to meet with the course TA during the first 2 weeks of this course to explain the accommodations you will need during your time in this class. Please see your TA *privately* at your convenience **during the first two weeks of school** to discuss and arrange how we might best meet your special needs. She and I will keep a record of these special needs on file in a locked cabinet in my locked university office – this is done in order that I am sure to meet your individual needs. Special arrangements need preparation. We rely on you to register those special needs with us in order that we may meet them.

If you are registered with DisAbility Access Services, and you need to take your exam in a location other than the classroom, you will need to notify your TA of these arrangements AT LEAST one week before EACH exam. Again, you must notify us before EACH exam. We have many students in this course this semester who will need unique accommodations – communicating these to your TA ONE WEEK before EACH exam ensures that your specific needs will be met. You must take the exam at the exact time that the class is taking it. So... you may just want to go ahead and book these appointments with Linder and Marilyn right now, using this syllabus.

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Dr. Siciliani received her doctorate in Psychoneuroendocrinology / Experimental Psychology from The University of Tennessee in Knoxville, where she conducted research investigating the immune consequences of exercise stress, exercise competition, anger, betrayal, and human sexual intercourse. She received a Masters degree in Human Neuropsychology from the University of Northern Colorado in Greeley Colorado, where she developed an assessment tool

to identify sexual dysfunction and studied intelligence assessment. She earned her Bachelor of Arts from the University of Southern Maine, in Gorham, Maine. Dr. Siciliani is presently conducting research on changes in secretory IgA and salivary cortisol as a function of sexual intercourse in married individuals. She is also currently conducting and presenting research on male and female body image distortions and the "tend and befriend" hypothesis. She has presented her research at three international meetings of The Society for Behavioral Medicine, and at five international meetings of the Association for Psychological Science. Her research has been featured in the APS Observer, the Annals of Behavioral Medicine, Health Magazine, and Fitness Magazine. She has experience teaching many different psychology courses at her two alma maters mentioned above, as well as at The University of Illinois at Chicago, and DePaul University in Chicago. Dr. Siciliani has won three university-wide awards for teaching excellence; the Provost's Teaching Excellence Award at UNC, the Chancellor's Award for Teaching Excellence at UTK, and the Emerson Teaching Award at UMSL. She serves as the Midwestern United States Chair for the Counsel of Undergraduate Psychology Programs. Her hobbies include snowboarding, SCUBA diving, culinary arts, dirt biking, weight training, travel, reading, hiking, rock climbing, soap making, surfing (very, very badly), and swimming with her two dogs – Tyson and Mr. P. She is also a professional vocalist.

Schedule of Topics:

This section of the syllabus is subject to modification at the discretion of your instructor. You should rely on this schedule unless directed otherwise. I will modify the schedule if said modifications may enhance learning, or out of necessity due to material or technical availability. You will be made aware of any topic changes via a verbal announcement during formal lecture and via a written email communication sent to your UMSL student email account.

LECTURE COURSE OUTLINE*
PSYCHOLOGY 2219
Fall 2009
Dr. Siciliani

*SUBJECT TO CHANGE WITH ANNOUNCED NOTIFICATION TO STUDENTS

August

- 24 Introduction
- 26 Rules of the Game – Research in the Social Sciences
- 31 Basics of Scientific Writing

September

- 2 Basics of Scientific Writing
- 7 **LABOR DAY HOLIDAY OBSERVED - NO CLASS MEETING**
- 9 Basics of Scientific Writing
- 14 Basics of Scientific Writing
- 16 Basics of Scientific Writing
- 21** Final paper questions
- 23 CH 1
- 28 CH 2
- 30 CH 3

October

- 5 **EXAM 1**
- 7 exam follow-up
- 12 CH 4
- 14 CH 12 / 13
- 19** final paper questions
- 21 CH 14
- 26 CH 5
- 28 Catch up lecture

November

- 2 **EXAM 2**
- 4 CH 6
- 9 CH 7
- 11 CH 8
- 16** Final paper questions
- 18 CH 9
- 23 FALL BREAK – NO CLASS MEETING
- 25 FALL BREAK – NO CLASS MEETING
- 30 CH 10

December

- 2 Catch up lecture
- 7 **EXAM 3**

9 **GRADE REVIEW DAY**
16 **OPTIONAL COMPREHENSIVE FINAL EXAM 10:00 AM - NOON**

**See lab schedule, paper assignment due in lab this week.

LAB SCHEDULE
RESEARCH METHODS - PSY 2219
Fall 2009
Dr. Siciliani

8 – 25	NO LAB THIS WEEK
9 – 01	LAB #1
9 – 8	LAB #2
9 – 15	LAB #3
9 – 22	LAB #4 – PAPER #1 DUE DURING LAB (2 COPIES)
9 – 29	LAB #5
10 – 06	LAB #6
10 – 13	LAB #7
10 – 20	LAB #8 – PAPER #2 DUE DURING LAB (2 COPIES)
10 – 27	LAB #9
11 – 03	LAB #10
11 – 10	LAB #11
11 – 17	LAB #12 - PAPER #3 DUE DURING LAB (2 COPIES) , ORAL PRESENTATIONS OF PROJECTS
11 – 24	NO LAB THIS WEEK FOR EITHER SECTION
12 – 1	LAB #13 – CONTINUED ORAL PRESENTATIONS OF PROJECTS
12 – 8	LAB #14 – CONTINUED ORAL PRESENTATIONS OF PROJECTS

UNIVERSITY NOTE ON ACADEMIC INTEGRITY:

The following actions are examples of scholastic dishonesty

Copying graded homework!

Working together on a take home test or homework when specifically prohibited by the professor! Looking at another student's paper during an exam!

Looking at your notes when prohibited!

Taking an exam out of the classroom when prohibited (either in person or by using electronic means)!

Giving your work to another to be copied!

Giving someone answers to exam questions during the exam!

After taking an exam, informing a person of questions that appeared on the exam! Giving or selling a term paper or class work to another student!

Copying homework answers from your text and handing them in for a grade!

Quoting text or other works on an exam, term paper or homework without citing the source! Handing in a paper purchased from a term paper service or from the Internet!

Handing in another's paper as your own!

Taking a paper from an organization's files and handing it in as your own! Passing information from an earlier class to a later class!

Having someone take your test for you!

Changing a graded paper and requesting it be re-graded!

Transferring a computer file from one person's account to another!

Plagiarism: What Every Student Should Know

Every student will be held responsible for reading and understanding the following statement.

To submit to your instructor a paper or comparable assignment that is not truly the product of your own mind and skill is to commit plagiarism. To put it bluntly, plagiarism is the act of stealing the ideas and/or expressions of another and representing them as your own. It is a form of cheating and a kind of scholastic dishonesty which can incur severe penalties. It is important, therefore, that you understand what constitutes plagiarism, so that you will not unwittingly jeopardize your college career.

The most obvious form:

Plagiarism can take several forms. The most obvious form of plagiarism is the purchase of prepared papers from commercial term paper companies and the submission of such papers as one's own work.

Proper footnoting essential:

A second obvious form of plagiarism is a word-for-word copying of someone else's work, in whole or in part, without appropriate acknowledgment, whether that work be a magazine article, a portion of a book, a newspaper piece, another student's paper, or any other composition not your own. Any such verbatim use of another's work must be acknowledged by (1) appropriate indentation or enclosing all such copied portions in quotation marks and by (2) giving the original source in a footnote. As a general rule, you should make very little use of directly quoted matter in your research paper. If you do not know how to footnote properly, ask your instructor for guidance. -2-

Paraphrasing vs. original work:

A third form of plagiarism is the paraphrasing for the structure and language of another person's work. Changing a few words of another's composition, omitting a few sentences, or changing their order does not constitute original composition and therefore can be given no credit. If such borrowing or paraphrasing is ever necessary, the source must be scrupulously indicated by footnotes. How then you may ask, can I be original? Am I to learn nothing from others? There are several answers to such questions. Of course you have come to the University to learn, and this means acquiring ideas and exchanging opinions with others. But no idea is ever genuinely learned by copying it down in the phrasing of somebody else. Only when you have the thought through an idea in terms of your own experience can you be said to have learned; and when you have done that, you can develop it on paper as the product of your own mind.

Using instructor as a resource:

If an assignment baffles you, discuss it with your instructor. And if you are directed to use printed sources, consult your instructor about how to proceed. There is an art to taking notes for research; careless note taking can lead to plagiarism.

How Does Scholastic Dishonesty Affect You?

It may affect your grade if scoring is based on a curve.

It destroys "equal opportunity" in competitive atmospheres.

It hinders development of self-reliance.

It will affect the reputation of UMSL and the College of Arts and Sciences

ACADEMIC HONESTY CONTRACT

I have read the information provided above. I fully understand the meaning of scholastic dishonesty and that there are serious consequences (ranging from the failing of an examination or assignment to expulsion from the university) for engaging in such activity.

Name _____ ; Date _____

Signature_____

PSYCHOLOGY 2205
Human Sexuality: The Psychological Perspective
SPRING 2010
Dr. Siciliani

Instructor: Dr. Siciliani
Email: sicilianij@msx.umsl.edu
Telephone: 314-516-5469
Office: 314 Stadler Hall

Office Hours*: Tuesdays 2 – 4 and Thursdays 3 – 4

*I am presenting research at 2 conventions this semester. At the very earliest point that I find out my exact presentation dates for these conventions, I will send you an email listing the office hours – IF ANY – affected. **Class meetings will not be impacted.**

Teaching Assistant:

TA:
Email:
Office:
Office Hours:

University policy dictates that this course syllabus is our contract for this class. I have planned this document very carefully in order that it may serve as a valuable tool for any student taking this course. Additional course syllabus items will be posted to My Gateway as the semester progresses. Many of the questions you may have about this course are answered in this document. Please read it completely and carefully and refer to it often. If you ask a question that is fully answered in this document, we may refer you to this syllabus where the answer has been provided / explained in writing.

Required Text:

- Text available in UMSL bookstore
- Clicker to accompany text is required as well and will be sold alongside the text at bookstore
- I did not order the student study guide for this text; if you would like to elect to purchase this, you may inquire at the bookstore to see if one can be ordered for you. Alternatively, you may find one for purchase online. This decision has purposely been left up to each student.

For Students Who Require Special Accommodations:

Students who require special accommodations should register with **DisAbility Access Services (DAS)**, 144 Millennium Student Center, 516-6554. This office will assess your individual needs, maintain your disability documentation **CONFIDENTIALLY**, and recommend appropriate classroom accommodations on your behalf. As you have been instructed by DAS – it is **your responsibility** to meet with the TA for this course during the first 2 weeks of class to explain the accommodations you will need during your time in this class. Please see your TA *privately* at your convenience **during the first two weeks of school** to discuss and arrange how we might best meet your special needs. I keep a record of these special needs on file in a locked cabinet in my locked university office – this is done in order that I am sure to meet your individual needs. Special arrangements need preparation. It is your responsibility to register those special needs with us in order that we may meet them.

If you are registered with DisAbility Access Services, and you need to take your exam in a location other than the classroom, you will need to notify your TA of these

arrangements AT LEAST one week before EACH exam. Again, you must notify us before EACH exam. We have many students in this course this semester who will need unique accommodations – communicating these to your TA ONE WEEK before EACH exam ensures that your specific needs will be met. You must take the exam at the exact time that the class is taking it. So... you may just want to go ahead and book these appointments with Linder and Marilyn right now, using this syllabus.

WHAT TO DO IF YOU MISS A CLASS MEETING:

If you miss class, please be sure NOT to ask me for the class notes. I do not have notes for you. The TA for this course does not have notes for you.

You will need to find and copy the notes from a classmate, perhaps more than one classmate. If you have questions about the lecture, the TA or I will be happy to go over your notes with you in office hours.

Course Overview:

YOU ARE REQUIRED TO READ THIS AND TO SIGN DOCUMENTATION THAT YOU HAVE READ AND UNDERSTAND IT FULLY, IN ORDER TO PROTECT YOURSELF BY MAKING AN INFORMED DECISION ABOUT TAKING THIS COURSE.

This course is designed to help you learn to think critically about the subject of human sexuality, through the examination of pertinent theoretical information and case examples. The course objectives will be met through readings, in class interactions, your writing, mastery of lecture materials, and written examinations.

Psychology is the study of all human behaviors – studying human sexuality from a psychological standpoint will include learning virtually all areas of human sexuality – in depth. Human sexual behavior is a human behavior. It merits the same study as do all other human behaviors. Presenting and learning about research on this human behavior is neither inappropriate nor perverse - it just "is." No sexual behaviors or issues, no matter how you feel about them personally, are beyond the scope of this course. This is not a course on only those sexual behaviors that you or I feel comfortable with – but on all sexual behaviors. This is also not a forum for any one student to act on the need to entertain all other students with his or her personal stories, practices, and/or beliefs. We will not be spending time listening to how one individual student feels about sex. We will discuss feelings, but from a wider standpoint than at the individual level. At times, learning in this course will require a healthy sense of humor. You have this syllabus so that you can understand all of this now, and you can make an informed decision about whether or not you would like to maintain your enrollment in this course. Sex is a behavior – plain and simple – and we will be studying it as such.

Now... I (Dr. Siciliani) have conducted empirical research on various facets of human sexuality for over ten years. I have presented this research at multiple national and international conventions, spoken about it at invited talks and to the media. Through my experiences presenting research in this area, I have gained an acute understanding of the variability with which individuals handle all discussions of anything having to do with human sexual behavior. Some react with comfort, ease, and interest, while others feel anxious, avoidant, uncomfortable, giddy, and sometimes even angry. As a graduate student, while presenting on a very scientific topic having to do with human sexuality, I endured while my professor, (an esteemed, 62 year old man) giggled uncontrollably throughout my entire talk. Conversely, I have had students here at UMSL who are so insightful and scholarly in their approach to this subject, that they have

taught me much and have inspired me to conduct new studies of some facet or other of sexuality.

Even though I have studied and presented research on many facets of human sexuality, there are still topics we will be covering that will make me uncomfortable. There ARE ALSO going to be topics that will make you uncomfortable. I am not doing my job as your professor, and you are not doing yours as a scholar if you and I BOTH don't feel a bit uncomfortable at various points in this course. I have become very adept at minimizing this discomfort for nearly all people who study this subject with me. But... people respond to one another in an infinite number of ways; if my methods of minimizing any discomfort inherent in covering this subject are not effective for you personally, then please drop the course. My teaching style, personality, and/or approach will not appeal to everyone. There is overwhelming evidence that appropriately-applied humor is an effective buffer for students' discomfort. If you find that my humor is of a quality that you are unable to appreciate, please honor your feelings and do not take this course. I simply cannot make all people happy all of the time, I am not able to change who I authentically am, and I will be using my humor (and yours) in this course.

Lastly, I work very hard to maintain an open rapport with all of my students. I also work diligently to create and foster a relatively informal environment in my classroom. I have found that espousing verbosity does not foster learning, while being human with my students does. Most students are able to realize that although I maintain an open environment in my classes, that I am also your professor, and the professional chosen by the university to design and implement this course. They also realize that although I show my humanity openly and that I value the input of my students, I still make the ultimate decisions on how this course is run. This means that you should refrain from dictating the subjects that you feel I should (or should not) cover. I have carefully selected the topics for inclusion in this course. On occasion, I have encountered that rare student who, upon learning my teaching style, makes the mistake of confusing their role as student, with mine as professor. I would encourage you to contribute your opinions from a student's standpoint.

I am respecting you by telling each and every one of you NOW – that if you are AT ALL uncomfortable with what I have described here concerning our study of this human behavior, do not take this course with me. Speak to me immediately – absolutely within the first two weeks of school – and I will sign a drop (excused) slip for you – no questions asked.

Class Format:

This class will be conducted in a discussion/lecture format, with an emphasis on application of theories. Because of time constraints, not all of the material covered in the text or readings will be covered during lectures. You are still responsible however, for all material in the text chapters listed here and in any assigned readings (as directed). You are also **especially** responsible for mastery of lecture material not covered in the text or readings. You are expected to communicate thoughts, insights, and questions in a thoughtful and appropriate manner to your peers and instructor during class sessions.

Communications:

I need to have open communication with all of you. It helps my efficacy as an instructor, and it results in an enhanced learning experience for you. In order to foster a good learning environment, you are **required** to utilize MY GATEWAY (MG) – AT THE VERY LEAST – on each day that lecture meets, **AND** one extra time each week. You are responsible for keeping up-to-date on this information. Information on MG is an extension of the syllabus. If you make me aware of the fact that you have missed any information posted to this site due to your failure

to check it regularly as indicated here, FOUR POINTS will be subtracted from your final grade total in this course for failure to adhere to this absolute requirement.

PLEASE NOTE THAT INFORMATION POSTED TO MY GATEWAY IS AN EXTENSION OF THIS SYLLABUS, AND HENCE ALSO SERVES AS A CONTRACT FOR TAKING THIS COURSE. This site will contain important course information including examination information, scheduling announcements, and course requirements. Students may also use the MG site to contact Dr. Siciliani, a TA, or fellow classmates. My Gateway may be accessed from any of the UMSL computer labs or from any computer with Internet access. MG is here to stay. Not having access to MG at home does not in any way, excuse you from the requirements of its use for this course. Plan your time CAREFULLY in order to make arrangements to get to any computer with access to the World Wide Web to access MG if you do not have it at home. Instructions directing individuals to each particular course are contained on the MG site. Any computer that has access to the Internet can access this site.

I really value you taking time to communicate with me through e-mail; but email should only be used for short, succinct questions, to which it is possible for me to provide a 1 to 3-sentence response. Please do not email me to tell me why you have missed a class meeting. If you would like to tell me in person that you have to miss a future class, then please feel free to do so – but this is not a topic for email.

It is difficult to conduct complex discussions over this milieu, and since email does not convey tone-of-voice, these communications will need to be dealt with in person. If you need any kind of explanations, I welcome your visit at my office hours – as does the TA for this course. Please be prepared for me to respond to any emails that would be better dealt with in person, by suggesting that you meet with me – or our TA – in office hours.

If I alert you that the topic of your email needs to be discussed in person, this decision is final. Please feel free to visit me in any of my scheduled office hours.

You do not need to tell me which of my scheduled office hours you will be coming to – just come ahead, and as long as you are meeting me at one of my scheduled office hours – I will be there. You do not need to ask to come to my office hours. My office hours are for all students.

PLEASE DO NOT EMAIL ME TO ASK ME WHEN YOU MIGHT BE ABLE TO COME AND TALK WITH ME – my scheduled office hours are there for you.

All of this concerns my ability to give you the quality time you need and deserve as my student.

The discussion board is there for your use. When posting messages there, please try to keep the language similar to language that you would use while talking out loud, to your peers, inside the collegiate classroom, in person – this is a class discussion board – it is maintained by UMSL to assist in this collegiate course. Do not send me messages on this board, as I do not check the board with any scheduled regularity. If you would like me to read something on the board, send me an email asking me to check it out.

Remember that you are governed by the University of Missouri – Saint Louis Student Conduct Code – you should be aware that this code applies to emails and MG use as well.

- **University and Federal laws prohibit me from discussing any aspect of your grade in any method other than in person, at office hours.** If you are reading this, then you

know not to even begin to ask the slightest question about any aspect of your grade in any manner other than with me, in person. Do not ask me about points, point totals, missing gradebook items, OR grades on individual assignments/exams/quizzes. I will not waiver from this policy –under any circumstances.

Course Requirements:

You will be required to log on to MY GATEWAY at <http://mygateway.umsl.edu>, AT LEAST ONCE PER WEEK in addition to logging on each day that lecture meets (before or after lecture is fine, but if possible, before is best). **You may obtain assistance with accessing MY GATEWAY from the support staff in the technology Support Center (516-6034). Please do not contact your instructor with difficulties logging on to this site. The staff at the support center is there for you; they are specialists in this area (your instructor is a specialist in Psychology).**

You are also required to utilize your UMSL student email account for this course. You are required to check your UMSL student email at least 2 times per week. Important information will be posted here, and as it is your responsibility to keep up with these communications. Work missed due to failure to check your email cannot be made up. I will not be able to communicate with you via any email other than your student email. I WILL NOT OPEN ANY EMAIL FROM ANY ACCOUNT OTHER THAN AN UMSL STUDENT EMAIL ACCOUNT. If you prefer some other email, you will need to visit tech support to have your student email forwarded to some other preferred account. Call the phone # above to make an appointment with them and to find into about their location. I do not open any email from a non-university address on my university account.

Schedule of Topics:

This section of the syllabus is subject to modification at the discretion of your instructor. You should rely on this schedule unless directed otherwise. I will modify the schedule if said modifications may enhance learning, or out of necessity due to material or technical availability. You will be made aware of any topic changes via a verbal announcement during formal lecture.

Class Attendance:

You are expected to attend all classes. I certainly do not expect you to be functioning at 100% capacity every minute of class meetings – but you must be in class from 2:00 (SHARP) to 4:45 each time that class meets. Time is an objective measure – there is no ambiguity in the statement that this course begins promptly at 2:00 and ends at 4:45. I do not stop lecture early. Lecture will last until 4:45 EVERY DAY that class meets. Important announcements and material for which you are responsible will be covered during class time. Class attendance and participation are essential for success. It is your responsibility to make up for even one minute of missed class. If you read below, you will see that you will have difficulty taking exams, and you will lose quiz and other categories of points if you miss class, arrive late for class, or leave class early. If you do miss a class, no matter the reason for your absence, you will not be able to make up work passed in during the class meeting. If a quiz takes place in the class session during which you are absent (for any reason, even reasons considered as “excused”), **you will not be able to make up this quiz** – as I will drop the zero when I drop your lowest quiz grade.

Grading: Your grade will consist of the total points (not percentages) that you earn in each of the following areas;

Quizzes:

Everyone has a bad day. I will administer 11 quizzes for 10 points each, and I will drop your lowest score of these at the conclusion of the semester (for a total of 100 points). All quizzes will be unannounced. Two to three separate quizzes are often given within one class period. Although quizzes can and do take place at any time during the class period, they most often take place during the first 3 minutes and/or the last 3 minutes of the class session. Since these quizzes are aimed at keeping you on track with your readings and with reviewing your notes, and since I am dropping the lowest one – **there are no make-ups for these for any reason – no exceptions.** This means that if you are 3 minutes late for class, and a quiz was started, you have a zero for that quiz. Any written take-home quizzes (or any written extra credit or exam material) will be due **within the first five minutes of the class meeting** on their due date and are to be word-processed and double spaced (unless otherwise directed). If you fail to word-process any assignment, you will receive a zero for that assignment. Untyped assignments are not to be handed in.

IF YOU HAVE A TIME CONFLICT THAT MAY RESULT IN YOU BEING EVEN ONE MINUTE LATE FOR THE LECTURE SESSIONS WITH ANY CONSISTENCY AT ALL – YOU SHOULD TAKE THIS COURSE ANOTHER SEMESTER. Conversely, if you have any conflict that results in you having to leave early – you should not take this course. Work, your commute, family obligations, or another class are not appropriate or acceptable excuses for being late.

If you arrive even one minute late, you must be seated in one of the outside 3 seats in one of the back 3 rows of your colleagues.

Exams:

I will administer 3 regular exams and 1 **optional comprehensive final exam**. If you elect to take this final exam, the score you earn will replace your lowest regular test grade. **If you do not come to class, or arrive at class after the first exam has been turned in by any student, on an exam day – FOR ANY REASON - you will receive a zero for that exam.** There are no make-ups for an exam missed, but if you elect to take the comprehensive final, it will replace a zero for a missed exam. Your lecture and reading notes will serve as a study guide for each exam; I do not provide study guides for exams. **WHEN YOU COME TO CLASS TO TAKE THE TEST, YOU MUST HAVE A VALID UMSL PICTURE ID. YOU WILL NOT BE PERMITTED TO TAKE THE TEST WITHOUT SUCH AN ID.** You are required to arrive on time for exams. **No exam will be administered to any student who arrives after the first student has completed his/her exam – no exceptions.** Additionally, if you do arrive late for an exam, but the first exam has not yet been handed in, you must complete your exam within the time remaining in the formal class period, even if the lateness was not under your control. Each exam will be worth a possible 100 points, for a total of 300 possible exam points.

Please note: once you enter the classroom to take any exam, you must not touch your cell phone – even to turn it off. Cell phones should be shut off before entering the classroom for an exam. Cell phones will not be handled within the classroom on any class meeting during which an exam is taking place. To do so will be considered cheating.

You are prohibited from taking any photographs of any course materials, including but not limited to, exams. You are strictly prohibited from taping any element of class lecture (audio or video) unless you have been granted special written permission to do

so. You are prohibited from sharing photo, digital, voice, and/or video of any part of this course or its materials with anyone else or via any electronic medium.

On-line Writing:

Completing work on My Gateway is a REQUIREMENT of this course. At times, you will be asked to comment on, or to complete work on the class website. Details on a writing project that you will be completing on this site will be provided during the last 1/3 of this semester. You will have the possibility of earning 50 points for this part of your course responsibilities.

Extra Credit:

Opportunities for extra credit MAY come along during this course. If I do decide to offer some EC, these items will be discussed in lecture only, and material outlining them will be posted to the class website. **If, for any reason, you are not in class, are late to class, or leave class early on the class meeting during which EC is EITHER offered or collected, you (of course) cannot complete or receive credit for this EC.**

Extra credit is EXTRA and any you may earn WILL be cancelled if you miss more than 3 or more of the 11 quizzes administered.

Grade Computation:

YOU HAVE THE POSSIBILITY OF EARNING A TOTAL OF 450 POINTS IN THIS COURSE THIS SEMESTER. I do NOT curve grades and I do not issue plus (+) or minus (-) grades.

There are several ways to earn points in this course: **Unannounced Quizzes, Exams, and On-line Participation.** The grade scale for points earned is listed below:

A 405 and above
B 360 – 404
C 315 - 359

D 270 - 314

F 269 and below

*Remember, your grade is NOT based on percentages, but on the total points you accrue, and on how that number falls on the scale above.

Grade Total Subtractions:

- Remember to be sure to subtract any extra credit points you may have earned from your final total if you have missed **more than 2 of 11 quizzes.**
- Remember as well, that if you make me aware of the fact that you have missed any information posted to the MG site for this course due to your failure to check it regularly as indicated in this document, 5 POINTS will be subtracted from your final grade total in this course for failure to adhere to this absolute requirement.

Grades:

I will never discuss grades over the phone or by email. You are responsible for keeping track of the accuracy of your grade data in the MG gradebook throughout the semester. If you notice something that is not accurate, you must let us know – IN PERSON – immediately. If you find a discrepancy you would like to talk about with us, you have 10 working days after the

grade was posted to talk with us – in person – about it. Failure to let us know about any data point that is in error prior to the date that EXAM 2 takes place – will result in that data point not being changed. Once exam 2 is upon us, all previously entered gradebook data are frozen. The same table applies to the posting of EXAM 3. So please be sure to monitor your grades throughout the entire semester. THE LAST DAY FOR ALERTING US TO ANY PERCEIVED GRADE BOOK DISCREPANCY is April 26, 2010 at noon. After this point, ALL grade book data are frozen.

Classroom Protocol:

Some words on protocol... you, as students, have a large responsibility as members of the "learning community", and it is expected that you have an understanding of all of the following points:

- Plagiarism is a complex factor. Plagiarism is not only the use of another person's words or ideas without crediting that person. It is even possible for you to plagiarize yourself by submitting work completed for another class to meet the requirements of this class. Plagiarism will absolutely result in an issuance of zero points for the work submitted and the filing of an incident report with Academics Affairs. If work is submitted for no points and is plagiarized, it will still be reported to Academic Affairs. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, and dismissal from the University.
- You are responsible for being attentive to and observant of campus policies about academic honesty as stated in the University's Student Conduct Code. This is your code; you are responsible for mastering this information and for abiding by the university rules.
- Turn off beepers and cell phones during class. If your cell phone is not set to vibrate, you disturb others. Set your cell to vibrate before entering class. If you are texting during lecture, you may be asked to leave the auditorium and allowed to return once you have ceased this behavior.
- You will make every effort to be on time for the class. If you EVER ARRIVE EVEN ONE MINUTE LATE OR HAVE TO LEAVE EVEN ONE MINUTE EARLY, you are required to restrict yourself to sitting in an outer-most aisle chair on the outside of any of the back 3 rows of the lecture room, nearest the door. You will also be required to enter and exit quietly and with minimal disturbance to those around you. This will mean that, if you arrive late, you will absolutely not be able to sit in your usual seat – unless of course, this seat is the outer most aisle seat on one of the back 3 rows. Now... professors develop pet peeves based on past experiences. I have three and this is one of them. If you do not adhere to this request and requirement, I can tell you at this very moment that you will be surprised how steadfast I will be about this. I am also stating here, in writing, in this syllabus, that if you fail to adhere to this policy, you will be ejected from the classroom and allowed to return only during the next class meeting.
- You will not read materials unrelated to the course in lecture.
- You will not use your personal computer to search the internet or read unrelated computerized materials during class – this is distracting to those around you.
- You will not engage in any behaviors that may infringe on the rights of your peers to obtain the maximum learning experience during lectures. This includes EXCESSIVE OR LOUD talking, leaving and entering loudly during lecture, or other activities annoying to myself and to your classmates.
- The rare student who is unable to discern the differences between whispering and talking at an audible level will be handed a pink slip, which signifies that they need to leave that class meeting immediately. This student may return to the next regular class meeting.
- You will deal with any complaints/criticisms in a mature and professional manner. Please communicate your concerns to me.
- You must take responsibility for your learning experience. If you are having any difficulty with any of the course material, seek help from those assigned to this class to help with such a purpose. Form study groups. These groups are a terrific opportunity for sharing ideas, meeting new people, and enhancing your absorption of the course content.
- Your academic performance is based on YOUR honest efforts. Academic dishonesty will be dealt with according to the rules of the University.
- You will make yourself completely familiar with this syllabus document and any other materials posted to My Gateway or handed out as an extension of the syllabus. Since my time with each of you is limited, when you ask me a question that is covered in this syllabus document, I may refer you to it for the answer.

Instructor Protocol:

You are encouraged to shape your instructors' behaviors. Let's agree on some unacceptable instructor behaviors;

Dr. Siciliani received her doctorate in Psychoneuroendocrinology / Experimental Psychology from The University of Tennessee in Knoxville, where she conducted research investigating the immune consequences of exercise stress, exercise competition, anger, betrayal, and human sexual intercourse. She received a Masters degree in Human Neuropsychology from the University of Northern Colorado in Greeley Colorado, where she developed an assessment tool to identify sexual dysfunction and studied intelligence assessment. She earned her Bachelor of Arts from the University of Southern Maine, in Gorham, Maine. Dr. Siciliani is presently conducting research on changes in secretory IgA and salivary cortisol as a function of sexual intercourse in married individuals. She is also currently conducting and presenting research on male and female body image distortions and the "tend and befriend" hypothesis. She has presented her research at three international meetings of The Society for Behavioral Medicine, and at four international meetings of the American Psychological Society. Her research has been featured in the APS Observer, the Annals of Behavioral Medicine, Health Magazine, and Fitness Magazine. She has experience teaching many different psychology courses at her two alma maters mentioned above, as well as at The University of Illinois at Chicago, and DePaul University in Chicago. Her hobbies include snowboarding, SCUBA diving, culinary arts, dirt biking, weight training, travel, reading, hiking, rock climbing, soap making, and swimming with her two dogs – Tyson and Mr. Brown Pants. She is also a professional vocalist.

COURSE OUTLINE*
PSYCHOLOGY 2205
Spring 2010

*SUBJECT TO CHANGE WITH ANNOUNCED NOTIFICATION TO STUDENTS

January

- 18 DR. MARTIN LUTHER KING JR. HOLIDAY OBSERVED - **NO CLASS MEETING**
25 INTRODUCTION and lecture

February

- 1 lecture
8 lecture
15 lecture
22 lecture

March

- 1 **EXAM 1 – lecture to follow exam**
8 lecture
15 lecture
22 **SPRING BREAK – NO CLASS MEETING**
29 lecture

April

- 5 **EXAM 2 – lecture to follow exam**
12 lecture
19 lecture
26 lecture

May

- 3 **EXAM 3 (NOT OPTIONAL!!) – ACCOUTREMENTS DAY (THIS PART IS OPTIONAL)**
10 **OPTIONAL COMPREHENSIVE FINAL EXAM 12:30 – 2:30**

UNIVERSITY NOTE ON ACADEMIC INTEGRITY:

The following actions are examples of scholastic dishonesty

Copying graded homework!

Working together on a take home test or homework when specifically prohibited by the professor! Looking at another student's paper during an exam!

Looking at your notes when prohibited!

Taking an exam out of the classroom when prohibited (either in person or by using electronic means)!

Giving your work to another to be copied!

Giving someone answers to exam questions during the exam!

After taking an exam, informing a person of questions that appeared on the exam! Giving or selling a term paper or class work to another student!

Copying homework answers from your text and handing them in for a grade!

Quoting text or other works on an exam, term paper or homework without citing the source! Handing in a paper purchased from a term paper service or from the Internet!

Handing in another's paper as your own!

Taking a paper from an organization's files and handing it in as your own! Passing information from an earlier class to a later class!

Having someone take your test for you!

Changing a graded paper and requesting it be re-graded!

Transferring a computer file from one person's account to another!

Plagiarism: What Every Student Should Know

Every student will be held responsible for reading and understanding the following statement.

To submit to your instructor a paper or comparable assignment that is not truly the product of your own mind and skill is to commit plagiarism. To put it bluntly, plagiarism is the act of stealing the ideas and/or expressions of another and representing them as your own. It is a form of cheating and a kind of scholastic dishonesty which can incur severe penalties. It is important, therefore, that you understand what constitutes plagiarism, so that you will not unwittingly jeopardize your college career.

The most obvious form:

Plagiarism can take several forms. The most obvious form of plagiarism is the purchase of prepared papers from commercial term paper companies and the submission of such papers as one's own work.

Proper footnoting essential:

A second obvious form of plagiarism is a word-for-word copying of someone else's work, in whole or in part, without appropriate acknowledgment, whether that work be a magazine article, a portion of a book, a newspaper piece, another student's paper, or any other composition not your own. Any such verbatim use of another's work must be acknowledged by (1) appropriate indentation or enclosing all such copied portions in quotation marks and by (2) giving the original source in a footnote. As a general rule, you should make very little use of directly quoted matter in your research paper. If you do not know how to footnote properly, ask your instructor for guidance. -2-

Paraphrasing vs. original work:

A third form of plagiarism is the paraphrasing for the structure and language of another person's work. Changing a few words of another's composition, omitting a few sentences, or changing their order does not constitute original composition and therefore can be given no credit. If such borrowing or paraphrasing is ever necessary, the source must be scrupulously indicated by footnotes. How then you may ask, can I be original? Am I to learn nothing from others? There are several answers to such questions. Of course you have come to the University to learn, and this means acquiring ideas and exchanging opinions with others. But no idea is ever genuinely learned by copying it down in the phrasing of somebody else. Only when you have the thought through an idea in terms of your own experience can you be said to have learned; and when you have done that, you can develop it on paper as the product of your own mind.

Using instructor as a resource:

If an assignment baffles you, discuss it with your instructor. And if you are directed to use printed sources, consult your instructor about how to proceed. There is an art to taking notes for research; careless note taking can lead to plagiarism.

How Does Scholastic Dishonesty Affect You?

It may affect your grade if scoring is based on a curve.

It destroys "equal opportunity" in competitive atmospheres.

It hinders development of self-reliance.

It will affect the reputation of UMSL and the College of Arts and Sciences

ACADEMIC HONESTY CONTRACT

I have read the information provided above. I fully understand the meaning of scholastic dishonesty and that there are serious consequences (ranging from the failing of an examination or assignment to expulsion from the university) for engaging in such activity.

Name _____ ; Date

Signature _____

CONTRACT FOR TAKING THIS COURSE

I have read and understand the entire syllabus packet including the Course Overview section and I have been made aware of the extensive topic area of coverage in this course. I have asked any questions on which I needed clarity and have received answers that satisfy my understanding. I understand that the coverage of topics in this course is not governed by *my* personal thoughts and feelings concerning the appropriateness of various topics of human sexuality, but by my professor's decisions on inclusion. By signing this, I acknowledge that by staying in this course, I understand fully, the conditions of taking it.

Print Name: _____

Signature: _____

Date: _____