

PSY 101 (sections 1 & 13) – Introductory Psychology Winter 2021

INSTRUCTOR INFORMATION

Professor: Kristy K. Dean, PhD

Please call me: Dr. or Professor Dean (pronouns: she/her/hers)

Phone: 616-331-2412

Email: deankr@gvsu.edu (expect a response within 12-24 hrs on weekdays, 24-36 hrs on weekends)

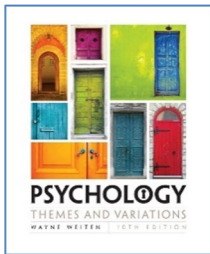
Office: 2211 AuSable Hall

Office hours: Mondays, Wednesdays, and Fridays from 1-1:50pm and by appointment. Office hours are virtual this semester: <https://us.bbcollab.com/guest/2aa3378dd6764996b5daa353dca49945>

Ask me about: anything related to our class, real world applications of psychology, majoring or minoring in psychology, getting involved in psychology research, graduate school and psych-based careers, being a first-generation college student, cats, true crime, cooking, etc.

COURSE BASICS

Meeting Times and Place: Online, synchronous class sessions are scheduled on Wednesdays from 9-9:50am (for Section 1) and 10-10:50am (for Section 13) using Blackboard Collaborate (<https://us.bbcollab.com/guest/adeac2a33e58439996f3b29e72ca1d77>). The remainder of the online course activities will be asynchronous.



Textbook: Our course will be using *Psychology: Themes and Variations* (10th edition) by Wayne Weiten (published by Cengage in 2017). This textbook is REQUIRED. Note: The bookstore offers a “bundle” option which includes digital access (i.e., an E-book) plus a loose-leaf binder copy of the book. This was the cheapest option the bookstore could offer, but you will likely find cheaper options through third-party outlets.

Course Overview: This course will introduce you to the theories, research methodologies, and applications of psychology – the study of human behavior – and help you appreciate the importance of psychological phenomenon in your own life. A wide range of topics will be covered; some students consider the course to be rigorous and difficult because of this. However, it is important to remember that all of these topics refer to our experiences as humans...and chances are, all of us have spent some time contemplating the causes and consequences of our own and other’s behavior. You are encouraged to apply your knowledge of the material to your own lives and the world around you.

Learning Objectives: Upon successful completion of this course students will be able to...

- Identify major psychological theories and concepts and use psychological terminology correctly.
- Demonstrate an understanding of the scientific process in Psychology.
- Critically evaluate the findings of psychological research.
- Recognize examples of how psychological concepts are applied to daily life.

Technology Requirements: This course utilizes an online format (see Course Format for more details), so students will need 1) regular access to a computer or tablet with a sound card and speakers, 2) a reliable, high-speed internet connection, and 3) access to Blackboard Learning Management System. A video camera and microphone is ideal for attending synchronous class sessions and virtual office hours, but not required. Phones could be used instead of a computer/tablet in a pinch but are not recommended as the primary method of accessing course material throughout the semester. If you do not have access to a computer or reliable internet, please talk with your professor and/or review the resources available to you on Blackboard (see “Student Resources” folder). These resources include information about on-campus computer labs, checking out laptops from the library, Special Circumstances and Financial Hardship funds, etc.

Course Format: Due to the safety concerns surrounding COVID-19, our course will use an online format this semester. Specifically, our class will utilize both asynchronous online activities (e.g., lecture videos, engagement activities posted online) and one synchronous class meeting a week. Asynchronous online activities are for:

- 1) Viewing videos that provide an overview of major concepts and minor points
- 2) Reviewing supplemental sources of information (e.g., websites, databases)
- 3) Taking quizzes and tests
- 4) Completing active engagement assignments and some discussions

Synchronous class sessions are for:

- 1) Expanding on the textbook and online videos to include more advanced information and make connections
- 2) Explaining, practicing, and discussing more challenging concepts
- 3) Checking in with each other, and asking and answering questions

Time Commitment in Face-to-Face and Hybrid Sections of PSY101

| | Typical Face-to-Face | Online |
|--|----------------------------|----------------------------|
| Class meetings per week | 3 (M, W, F) | 1 (online, Wednesdays) |
| Classroom minutes per week | 150 (50 mins. 3x a week) | ~50 mins. once a week |
| Online activity minutes per week | ~15 mins. | 100 mins. |
| Recommended number of study minutes per week | 6-9 hrs or 360-540 | 6-9 hrs or 360-540 |
| Total time per week | 525-700 (~9-12 hrs a week) | 510-690 (~9-12 hrs a week) |

Active Engagement in an Online Course: To understand the material covered in ANY course, active engagement is necessary, and this requires effort. Although the two course formats require a similar amount of effort, online courses do require different types of effort – in particular, students must be self-disciplined enough and have the time management skills to complete online activities in a timely manner. To help you be successful in this online course, I have taken special care in designing it in ways that will facilitate your learning and build important academic skills. I hope it quickly becomes clear to you that I am committed to facilitating your learning throughout the semester. My hope is that you are similarly intentional and effortful in your engagement with the course.

You can expect your professor to...

- 1) Present interesting information clearly and in an organized fashion.

- 2) Facilitate your efforts to learn the material. For example, Blackboard will contain in-depth assignment instructions and various supplemental resources. Your professor will also be readily available via email and during office hours/appointments. Although I encourage students to take the initiative to approach me if they have questions, I will also reach out to students that appear to need assistance.
- 3) Be responsive to questions and concerns. This includes posting announcements regularly, responding to emails promptly (within 24 hours), and providing feedback and prompt grading. Consistent communication will be essential to a smooth semester!
- 4) Facilitate a safe, respectful, and curiosity-driven learning environment. When basic needs – physical safety, psychological stability – are met, it is easier to focus attention on our academic studies. Please reach out if you need assistance.

Your professor expects you to...

Basic expectations:

- 1) Read the syllabus and consult it throughout the semester
- 2) Read assigned readings and view video lectures in a timely manner
- 3) Complete all assessments on time
- 4) Attend synchronous online class sessions regularly
- 5) Take notes on classes, video lectures, and readings
- 6) Study!
- 7) Communicate your questions and concerns
- 8) Be respectful and curious

Going a step further:

- 1) Complete all reading and video lectures before synchronous online classes
- 2) Attend virtual office hours to discuss your understanding of the material
- 3) Review concepts that you missed on the quizzes and engagement activities
- 4) Answer questions on the study guides in depth
- 5) Engage in study strategies that test your depth of knowledge of the material.

GVSU and a lot of educational research suggests that students should devote around 3 hours of their time per credit hour they take, give or take 1 hour (so, 2-4 hrs per credit hour). PSY101 is a 3 credit course, so this equates to spending around 9 hours a week on this class, which includes time spent in the (virtual) classroom. If you are taking a full course load (e.g., 15 credits), this equates to spending around 45 hours a week on your coursework, which is equivalent to a full time job. Each week, you will have assigned reading (~2 hours), online video content (~1.5 hours), one class session (~1 hour), a quiz and two online engagement activities (~1 hour to complete, not including study time for the quiz), so please consider how you are spending the remaining 3.5 hours on this course. Study tips and strategies are provided on the course Blackboard site.

Active Engagement in Synchronous Online Class Sessions: First, in many cases, content covered during online class sessions will expand on basic concepts introduced in the reading or in video lectures. Therefore, students are strongly encouraged to complete assigned readings and video lectures PRIOR to attending online classes. Some video lectures can be viewed after online class sessions; these will be clearly noted. Second, recordings – which include Powerpoint slides and audio of lecture/discussion during the class sessions – will be posted online to accommodate students that cannot attend. Please connect with your classmates to supplement your notes for any synchronous online classes you miss, just like you would under normal conditions.

GRADING POLICY

Course grades will be based on total points earned from the following sources:

| COURSE ACTIVITY | | POINT VALUE |
|------------------------------|---|--------------------|
| PSY101 Study Plan | | 10 pts |
| Weekly Chapter Quizzes | 14 quizzes x 8 pts each; the lowest is dropped | 104 pts |
| BB and Syllabus Quiz | | 8 pts |
| Online Engagement Activities | 14 x 3 pts each; lowest is dropped | 39 pts |
| Class Engagement Activities | 13 x 3 pts each; lowest is dropped | 36 pts |
| Enrichment Activities | 4 activities x 5 pts each | 20 pts |
| Midterm Check-In | | 8 pts |
| Final Exam | | 65 pts |
| Extra Credit | | 15 pts |

Total of 290 points, not including extra credit

PSY101 Study Plan: Psychology can offer some useful insights into how people learn and what strategies are better or worse for retaining the information you are studying. This assignment involves reviewing online sources about effective learning/studying strategies and applying this to craft a study plan for this course. Late assignments will be accepted up to four days late and will be docked 2 points each day unless accommodations apply.

Weekly Chapter Quizzes: Research on best practices for online/hybrid course encourages the use of “low stakes testing”. In this course, weekly quizzes will be completed instead of high-stakes exams and midterms. Quizzes will be completed on Blackboard. All quizzes will be multiple choice, open-book, open-notes, and will have a time limit. Quizzes must be completed in a single sitting, but will be available for three days (from Friday at 5am to Sunday at 11:59pm). Study guides will be posted every Wednesday on Blackboard. Late quizzes will be accepted up to two days late, and will be docked 2 points each day unless accommodations apply. At the end of the semester, the lowest quiz grade will be dropped.

Blackboard and Syllabus Quiz: This quiz is intended to ensure that students understand important course content and policies and are familiar with the structure and function of the course Blackboard site. This quiz will be multiple-choice, open-book, open-notes, and will have a time limit. This quiz must be completed in a single sitting, but will be available for three days (from Friday at 5am to Sunday at 11:59pm). Late quizzes will be accepted up to two days late, and will be docked 2 points each day unless accommodations apply.

Engagement Activities: To encourage active engagement over the course of the semester, students will complete engagement activities that assess understanding and use of content covered in video lectures ([online engagement activities](#)) and virtual class sessions ([class engagement activities](#)). The content and format of these activities will vary. Online engagement activities will be described in video lectures and will be due before we meet for virtual class sessions (so, Wednesdays at 9am for Sec. 1 and 10am for Sec. 13). Class engagement activities will be described during virtual class sessions and will be due by the end of the day on Fridays (so, Fridays at 11:59pm). Both types of activities will be posted in BB Discussion forums. Each engagement activity will be graded as 3 (good

understanding; accurate and very thoughtful and detailed), 2 (basic understanding), 1 (limited understanding), or 0 (no understanding or did not turn in). Late activities will be accepted two days late, and will be docked 1 point each day unless accommodations apply.

Enrichment Activities: To acquaint students with the nature and variety of research topics and experimental methodologies in psychology, students will complete 4 credits of enrichment activities of their choosing, worth 5 points each. There are two types of enrichment activities:

Option #1: Participating in research studies: This type of enrichment activity gives you an insider's perspective on how psychologists do research and an opportunity to contribute to the psychological literature you read about in your textbook!

Option #2: Participating in research technique activity sessions: This enrichment activity option provides a more in-depth understanding of specific psychological research techniques.

These enrichment activity options are described in more detail in the Appendix section of the syllabus. All PSY101 students at GVSU are required to earn 4 enrichment activity credits. In our course, each credit will be worth 5 points, equaling 20 points total. Different enrichment activity options are worth different amounts of credits; see Appendix for details. Given enrichment activities can be completed throughout the semester, there are no make-up opportunities for this assignment and late assignments are not accepted.

Midterm Check-In: This assignment involves reviewing your grades in the BB Gradebook, reflecting on your performance so far, and making plans for possible adjustments to your study strategies so you can end the semester strong. Late assignments will be accepted up to three days late and will be docked 2 points each day unless accommodations apply.

Final Exam: The final exam will be cumulative and will include primarily fill-in-the-blank, true/false, and short answer questions. The final exam will be administered via Blackboard, open-book open-notes, and will have a time limit. Make-up opportunities are only available under rare circumstances and in accordance with the late work/make-up accommodation policy.

Extra Credit Opportunities: Extra credit opportunities will be announced via Blackboard. The nature of these assignments will vary but could involve 1) additional brief engagement assignments, 2) writing a brief paper that summarizes and/or applies your knowledge of a recent finding or topic of relevance in psychology, or 2) completing additional enrichment activities (if permitted). Since extra credit assignments are optional, there are no make-up opportunities for this assignment and late assignments are not accepted.

Final grades will be as follows:

| Grade | % Earned | Grade | % Earned |
|-------|--------------|-------|----------------|
| A | 94 and above | C | 73 – 76.9 |
| A- | 90 – 93.9 | C- | 70 – 72.9 |
| B+ | 87 – 89.9 | D+ | 67 – 69.9 |
| B | 83 – 86.9 | D | 63 – 66.9 |
| B- | 80 – 82.9 | F | 62.9 and below |
| C+ | 77 – 79.9 | | |

These are firm cut-offs. I only round up if a grade is $> .95$ (e.g., 82.96% will be rounded up to an 83%, but an 82.94% would not be rounded up). Yes, this means that it is possible that 1 or 2 more points would mean the difference between an A or an A-, or a D or an F. So don't let it come down to that! It is your responsibility to ensure your grade is where you want it to be at the end of the semester. This includes reaching out to your professor to discuss strategies for improving your mastery of the material and ensuring your efforts translate into mastery.

COURSE SCHEDULE

| <u>Date</u> | <u>Readings and Online Work</u> | <u>Scheduled Topic and Deadlines</u> |
|------------------------|---|---|
| Week 1: 1/18 – 1/24 | Read: Chapter 1 Watch: Week 1 Videos Attend: Online Mtg. on Wednesday | Introduction to Psychology Due W 1/20: Online Engage. Activity Due F 1/22: Class Engage. Activity Due SU 1/24: Intro Quiz, BB/Syllabus Quiz |
| Week 2: 1/25 – 1/31 | Read: Chapter 2 Watch: Week 2 Videos Attend: Online Mtg. on Wednesday | Research Methods Due W 1/27: Online Engage. Activity Due F 1/29: Class Engage. Activity Due F 1/29: PSY101 Study Plan Due SU 1/31: Research Methods Quiz |
| Week 3: 2/1 – 2/7 | Read: Chapter 3 Watch: Week 3 Videos Attend: Online Mtg. on Wednesday | Biological Bases of Behavior Due W 2/3: Online Engage. Activity Due F 2/5: Class Engage. Activity Due F 2/5: Enrichment Activity Prescreening Survey (optional) Due SU 2/7: Bio Psych Quiz |
| Week 4: 2/8 – 2/14 | Read: Chapter 5 Watch: Week 4 Videos Attend: Online Mtg. on Wednesday | Consciousness Due W 2/10: Online Engage. Activity Due F 2/12: Class Engage. Activity Due SU 2/14: Consciousness Quiz |
| Week 5: 2/15 – 2/21 | Read: Chapter 6 Watch: Week 5 Videos Attend: Online Mtg. on Wednesday | Learning Due W 2/17: Online Engage. Activity Due F 2/19: Class Engage. Activity Due SU 2/21: Learning Quiz |
| Week 6: 2/22 – 2/28 | Read: Chapter 7 Watch: Week 6 Videos Attend: Online Mtg. on Wednesday | Human Memory Due W 2/24: Online Engage. Activity Due F 2/26: Class Engage. Activity Due SU 2/28: Memory Quiz |
| Week 7: 3/1 – 3/7 | Read: Chapter 8 Watch: Week 7 Videos Attend: Online Mtg. on Wednesday | Cognition and Intelligence Due W 3/3: Online Engage. Activity Due F 3/5: Class Engage. Activity Due SU 3/7: Cognition/Intelligence Quiz |
| Week 8: 3/8 – 3/14 | Read: Chapter 9 Watch: Week 8 Videos NO CLASS SESSION THIS WEEK, ENJOY THE MENTAL HEALTH BREAK | Motivation and Emotion Due F 3/12: Online Engage. Activity Due SU 3/14: Motivation/Emotion Quiz |

| | | |
|-----------------------------|---|--|
| Week 9: 3/15 – 3/21 | Read: Chapter 10 Watch: Week 9 Videos Attend: Online Mtg. on Wednesday | Human Development Due W 3/17: Online Engage. Activity Due W 3/17: Midterm Check-In Due F 3/19: Class Engage. Activity Due SU 3/21: Development Quiz |
| Week 10: 3/22 – 3/28 | Read: Chapter 11 Watch: Week 10 Videos Attend: Online Mtg. on Wednesday | Personality Due W 3/24: Online Engage. Activity Due F 3/26: Class Engage. Activity Due SU 3/28: Personality Quiz |
| Week 11: 3/29 – 4/4 | Read: Chapter 12 Watch: Week 11 Videos Attend: Online Mtg. on Wednesday | Social Behavior Due W 3/31: Online Engage. Activity Due F 4/2: Class Engage. Activity Due SU 4/4: Social Psych Quiz |
| Week 12: 4/5 – 4/11 | Read: Chapter 13 Watch: Week 12 Videos Attend: Online Mtg. on Wednesday | Stress, Coping, and Health Due W 4/7: Online Engage. Activity Due F 4/9: Class Engage. Activity Due SU 4/11: Health Psych. Quiz |
| Week 13: 4/12 – 4/18 | Read: Chapter 14 Watch: Week 13 Videos Attend: Online Mtg. on Wednesday | Psychological Disorders Due W 4/14: Online Engage. Activity Due F 4/16: Class Engage. Activity Due SU 4/18: Psych. Disorders Quiz |
| Week 14: 4/19 – 4/25 | Read: Chapter 15 Watch: Week 14 Videos Attend: Online Mtg. on Wednesday | Treatment of Psychological Disorders Due T 4/20: All Enrichment Activities Due W 4/21: Online Engage. Activity Due F 4/23: Class Engage. Activity Due SU 4/25: Psych. Treatment Quiz |
| Finals Week: 4/26 – 4/30 | | Final Exam Day/Time TBD |

*This schedule (including assigned readings) is subject to change. Students are responsible for any changes announced in class or on Blackboard.

COURSE POLICIES

This course is subject to the GVSU policies listed at <http://www.qvsu.edu/coursepolicies/>.

Withdrawing from a Course: The ultimate deadline for withdrawing from this course (or any course at GVSU) is Friday April 9th at 5pm.

Mask Policy: Face coverings, such as masks, are required to be worn in the classroom. Students who have forgotten their face coverings may get a disposable mask at a campus office. The evidence is clear that [face coverings are a crucial part of keeping coronavirus at bay](#) and [support the university's commitment to providing all members of its community with an inclusive living and learning environment with equitable opportunities for success](#). [GVSU's policy on face coverings](#) is posted on the Lakers Together web site. Students who are not able to wear a face covering due to a medical condition should contact Disability Support Services (DSR) to discuss their individual situation.

Attendance Policy: Attendance is not required at synchronous online class sessions, but strongly encouraged. If you miss class, you are strongly encouraged to access the class session Powerpoints and supplement this with notes from your classmates.

Accommodations for Late Work/Make-Ups: Although attendance at synchronous online class sessions is not required, your professor is required to monitor missed deadlines and determine standards and a process by which students can make-up missed work. Importantly, if a student misses the deadline for an assessment and they are seeking an accommodation (i.e., permission to turn it in late), they must **contact the professor via email within 24 hours of the deadline with an explanation**. From there, **the professor will grant accommodations based upon 1) the nature of the cause for the missed deadline, and 2) the extent to which the student’s ability to complete the assignment was impaired**.

Specifically, the reason for missing the deadline is key. The University makes a distinction between “excused” and “unexcused” absences, and although we aren’t keeping track of absences in this class, this language is also useful for characterizing the types of missed deadlines – we can miss deadlines for “excused” reasons (due to something unexpected or beyond our control) or “unexcused” reasons. Consistent with University policy, missed deadlines are excused and eligible for make-up for the following reasons:

- 1) active participation in an intercollegiate event;
- 2) observance of religious holidays,
- 3) military duty;
- 4) jury duty, or appearance in court or other government hearings;
- 5) student medical conditions that limit time or ability to engage with the course material;
- 6) birth or adoption of child;
- 7) attendance at an academic and/or professional conference;
- 8) medical or professional appointments (e.g., job interviews);
- 9) medical conditions of a loved one if the student is serving as a caretaker;
- 10) funerals or memorial services; and
- 11) previously scheduled family celebrations (e.g., weddings, etc.).

As you might guess, unexcused reasons are things like forgetting or mixing up deadlines, failure to properly upload the assignment on BB, leaving campus early for the weekend, etc. Ideally, documentation should be provided and is easily available for most of the reasons listed above. This semester, to encourage students to quarantine or isolate when COVID-19 is a concern, documentation will not be necessary (only suggested) if a student is sick or is quarantining because they have been exposed to someone who tested positive.

Additionally, accommodations depend on the extent to which the student was prevented from completing the assessment. For most of the assessments in our class, students have multiple days to complete it. This means that an “excused” reason must span the multiple days the assessment is available. This is why enrichment activities – which can be completed all semester – cannot be made up; no one is unavailable all semester! Please consider this when requesting accommodations.

In general, if you are unsure whether you are eligible for an accommodation, just ask! This semester is undeniably strange and challenging, and we all know that the pandemic can have both physical AND psychological impacts on a person. Please reach out if you are struggling.

Blackboard Access: Given the online format of our course, the course Blackboard (BB) website is essential to your success. It is the student's responsibility to visit BB regularly (at least twice a week) and stay current of the material posted in this forum. BB will be used in the following ways:

- 1) Grades:** All grades will be posted in the BB Gradebook in a timely manner. For security reasons, I only discuss grades over email if the student initiates that conversation and utilizes their GVSU email account.
- 2) Course materials:** All course documents will be posted on BB, or linked through BB. This includes class videos, additional readings, and links to useful online resources.
- 3) Announcements:** All major announcements and reminders will be posted on BB. Announcements posted on BB are also sent to students via email.
- 4) Discussion Board:** Separate BB Discussion threads will be used to post engagement activities.
- 4) Assessments:** All quizzes and exams will be administered via BB. Written assignments will be uploaded via BB, and feedback on these will be linked to BB too.

Online Classroom Conduct: Netiquette is a set of social rules that describe what is appropriate or inappropriate online behavior. Netiquette applies most obviously to our synchronous online class meetings as well as discussion board posts (especially those involving an exchange between classmates) and office hours. We are all capable of conducting ourselves in a civil and respectable manner. In the spirit of academic discourse, you are encouraged to comment, question, and critique ideas from your professor or classmates, but you should not attack an individual or otherwise express disrespect. Think about what you want to say, edit if necessary, then speak (or type). In general, if it is inappropriate in an in-person college class, it is inappropriate in an online class.

The following netiquette tips will enhance the learning experience for everyone in the course:

- 1) Please wear clothes for synchronous online class meetings and virtual office hours. I'm going for a PG-13 vibe in this course (for the most part), which means no nudity.
- 2) Be mindful of whether or not you are dominating discussion; give others the opportunity to join the discussion.
- 3) If students are using video during class, please limit distracting behavior.
- 4) Present ideas appropriately. Please refrain from offensive language, trolling, and troll baiting. Let's be kind to each other, especially this semester – if you wouldn't say it to a person's face, don't say it online.
- 5) Popular emoticons and acronyms (e.g., LOL) can be helpful to convey your tone, but do not overdo them.
- 6) Using humor is appropriate (and sometimes very necessary). But again, let's try to keep it on the cleaner side. Also, let's keep in mind that humor and sarcasm can be misunderstood, especially in written form.
- 7) Do not make fun of someone's ability to read/write/type.

I will use my discretion in reducing grades for those students who are distracting or disrespectful during synchronous class sessions.

Accommodations for Students with Disabilities: If you need academic accommodations because of a learning, physical, or other disability, please contact Disability Support Resources (DSR) at 331-2490. Although students with disabilities are held to the same academic standards as all other students,

accommodations will be provided for you, as appropriate. Please begin coordinating with your professor as soon as possible at the beginning of the semester. Furthermore, if you have a physical disability and think you will need assistance evacuating the classroom and/or building in an emergency situation, please contact me so I can develop a plan to assist you.

Statement on Academic Dishonesty: The following is adapted from the Student Code, Sections 223.00 and 223.01: The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind.

- a. No student shall knowingly procure, provide or accept any materials which contain questions or answers to any examination or assignment.
- b. No student shall complete, in part or in total, any examination or assignment for another person.
- c. No student shall allow any examination or assignment to be completed, in part or in total, by another person.
- d. No student shall submit work that has been previously graded, or is being submitted concurrently to more than one course, without specific authorization from the instructor(s) of the class(es) to which the student wishes to submit it.
- e. No student shall knowingly plagiarize or copy the work of another person and submit it as his/her own. Offering the work of someone else as one's own is plagiarism. Any ideas or materials taken from another source for either written or oral presentation must be fully acknowledged. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs, to entire articles copied from the internet, books, periodicals, speeches, or from the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgement also is considered plagiarism. In short, any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.

Students can (and are encouraged to) study together, but all academic work should be the sole work of the individual student. Also, students should strive to avoid the *appearance* of dishonesty; these are behaviors associated with academic dishonesty (i.e., checking phone during quiz, completing quizzes together) that raise concerns that you may be potentially dishonest in your work. Any violation of academic integrity, even on a small scale, can result in a failing grade in the course.

SYLLABUS APPENDIX

Enrichment Activities:

Learning about Psychological Research

In the Enrichment Activities portion of the course, students will become acquainted with the nature and variety of research in psychology. Two kinds of enrichment activities are available:

- *Option 1* involves being a participant in research studies conducted by Psychology Department faculty and students.
- *Option 2* involves completing activities that will give you first-hand experience with research techniques used in Psychological research.

Students must earn *four* enrichment activity credits for this requirement. Enrichment activities are worth a varying number of credits depending upon how much time it takes to complete the study/research technique activity.

Enrichment activities use an account in the SONA Systems Scheduling System. You will receive an email at the beginning of the semester containing your User ID and an initial password. Once you have your account, you can log in at any time and sign up for available studies/activities for which you qualify. If you do not receive an account email by the end of the first day of classes, please contact Casimir Tokarski at psychlab@gvsu.edu or 616.331.3262. SONA Systems maintains a strict policy protecting your privacy and confidentiality. This policy is available for review in the Psychology Office.

To access SONA Systems, along with downloadable registration instructions, follow this link: <https://www.gvsu.edu/psychology/be-a-participant-in-research-296.htm>. A video tutorial is available at the following link that will walk you through the study sign-up process: <https://gvsu.hosted.panopto.com/Panopto/Pages/Viewer.aspx?pid=14a9aaf9-814f-4a4c-830e-a9ce013e8887&id=c84e8a38-1238-4486-b590-a9cb01307e70&advance=true>

Option 1: Participation in Psychology Studies

Objective: By participating in psychology research studies, you will experience directly some of the procedures used in psychological research while also making a valuable contribution to the generation of knowledge within the discipline. All studies have been reviewed and approved by the university's Institutional Review Board (IRB). The IRB is an administrative body established to protect the rights and welfare of human research participants.

Step 1: Find a study and sign up. When you log in using your new SONA Systems account, you will see a list of studies. If there are available timeslots there will be a link on the right that will take you to a sign-up page. Before you sign up to participate in a study, review any listed restrictions (for example, "left-handed people only"). If you do not meet the posted eligibility requirements, you will not receive credit for the study.

Step 2: Participate in the study. Some studies on SONA Systems may be completed online, while other studies will require you to participate in person at a physical location (usually the Psychology Laboratories in Au Sable Hall). Online studies must be completed by the study deadline to get credit. If the study requires you to attend a session at a particular location, please arrive before the scheduled time, as studies start punctually. If you sign up for a study session but cannot attend, please cancel your session online.

At the beginning of a study session, you will first be given a description of what you will have to do, and you will be asked for your consent before the study begins. If you then choose not to participate, you may leave without penalty. You can check to see that you have received credit by selecting [My Schedule/Credits](#), where credits are typically posted within 24 hours after you participate in a study.

Under 18? Special rules apply to students who are under 18. A general non-study specific Parent/Guardian Permission form must be completed and placed on file in the Psychology office before you are able to participate in any of the studies. In most instances, having the general non-

study specific document on file will allow you to participate in studies. However, it is important to read carefully the eligibility requirements for a study. If you need a study specific Parent/Guardian consent form signed in order to participate, it will say so in the eligibility section of the study description. If you are under the age of 18 when you create your SONA Systems account, you will receive an informative email from Casimir Tokarski, the Psychology Department Laboratory Assistant detailing the steps you will need to take in order to document parental consent. Once your parental consent form is on file, you will see a list of studies for which you are eligible.

Participation opportunity during the first 3 weeks of the semester: Prescreening Survey

An on-line prescreening questionnaire is available for the first three weeks of the semester when you log in to SONA Systems. **This is only available to students who are 18 years of age or older.** It is not necessary to do this survey, but by completing it, you may receive invitations to additional studies later in the semester based on your responses. Thus, completing the pre-screening survey may increase the number of studies you will be eligible to choose throughout the semester. Completing the survey counts as one-half credit toward Enrichment Activities. The survey will appear the first time that you log into the *Study Scheduling System*, and you can access it from your [My Profile](#) page. If you opt to complete the survey, plan to complete it in a single, half-hour sitting. The last date to participate in the prescreening survey is **February 5th, 2021**

Option 2 Research Techniques Activities

Objective: By completing research techniques activities, you will carry out some of the procedures researchers use in their psychological research. For example, you may be asked to watch an exchange between two people and carry out behavioral coding of their interaction. In doing these activities you will gain an understanding of the strengths and limits of research methods used in psychological science. Research Techniques Activities are listed in SONA Systems along with the research studies. There are no age restrictions on these activities. You may complete each activity only once.

Need Help? If you have questions regarding any aspect of the Enrichment Activities, please contact Casimir Tokarski, who can be reached in the Psychology Department Office (2224 Au Sable Hall, 616.331.3262) or by sending an email to psychlab@gvsu.edu.

Enrichment Activity Deadline

The last day to complete both Enrichment Activities types is **Tuesday April 20th, 2021.**