

# PSY 101 (section 11) – Introductory Psychology Fall 2022

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

**Office:** 2211 AuSable Hall

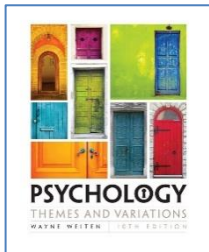
**Office hours:** Mondays, Wednesdays, Fridays from 10-10:50am (first come, first served) in my office.

**Appointments:** We can also meet outside of office hours! These appointments can be in-person or online via Zoom. Please email me to coordinate.

**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 Time and Place:** We meet Mondays, Wednesdays, and Fridays from 1-1:50pm in 114 Lake Michigan Hall (LMH).



**Textbook:** Our course will be using *Psychology: Themes and Variations* (10<sup>th</sup> edition) by Wayne Weiten (published by Cengage in 2017). This textbook is REQUIRED. Note: The Laker Store offers an Ebook version through the GVSU Save program. See instructions on Blackboard for accessing your Ebook. You may also find cheaper options and print options through third-party outlets but will need to OPT-OUT of the GVSU Save program.

**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:** Although this course is scheduled to meet in person, the COVID-19 pandemic has taught us that access to computers and related technology is integral to educational flexibility. Access to Blackboard Learning Management System is required for this course. Also, I strongly encourage you to seek out 1) regular access to a computer or tablet, and 2) a reliable, high-speed internet connection. A computer with a video camera and microphone is ideal for attending virtual appointments (if you prefer that style of meeting) and if we need to transition online again. 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, Special Circumstances and Financial Hardship funds, etc.

**Class Format:** The class sessions will utilize lecture and discussion as well as additional methods to foster active participation. Class sessions and the text supplement each other – both cover material that will not (and cannot) be covered in the other format. Because class sessions highlight important concepts within the text, students are strongly encouraged to complete assigned readings PRIOR to the corresponding lecture and attend all class sessions. Please note that class sessions will NOT be recorded; if you miss class you are encouraged to reach out to your classmates for notes.

**Active Engagement with the Course Material:** To understand the material covered in ANY course, active engagement is necessary. To help you be successful in this course, I have taken special care in designing it and am committed to facilitating your learning throughout the semester. My hope is that you are also 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 are doing fabulous work or who appear to need assistance.
- 3) Be responsive to questions and concerns. This includes posting announcements regularly, responding to emails promptly (within 24 hours on weekdays), and providing feedback and prompt grading. Consistent communication is 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 self-improvement goals, like 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 completely and in a timely manner
  - 3) Complete all assignments/exams on time
  - 4) Attend class sessions regularly
  - 5) Take notes during classes and when reading/studying
  - 6) Study regularly
  - 7) Communicate your questions and concerns
  - 8) Be respectful and curious

- Going a step further:
- 1) Complete readings before class
  - 2) Meet with your professor to discuss your understanding of the material
  - 3) Review concepts that you missed on assignments, quizzes, exams, etc.
  - 4) Answer questions on the study guide in depth
  - 5) Engage in study strategies that test your amount and depth of knowledge on the material

A ton of educational research suggests that students should devote around 2-4 hours per credit hour they take. PSY101 is a 3-credit course, so this equates to spending around 6-9 hours a week on this class, which includes time spent in the 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), three class sessions (~2.5 hour), and some brief assignments (~.5 hour to complete, not including study time), so please consider how you are spending the remaining 1-4 hours on this course. Study tips and strategies are provided on the course Blackboard site.

### GRADING POLICY

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

COURSE ACTIVITY		POINT VALUE
Exam #1 & #2	2 exams x 40 pts each	80 pts
Final Exam		60 pts
Homework Assignments	4 assignments x 15 pts each	60 pts
Topic Engagement Activities	15 assignments x 3 pts each (lowest dropped)	42 pts
Preparation Quizzes	3 quizzes x 10 pts each	30 pts
Enrichment Activities	4 activities x 5 pts each	20 pts
Gen. Ed. Assessment		10 pts
Extra Credit		15 pts

\*\*Total of 302 points, not including extra credit\*\*

**Exams:** There will be two exams and one final exam in this course. Exams #1 and #2 (both 40 points) are not cumulative and will consist of multiple-choice questions. The final exam (60 points) will be cumulative; 40 points will come from the material covered since the last exam and will be multiple-choice questions. The remaining 20 points will come from prior material and may include multiple-choice, true/false, fill-in-the-blank, and short answer questions.

**Late Work/Make-up Policy:** It is the student's responsibility to contact the professor within a week of the exam and plan arrangements for a make-up exam. Make-up exams are negotiable if 1) you have a good reason and coordinate with the professor at least one week before the scheduled exam; or 2) you provide documented evidence of an unexpected, excused absence with one week after the scheduled exam.

**Homework Assignments:** Students will be required to complete 4 out of a possible 14 homework assignments (available on Blackboard, in Assignments section). These assignments involve answering approximately 4 to 6 short-answer/essay questions that correspond to the textbook chapter. Students can choose which homework assignments they wish to complete and are ultimately

responsible for keeping track of the number of assignments completed. That being said: Please note that ONE assignment must be completed BEFORE THE FIRST EXAM, and a SECOND assignment must be completed BEFORE THE SECOND EXAM. If not, 2 points will be deducted from all subsequent homework assignments turned in (4 points if both requirements are not met). Each assignment is due on the FIRST day the topic is discussed in class (see Schedule, below, for all deadlines). An optional 5<sup>th</sup> assignment can be completed to replace the lowest homework assignment score. Students can complete all assignments, and the professor is willing to provide feedback on all assignments turned in, but only the first 4 (or 5) will be graded.

**Late Work/Make-up Policy:** The deadline for homework assignments is by 11:59pm on the due date. Late assignments will be penalized 3 points for each day it is late unless accommodations apply.

**Topic Engagement Activities:** To encourage active engagement throughout the semester, students will complete topic engagement activities (TEAs) for each subject topic. These will assess understanding and use of content covered in class sessions. TEAs will be introduced in class and posted on the BB Discussion forum, which is where students will submit their work. TEAs 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). At the end of the semester, the 2 lowest TEA grades will be dropped.

**Late Work/Make-up Policy:** The deadline for TEAs is 11:59pm on the due date. Deadlines are always the next class session after we finish covering the topic. Late TEAs will be docked 1 point each day unless accommodations apply.

**Preparation Quizzes:** In an attempt to encourage distributed learning (i.e., studying continuously over the course of the semester, rather than only right before an exam) and help students distinguish between the topics they know well vs. do not understand, three quizzes are assigned, to be completed several days before each exam. These quizzes will be administered through Blackboard and cover topics that will appear on the upcoming exam. You can use your book and notes but NOT other people when completing the quizzes.

**Late Work/Make-up Policy:** The deadline for quizzes is 11:59pm on the due date. Late quizzes will be docked 3 points 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 PSY 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 type of enrichment activity advances your understanding of specific methodological techniques used in PSY research.

Enrichment activities are described in more detail in the syllabus Appendix. 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.

**Late Work/Make-up Policy:** The deadline is listed in the Schedule as Tuesday, Dec. 6<sup>th</sup>, 2022. Given enrichment activities can be completed throughout the semester, there are no make-up opportunities for this assignment and late assignments are not accepted.

**General Education Assessment:** All courses in GVSU's General Education program must assess students' knowledge of core components of the course (i.e., theories, methodologies, etc.) as well as key skills developed during the course (i.e., creative thinking, ethical reasoning). Thus, the General Education Assessment for PSY101 will involve a brief quiz, administered via Blackboard, during the last week of the semester or finals week. Please monitor Blackboard and the announcements made in class for information regarding the deadline for this assignment (TBD). Completing the quiz will result in 10 points. Failure to complete the quiz (or take it seriously) will result in 0 points.

**Late Work/Make-up Policy:** The deadline for this assignment is 11:59pm on the due date. Late assignments will be penalized 3 points each day it is late unless accommodations apply.

**Extra Credit Opportunities:** Extra credit opportunities will be announced in class and on BB. The assignments could involve 1) additional brief TEAs, 2) a brief paper that summarizes and/or applies your knowledge of some psychological topic, or 3) completing additional enrichment activities. 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 course material and ensuring your efforts translate into mastery.

### COURSE SCHEDULE

<u>Class Meetings</u>	<u>Topic/Readings</u>	<u>Important Dates</u>
Aug. 29 <sup>th</sup> (M), 31 <sup>st</sup> (W)	Welcome & Introduction Chapter 1	<b>Due 9/2 (F):</b> Intro TEA
Sept. 2 <sup>nd</sup> (F), 7 <sup>th</sup> (W), 9 <sup>th</sup> (F)	Topic 1: Research Methods Chapter 2	<b>Due 9/2 (F):</b> Homework #1 <b>NO CLASS 9/5 - Labor Day</b> <b>Due 9/12 (M):</b> Methods TEA
Sept. 12 <sup>th</sup> (M), 14 <sup>th</sup> (W), 16 <sup>th</sup> (F)	Topic 2: Biological Psychology Chapter 3	<b>Due 9/12 (M):</b> Homework #2 <b>Due 9/19 (M):</b> BioPsych TEA
Sept. 19 <sup>th</sup> (M), 21 <sup>st</sup> (W)	Topic 3: Sensation & Perception Chapter 4	<b>Due 9/19 (M):</b> Homework #3 <b>Due 9/23 (F):</b> S/P TEA
Sept. 23 <sup>rd</sup> (F), 26 <sup>th</sup> (M), 28 <sup>th</sup> (W)	Topic 4: Consciousness Chapter 5	<b>Due 9/23 (F):</b> Homework #4 <b>Due 9/26 (M):</b> Prep. Quiz #1 <b>Due 9/30 (F):</b> Consciousness TEA

<b>Sept. 30<sup>th</sup> (F)</b>		<b>EXAM #1</b>
Oct. 3 <sup>rd</sup> (M), 5 <sup>th</sup> (W), 7 <sup>th</sup> (F)	Topic 5: Learning Chapter 6	<b>Due 10/3 (M):</b> Homework #5 <b>Due 10/10 (M):</b> Learning TEA
Oct. 10 <sup>th</sup> (M), 12 <sup>th</sup> (W), 14 <sup>th</sup> (F)	Topic 6: Human Memory Chapter 7	<b>Due 10/10 (M):</b> Homework #6 <b>Due 10/17 (M):</b> Memory TEA
Oct. 17 <sup>th</sup> (M), 19 <sup>th</sup> (W)	Topic 7: Cognition & Intelligence Chapter 8	<b>Due 10/17 (M):</b> Homework #7 <b>Due 10/21 (F):</b> Cog/Intell. TEA
Oct. 21 <sup>st</sup> (F), 26 <sup>th</sup> (W)	Topic 8: Motivation and Emotion Chapter 9	<b>Due 10/21 (F):</b> Homework #8 <b>NO CLASS 10/24 - Fall Break</b> <b>Due 10/28 (F):</b> Mot/Emo TEA
Oct. 28 <sup>th</sup> (F), 31 <sup>st</sup> (M), Nov. 2 <sup>nd</sup> (W)	Topic 9: Human Development Chapter 10	<b>Due 10/28 (F):</b> Homework #9 <b>Due 10/31 (M):</b> Prep. Quiz #2 <b>Due 11/4 (F):</b> Develop. TEA
<b>Nov. 4<sup>th</sup> (F)</b>		<b>EXAM #2</b>
Nov. 7 <sup>th</sup> (M), 9 <sup>th</sup> (W)	Topic 10: Personality Chapter 11	<b>Due 11/7 (M):</b> Homework #10 <b>Due 11/11 (F):</b> Personality TEA
Nov. 11 <sup>th</sup> (F), 14 <sup>th</sup> (M), 16 <sup>th</sup> (W)	Topic 11: Social Psychology Chapter 12	<b>Due 11/11 (F):</b> Homework #11 <b>Due 11/18 (F):</b> Social Psych TEA
Nov. 18 <sup>th</sup> (F), 21 <sup>st</sup> (M)	Topic 12: Stress, Coping, & Health Chapter 13	<b>Due 11/18 (F):</b> Homework #12 <b>Due 11/28 (M):</b> Stress TEA
<b>Nov. 23<sup>rd</sup> (W), 25<sup>th</sup> (F)</b>		<b>No Class – Happy Thanksgiving!</b>
Nov. 28 <sup>th</sup> (M), 30 <sup>th</sup> (W), Dec. 2 <sup>nd</sup> (F)	Topic 13: Psychological Disorders Chapter 14	<b>Due 11/28 (M):</b> Homework #13 <b>Due 12/5 (M):</b> Disorder TEA
Dec. 5 <sup>th</sup> (M), 7 <sup>th</sup> (W)	Topic 14: Treating PSY Disorders Chapter 15	<b>Due 12/5 (M):</b> Homework #14 <b>Due 12/6 (T):</b> All Enrichment Activities <b>Due 12/7 (W):</b> Prep. Quiz #3 <b>Due 12/9 (F):</b> Treatment TEA
Dec. 9 <sup>th</sup> (F)		<b>TBD</b>
<b>FINAL EXAM:</b> Monday, Dec. 12 <sup>th</sup> , 12:00-1:50pm in our usual classroom		

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

### **COURSE POLICIES AND RESOURCES**

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, October 28<sup>th</sup> at 5pm.

**Mask Policy:** Face coverings, such as masks, must be worn in the classroom at all times under all Alert Levels except 0. When GVSU is under Alert Level 0, students and professors can choose to wear masks in classrooms if they wish, and can request (but not require) others to wear masks. Masks are available at campus offices. [GVSU's policy on face coverings](#) is posted on the Lakers Together web

site. Students unable to wear a face covering due to a medical condition should contact Disability Support Services (DSR) to discuss their situation.

**Attendance Policy:** Attendance is not required at class sessions, but strongly encouraged. If you miss class, you are strongly encouraged to access the PowerPoint outlines, fill these in with notes from your classmates, and contact your professor if you have any questions about this material.

**Accommodations for Late Work/Make-Ups:** Although attendance at 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 48 hours of the deadline with an explanation.** From there, **the professor will grant accommodations based upon 1) 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 the missed deadline is key. The University makes a distinction between "excused" and "unexcused" absences, and although we aren't keeping track of absences, this language is useful for characterizing the types of missed deadlines – we can miss deadlines for "excused" reasons (due to something unexpected or beyond our control, despite our best efforts) or "unexcused" reasons. Consistent with University policy, missed deadlines are excused and eligible for accommodations 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 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, but if documentation is not available, we can discuss that. In general, if you are unsure whether you are eligible for an accommodation or need to provide documentation, just ask! Academic life continues to be 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:** The course Blackboard (BB) website is essential to your success. It is the student's responsibility to visit BB regularly and stay up to date with 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 uses their GVSU email account.

**2) Assignments/Assessments:** Assignments will be posted in corresponding folders in the Assignments section of BB. These folders will also have a place to upload completed assignments (as Word or PDF documents).

**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:** A discussion board forum will be used to post topic engagement activities.

**Classroom Conduct:** 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). Similarly, please be mindful of how your behavior may impact others, and limit distracting behavior (e.g., side conversations in class, eating, using your computer for things other than taking notes). Cell phones should be silenced in some way during class unless the class session activities require cell phone use or there is an urgent matter that requires you to be available via phone (in which case, let your professor know!). Meals should be eaten before or after class, not during. Let's maintain the social contract of mutual respect. Disrespectful or distracting students will be called out and warned; persistent issues can result in grade deductions.

**Accommodations for Students with Disabilities:** If you have special needs because of a learning, physical, or other disability, please contact your professor as well as Disability Support Resources (DSR) at (616) 331-2490 for assistance as soon as possible. Even if you have already documented your disability with DSR, please connect with your faculty member to discuss your specific needs. Furthermore, if you have a disability and think you will need assistance evacuating the classroom and/or building in an emergency during in-person meetings, please make your professor aware so that the university can develop a plan to assist you. You may also access resources at <http://www.gvsu.edu/dsr>. The university is eager to work with you to meet your learning goals. All discussions related to disabilities will remain confidential.

**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, unless otherwise stated. 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. The University is implementing a new oversight process for cases of academic dishonesty – this process requires all professors to report all cases to the Office of Student Conduct and Conflict Resolution, which then investigates each case and makes a determination. Doesn't this sound like an anxiety-provoking time suck? Just don't cheat.

**Psych Friends Resource:** If you feel you could use some extra help/guidance/support in any academic domain or for your well-being, please consider scheduling an appointment with a mentor through Psych Friends. Psych Friends mentors are upper-level undergraduate peer mentors who are trained to provide support in many areas including: effective study and time management techniques, exam preparation and reflection skills, psychology and behavioral neuroscience major requirements, tips for engaging in the field, strategies for education continuation, methods for maintaining physical and mental health. Schedule an appointment here: <https://www.gvsu.edu/navigate>. Questions? Email [psychfriends@gvsu.edu](mailto:psychfriends@gvsu.edu) .

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**Syllabus Appendix**  
**Enrichment Activities:**  
**Learning about Psychological Research**

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In the Enrichment Activities (EA) portion of the course, students will be given the opportunity to experience psychological research first-hand. 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 introduce you to a variety of research techniques used in psychological research.

Students must earn **four** EA credits for this requirement. The credit you earn by completing each EA is a function of the amount of time it takes to complete it. For example, participating in a brief online study (30 minutes or fewer) you would earn ½ of an EA credit, an EA that takes one hour to complete would earn 1 credit. Both types of Enrichment Activities will be available in face to face and online formats.

At least **one full credit** of EAs must be completed in person.

**Enrichment activities are scheduled and offered through the Sona Study Scheduling System.** You will receive an email at the beginning of the semester containing your User ID and an initial password, and a link to the Sona system website at <https://gvsu.sona-systems.com>. If you do not receive an email regarding your account by the end of the first day of classes, please contact Ember Tokarski at [psychlab@gvsu.edu](mailto:psychlab@gvsu.edu) or by phone at 616-331-3262.

SONA Systems maintains a strict policy protecting your privacy and confidentiality. This policy is available for review in the Psychology Office.

**Additional details regarding the enrichment activities and an FAQ are available online at <https://www.gvsu.edu/psychology/undergraduate-research-296.htm>**

**Enrichment Activity Deadline**

The last day to complete both types of Enrichment Activities is **December 6th, 2022**.

If you have questions regarding any aspect of the Enrichment Activities, please contact Ember 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](mailto:psychlab@gvsu.edu).