



# Introduction to Psychology

## PSY 101 ON-GROUND COURSE SYLLABUS; FALL 2025

This syllabus is subject to change. Changes (if any) will be announced via Blackboard.

Professor: Dr. Nicole McDonald  
 Office: 2128 Au Sable Hall (2nd floor)  
 Email: mcdonan2@gvsu.edu  
 Contact: Please use BlackBoard Messages to communicate regarding any course-related matters. Otherwise, *email is the best way to connect with me.*

Course Meeting Times: Tuesday/Thursday, 10:00-11:15AM

Course Meeting Location: ASH 1302 (Au Sable Hall, 1st floor)

SLA (Structured Learning Assistance) - Meets weekly with SLA Facilitator Grace Groothuis in MAK A - 2165; each student has been assigned to one of the following SLA sessions (see student course schedule):

Tuesday 3-3:50PM

Thursday 6-6:50PM

Dr. McDonald's Office Hours: Tuesday - 11:30AM-12:30PM  
 Wednesday - Online by Appt.  
 Thursday - 11:30-12:30PM

### Dr. McDonald's Schedule - FALL 2025

Time	Monday	Tuesday	Wednesday	Thursday	Friday	SAT	SUN
9:00 AM	K-12 School Consult	DRIVE TIME	Coaching/Studio	DRIVE TIME	Coaching/Studio	Family	Sabbath
10:00 AM	K-12 School Consult	PSY101 (OG)	Coaching/Studio	PSY101 (OG)	Coaching/Studio	TU & UM	Rest, Meditate
11:00 AM	K-12 School Consult	PSY101 (OG)	Coaching/Studio	PSY101 (OG)	Coaching/Studio	Football	Play & Family
11:30AM-12:30 PM	K-12 School Consult	Office Hours (OG)	Coaching/Studio	Office Hours (OG)	Coaching/Studio		
1:00 PM	K-12 School Consult	PSY364 (OG)	Coaching/Studio	PSY364 (OG)	Coaching/Studio		
2:00 PM	K-12 School Consult	PSY364 (OG)	Coaching/Studio	PSY364 (OG)	Coaching/Studio		
3:00 PM	K-12 School Consult	DRIVE TIME	Coaching/Studio	DRIVE TIME	Coaching/Studio		
4:00PM	Coaching	Coaching/Studio	Coaching/Studio	Book Club/Dinner	Coaching/Studio		
5:00PM	Coaching	Coaching/Studio	Office By Appt. (OL)	Book Club/Dinner	Coaching/Studio		

To Book an Appointment in Dr. McDonald's calendar, Click the Office Hours link provided in Blackboard.

## Thoughts about Boundaries and Whole-Person Wellness

As a mental health professional, I deeply value life practices that allow for a healthy rhythm of work/professional projects, home and family life, and personal projects/pursuits. To promote good balance and to encourage you to do the same, I do my best to complete my GVSU work between the hours of 9AM-4PM Monday through Friday. I do not guarantee that I will send email responses over the weekend, as that is designated family, play and rest time, and personal rest/rejuvenation/reflection time. Student emails received after 4PM will generally receive a response the following work day. I also strive to complete my grading during the week so please keep this in mind in terms of your expectations for the posting of grades in the BB gradebook. As you navigate student life, I also encourage you to establish some healthy boundaries allowing you to complete your work according to due dates while also setting practices that allow for healthy rest, social activities, play and other activities that nurture you holistically.

## Catalog Description

General survey of psychology, the scientific study of behavior and experience, including overt actions and mental activity. Covers how psychologists think and act as scientists and how the study of its subject matter may be integrated at the biological, psychological, and social levels of analysis. Fulfills one of the Foundations - Social and Behavioral Sciences. Offered every academic year.

## Course Materials (Required)

OER Text (available free through Open Stax).

Spielman, R.M., Jenkins, W.J. & Lovett, M.D. (2025). Psychology 2e. Rice University

Note: A copy of the audiobook is also available via the QR code inside the textbook's front cover.

## Course Format

### On-Ground Format

This course meets in-person on the GVSU-Allendale campus two times per week; in addition, students will attend and participate in one in-person SLA session per week. The GVSU Blackboard Ultra system will also be utilized regularly to communicate pertinent course information including the course syllabus, grades, videos, announcements, assignment documents/submission points, and other course-related content. Students are responsible for all information provided via Blackboard. **Use of BlackBoard Ultra is integral to this course and you must log in daily to promote your success** (I suggest checking in twice daily, once in the morning and once before your evening studying time) in order to complete course requirements and to receive important announcements and updates about course content.

If you experience technical problems with Blackboard Ultra, contact the help desk by email or phone - [helpdesk@gvsu.edu](mailto:helpdesk@gvsu.edu) or 616-331-3513. The help website is <http://www.gvsu.edu/it/learn/>

### **Required Equipment (owned or accessible):**

- Reliable high-speed internet access
- Computer with a sound card and speakers and operating system that meets current Blackboard browser requirements (Windows 7 or above, OS 10.10 or above)
- Computer microphone built in or external (most laptops have a microphone)
- Computer camera - built in or external (most laptops have a camera)

### **Dr. McDonald's Deep Hope Statement**

*My deep hope for students in this course is that they will deepen their understanding of and appreciation for the complexity of human behavior and human flourishing. Through their study of psychological concepts, theories, research and practice approaches, I am eager for my students to marvel at their humanity and to put their unique time, talents and resources to work supporting health and thriving in themselves and others within their circles of influence—home/family, educational, faith-related, businesses, community and societal contexts. As one's knowledge and understanding of psychology broadens and deepens, may a sense of wonder and awe in humanity—both our human commonalities and our rich diversities—expand within you and inspire engagement, understanding, collaboration, and service to humankind.*

### **Professor's Statement on Teaching and Learning**

Transformative teaching and learning is active, collaborative and mutual; as a professor and an experienced expert in my field, I still constantly learn new insights and perspectives from my students in every single interaction. I am intentional about being a lifelong learner who experiences deep wonder, awe and curiosity about people, ideas, nature and the world around us. My goal as a professor is to model the joy and transformative nature of lifelong learning; learning and a curiosity-rich mindset have transformed my life and shape me daily as a person, and I hope to inspire you to become lifelong learners yourselves. From my perspective, learning is

- **Central to what it means to be human.**
- **Constructive**.....Each learner sees the world uniquely and builds new learning into their prior knowledge, as schemas develop.
- **Connecting**.....Learning is inherently connective, bringing together concepts, ideas, people, cultures.

- ***Creative***.....Each person perceives, connects ideas, and makes meaning in uniquely individual ways. Innovation, invention and creative problem-solving abound through brainstorming, reframing, and divergent thinking.
- ***Relational***.....The best type of learning happens in relationships of trust/mutuality with an edge of challenge and inspiration.
- ***Non-Linear***.....learning does not always progress from Point A to Point B.
- ***Messy and Unpredictable***.....the brain is capable of making order and meaning out of even the most random information, experiences and perceptions.
- ***Curiosity-Driven***.....Sheer motivation to make sense of the world comprises a well of exhilarating joy, discovery, wonder and awe.
- ***Growth-Minded***.....Some of the most powerful and transformative learning experiences of our human lives come out of mistakes, misunderstandings and failures.
- ***Inclusive***.....All humans—whether neurotypical or neuroatypical—can learn. Adjustments to teaching and learning approaches and strategies can open access to learning for all.
- ***Hard and Frustrating at Times***.....Authentic learning challenges and seeks advancement in understanding and insight; being a novice can feel slow, difficult and sometimes impossible. But arduous learning will eventually make the awaited “aha moment” and the long-term retention that much more celebratory. Tenacity and grit are important in the learning process.
- ***Both Conscious/Intentional and Unconscious/Unintentional***.....I am amazed when I read research on how the brain processes meaningful learning during sleep. It forages for information and understanding, even when we are not consciously aware of it doing so.
- ***Self-Perpetuating and Inspiring***....the more you learn, the more you want to learn. And the more you want to learn, the more you are motivated to keep seeking, pursuing and exploring new places, people and experiences.
- ***Not limited to formal classroom settings***.....Learning is not constricted within four walls and formal classrooms; learning is dynamic and ongoing regardless of context and thrives in experiential environments and real-world settings.
- ***Fun and Rewarding***....Inherent joy, delight and hope for the best possible future characterize learning. Authentic learning is enjoyable, engaging, playful and exhilarating.
- ***Lifelong***.....The foundation of a learning lifestyle often starts with formal schooling; but it continues well beyond the structured high school and college experience into the wide-open possibilities of organic learning and exploring across the lifespan.

My goal as your professor is to refrain from limiting your learning to memorization or concept mastery or a formal academic classroom. Rather, I work to create interesting, challenging and compelling learning experiences that will inspire you, motivate you, and excite you about your current and future work. As your instructor, I strive to live out passionate lifelong learning in my own life so that I can model for you the deep joy, inspired awe, and rich satisfaction of learning and growing as a way of life. As I write this, I am researching to learn more about the Hawaiian island of Molokai and its role as an historical leper colony; the Biblical book of Psalms; embodied human experience; how to make sourdough bread; the immigration crisis at the South-American/Central America border; and jellyfish. I simply love to learn, explore and be inspired by new topics, insights and experiences. Someone once said that “We don’t teach students to learn simply to get a degree, a job or a career; we teach them to learn so that they are inspired to keep on learning and growing throughout their lives.” I wholeheartedly agree. If you ever want

to chat about ways to create and embrace a learning-focused lifestyle, let's make an office hour, lunch or coffee date!

## **Professor's Statement on Diversity**

An integral core belief that I hold is that every human being was created uniquely and in intentionally diverse ways to reflect creativity, personality, vitality and the very essence of love and belonging. Each individual was born into unique contextual circumstances that further shape us into diverse beings with unique perspectives on the world. I believe that individuals, families, communities and institutions are made better, richer and more effective when diverse people come together toward a common mission or goal. When people approach learning and discourse with civility, an honest desire to learn, and respectful humility toward others, there is true potential for transformative learning.

In any university classroom, the participants embody incredible diversity of personhood, neurology/cognition, life experience, identity, relational contexts, values/beliefs/spirituality and many more factors. Embracing diversity and celebrating its gift takes incredible humility, respect for self and others, and measured self-control. Deep learning flourishes in an environment where diverse ideas and perspectives are shared, considered, and debated. In my courses, I hold myself to the following standards and ask for every student to promote healthy diversity and belongingness by committing themselves to:

- Respecting self and others in all behaviors and interactions;
- Listening actively for understanding;
- Talking about differences in a respectful manner without shying away from them;
- Engaging in the difficult conversation without shutting down valuable dialogue;
- Keeping diversity/neurodiversity in mind when interacting with classmates;
- View every participant as having valuable, important insights, knowledge and contributions;
- Offering grace and the benefit of the doubt to professor and peers; discussing topics from diverse points is challenging and mistakes will be made;
- Practice cultural sensitivity;
- Intentionally reach out and connect with people who are different than you and have had different life experiences than yours;
- Seeking “sacred intersections” by finding ways that your story intersects with others’ stories;
- Seeking constant self-insight into perspectives, assumptions, biases and stereotypes that may limit or harm others, and challenge yourself to learn, grow and do better;
- Calling out and affirming unique strengths, perspectives and insights in others;
- Sharing diversity-related concerns openly and honestly with the professor if problems arise;

## Course Objectives

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 phenomena 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.

Students in the course will:

Learning Objective	Related GVSU Student Learning Outcome (SLO)	Assessment
Identify and explain the basic tenets of major psychological theories, including but not limited to behaviorism, psychoanalytic theory, psychosocial theory, humanism, Gestalt theory, cognitive theory, and eclecticism.	SLO #2 - Critical Thinking	Written Assignments Weekly Quizzes Fishbowl Discussion & Paper Mid-Term Exam Final Exam
Define, explain and apply psychological terminology and concepts accurately at an introductory level.	SLO #2 - Critical Thinking	Written Assignments Weekly Quizzes Dev. Theory Exam Mid-Term Exam Final Exam
Summarizing and critically evaluate the scientific process in psychology along with seminal research studies that have shaped the discipline of psychology.	SLO #4 - Information Literacy	Written Assignments Weekly Quizzes Fishbowl Discussion & Paper Mid-Term Exam Final Exam
Recognize examples of how psychological concepts are applied to case studies and daily life	SLO #1 - Collaboration  SLO#2 - Critical Thinking  SLO #5 - Integration	Written Assignments Weekly Quizzes Fishbowl Discussion & Paper Dev. Theory Exam

	<p>SLO #6 - Oral Communication</p> <p>SLO #7 - Problem Solving</p>	<p>Mid-Term Exam</p> <p>Final Exam</p>
<p>Deepen <b><u>self-insight</u></b> into one's own unique story from a psychological perspective.</p>	<p>SLO #5 - Integration</p>	<p>Written Assignments</p> <p>Fishbowl Discussion &amp; Paper</p>

Structured Learning Assistance (SLA): This section of PSY 101 is part of the Structured Learning Assistance program offered by GVSU's Tutoring and Reading Center. The SLA program involves the typical PSY 101 lecture course plus a peer-led supplemental workshop course. These workshops help students build their foundational knowledge in PSY 101 and build effective learning and studying strategies. More details about the SLA program and its requirements are included below in the SLA Appendix (see the end of the syllabus).

## ASSIGNMENTS & ASSESSMENT

Student learning outcomes will be assessed using the following assignments, each of which will be weighted in the final course grade according to the specified weightings:

- **Weekly Quizzes (10%)** - Each Thursday at the end of class, students will complete an in-person quiz worth roughly 1% of the student's overall course grade. Quizzes will consist of 10 questions (multiple choice, matching, true-false, short-answer). Quizzes take place on Thursdays only and cannot be made up. The lowest 2 quiz grades (which could be a missed quiz grade of "0") from the semester will be dropped when final grades are computed. There will be no weekly quiz on: Thursday, Oct. 9 (No class, Dr. McDonald at conference); Thursday, Oct. 23 (Fall Break Week); and Thursday, November 27 (Thanksgiving). Weekly quizzes are closed-book and closed-note, and you may not talk with others about the quiz or consult AI in any way while completing it.
- **Section Exams (20%)** - Each PSY101 student will take a series of 3 section exams; exams will consist of objective items (multiple choice, matching) and may also contain short essay items covering key ideas from each chapter. Exams will cover material from course meetings, SLA sessions, readings, films/videos, and other class activities; any material covered in any way in this course is fair game for exams. Exams are open-book and open-note but you may not discuss exam material with other people or with AI sources. Exams must be taken in class on the scheduled date, except in the case of emergency situations or accommodations which will be planned in partnership with the student, Dr. McDonald, and the SAR. Make-up exams will be given only in pre-approved or high emergency situations. The lowest section exam score will be dropped when the

final course grade is computed. If a student misses an exam, that missed exam score of “0” will become the lowest score dropped.

- **Final Exam (25%)** - At the conclusion of the semester, during GVSU final exam week, all course students will complete a cumulative final exam covering material from the entire semester. The exam will consist of both objective (multiple choice, matching) and comprehensive theory-application essay(s). A final exam review guide will be posted in the week preceding the exam, and an in-class exam review activity will be completed in the week period to the final exam. The final exam will be taken in Blackboard format during the designated GVSU final exam period, which for this course is Thursday, December 11 @ 10-11:50AM. The PSY-101 cumulative final exam is open-book and open-note, but you cannot discuss the exam with other people or consult AI in any way while completing it. Final exam grades may be curved according to the discretion of the professor.
- **Whole-Person Wellness Project (20%)** Each week of the course, we will discuss a different component of whole-person wellness and explore how psychology and psychological research supports the importance of this area for human flourishing. Students will write a brief 2-page integrative journal each week addressing the following (each bullet point should be addressed in a separate paragraph)::
  - A self-rating from 1-10 on how much you value this component of wellness;
  - A self-rating from 1-10 on how your current behaviors, actions or practices reflect this area of wellness;
  - A personal statement of how this wellness component is or is not a part of your life, and how you define or prioritize this area.
  - One psychological research study that address this area of wellness for human psychological functioning (you will need the full reference);
  - One specific action step that you took this week to grow in this area of wellness;
  - One specific person from your life who models this area of wellness effectively;

Journal pages are due each week SUNDAY by 11:59PM to BB. At the end of the semester, each student will give a brief 5-minute presentation to the class on what they learned through the semester’s Whole-Person Wellness Project along with at least 2 actions steps they will take as a result of what they learned. Students will use one single PPT slide during the presentation; the student’s slide must be submitted in BB at least 24 hours in advance of their scheduled presentation date/time. The PSY101 Wellness Project is worth 20% of a student’s grade and will be graded in the following manner. Weekly journals (40%), Final Presentation (40%); Self-Rating of Participation (20%).

- **PSY Enrichment Activities (15%)**: 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. All PSY 101



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.

There are three types of PSY 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 at the end of the syllabus.
  - Option #3: Participation in PSY Friends activities
- **Class Engagement, Participation & Attendance (10%)** - It is my goal that we create a safe community space of learning, listening, considering and respecting where every voice can be heard and valued. Learning is an active process, and a college course is made stronger when every student in the course engages and participates on an ongoing basis. We need the input and perspective of every single person in the course. I encourage the sharing of perspectives and ideas, even those that feel “half-baked.” During our class sessions, I will be looking for evidence of student engagement and participation which includes the following specific behaviors:
    - Timely arrival to class
    - Limiting absences to unavoidable situations such as illness
    - Verbal participation in class
    - Verbal participation in small group activities/discussions
    - Active notetaking
    - Posting articles or other sources in the “Weekly Participation” thread posted in Blackboard each week
    - Sending class-related articles and links to Dr. McDonald with your comments
    - Respectful attitude and behavior toward the professor
    - Respectful attitude and interactions with peers
    - Avoiding unnecessary distraction (i.e. in regard to phone/laptop use)
    - Present and active engagement in fishbowl discussions

In terms of class attendance, please plan to be in class and to save your allowed absences for when you really need them. Life happens and each student is allowed 3 absences to use for illness, mental health days, etc. Any additional absence beyond 3 will result in a grade reduction in your final course grade. You will be asked to confirm your weekly

attendance on each Thursday's quiz. Consistent with GVSU policy, student absences for the following circumstances are excused:

- 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 illness or medical conditions that preclude class attendance
- 6) Birth or adoption of child
- 7) Academic and/or professional conference
- 8) Bereavement for an individual of significant relationship.

Regardless of the reason for absence, it is the student's responsibility to catch up on any missed work and, if needed, to initiate connection with Dr. McDonald to discuss missed work. If you have concerns related to attendance, please make an appointment to have a conversation about it with Dr. McDonald.

## **Instructor Feedback to Students**

Students in this course will receive feedback on their work and course progress through the following channels:

- 1) Whole-group feedback provided in class or via BB posts from Dr. McDonald
- 2) Individual grades on quizzes and exams (provided through Blackboard gradebook; allow one week for exam grades to be determined and posted)
- 3) Criterion-measured grades on weekly written application assignments (graded pass/credit or fail/no-credit)
- 4) Verbal and written feedback on team fishbowl discussion (verbal comments provided immediately following presentation; written grading within one week of final student presentation date)
- 5) Student appointment discussion with Dr. McDonald (by student request)

## POLICIES & PROCEDURES

### Grading Scale

The following GVSU psychology program-adopted grading scale will be used to assign final course grades:

A	=	100 – 93
A -	=	92 – 90
B +	=	89 – 87
B	=	86 – 83
B -	=	82 – 80
C+	=	79 – 77
C	=	76 – 73
C -	=	72 – 70
D+	=	69 – 65
D	=	64 – 60
F	=	< 60

*Note: There is not a “D -” grade in the scale used by the GVSU Psychology Department. You must earn at least 6% to pass this course.*

### Professor Policies on Written Work

All written assignments submitted to Dr. McDonald should adhere to the following guidelines:

- Heading should include student’s name (first and last), course w/section #, and submission date
- Cite all sources fully and correctly using APA 7th edition.
- Include a complete APA-formatted References page for any paper citing external sources.
- Unless noted otherwise, written assignments should be submitted electronically via Blackboard Ultra.
- Assignment due dates should be respected and followed. Late work is generally not accepted, unless a student has an unavoidable serious emergency that has been communicated to Dr. McDonald and an assignment extension approved. Please do everything that you can to turn assignments in on time, according to the stated due date. In general, late assignments are not accepted and will receive a grade of “0”.
- When you submit a written assignment with your name on it through your Blackboard Ultra account, I assume that it is solely your work and that you have cited to give credit to others’ work that you have integrated into your paper. Any instance of plagiarism will be reported and handled according to GVSU policy. Please, if you are in a bind and tempted to cheat/plagiarize, come and talk with me honestly. It is never a good idea to

cheat and plagiarize, and it is always the best choice to operate in a way that upholds your integrity.

- Every written assignment must include the detailed “AI Acknowledgement Statement” disclosing thoroughly how you used AI in the assignment. See the AI section of this syllabus for further details.
- Further information on GVSU academic honesty policies can be reviewed here: <https://www.gvsu.edu/catalog/navigation/academic-policies-and-regulations.htm#anchor-29>

## **Professor Policies on Exams**

All exams completed for Dr. McDonald should adhere to the following guidelines:

- Course exams will be administered electronically through Blackboard Ultra.
- Exams should be completed according to the syllabus schedule.
- Please do not make travel plans that conflict with course exam dates/times. Final exams are scheduled in accordance with GVSU’s master schedule and cannot be adjusted.
- In general, make-up exams are not available in this course. Make-up exams are given only in unavoidable emergency circumstances.
- When you submit an exam with your name on it through your BlackBoard Ultra account, I assume that it is solely your work. Any instance of cheating on exams will result in an exam grade of “0” and possible other penalties; it will further be reported and handled according to GVSU policy. It is never a good idea to cheat on an exam, and it is always the best choice to operate in a way that upholds your integrity. It is better to fail an exam honestly than to pass it by cheating.
- The final exam is cumulative.
- Students will not be allowed to review individual exams on their own, due to potential compromise of exams. Exam review will be limited to designated in-class review time or in individually scheduled office hour meetings with Dr. McDonald.

## **Extra Credit Policy**

Extra credit will not be offered in this course. There are many scheduled assignments where you can earn points, so please take full advantage and do your best work throughout the course to avoid a panicked situation near the end of the course. If you have concerns about how you are doing in the course, please make an appt. to talk with Dr. McDonald early to formulate a plan to improve your course performance.

## **Student Accessibility Policy and Resources**

Grand Valley State University strives to provide an inclusive environment across campus that is accessible to all individuals with a diverse range of abilities. As your instructor, it is my objective to facilitate opportunities within all class activities and programs because your success is important to me. If you are encountering difficulties that are interrupting your learning experience please feel free to make those known to me as soon as possible, as early planning is essential. If you feel that you need accommodations in this course, you must present a memo to me from Accessibility Resources, indicating the existence of a disability and the approved

accommodations. If the class meets in person, you should schedule a meeting with me during office hours to discuss your accommodations. If your class is online or hybrid, please forward your memo to me in an email and schedule a virtual or phone appointment with me to discuss your accommodations. Accommodations are not retroactive. If you have not already done so, please contact the Accessibility Resources office (215 CON) by calling (616) 331-2490 or by email to [dsrgvsu@gvsu.edu](mailto:dsrgvsu@gvsu.edu). Please note that I cannot provide accommodations based upon disability until I have received a copy of the Accessibility Resources issued memo. Furthermore, if you have a disability and think you will need assistance evacuating this classroom and/or building in an emergency, please make me aware so that the university and I can develop a plan to assist you. All discussions will remain confidential.

As your professor, I have a deep commitment to creating a safe learning space where everyone belongs and feels heard and valued. Even when (especially when) we don't agree, we can still practice civility and demonstrate respect and acceptance for our fellow humans.

### **Important GVSU Policies**

All GVSU Academic policies can be viewed at the following link:

<https://www.gvsu.edu/catalog/navigation/academic-policies-and-regulations.htm>

This includes but is not limited to

### **RESOURCES**

GVSU provides a large range of valuable resources to support students in their academic and vocational pursuits. Here are just a few of the key resources that are available to you, so please take advantage of them as the need arises:

- The Knowledge Market (Located in the Library: Assistance with Research, Writing and Presentations) <https://www.gvsu.edu/library/km/>
- The Tutoring and Reading Center <https://www.gvsu.edu/trc/>
- Mental Health Needs (Counseling Center) <https://www.gvsu.edu/counsel/>
- Financial Wellness (Money Smart Lakers) <https://www.gvsu.edu/moneysmart/>
- Financial Aid Issues <https://www.gvsu.edu/financialaid/>
- COVID information <https://www.gvsu.edu/lakerstogether/>
- Career Services (Career related events, resume writing, sample interviews): <https://www.gvsu.edu/careers/>
- Professional Advising (for major and graduation requirements, etc.): <https://www.gvsu.edu/clasadvising/>

**Psych Friends Peer-to-Peer Mentors:** Psych Friends mentors are upper-level psychology and behavioral neuroscience students who provide guidance and support in many areas, such as: effective studying and time management techniques, understanding the PSY and BNS major requirements, careers in the field, and the process of applying for graduate school. Visit <https://www.gvsu.edu/navigate> to schedule an online or in-person meeting today! Mentoring is available to psychology majors and to any student taking a psychology course.

## **Policy on Artificial Intelligence (AI)**

In the GVSU Psychology program, we treat AI-based assistance, such as ChatGPT and Copilot, the same way we treat collaboration with other people: you are welcome to talk about your ideas and work with other people, both inside and outside the class, as well as with AI-based assistants.

However, all work you submit must be your own. You should never include in your assignment anything that was not written directly by you without proper citation (including quotation marks and in-line citation for direct quotes). **To be clear: Under no circumstances should you submit AI-generated material for an assignment that is supposed to be your own original work. Doing so will result in failure of the assignment and repeated offenses will result in failure of the course and/or more serious academic consequences.**

Including anything you did not write in your assignment without proper citation will be treated as an academic misconduct case. If you are unsure where the line is between collaborating with AI and copying from AI, we recommend the following:

1. Never hit “Copy” within your conversation with an AI assistant. You can copy your own work into your conversation, but do not copy anything from the conversation back into your assignment. Instead, use your interaction with the AI assistant as a learning experience, then let your assignment reflect your improved understanding.
2. Do not have your assignment and the AI agent open at the same time. Similar to above, use your conversation with the AI as a learning experience, then close the interaction down, open your assignment, and let your assignment reflect your revised knowledge. This includes avoiding using AI directly integrated into your composition environment: just as you should not let a classmate write content directly into your submission, so also avoid using tools that directly add content to your submission.

For every written assignment, you will write and submit (at the end of your paper) a detailed “AI Acknowledgement Statement” disclosing thoroughly how you used AI in the assignment. This includes functions such as, but not limited to, generating ideas, searching for references/evidence, checking grammar/punctuation, creating visual to accompany written text, or more direct inclusion of AI-generated content. Following your paragraph description, you will include the following sentence: “By my inclusion of this sentence, I assert that this

paragraph accurately, honestly and fully describes how I utilized AI for this assignment. Signed, (including your full name and date). Assignments failing to include the paragraph explanation or the concluding signature/date will receive no credit for the assignment.

Typical Class Session Structure: I value creativity and engagement in my teaching; I also seek to help you build your “psychological tool belt” of strategies that you can use in your internship and work settings now and into the future. I work diligently to employ a spectrum of teaching methods to engage a diverse student group with a wide range of preferred modalities. As I plan each class session, I tend to draw from a menu of activities including but not limited to:

- Mini-skills demonstrations (each class session will begin with a brief skill description of demonstration)
- Direct instruction/lecture “nuggets” (no more than 15 minutes, typically)
- Think, pair and share (learning in pairs)
- Thought-writes (quick papers)
- Small group activities and discussions
- Case Study Application
- Problem-based learning
- Other creative teaching strategies such as jigsaw methods, debates, games
- Exit reflections in Google forms (we will do this every class session as part of your course engagement grade)

## PSY101 SCHEDULE - FALL 2025

DATE	FOCUS	Spotlight TOPICS	READING (Complete before class)	UNDERSTANDING, APPLYING, CREATING & WRITING	ASSIGNMENT (DUE Sunday @ 11:59 each week va BB)
<b>WEEK 1</b> Tuesday, 8/26/25	Course Introduction Activities			Student “Get to Know You” Paper and “Commitment to Succeed” Agreement with Personal Learning Objective	
Thursday, 8/28/25	Introduction to Key Themes in Psychology  Intro. To Whole-Person Wellness Model  <b>Quiz #1</b>	Weekly Wellness Introduction (No Journal Writing Due)	Psychology 2e, Chapter 1  Course Syllabus		
<b>WEEK 2:</b> Tuesday, 9/02/25	Psychological Research	Weekly Wellness Focus: Values & Purpose	Psychology 2e, Chapter 2		
Thursday, 9/04/2025	Biopsychology; The Human Brain  <b>Quiz #2</b>		Psychology 2e, Chapter 3		<i>Wellness Journal Writing-Values &amp; Purpose</i> <b>DUE Sunday 9/07</b>
<b>WEEK 3:</b> Tuesday 9/09/2025 *Online Class Today*	States of Consciousness	Weekly Wellness Focus: Soul, Faith & Spirituality	Psychology 2e, Chapter 4		



Thursday 9/11/2025	Sensation & Perception  <b>Quiz #3</b>		Psychology 2e, Chapter 5		<i>Wellness Journal Writing-Soul, Faith &amp; Spirituality</i> <b>DUE Sunday 9/14</b>
<b>WEEK 4:</b> Tuesday, 9/16/2025	<b>EXAM ONE (Covers Chapters 1-5)</b>	Weekly Wellness Focus: Nature			
Thursday, 9/18/2025	Learning  <b>Quiz #4</b>		Psychology 2e, Chapter 6		<i>Wellness Journal Writing (Nature)</i> <b>DUE Sunday 9/14</b>
<b>WEEK 5:</b> Tuesday 9/23/2025	Thinking & Intelligence	Weekly Wellness Focus: Learning & Curiosity	Psychology 2e, Chapter 7		
Thursday, 9/25/2025	Memory  <b>Quiz #5</b>		Psychology 2e, Chapter 8		<i>Wellness Journal Writing- Learning &amp; Curiosity</i> <b>DUE Sunday 9/28</b>
<b>WEEK 6:</b> Tuesday, 9/30/2025	Lifespan Development - Theories & Stages	Weekly Wellness Focus: Food & Culinary	Psychology 2e, Chapter 9	View “Babies” Documentary Film (stream via Amazon Prime, YouTube Movies, etc)	
Thursday, 10/02/2025	Emotion & Motivation  <b>Quiz #6</b>		Psychology 2e, Chapter 10		<i>Wellness Journal Writing-Food &amp; Culinary</i> <b>DUE Sunday 10/05</b>
<b>WEEK 7:</b> Tuesday, 10/07/2025	Personality	Weekly Wellness Focus: Water & Hydration	Psychology 2e, Chapter 11		
Thursday, 10/09  NO CLASS TODAY (Dr. McDonald presenting at conference)	<i>No quiz today - Study for Exam 2</i>				<i>Wellness Journal Writing- Water &amp; Hydration</i> <b>DUE Sunday 10/12</b>

<b>WEEK 8:</b> Tuesday, 10/14/2025	<b>EXAM TWO (Covers Chapter 6- 11)</b>	Weekly Wellness Focus: Community & Connection			
Thursday, 10/16/2025	Social Psychology		Psychology 2e, Chapter 12		<i>Wellness Journal Writing - Community &amp; Connection</i> <b>DUE Sunday 10/19</b>
<b>WEEK 9:</b> Tuesday, 10/21	<b>NO CLASS</b>	<b>FALL BREAK</b>  Weekly Wellness Focus: Creativity, Art & Music	<b>ENJOY!</b>		
Thursday, 10/23	Industrial- Organizational Psychology	Weekly Wellness Focus: Play, Humor & Delight	Psychology 2e, Chapter 13		<i>Wellness Journal Writing - Creativity, Art &amp; Music</i> <b>DUE Sunday 10/26</b>  <i>Wellness Journal - Play, Humor &amp; Delight</i> <b>DUE: Sunday 10/26</b>
<b>WEEK 10:</b> Tuesday, 10/28	Stress, Lifestyle and Health	Weekly Wellness Focus: Movement & Exercise	Psychology 2e, Chapter 14		
Thursday, 10/30	5-minute presentations (8)				<i>Wellness Journal Writing - Movement &amp; Exercise</i> <b>DUE Sunday 11/02</b>
<b>WEEK 11:</b> Tuesday, 11/04	<b>EXAM THREE (Covers Chapters 12- 14)</b>	Weekly Wellness Focus: Sleep, Rest & Sabbath			
Thursday, 11/06	Psychological Disorders  <b>Quiz #9</b>		Psychology 2e, Chapter 15		<i>Wellness Journal Writing - Sleep, Rest &amp; Sabbath</i> <b>DUE Sunday 11/09</b>
<b>WEEK 12:</b>	Student 5-		Psychology 2e,		

Tuesday, 11/11	minute presentations (8)	Weekly Wellness Focus: Solitude, Silence & Reflection	Chapter 15		
Thursday, 11/13	Therapy & Treatment  <b>Quiz #10</b>				<i>Wellness Journal Writing - Solitude, Silence &amp; Reflection</i> <b>DUE Sunday 11/16</b>
<b>WEEK 13:</b> Tuesday 11/18	Student 5- minute presentations (8)	Weekly Wellness Focus: Mental Health & Mindfulness			
Thursday, 11/20	Student 5- minute presentations (8)				<i>Wellness Journal Writing - Mental Health &amp; Mindfulness</i> <b>DUE Sunday 11/23</b>
<b>WEEK 14:</b> Tuesday, 11/25	Student 5- minute presentations (8)	Weekly Wellness Focus: Gratitude, Generosity & Giving			
Thursday, 11/27	<b>NO CLASS</b>	<b>HAPPY</b>	<b>THANKSGIVING</b>		<i>Wellness Journal Writing - Learning &amp; Curiosity</i> <b>DUE Monday 12/01</b>
<b>Week 15:</b> Tuesday, 12/02	Student 5- minute presentations (8)	Weekly Wellness Focus: Travel, Exploration & Adventure			
Thursday, 12/04	Psychology Course Conclusion <b>Quiz #12</b>				<i>Wellness Journal Writing - Travel, Exploration &amp; Culture</i> <b>DUE Sunday 12/07</b>
Tuesday, 12/09	<b>FINAL EXAM (Cumulative)</b>				

*(Note: Instructor reserves the right to adjust schedule if the need arises)*

## **APPENDIX 1: Enrichment Activities: Learning about Psychological Research**

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.
- Option 3 involves participating in Psych Friends meetings and activities (you can earn up to one EA credit for Psych Friends involvement, and each meeting/session earns .5 credit)

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, by participating in a brief online study (30 minutes or fewer) you would earn ½ of an EA credit whereas 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. You may complete the EA requirement using any combination of EA types, however, at least two full credits 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 week of class, please contact the Lab Supervisor, Hannah Todd, at [psychlab@gvsu.edu](mailto:psychlab@gvsu.edu). 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/psy-101-participation-in-research-sona-435.htm>

Screening Instrument: Once you receive your User ID and password, you will be able to immediately earn .5 credits by completing an online prescreening questionnaire. This is a short questionnaire used by some researchers to determine your participation eligibility for studies carried out throughout the semester. You must be 18 or older to complete the prescreen survey. You are not required to complete it, but doing so increases the number of studies you will be able to choose from during the semester. You can complete the prescreen at any time from the My Profile tab on the blue bar at the top of the page, however, completing it early (within the first two weeks of class) ensures that you will have access to the widest variety of EA activities within the Sona System.

Enrichment Activity Deadline The last day to complete your EA requirement is Friday, December 5th @ 5:00pm. If you have questions regarding any aspect of the Enrichment Activities, please contact the Lab Supervisor Hannah Todd, who can be

reached in the Psychology Department Office (2224 Au Sable Hall, 616-331-2427) or by sending an email to [psychlab@gvsu.edu](mailto:psychlab@gvsu.edu).

**Psych Friends:** 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).

## **APPENDIX #2: Structured Learning Assistance (SLA) Program Expectations**

### **What is SLA?**

*Structured Learning Assistance (SLA) is a form of peer-led supplemental instruction that focuses on collaboration, group learning, and interaction to help students succeed in historically difficult courses with high rates of poor grades or withdrawals.*

### **What are SLA workshops?**

*SLA workshops provide students with course-specific learning and study strategies like notetaking, testtaking, reading skills, etc. as well as structured review and study time with a group of peers. The goal of the SLA program is to help students build foundational knowledge and skills that will improve their course performance now and in the future.*

### **What are the benefits of SLA?**

*While the data changes every semester, students who enroll in an SLA section of a course and attend workshops regularly, typically gain:*

- A greater sense of community and belonging
- Higher test and final course grades
- A deeper understanding of course content
- Positive study habits and reading skills
- A positive relationship with a peer tutor/mentor

### **What should I expect from the SLA workshops?**

These are all about active engagement and discussion, so attendance AND participation are important. Students should expect to:

- 1) Bring their textbooks/notes to workshops;
- 2) Participate fully and actively;
- 3) Work with other students and/or individually when asked;
- 4) Work only on PSY 101 course material during the workshop;
- 5) Address the Peer Facilitator respectfully;
- 6) Treat classmates respectfully;

7) Strive for a positive attitude about your learning

### **Who is the Peer Facilitator for this section of PSY 101?**

Grace Groothuis, who you met briefly in our first class, will be working with students in my section this semester. You will see your SLA facilitator during our PSY 101 lecture sections, and he/she will be leading the SLA workshop sessions. Your SLA facilitator and Dr. Kowalczyk will be working closely throughout the semester to ensure SLA workshops are informative and interesting, and that student needs are addressed. You can connect with your SLA facilitator before and after lecture and workshops and via email. Please see the "About this Course" section of our Blackboard site for your facilitator's information.

Here are some things you can expect from your SLA Workshop Peer Facilitator...

- 1) Attend all lecture class sessions (a great way to touch base with him/her if you have questions).
- 2) Prepare weekly workshop sessions that address difficult course content, engage students in active learning activities, and build important learning and study strategies.
- 3) Answer questions about course material.
- 4) Advise students on relevant resources available from GVSU.

But your SLA Facilitator is NOT a teaching assistant, and IS NOT responsible for...

- 1) Re-lecturing on material covered during the lecture class sessions.
- 2) Teaching lecture class sessions in the professor's absence.
- 3) Answering questions about grades or course requirements (like when certain assignments are due). Instead, consult the syllabus and BB for this, or ask your professor.
- 4) Grading assignments and exams.
- 5) Providing late work/make-up accommodations.

### **When do SLA workshops meet?**

*This section's SLA sessions will meet in in **MAK A - 2165 (Mackinac Hall, 2nd floor)**; each student has been assigned to one of the following SLA sessions (see student course schedule):*

*Tuesday 3-3:50PM*

*Thursday 6-6:50PM*

### **Do I have to attend the SLA workshop each week?**

*The short answer is YES. The longer answer is IT DEPENDS. Below is the detailed attendance policy created by the Tutoring & Reading Center for SLA workshops.*

*\*Please note that the attendance policy for SLA workshops is DIFFERENT from the attendance policy for lecture class sessions.*

- *All students are required to attend weekly SLA workshops until Exam #1 grades are posted.*

- *After Exam #1 grades are posted, students with an exam grade of a B or higher (so, 83% or higher) are excused from weekly SLA workshops, although they are strongly encouraged to continue attending.*
- *After Exam #1, if a student's exam grade falls below a B (so, below 83%), they will be required to continue attending weekly SLA workshops.*
- *No more than 3 unexcused absences from the weekly SLA workshops will be permitted during the semester. Students who exceed their allowable number of unexcused absences will receive an F in their PSY 101 course.*
- *Attendance for the complete workshop session is required. A student who arrives more than 15 minutes late or leaves more than 5 minutes early will be marked as absent.*
- **THANK YOU FOR YOUR PARTICIPATION IN THE SLA PROGRAM AND FOR YOUR COMMITMENT TO YOUR EDUCATION!**