

Grand Valley State University
Introductory Psychology (PSY-101)
Sections: 65 & 35
Winter 2025

INSTRUCTOR INFORMATION

Professor: Mariceli O'Neill, PsyD

Preferred Name: Dr./Professor Mariceli O'Neill (pronouns: she/her/hers)

Phone: 616-331-2970

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

Office: 2138 Au Sable Hall

Student Hours/Appointments: Student hours will be held Tuesdays from 11:30am -2:00pm and Wednesdays from 1:00pm – 4:00pm in my office or via Zoom (previously schedule). If you cannot meet during these times, please contact me to discuss other possibilities.

COURSE BASICS

Meeting Time and Place: Each section of PSY 101 will meet as follows for lecture:

PSY 101-65: Tuesdays and Thursdays 8:30-9:45am in 2302 Au Sable Hall (ASH)

PSY 101-35: Tuesdays and Thursdays 10:00am-11:15am in 2302 Au Sable Hall (ASH)

**Please refer to your course schedule in Banner for your specific Structured Learning Assistance (SLA) workshop day and time, which you will be required to attend in addition to lectures.*

Textbook: Our course will be using *Psychology 2e* by Spielman, Jenkins, and Lovett (made available by OpenStax). This textbook is REQUIRED and is available to you FREE OF CHARGE via the following link: <https://openstax.org/details/books/psychology-2e>. You will not need to purchase the physical copy of the textbook unless you would prefer to do so. A physical copy of the textbook will be available in Reserve at the library. Please note that the physical copy do not have the recent revisions made to the digital form of the textbook.

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 is scheduled to meet in person. Access to the Blackboard Learning Management System is required for this course. Students will also use their laptop or tablet to complete exams. I strongly encourage you to seek out: 1) regular access to a computer or tablet, and 2) a reliable, high-speed internet connection. If you do not have access to a computer or reliable internet, please let me know and/or review the resources available to you on Blackboard (see “Student Resources” folder). I also include these resources in this syllabus. These resources include information about on-campus computer labs, Special Circumstances and Financial Hardship funds, etc.

The use of phones is allowed only when necessary for class participation, such as participating in polls or other interactive activities. It's important to stay focused and engaged, and I ask that you use your devices responsibly and solely for academic purposes while in class.

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.

Classroom Etiquette: I am committed to creating a learning environment that acknowledges and appreciates diverse perspectives. I encourage all students to collaborate with me in shaping a class culture centered on open communication, mutual respect, and inclusivity. Together, as a class, we will engage in discussions with respect and civility. While disagreements and academic debates are anticipated and encouraged, personal attacks are unequivocally unacceptable. My goal is to maintain an open and inviting classroom environment for every student.

I strongly encourage you to ask questions or share your thoughts during lectures. If something isn't clear or requires further explanation, please don't hesitate to speak up—this helps me identify areas that might need more attention, and its likely others may have the same question.

Course Communication:

- a. Communication regarding the course will occur through Blackboard and GVSU email. You are expected to **regularly (i.e., every day)** check your GVSU email and Blackboard account for important course materials, information, and updates. My policy is to try to respond to your email within 24 hours on weekdays and 24 to 36 hours on weekends. For questions best answered in person, I will ask you to attend my office hours or set up an alternate time to meet with me. I expect that emails be drafted in a careful, considerate manner such that they reflect an email to a professor and not to a friend. I will also respond in this same professional manner. I believe that this communication is very good practice for future professional communications.

- b. In the spaces below, please take down two students' contact information in your class. If you have a question regarding class material, expectations, etc. or if you miss a class, this is also an opportunity to get notes from someone else in class.

Name: _____ Email/Phone: _____

Name: _____ Email/Phone: _____

Class Cancellations procedures:

Weather - If there is an unexpected cancelation of class due to weather, we will meet on Blackboard Collaborate for the class period. This is an online real-time forum in which you will log in to the class and then watch me give the lecture and be able to participate in discussion through the online forum. The link can be found on Blackboard under "Blackboard Collaborate" and then you would click on "Join Room." Please note that Collaborate works best when using Google Chrome as your web browser.

Other reasons - In the event that I need to cancel a class due to unexpected personal reasons, such as illness, childcare issues, or other emergencies, I will notify you as soon as possible via your GVSU email and through Blackboard messages/announcements. Along with this notification, I will provide specific instructions on what you should work on independently before our next class meeting. Please check your email and Blackboard regularly to stay informed.

School-Life Conflict: Numerous students encounter educational barriers due to work commitments, family responsibilities, or unexpected personal challenges. If you are facing difficulties that affect your success in this course or your undergraduate studies in general, please don't hesitate to contact me. In the event you cannot attend my student hours, feel free to email to schedule a convenient time.

You can expect your professor to...

- 1) Present interesting information clearly and in an organized fashion.
- 2) Facilitate your efforts to learn the material.
- 3) Be responsive to questions and concerns.
- 4) Facilitate a safe, respectful, and curiosity-driven learning environment.

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) Regularly attend class sessions
 - 5) Take notes during classes and when reading/studying
 - 6) Study regularly throughout the week
 - 7) Communicate your questions and concerns
 - 8) Be respectful

- Going a step further:
- 1) Meet with your professor to discuss your understanding of the material
 - 2) Review concepts that you missed on assignments, exams, etc.
 - 3) 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. PSY 101 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 (i.e., 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), two 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. I am available to discuss study tips and strategies if you have any difficulties in this area.

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).

GRADING POLICY

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

Course Activity	Point Value	My Score (keep track):
Syllabus Quiz	10	
Exam #1	100	
Exam #2	100	
Exam #3	100	
Lecture Attendance (15 class sessions x 2 pts each)	30	
Homework Assignments (4 x 15 pts each)	60	
Learning Extension Activities (10 activities x 3pts each)	30	
Enrichment Activities (4 activities x 10 pts each)	40	
Extra Credits Points (optional)	10	
Total	470 (not including the extra credit)	

Exams: There will be three non-cumulative exams in this course. All exams are worth 100 points and will include 50 multiple-choice questions valued 2 points each.

Make-up exams are only allowed in the case on an unavoidable emergency and **ONLY** at my discretion. An unavoidable emergency may include the following: serious illness, funeral, unexpected car trouble. In order to make up an exam, you **must have documentation**. Documentation can include: a doctor's note, towing or car repair receipt, program from funeral, etc. You must provide this documentation within 24 hours of the missed exam. If you are aware you will need to miss class for a medical reason or university-sponsored event, you must provide **at least one week** notice with documentation. Please note that make-up exams must be completed within 1 week of the scheduled exam date. **Failure to notify me in advance, provide documentation, or complete the exam within the time frame, will result in a zero.**

Lecture Attendance: Students that regularly attend lecture class sessions and who are “present” in class – attentive, taking notes, thinking about the material – are much more likely to succeed. To encourage attendance. You will earn 2 points per day of attendance if you were participating and engage during the lecture. How this will be measure? by observation of behaviors such as paying attention, answering questions, not falling asleep or visibly distracted by the use of electronics, etc., sign in attendance and lastly be physically present in the classroom for at least 65 minutes out of the 75 minutes length of the lecture.

Homework Assignments: Students are required to complete 4 out of a possible 13 homework assignments (available on Blackboard). These assignments involve answering approximately 4 to 6 short-answer questions that correspond to the textbook chapter and other course materials. You can choose which four homework assignments you want to complete. You can also earn extra credit by distributing this homework workload across the semester: Students can earn a maximum of 10 EC points for an additional HW assignment completed before Exam #2. Students are ultimately responsible for keeping track of the number of assignments completed. Each assignment is due on the LAST day the topic is discussed for the week (Sunday by 11:59pm).

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.

Learning Extension Activities: To encourage active engagement and application of the materials covered throughout the semester, students will complete learning extension activities (LEA's) for specific subject topic. These will assess understanding and use of content covered in class sessions. LEA's will be introduced in class and posted on the BB. LEA's will be graded using the following rubric: 3 (good understanding; accurate and very thoughtful and detailed), 2 (basic understanding), 1 (limited understanding), or 0 (no understanding or did not turn in). A more thorough rubric can be reviewed with each LEA in Blackboard.

Late Work/Make-up Policy: The deadline for LEA's is 11:59pm on the due date. Late LEA's will docked 1 point each day late 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 10 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 at the end of the syllabus. All PSY 101 students at GVSU are required to earn 4 enrichment activity credits. In our course, each credit will be worth 10 points, equaling 40 points total.

Late Work/Make-up Policy: The deadline is April 18th, 2025 at 5pm this was established by the PSY Department and applies to all sections of PSY 101. Given enrichment activities can be

completed throughout the semester, there are no make-up opportunities for this assignment and late assignments are not accepted.

Grades will be as follows:

93% and above	A	77-79%	C+
90-92%	A-	73-76%	C
87-89%	B+	70-72%	C-
83-86%	B	67-69%	D+
80-82%	B-	60-66%	D
		59% or below	F

Grades in the class are based on points earned in the class which reflect exact percentage points (i.e., 1 point in the class is equal to 1% in the class). There is no curve in this class. If your grade is at the .5 mark, I will round up (i.e., 86.5 will be rounded up to 87). I will not adjust your grade in any other way. **Please do not ask at the end of the semester.**

COURSE POLICIES AND RESOURCES

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

Withdrawing from a Course: The ultimate deadline for withdrawing from this course (or any course at GVSU) is Friday, March 21, 2025 at 5pm.

Mask Policy: GVSU is currently under an Alert Level 0, which means that students and professors can choose to wear masks in classrooms if they wish, and are required to wear masks if exposed to COVID-19 or showing symptoms. Students and faculty members may be required to wear a mask at all times during class if the alert level rises. Masks are available at campus offices. [GVSU's policy on face coverings](#) is posted on the Lakers Together website. Students unable to wear a face covering due to a medical condition should contact Student Accessibility Resources (SAR) to discuss their situation.

Accommodations for Late Work/Make-Ups: Attendance and participation in class activities is important for your success in this course. 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/assignment 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 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
- 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 Blackboard, 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!

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) **Homework Assignments/LEA's:** Homework Assignments and LEA's will be posted in corresponding folders on BB.
- 3) **Announcements:** All major announcements and reminders will be posted on BB. Announcements posted on BB are also sent to students via email.

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, etc.). 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.

Accommodations: 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 Student Accessibility Resources (SAR), indicating the existence of a disability and the approved accommodations. Accommodations are not retroactive. If you have not already done so, please contact the Student Accessibility Resources office (215 CON) by calling (616) 331-2490 or by email to access@gvsu.edu. Please note that I cannot provide accommodations based upon disability until I have received a copy of the SAR 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.

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 an exam, completing individual assignments together, etc.) 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.

Statement on AI: 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). 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:

- 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.
- 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 in your composition environment: just as you should not let a classmate write content directly into your submission, so avoid using tools that directly add content to your submission.

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.

APPENDIX #1: PSY Winter 2025 COURSE SCHEDULE

This schedule is subject to change and students are responsible for any changes announced in class or on our course Blackboard site.

<u>Class Meetings</u>	<u>Topic/Readings</u>	<u>Important Dates</u>
January 7, 9	Welcome & Introduction Chapter 1	Complete Syllabus Quiz- due Jan 12 @11:59pm
14, 16	Psychological Research Chapter 2	Psychological Research LEA & Chapter 2 Homework- due Jan 19 @11:59pm
21, 23	Biopsychology Chapter 3	Biopsychology LEA & Chapter 3 Homework- due Jan 26 @11:59pm
28, 30	States of Consciousness Chapter 4	Consciousness LEA & Chapter 4 Homework- due Feb 2 @11:59pm
February 2, 6	Sensation and Perception Chapter 5	Sen./Percep. LEA & Chapter 5 Homework- due Feb 9 @11:59pm
11	EXAM #1	
13, 18, 20	Learning Chapter 6	Learning LEA & Chapter 6 Homework due Feb 23 @11:59pm
20, 25	Thinking & Intelligence Chapter 7	Think./Intell. LEA & Chapter 7 Homework- due March 2 @11:59pm
27	Memory Chapter 8	Memory LEA & Chapter 8 Homework due March 10@11:50pm
March 2-9	--	No Class—Spring Break
11, 13	Lifespan Development Chapter 9	Lifespan LEA & Chapter 9 Homework due March 16 @11:59pm
18, 20	Emotion and Motivation Chapter 10	No LEA or homework for this chapter.
25	EXAM #2	
27	No Class in person Assigned reading Personality Chapter 11	Personality LEA & Chapter 11 Homework due March 30 @ 11:59pm
April 1, 3	Social & Industrial Organizational Psychology Chapters 12 and 13	Social Psych. and Indust./Org. LEA & Chapters 12/13 Homework due April 6 @11:59pm
8, 10	Psychological Disorders Chapter 15	Psy. Dis. LEA & Chapter 15 Homework due April 13 @11:59pm
15	Stress, Lifestyle, & Health Chapter 14	No LEA or homework for this chapter.
17	Therapy and Treatment Chapter 16	No LEA or homework for this chapter.
Friday, April 18 at 5pm	Last Day for Enrichment Activities (SONA)	
FINAL EXAM SCHEDULE: PSY 101 Section 65 – 4/24/25 from 8am - 9:50am, PSY 101 Section 35 – 4/24/25 from 10am - 11:50am		

APPENDIX #2:

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.
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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.

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, April 11 @ 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.

APPENDIX #3:

Structured Learning Assistance (SLA) Program Expectations

What is SLA? What are SLA workshops? 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. SLA workshops provide students with course-specific learning and study strategies like notetaking, test-taking, 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 PSY 101? I am lucky to be working with two separate facilitators this semester! Maddie Schroeder will be working with students in lecture section 65 and Chloe Martin will be working with students in lecture section 35. You will see your SLA facilitator during our PSY 101 lecture sections, and she will be leading the SLA workshop sessions. Your SLA facilitator and Dr. O'Neill 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? Please see the “About this Course” section of our Blackboard site and/or refer to your course schedule in Banner for your specific Structured Learning Assistance (SLA) workshop day and time.

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 SOMEWHAT DIFFERENT from the attendance policy for lecture class sessions.

Further information regarding attendance to SLA sessions will be discuss on our next lecture on 01/09/2025.

THANK YOU FOR YOUR PARTICIPATION IN THE SLA PROGRAM AND FOR YOUR COMMITMENT TO YOUR EDUCATION!