



**Program Area:** Psychology

**Course Number:** PSY 101

**Course Title:** Introductory Psychology

**Term/Year:** Fall 2023

**Course Location:** Online

**Day & Time:** M/W/F 1 pm to 1:50 pm (Fridays will vary between asynchronous & synchronous)

**Instructor:** Carla A. Kevern (Pronouns: she/her/hers)

**Office Hours:** By zoom, Email to set appointment

**Phone:** 231-215-3877

**Email:** [kevernca@gvsu.edu](mailto:kevernca@gvsu.edu) (expect a response within 24 hours on weekdays)

**Course Overview:** This course will introduce psychological theories, research methodologies, and applications – the study of human behavior. We will cover many topics; subsequently, some students consider the course rigorous and challenging. However, it is essential 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 others' behavior. You are encouraged to apply your knowledge of the material to your lives and the world.

**Textbook: Psychology 2e through openstax.**

Textbook link: <https://openstax.org/details/books/psychology-2e>

### Helpful Resources

<https://ed.ted.com/lessons?category=biological-bases-of-behavior>

<https://ed.ted.com/lessons/the-quest-to-understand-consciousness-antonio-damasio#discuss>

<https://ed.ted.com/lessons/what-percentage-of-your-brain-do-you-use-richard-e-cytowic>

<https://courses.lumenlearning.com/suny-hvcc-psychology-1/chapter/outcome-sensation-and-perception/>

### Technology Requirements:

1. Access to Blackboard Learning Management System
2. Regular access to a computer or tablet
3. Reliable, high-speed internet connection
4. A computer with a video camera and microphone

**\*\*If you do not have a computer or reliable internet access, please contact me and/or review the resources available on campus, including on-campus computer labs.**

**Class Format:** The class sessions will utilize lectures, discussions, and 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 essential concepts within the text, students are strongly encouraged to complete assigned readings **before** the corresponding lecture and attend all class sessions. Educational research suggests that students should devote around two to four hours per credit hour they take. PSY101 is a three-credit course, so this

equates to spending around six to nine hours a week on this class, which includes time spent in the classroom.

**This course includes:**

1. Assigned reading (Approximately two hours per week)
2. Three class sessions per week (Approximately two and a half hours per week)
3. Additional assignments (Approximately half an hour per week)

\*\*Please consider how the remaining one to four hours of this course are spent.

<b>Course Objectives (Outcomes):</b>	
<b>Subject</b>	<b>Outcomes</b>
History and Careers of Psychology	<ol style="list-style-type: none"> <li>1. Students will describe key events in the history of psychology</li> <li>2. Students will describe the major concepts and areas of psychology</li> <li>3. Students will describe potential careers in the field of psychology</li> </ol>
Psychological Research	<ol style="list-style-type: none"> <li>1. Students will describe the use of research in the field of psychology</li> <li>2. Students will describe the research methods and subsequent components utilized by psychologists</li> <li>3. Students will describe the regulation and ethics of psychological research.</li> </ol>
Biopsychology	<ol style="list-style-type: none"> <li>1. Students will describe the basics of biology as it pertains to human behavior</li> <li>2. Students will describe the gene X environment interaction of psychology.</li> </ol>
States of Consciousness	<ol style="list-style-type: none"> <li>1. Students will define consciousness and the influence of sleep and substances on consciousness.</li> <li>2. Students will describe the implications of sleep and substances on human behavior.</li> </ol>
Sensation and Perception	<ol style="list-style-type: none"> <li>1. Students will describe the Gestalt Principles of Perception.</li> <li>2. Students will define the components of sensations and perceptions</li> </ol>
Learning	<ol style="list-style-type: none"> <li>1. Students will define operant and classical conditioning.</li> <li>2. Students will define the variables involved in each type of learning (e.g., antecedent, behavior, consequence, stimulus)</li> </ol>
Thinking and Intelligence	<ol style="list-style-type: none"> <li>1. Students will define cognition, language, problem solving, and components of each.</li> <li>2. Students will briefly describe the theories of intelligence and tools to measure intelligence.</li> </ol>
Memory	<ol style="list-style-type: none"> <li>1. Students will identify the function and parts of memory.</li> <li>2. Students will describe events and stimuli that enhance or interfere with memory.</li> <li>3. Students will describe the types of memory.</li> </ol>
Lifespan Development	<ol style="list-style-type: none"> <li>1. Students will describe components of lifespan development theories.</li> <li>2. Students will describe the stages of development and how this development relates to pathology.</li> </ol>

Emotion and Motivation	<ol style="list-style-type: none"> <li>1. Students will describe the types of motivation and factors evoking and inhibiting motivation.</li> <li>2. Students will describe the biological influences of motivation, the sexual response cycle, and implication of sexual orientation and gender identity.</li> </ol>
Personality	<ol style="list-style-type: none"> <li>1. Students will describe the basic factors of each personality development theory.</li> <li>2. Students will integrate theories while considering evidence-based practices to describe the development of personality.</li> </ol>
Social Psychology	<ol style="list-style-type: none"> <li>1. Students will understand basic concepts of social psychology (e.g., biases and bystander effect)</li> <li>2. Students apply the concepts of social psychology to everyday situations.</li> </ol>
Industrial Organizational Psychology	<ol style="list-style-type: none"> <li>1. Students will describe the usage of industrial and organizational psychology.</li> <li>2. Students will describe the application and considerations of Industrial Organizational Psychology.</li> </ol>
Stress, Lifestyle, and Health	<ol style="list-style-type: none"> <li>1. Students will describe the brain-body relationship of stressors.</li> <li>2. Students will describe coping strategies for stress.</li> </ol>
Psychological Disorders	<ol style="list-style-type: none"> <li>1. Students will describe the usage of the DSM and the changes overtime.</li> <li>2. Students will briefly describe key characteristics of common diagnostic categories.</li> <li>3. Students will describe overlapping features of diagnoses and the benefits of an integrative comprehensive diagnostic model.</li> </ol>
Therapy and Treatment	<ol style="list-style-type: none"> <li>1. Students will describe the different types of treatment modalities.</li> <li>2. Students will describe the implication of culture on treatment modalities and symptom presentation.</li> </ol>

Date(s)	Chapter(s)	Topic(s)	Assignments Due
8/28/2023 Week 1	8/28/2023 - Chapter 1 8/30/2023 - Chapter 2 9/1/2023 - Labor Day break – <b>NO CLASS</b>	History and Careers of Psychology  Psychological Research	<b>Introduction Video</b> due 8/30/2023 @ 11:59 pm  <b>Introduction Video Comments</b> <b>Due 9/3/2023 @ 11:59 pm</b>  <b>Syllabus Quiz</b> due 9/2/2023 @ 11:59 pm
9/4/2023 Week 2	9/4/2023 - Labor Day break – <b>NO CLASS</b> 9/6/2023 - Chapter 3 9/8/2023 - Chapter 5 - <b>NO Live Class</b>	Biopsychology  Sensation and Perception	<b>Discussion Post</b> due 9/6/2023 @ 11:59 pm  <b>Discussion Comments</b> <b>Due 9/9/2023 @ 11:59 pm</b>  <b>Quiz</b> due 9/8/2023 @ 11:59 pm

	- Watch posted videos in module with activity		
9/11/2023 Week 3	9/11/2023 - Chapter 4 9/13/2023 - Chapter 6 9/15/2023 - Chapter 6 Cont.	States of Consciousness  Learning	<b>Discussion Post</b> due 9/13/2023 @ 11:59 pm  <b>Discussion Comments</b> <b>Due</b> 9/16/2023 @ 11:59 pm  <b>Quiz</b> due 9/15/2023 @ 11:59 pm
9/18/2023 Week 4	9/18/2023 - Chapter 7 9/20/2023 - Chapter 7 9/22/2023 - Chapter 7 - <b>NO Live Class</b> - Watch posted videos in module with activity	Thinking and Intelligence	<b>Discussion Post</b> due 9/20/2023 @ 11:59 pm  <b>Discussion Comments</b> <b>Due</b> 9/23/2023 @ 11:59 pm  <b>Quiz</b> due 9/22/2023 @ 11:59 pm
9/25/2023 Week 5	9/25/2023 - Chapter 8 9/27/2023 - Chapter 8 9/30/2023 - Chapter 8	Memory	<b>Discussion Post</b> due 9/27/2023 @ 11:59 pm  <b>Discussion Comments</b> <b>Due</b> 9/31/2023 @ 11:59 pm  <b>Quiz</b> due 9/30/2023 @ 11:59 pm
10/2/2023 Week 6	10/2/2023 - Chapter 9 10/4/2023 - Chapter 9 10/6/2023 - Chapter 9	Lifespan Development	<b>Discussion Post</b> due 10/4/2023 @ 11:59 pm  <b>Discussion Comments</b> <b>Due</b> 10/07/2023 @ 11:59 pm  <b>Quiz</b> due 10/06/2023 @ 11:59 pm
10/9/2023 Week 7	10/9/2023 - Study Guide/Review 10/11/2023 - Study Guide/Review 10/13/2023 - Study Guide/Review		<b>Exam</b> due 10/13/2023 @ 11:59 pm
10/16/2023 Week 8	10/16/2023 - Chapter 10 10/18/2023 - Chapter 10 10/20/2023 - Chapter 10	Emotion and Motivation	<b>Discussion Post</b> due 10/18/2023 @ 11:59 pm  <b>Discussion Comments</b> <b>Due</b> 10/21/2023 @ 11:59 pm  <b>Quiz</b> due 10/20/2023 @ 11:59 pm

10/23/2023 Week 9	10/23/2023 - Fall break – <b>NO CLASS</b> 10/25/2023 - Chapter 11 10/27/2023 - Chapter 11	Personality	<b>Discussion Post</b> due 10/25/2023 @ 11:59 pm  <b>Discussion Comments</b> <b>Due</b> 10/28/2023 @ 11:59 pm  <b>Quiz</b> due 10/27/2023 @ 11:59 pm
10/30/2023 Week 10	10/30/2023 - Chapter 12 11/1/2023 - Chapter 12 11/3/2023 - Chapter 12	Social Psychology	<b>Discussion Post</b> due 11/1/2023 @ 11:59 pm  <b>Discussion Comments</b> <b>Due</b> 11/4/2023 @ 11:59 pm  <b>Quiz</b> due 11/3/2023 @ 11:59 pm
11/06/2023 Week 11	11/06/2023 - Chapter 13 11/08/2023 - Chapter 13 11/10/2023 - Chapter 13 - <b>NO Live Class</b> - Watch posted videos in module with activity	Industrial Organizational Psychology	<b>Discussion Post</b> due 11/8/2023 @ 11:59 pm  <b>Discussion Comments</b> <b>Due</b> 11/11/2023 @ 11:59 pm  <b>Quiz</b> due 11/20/2023 @ 11:59 pm
11/13/2023 Week 12	11/13/2023 - Chapter 14 11/15/2023 - Chapter 14 11/17/2023 - Chapter 14	Stress, Lifestyle, and Health	<b>Discussion Post</b> due 11/15/2023 @ 11:59 pm  <b>Discussion Comments</b> <b>Due</b> 11/18/2023 @ 11:59 pm  <b>Quiz</b> due 11/17/2023 @ 11:59 pm
11/20/2023 Week 13	11/20/2023 - 11/22/2023 - Thanksgiving break – <b>NO CLASS</b> 11/24/2023 - Thanksgiving break – <b>NO CLASS</b>		

11/27/2023 Week 14	11/27/2023 - Chapter 15 11/30/2023 - Chapter 15 12/1/2023 - Chapter 15	Psychological Disorder	<b>Discussion Post</b> due 11/30/2023 @ 11:59 pm  <b>Discussion Comments</b> <b>Due</b> 12/2/2023 @ 11:59 pm  <b>Quiz</b> due 12/01/2023 @ 11:59 pm
12/4/2023 Week 15	12/4/2023 - Chapter 16 12/6/2023 - Chapter 16 12/8/2023 - Chapter 16	Therapy and Treatment	<b>Discussion Post</b> due 12/6/2023 @ 11:59 pm  <b>Discussion Comments</b> <b>Due</b> 12/9/2023 @ 11:59 pm  <b>Quiz</b> due 12/08/2023 @ 11:59 pm
12/11/2023 Week 16	12/11/2023 - Study Guide/Review 12/13/2023 - Study Guide/Review 12/15/2023 - Study Guide/Review		<b>Exam</b> due 12/16/2023 @ 11:59 pm

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

### Assignments:

**Quizzes (10 points)** Each Monday of each week, a 10-question multiple-choice quiz is posted to Blackboard. *These quizzes will cover important information from your readings and will be due every Friday.* You must complete the readings and review the quiz questions, as these quizzes will help better prepare you for the two exams.

**Discussions (5 points)** Each week, the students will complete a discussion post in the appropriate section on Blackboard for that week. These posts should include five questions and comments total about the readings. *One of the comments must explain how you would apply the week's topic to your current or future career.* The discussion posts will be due on Wednesday of that week. Include the readings in your discussions to gain full points.

**Discussion Comments (5 points)** The students are expected to post discussion comments responding to their classmates' discussion posts each week. These comments should answer at least one of your classmates' discussion post questions. *Each student must comment on at least three discussion posts per week to receive full credit.* Thus, each student should have three separate comments each week. These discussion comments will be due every Saturday.

Below is the grading rubric that will be used for the discussion and discussion comments:

<b>Points Given:</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>0</b>
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<b>Clarity:</b> The student communicates clearly and effectively. The use of linguistic conventions (grammar, syntax, organization) and of language enable the reader to follow the argument.	Very clear – all points understood	Mostly clear	Kind-of clear	Not very clear	Did not complete
<b>Accuracy:</b> Student demonstrates accurate knowledge and understanding of the definitions and their relationships.	Concepts described accurately	Mostly accurate	Kind-of accurate	Not very accurate	Did not complete
<b>Detailed/Specific:</b> Student adequately develops their ideas with an appropriate length.	Very detailed	Mostly detailed – some gaps	Kind-of detailed	Not very detailed	Did not complete
<b>Classmate Response:</b> The student responds to their classmates' posts in a thoughtful manner. (minimum 50 words)	Thoughtful response-detailed explanation	Mostly detailed/ Thoughtful but some gaps	Kind-of detailed	Not very detailed, minimum requirement not met	Did not complete

**Enrichment Activity (5 points each/20 points total).** Students will complete four credits of enrichment activities of their choosing, worth five 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.

**General Education Assessment (10 points).** 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 critical 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).

**Exams (50 points).** Students will complete two exams throughout the course. These exams may include multiple-choice, matching, true and false, fill-in-the-blank, and essays. The first exam will be open for five days and close on a Friday. The second exam will be available for six days and close on a Saturday. Students have a two-hour time limit to complete each exam. Study guides will be provided.

**Late Work/Make-up Policy:** Given enrichment activities can be completed throughout the semester, there are no make-up opportunities for this assignment, and late assignments are not accepted. In general, deadlines for assignments are at 11:59 p.m. on the due date. Late assignments will be penalized four points each day it is late unless accommodations apply. See below for more information regarding the Late Work/Make-up Policy.

### Grading

Assignments	Points	Grading Scale
Discussion Posts	65	95%+ A
Discussion Comments	65	90-94% A-
Quizzes	130	87-89% B+
Enrichment Activity	20	83-86% B
General Education Assessment	10	80-82% B-
Exam 1	50	77-79% C+
Exam 2	50	73-76% C
		70-72% C-
		67-69% D+
		63-66% D
Total Possible	390	Below 62% F

1. Incomplete grades are given only with a doctor's excuse for not being able to complete the course during the term. You must be passing the course at the time to receive an incomplete.
2. Make-up examinations are not among my favorite things and will only be given for illnesses accompanied by a doctor's note; deaths, also supported by documentation and or other catastrophes. An exam conflicting with your vacation is **not** a sufficient excuse for missing an exam.

### University 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 November 10th 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 are required to wear masks if exposed to COVID-19 or showing symptoms. 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 Disability Support Services (DSR) to discuss their situation.



**Attendance Policy:** Attendance is not required at class sessions but is 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 must monitor missed deadlines and determine standards and a process by which students can make up missed work. Importantly, suppose a student misses the deadline for an assessment and is seeking an accommodation (i.e., permission to turn it in late). In that case, 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 critical. The University distinguishes between “excused” and “unexcused” absences. 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 include forgetting or mixing up deadlines, failure to properly upload the assignment on BB, leaving campus early for the weekend, etc. Ideally, documentation should be provided and readily available for most of the reasons listed above, but if documentation is not available, we can discuss that. If you are unsure whether you are eligible for an accommodation or need to provide documentation, please reach out. 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 need help.

**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:** Please conduct yourself civilly and respectfully. In the spirit of academic discourse, you are encouraged to comment, question, and critique ideas from your professor or classmates. Still, you should not attack an individual or otherwise express disrespect. Think about what you want to say, edit if necessary, then speak (or type). Please be mindful of how your behavior may impact others and limit distracting behavior (e.g., side conversations in class or 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!). 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 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. Students should strive to avoid the *appearance* of

dishonesty; these are behaviors associated with academic dishonesty (i.e., checking your phone during quizzes, 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 decides.

**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) .

### **AI Policy Statement**

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:

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.

## Appendix A: Enrichment Activities

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, by participating in a brief online study (30 minutes or fewer) you would earn  $\frac{1}{2}$  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 Christine Smith at [psychlab@gvsu.edu](mailto:psychlab@gvsu.edu) or by phone at 616-331-2424.

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>**

If you have questions regarding any aspect of the Enrichment Activities, please contact Christine Smith, who can be reached in the Psychology Department Office (2221 Au Sable Hall, 616.331.2424) or by sending an email to [psychlab@gvsu.edu](mailto:psychlab@gvsu.edu).