

PSY 101 (sec. 40) – Introductory Psychology Fall 2023

INSTRUCTOR INFORMATION

Professor: Kristy K. Dean, PhD

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

Phone: 616-331-2412

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

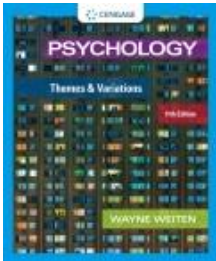
Office: 2211 AuSable Hall

Office hours/appointments: Mondays, Wednesdays, Fridays from 11am-11:50am in my office or Zoom (you choose). Additional meetings times will be posted each week. You can make appointments at <https://calendly.com/deankr/15min>. Office hours drop-ins are welcome, but appointments are given priority. If you cannot meet during these times, email me to discuss other possibilities.

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

COURSE BASICS

Meeting Time and Place: Our lecture class meets Mondays, Wednesdays, and Fridays in 114 Lake Michigan Hall (LMH) from 10-10:50am. Structured Learning Assistance (SLA) workshops meet in the same location on Mondays 6-6:50pm (section 41), Tuesdays 6-6:50pm (section 42), and Thursdays 6-6:50pm (section 43).



Textbook: Our course will be using *Psychology: Themes and Variations* (11th edition) by Wayne Weiten (published by Cengage in 2022). This textbook is REQUIRED. Note: The Laker Store offers an Ebook version through the GVSU Save program. See instructions on Blackboard or email for accessing your Ebook. You may also find cheaper options and print options through third-party outlets but will need to OPT-OUT of the GVSU Save program.

Course Overview: This course will introduce you to the theories, research methodologies, and applications of psychology – the study of human behavior – and help you appreciate the importance of psychological phenomenon in your own life. A wide range of topics will be covered; some students consider the course to be rigorous and difficult because of this. However, it is important to remember that all 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: Access to Blackboard Learning Management System is required for this course. Also, I strongly encourage you to seek out regular access to a computer or tablet. A computer with a video camera and microphone is ideal for attending virtual appointments (if you choose that type of meeting). If you do not have access to a computer, please talk with your professor and/or familiarize yourself with the on-campus computer labs.

Class Format: The class sessions will utilize lecture and discussion as well as additional methods to foster active participation. Class sessions and the textbook 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 succeed in this course, I have taken special care in designing it and am committed to facilitating your learning throughout the semester. My hope is that you are also intentional and effortful in your engagement with the course.

You can expect your professor to...

- Present interesting information clearly and in an organized fashion.
- Facilitate your efforts to learn the material. For example, Blackboard will contain in-depth assignment instructions and various supplemental resources. Your professor will also be readily available via email and during office hours/appointments.
- Be responsive to questions and concerns. This includes posting announcements regularly, responding to emails promptly, and providing feedback and grades promptly. Consistent communication is essential to a smooth semester!
- Facilitate a safe, respectful, and curiosity-driven learning environment. When basic needs – physical safety, psychological stability – are met, it is easier to focus attention on our self-improvement goals, like our academic studies. Please reach out if you need assistance.

Your professor expects you to...

- Basic expectations:
- 1) Read the syllabus and consult it throughout the semester.
 - 2) Read assigned readings completely and in a timely manner.
 - 3) Complete all assignments/exams on time.
 - 4) 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 and curious.

- Going beyond basic:
- 1) Complete readings before class.
 - 2) Meet with your professor to discuss your understanding of the material.
 - 3) Review concepts that you missed on assignments, exams, etc.
 - 4) Answer questions on the study guide in depth.
 - 5) Utilize effective and immersive study strategies.

A ton of educational research suggests that students should devote around 2-4 hours/week per credit hour they take. PSY101 is a 3-credit course, so this equates to spending around 6-9 hours/week on this course, which includes time spent in class. If you are taking a full course load (e.g., 15 credits), this equates to spending around 45 hours a week on your coursework – basically a full-time job. Each week, you will have assigned reading (~2 hours), 3 class sessions (~2.5 hour), and some assignments (~.5 hour to complete, not including study time), so please consider how you are spending the remaining 1-4 hours on this course. See the course Blackboard site for study tips and strategies.

Structured Learning Assistance (SLA): This section of PSY101 is part of the Structured Learning Assistance program offered by GVSU’s Tutoring and Reading Center. The SLA program involves the typical PSY101 lecture course plus a peer-led supplemental workshop course. These workshops help students build their foundational knowledge in PSY101 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), although key information is also included in the Schedule.

GRADING POLICY

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

COURSE ACTIVITY		POINT VALUE
Exam #1 & #2	2 exams x 40 pts each	80 pts
Final Exam		60 pts
Lecture Attendance/ Participation	15 class sessions x 2 pts each (2 dropped)	26 pts
Homework Assignments	3 assignments x 15 pts each	45 pts
Topic Engagement Activities	15 assignments x 3 pts each (2 lowest dropped)	39 pts
Enrichment Activities	4 activities x 5 pts each	20 pts
Extra Credit		18 pts

Total of 270 points, not including extra credit

Exams: There will be two exams and a final in this course. Exams #1 and #2 (both 40 points) are not cumulative. For the final exam (60 points), 40 points will come from the material covered since the last exam (non-cumulative portion), and 20 points will come from prior material (the cumulative portion). All exams will include multiple-choice questions.

Late Work/Make-up Policy: It is the student’s responsibility to contact the professor within a week of the exam and plan arrangements for a make-up exam. Late exams will be penalized 20% each day unless accommodations apply. Documentation is required for accommodations.

Lecture Attendance/Participation Assignments: 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/participation, students will submit some type of evidence (TBD) they attended a particular class session. Class sessions will be chosen at random without advance notice. Submissions will be graded pass (2 points)/fail (0 points).

Late Work/Make-up Policy: Assignments must be turned in during the lecture class session. If make-up accommodations are requested and approved, an alternative assignment can be submitted by the agreed upon deadline.

Homework Assignments: Students are required to complete 3 out of a possible 14 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 three homework assignments you want to complete. You can also earn extra credit by distributing this homework workload across the semester: Students can earn 3 EC points for every HW assignment completed before Exam #2 – so, HWs #1-#9 (max. 9 EC points from this source). Students are ultimately responsible for keeping track of the number of assignments completed. Each assignment is due on the FIRST day the topic is discussed in class (see Schedule below for all deadlines). An optional 4th assignment can be completed to replace the lowest homework assignment score. Students can complete all assignments, and the professor is willing to provide feedback on all assignments turned in, but only the first 3 (or 4) will be graded.

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

Topic Engagement Activities: To encourage active engagement throughout the semester, students will complete topic engagement activities (TEAs) for each subject topic. These assess understanding of content covered in class sessions or the textbook. TEAs will be introduced in class and posted on the BB Discussion forum, which is where students will submit their work. TEAs will be graded as 3 (good understanding; accurate and very thoughtful and detailed), 2 (basic understanding), 1 (limited understanding), or 0 (no understanding or did not turn in). At the end of the semester, the lowest 2 TEA grades will be dropped.

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

Enrichment Activities: To acquaint students with the variety of research topics and experimental methodologies in psychology, students will complete 4 credits of enrichment activities of their choosing. 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; with this enrichment activity option, you are taking a researcher's perspective on psychology.

Please see the syllabus Appendix for details. All PSY101 students at GVSU are required to earn 4 enrichment activity credits. In our course, each credit will be worth 5 points, = 20 points total.

Late Work/Make-up Policy: The deadline (see Schedule) was set by the PSY Department and applies to all PSY101 sections. Enrichment activities can be completed throughout the semester, so there are no make-up opportunities and late assignments are not accepted.

Extra Credit Opportunities: Extra credit opportunities are discussed in detail in a separate document; additional extra credit opportunities may be announced in class. Students will be able to earn extra credit throughout the semester. Extra credit assignments can be turned in at any time but see the Schedule for the final EC deadline. There are no make-up opportunities for this assignment and late assignments are not accepted.

GRADING SCALE

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

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

COURSE SCHEDULE

<u>Class Meetings</u>	<u>Topic/Readings</u>	<u>Important Dates</u>
Aug. 28 th (M), 30 th (W)	<u>Read:</u> Chapter 1 <u>Topic:</u> Welcome & Intro to PSY <u>SLA Workshop:</u> Review topic, craft study plan	Due 9/1 (F): Intro TEA
Sept. 1 st (F), 6 th (W), 8 th (F)	<u>Read:</u> Chapter 2 <u>Topic 1:</u> Research Methods <u>SLA Workshop:</u> Review topic, discuss note-taking strategies	Due 9/1 (F): Homework #1 NO CLASS 9/4 – ENJOY LABOR DAY NO SLA WORKSHOP ON 9/4 (M) Due 9/11 (M): Methods TEA
Sept. 11 th (M), 13 th (W), 15 th (F)	<u>Read:</u> Chapter 3 <u>Topic 2:</u> Biological Psychology <u>SLA Workshop:</u> Review topic	Due 9/11 (M): Homework #2 Due 9/18 (M): BioPsych TEA
Sept. 18 th (M), 20 th (W)	<u>Read:</u> Chapter 4 <u>Topic 3:</u> Sensation & Perception <u>SLA Workshop:</u> Review topic, discuss test-taking strategies	Due 9/18 (M): Homework #3 Due 9/22 (F): S/P TEA
Sept. 22 nd (F), 25 th (M), 27 th (W)	<u>Read:</u> Chapter 5 <u>Topic 4:</u> Consciousness <u>SLA Workshop:</u> Exam preparation	Due 9/22 (F): Homework #4 Due 9/29 (F): Consciousness TEA
Sept. 29th (F)		EXAM #1
Oct. 2 nd (M), 4 th (W), 6 th (F)	<u>Read:</u> Chapter 6 <u>Topic 5:</u> Learning <u>SLA Workshop:</u> Review topic, reflect on exam performance	Due 10/2 (M): Homework #5 Due 10/9 (M): Learning TEA
Oct. 9 th (M), 11 th (W), 13 th (F)	<u>Read:</u> Chapter 7 <u>Topic 6:</u> Human Memory <u>SLA Workshop:</u> Review topic, discuss reading comprehension	Due 10/9 (M): Homework #6 Due 10/16 (M): Memory TEA

Oct. 16 th (M), 18 th (W)	<u>Read</u> : Chapter 8 <u>Topic 7</u> : Cognition & Intelligence <u>SLA Workshop</u> : Review topic, discuss time management	Due 10/16 (M) : Homework #7 Due 10/20 (F) : Cog/Intell. TEA
Oct. 20 th (F), 25 th (W)	<u>Read</u> : Chapter 9 <u>Topic 8</u> : Motivation and Emotion <u>SLA Workshop</u> : none	Due 10/20 (F) : Homework #8 NO CLASS 10/23 – ENJOY FALL BREAK NO SLA WORKSHOPS THIS WEEK Due 10/27 (F) : Mot/Emo TEA
Oct. 27 th (F), 30 th (M), Nov. 1 st (W)	<u>Read</u> : Chapter 10 <u>Topic 9</u> : Human Development <u>SLA Workshop</u> : Exam preparation	Due 10/27 (F) : Homework #9 Due 11/3 (F) : Develop. TEA
Nov. 3rd (F)		EXAM #2
Nov. 6 th (M), 8 th (W)	<u>Read</u> : Chapter 11 <u>Topic 10</u> : Personality <u>SLA Workshop</u> : Review topic, reflect on exam performance	Due 11/6 (M) : Homework #10 Due 11/10 (F) : Personality TEA
Nov. 10 th (F), 13 th (M), 15 th (W)	<u>Read</u> : Chapter 12 <u>Topic 11</u> : Social Psychology <u>SLA Workshop</u> : Review topic, discuss mental health care	Due 11/10 (F) : Homework #11 Due 11/17 (F) : Social Psych TEA
Nov. 17 th (F), 20 th (M)	<u>Read</u> : Chapter 13 <u>Topic 12</u> : Stress, Coping, & Health <u>SLA Workshop</u> : Review topic, discuss stress management	Due 11/17 (F) : Homework #12 Due 11/20 (M) : All Extra Credit Due 11/27 (M) : Stress TEA
Nov. 22nd (W), 24th (F)		NO CLASS – HAPPY THANKSGIVING NO SLA WORKSHOPS ON 11/21 (TU) AND 11/23 (TH)
Nov. 27 th (M), 29 th (W), Dec. 1 st (F)	<u>Read</u> : Chapter 14 <u>Topic 13</u> : Psychological Disorders <u>SLA Workshop</u> : Review topic	Due 11/27 (M) : Homework #13 Due 12/4 (M) : Disorder TEA
Dec. 4 th (M), 6 th (W), 8 th (F)	<u>Read</u> : Chapter 15 <u>Topic 14</u> : Treating PSY Disorders <u>SLA Workshop</u> : Exam preparation	Due 12/4 (M) : Homework #14 Due 12/9 (SA) : All Enrichment Activities Due 12/11 (M) : Treatment TEA
FINAL EXAM : Final exam is scheduled for Monday, 12/11 from 10-11:50am . The final will be in-person, in our usual classroom.		

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

COURSE POLICIES AND RESOURCES

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

Withdrawing from a Course: The ultimate deadline for withdrawing from this course (or any course at GVSU) is Friday, November 10th at 5pm.

COVID-Related Policies: 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. Students unable to wear a mask due to a medical condition should contact Disability Support Services (DSR) to discuss their situation. Students exposed to COVID-19 should mask in the classroom and monitor for symptoms. Students who test positive for COVID-19 should stay home/isolate and mask around others for at least 6 days, depending on symptoms and test results. Please see GVSU's Lakers Together site for specific policies and procedures: <https://www.gvsu.edu/lakerstogether/>

Accommodations for Late Work: All professors are required to monitor attendance and missed deadlines and determine standards and a process by which students can make-up missed work. In this class, accommodations – extended/alternative deadlines, removal of late work point deductions – are available for the following “excused” reasons:

- 1) intercollegiate event (e.g., sports travel) or University-sponsored event (e.g., class field trip);
- 2) observance of religious holidays;
- 3) military duty;
- 4) jury duty, or appearance in court or other government hearings;
- 5) birth or adoption of child;
- 6) attendance at an academic and/or professional conference;
- 7) medical or professional appointments (e.g., job interviews, doctor's appointment);
- 8) student medical conditions (e.g., COVID quarantine, hospitalization) that significantly limit ability to engage with the course material;
- 9) medical conditions of a loved one if the student is serving as a caretaker;
- 10) death of a loved one, funerals or memorial services; and

This list is not comprehensive. If you believe your reason/experience fits the general rationale behind “excused” (e.g., circumstances beyond your control despite your best efforts to take control), please reach out to discuss it! The following is a list of reasons that are unexcused and NOT eligible for accommodations:

- 1) vacation travel, this includes leaving campus early/arriving back late for long weekends
- 2) forgetting or mixing up deadlines
- 3) improperly submitting the assignment, or submitting an incomplete or inaccessible version
- 4) conflicts due to work schedules (although training appointments for work are considered excused)
- 5) conflicts due to childcare
- 6) incarceration

To **request an accommodation for in-class attendance/participation, TEAs, and homework assignments**, students must 1) contact the professor via email within 48 hours of the deadline to request accommodations. In that email, the student must 2) describe the circumstances behind the request. Personal details are not necessary, but some information is needed to show that the accommodation is based on an “excused” reason. Request that are supported with documentation are more likely to be approved. **To request accommodations for an exam, students must do 1) and 2) above, and also 3) documentation IS REQUIRED.** In general, if you are unsure whether you are eligible for an accommodation or need to provide documentation, just ask! Sometimes our struggles are not clear-cut...if you feel you need help, please reach out and ask for it and I will do my best to help while also applying the same standards for everyone (to maintain fairness).

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:** Different types of assignments will be organized into different folders in BB for ease of navigation.
- 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:** Discussion board forums will be used to post TEAs.

Classroom Conduct: We are all capable of conducting ourselves in a civil and respectable manner. In the spirit of academic discourse, you are encouraged to comment, question, and critique ideas from your professor or classmates, but you should not attack an individual or otherwise express disrespect. Think about what you want to say, edit if necessary, then speak (or type). Similarly, please be mindful of how your behavior may impact others and limit distracting behavior (e.g., side conversations in class, eating, using your computer for things other than taking notes). Cell phones should be silenced in some way during class unless the class 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!). Food should be eaten before or after class, not during. Let's maintain the social contract of mutual respect. Disrespectful or distracting students will be called out and warned; persistent issues can result in grade deductions.

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

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

- a. No student shall knowingly procure, provide or accept any materials which contain questions or answers to any examination or assignment.
- b. No student shall complete, in part or in total, any examination or assignment for another person.
- c. No student shall allow any examination or assignment to be completed, in part or in total, by another person.

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

Students can (and are encouraged to) study together, but all academic work should be the sole work of the individual student, unless otherwise stated. Also, students should strive to avoid the *appearance* of dishonesty, behaviors like checking phone during exam that raise concerns that you may be potentially dishonest in your work. Any violation of academic integrity, even on a small scale, can result in a failing grade in the course. The University is implementing a new oversight process for cases of academic dishonesty – this process requires all professors to report all cases to the Office of Student Conduct and Conflict Resolution, which then investigates each case and makes a determination. Doesn't this sound like an anxiety-provoking time suck? Just don't cheat.

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.

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 Christine Smith at 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/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 **Saturday, December 9th @ 5:00 pm.**

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.

APPENDIX #2:

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 PSY101 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 PSY101?: We are lucky to be working with Arnica Sheaffer this semester! You will see Arnica during our PSY101 lecture sections, and she will be leading the SLA workshop sessions. Arnica and Dr. Dean will be working closely throughout the semester to ensure SLA workshops are informative and interesting, and that student needs are addressed. [Here is a message from Arnica:](#)

I am a sophomore majoring in psychology with a double minor in statistics and philosophy. I want to do research in clinical psychology in the future! I work at Pine Rest Christian Mental Health Resources part time as well as doing SLA facilitating. I have two dogs, Alder and Everest, and two White Tree Frogs, Dumpy and Sage. I love watching shows in my free time and my favorites are: The Walking Dead, Breaking Bad, Big Bang Theory, Gilmore Girls, and Parks and Recreation. I did PASS facilitation last semester (which is similar to SLA) and I am very excited to be working with you all and Professor Dean this semester!

You can connect with Arnica before and after lecture and workshops and via email at sheaffea@mail.gvsu.edu.

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

- 1) Attend all lecture class sessions (a great way to touch base with 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 Arnica 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 assignment and exams.
- 5) Providing late work/make-up accommodations.

When do SLA workshops meet?: Structured Learning Assistance (SLA) workshops meet in 114 Lake Michigan Hall on Mondays 6-6:50pm (section 41), Tuesdays 6-6:50pm (section 42), and Thursdays 6-6:50pm (section 43), though see the Schedule for specific dates.

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.

- All students are **required** to attend weekly SLA workshops until Exam #1 grades are posted.
- After Exam #1 grades are posted, students with an overall grade of a B or higher (so, 83% or higher) are excused from weekly SLA workshops, although they are encouraged to continue attending. Students will continue to be excused from the workshops if their overall grade in the course remains at or above a B (83% or higher).
- After Exam #1, if a student's overall grade in the course falls below a B (so, below 83%), they will be required to continue attending weekly SLA workshops. Students are strongly encouraged to monitor their grade through the Blackboard Gradebook. It is the student's responsibility to know – or find out - if they are required to continue attending SLA workshops after an assessment has been graded. Students should ask the Professor, or just continue to attend the workshops.
- No more than **2 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 PSY101 course. Please keep in mind that students can withdraw from any course at GVSU (earning a "W", which doesn't negatively impact GPA) until Friday, November 10th. Please see the Accommodations section earlier in this syllabus for examples of excused and unexcused absences.
- 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!