

# PSY 101 (section 40) – Introductory Psychology Fall 2024

## INSTRUCTOR INFORMATION

**Professor:** Kristy K. Dean, PhD

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

**Phone:** 616-331-2412

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

**Office:** 2211 AuSable Hall

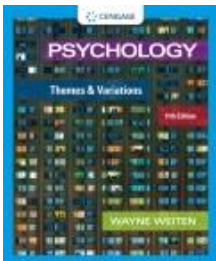
**Student hours/appointments:** Mondays, Wednesdays, Fridays from 11-11:45am in my office or Zoom. Other meeting options will be posted each week. You can make appointments at <https://calendly.com/deankr/student-mtg-hours>. Drop-ins are welcome, but appointments are given priority. If you cannot meet 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, cooking, horror movies, etc.

## COURSE BASICS

**Meeting Time and Place:** We meet Mondays, Wednesdays, and Fridays in 114 Lake Michigan Hall (LMH) from 10-10:50am. Structured Learning Assistance (SLA) workshops meet:

- Mondays 6-6:50pm in LMH 114 – section 41
- Tuesdays 6-6:50pm in LMH 114 – section 42
- Thursdays 6-6:50pm in LMH 114 – section 43



**Textbook:** Our course will be using *Psychology: Themes and Variations* (11<sup>th</sup> 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 by Friday Sept. 6th.

**Course Overview:** What are the best strategies for reducing stress? Or boosting happiness? Is it really so bad to cram the night before an exam? How do your relationships affect your health? Why do young children have difficulty sharing? What treatment methods are effective for depression, and why? Why is the idea of “learning styles” incorrect? The field of psychology studies all these questions, and more. This course will introduce you to the theories, research methodologies, and applications of psychology, and help you appreciate the importance of psychological phenomenon in your own life. We’ll cover a wide range of topics and take a variety of perspectives to better understand the nuances and complexities of human behavior.

**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 (BB) Learning Management System is required. Also, I strongly encourage you to seek out regular access to a computer or tablet. You can find more information about [on-campus computer labs here](#). You can find more information about [checking out laptops from the library here](#). Both links are also posted on BB.

**Class Format:** Class sessions will involve lecture and discussion as well as active learning strategies. Class sessions and the textbook supplement each other – both cover material that may not be covered in the other format. Students are strongly encouraged to attend class regularly and stay up to date with the assigned reading. Please note that class sessions will NOT be recorded. If you miss class, the best way to get the full notes is to ask your classmates.

**Expectations and Active Engagement:** 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 contains in-depth assignment instructions and various supplemental resources. Your professor is also 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 Center. The SLA program involves the typical PSY101 lecture course plus a weekly peer-led supplemental workshop. 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 at 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:

<b>COURSE ACTIVITY</b>		<b>POINT VALUE</b>
Exam #1 & #2	2 exams x 40 pts each	80 pts
Final Exam		60 pts
Attendance/In-Class Participation	14 class sessions x 2 pts each (2 lowest dropped)	24 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 credits x 5 pts each	20 pts
Extra Credit		15 pts

\*\*Total of 268 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 to plan arrangements for a make-up exam. Late exams will be penalized 20% each day unless accommodations apply.

**Attendance/Participation Assignments:** Students that regularly attend class 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). At the end of the semester two attendance grades will be dropped.

**Late Work/Make-up Policy:** Attendance assignments are due during the 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 BB). These assignments involve answering around 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 completing the HWs due earlier in the semester: Students can earn 2 EC points for every HW assignment completed before Exam #2 – so, HWs #1-#9 (max. 6 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 4<sup>th</sup> assignment can be completed to replace the lowest homework assignment score. Students can complete additional assignments, but only the first 3 (or 4) will be graded for points in our course. To receive feedback on additional assignments, students should set up a meeting with the professor.

**Late Work/Make-up Policy:** The deadline for homework assignments is by 11:59pm on the due date. Late assignments will be penalized 5 points for each day it is late unless accommodations apply.

**Topic Engagement Activities:** To encourage active engagement throughout the semester, students will complete learning 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 BB. 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 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 techniques: 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 will be discussed in detail in a separate document on BB. There are specific deadlines for specific EC assignments. There are no make-up opportunities for EC 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. It is your responsibility to ensure your grade is where you want it to be at the end of the semester.

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. 26 <sup>th</sup> (M), 28 <sup>th</sup> (W)	Welcome & Introduction Chapter 1 Read the syllabus too!	<b>Due 8/30 (F):</b> Intro TEA
<b>Sept. 2<sup>nd</sup> (M)</b>		<b>NO CLASS – LABOR DAY NO SLA Workshop M (sec. 41)</b>
Aug. 30 <sup>th</sup> (F), Sept. 4 <sup>th</sup> (W), 6 <sup>th</sup> (F)	Topic 1: Research Methods Chapter 2	<b>Due 8/30 (F):</b> Homework #1 <b>Due 9/9 (M):</b> Methods TEA
Sept. 9 <sup>th</sup> (M), 11 <sup>th</sup> (W), 13 <sup>th</sup> (F)	Topic 2: Biological Psychology Chapter 3	<b>Due 9/9 (M):</b> Homework #2 <b>Due 9/16 (M):</b> BioPsych TEA
Sept. 16 <sup>th</sup> (M), 18 <sup>th</sup> (W)	Topic 3: Sensation & Perception Chapter 4	<b>Due 9/16 (M):</b> Homework #3 <b>Due 9/20 (M):</b> S/P TEA
Sept. 20 <sup>th</sup> (F), 23 <sup>rd</sup> (M), 25 <sup>th</sup> (W)	Topic 4: Consciousness Chapter 5	<b>Due 9/20 (M):</b> Homework #4 <b>Due 9/27 (F):</b> Consciousness TEA
<b>Sept. 27<sup>th</sup> (F)</b>		<b>EXAM #1</b>
Sept. 30 <sup>th</sup> (M), Oct. 2 <sup>nd</sup> (W), 4 <sup>th</sup> (F)	Topic 5: Learning Chapter 6	<b>Due 9/30 (M):</b> Homework #5 <b>Due 10/7 (M):</b> Learning TEA
Oct. 7 <sup>th</sup> (M), 9 <sup>th</sup> (W), 14 <sup>th</sup> (M)	Topic 6: Human Memory Chapter 7	<b>Due 10/7 (M):</b> Homework #6 <b>Due 10/16 (W):</b> Memory TEA
<b>Oct. 11<sup>th</sup> (F)</b>		<b>NO CLASS – CONSIDER WORKING ON EXTRA CREDIT Due 10/11 (F):</b> EC Option 2
Oct. 16 <sup>th</sup> (W), 18 <sup>th</sup> (F)	Topic 7: Cognition/Intelligence Chapter 8	<b>Due 10/16 (W):</b> Homework #7 <b>Due 10/23 (W):</b> Cog/Intell. TEA
<b>Oct. 21<sup>st</sup> (M)</b>		<b>NO CLASS – ENJOY FALL BREAK! NO SLA workshops this week.</b>

Oct. 23 <sup>rd</sup> (W), 25 <sup>th</sup> (F)	Topic 8: Motivation/Emotion Chapter 9	<b>Due 10/23 (W):</b> Homework #8 <b>Due 10/28 (M):</b> Mot/Emo TEA
Oct. 28 <sup>th</sup> (M), 30 <sup>th</sup> (W), Nov. 1 <sup>st</sup> (F)	Topic 9: Human Development Chapter 10	<b>Due 10/28 (M):</b> Homework #9 <b>Due 10/28 (M):</b> EC Option 1 <b>Due 11/4 (M):</b> Develop. TEA
<b>Nov. 4<sup>th</sup> (M)</b>		<b>EXAM #2</b>
Nov. 6 <sup>th</sup> (W), 8 <sup>th</sup> (F)	Topic 10: Personality Chapter 11	<b>Due 11/6 (W):</b> Homework #10 <b>Due 11/11 (M):</b> Personality TEA
Nov. 11 <sup>th</sup> (M), 13 <sup>th</sup> (W), 15 <sup>th</sup> (F)	Topic 11: Social Psychology Chapter 12	<b>Due 11/11 (M):</b> Homework #11 <b>Due 11/18 (M):</b> Social Psych TEA
Nov. 18 <sup>th</sup> (M), 20 <sup>th</sup> (W)	Topic 12: Stress/Coping/Health Chapter 13	<b>Due 11/18 (M):</b> Homework #12 <b>Due 11/22 (F):</b> Stress TEA
Nov. 22 <sup>nd</sup> (F), 25 <sup>th</sup> (M), Dec. 2 <sup>nd</sup> (M)	Topic 13: Psychological Disorders Chapter 14	<b>Due 11/22 (F):</b> Homework #13 <b>Due 11/25 (M):</b> EC Option 3 & 4 <b>Due 12/4 (W):</b> Disorder TEA
<b>Nov. 27<sup>th</sup> (W), 29<sup>th</sup> (F)</b>		<b>NO CLASS OR SLA WORKSHOPS – HAPPY THANKSGIVING!</b>
Dec. 4 <sup>th</sup> (W), 6 <sup>th</sup> (F)	Topic 14: Treating PSY Disorders Chapter 15	<b>Due 12/4 (W):</b> Homework #14 <b>Due 12/6 (F):</b> All Enrichment Activities <b>Due 12/9 (M):</b> Treatment TEA
<b>FINAL EXAM:</b> The University has scheduled our final exam for <b>Monday, Dec. 9<sup>th</sup> from 10-11:50am</b> . The final exam 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 8th at 5pm.

**Accommodations for Late Work:** All professors are required to monitor missed deadlines and determine standards and a process by which students can make up missed work. In this class, accommodations – extended/alternative deadlines, waiving 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

This list is not exhaustive. 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, TEAs, homework assignments, and exams**, students must 1) contact the professor via email within 48 hours of the deadline to request accommodations. In that email, the student must 2) provide documentation of the excused absence. Personal details are not necessary, but some documented information is needed to show that the accommodation is based on an “excused” reason. If documentation is not available, then we’ll apply the late work policy or utilize the other forms of flexibility included in the course design (like dropping the lowest TEA or completing a 4<sup>th</sup> HW assignment). In general, if you are unsure whether you are eligible for accommodations, just ask! Sometimes our struggles are not clear-cut. If 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) Course Materials and Assignments/Assessments:** Our course materials are organized into separate folders for separate topics or assignments.
- 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 respectful manner. In the spirit of academic discourse, you are encouraged to comment, question, and critique ideas from your professor or classmates, but you cannot attack an individual or express disrespect. Think about what you want to say, edit if necessary, then speak. Also 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 and put away during class unless the class activities require cell phone use or there is an urgent matter (in which case, let your professor know!). Refrain from eating food during class and packing up early – class will end

between 12:45-12:50. Let's maintain the social contract of mutual respect. I will provide reminders and warnings, but persistent issues can result in attendance 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.

**Academic Integrity:** Most of the time, academic misconduct happens unintentionally, or when a student is under a lot of stress and less attentive to their work. [Please take some time to review GVSU's policy on academic misconduct here](#). Common examples include:

- copying your conversation with an AI assistant (e.g., ChatGPT) into your assignment;
- presenting work from another student as your own;
- using notes or other resources during a closed-notes exam;
- taking information directly from another source without appropriate citations.

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 also strive to avoid the *appearance* of dishonesty. Behaviors like checking your phone during exam, or giving your assignments to another student raise concerns about potential dishonesty. Any violation of academic integrity, even on a small scale, can result in a failing assignment grade or overall grade in the course. Instances of academic dishonesty will be reported to the Office of Student Conduct and Conflict Resolution (OSCCR); you can [learn more about this office and their investigation process here](#).



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## APPENDIX #1:

### Enrichment Activities: Learning about Psychological Research

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In the Enrichment Activities (EA) portion of the course, students will be given the opportunity to experience psychological research first-hand. Two kinds of enrichment activities are available:

- *Option 1* involves being a participant in research studies conducted by Psychology Department faculty and students.
- *Option 2* involves completing activities that will introduce you to a variety of research techniques used in psychological research.

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

Enrichment activities are scheduled and offered through the Sona Study Scheduling System. You will receive an email at the beginning of the semester containing your User ID and an initial password, and a link to the Sona system website at <https://gvsu.sona-systems.com>. If you do not receive an email regarding your account by the end of the first week of class, please contact the Lab Supervisor, Hannah Todd, at [psychlab@gvsu.edu](mailto:psychlab@gvsu.edu).

SONA Systems maintains a strict policy protecting your privacy and confidentiality. This policy is available for review in the Psychology Office. Additional details regarding the enrichment activities and an FAQ are available online at

<https://www.gvsu.edu/psychology/psy-101-participation-in-research-sona-435.htm>

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

#### Enrichment Activity Deadline

The last day to complete your EA requirement is **Friday, December 6<sup>th</sup> @ 5:00pm.**

If you have questions regarding any aspect of the Enrichment Activities, please contact the Lab Supervisor Hannah Todd, who can be reached in the Psychology Department Office (2224 Au Sable Hall, 616-331-2427) or by sending an email to [psychlab@gvsu.edu](mailto:psychlab@gvsu.edu).

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## APPENDIX #2:

### Structured Learning Assistance (SLA) Program Expectations

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**What is SLA? What are SLA workshops?:** Structured Learning Assistance (SLA) is a form of peer-led supplemental instruction that involves collaboration, group learning, and interaction to help students succeed in historically difficult courses. SLA workshops provide students with learning and study strategies like notetaking, test-taking, reading skills, etc. as well as structured review and study time with peers.

**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 lecture class, and she will be leading the SLA workshops. Arnica and Dr. Dean will work closely throughout the semester to ensure SLA workshops are informative and interesting, and that student needs are addressed. [Here is a message from Arnica:](#)

My name is Arnica Sheaffer, and I am a junior at Grand Valley. I double major in psychology and behavioral neuroscience and double minor in philosophy and applied statistics. This will be my fourth semester facilitating an SLA session for PSY 101. I love being a facilitator and want to be a professor when I am done with school. I am incredibly excited for another fun and enriching semester together, and I can't wait to meet you all!

You can connect with Arnica before and after lecture and workshops and via email at [sheaffea@mail.gvsu.edu](mailto: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 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. 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 Lake Michigan Hall (LMH) room 114 on Mondays 6-6:50pm (section 41), Tuesdays 6-6:50pm (section 42), and Thursdays 6-6:50pm (section 43). You should attend the section you are enrolled in, unless you make prior arrangements with Arnica.

**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 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 on the exam (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 grade on Exam #2 is also B (83%) or higher. That means that if a student scores lower than a B (83%) on Exam #2, they will be required to attend weekly SLA workshops again.
- 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 **3 unexcused absences** from the weekly SLA workshops will be permitted during the semester. Students who exceed their allowable number of unexcused absences will receive an F in their 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 8<sup>th</sup>. 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!**