# PSY-101 FA-25 Course Syllabus

Introductory Psychology

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Department of Psychology

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# 1 Contact Information

**Instructor:** Quinton Quagliano, M.S., C.S.P (he/him/his), Adjunct Professor of Psychology

**Office:** AuSable Hall (ASH) 2109 (2nd Floor) - Shared Adjunct Faculty Office

**Office Hours:** Fridays, 4:00pm - 8:00pm EST

**Phone:** (616) 331-2976 (Zoom Phone; Not Recommended)

**Email:** QuagliaQ@gvsu.edu (Strongly Recommended)

**Zoom Room:** Zoom Link

# 2 Course Overview

## 2.1 Welcome to the Course!

Hello, and welcome to my course! I am excited to have you in class and anticipate seeing you progress as a budding student of psychology through our activities, assessments, and discussions. I love teaching this course, as I get to be a part of each student's journey as you explore the wide scope of psychological science with a rigorous and curious approach; I look forward to watching how different students connect with each topic. For many students, this may be the only time that you have a psychology course in your education, so I encourage everyone to use it to explore an interesting and ever-developing field! Who knows, you may find certain parts of what we learn to be very relevant and applicable to your interests.

This class tends to be full of students from a very wide array of different majors and backgrounds. While I am far from an expert on every area, I hope we can find ways to connect this class' content with what different students are focused on in your studies! Regardless of what you will do after this class, I am optimistic in your ability to grow and thrive in this course, and will do what I can to aid your success. At times, this course may be hard work - but with the right steps, I'm confident we can find a way through. As you will (hopefully) see in this syllabus, I've set up this course to try and give options as to how to complete the work and content of the course in a way that is most engaging and applicable to you.

I provide many details about what to expect in the follow pages, so I do strongly recommend taking the time to read through my policies, expectations, and suggestions in this syllabus. At roughly 40 pages long, you are likely asking yourselves, "Did my professor write a manifesto?" - well, sort of, yes! You can learn a lot about me and how I approach teaching and learning through my words in this syllabus, so I try to show some of my personality and philosophy through this document. If you are looking for specific information, make

sure to look at the table of contents and the bookmarks - you may be able to quickly scroll to what you need to know.

Hopefully this syllabus will help make sure we are on the same page as things get started this semester, but please feel free to reach out via my Contact Information if you'd like me to clarify anything - I want to make all expectations and policies clear for everyone in my class.

## 2.2 Meeting Information

**Modality:** In-person, synchronous, traditional classroom setting

**Location:** AuSable Hall (ASH) 2302 Classroom

**Time:** Thursdays, 6:00pm - 8:50pm EST

## 2.3 Prerequisite Courses

No prerequisite courses - just come prepared to learn and grow! Some students may be a few years into college, whereas others will be very new to this; this course is designed to cater to different backgrounds and engage with different types of activities.

## 2.4 Textbooks

### 2.4.1 Required Text

Spielman, R. M., Jenkins, W. J., & Lovett, M. D. (2020). *Psychology 2e* (2nd ed.). OpenStax. https://openstax.org/books/psychology-2e/pages/1-introduction

You may access this book with this link - A PDF version can be downloaded from this page as well, if you'd prefer. For information on how to use the web/HTML version of the book with speech-to-text (e.g., like an audiobook), see instructions on this webpage.

> **Important**
>
> This text is **completely free** and is readily available in multiple formats such as web/HTML, PDF, and EPUB. You can access all of these options via the links above. Please, **do not buy a print copy**, unless you would like it for your own reasons. I use this book for the course, in part, because it is free and does not incur any additional financial strain on you all. College is expensive enough, and I'd like to make sure that I don't add any additional barriers.

On the OpenStax page for the book, there are Additional Students Resources, such as guided lecture notes, that you may find useful for your studying and reading.

Please note that I will have separate portions of specific book sections, for Reading Evidence, under each learning module in Blackboard - please use these to read and answer the review questions during each week, so that you can earn credit for that assignment.

## 2.5 Course Description

As the name of this course would imply, you will be introduced to many facets of psychology as an empirical science, such as biopsychology, learning, memory, and psychopathology; just to name a few! We will survey the many ways psychological research is conducted and some of the general trends we see in human behavior.

*From the official course catalog:*

> General survey of psychology, the scientific study of behavior and experience, including overt actions and mental activity. Covers how psychologists think and act as scientists and how the study of its subject matter may be integrated at the biological, psychological, and social levels of analysis. Fulfills one of the Foundations - Social and Behavioral Sciences. Offered every academic year.
>
> Credits: 3

## 2.6 Learning Objectives

At the end of this course students are expected to be able to:

### 2.6.1 Course Objectives

*These objectives are set by the syllabus of record and applicable to all sections of PSY-101*

- **Application/Demonstrate:** Students will show an understanding of the scientific process in Psychology.
- **Analysis/Identify:** Students will recognize the major psychological theories and use psychological terminology correctly
- **Evaluation/Evaluate:** Students will critically consider the findings of psychological research
- **Comprehension/Recognize:** Students will understand examples of how psychological concepts are applied to daily life

### 2.6.2 Professor's Objectives

*These objectives are additional ones that I feel will positively contribute to your learning in this section*

- Students will demonstrate understanding the wide array of subfields in psychological research and how they contribute important, interdisciplinary knowledge by taking formative weekly quizzes and occasional summative tests
- Students will examine how human psychology plays a role in many other fields, such as business, healthcare, economics, etc., by writing synthesis papers that touch on how psychology connects with a separate field
- Students will collaborate and discuss application of psychological concepts to applied problems, by completing in-class case study analyses
- Students will analyze modern methods used in psychological research through the additional enrichment activities.

## 2.7 Course Format

This is an In-person, synchronous, traditional classroom setting course that will meet for roughly 3 hours every Thursday of the Fall semester (see Meeting Information). Class periods will consist of a combination of activities that support the engagement, attention, and learning of students for the entire scheduled time. Planned activities include, but are not limited to: lectures, in-class group discussions (i.e. Lecture Check-ins), demonstrations, In-class Quizzes, Exams, etc. In-person classes will not be recorded, but many materials will be available to students who may have missed a class period (see Attendance and Due Dates, Late Policy, and Extensions).

I'll be real with you all: 3-hour evening section classes are *tough*, both for students and for me. I'll likely be coming from a long day of work, and each of you may have already had many classes or lots of work in a day before you arrive at class. While we may be tired, I encourage you all to try to approach class with enthusiasm and vigor - I'll do the same! Breaks will be provided intermittently throughout the course periods to try to re-energize us. Please, prepare for class periods to last the entirety of the scheduled course time - you are able to leave early or miss class if necessary, but cannot make up any Lecture Check-ins or In-class Quizzes that you miss (see more information in Attendance).

> **Important**
>
> Outside of watching lectures, students should work diligently and efficiently on assigned coursework. Textbook readings, as indicated on the Schedule, **are always treated as required and complimentary to the lectures.** The readings are useful as an additional source of information in being prepared for content contained in the lectures. In this course, my lectures and the assigned readings will be closely linked. I will ensure that lectures cover the key content from each chapter, as well as additional

> important information that I think is relevant to the subject. I will assess your reading outside of class with Reading Evidence assignments

## 2.8 Expected Weekly Work Amount

Traditionally, students are expected to spend a total of two to three times the amount of credit hours per week on work for any given class in a regular semester. Practically, for a 3 credit course, that means students are expected to engage with work and studying for this class to a total of 6 to 9 hours each week. 3 hours are accounted for by actual in-class time, meaning that students should allocate roughly 3 to 6 additional out-of-class hours each week to working on activities for this class. I have planned homework assignments, studying, and reading to take up to 3 to 6 hours each week for *most* students.

Empirical research suggests that most of us, unfortunately, overestimate our abilities and the amount time we spend on preparing/studying (I'm guilty of it myself). Please, genuinely, try to engage with this course for a sufficient amount of time each week; it will pay dividends in your performance.

Some students may find that they need to dedicate more or less time to achieve the desired success. Please do reach out to me if you are consistently spending more than 9 hours each week on this class - I'd like to make sure that you are not spending so much time on this course that it negatively impacts other areas of your life. If you feel you are spending adequate time, but not seeing results, I'd like you reach out to me so we can talk.

# 3 Course Policies

This course is subject to the general GVSU policies listed at http://www.gvsu.edu/coursepolicies/. Please review all content on that webpage in addition to what is written here. If you have questions or concerns about any of these policies, please contact me.

## 3.1 Emailing Me

Prior to contacting me, please review this syllabus, relevant assignment sheets, and presentations, to make sure the answer you seek is not already there first. While I always invite questions and communication, I ask that you are discerning in using your available resources first.

If you do need to reach out, refer to my Contact Information. **Please prioritize using your GVSU email, and include your full name, course number, and section number in the**

**subject line, as well as a description of what you need help with**. An example would be:

"Re: Riley Quagliano, PSY-101 Section 120, SPSS Help for Assignment 2"

> **Important**
>
> For security and confidentiality reasons, I am not able to meaningfully respond to emails that have been sent from a non-GVSU email. I will direct you to resend the email through your GVSU email. If at all possible, I ask that emails are sent by /textbfstudents, not by any other proxy or relative unless absolutely necessary

Be thorough in your email and tell me what resources you have already used to try to address your concerns. Detail is helpful so that I am able to fully understand and attend to your concern. Please be professional and courteous - I'll make sure to do the same (see section on Respectful and Inclusive Environment).

I am generally able to send responses within 24 hours during weekdays, but please allow me up to 48 hours to respond. If I haven't responded within 48 hours (during weekdays), please send me a remainder email - I promise I am not ignoring you and will appreciate a reminder! If you email me during the weekend or later on a Friday, I cannot guarantee a response any earlier than Monday.

## 3.2 Office / Student Drop-in Hours and Zoom Meetings

Of course, you are always welcome to ask to schedule a video chat via Zoom or office visit, or just stop by during my listed office hours in Contact Information - I'm happy to receive visitors for questions about the course or to chat about other things.

**Office / Student Drop-in hours** are a great time to connect with me when you have a more individualized need for revisiting a concept or have missing work that needs to be made up. During these hours, I will (mostly) remain in my office for any students to drop by with questions - I may step out briefly but will be back shortly, so just wait for a few minutes. There is no need to email me ahead of time, though you are welcome to send one if you feel that it would be helpful to our conversation. I do reserve the right to limit the time you spend in a visit, if it is apparent that others students are waiting to speak with me; but I'll make sure that you have enough time to address your concerns/needs.

While my listed office hours are generally meant for in-person visitors, you are welcome to email me to request a Zoom meeting, if you cannot make it in-person.

> **Important**
>
> You are **always** welcome at my office/student drop-in hours! It doesn't matter if I appear to be working on something - I am there first and foremost to work with students :) Meeting individually is one of my favorite parts of teaching.

I usually hang around campus after the scheduled course time, so you may catch me after class for shorter conversations - if necessary.

## 3.3 Integrity, Plagiarism, and Academic Misconduct

> **Important**
>
> The policies on Integrity, Plagiarism, and Academic Misconduct and Use of AI Tools are both applicable to any work in this class, regardless of point value. Even academic misconduct on ungraded work is grounds for discipline. Every student is expected to understand and follow policies on standards of academic conduct - ignorance or 'not knowing' is not an excuse for misconduct. If anything is unclear to you in these sections (or the entire syllabus) it is your responsibility to preemptively communicate with me - I am happy to clear things up.

This course will challenge students to grow skills in responsible and ethical coursework, in which one of the most essential abilities is writing in a way that gives proper attribution and credit. When drafting a paper, presentation, report, or any other type of assignment we **must** take care to use our own words and thoughts, and cite the scholars that we build from. In the academic world, plagiarism, fabrication, confabulation, and cheating are some of the most egregious crimes, and have resulted in de-funding of labs, loss of grants, and the destruction of professional reputations.

I will hold students to the same high standards of the professional research world, as I wish to ensure all of you are able to leave this course confident in your ability to communicate ethically in the field of psychology. I will help all students steadily build these skills, and do expect early mistakes that need correction.

Plagiarism is described by the GVSU Student Code in section STU 5.1.5 as,

> "Appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source without any indication or citation of the original source, including words, sentences, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one's own academic work being offered for credit or in conjunction with a program, course, or degree requirements."

Simply rearranging the words or substituting synonyms in the original source is still considered plagiarism. Details about the APA method for citing research will be provided during the course. Furthermore, students should not self-plagiarize, that is, reuse their own work from another course or project and portray it as original work created for this course.

Students are permitted to be in study groups and learn from one another, but all submitted work should be distinct and unique to each individual. I would recommend you only study in groups for quizzes or exams, but complete other work (e.g., Homework, Reading Evidence, etc.) as an individual, to avoid unintentional plagiarism. Students in other sections of this course, who are instructed by other professors, may not have perfectly aligned content with the pace of this section; I would caution studying with those who may be assessed on different content.

In the case that I suspect your work is plagiarized or otherwise cheated on, I will handle any intentional or negligent academic dishonesty in line with the GVSU Student Code. Prior to making any formal accusation, I will hold a meeting where I go over my concerns and give students a chance to explain or refute my concerns. If I am still worried about academic misconduct after this meeting, this may warrant referral to the Office for Student Conduct and Conflict Resolution (OSCCR), which will begin a formal process to investigate and determine if academic misconduct has occurred.

## 3.4 Use of AI Tools

In general, I strongly recommend against using AI to complete any of the work assigned in this class. While "AI", as we know it, may be a useful tool for learning and troubleshooting, it is never an acceptable replacement for graded and professional work. For the work in this course, I'd like you rely upon class content, the textbook, and peer-reviewed scientific research to study and build your skills; I have found the use of AI tools to more often cause problems for students than solve them.

> **Important**
>
> I have found that students often resort to using shortcuts like AI when stressed, overwhelmed, sick, or running behind. Please, if you find yourself in a desperate situation, I want you to contact me and talk honestly about your current struggle and situation. I'm willing to work with you to give you extra time and make accommodations. I will not accept hardship as a valid reason or excuse for committing misconduct.

The following statement should be understood as constituting part of my policy on use of AI tools in this course:

AI Policy Statement by David A. Joyner (davidjoyner@fediscience.org)

> "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 … 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."

If I have reason to believe that AI tools have been used to generate work passed off as your own, I will investigate it the same as any other form of academic dishonesty (see Integrity, Plagiarism, and Academic Misconduct). I implore you to maintain a high level of integrity in your work and I will take appropriate measures to detect and investigate unethical use of AI tools. However, it is worth noting that I do not use any form of automated AI detection software for the purpose of definitively identifying suspicious work, as it is prone to errors and false-positives.

> **Important**
>
> Of the highest importance, it is critical that you never use AI in such a manner that you cannot explain or defend your own work, or the process by which you arrived at a certain idea or conclusion. I reserve the right to ask you to explain your process for accomplishing work, if I am concerned about misuse. It is the responsibility of the student to preemptively ask about AI use if you are concerned it may be misconduct, after reading this section. If you do not use AI tools in your work, you do not have to be worried about these allegations.

### 3.4.1 Unacceptable Use Examples

*The following are some examples of unacceptable use of AI that can result in disciplinary action and automatic failure on assignments/the course as a whole - this list is not exhaustive, and other similar actions may also warrant discipline.*

- Copy-and-pasting any part or all of an assignment instruction or questions into an AI tool or search engine
- Copy-and-pasting any part or all of your work into an AI or search engine, in order to have the tool modify/improve your writing
- Generate an idea with AI that you include in your submitted work
- Submit output from an AI tool or search engine as part of your submitted work, *even if you include attribution* - e.g., “ChatGPT says…”
- Using AI tools to summarize or commentate on a reading, and portraying that as your own original thought in your submitted work
- Submitting quiz/reading questions into an AI prompt and using it’s output to answer

### 3.4.2 Examples of AI Tools

*The following is a non-exhaustive list of AI tools that students sometimes use without realizing. If you are using any of the below tools (or similar ones), you should take care to follow the policy above.*

- ChatGPT
- Deepseek
- Google AI Overview (as part of Google search)
- Grammarly
- Wordtune
- Claude
- Gemini
- Microsoft Copilot
- Grok

You may see more examples of common AI-based tools at this website

## 3.5 Respectful and Inclusive Environment

All students, in all their virtual and physical interactions with myself and one another, are expected to treat each other in a mindful and professional manner. Please be respectful of your classmates’ diverse identities, backgrounds, and beliefs. Even in disagreements or tense discussion, students should remain constructive in their arguments, and not personally attack one another. It is my intention that our classroom be welcoming, as to not impair any individual’s ability to learn.

If at any point you feel that another student has acted maliciously, aggressively, or disrespectful towards you, please notify me immediately, so I may address it. Additionally, if you have concern about my own conduct, please do let me know so. I will always try to have a constructive and supportive conversation to ensure that expectations going forward are clear.

Those that continue to act in a way that is harmful to the classroom environment may be removed from the class meeting, dismissed from the course and referred to college administration for further discipline.

### 3.5.1 Examples of Unacceptable Behavior

*The following is a non-exhaustive list of problematic behaviors that are not permitted in the classroom or in this course. Please refrain from these and anything like them.*

- Degrading, insulting, or making fun of the work of another peer or the instructor
- Swearing directed at another peer or the instructor
- Intentionally ignoring communication from peers or the instructor
- Being disruptive in class, e.g., talking in side-conversations, watching Youtube videos or movies, playing loud music, etc.
- Lying or otherwise attempting to deceive your peers or the instructor, by omission or commission
- Using slurs or unwanted nicknames towards your peers or the instructor
- Gossiping or otherwise sharing unwanted/slanderous information about other peers or the instructor.

## 3.6 Accessibility, Accommodation, & Disability

It is my intention that this course be as accessible as possible, by default. I take steps to ensure my presentations and notes are likely compatible with screen-reading software and present figures that should be friendly to different vision amounts. You may use this GVSU link to find accessibility software that you may benefit from. I do my best to follow guidance based in Universal Design for Learning (UDL).

> **Important**
>
> If you find that you have issues with the presentation of content and would benefit from a reasonable change to the content, please let me know. I am always looking to improve the accessibility of my courses.

Some students may benefit from additional accommodation not naturally afforded by the course. Any student who requires accommodation because of a physical or learning disability must contact Student Accessibility Services (SAS; https://www.gvsu.edu/accessibility/)

at 616-331-2490 as soon as possible. It is the student's responsibility to request assistance from SAS. After you have documented your disability, please contact me to set up an appointment or see me during office hours to discuss your specific needs in accordance with your documentation. Requests for Accommodations are not retroactive, meaning that you must present documentation from SAS to me prior to receiving said accommodation.

Accommodations are always designed to maintain the academic integrity of the course; student with disabilities are held to the same academic standards as all other students. If you have a disability and think you might need assistance evacuating the classroom and/or building in an emergency situation, please make sure I am aware, so I can develop a plan to assist you in such a scenario.

## 3.7 Feedback for Instructor and Course

I value and appreciate student feedback on the structure of my course and what I can do to improve it in the future. I view learning as a life-long process, and use each semester to try to improve how I teach and connect with students.

The course you take today is the result of many prior students of mine telling me what worked and what didn't. Similarly, I look forward to hearing from each of you on what parts of this course are good to stay, and what needs to change. While not all parts of the class can be changed, I am always open to making small changes to improve student experiences.

At multiple points during the semester, I will give opportunity for you all to anonymously/-confidentially share with me your thoughts for improvement. I will make these feedback surveys readily available to all students and do encourage these moments as a valuable way to contribute to improving your own experience.

I will immediately consider constructive feedback and use it to make small, but tangible changes to the class. However, please remember to maintain a Respectful and Inclusive Environment in any feedback you provide and understand that not all suggestions are feasible to implement.

## 3.8 Electronic Devices, Software, & Technical Issues

Students are fully permitted to use computers or other devices to take notes and complete assignments during the class period (except for during assessments in which they are disallowed). In fact, I encourage you to bring internet-capable devices to our class meetings, as they will likely be helpful in certain in-class activities.

However, please refrain from doing any activities during class that distract those around you (e.g., watching videos, playing video games, listening to music, distracting loud keyboards, etc.) If I suspect that you are harming the learning experience of other students, I will

ask you to either cease the behavior or switch to pen-and-paper for note-taking. Please ensure all electronic devices are silenced during class (medical devices that must alert for the well-being of the user are exempt). Regardless of whether you intend on using an electronic device for class, I'd recommend having a pen/pencil and paper, in case a device crashes or is out of battery. Any in-class activity that uses technology devices may also be completed in an analog/physical format.

As students at GVSU, you have access to Microsoft 365 at no extra cost. This will give you access to Word and other tools, which you may use to draft assignments this semester. Please use this link to view the instructions to download this. You are free to use other services and word processors, such as Google Docs, if you'd prefer.

Students are expected to have basic abilities in working with files and drafting assignments. I am not able to offer extensive technology assistance. If you experience technical problems with you devices, Blackboard, and/or other GVSU websites, please contact the IT help desk:

**Website:** https://www.gvsu.edu/it/

**Email:** it@gvsu.edu

**Phone:** (616)331-2101

## 3.9 Food and Drink

It is fine to eat and drink during the class period (except for during exams and quizzes), as long as you are able to do so quietly and without interrupting others. Especially because this is a long, late class, I'd encourage you to bring whatever you need to prevail through the class time. Please do not make a mess, as to be respectful to those who diligently clean our rooms.

## 3.10 Physical, Mental, and Financial Health and Well-being

I recognize that many students may deal with surprising, inconvenient, and deeply troubling events outside this class; some of which may inhibit your ability to engage with this class. If you are suffering from a situation that is impairing your health and/or ability to do well in school, please reach out to me and/or the Additional Resources.

GVSU provides numerous services to address the needs of students, and I encourage you to explore the options you have available to you at this link

> **Important**
>
> I will work to accommodate students suffering from crises that affect coursework; such accommodation may look like working together to organize make up work. However, I will still hold all students to the same standards of grading.

## 3.11 Caregiver Policy

Some students may serve as a formal or informal caregiver for loved ones in their personal lives. Such a situation may involve unexpected absences or difficulty turning in assignments on time. I am committed to ensuring that students in a care giving role are still able to participate in the course to the fullest extent. If this applies to you and you suspect it will have an impact on your engagement with the course, please let me know so we can get on the same page for possible accommodations and so that I can connect you with useful resources.

> **Important**
>
> Much like with my general well-being policy above, I will still hold all students to the same standards of grading; but I will try to accommodate wherever possible

## 3.12 Course Materials and Recordings

**Most** materials that are created by me are freely available, both to you, the student, and the public, via the MIT Software License. What this practically means is that you may also keep them for your own personal reference, and share with others, so long as you attribute the work originally to me. Some course materials are intentionally **not** widely available, and are an exception to the above license:

- Exams
- Quizzes
- Exam & Quiz Recap Information
- Source Code for Presentations and Documents
- Materials deemed to be the contracted property of GVSU (e.g., this syllabus)
- Textbook materials deemed to be the property of OpenStax

Class periods will not be recorded by me, nor are students permitted to record the class lecture with any form of video, audio, or transcription equipment. I will provide a separate recording of the lecture(s), as well as accompanying slides and notes for any given class meeting.

> **Important**
>
> These materials are provided to help students review the lecture content, if you believe there is something you may have missed or misunderstood during the class period. **The posted lecture recording and slides are NOT a full substitute for being in class at the designated meeting time - as you will miss important in-class discussions and activities, if/when you are not present.**

## 3.13 Attendance

Please try to make it to class, on time, for all scheduled class periods. Coming in late may disrupt your peers' learning and my ability to lecture. It is also difficult to keep up with the course content if you miss part of or all of the class. While I understand that life circumstances may force you to miss class, be late, or leave early on occasion, it will likely impair your ability to stay on-track in this course. If you expect to miss a class period, or do so due to an emergency, please reach out to me to ensure you stay caught up on work - I am happy to point out what steps to take to stay caught up.

I will take attendance each class, as it helps me keep track of who may be missing class often - I try to reach out if I notice people are gone a lot. I don't require proof or evidence that an absence is "excused" or not. However, I do place limits on what activities can be made up when you miss class - meaning that numerous absences can and will hurt your grade. Notably, **In-class quizzes and lecture check-in points cannot be made up if you miss the class they accompany.** However, up to 5 absences are "excused" by virtue of dropped quizzes and lecture check-in points. Practically, this means you can miss up to 5 classes without any direct impact on your grade - with the caveat that it will likely cause you to fall behind on content and activities.

The benefit of this system, is that you are under no obligation to provide doctor's notes or any other invasive information to me in order to "make-up" work - I value the privacy of my students and understand you may be dealing with sensitive personal issues that cause you to miss class. I strongly recommend you "save" these automatically excused absences for emergencies only (e.g., sudden sickness, family emergencies, car breakdown, etc.), and that you still attend every class possible.

> **Important**
>
> I will not grant additional excuses or assignment drops, as more than 5 absences equates to missing more than 1/3 of total class meetings, and will likely have compounding negative direct and indirect effects on your performance. If you suspect attendance will be consistently difficult for you in this course, I would ask that you have an honest conversation with me - we may need to look into other sections that are better suited to your schedule.

## 3.14 Withdrawing & "Dropping" From Course

There are numerous ways a student may elect to "drop" the course, i.e., voluntarily withdraw with a non-failing grade.

For more information, visit the Registrar page on this topic. You may also see the deadlines for a withdraw on the GVSU Academic Calendar Some students may also find that they have to take an incomplete in the last moments of a class due to extraordinary circumstances. Policies regarding an incomplete can be found here

I cannot make the decision to drop for you, but I do encourage you to be constantly reflecting upon your success in the course. I try to provide timely feedback and review, so you know how you are performing on things. Sometimes, it is better to drop a course and return when you are more experienced, and there is no shame in doing so. I would suggest you speak with your academic adviser prior to making this decision, so that they can explain any ramifications on your overall degree progress and financial aid.

## 3.15 Due Dates, Late Policy, and Extensions

> **Important**
>
> **All due dates, as they are listed in the schedule, are firm.** You should closely track your own progress in the course and ensure that you are keeping on pace. You should plan to make every attempt to attend our regularly scheduled course times so that you may complete any necessary assessments.

You may request an extension for assignments due to unforeseen circumstances, but I urge you to only request this if there is a sudden, serious emergency. While extensions may sometimes be necessary, it is possible that it can easily set you behind and cause a "domino" effect as you become unable to catch up - I would prefer this not happen to you! **You may only request an extension prior to a deadline**, not after it has passed. I will respect the time stamp for the form submission, but if you do it too close to a deadline, you won't know if it is granted until it is already late and possibly incurring a penalty.

I do reserve the right to deny a request for extension, but tend to only do so if I think the system is being abused - excessive requests for extensions may be denied as I think it will cause major issues for most students to have constant extensions. I will provide a link to submit a request for an extension, posted to Blackboard - this link **must** be used in order to submit an extension, requests via email or otherwise will not be honored. Using this form helps me keep much better track of any extensions I have granted and makes sure that I have clear evidence of student requests.

Barring approved extensions, as explained above, late work will have 25% of earned points deducted per each day late (including weekends). Work is considered to be a day late

immediately after submission for assignments has closed. Example: a paper (50 points total) is due on April 4 at 6:00pm, is submitted 2 days late on April 5 8:00pm, and earns 40/50 points - this paper will have 50% of earned points deducted, resulting in a 20/50. Thus, after 4 days late, an assignment will not be eligible for any points. This late policy applies regardless of the point value of due assignment.

Please submit all assignments through their respective Blackboard Ultra submission portals, regardless of whether they are late or not. Do not email me or hand in paper copies of assignments unless I request so - I will redirect you to submit through Blackboard. Much like with my extension policy, accepting assignments only through Blackboard makes it much easier to keep track so I don't miss something important.

### 3.16 Changes to the Syllabus and Schedule

It is plausible that events during the semester may require that I modify the syllabus or schedule. As soon as I know such a change must be made, I will promptly notify you all through Blackboard and those messages should be understood as amending this document. The most-updated version of this syllabus will always be posted to Blackboard and you are always welcome to clarify with me if something is confusing.

## 4 Blackboard Ultra

I will be making liberal use of Blackboard Ultra to communicate, administer assignments, and share course materials. Please make sure you have a working knowledge of this platform and can reasonably navigate it to find messages and submit assignments. You should have access to an e-learning Blackboard tutorial course that can show you the basic functions. I will try to use Blackboard to keep you all engaged during the weeks and provide additional resources to those who are interested. Prior to the course starting, please browse around and make sure you can access and view everything alright. I will attempt to keep information between this syllabus and schedule, and Blackboard as congruent as possible.

If you find issues in due dates, grades, assignment format, etc., that appear to be a mistake by me, please contact me and let me know, so I can promptly fix it. Additionally, please notify me if any links appear broken.

# 5 Grading

## 5.1 Overview

Summative assessment (i.e., graded assignments) are key to evaluating a student's success in learning the content of this course. I have set up this course to be forgiving for the sake of learning, as mistakes and missteps are often part of the growth process. However, I must fairly evaluate the abilities each student builds in this course, and must ensure that the learning objectives are met.

That being said, I care deeply about the effort and motivation that you have put into this course and have included assignments that award points for good-faith attempts and offer room for improvement. Your grade is not solely determined by tests and quizzes, but also lecture check-ins, reading evidence, and other activities.

My goal is to readily submit grades on Blackboard Ultra as I complete them, so that you may be well-informed to your current status. It may take me several days to update just-turned-in assignments, life can get quite busy on me! All grade functions on Blackboard should be fully set-up so that you can easily track your progress and success as we go through the semester.

## 5.2 Philosophy

It is my opinion that a student's final letter grade is a function of 3 factors: the content, the instructor, and the student. Ideally, a grade is primarily related to The Content and The Student's ability on that content, and is *not* affected by The Instructor or outside influences on The Student.

### 5.2.1 The Content

The content of the course is mostly static, and is meant to remain relatively stable and consistent across different professors, sections, terms, and students. It is expected that students will be exposed to and assessed on a breadth of content sufficient to cover the Learning Objectives. While there is some flexibility, I aim to keep my content very close to what you would get in any PSY-101 class. I have tried to add in several readings and topics outside of just "the usual", to try and interest students.

### 5.2.2 The Instructor

Each instructor is slightly different in our background, preference in teaching, and strategies for delivering the content to students. However, my goal is to maintain a high level of

support for students and provide any and all resources/opportunities to master the content, while remaining unbiased in how I grade and interact with the class. Each student will receive the same treatment and opportunities from me and I hope that my "style" will not hinder your success in the class - if you think something could be improved, please refer to my section on Feedback for Instructor and Course - I'm always looking for things to improve.

### 5.2.3 The Student

I believe students have 3 components to their engagement in this course: time/effort, ability, and outside influences.

A grade should principally represent a student's *ability*, rather than time/effort and outside influence. While I do reward the time and effort placed in this course, it is never a full substitute for assessing your actually ability on the content. But, it is very important to understand that your ability is not static - it is able to change and improve with sufficient time and effort; and I hope to see that growth in many students!

If you feel your time/effort is not lining up with your performance, please talk with me so we can assess the effectiveness of your studying and note-taking. Robust and meaningful learning can be a difficult and time-consuming process - I recognize and appreciate the time and effort commitment that students put into this course.

Outside influences may include cheating or academic dishonesty, or difficult life circumstances. I have much less control over these circumstances, but will take the necessary steps to ensure that students do not use unauthorized resources to gain an unfair advantage.

## 5.3 Curving

> **Important**
>
> **I cannot and will not 'bump', 'curve', 'round', or 'scale' grades at the individual student level, due to any circumstance. Please do not ask me to do this.** Such a change in student's grades can lead to unfairness and subjectivity in how students are assessed, and would be unfair to your peers. **I strongly discourage students from attempting any conversation with me focused on asking for 'bumps', favorable rounding, or additional opportunities not afforded to other students.**

If you suspect you might end up on border of two grades, I'd suggest you take advantage of any Extra Credit I have offered.

In the case of an error in grading or poor class performance on a test question, I will consider the need to drop questions or adjust grading for all students equally. Similarly, I will be mindful of over-arching class performance in my grading. The standard for what constitutes certain letter grades (e.g., A, A-, B, etc.) in this course will be presented in this syllabus (see Scheme (Letter Grades)), and is subject to (downward) change if I feel it is necessary.

## 5.4 Scheme (Letter Grades)

I will provide an accurate breakdown of the sources of points, and students are expected to monitor their own success throughout the term. If your performance is below what you would like at any point, please talk to me (see Contact Information) or make use of the Additional Resources. Please make early adjustments to avoid any last minute issues that prevent you from obtaining the success you'd like.

It is to the advantage of you, the student, that many points are possible in this course. That way, a few poor performances can be made up by consistent effort on the other available opportunities. The point ranges are approximations of the percents - **please note your final letter grade will be determined solely by the percent range it falls in**. If I remove quiz or exam questions or change the point total at any point, the point ranges will no longer properly apply.

Table 1: Letter Grade Scheme

| Letter Grade | Points | Percent |
|---|---|---|
| A | > 474.3 | >93 |
| A- | 459 - 474.249 | 90 - 92.99 |
| B+ | 443.7 - 458.949 | 87 - 89.99 |
| B | 423.3 - 443.649 | 83 - 86.99 |
| B- | 408 - 423.249 | 80 - 82.99 |
| C+ | 392.7 - 407.949 | 77 - 79.99 |
| C | 372.3 - 392.649 | 73 - 76.99 |
| C- | 357 - 372.249 | 70 - 72.99 |
| D+ | 341.7 - 356.949 | 67 - 69.99 |
| D | 321.3 - 341.649 | 63 - 66.99 |
| F | < 321.249 | <62.99 |

## 5.5 Grading Feedback for Students

I intend to give reasonable feedback and correction to all submitted assignments, in order to foster student skill growth. In the case of some assignments, like Lecture Check-ins, I'll

instead provide an answer key that all students can view and use to improve their own understanding.

Because all assignments will be posted to Blackboard, I will also be posting feedback on assignments/answer keys on the submission portal itself. At times, I will be using both the “Overall Feedback” and commenting on the submitted documents with highlights, so please check both for my thoughts on your work.

For more extensive feedback, please feel free to stop by during [Office / Student Drop-in Hours] - I can explain more during that time.

# 6 Activity Types

## 6.1 Breakdown of Points by Activity Type

I use a variety of activities as a source of points for your grade in this course. This way, I can assess your ability in many domains and mediums and can help you build a well-rounded skill set.

Table 2: Activity Point Breakdown

| Assignment | Points | Percent |
|---|---|---|
| Introductions Discussion Post | 5 | 1 % |
| Syllabus Quiz | 5 | 1 % |
| Pre-test and Perspectives Survey | 10 | 2 % |
| Lecture Check-ins (14; 5 dropped) | 5 x 9 = 45 | 9 % |
| Reading Evidence (16) | 5 x 16 = 80 | 16 % |
| Synthesis Papers (3) | 15 x 3 = 45 | 9 % |
| Exam Debrief/Preparation Reflection (2) | 5 x 2 = 10 | 2 % |
| Enrichment Activities (SONA; 4) | 10 x 4 = 40 | 8 % |
| In-class Quizzes (12; 5 dropped) | 10 x 7 = 70 | 14 % |
| Exams (2) | 100 x 2 = 200 | 39 % |
| Extra Credit | - | - |
| Total | 510 | 100 % |

## 6.2 Introductions Discussion Post

At the start of the semester, I ask that you all contribute to a Blackboard discussion board, so your classmates and I may learn a little bit about all of you. Because we will be working in groups often, I’d like us to become at least somewhat familiar with each other! Please tell us:

- Your name (with phonemic spelling and any preferred names) and pronouns (optional - only if you feel comfortable)
- Your year in school (e.g., First-year, sophomore, etc.)
- Your majors and minors
- Briefly identify one area in psychology you find interesting - it can be mundane or complex, broad or specific, just throw something out there.
- Explain one or two interesting facts or hobbies of yours - share anything you'd like!

## 6.3 Syllabus Quiz

It is important that you can find relevant information in this syllabus and understand the expectations that you will be held to in this class. At the start of the semester, you will take a 5 pt quiz of 20 multiple-choice questions (0.25 pts per question) that assess your understanding of this syllabus.

During this quiz, you may have the syllabus open and refer to it, as you may have to scan through it to find the answers. You may take the quiz multiple times in order to get a perfect score.

> **Important**
>
> **You must get all 20 questions correct (i.e., a perfect score) before you are allowed to accomplish any further work in this class. No additional submitted work will be graded until you complete this quiz with a perfect score I want to make sure you know how this class works before we get further in the semester!**

## 6.4 Pre-test and Perspectives Survey

As we begin the class, I like students to get a sense of how I ask multiple choice questions, and it is also helpful for me to see where we are all starting off. Therefore, on the first day of class, we will take short multiple-choice pre-test that covers the content of the entire semester - but this will just be counted for completion points (5pts).

At the same time, I also like to poll students' on their perspectives towards learning and classwork in general. It is useful so that I understand the motivations and opinions of my class and factor that into the engagement I provide. While I don't know each of you individually at the very start of the semester, I hope to get to know you a little bit more as we continue together through the course - this will be due after the first week of class (5pts).

## 6.5 Lecture Check-ins

Each lecture will be followed by an in-class group activity that reviews and solidifies the content of that lecture. These will be treated as more formative worksheets that just help you all practice thinking about some of the content, before you start reading and studying for the next weekly quiz. While I grant credit for **completion**, you *must* put forth good effort - I will take points off if you do not demonstrate a good-faith attempt.

- There are a total of 5 points attributed to each lecture check-in, with the following breakdown:
    1. 1 pt for working as a group - by default each group receives this point, but if it is clear that a majority of people in the group are not collaborating/talking, it will change to a 0.
    2. 1 pt for rating each group member by their engagement - each lecture check-in sheet will have a section for you to write in the names of each group mate, and assign a rating of how engaged and communicative they were with the group - please do not share this rating with others. You must assign a rating to each group member to get this point.
    3. 3 pts for adequately responding to the prompts and questions of the check-in - these are just graded for completion, but please try to give a good answer.

I recognize that many students dread any sort of “group” activity, but many future courses will involve group projects, and your future career will also involve working with others. Please make a good effort to build positive, working relationships with you group mates each week - I’ve seen great friendships develop from this work!

If your peers consistently rate your engagement with the group low across several weeks, this will prompt me to have a conversation with you - this will not necessarily result in any lost points, but I would like to discuss why this trend is occurring and see if there is a way that I can help you engage.

These points cannot be made up if class is missed. They must be completed in-class, during the scheduled class time - and cannot be done from home. This is because these activities are intentionally a discussion-based activity. 5 sets of these points (i.e., 20 points total) are “dropped” from one’s final grade - meaning that 5 classes may be missed with no immediate impact on the grade.

I will provide an answer key after class that details answers and explanations to the lecture check-in, so that you may review and use this to study for future quizzes and exams.

## 6.6 Reading Evidence

Because the lectures and textbook are closely connected, it is my expectation that students will engage with the book to reinforce their understanding of the concepts we are covering. At times, you may find the book to provide an explanation that makes more sense than

what I give in lecture - that is a good thing! Sometimes, we resonate better with reading or hearing information, and either way I am happy that you learn the content.

Under each weekly module on Blackboard, there will be a portal for you to access the free Required Text chapter for what we are covering in the week.

This portal will contain the pages for you to read for that week and reinforcement questions that periodical check your knowledge. Then, at the end of the reading, there is a more formalized 10 question quiz. I will demonstrate the flow of this activity in the first week of class.

Your reading evidence score for the week will be the score on the final quiz divided by two, out of 5 points total. For example, if you scored a 9 out of 10 on the last quiz, your score would be 4.5/5.

> **Important**
>
> In order for your score to be counted, **you must go through all of the reading and the reinforcement questions prior to the quiz - otherwise you will receive a 0.**

## 6.7 Synthesis Papers

It's an essential skill to be able to understand content in the broader context of what we learn in the course, but also how it connects to other classes. Different domains of psychology often connect with one another, as well as other subjects like business, healthcare, philosophy, etc.

At 3 times in this semester, I'll have you all write a short paper working to combine what you have learned in this class and other classes. More details will be provided on the respective assignment instruction sheets.

## 6.8 Exam Debrief / Preparation Reflection

I like to query how students prepare and study for exams, because they are such substantial parts of each student's grade. While there are many valid approaches, it also helps me make any targeted advice on where I think your time studying might be better spent. After the midterm exam is graded, and you've seen what you've got right and wrong, I'll have you submit a survey that asks about how you prepared and your feelings about the test. (5pts)

As we approach the final exam, I'll once again have you answer a similar survey, and during that reflection, I'll have you discuss how you changed your habits from the last time (or if you kept them the same). (5pts)

## 6.9 Enrichment Activities (SONA)

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.

Enrichment activities are scheduled and offered through the Sona Study Scheduling System. You will receive an email from Study Scheduling System 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 Tuesday January 14th, please check your spam folder. Should the email still not appear, please contact the Lab Supervisor, Hannah Todd, at psychlab@gvsu.edu.

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

### 6.9.1 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.

### 6.9.2 Enrichment Activity Deadline

The last day to complete your EA requirement is Friday, April 18th @ 5:00pm. Please note that Enrichment Activities and the corresponding deadline was established by the PSY

department and applies to all sections of PSY 101. Given enrichment activities can be completed throughout the semester, there are no make-up opportunities for this assignment and late assignments are not accepted.

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

## 6.10 In-class Quizzes

We will be taking in-class quizzes routinely throughout the semester to help cement the concepts between each class period. For each student, I will drop each student's lowest 5 quiz grades from your final grade. The format is as follows:

- Each quiz is 10 multiple-choice questions, 1 point for each question
- Quizzes will be taken at the start of the class period on paper sheets
- Quizzes will be on content covered in the previous lecture and the associated reading for that lecture (i.e., content from the previous week)
- Quizzes are timed, 10 minutes only - extra time will not be provided for students arriving late.
- Quizzes are open-note, **but your notes must be printed out ahead of time (i.e., they must be a paper copy)**. You may use the "skeleton notes" that I provide, or you own written notes. Thus, the weekly quizzes reward good structure in thoughtfulness in your notes and preparation (see Stay Organized)
- You may not collaborate with others during the quizzes, or discuss questions with other students after the quiz. You cannot use AI tools, the internet, or any electronic devices to help you. You may not use the book or slides, only printed/handwritten notes.
- In regard to the last two points, I reserve the right to inspect any notes you use for these quizzes to ensure they are valid - I may ask that you put away materials that are not your own notes or the filled in "skeleton" notes.
- Quizzes and exams will be ended early if all students are clearly finished and content with their answers
- Quizzes will be graded promptly and reviewed the following week. Answers to the questions will be available after all students have finished the quiz.
- Quizzes cannot be made-up if a class is missed - they must be taken in class at the originally designated time

Because of the fast nature of quizzes, you will not have time to look up answers to all of questions - please prepare by studying, reviewing, and understanding the content, using your organized notes as a quick backup.

## 6.11 Exams

There will be 2 exams in this course, effectively a midterm and a final. These exams are intended to be **non-cumulative** and will cover content from all units and [Quizzes] since the prior test. In practice, this means that the midterm will only cover the first half of the course, and the final will only cover the second half of the course.

The format is as follows:

- Each exam is 50 multiple-choice questions, 2 points for each question
- Exams will be taken at the start of the class period, on paper sheet
- Exams will contain content from the entire unit, between all lectures AND readings and any other activities
- Exams are timed, 50 minutes only - extra time will not be provided for students arriving late.
- Before the day of the exam, I will provide each student with a notecard that may be used as a “cheat sheet” during the exam. You may not use any other size of notecard than the one I provide. You may fill out both the front AND back of the notecard with any **handwritten** information you’d like - so long as you have not spelled out an answer key, if found online.
- Exams are not open-note, open-book, or collaborative. You are not permitted to use any form of assistance other than the provided notecard to aid you during the tests. Do not discuss the tests with other students after it has concluded
- In regard to the last two points, I reserve the right to inspect the notecard you use for these exams to ensure they are valid - I may ask that you put away a notecard if there is evidence that it somehow contains an answer key.
- Quizzes and exams will be ended early if all students are clearly finished and content with their answers
- Exams will be graded promptly and reviewed the following week; the correct answers to the questions will also be provided.

## 6.12 Extra Credit

*If* I find opportunities that I feel will enhance your experience in this course and be eligible for extra credit, I will notify you all through Blackboard. *If* I do add extra credit assignments, they will supplement the existing points total, rather than adding to the total itself. This means that they will functionally “make up” for lost points on the other assignments.

> **Important**
>
> Please do not request that I offer extra credit for your individual benefit - I will determine whether it is appropriate for the class to have these opportunities as we continue through the semester.

Partaking in any offered extra credit opportunities is an excellent way to subtly boost your grade and possible result in a higher letter grade.

# 7 Schedule

This schedule will be a rough plan for the semester. In addition to each scheduled quiz/exam and other in-class activities, keep in mind I will lecture on the assigned module for that week. There is the possibility that this schedule will need to change if lectures take longer than expected or if classes are canceled unexpectedly. I will communicate if deadlines change.

**Other Important Dates:** Please see the GVSU Academic Calendar

**Notes on reading the schedule:**

- Quiz number is in reference to the module number of content that will be tested upon. For example, quiz 1 will test on content from module 1.
- Those assignments that are in the “Due” column will primarily be due at start of class time (6:00pm EST) of that week. For example, “Introductions” discussion posts and the Syllabus Quiz are listed under date of Sept 4 and week 2. Therefore, this will be due Thursday, Sept 4th at 6:00pm EST.
- Reading Evidence for the chapter listed will not be due until the following week. For example, Ch 3 is listed under module 3. Therefore, it will be due the following week at 6:00pm EST (class time) on Sept 18. This provides the flexibility of completing reading evidence before or after the lecture it accompanies.

Table 3: Course Schedule

| Module Number | Class/Due Date | Textbook Reading | Quiz / Exam | Assignment Due |
|---|---|---|---|---|
| 1 | August 28* | Ch 1 | - | - |
| 2 | Sept 4 | Ch 2 | Quiz 1 | Syllabus Quiz, Introductions, & Perspectives Survey |
| 3 | Sept 11 | Ch 3 | Quiz 2 | - |
| 4 | Sept 18 | Ch 4 | Quiz 3 | - |
| 5 | Sept 25 | Ch 5 | Quiz 4 | Synthesis Paper I |
| 6 | Oct 2 | Ch 6 | Quiz 5 | - |
| 7 | - ** | Ch 7 | Quiz 6 | - |
| 8 | Oct 16*** | Ch 8 | Exam 1 / Midterm | - |
| 9 | Oct 23 | Ch 9 | Quiz 8 | Synthesis Paper II |
| 10 | Oct 30 | Ch 10 | Quiz 9 | Exam Debrief Reflection |
| 11 | Nov 6 | Ch 11 | Quiz 10 | - |
| 12 | Nov 13 | Ch 12 & 13 | Quiz 11 | - |
| 13 | Nov 20 | Ch 14 | Quiz 12 | Synthesis Paper III |
| - | - **** | - | - | - |
| 14 | Dec 4 | Ch 15 & 16 | Quiz 13 | All Enrichment Activities (SONA) Due |
| - | Dec 11 | - | Exam 2 / Final | Exam Preparation Reflection |

*August 28th is the first day of class, there are no quizzes or homework due this day. However, we will cover lecture content this day, so students are advised to read the indicated textbook chapter before or after this class.

**Oct 9th I will be away at a conference, and will not teach in-person. We will not hold class this day. Instead, for this week - I will make all relevant content available to students on Blackboard, with activities such as the lecture check-in and weekly quiz due Oct 16th at 6:00pm EST.

***Oct 16th is the date of the first exam / midterm - content from Module 8 and chapter 8 will not be on the midterm. There is also no “quiz 7”, that content is covered only assessed on the midterm.

****Nov 27th is Thanksgiving Recess. There will be no class content to attend to this week.

## 7.1 Final Exam Schedule

The final exam for this course will be scheduled for **Thursday, December 11 in AuSable Hall (ASH) 2302 Classroom at 6:00pm - 8:40pm EST** (regular meeting time and place). Please ensure that you are able to take the exam at that time, and if not, contact me as soon as possible.

# 8 Additional Resources

Outside myself, the textbook, and course content, there is a wealth of student resources available to you all. While I will always aim to be helpful and available to the best of my ability, I strongly encourage you to utilize these resources to support your learning and achievement. Seeing additional help is *not* a weakness - many of my best students have reported deeply benefit from the opportunities below.

Unfortunately, I am unable to offer extensive, individualized help to each student and may refer you to one of these services if I think you would benefit from some more targeted and sustained assistance. Please visit the respective webpages for these services to learn more about what they can offer to you. There are many more than I can list here, and you should definitely look at all the available services here.

## 8.1 The Tutoring and Reading Center (One-on-one Tutoring)

**Webpage:** https://www.gvsu.edu/tutoring/

**Description**

Tutoring in the College of Liberal Arts and Sciences (CLAS) serves students at Grand Valley State University by providing tutoring and supplemental instruction. We foster academic success by providing multidisciplinary content support and promoting positive study behaviors to cultivate empowered, persistent learners in an inclusive, accessible, and learner-centered environment.

## 8.2 Fred Meijer Center for Writing and Michigan Authors (Writing Help)

**Webpage:** https://www.gvsu.edu/wc

**Description**

The Fred Meijer Center for Writing provides writing assistance to all GVSU students, on any type of project and at any stage of the process. The Writing Center employs

both undergraduate and graduate writing consultants from across majors and disciplines. Consultants are trained to help writers brainstorm, organize, or develop their ideas; and they can help writers edit their own work and document sources correctly. The Center's services are free and students can work with an idea, assignment prompt, or draft of their paper. Students can virtually drop in or schedule an appointment; both appointments and drop-ins are available during all service hours: (Mon-Thurs 9am-11pm, Friday 9am-3pm, Sunday 2pm-11pm). Due to COVID-19, all writing center services are available online. Limited in-person consulting may be available; please check the Writing Center's website for up-to-date information. All service options (drop- ins, appointments, email support) can be accessed via the Writing Center's online scheduling system - Book It. We look forward to working with you!

## 8.3 GVSU Knowledge Market (Research, Writing, and Presentations Help)

**Webpage:** https://www.gvsu.edu/library/km/

**Description**

The Knowledge Market is an interdisciplinary peer-to-peer collaborative service that brings together similarly-aligned academic programs to help students develop their intellectual skills, habits, and identities. The Knowledge Market offers one-stop support for library research, writing, oral presentations, and digital projects! Available to help with projects from any class, our highly-trained consultants are here for you.

We have two convenient locations and offer online sessions, so you can meet with us from wherever you are. To have a consultation, schedule an appointment or join the drop-in queue at any of our locations. We look forward to working with you!

## 8.4 Counseling Center and Mental Health Apps

**Webpage:** https://www.gvsu.edu/counsel/

**Description**

Short-term individual and long-term group therapy are provided at no cost to currently registered GVSU students who fall within our scope of practice. Seminars and events, online self-help tools, and consultation/referral are just a few of the additional services we provide to the GVSU community.

In addition, there are many self-help phone apps that may offer a convenient way for you to attend to your mental health: https://www.gvsu.edu/counsel/self-help-applications-218.htm

## 8.5 Psych Friends Peer Mentoring (Peer-to-peer Mentoring)

**Webpage:** https://www.gvsu.edu/psychology/psych-friends-477.htm

**Description**

Psych Friends mentors are upper-level psychology and behavioral neuroscience students who are trained to provide support in many areas, such as: effective studying and time management techniques, exam preparation and reflection skills, understanding the PSY and BNS major requirements, potential jobs and careers in the field, the process of applying for graduate school, and how to maintain physical and mental health as a student. Visit https://www.gvsu.edu/navigate to schedule an online or in-person meeting today!

Psych Friends Peer Mentoring aims to increase the academic success & well-being of psychology students by connecting upper division psychology majors (mentors) with students newer to the major (mentees). Psych Friends is a great way to expand your knowledge on all that the field of psychology has to offer and to build a social network with others within the psychology community.

Make an appointment with a peer mentor to learn about the psychology and behavioral neuroscience major requirements, careers, and education paths in psychology, the graduate school application process, strategies to increase academic success, and/ or student self-care techniques. Our mentors would love to get to know you. We have plenty of time slots available to best fit your needs. Appointments can be made through Navigate and students can choose between having an appointment in person on campus, or to meet online via Zoom.

## 8.6 COVID-19 Resources

**Webpage:** https://www.gvsu.edu/lakerstogether/

Unfortunately, COVID-19 remains a threat to our student community. Please review the above link for resources to help protect yourself and others.

# 9 Frequently Asked Questions (FAQ)

**How do you say the professor's name, and how should I address him?**

The phonemic spelling is Kwin-tin Kwahg-lee-ah-no. You are welcome to call me Quinton, Prof. Quagliano, or Prof. Q. Please do not address me as Mr. Quagliano (I find it odd) or Dr. Quagliano (I have not earned that honorific).

**What is the professor's background?**

I have an B.S. in Psychology (neuroscience concentration) from Calvin University, and an M.S. in Quantitative Psychology from Ball State University. I am a full-time, board-certified psychometrist at Trinity Health Grand Rapids Neuropsychology Clinic , as well as an Adjunct Instructor of Educational Psychology at Ball State University (remotely), in addition to my adjunct role here. I currently serve on the Board of Directors for the Board of Certified Psychometirsts, where I primarily work on exam development and psychometric validation, among other administrative tasks.

Generally, I describe myself as being research-oriented with emphasis on advanced quantitative (statistical) methods applied to psychometrics. I have had the pleasure on working on projects in a variety of theoretical domains, such as education, neuropsychology, neurology, psychiatry, and audiology. I remain loosely associated with Pine Rest Christian Mental Health Services, Ball State University, and Trinity Health Grand Rapids Neurology/Neuropsychology for ongoing research projects.

I was a TA and tutor for students throughout my undergraduate and graduate education, and have been involved in clinical work (inpatient psychiatry and outpatient neuropsychology) for the last 6 years. My CV will be posted in the course Blackboard if you'd like to know more about me.

**Can I talk to the professor about things other than class?**

Of course! I love talking about research, careers, your academic journey, and your personal goals. You can always email me or stop by during office hours for a chat. Unfortunately, I cannot offer any research, teaching assistantships (TA), or extracurricular opportunities to students at this time, but I can give you pointers on where to look for these things if you are interested! I can serve as a reference or "letter-writer" for your future endeavors, but only if you ask me. I ask that you generally refrain from interacting with me on social media, but you are welcome to:

- Connect with me on LinkedIn
- Follow my work and comments on Github and StackOverflow

**Is this class hard?**

When asked this question by students, I really have no idea what to say (haha). But, I'll try to answer this best I can: I do think this class is meant to challenge you and encourage you to do your best work. I do try to set reasonable, but still high, expectations for students, and I try to be transparent about this from the very start. However, whatever challenge you face in this course's content is very intentional - I think some healthy difficulty is necessary for you to get anything out of this class. I'm always happy to help and hear what you need from me, but I also really want to see each person grow while they take this course.

**Why so many quizzes and assignments?**

More assessments mean that a few bad scores won't sink your chances of a higher letter grade. Constant testing and revisiting of past topics are also excellent ways to learn and solidify concepts. It also lets me know if the class is struggling with certain topics, so I have time to re-hash and review difficult ideas and concepts before the more-important exams. I know it may be stressful to have these every meeting, but I do promise they have

a purpose to them. Take good notes, revisit topics often and you should be okay. I promise, each assignment is meant to help you grow, not assigned just as "busywork" - if you feel like it is, reach out to me for an honest conversation.

**How can I study better for tests and quizzes?**

I will provide more extensive tips for studying in the study guides that I provide for the midterm and final exams. In the meantime, you can also look at the Tips for Success section of this syllabus. If you find that you are not seeing the progress you want in this course, I'd recommend switching up your study and review habits - different courses sometimes need different approaches.

**How can I learn to write better?**

One of the best ways to learn how to scholarly write is to constantly read published, scientific articles. I've refined my own writing style a lot by just emulating the style of more experienced scientists. Of course, good writing is a skill build up over the course of many years; so be patient and consistent in developing your abilities. I am here to help you prepare your written assignments, but make sure to use the writing center and other resources as well!

**Can I re-take or re-submit an assignment, exam, or quiz for a revised score?**

No. I give you adequate time, resources, and in-class support to study for quizzes/exams and prepare assignments. I will give constant feedback so that you are better equipped for future assignments, but cannot re-grade revised assignments. I'd like for students to be proactive in creating high-quality work the first time by starting work early and using good study habits.

**Can I work ahead on content and assignments?**

If something is opened on Blackboard, you are free to work on it. However, content will usually only be opened a week in advance at the earliest, meaning you can't ever get *that* far ahead. The reason this is, is that it tends to make it much easier to forget content, and that it puts additional pressure on me to respond to assignments and submission that are not yet due. Keeping most students at the same pace allows me to make the best possible course - I thank you all in advance for your patience.

If you insist on working ahead, the best strategy would likely be to read ahead in the textbook, according to the upcoming chapters on the Schedule.

# 10 Tips for Success

There is no full-proof way to prepare for every course; realistically, each class is unique, and each student has a slightly different path to success. However, I have some ideas below on things that I think could help you in the course.

## 10.1 Read This Syllabus (Seriously)

It is my goal that students never feel that the logistics, policies, and expectation of our class are unclear or opaque. This syllabus is quite long, but is designed to preemptively answer many of the common concerns and questions of students. The best way to stay on track with the course and understand how I've set things up, is to read this document and explore Blackboard. I urge you to familiarize yourself early on with the contents of this syllabus, and please contact me if anything remains confusing.

## 10.2 Take Good Notes, Often

Passively listening to a lecture or skimming through a reading rarely helps fully engage your brain to remember and recall information. Through many activities and readings in this class, you should try to be jotting down notes, ideas, or questions to help you better connect with the content. I'm always open to giving advice on ways you can do it, but many different strategies can work. Consider the different options presented in this document: https://www.gvsu.edu/library/km/note-taking-strategies-48.htm

## 10.3 Back Up Your Work

We have all been in the undesirable position of losing hours of work due to a sudden power outage or accident. I **strongly** recommend that you use platforms and methods to maintain your work in case of an accident. Use services like Microsoft OneDrive/365 or Google Drive to save your work in the cloud, or use software like git to version control your work. Save regularly and often, enabling auto-save if it is a feature in the software you use. While I empathize with the pain of suddenly losing work, technology issues are not an acceptable excuse for late work - as there are a variety of ways to preemptively protect your progress.

## 10.4 Stay Organized

The start of the semester is the best time to establish the right organization method that keeps you on track. Losing assignments, papers, and notes to the void can feel like a huge setback. Think critically now about how you want to organize your physical/digital documents, and get it ready now. Stick with it, and you'll find it much easier to look back later when you need that knowledge! But remember to Back Up Your Work too!

## 10.5 Create a Weekly Schedule

While I provide a course Schedule to give structure to the overall class, I would recommend setting up a personal schedule for studying and attending to assignments throughout each week. Procrastinating and trying to rapidly complete work before deadlines will hurt the quality of your work and that will likely be reflected in your grade. Establishing good time-management habits early on in the semester will help you maintain a good balance between your life and classes.

## 10.6 Communicate Well With Me

I ask that you regularly attend to your email and Blackboard so that you see important notifications from me regarding this course. If you need help or have questions please do reach out to me as soon as possible (preferably via email). Ignorance or avoidance of emails and notifications is not an excuse for late or poor work. I am always happy to point you in the right direction or clarify something, but I can only do so if you tell me your concerns.

## 10.7 Take Care of Yourself

Your health and your family's health should be your priority. If you are dealing with illness, sick family members, travel difficulties, a bad internet connection, increased anxiety, childcare challenges, or any other issues, please reach out and we will figure out accommodations. Please see the syllabus section on Physical, Mental, and Financial Health and Well-being.

Balancing undergraduate studies with the stresses of life is difficult and is a time of change for many students. Make sure you get enough sleep, eat food and drink water, and spend time with friends and family. You'll do best in my course (and every course) when you are at your best mentally and emotionally! I look forward to supporting you all best I can this term!