

# Research in Psychology II

PSYC 301

MW  
8–9:30 am  
Theater 204

Fall 2022

## Course Overview

Welcome to RIP III! In previous semesters of your psychology education, you were mostly a research *consumer*—you read and discussed findings originated by others. In this course, you will become a research *producer*. You will learn the best practices of psychological science so that you can develop new research questions, design studies that will actually answer those questions, and communicate your findings to others.

This course will extend the skills and knowledge that you developed in RIP I and prepare you to conduct your own independent research in your capstone. By gaining hands-on experience with research methods, this course will also help you become a critical consumer of the research (and the “research”) that is ubiquitous in today’s society.

I am looking forward to working with you this semester!

## Inside this syllabus:

Resources for Success	2
Assignments	3
Grading	4-5
Other Course Policies	6
Accessibility Commitment	7
Call me “Cari”	8
Your Health & Well-Being	8

## Your Instructor



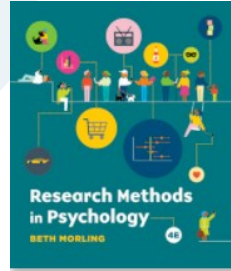
**Cari Gillen-O'Neel**

Olin-Rice 322  
cgilleno@macalester.edu  
651-696-6086

Research in Psychology II

## Required Texts

Two texts are required for this course. You may use any available *formats* (e.g., softcover, e-book, etc.), but be sure to get the correct *editions* of these books. Both texts are available at the campus bookstore and online (e.g., Amazon). In addition, a few copies of each text will be available on reserve at the library.



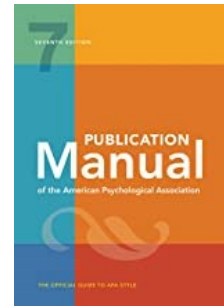
**Research Methods in Psychology, 4th edition**

Author: Morling, B.

paperback: 978-0393536263

loose leaf: 978-0393536270

e-book: see Moodle



**Publication Manual of the APA, 7th edition**

Author: APA

ISBN: 978-1433832161

*Additional readings will be posted on Moodle*

## Meeting with Cari

**Student hours: Mondays 9:30–10:30 am | Tuesdays 1:15–2:15 pm | by appointment**

**Student hours** take place in my office (OLRI 322) or by Zoom (email me for a link). During my student hours, I am available to meet with any students for any reason (e.g., advising, personal concerns, course questions, etc.). During these hours, I am available on a first-come, first-served basis.

Outside of student hours, you may **schedule appointments** with me: check my Google calendar (cgilleno) and email me a few times (between 8:30am - 5pm) that work with both of our schedules. I will select a time and confirm it with you.

Finally, you may just **swing by** my office and see if I am available. You are welcome in my office any time the door is open; if the door is closed, I am unavailable.



## Course Schedule

In general, we will follow the schedule below. See Moodle for the full course schedule and list of deadlines.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
reading and quizzes due (2pm)	class @ 8 am		homework due (@ 8 am) class @ 8 am	research assignments due (11:55pm)		

## Assignments

### RESEARCH ASSIGNMENTS

Weekly Research Assignments are the building blocks of your research project. Throughout the semester, you and your group will review psychological research on a topic of your choice, develop a testable research question that will advance this research, collect and analyze data to answer this question, and present your work in an APA-style paper and a poster presentation. Each research assignment will guide you through a step of this process.

**Due:** Thursdays at 11:55pm

**Format:** some assignments are submitted individually, and some are submitted by the group (see Moodle for details). For the most part, research assignments are submitted to your team's shared Google Drive.

### QUIZZES

Weekly Quizzes test your understanding of the concepts that are covered in the textbook. By completing these quizzes before class, we can streamline our class time and only focus on concepts that the class is grappling with. The rest of our class time will be spent deepening your understanding of key concepts and applying them to your own research.

**Due:** Sunday afternoons at 2 pm. Otherwise, there is no time limit.

**Format:** all quizzes are completed on Moodle.



### HOMEWORK ASSIGNMENTS

Weekly homework assignments help you apply course concepts to your own research. These assignments will prepare you for class on Wednesdays and, often, they support you in developing your research assignment.

**Due:** Wednesday before class (8 am)

**Format:** submit on our shared Google Drive.

### FINAL POSTER & PAPER

As a culmination of your research, you will present your work in two forms: a research poster and an APA-style paper. Both are due at the beginning of December. You will receive much more information about these assignments throughout the semester.

## Grading Philosophy

I love helping students learn about psychology and develop as thinkers, researchers, and writers. Too often, however, grading gets in the way of these goals. In fact, grades can actually inhibit learning, particularly deep learning of material (Rust, 2002). For writing in particular, grades can shut down the process of development—students who earn low grades may give up out of frustration, and students who earn high grades may think that there is no room for improvement. *Everyone* can work to become a better writer (me too!), and grading along the way often limits writers' progress. At the same time, there is a place for grades in the college classroom. In this class, therefore, we will take a somewhat different approach to assessment and grades—a system called “Contract for B.”

### Contract for B

Throughout the semester, I will assess your work and give you a lot of feedback. The only thing that I will *grade*, however, is your final paper. This way, I can be your mentor throughout the course without grades getting in the way. I do not expect your work to be perfect, but I do expect you to meet the basic requirements of each assignment. I also expect that you will incorporate feedback into subsequent drafts and work to improve your knowledge and skills. Staying on contract requires the following:

**1. Attendance:** Be present, on-time, and fully prepared for all class sessions and meetings. Arriving late or leaving early =  $\frac{1}{3}$  of an absence; being unprepared =  $\frac{1}{2}$  of an absence. You may have two absences (an entire week of class) without penalty. Additional absences will require special circumstances (e.g., doctor's note) or flexibility tokens (see next page).

**2. Engagement:** For group assignments, complete your fair share of the work. In class, be a productive member of our community (e.g., participate, ask questions, and allow space for others to participate). Help your classmates improve their writing by participating actively in workshop days and by making clear and helpful comments on your peers' writing.

**3. Completing Work:** Submit all assignments, on time and complete. When required, include a completed checklist with your submission. For assignments submitted online, submission times are determined by Moodle's timestamps; for assignments submitted in person, submission times are at the start of the meeting time. Late assignments will not be accepted (unless accompanied by a flexibility token).

**4. Quizzes:** Maintain an 80% average on weekly quizzes. Late quizzes will earn 0% unless accompanied by a flexibility token.

**5. Homework:** Maintain a 4/5 average on weekly homework assignments. Late homework assignments will earn 0/5 unless accompanied by a flexibility token.

**6. Rewriting:** Good writing requires substantial rewriting—reorganizing and restructuring sentences and paragraphs within your paper. Each draft of your writing should show progress in making the paper stronger.

**7. Editing:** In final drafts, your work will be free from errors. Consider getting editing help from fellow writers and the MAX center.

**8. Final Paper:** Substantially rewrite and revise your final paper based on the feedback you receive. We will have a conference about your final paper during finals week.

**9. Awareness:** Keep track of your progress in the course; keep track of whether you are staying on the contract for B. If you are unsure of your progress, schedule a meeting with me.

## Staying on Contract & Flexibility

As you can see, to stay on Contract for B you must: work hard, be prepared, incorporate feedback to improve the quality of your work, and be an active member of our class community. Staying on contract also requires punctual attendance and meeting deadlines. Because I recognize that life sometimes interferes with attendance and deadlines, I offer **four** “flexibility tokens” that allow you to stay on contract despite small infractions. One token may be redeemed for: one additional absence or one 24-hour extension. Your four tokens may be used in any combination. For example, you may miss four additional classes **OR** you may miss two additional classes and submit two quizzes or assignments 24-hours late **OR** you may submit one quiz or assignment 96 hours late. In each of these examples, your four tokens would cover the flexibility, and you would still be on contract. Once your tokens are gone, additional absences or extensions will only be granted in extreme circumstances (e.g., a medical emergency with a doctor’s note). If you have one additional absence or late assignment beyond your four tokens, we may be able to work on a plan to get you back on contract. If this is your situation, please schedule a meeting with me. However, two additional absences or late assignments or a major infraction (e.g., plagiarism or failure to contribute to your group) will take you off contract.



## Final Grade

Although I will give you *feedback* throughout the term, your final paper is the only thing that I will *grade*. During our final conference, I will examine your paper and assign a cursory grade based on the quality of your work. If you are satisfied with that grade, you are done. If you are not satisfied, you may continue to revise until the deadline. At that point, I will take a closer look at your paper and assign a final grade. Your final grade will be no lower than the one assigned at the conference, but it is not guaranteed to be higher.

The grade that you earn on your final paper will be your course grade. **However, if you stayed on contract during the semester, the lowest grade you could possibly receive in the course is a B.** In other words, the contract provides you with a grade safety-net; even if the quality of your final paper is below a B, your behavior in the course (e.g., punctuality, hard work, and improvement) would be enough to warrant a B in the course. Grades above B require an excellent final paper. Throughout the semester, I will give you a lot of feedback and many examples of excellent writing to help you see the quality of work that I am looking for. **If you break contract, you will move to a more traditional grading system (see next page). Students who break contract typically earn between an NC and a B-.** In other words, even if the quality of your final portfolio is above a B-, your behavior in the course (e.g., missing class, missing deadlines, or not contributing to your group) typically cannot justify a higher grade.

## Other Course Policies

### What if I go off-contract?

If you choose to go off contract, your grade will be determined by the formula to the right. Late quizzes will earn 0 points. Homework and research assignments may be submitted late, but their grade will drop by 5% for each 24-hour period past the deadline that they are submitted.

- Attendance & Participation: 15%
- Quizzes: 20%
- Homework: 10%
- Research Assignments: 20%
- Final Paper: 35%

### What if I need to take an incomplete?

Macalester College strongly discourages assigning incomplete grades. Unless a majority (typically over 75%) of assigned work has already been submitted, an incomplete will not be given. If extenuating circumstances arise, I will direct you to the Dean of Students, and I will consider the Dean's advice when making decisions about incompletes.

### Can I get your PowerPoint slides?

Yes! I will post course slides on Moodle each week. If I forget, please to email me with a polite reminder.



### Can I use technology (phones, laptops, etc.) in class?



Please set your phones to silent before class, and if you must use your phone during class time, please discretely step outside. Laptops and tablets are welcome as long as they are used as learning aids (e.g., for note-taking). "Multitasking" (e.g., checking

email during class) can impede your learning (Hembrooke & Gay, 2003), and it can be distracting to those around you (including me!). I reserve the right to ban technology that becomes detrimental to our classroom culture.

### What do I need to know about plagiarism & academic integrity?

Plagiarism is the presentation of others' thoughts, ideas, or words as your own. Plagiarism can be blatant, such as directly copying other's words, or it can be subtle, such as failing to properly cite another's ideas. Either way, plagiarism violates Macalester College's expectation that all mem-

bers of the community act with academic integrity. If you are unsure about citations, wording, or similarity of structure, please meet with me to discuss these issues; I can help you make sure that you are citing and paraphrasing appropriately. If I have any reason to suspect your integrity in

this class, I will contact you. After that meeting, I will determine what further steps are appropriate, and I may refer you to the Director of Academic Programs, who will determine additional consequences. If you have questions, please contact me or refer to the website below.



# Accessibility Commitment

I am committed to creating an accessible and inclusive class where every student can participate fully in course activities and benefit from course materials. I am happy to talk with you about how to maximize your experience in this class and to discuss how you learn best. Please don't hesitate to be in touch with your requests and suggestions.

- Facilitate your connection to the MAX Center or other sources of support on campus
- Be as flexible as possible in the event of a crisis or emergency (provided that you have also spoken to someone in the Dean of Students office)



**Shammah Bermudez**  
Director of Disability Services

disabilityservices@macalester.edu  
Kagin Commons

## What I will do for every student

- Post assignments at least two weeks in advance of when they are due
- Share PowerPoints and other materials used in class lectures
- Meet with you individually during student hours for extended study or discussion
- Submit an Early Academic Warning and contact the Dean of Students if your performance slips or if I notice a pattern of frequent absences

## What you can do if your needs are not met by the above

If you know you have a disability that affects your learning process, I encourage you to meet with Shammah Bermudez, the Director of Disability Services. This will allow you to receive accommodations. The website below is your best guide to this process. Shammah will send me a confidential letter detailing your accommodations. Meet with me after you've met with Shammah so we can work together to ensure that your needs are met.

## If you are not registered with Disability Services

If you wait to self-advocate until you are in trouble in this course, you may be too late. I cannot accommodate you retroactively. Without a letter from Disability Services, I cannot offer a flexible schedule of assignment deadlines or a flexible attendance policy.

[www.macalester.edu/disabilityservices/](http://www.macalester.edu/disabilityservices/)

## Email me!



Outside of class and office hours, email is the best way to contact me. I respond to emails as soon as possible. Outside of work, however, I try to spend as much time as possible with these guys, so I typically only respond during work hours (8:30 am – 5 pm on weekdays).

## Call me “Cari”

Students sometimes wonder what to call their professors. You may call me Cari (pronounced like “carry”). If you prefer to be more formal, Dr. Gillen-O’Neel or Professor Gillen-O’Neel are also ok with me. My pronouns are she/her. Please tell me your name and pronouns too!

## Your Health & Well-Being

I encourage you to make your well-being a priority throughout this semester and throughout your career at Macalester. In addition to being a student, you are a human being carrying your own experiences, thoughts, emotions, and identities with you. Investing time into taking care of yourself will help you engage more fully in your academics. It is important to acknowledge any stressors you may be facing, which can be mental, emotional, physical, cultural, financial, etc., and how they can have an impact on you and your academic experience. I encourage you to remember that you have a body with needs. In the classroom, eat when you are hungry, drink water, use the restroom, and step out if you are upset or need some air. Please do what is necessary so long as it does not impede your or others’ ability to be mentally and emotionally present in the course. Outside of the classroom, sleeping, moving your body, and connecting with others can be strategies to help you be resilient. If you are having difficulties maintaining your well-being, please contact me and/or find support from other sources. I have a list of resources that may be helpful!

