

Research in Psychology II

PSYC 301

Spring 2022

T TH
1:20 - 2:50pm
OLRI 349

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!

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Your Instructor



Cari Gillen-O'Neel

Olin-Rice 322

cgilleno@macalester.edu

651-696-6086

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, one copy of each text will be available on reserve at the library.

Additional readings will be posted on Moodle



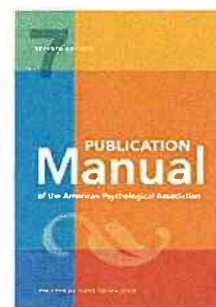
Research Methods in Psychology, 4th edition

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

Meeting with Cari

Student hours: Monday & Tuesdays 3 – 4 pm

Student hours take place in my office (OLRI 322) or by Zoom. During my student hours, I am available to meet with any students for any reason (e.g., advising, personal concerns, course content questions, assignments, 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
research assignments due (11:55pm)	reading and quizzes due (2pm)	class @ 1:20pm		homework due (1:20pm) class @ 1:20pm		

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: Sundays 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: Monday afternoons at 2 pm. Otherwise, there is no time limit.

Format: all quizzes are completed on Moodle through our textbook's "InQuizitive" online software.

HOMEWORK ASSIGNMENTS

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

Due: Thursday before class (1:20 pm)

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 near the end of April. 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 class 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 my feedback 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, allow space for others to participate and ask questions). 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 excellence in writing. (i.e., 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 broke contract, you will move to a more traditional grading system (see next page). Students who have broken 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 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 slides on Moodle after each lecture. 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.

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

- 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)

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 Melissa Fletcher, the Director of Disability Services. This will allow you to receive accommodations. The website below is your best guide to this process. Melissa will send me a confidential letter detailing your accommodations. Meet with me after you've met with Melissa so we can work together to ensure that your needs are met.



Melissa Fletcher

Director of Disability Services

disabilityservices@macalester.edu
Kagin Commons
651-696-6275

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/studentaffairs/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 (see Moodle for a list of resources).



RESEARCH IN PSYCHOLOGY II

PSYC 301
FALL 2021

Course website: <https://moodle.macalester.edu/course/view.php?id=1370>

Instructor:

Steve Guglielmo (sgugliel@macalester.edu)

Pronouns: he/him

Office: OLRI 327 (phone: 696-6112)

Office Hours: Mondays 1-2 pm and Thursdays 2-3 pm (and by appointment)

Texts:

Research Methods in Psychology, 4th edition, by Beth Morling (2020). **(required)**

* You can purchase whichever format (softcover, e-book, etc.) you like — either the 3rd or 4th edition is okay *

Publication Manual of the American Psychological Association, 7th edition. (2020). **(recommended)**

COURSE OVERVIEW

Welcome to RIP II!! 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 study in Directed Research. By gaining hands-on experience with research methods, this course will also help you become a critical consumer of the research that is ubiquitous in today's society.

I am looking forward to working with you this semester!

LEARNING AND TEACHING DURING A PANDEMIC

We are living in extraordinary and unprecedented times. COVID-19 has presented all of us with unexpected and complicated challenges and stressors. Many of us are worried about the well-being of family and friends, are adjusting to new or difficult living situations, or are concerned about a future that is uncertain in many ways. Even more so than usual, I expect all of us to treat one another with grace and understanding. I ask a lot of you in this course, and I will have high expectations. At the same time, I know that life can be especially demanding at this moment, and I will be as flexible as possible. If you are experiencing challenges that could impact your work in this course, or if you anticipate that such challenges could emerge during the semester, please let me know sooner rather than later so that we can develop a plan together.

If you feel sick, do not come to class. Just send me an email to let me know. Your grades won't be adversely affected at all if you need to miss class for any COVID-related reason (feeling sick, having a health and wellness appointment, needing to quarantine, etc.). Depending on what we're doing during a class you need to miss, I might ask you to participate in a different way (e.g., submitting a response to the course content; connecting with your group members virtually to make progress on your project).

MASK POLICY

To help ensure the continued health and safety of all of us, masks are required in class, even when you are speaking. You may of course remove your mask to have a drink, but please keep it on at all other times.

COURSE MEETINGS AND SCHEDULE

Your overarching assignment in this course is to complete an entire empirical research project — identifying a research question, formulating predictions, designing and launching a study, analyzing the results, and writing up the whole project in an APA-style paper. You will do much of this work in groups.

On most Tuesdays, we will cover research content, including important details about research methodology, various types of research design, APA style, using Qualtrics to build studies, reviewing statistical techniques/analyses. This content will give you the skills you need to design and implement an effective study.

On most Thursdays, you and your will work on your project itself (e.g., finding relevant articles, identifying measures, developing your methodology, programming your study in Qualtrics, analyzing your results, etc.).

ASSIGNMENTS

RESEARCH ASSIGNMENTS

These 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: usually one per week, often on Thurs. See Moodle for details.

Format: normally submitted to your shared Google Drive folder. Some are **individual** assignments and some are **group** assignments. See Moodle for details.

QUIZZES

These test your understanding of the concepts covered in class and the textbook. This content will help you become a better consumer and producer of research in general, and will help you apply this knowledge to improve your own research projects.

Due: usually one per week, due Wed. Otherwise, there is no time limit. See Moodle for specific due dates.

Format: all quizzes are completed on Moodle. They typically consist of ~10 multiple-choice and ~5 short essay questions. You may take the quiz twice, and only your highest grade will be recorded.

HOMEWORK ASSIGNMENTS

These help you directly apply course concepts to your own research. These assignments help prepare you for class and, often, they support you in developing your research assignment.

Due: usually one per week, often on Tue. See Moodle for specific due dates.

Format: submit to shared Google Drive folder.

CONTRACT FOR A B

HOW IT WORKS

Throughout the semester, I will assess your work and give you a lot of feedback. The only thing I will *grade* is your final paper. This way, I can be your mentor 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, incorporate my feedback, and work to improve your knowledge and skills. Staying “on contract” requires:

1. **Attendance:** Be present, on-time, and prepared for all group meetings. Arriving late or leaving early = 1/3 of an absence; being unprepared = 1/2 of an absence. You may have two absences without penalty. Additional absences require special circumstances or flexibility tokens.
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 and ask questions).
3. **Completing Work:** Submit all assignments, on time and complete. When required, include a completed checklist with your submission. For Moodle submissions, submission times are determined by Moodle’s timestamps. Late assignments will not be accepted (unless accompanied by a flexibility token).
4. **Quizzes:** Maintain a 4/5 average on quizzes. Late quizzes will earn 0/5 unless accompanied by a flexibility token.
5. **Homework:** Maintain a 4/5 average on 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 should show progress in making your paper stronger.
7. **Editing:** In final drafts, your work will be free from errors. Consider getting editing help from peers 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.

FLEXIBILITY TOKENS

I know that life sometimes interferes with attendance and deadlines, so I offer five “flexibility tokens” that allow you to stay on contract despite missing some deadlines. You can use a token for any reason at all, and you don’t need to tell me why you’re using it. Each token allows you a 48-hour extension. You may use more than one token for a given assignment, but I urge you to try not to do this. For example, you may submit each of five assignments 48-hours late OR you may submit three assignments 48-hours late and one assignment 96 hours late. In each example, your five tokens would cover the late deadlines, and you would still be on contract. If your tokens are all gone and you need additional extensions, please reach out and I will do my best to help.

FINAL 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 re-read 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. **If you stay on contract, the lowest grade you could possibly earn 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 warrant a B in the course. Grades above B require excellence in writing. (i.e., an excellent final paper). I will give you feedback and examples of excellent writing to help you see the quality of work I am looking for. **If you broke 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-.** Even if the quality of your final paper is above a B-, your behavior in the course (missing deadlines, not contributing to your group) typically cannot justify a higher grade.

OFF-CONTRACT GRADES

If you choose to go off-contract, your final grade will be determined by the percentages below. 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.

Quizzes: 20%

Homework: 10%

Research Assignments: 20%

Final Paper: 35%

Attendance and Group Participation: 15%

RECORDING POLICY

To accommodate students who cannot attend synchronous class meetings, I will may record our class sessions in a manner consistent with [Macalester's classroom recording policy](#). I will share these recordings on Moodle. If you download any class recordings, you must store them in a password-protected file or on a password-protected site. Please note that ***you may not share, replicate, or publish any class recording, in whole or in part, or use any of the recordings for any purpose besides knowing what happened during the class period, without my written approval.*** If I use any recorded content from any of our classes for purposes beyond our class, I will—in accordance with the policy—obtain your written permission to do so.

PLAGIARISM AND 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 members 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 this site:

<http://www.macalester.edu/academicprograms/academicpolicies/academicintegrity/>

In this class, you must complete all quizzes and homework assignments on your own. Some of your research assignments will be completed as a group, and others you must complete individually. See Moodle for specific details about which assignments are to be completed individually vs. with your group.

COURSE ACCOMMODATIONS

I am committed to creating an accessible and inclusive class environment where all students can fully participate and succeed. I will post all assignments to Moodle at least two weeks (and usually longer) before they are due. I will post recordings of synchronous class meetings, as well as .pdfs of the slides, to Moodle.

If you know you have a disability that affects your learning, please contact Melissa Fletcher in Disability Services (disabilityservices@macalester.edu). Please also email me so we can work together to ensure your accommodations and needs are being met. It is important for this to happen as early in the semester as possible, to ensure that your accommodations are implemented early on. Further information about disability services and accommodations is available at: <http://www.macalester.edu/studentaffairs/disabilityservices>

Research in Psychology II

Tuesdays & Thursdays
9:40-11:10AM
OLRI 349

Course Description

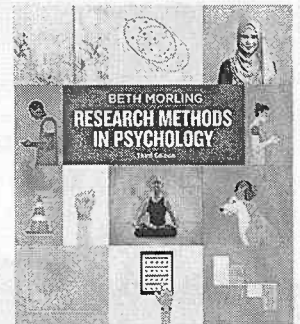
Welcome to RIP II!

This course continues and builds upon the knowledge and skills developed in Research in Psychology I (PSYC 201), deepening your knowledge of research design and requiring you to put that knowledge into practice. Students will work individually and in groups to develop meaningful psychological questions, design and carry out research studies, and analyze data. The culmination of these efforts will be an American Psychological Association (APA)-style research paper.

Your work in this course will prepare you to conduct your own independent study in Directed Research. You will also acquire several skills that will benefit you no matter what career path you follow after graduation, including learning how to effectively convey and critically consume information. By the end of the course, I hope you develop an appreciation for how fascinating and rewarding research in Psychology can be! I'm excited to work with each of you this semester.

Research Methods in Psychology, 3rd edition
Author: Beth Morling, ISBN: 9780393617542

You may purchase the book in any format (softcover, e-book, etc.).
Several copies of the text are also available on reserve at the library.

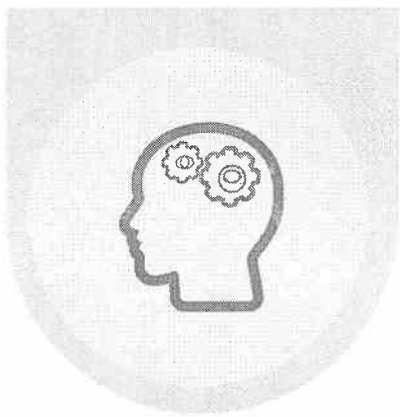


Instructor Information



Morgan Jerald (she/her/hers)
Office: Olin-Rice 331
Email: mjerald@macalester.edu

Office Hours:
Mondays & Wednesdays,
11:00am-12:00pm
(and by appointment)

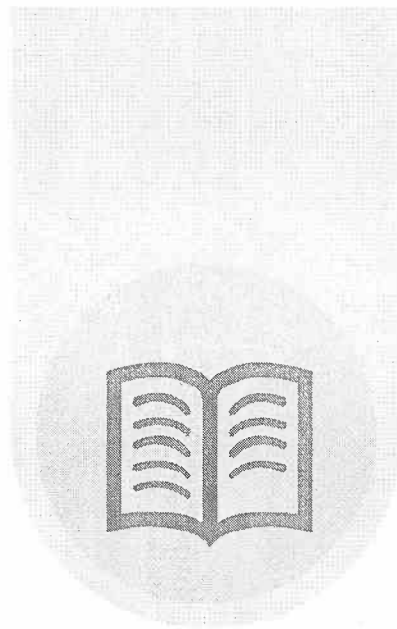


Homework Assignments

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

Due: Thursday before class (9:40 am)

Format: Submit on Moodle and bring a copy (printed or digital) to class

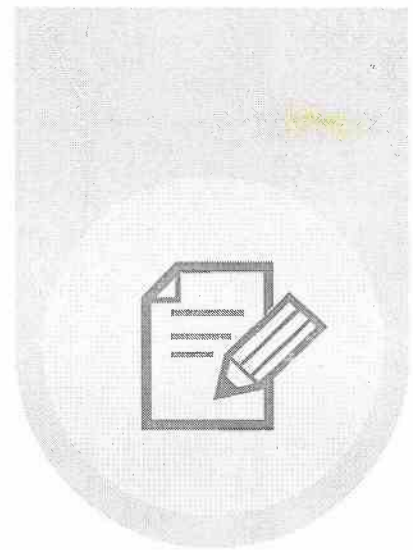


Quizzes

Quizzes test your understanding of the concepts covered in the textbook. By completing these quizzes before class, we can streamline our time during class and only focus on concepts that you are struggling with. The rest of our class time will be spent applying those concepts to your own research.

Due: Mondays at 11:55 pm

Format: All quizzes are completed on Moodle, They typically consist of ~15-20 multiple-choice questions. You may take the quiz twice, and only your highest grade will be recorded.



APA-Style Research Paper

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: Sundays at 11:55pm

Format: submit on Moodle; some assignments are submitted individually, and some are submitted by the group (see Moodle for details)

Course Schedule (see Moodle for full schedule and list of deadlines)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
11:55pm: research assignments due	11:55pm: reading and quizzes due	9:40am: class		9:40am: homework due 9:40am: class		

Grading Philosophy*

I love helping students learn about psychology and develop as thinkers 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."

*Thanks to Professor Cari Gillen-O'Neel for this description of "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 class 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 my feedback 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 = 1/3 of an absence; being unprepared = 1/2 of an absence. You may have two absences without penalty. Additional absences will require special circumstances (e.g., doctor's note) or forgiveness tokens.

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 and ask questions). 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. For assignments submitted online, submission times are determined by Moodle's timestamps. Late assignments will not be accepted, unless accompanied by a forgiveness token (see next page).

4. Quizzes: Maintain a 4/5 average on weekly quizzes. Late quizzes will earn 0/5 unless accompanied by a forgiveness token (see next page).

5. Homework: Maintain a 4/5 average on weekly homework assignments. Late homework assignments will earn 0/5 unless

accompanied by a forgiveness token (see next page).

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 and Forgiveness

Because I recognize that life sometimes interferes with attendance and deadlines, I offer **four “forgiveness 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 infractions, 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 small infraction 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 small infractions 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 excellence in writing. (i.e., an excellent final paper). Throughout the semester, I will give you a lot of feedback to help you see the quality of work that I am looking for. **If you broke contract, you will move to a more traditional grading system. Students who have broken 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

Off-Contract Grades

If you choose to go off contract, your grade will be determined by the formula below. 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%

Incompletes

Macalester College strongly discourages assigning incomplete grades. Unless a majority 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.

Technology

Please set your cell phones to silent mode while in class. If you must take a call during class, please step outside to do so. You are welcome to use laptops and tablets during class, as they can serve as useful learning aids and serve to support accessibility and sustainability. We will use the computers in lab classroom often to support our learning. Multitasking and other non-class-related activity (e.g, web-surfing, checking email, etc.) on computers is not allowed. It's critical that we all have our attention on what is happening in class and on each other; our relationships and connection will make (or break!) this course.

Religious Observance

If you will miss class because of a religious observance, please let me know in advance to make alternate arrangements.

Accessibility

I am committed to creating an accessible class that ensures that every student can participate fully in course activities and benefit from course materials. Accommodations are available for students with documented disabilities. Contact the Office of Student Affairs (disabilityservices@macalester.edu) early in the semester to schedule an accommodations meeting. Additional information about disability services and accommodations can be found at: <http://www.macalester.edu/studentaffairs/disabilityservices>. In addition, I would be happy to talk with you about any other way I can help maximize your experience in this class.

Academic Integrity

I take the issue of academic dishonesty very seriously. Cheating, plagiarism and all other forms of academic misconduct are unacceptable and will not be tolerated under any circumstances. Please familiarize yourself with the Macalester's policy on academic integrity (www.macalester.edu/academicprograms/academicpolicies/cademicintegrity/) and contact me if you need clarity on any of its elements. Should you turn in a plagiarized paper, the appropriate procedures will be followed.

Health and Well-Being Statement

Here at Macalester, you are encouraged to make your well-being a priority throughout this semester and your career here. Investing time into taking care of yourself will help you engage more fully in your academic experience. Remember that beyond being a student, you are a human being carrying your own experiences, thoughts, emotions, and identities with you. 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 your academic experience. I encourage you to remember that sleeping, moving your body, and connecting with others can be strategies to help you be resilient at Macalester. If you are having difficulties maintaining your well-being, please don't hesitate to contact me and/or find support from other resources listed below.

On-Campus Resources

Laurie Hamre Center for Health & Wellness
Leonard Center Room 53, 651-696-6275 (call to make an appointment). www.macalester.edu/healthandwellness/

Medical Services

- There is no charge for an office visit to see a provider for most appointments
- Medical providers can talk to you about your mental health.

Counseling Services

- Drop-in counseling sessions are available each day; first-come, first-served basis.
- Counseling staff offers multiple groups each semester.

Self-Care Resources

- Health Promotion: provides a variety of resources and events, including free movement classes, tea, sleep masks, earplugs, and sexual health resources. Visit the HWC website, visit the Wellness Lounge in Leonard Center room 55 (across from Studio 2) for resources.
- PAWS @ Mac (therapy dog program): to learn more about when and where to find the therapy dogs, email paws@macalester.edu, or follow [pawsatmac](#) on Instagram or Facebook.

Resident Advisor (RA) and Resident Hall Director (RHD)

Both RAs and RHDs can serve as a first point of contact and are able to connect you to resources during mental health crises.

Other Support Offices

- Center for Religious and Spiritual Life, (651-696-6298), Weyerhaeuser Chapel
- Office of Student Affairs (651-696-6220), Weyerhaeuser 119

Urgent and Off-Campus Resources

In cases of life-threatening emergency, call 911.

Macalester Security

- 651-696-6555

Press 2 - Phone Mental Health Counseling

- To speak to a mental health counselor after hours, call 651-696-6275, then press "2" to be connected to ProtoCall, a free phone counseling service available 24/7.

Crisis Text Line

- Minnesota's suicide prevention and mental health crisis texting service are available 24 hours/day, 7 days/week. Text MN to 741741 to be connected to Crisis Text Line.

Urgent Care Clinics

- Urgent Care for Adult Mental Health
 - 651-266-7900 (24/7 phone support; walk-ins M-F 8am - 5:30pm)
- Regions Hospital (Emergency Room)
 - 651-254-3456

Transportation

If you have an urgent health need and do not have transportation to get to a clinic or hospital, Hamre Center staff, Residential Life staff, and other campus response individuals can arrange for a ride share (Uber) to and from the clinic/hospital. There is no charge for the ride.