

Research in Psychology II

Fall 2024

PSYC 301

T Th
9:40 - 11:10 am

THEATER 205

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Welcome to RIP II!

I'm thrilled to have you in this course, where we'll build on your journey from a research consumer to a research *producer*. In your previous psychology courses, you mostly engaged with science created by others. Now, it's time to explore your own passions as a scientist and contribute your unique perspective to the field.

We'll work together to develop research questions that matter to you, design studies that reflect the best practices of quantitative psychological science, and share your

discoveries with others. My goal is to support you as you extend the skills and knowledge from RIP I and prepare you for independent research in your capstone.

This course is not just about learning the methods—it's about empowering you to critically engage with the research that shapes our world and to see yourself as an important part of that conversation.

I'm looking forward to an exciting and collaborative semester with you!

Your Instructor



Cari Gillen-O'Neel

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Research in Psychology II

Textbooks

One text is required (Research Methods in Psychology), and one is optional (Publication Manual of the APA). You can use any format (e.g., softcover, e-book) as long as it's the correct edition. Both books are available at the Highlander and online (e.g., Amazon). In addition, both texts are 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: Tuesdays 1:30 – 3 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 (9 am - 5 pm) 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.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
reading and quizzes due 10 pm	class @ 9:40 am		homework due 9:40 am class @ 9:40 am			research assignments due 10 pm

Assignments

RESEARCH ASSIGNMENTS

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 10pm

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

Quizzes are designed to support your learning by helping you engage with key concepts from the textbook before class. Research shows that retrieving information strengthens your memory and helps you identify the most important ideas. By completing these quizzes, you'll come to class prepared to dive deeper into the topics that need more exploration. This way, we can use our class time to enhance your understanding and apply what you've learned to your own research projects.

Due: Monday evenings at 10pm. Otherwise, there is no time limit.

Format: all quizzes are completed on Moodle.



HOMEWORK ASSIGNMENTS

Homework assignments are designed to support your learning by encouraging you to reflect on what you're discovering and apply course concepts to your own research. These assignments will help you come to class on Thursdays feeling prepared and confident, and they will also guide you in developing your weekly research assignment.

Due: Thursday before class

Format: physical journal

FINAL POSTER & PAPER

As a culmination of your research, you will present your work in two forms: a research poster (due on the last day of class) and an APA-style paper (due at your final conference at the end of the semester). 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'll be here to support you with feedback that helps you grow as a researcher and writer. While your final paper is the only graded component, my goal is to mentor you throughout the course without the pressure of grades getting in the way. I don't expect perfection, but I do encourage you to meet the basic requirements of each assignment, incorporate feedback into your revisions, and continue developing your skills. To stay on contract for B, here's what I ask of you:

1. Attendance: Your presence, punctuality, and preparation are vital to our shared learning experience. You may have two absences (an entire week of class) without penalty. If life gets in the way and you need more flexibility, please use your flexibility tokens (see next page) or reach out to me.

2. Engagement: Contribute mean-

ingfully to our class community, whether through participating in discussions, asking questions, or supporting your peers. For group work, do your part fairly, and on workshop days, offer constructive feedback to help your classmates improve their writing.

3. Completing Work: Submit your assignments on time and in full, using the provided checklist when required. For online submissions, Moodle's timestamp will determine the submission time; for in-person submissions, it's at the start of class. If you need more time, flexibility tokens can be used for late submissions.

4. Quizzes: Maintain an 80% average on weekly quizzes. If a quiz is late, it will earn 0%, but you can use a flexibility token to avoid this.

5. Homework: Similarly, maintain an 80% average on weekly homework assignments. Late submissions

will earn 0% unless accompanied by a flexibility token.

6. Rewriting: Good writing is a process, and I encourage you to embrace rewriting. Each draft should show progress, with improvements in clarity, organization, and depth.

7. Editing: As you finalize your work, focus on making it polished and error-free. Use available resources like your peers and the MAX Center to help you refine your writing.

8. Final Paper: Substantially rewrite and revise your final paper based on the feedback you receive. Consider seeking editing support from peers or the MAX Center to help you refine your writing.

9. Awareness: Stay mindful of your progress and how you're doing with the grade contract. If you're unsure or need guidance, please feel free to schedule a meeting with me—I'm here to help you succeed.

Staying on Contract & Flexibility

To stay on Contract for B, it's important to engage fully with the course by working hard, being prepared, incorporating feedback, and actively participating in our class community. Punctual attendance and meeting deadlines are also key components. However, I understand that other aspects of life can sometimes present challenges that make it difficult to meet these expectations. That's why I offer five "flexibility tokens" to help you stay on track despite small setbacks. Each token can be used in a way that best suits your needs, whether that's for one additional absence or a 48-hour extension on an assignment. You have the freedom to use your five tokens in any combination that works for you. For example, you might choose to miss five additional classes, or you might decide to miss two classes and submit three assignments a bit later. Even in these cases, your tokens would ensure that you remain on contract. If you find yourself needing more flexibility after using your five tokens, please reach out to me. We can work together to create a plan that helps you stay on track. While additional absences or late assignments (or a significant issue like plagiarism or not contributing to group work) might take you off contract, I'm here to support you in navigating any challenges. If you're ever in this situation, let's discuss it and find a way forward together.



Final Grade

Throughout the term, I will provide you with ongoing feedback to help you grow and improve. While your final paper is the only assignment that will receive a formal grade, our focus will be on your development as a writer and researcher. During our final conference, I'll review your paper and assign an initial grade based on its quality. If you're satisfied with that grade, your work is complete. If you'd like to make further improvements, you're welcome to revise your paper until the final deadline, and I'll reassess it with a closer look. Your final grade won't be lower than the initial grade, but there's potential for it to improve.

The grade you earn on your final paper will determine your course grade. **By staying on contract throughout the semester, however, you are guaranteed at least a B in the course**, even if your final paper falls below that level. This contract serves as a safety net, recognizing your dedication, hard work, and progress during the course. Achieving a grade higher than a B will require an excellent final paper.

I'm committed to helping you succeed, and throughout the semester, I'll provide you with plenty of feedback and examples of strong writing so you know what's expected. **If, for any reason, you move off the contract, your grade will follow a more traditional grading system.** In those cases, grades typically range between an NC and a B-. Even if your final paper is strong, consistent issues like missed classes, deadlines, or not contributing to group work might limit your final grade. My goal is to support you in staying on contract and achieving your best possible outcome.

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 48-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?



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” during class (e.g., checking Instagram, playing Fortnite, watching football, and online shoe

shopping—all things I’ve observed in recent years 😞) can impede your learning (Hembrooke & Gay, 2003), and is 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.

My goal in this course is to help you become better than AI—to develop the critical thinking, creativity, and problem-solving skills that will set you apart in the job market.

Generative AI

AI is becoming an integral part of many fields, and learning how to use it effectively is a crucial skill for your future. My goal in this course is to help you become better than AI—developing the critical thinking, creativity, and problem-solving skills that will set you apart in the job market. While AI can be a powerful tool, employers will prioritize those who can go beyond what AI can do.

There will be times when I ask you to complete tasks without the assistance of AI. This is not to limit you, but to ensure that you build the foundational skills needed for success. We learn best by doing, and relying solely on AI won't teach you the depth of knowledge and expertise you need.

That said, there will also be moments when I encourage the use of AI. Knowing when and

how to effectively incorporate AI into your work is part of becoming a skilled and adaptable professional. We'll explore both approaches throughout the semester, helping you strike the right balance between leveraging technology and honing your own abilities.

We will work together to develop the official AI policy for this class. For now, I ask the following:

Yes!	No
<ul style="list-style-type: none"> • use AI tools to brainstorm potential research questions or topics (but refine the ideas based on the literature) • use AI to summarize research articles (and then read the articles yourself to check for accuracy) • use AI to generate initial outlines (and then revise and fill in details with your knowledge) • use AI for grammar and spell-checking drafts (but do the initial writing and substantive editing yourself to ensuring the development of your writing skills) • cite your use of AI 	<ul style="list-style-type: none"> • never submit raw AI-generated text as your own; I have no interest in giving feedback to a robot • never trust AI citations; use AI to get ideas, but check and personally read everything that you cite • do not let AI replace the development of your reading, writing, and thinking skills!

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. Please don't hesitate to be in touch with your requests and suggestions. I am happy to talk with you about how to maximize your experience in this class and to discuss how you learn best.

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
- Provide flexibility tokens to use for class absences and deadline flexibility
- Be as flexible as possible in the event of a crisis or emergency

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 the Center for Disability Resources. 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.



Shammah Bermudez

Director of the
Center for Disability Resources

disabilityservices@macalester.edu
Kagin Commons

If you are not registered with the Center for Disability Resources

I encourage you to connect with the Center for Disability Resources as early as possible. They can provide you with the resources and documentation needed to arrange any necessary adjustments, such as flexible deadlines or attendance policies. Please know that I'm here to work with you, but official accommodations can only be made once we have the proper documentation.

www.macalester.edu/disability-resources/students/

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 (9 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!

