

# PSYC 100: INTRODUCTION TO PSYCHOLOGY

Macalester College | Spring 2024

**Instructor:** Dr. Ariel N. James

**Office drop-in hours:** Tues 9-10 am; Fri 4-5pm  
and by appointment: [calendly.com/ajames2](https://calendly.com/ajames2)

**Office:** OLRI 323

**Email:** [ajames2@macalester.edu](mailto:ajames2@macalester.edu)

**Mondays, Wednesdays, and Fridays**

**Section 01:** 8:30 am - 9:30 am

**Section 02:** 9:40 am - 10:40 am

**Classroom:** THEA 001

## In this course...

...we will take a whirlwind tour of the many areas that make up the diverse field of psychology, including:

- neuroscience
- cognition
- sensation and perception
- personality
- social psychology
- clinical psychology

While this is a lecture-based course, you will have many opportunities to discuss, create, and participate!

...you will:

- learn to think like a psychologist.
- read about empirical research and think about research design.
- communicate your ideas in a variety of modes.

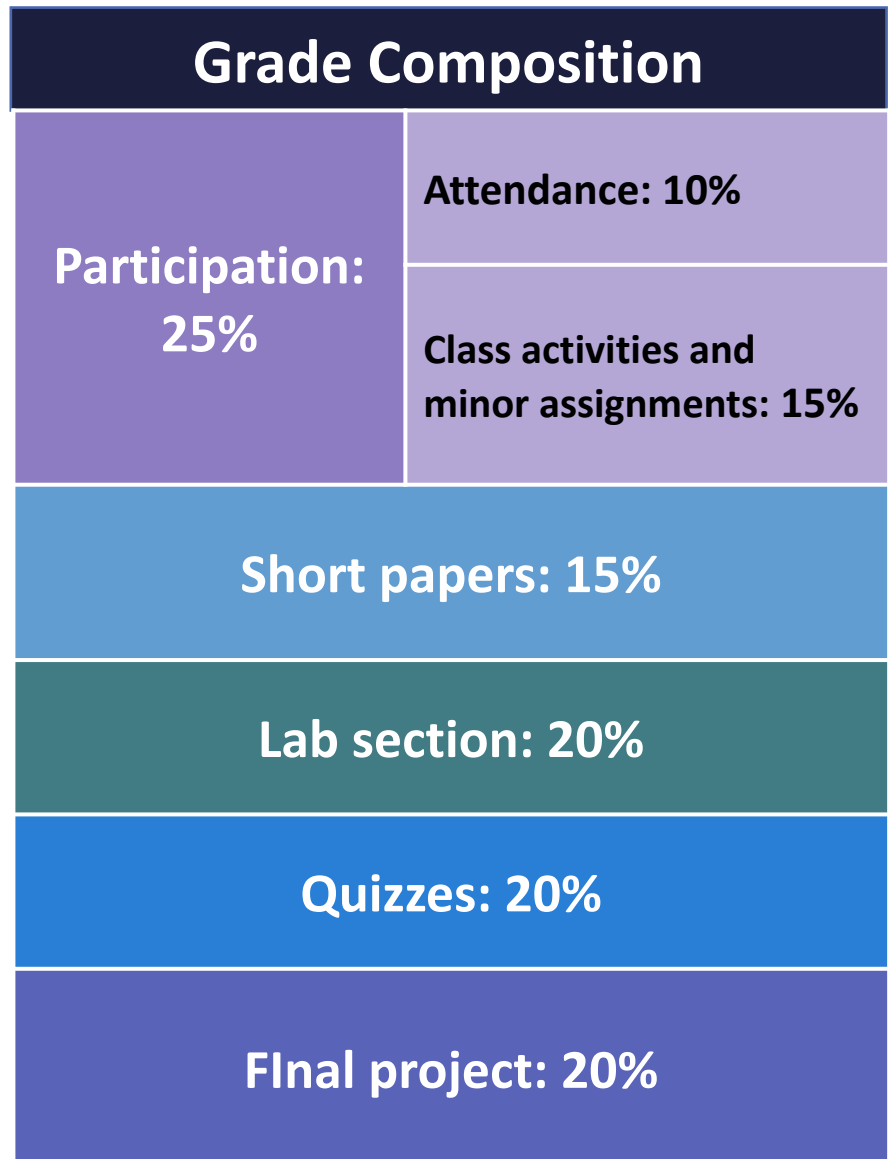
## ...we will read...

...an **e-textbook** called [Interactive Psychology](#) and other supplementary articles.

**All readings and reading assignments will be posted on Moodle.**

# Nuts and bolts of the course

Letter Grades	
A	≥ 93
A-	≥ 90
B+	≥ 87
B	≥ 83
B-	≥ 80
C+	≥ 77
C	≥ 73
C-	≥ 70
D+	≥ 67
D	≥ 63
D-	≥ 60
NC	< 60



**Jamie Atkins** ([atkins@macalester.edu](mailto:atkins@macalester.edu)) is the instructor for your lab section. She has her own syllabus and Moodle page. The lab is a critical part of the class (and part of your overall grade!), but operates mostly independently from lecture. The timing of topics will often not be aligned, and some topics will not overlap.

**Lab sections**

# Assignments & Quizzes

**Assignments** will be posted to Moodle under the scheduled activities for each class. Some will be started (and maybe completed) during class. Others are done on your own time, including Short Papers (noted as “SP” in the schedule).

**Quizzes** will happen roughly every week, covering readings and lectures since the last quiz. When I calculate your final quiz grade, I will drop the lowest 2 quiz scores. For this reason, I do not typically offer make-up quizzes.

**The final project** will be due on May 6th. The project is composed of three steps:

1. **Contact me** about what psychology topic you’d like to learn more about, and which option (see #3) you’d like to choose.
2. **Find 3 sources.** Two need to be peer-reviewed, and one of those two must also be empirical (data is collected and analyzed).
3. **Choose** how to express what you’ve learned:
  - a. a **paper** describing your sources (3-6 pages, double-spaced).
  - b. a conference-style **poster** describing your sources (bullet points, tables, figures, etc.)
  - c. a **creative project** and an artist’s statement (artist’s statement must be a 1-2 page explanation of how your creative project conveys the key points of your sources).

I will post a folder on Moodle with specific guidelines and resources.

## Academic integrity

**Honestly, in real life, it can be confusing to determine what counts as “plagiarism”, or even what counts as “cheating”.** [Macalester’s webpage on academic integrity](#) provides useful definitions and examples, but you may still feel unsure. **When in doubt, ask me!** In the context of this class, examples of integrity violations include directly quoting from a text without using quotation marks or providing the in-text citation (with page numbers!), closely paraphrasing a text without an in-text citation, copying a classmate’s work or having one student write on behalf of multiple students (except when explicitly allowed in group activities), copying your own work from a different class without permission or acknowledgment, and using ChatGPT (or a similar tool) to generate content without acknowledgement. **Basically, be straightforward about where your work is coming from and err on the side of citing too much.**

If I suspect that a violation has occurred, intentionally or not, I will contact you and have a discussion. Afterwards, I will decide what is the most appropriate next step, which may include a 0 on the assignment and/or a referral to Ann Minnick, the Director of Academic Programs. **No one enjoys this, so let’s avoid it, please!**

## Exams & Quizzes

- In lieu of major exams, we have weekly, non cumulative quizzes.
- Quizzes are closed book
- There is no final exam during exam period. Rather, that time will be spent finishing up final projects.

## Attendance & late work

You have **5 “flex tokens”** this semester that you can use to:

- miss an in-class or participation assignment
- get a 48-hour extension on a write-up assignment

without penalty or explanation! Just let me know that you’re using a token.

\*You do **NOT** need to use a token to get an **extension if it is** for religious observances, extended absences due to illness, athletic events during class, or accommodations via Disability Services. You can make up this work without a late penalty. However, you can use a flex token to skip missed minor assignments altogether.\*

**More policy details are [here!](#)**

If you need more than the 5 tokens, exceptions can be granted under many circumstances. **Please reach out to me ASAP** so we can discuss!

## Accessibility & Well-being

**School is hard.** I encourage you to **make your well-being a priority** throughout this semester and beyond. 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 to **attend to and advocate for your needs**. This might include snacking during class, standing up to stretch, or leaving the classroom. **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.** 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 on Moodle under **“Resources”**.

If you think you might need **accommodations** for a disability (e.g. depression, anxiety, chronic pain, etc.), please contact the **Disability Services Office** ([disabilityservices@macalester.edu](mailto:disabilityservices@macalester.edu)) at your earliest convenience.

# Tentative Course Schedule

Week	Unit	Monday	Wednesday	Friday
1	Foundations			1/19: Introductions
2	Foundations	1/22: History	1/24: Scientific thinking	1/26: Research design
3	Biology	1/29: Research design wrap-up	1/31: Brain & nervous system <b>SP#1 due</b>	2/2: Brain & nervous system
4	Biology	2/5: Brain & nervous system	2/7: Brain & nervous system	2/9: Group activity
5	Sensation & perception	2/12: Sensation & perception	2/14: Attention	2/16: Consciousness
6	Cognition	2/19: Learning	2/21: Memory	2/23: Memory <b>SP#2 due</b>
7	Cognition	2/26: Categories & concepts	2/28: Language	3/1: Language
8	Cognition	3/4: Group activity	3/6: Cognitive development	3/8: Cognitive development <b>SP#3 due</b>
9	<b>SPRING BREAK! 3/11 to 3/15</b>			
10	Individual differences	3/18: Intelligence	3/20: Personality	3/22: Personality
11	Social psych	3/25: Social development	3/27: Attachment & relationships <b>Topics due</b>	3/29: Social influence
12	Social psych	4/1: Social influence	4/3: Social influence	4/5: Social identity (Dr. J out)
13	Social psych	4/8: Social cognition	4/10: Stereotyping & prejudice	4/12: Prejudice
14	Health	4/15: Motivation & Emotion	4/17: Motivation & Emotion <b>*Step 2 due*</b>	4/19: Emotions
15	Health	4/22: Disorders	4/24: Disorders	4/26: Treatment
16	Wrap-up	4/29: Group activity	<b>Final project due Monday May 6th</b>	

# Questions & Answers

**Q: “When should I do the reading?”**

**A:** I list the readings with the related lecture, but you can read either before or after class unless otherwise noted.

**Q: “How should I contact you?”**

**A:** via email\*, or visit my office during drop-in times, or schedule an appointment via [calendly.com/ajames2](https://calendly.com/ajames2)

**Q: “What should I call you?”**

**A:** Please call me “Dr. J” or “Ariel” (AIR-ee-uhl). I use she/her pronouns.

**Q: “What about the ongoing pandemic? How will class work?”**

**A:** At minimum, we will follow all guidance from our [Mac Stays Safer commitment](#). Whether we want to have additional precautions in our classroom will be an ongoing conversation. Stay home if you are sick! I don’t offer hybrid or recorded classes (except in exceptional circumstances), but we’ll get you caught up. If *I* get sick/need to isolate, we can go virtual for as long as needed.

**Q: “Can I see your dogs?”**

**A:** Of course.  
[@murphyandjodiejamesanderson on IG](#)



**\*More about emails on the next page!**

# Email tips: Help *me* help *you*!

**Note:** I'm including this info because **(a)** I want to be transparent about how I deal with email **(b)** aside from the "My habits" section, I suspect this info may be useful to you outside of this class, but not often explained. **I am not trying to stress you out by telling you "rules" you must follow; I'm hoping to reduce stress by reducing uncertainty.**

- **My habits:**
  - I typically respond to emails Monday-Friday between 8am-6pm.
  - If something is urgent or I take longer than 36 hours to reply (not counting weekends), please email me again with a nudge or flag me down in person.
  - If your email asks a question that I think is of general interest, I may address it in class or email everyone rather than replying to you directly (for efficiency).
- **Consider whether you need to email at all:**
  - For questions, check other sources of info first (syllabus, assignment instructions, preceptors, Moodle)
  - For setting up a meeting, please don't send me an email to find a time. Directly invite me to a Google calendar event or use [calendly.com/ajames2](https://calendly.com/ajames2).
- **Make your email easy reply to:**
  - Create a meaningful subject line (e.g. "Question about paper" or "Absent Feb. 2").
  - Keep your message as short as you can while providing me with the information that I need. A greeting, a couple sentences, and a sign-off is an ideal email length for a quick reply.
  - If you have multiple questions/points, separate them somehow e.g. by making a numbered list.

## **Bonus tips! Use professional etiquette to make your email a joy to read**

- Include a nice greeting and my name\* (e.g. "Hi Ariel" or "Good Morning Dr. J", or "Hello, Prof. James").
- Include a nice sign-off (e.g. "Thanks, [your name]")
- After the initial email, back-and-forth emails on the thread can exclude greetings and sign-offs without sounding weird.

\*In general, use a person's professional title and last name in an initial email, and only switch to a less formal name when invited explicitly (like I have in this syllabus) or more subtly via the person's sign-off in their reply.