



INTRODUCTION TO PSYCHOLOGY

FALL 2022

PSYC 100

Section 01	Section FYC
MWF	MWF
10:50 am	12 noon
Theatre 205	Theatre 205

Fall 2022

YOUR INSTRUCTORS:

Course Overview

This course will introduce you to essential ideas, controversies, and research in the broad field of psychology. Through lectures, reading, writing, discussion, and activities, you will learn the biological, cognitive, social, and cultural factors that influence how and why humans think and behave in the ways that we do. Because this class is introductory, we will move quickly through many topics. For almost every area that we will cover, there are intermediate and advanced courses offered in the department. I encourage you to take more courses on any topic that particularly interests you!

Laboratory Component

This course has a lab component. You will meet in a separate lab section for an additional 1.5 hours per week. This is a wonderful opportunity to gain hands-on experience with psychological research. The lab section has its own

syllabus and requirements. Sometimes the topics you work on in lab will coincide exactly with what we're learning in our class at the time; other times, the lab will preview concepts that will be covered in our class at a later time.

Course Goals

As an active participant in this course, you will:

- Identify the major subfields of psychology and summarize the major research findings in each of these subfields
- Learn how to think like a psychologist and use some of the methods that psychologists use to answer questions about human thought and behavior
- Become an informed consumer of research claims
- Achieve a greater understanding of yourself and others by applying psychological findings to everyday life



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Lab Instructor

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Course Readings

Required Readings

There is nothing to purchase for this course. Required readings are all articles and chapters, and they are posted on our course Moodle page.



Look for this symbol on Moodle to find the weekly required readings!

Optional Readings



You have access to a free e-textbook—*Introduction to Psychology: The Full Noba Collection*. You can find the link to it on our course Moodle page. This textbook is *not* required, but it is available to you if you need an additional study resource (e.g., to help with quizzes, papers, or your general understanding of course material).

Meet with me!

My student hours are Mondays 9:30 - 10:30 am,
Wednesdays 1:15 - 2:15 pm, & by appointment
OLRI 322 or Zoom

During my student hours, I am available to meet with students on a first-come, first-served basis. Come by my office, or if you'd prefer to meet by zoom, email me and I'll send you a link.

Outside of student hours, you are welcome in my office any time the door is open; if the door is closed, I am unavailable.

To schedule appointments, 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.

Beyond student hours and appointments, email is the best way to contact me. Outside of work I try to spend as much time as possible with these guys, so although I try to respond to emails quickly, I typically only respond during work hours (9 am – 5 pm on weekdays).



A Letter from Your Professor

Hi! And welcome to a new semester!

I am excited to spend the next 15 weeks sharing psychology with you. When I started undergrad, I was under the delusion that I wanted to be an engineer. Three semesters later, I was considering dropping out. Although I loved the math and science of my engineering curriculum, I wanted to spend more time reading, writing, and thinking about people. In the second half of my sophomore year, I took Intro Psych and fell in love! For me, psychology was the perfect mix of science and humanity that I was looking for. Since then, I have spent most of my life involved in psychology in some way, and I am still passionate about the field.

Intro Psych is one of my favorite classes to teach. I can't wait to delve into the mysteries of human behavior with you! There are so many fascinating (and often counter-intuitive) findings that the science of psychology has to offer. I'm looking forward to a great semester with you!

-Cari

Course Requirements

There are two potential paths* to your final grade:

Take the final exam		Skip the final exam	
Class participation	(see below)	Class participation	(see below)
Reaction papers (top 5)	30%	Reaction papers (top 5)	45%
Quizzes (top 5)	30%	Quizzes (top 5)	45%
Lab	10%	Lab	10%
Final Exam	30%		



MACALESTER

This course satisfies two of Macalester's General Education Requirements:

Writing (WP)

Quantitative Thinking (Q1)

Class attendance & participation

Attendance and participation are essential for understanding course material. In fact, class attendance is the strongest predictor of college grades—stronger than ACT scores, high school GPA, and even study habits (Credé et al., 2010)! To earn full credit for a class period:

- Arrive on time
- Come to class prepared (e.g., having thoughtfully completed all readings before class)
- Actively participate (e.g., take notes, ask/answer questions, contribute to discussions, make space for others to contribute, and complete in-class activities).

You may miss up to three classes (an entire week's worth!) without a grade penalty. After that, each absence will result in a 5% drop in your final grade (e.g., 92% → 87%).

If you must miss class (e.g., due to illness), there will be an option to make up the material. Class make-ups, however, are at my discretion. In other words, **this is not a hybrid class**. If you miss in-person class excessively, I may ask for a meeting with you or a doctor's note before I allow further make-ups.

Reaction papers

Six short writing assignments are designed to: (1) deepen your engagement with the course readings, (2) expose you to primary-source psychological research (i.e., peer-reviewed journal articles), and (3) strengthen your writing skills. Papers are due at 10pm on select Thursdays throughout the semester. Only your five highest-scoring



papers will count toward your grade. More details will be posted to Moodle and discussed in class.

Quizzes

Testing is not just for assessment; testing also contributes to learning (Roediger & Butler, 2011). To this end, you will complete six quizzes throughout the semester. Quizzes will cover material from recent lectures and readings (they will **not** be cumulative). Quizzes are open-note, but "closed-people"—you MAY consult your notes, lecture slides, and the textbook, but you MAY NOT communicate in any way with

anyone (no friends, classmates, family, professors, etc.). If you have clarification questions, you may ask me. Quizzes will be posted after class every other Monday. There is no time limit, but quizzes must be submitted by 10pm on the Thursday after they are posted (see schedule on Moodle). I recommend setting an alarm so you don't forget! Only your five highest-scoring quizzes will count toward your grade.

Final exam

During our scheduled final exam time, there will be an in-person exam. This exam will include short essay questions covering material from the entire semester (it **will be** cumulative). To help you prepare for the final, I will distribute a study guide at least two weeks before the exam date.

* If you meet the following criteria, the final exam is optional for you:

- You missed three or fewer class sessions
- You earned 75% or higher on all six quizzes

Lab grade & research participation

See the syllabus for your lab section!

Grading Policies

Late papers

I recognize that life sometimes interferes with academic work, so I give students 96 “flexibility hours.” You may use these hours to submit any combination of quizzes or papers after the deadline without penalty (e.g., 48 hours late on one paper and 48 hours late on one quiz). There is no need to ask in advance or to explain your circumstances. Note, however, that times are rounded up to whole hours (e.g., one second late = one hour). ***Beyond these flexibility hours, late reaction papers and late quizzes will not be accepted.*** Please note that this policy does not apply to attendance or the final exam.

Your submission times are defined by Moodle’s timestamps; it is your responsibility to ensure that your work is correctly submitted on time.

Missing quizzes or exams

I do not give make-up quizzes or exams. Your lowest quiz score will be dropped, so missing one quiz will not adversely affect your grade (but remember that this will make the final exam mandatory). Missing more than one quiz will result in grades of zero for those additional quizzes. For the final exam, please read the schedule on Moodle carefully and make sure that you will be present. Exceptions to this policy may be made under extraordinary circumstances, which will require documentation from the Dean of Students or Disability Services.

Grade disputes

If you notice clerical or arithmetic errors, please immediately notify me. If you believe that points were deducted unfairly, you may submit a re-grade request. In an email, explain why you believe the grade was incorrect; reference relevant readings (include page #s), lectures (include the date), and/or the assignment guidelines to bolster your argument. Submit your request within 48 hours after the return of your graded work. Please note that this is a true re-grade, which means you may gain or lose points. Re-grade decisions are final.

Grade scale

Your grade will be determined according to the scale below. Note that percentages are not rounded up. For example, an 89.9999% is not an A-; you must earn at least 90.0% to get an A-. There is also no “curve” (grades are not adjusted relative to your peers), and the percentage that you earn is the grade that you earn. During the semester, I will do everything I can to help you learn the material, improve your work, and earn the best grade that you possibly can. After the class is over, I will not change the grade you have earned.

A	93–100%	C	73–76.5%
A-	90–92.5%	C-	70–72.5%
B+	87–89.5%	D+	67–69.5%
B	83–86.5%	D	63–66.5%
B-	80–82.5%	D-	60–62.5%
C+	77–79.5%	F	0–59.5%

Incompletes

Macalester College strongly discourages assigning incomplete grades. Unless a majority of assigned work has already been submitted (typically over 75%), 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.

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, and 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 (e.g., a score of 0 on the assignment), 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 webpage below.

www.macalester.edu/academicprograms/academicpolicies/academicintegrity/

Accessibility Commitment

www.macalester.edu/disabilityservices/

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
- Facilitate your connection to the MAX Center or other sources of support on campus

- Submit an Early Academic Warning and/or contact the Dean of Students if your performance slips or I notice a pattern of frequent absences
- 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 the Director of Disability Services, Shammah Bermudez. This will allow you to receive accommodations. The website above 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
- I cannot offer a flexible attendance policy



Shammah Bermudez
Director of Disability Services

disabilityservices@macalester.edu
Kagin Commons

MAX Center!

Located in Kagin Commons

drop in

Monday – Friday: 9:00 am - 4:30 pm
&

Sunday – Thursday: 7:00 pm - 10:00 pm

or schedule an appointment

651-696-6121 (during the day)
651-696-6193 (in the evening)

Macalester.edu/MAX
macalester.mywconline.com/

The Macalester Academic Excellence (MAX) Center is a resource for all Macalester students. For this course in particular, the MAX Center's writing services will be useful as you brainstorm, develop, and/or edit your reaction papers. In my experience, the best papers are submitted by students who have used the MAX Center's services.



Other Course Policies

Technology etiquette

Please set your phone 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 or social media 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.



PowerPoint slides

I will post slides on Moodle after each lecture. If I forget, feel free to email me with a polite reminder.



Extra Credit

To see who is paying attention to what I write, I sometimes hide opportunities for extra credit in things like quiz comments, paper comments, and this syllabus ☺. Before the end of the first week of classes, if you email me one of your favorite songs or artists, I will add one point of extra credit to your final grade.

Your Health and Wellbeing

I encourage you to make your well-being a priority throughout this semester (and throughout your career at Macalester and beyond). In addition to being a student, you are a human being carrying your own experiences, thoughts, emotions, and identities. 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. There is a list of physical and mental health resources on Moodle. If you are having difficulties maintaining your well-being, please contact me and/or find support from other sources.



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 gender pronouns are she/her. Please tell me your name and pronouns too!

Course Schedule

For the most part, we will follow the schedule below. There will, however, be a few exceptions to this general schedule. Please see Moodle for a full list of assignments and deadlines.

Monday	Tuesday	Wednesday	Thursday	Friday
<p><i>before class:</i> watch prep videos, complete assigned activities, & complete assigned readings on Perusall come to class 😊</p>		<p><i>before class:</i> complete Perusall responses come to class 😊</p>	<p>alternating weeks: reaction paper or quiz due @ 10 pm</p>	<p>come to class 😊</p>

Meet your Preceptors!



Jewel

she/her

jkerr@macalester.edu



Sarah

she/her

shamilto@macalester.edu



Sonja

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sericks7@macalester.edu