

Faculty of Health
Department of Psychology
PSYC 2010 3.0 D: WRITING IN PSYCHOLOGY
Wednesday - 5:30-8:30PM - RS 203
Fall - 2019

Instructor and T.A. Information

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Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.

Course Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

Course website: [Moodle](#)

Nelson MindTap website: To Be Confirmed

Course Description

This course develops university-level writing and communication ability. Students will write about psychological content; however, this course aims to develop general written communication skills that are broadly transferable. Emphasis will be placed on learning to write coherent arguments and explanations. Students will learn how psychological texts present information to effectively communicate with a reader. Students will develop the capacity to critique and improve their own writing. Critical thinking and logical reasoning skills are taught and practiced for the purpose of improving written communication. By analyzing exemplary psychological writing students will discover the form and structure of effective writing in Psychology. Readings and class discussions will increase understanding of how to write effectively. In-class writing exercises will be used to practice principles and ideas discussed. Providing feedback on the writing of peers will increase students' capacity to reflect on and improve their own writing. Students will be guided, step-by-step, through the process of

completing a larger writing assignment. Extensive feedback will be provided and multiple drafts of writing assignments will be completed. This course will prepare students for advanced writing assignments in upper year University courses and contribute to overall progress towards the advanced level of literacy expected of an educated citizen. At the end of the course, students will be able to develop a written argument on a controversial issue in psychology.

Program Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate knowledge of the basics of scientific writing.
2. Demonstrate effective written communication.
3. Demonstrate the ability to think critically about written communication.
4. Demonstrates an ability to locate and identify valid, credible, and rigorous psychological research.
5. Demonstrate knowledge of the basics of referencing using APA style.

Specific Learning Objectives

1. Demonstrate ability to cite sources appropriately according to APA standards.
2. Place a claim into context within the relevant academic literature.
3. Distinguish and effectively use different types of research literature (i.e. reviews, meta-analyses, individual studies etc.) to support an argument.
4. Demonstrate proficiency with spelling, punctuation, grammar and sentence structure.
5. Demonstrate ability to adhere to the conventions of academic writing in psychology.
6. Develop a clear written claim statement and provide evidence from scholarly sources to support it.
7. Structure academic writing to effectively communicate a claim and supporting detail with logical flow.
8. Explore, consider, and rebut alternative points of view in academic prose.
9. Consider and communicate the implications of a claim.
10. Give and receive peer feedback as part of a regular revision process.
11. Appreciate the difference between conjecture and interpretation of data.

12. Appreciate when empirical observation vs. theoretical analysis / synthesis is needed to support a claim.

Required Text

Lipschutz, G., Scarry, S., & Scarry, J. (2017). *The Canadian Writer's Workplace*. 8th Ed. Nelson Education. Notes on the required text

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Participation Component: includes Writing Exercises (7 X 2 drafts, plus peer feedback); Essay Components (9); Mini-reflections (12); Grammar Units (13)	Various	20%
APA Assignment	September 25	5%
Components 1-4 of Essay	October 9	20%
Components 1-6 of Essay	October 30	20%
Best Writing Exercise	November 27	5%
Final Essay	December 4	30%
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Total		100%

General Class Structure:

- 50 mins: Lecture/Class discussion
- 25 mins: Classroom writing exercises (~ 200 words, submitted online for feedback)
- 15 mins: Provide feedback to peer on classroom writing exercises
- 20 min: Break
- 50 mins: Classroom work on Essay (i.e. in class peer review and instructor led guidance)

Homework per week:

- 30 minutes revising classroom writing exercise & uploading drafts and feedback
- 1.5 hours reading assigned books / articles & completing online grammar units
- 2 hours working on essay outside of class (essay components and overall development)

Description of Assignments

Add in any information about each assignment in the course.

Writing Exercises:

During week 2 to week 8 you will spend 25 minutes in class writing on a topic related to the lecture. What you write in class (i.e., first draft of the writing exercise) must be uploaded to Moodle by 10 pm the next day.

Then, in the following class, you will take 15 minutes to read a peer's first draft and provide feedback. Your feedback must be uploaded to the website by 10 pm the next day.

Finally, you will spend 30 minutes revising your writing based on the feedback you receive and upload a final draft by 10 pm on the day before the next class.

All of this work will be done online on the Moodle site. Writing assignments will overlap so that you will be working on a different stage of up to 2 writing assignments per week.

See the Writing Exercises Guide for more details.

Given everything is completed online, you will be able to participate if you have to miss class. However, the deadlines for uploading drafts and feedback **are fixed and cannot be extended**. Therefore, if you are unable to submit a draft or feedback, for ANY reason, you will lose the opportunity to receive participation marks for the missed work.

At the end of the course, you will be asked to select your **Best Writing Exercise** and submit it for evaluation. In appropriate circumstances, and with appropriate documentation, the deadline for the submission of your best writing exercise can be extended.

****For a complete guide to Writing Exercises and deadlines, see Writing Exercises Guide on Moodle.**

MindTap Grammar Units:

Over the duration of the course you will be expected to complete 13 online grammar units via the Nelson MindTap website (see above). **These units are due on the last day of classes (November 27).**

You must receive 50% or higher on the units and you will have 3 tries to do so. If you do not receive 50% or higher on the unit after 3 tries, you will not receive credit for that unit.

The units are self-paced and will be available for you to complete at any time; however, it is recommended that you complete one per week. Each unit will take approximately 45 minutes to complete. Each unit will address a foundational writing skill. For example, units will address foundational skills such as punctuation, grammar, style and word choice. All of this work will be done online.

Mini-reflections:

Mini-reflections will be completed in lecture, on paper and handed in at the end of class. These reflections will be based on provided questions regarding your learning and experiences throughout the course, and should take approximately 10 minutes to complete. Missed mini-reflections cannot be made up.

APA Assignment: For this assignment, you will be provided with samples of resources and required to demonstrate your knowledge of APA format.

Essay and Essay Components:

Over the duration of the course you will write one argumentative essay on a controversial issue in psychology. This essay will be broken down into smaller assignments (Essay Components) that together will build to the final essay.

Each week we will spend time in class working on your essay. You will also be expected to spend some time outside of class working on your essay. From week 2 through week 11, you will be expected to come to class with two hard copies of a particular component of your essay – one copy will be submitted to the instructor (for grading on a pass/fail basis) and one copy to be shared with your peer in class in order to receive feedback.

The deadlines for bringing individual Essay Components to the class for feedback are fixed and cannot be extended. Therefore, if you are unable to participate in a class, for whatever reason, you will lose the opportunity to receive marks for whatever you miss.

You will also submit essay components via Moodle for TA/instructor feedback and graded credit on two occasions: Essay components 1-4; due October 9; Essay components 1-6; due October 30.

In special circumstances and with appropriate documentation, deadlines for submission of components 1-4 and 1-6 of your essay to the TA/Course instructor for grading can be extended (see below for more information on missed work and required documentation).

**For a complete guide to Essay Components and deadlines, see Essay Components Guide on Moodle.

Choosing an Essay Topic:

Your essay for this class must be argumentative. This means that you will choose a controversial issue in psychology and choose a position that you will argue (and support with empirical evidence) regarding that topic.

Example essay topics may include (however are not limited to)

- Can people be addicted to video games?
- Are children and youth with ADHD prescribed medication too often?
- Why has depression become such a widespread illness? 5
- Why are superhero movies so popular?

- Has the Internet had an overall positive or negative effect on human relationships?

These topics are examples. You may use these or choose your own topic. Be aware that your topic must be a controversial issue that may be reasonably argued from two sides.

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2019-20](#)

Missed Tests/Midterm Exams/Late Assignment:

For any missed tests, midterm exam or late assignments, students **MUST** complete the following online form which will be received and reviewed in the Psychology undergraduate office.

[HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed tests, midterm exam or late assignments.

In addition, to the online form, students documented reason for a missed tests, midterm exam or late assignments such as illness, compassionate grounds, etc., **MUST** submit official documentation (e.g. [Attending Physician Statement](#))

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2019-20 - Important Dates](#)

	FALL (F)	YEAR (Y)	WINTER (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 17	Sept. 17	Jan. 19
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 1	Oct. 22	Feb. 3
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 8	Feb. 3	March 13
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	Nov. 9 - Dec. 3	Feb. 4 - Apr. 5	March 14 - Apr. 5

**Note: You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as "W". The withdrawal will not affect your grade point average or count towards the credits required for your degree.*

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity information [SPARK Academic Integrity modules](#). These modules explain principles of academic honesty.

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

Electronic Devices During a Test/Examination

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy Statement.

Policy: York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students

have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#).

Course Materials Copyright Information

These course materials are designed for use as part of the PSYC 2010 course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

Course Schedule

Date	Topic	Readings for Next Week	What is due?
September 4	Introduction	Ch 14 & 15	
September 11	Conduction research APA Paraphrasing Library Resources	Ch 24 (omit 24-4) Ch 18-1 Ch 23-1 & 4 & 5	Weekly Writing Exercises begin (see Writing Exercises Guide) Starting this week you will submit 3 Writing Exercises online per week. Essay Components weekly submission begins (EC1 due, two hard copies to class; starting this week, you will submit one hard copy ED per week (see Essay Components Guide on Moodle for details)
September 18	Evaluating sources Summarizing	Ch 20-1 to 20-9	EC2
September 25	Context Key Definitions Comparing Points of View	Ch 19	EC3 APA Assignment (5%)
October 2	Understanding Claims and Support	Ch 25	EC4
October 9	Constructing an Argument Counter Arguments Rhetorical Analysis Assumptions	Ch 20-10 Ch 18-2 & 3	EC5 EC1-4 due (20%)
October 16	Reading Week No Class		
October 23	Writing Workshop		EC 6

Date	Topic	Readings for Next Week	What is due?
October 30	Organizational Structure Conclusions		EC1-6 due (20%)
November 6	Critiquing Arguments	Ch 18-4	EC7
November 13	Revision	Ch 22	EC8
November 20	Editing	Ch 21	EC9
November 27	Writing Workshop Last Class		Best Writing Exercise Due (5%)
December 4			Mindtrap Grammar Units 1-13 Due Final Paper Due (30%)