

**Faculty of Health
Department of Psychology
PSYC 2010 3.0 M: WRITING IN PSYCHOLOGY
Tuesdays/Thursdays, 8:30-11:30am via Zoom
Summer (S2) 2021**

Course Delivery: This course contains both asynchronous and synchronous components. All weekly course content (lectures, readings, etc) will be posted for review asynchronously. Our Tuesday class will be for drop-in assistance and Q&A on that week's content and assignments. Our Thursday class will be for live feedback, participation, and writing group.

Instructor and T.A. Information

Instructor: Jessica Sutherland, PhD (she/her/hers)

Please call me: Dr. Sutherland/Professor Sutherland

Office Hours: Online via zoom – book via Calendly link on eClass

Email: jesuther@yorku.ca

T.A.	Jennifer Ruttle	Christina Lapytskaia Aidy
Last Names	A-Ha	He-Z
Email	jeruttle@yorku.ca	clapy@yorku.ca
Office Hours	Via eClass Scheduler	Via Email

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: [eClass](#)

All course materials will be available on the course eClass site. The site will be your central access point for course materials, which include course documents, readings, assignments, and lecture content.

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

There is no required text for this course. All readings and assignments will be posted on eClass.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Engagement and Participation (24 points available, need 15 points to receive full marks)	Throughout course	15%
Essay Components 1-3	11:59pm, Sunday, July 11th, 2021	20%

Assessment	Date of Evaluation (if known)	Weighting
Essay Components 4-6	11:59pm, Sunday, July 25th, 2021	20%
Final Mini-Essay	11:59pm, Thursday, August 13th, 2021	5%
Final Essay	11:59pm, Thursday, August 13th, 2021	40%
Total		100%

Description of Assignments

Engagement points (24 total available, 15 required for full points, worth 15% of grade):

You have 24 total points available, but only 15 are required to get full credit for this course assignment. This means you have 9 ‘freebies’ in case you have to miss class, cannot complete something, or forget to submit by a deadline! Because flexibility and choice is built into this component of the course, there are no extensions, for any reason, to deadlines for engagement points. The sources of points are below:

Syllabus Quiz (1 point):

By July 6th, 2021 at 11:59pm, you must complete the syllabus quiz on eClass about information contained in this syllabus. To receive 1 point, you must get 100% on the quiz, but you can attempt it as many times as you like until you get 100%. You cannot access the quiz after July 6th, 2021 by 11:59 pm.

Weekly Reflections (6 points):

Reflections will be posted weekly as a discussion board and are intended to help us get to know each other since we can’t meet in person yet. You can make a new post with your response or reply to someone else’s with your reflection. You can complete the reflection at any point during the week and should take you approximately 10-15 minutes.

Reflections must be at least 100 words to count for points. Reflections that are almost 100 words will not receive points. Missed reflections cannot be made up for any reason and must be submitted by Sunday evening at 11:59pm. Please see the “Weekly Writing Groups, Live Feedback, and Weekly Reflections Guide” on eClass for more details.

Writing Exercises (5 points):

During Week 2 to Week 6, you will practice a writing skill using the assigned articles. Your writing exercise cannot be made up for any reason and must be submitted by Sunday evening at 11:59pm. All of your writing exercises will be done online in eClass. See your Writing Exercises Guide for more details.

Thursday Writing Group and Google Doc participation (5 points):

During Week 2 to Week 6, we will have weekly writing group on Thursdays during our class time. We will use a shared Google Doc (link posted on eClass) to set our writing goals, challenges, and provide support as everyone works on their writing tasks for that week. Please see the “Weekly Writing Groups, Live Feedback, and Weekly Reflections Guide” on eClass for more details.

Thursday Live Feedback Session (5 points):

During Week 2 to Week 6, we will spend the first hour of our class doing a live feedback session on a classmate's work. To receive points, you must meaningfully participate in the feedback process. If you would like to submit your work for live feedback, please email it to me by 4pm on Wednesdays. Please see the "Weekly Writing Groups, Live Feedback, and Weekly Reflections Guide" on eClass for more details.

Essay Components 7 and 8 (1 point each):

In Weeks 5 and 6, you can submit full drafts of your final essay to receive 1 point each. To receive points, your drafts must be in proper APA format and submitted by Sunday at 11:59pm.

Graded Essay Components (40% of final grade) and Final Essay (40% of final grade):

You will also submit essay components via eClass for TA/professor feedback and graded credit on two occasions:

Essay Components 1-3; due July 11th, 2021 at 11:59pm (20% of grade)

Essay Components 4-6; due July 25th, 2021 at 11:59pm (20% of grade)

Final Essay; due August 13th, 2021 at 11:59pm (40% of grade)

****Please note that if EC1-3 OR EC4-6 are not handed in on time, the weight of the assignment will be transferred to the final essay. This will only be done for ONE of EC1-3 or EC4-6.**

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

Final Mini-Essay (5%):

You will complete and submit a final mini-essay based on the articles used for the writing exercises. The mini-essay is due by August 13th, 2021 at 11:59 pm. Please the Writing Exercises Guide on eClass for more details.

Class Format and Attendance Policy

All mandatory course content will be provided asynchronously via eClass. During our class times, we will meet synchronously on Zoom. Attendance is not mandatory, but is necessary to receive engagement points for live feedback and writing group sessions.

Assignment Submission Requirements

Essay Components 1-3, 4-6, the final essay, and the mini-essay must be submitted in .doc, .docx, or PDF formats. PDF is the ideal format, as it better preserves APA formatting. Assignments submitted as Google docs, .pages, or any other file type will not be accepted and you will receive a 0. *It is your responsibility to ensure you upload: 1) documents in the correct, accepted format, and 2) the correct document for the assignment you are submitting.* If we cannot read or open your file, you will receive a 0. If it is not the correct assignment you have uploaded, you will

receive a 0. Always double-check your file was uploaded correctly and is the one you intended to submit. If you realize you have uploaded something incorrectly, please contact myself or your TA immediately (i.e., within 1 hour) after your submission to correct the error.

Reflections and writing exercises are accepted only in the associated forums or submission links on eClass by the deadline. For this, you submit your work simply by making a new post (reflections) or uploading/pasting your file (writing exercises).

Essay components 7 and 8 must be submitted on eClass by attaching a .doc, .docx, or PDF file.

Live feedback and weekly writing group participation will be recorded by the professor weekly and can only be obtained by attending Thursday's class on Zoom.

***Under no circumstances are assignments or course work ever accepted over email!!*

Receiving Feedback and Grades On Your Work

We aim to provide written comments, feedback, and grades on all submitted assignments within 1 week of your submission. This means that work submitted in Week 2, for example, will be graded and returned to you by Week 3. Please note the feedback and grades timeline below according to submission dates for the “flexible options” model. *Please do not email us asking when your grades will be posted, because the goal is always to give feedback and grades back within 1 week of submission.*

Flexible Options

In this class, I use a flexible options model instead of a “due date” model for Essay Components 1-3 and Essay Components 4-6. These assignments will be due by the Sunday of the week they are due by 11:59pm. Given the speed of this course and the requirement that each assignment builds on the next, no extensions are given. Instead, if you are not able to submit EC 1-3 or EC 4-6, you can opt not to submit it, and instead that assignment's weight will be allocated to your final essay. Please note the following:

1. Because everyone is provided the option to not submit an assignment with no questions asked, there are no further extensions provided.
2. Failure to submit a second assignment (i.e., failing to submit EC 4-6 after failing to submit EC 1-3) will result in a 0 for the second non-submitted assignment. You can only use the non-submit option once.
3. We will grade work in the order we receive it. This means that the earlier you submit, the earlier you will receive feedback.

Additionally, to collect full Engagement Points, you only need to accumulate 15 points out of the 24 available. You can pick and choose which ones you would like to do, depending on your goals and life circumstances at a given time.

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 2020-21](#)

Unhappy with your grade or want to discuss it?

No problem. These are the steps you need to follow:

1. The TAs and I will not discuss your grade with you within the first 24 hours of receiving it. During this time, you must observe where you lost marks, reflect on the feedback, and review the rubric. All of the necessary requirements for assignments are provided to you in advance, and it is your responsibility to ensure you are meeting them when you submit an assignment.
2. After the first 24 hours, please see the “Are you unhappy with your grade?” document posted on eClass. Please complete this form, spend some time reflecting on the questions, and then make an appointment to discuss your assignment with myself or your TA. Please note that I and your TA will not discuss your assignment grades unless you have completed the “Are you unhappy with your grade?” reflection document in advance of your appointment.
3. Please note that being unhappy with your grade and completing the above steps is not a guarantee your grade will change. We take grading seriously and we follow a detailed rubric (always provided to you in advance) to ensure fairness and similarity in our grading.

The only situation in which the steps above do not need to be followed is if a simple math error was made between your assignment grade as posted in your feedback and/or your grade posted on eClass (e.g., your marks add up to 25/30, but you received a posted grade of 23/30). If this is the case, please email myself or your TA to correct it and we will do so as soon as possible.

Email Etiquette Policy

For our class, I respond to emails between Monday to Fridays, 8 am – 6 pm. I do not read or respond to email in the evenings or on weekends, though you are welcome to email me any time and I will respond on the next business day.

Email is the primary mode of communication between yourself and your TAs and professors. There are formal norms expected in emails in professional settings, which include university courses. Failure to use a professional format and tone can result in creating a poor impression, and not getting your questions or concerns addressed. Before you email me or your TA (as well as any other professors or TAs), please note the following:

1. It should contain a proper greeting and your name and course information. You should always address your professors and TAs by the name they have specifically told you to use. In this class, emails to me should be addressed to Dr./Professor Sutherland; your TAs should be addressed by their first name.
2. Ensure your question is not already answered in the syllabus or any documents provided on moodle (e.g. various guides, rubrics). *We will not respond to any questions that are directly addressed in the syllabus or course documents!*
3. Your email is professional in tone – it does not use slang and contains proper spelling and grammar.

4. It has a specific question, comment, or concern that is clearly stated. When appropriate or necessary, you also describe what you have already tried to resolve your question or concern.
5. It is sent as reasonably in advance as possible so we have time to respond to it. For example, emails sent at 10pm at night will likely not be responded to until the next business day, at the earliest.

Online Etiquette Policy

Our online class (i.e. on eClass, Zoom, Google Docs) are all considered a learning space or classroom. As such, I expect everyone to be respectful and supportive to members of our class. However, because we cannot interact face-to-face, many things can get lost in translation online. Please remember the following:

- Be respectful. If you would not say it in real life, do not say it online. Members of our class are real people behind a screen who can be affected by what and how you write.
- Be mindful of the tone of your writing in chats and discussion boards. Because we don't have the benefit of non-verbal communication to help decipher meaning, it is easy for your written words to be misunderstood and/or misread. Avoid all caps and terse messages, as these can be especially more likely to come across as angry or rude.
- Be careful with sarcasm, humor, and jokes. Not everyone 'gets' the same joke or has a similar sense of humor. Be careful with including slang or emojis, as these can also be misunderstood. Not everyone understands Internet slang (e.g. "/s").
- Don't share confidential information, about yourself or others. Make sure you keep private information about yourself and others private. This applies not only to our class, but anywhere on the Internet.

Missed Tests/Midterm Exams/Late Assignment

In this course, *there are no extensions or acceptance of late work provided.* For two major graded course components (EC 1-3, EC 4-6) every student has the option of not submitting and having the weight transferred to their final essay. If you anticipate concerns with your final essay submission, please speak to me.

Please also note that as stated and described above, points missed for Engagement Points cannot be made up for any reason. If you do not submit them on time, you lose the opportunity to receive points.

In most other courses in the Psychology department, the missed test and late assignment procedure is as follows:

For any missed quiz or late assignment, students **MUST** complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19 an Attending Physician's Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided.

[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 quiz or late assignment.

Add/Drop Deadlines

For a list of all important dates please refer to: [Summer 2021 Important Dates](#)

Event	SU	S1	S2
Last date to add a course without permission of instructor	23-May	14-May	02-Jul
Last date to add a course with permission of instructor	07-Jun	21-May	09-Jul
Last date to drop course without receiving a grade	09-Jul	07-Jun	23-Jul
Course Withdrawal Period (withdraw from course and receive a "W" on transcript – see Add and Drop Deadline Information below)	July 10-Aug. 10	June 8-June 21	July 24-Aug. 10

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

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.

Information on Plagiarism Detection

In this class, you will submit Essay Components 1-3, 4-6, final mini-essay and final essay to Turn It In.

Electronic Device Policy

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. It is expected that you would complete tests/exams in a manner that does not require consulting an unauthorised source during an examination unless the tests/exams are open-book.

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 by completing the [Academic Integrity Tutorial and Academic Honesty Quiz](#)

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.

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 university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.

<https://accessibility.students.yorku.ca/>

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. 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 PSYC2010 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

Please see the calendar uploaded to eClass and the associated documents, links, and lecture material posted under each week on eClass.