

**Faculty of Health
Department of Psychology
HH/PSYC 2010 3.0 Section A
WRITING IN PSYCHOLOGY
Monday 11:30 AM -2:30 PM – Online Format
Fall 2021**

Land Acknowledgement: We recognize that many Indigenous nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, the Wendat, and the Métis. It is now home to many Indigenous Peoples. We acknowledge the current treaty holders and the Mississaugas of the Credit First Nation. This territory is subject of the Dish With One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

Course format: Please note that this course will be delivered remotely via Zoom. You will need a stable internet connection and a device with which you are able to access the course for synchronous meetings. Course lecture content will be pre-recorded and presented on eClass prior to synchronous meetings, which will take place each week at 11:30 am for approximately one hour. You are encouraged to attend synchronous meetings each week. During these meetings, you will be required to interact with your peers to share your work in small breakout rooms. You may do this using video and/or audio on Zoom.

Instructor and T.A. Information

Instructor: Julie Conder

Office Hours: Mondays 10 am – 11 am, or by appt, via Zoom (see eClass for Office Hours link)

Email: conder@yorku.ca

T.A. (Surname A-J)	Amanda Wyman	T.A. (Surname K-Z)	Michelle Blumberg
Email	awyman@yorku.ca	Email	mjblum@yorku.ca
Office Hours	TBA	Office Hours	TBA

Course Prerequisite(s):

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

Course website: [eClass](#)

Accessing the Teaching Team:

- Please use the Q and A Forum on eClass to ask questions about course requirements/schedules; the Teaching team will be monitoring this forum and answering questions and concerns promptly. This will be the FASTEST way to get a response to your question.
- If you have a question regarding assessment or would like to discuss your development in the course, please contact the Teaching Assistant assigned to your surname:
 - **A through J surnames: contact TA Amanda Wyman.**
 - **K through Z surnames: contact TA Michelle Blumberg.**

- As email loads are exceptionally high during remote courses, please respect normal business hours with email. TAs are not required to reply to emails outside of business hours (e.g., they do not work evenings or weekends and may take some time to reply to your email. This is particularly true prior to assignment deadlines; if you have a question regarding assignments, be sure to email early in order to receive a reply before the deadline).
- Please also reserve the use of email to Dr. Conder for personal concerns only (i.e., cannot be addressed through use of the Q and A forum or your Teaching Assistant).
- Please see the “netiquette” guide on eClass for guidance for tips on how to interact professionally online throughout the course.

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.

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. Demonstrate the ability to find and evaluate credible scholarly literature.

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 Texts

- There is no required text for this course; required readings will be posted on eClass.

Recommended texts:

- Greene, A. E. (2013). Writing science in plain English. Chicago, IL: The University of Chicago Press.
- APA Manual (or student manual), 7th edition.

Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
Engagement component: includes Writing exercises (7); weekly Essay Components (9); weekly Mini-reflections (12)	throughout	10%
Components 1-4 of Essay	Oct 18, 2021	20%
Components 1-6 of Essay	Nov 8, 2021	30%
Best writing exercise	Dec 6, 2021	5%
Final Essay	Dec 6 – Dec 9, 2021	35%
Total		100%

General Class Structure:

- Lecture content will be posted on eClass prior to synchronous class sessions
- 11:30 to ~12:30 on class day: Synchronous online classroom work on Essay (i.e., in class peer review and instructor-led guidance in breakout groups)

Homework per week:

- 30 minutes revising classroom writing exercise & uploading drafts and feedback
- 30 minutes hours reading assigned and research-related books / articles
- 1 hour watching pre-recorded lecture content
- 2 hours working on essay outside of class (essay components, research, and overall development)

Description of Assignments:

Writing Exercises (Pass/Fail; for engagement points):

During week 2 to week 8 you will create a brief Writing Exercise on a topic related to the lecture and based on assigned Journal Articles. These exercises are designed to help you build fundamental reading and writing skills. Your completed Writing Exercise must be uploaded to eClass by *10 pm the day of synchronous session* and will contribute to your Engagement Points. See your Writing Exercises Guide for more details. Given everything is being done online, you will still be able to participate if you have to miss synchronous class. **Missed WE engagement points cannot be made up.** Therefore, if you are unable to submit an exercise, for ANY reason, you will lose the opportunity to receive engagement points 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 eClass.**

Mini-reflections (P/F; for engagement points):

Mini-reflections will be submitted weekly on eClass for engagement points. These reflections will be based on provided questions regarding your learning and experiences throughout the course, and should take approximately 15 minutes to complete. Mini-reflections are due by 10 pm on the day of synchronous session. **Missed mini-reflection engagement points cannot be made up.** Therefore, if you are unable to submit by the deadline, for whatever reason, you will lose the opportunity to receive points for whatever you miss.

Essay and Essay Components (weekly EC submissions P/F for engagement points. EC bundles 1-4 and 1-6 for evaluation):

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. From week 2 through week 11, you will be expected to submit your weekly Essay Component on eClass by 11:30 am on the day of synchronous session for engagement points. In session, you will share your work and ideas with peers in small breakout rooms. **The deadlines for submitting weekly Essay Components 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 component bundles for TA/instructor feedback and evaluation on two occasions:

Essay components 1-4; due Oct 18

Essay components 1-6; due Nov 8

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

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*:

- Can people be addicted to video games?
- Are children with ADHD prescribed medication too often?
- Why has depression become such a widespread illness?
- Why are superhero movies so popular?
- Should students be allowed to use laptops in the classroom?

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.*

Engagement Points: Writing Exercises, weekly Essay Components, and Mini Reflections make up your engagement grade. **The deadlines for these submissions 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 engagement points for the missed work. At the beginning of the course, you will be awarded 3 “free” points – the equivalent of missing 3 engagement submissions. In light of this policy, requests to submit missed work will not be entertained. Please note that the maximum possible score for engagement points is 100%; unused “free” engagement points will not count as bonus.

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 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2021-22](#))

Late Work/Missed Tests or Exams

Late assignments will be accepted up to one week after the deadline including weekend days. If your assignment is late, you will be deducted a late penalty of 5% per day, including weekend days. **Late assignments will not be accepted after one week past the missed deadline (35% penalty).**

Engagement points missed for Writing Exercises, weekly Essay Components, and Mini-Reflections cannot be made up.

Students with a documented reason for missing a deadline, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://myacademicrecord.students.yorku.ca/pdf/attending-physicians-statement.pdf>) may request accommodation from the Course Instructor. Further extensions or accommodation

will require students to submit a formal petition to the Faculty.

If you are missing a deadline due to illness, compassionate grounds, etc., you must contact me (conder@yorku.ca) to submit documentation within 48 hours of missing the deadline in order to have your work considered for grading without a late penalty.

Important New Information Regarding Missed Tests

For any missed tests 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 test/assignment.

Add/Drop Deadlines

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

Important dates

Last date to add a course **without** permission of instructor (also see Financial Deadlines)

Last date to add a course **with permission** of instructor (also see Financial Deadlines)

Last date to drop a course without receiving a grade (also see Financial Deadlines)

Course Withdrawal Period (withdraw from a course and receive a "W" on the transcript – see note below)

Fall

Sept 21

Oct 5

Nov 12

Nov 13 –

Dec 7

Academic Integrity for Students

York university takes academic integrity very seriously, please visit [an overview of Academic Integrity at York University](#) from the Office of the Vice-President Academic.

The following links will assist you in gaining a better understanding of academic integrity and point you to resources at York that can help you improve your writing and research skills:

- [Information about the Senate Policy on Academic Honesty](#)
- [Online Tutorial on Academic Integrity](#)
- [Information for Students on Text-Matching Software: Turnitin.com](#)
- [Beware! Says who? A pamphlet on how to avoid plagiarism](#)
- [Resources for students to help improve their writing and research skill](#)

Test Banks:

The use of test banks is not permitted in this course and may be considered a potential breach of academic honesty. This includes but is not limited to buying or selling test banks.

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: 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 3.0 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:

(topics are subject to change)

	Date	Topic	Due:
Week 1	Sept 13	Introduction	MR 1
Week 2	Sept 20	Conducting research, APA style, paraphrasing, library resources	Essay Components submission begins (EC 1 due; starting this week, you will submit one EC each week - see Essay Components Guide on eClass for details) MR 2
Week 3	Sept 27	Context, key definitions; comparing points of view	EC 2 Writing Exercises weekly submission begins (WE 1 due; starting this week, you will submit one Writing Exercise each week) MR3

Week 4	Oct 4	Understanding claims & support	EC 3; WE 2; MR 4
	Oct 11	<i>Reading Week - no class</i>	
Week 5	Oct 18	Constructing an argument; rhetorical analysis; assumptions	EC 4; WE 3; MR5 EC 1-4 due
Week 6	Oct 25	Generating counterclaims; Rhetorical analysis; assumptions	EC 5; WE 4; MR6
Week 7	Nov 1	Organizational structure; conclusions	EC 6; WE 5; MR7
Week 8	Nov 8		WE 6; MR8 Writing workshop EC 1-6 due
Week 9	Nov 15	Critiquing arguments	EC 7; WE 7 (final WE); MR9
Week 10	Nov 22	Revision & Editing I	EC 8; MR10
Week 11	Nov 29	Revision & Editing II	EC 9; MR 11
Week 12	Dec 6		Writing workshop; MR 12 Best Writing Exercise due Final paper submission period begins
	Dec 9		Final Paper submission period ends