Course Format

Please note that this class will be held in person on the York University Keele Campus in Accolade East (ACE) Room 009. Lectures will occur in person but assignments will be submitted online via eClass and office hours will be held online via zoom.

Course Prerequisite(s): Course prerequisites are strictly enforced

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

Instructor and T.A. Information
Instructor: Jessica Padgett
Office Hours: Wednesday 3:00 – 4:00 PM via zoom (link on eClass)
Email: jkpadget@yorku.ca

<table>
<thead>
<tr>
<th>Student Surname</th>
<th>A – L</th>
<th>M - Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>T.A.</td>
<td>Georges Tomou</td>
<td>Christina Lapytskaia Aidy</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:gtomou@yorku.ca">gtomou@yorku.ca</a></td>
<td><a href="mailto:clapy@yorku.ca">clapy@yorku.ca</a></td>
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</table>

Office Hours

Office hours are by appointment; email TA assigned to your surname to schedule an appointment

Accessing the Teaching Team

- **FIRST**, check the course outline, Q&A forum, and course announcements. If your question can be answered by checking these resources, we will not respond to your email.

- **Q&A Forum on eClass**: Use the forum to ask questions that may be of general interest to the whole class (e.g., clarification on assignments). The teaching team will be monitoring this forum and answering questions regularly. However, if you can respond to a classmate’s question, feel free to do so!

- **Email TA**: If you have specific questions regarding your assignments or would like to discuss your development in the course, you can email the Teaching Assistant assigned to your surname (see table above).

- **Email Course Instructor**: For any personal concerns or those that cannot be addressed by the Q&A forum or your Teaching Assistant, you may email the course instructor directly.
• **Sending Emails:** Include the course code in the subject line (PSYC 2010-C) and your Student ID and full name in the body of your email. Be sure to send your email as far in advance as possible so we have time to respond to it. Allow 48 hours for a response (not including weekends/holidays) and if you don’t receive a response, feel free to re-send your email.

**Course website**
All course materials will be available on the course [eClass](#) site. This site will be your main resource for course materials (e.g., lecture slides, additional information about assignments) and for regular communication with the teaching team. It is strongly encouraged that you check the eClass site regularly and subscribe to email notifications so you don’t miss any important communication. It is your responsibility to be aware of any announcements or other forms of communication that are made through the course site.

**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, incorporating instructor and peer feedback. Critical thinking 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. Writing exercises will be used to practice principles and ideas discussed. 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 psychology 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 scientific literature (e.g., reviews, meta-analyses, individual studies) 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 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. Appreciate when empirical observation vs. theoretical analysis / synthesis is needed to support a claim.

Course Requirements and Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date of Evaluation (if known)</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>Engagement: Analytical Reading Exercises (8)</td>
<td>Various</td>
<td>15%</td>
</tr>
<tr>
<td>Grammar &amp; Style Exercises (6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mini-Reflections (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay Components Package 1</td>
<td>May 25</td>
<td>20%</td>
</tr>
<tr>
<td>Essay Components Package 2</td>
<td>June 8</td>
<td>25%</td>
</tr>
<tr>
<td>Grammar &amp; Style Quiz</td>
<td>June 16</td>
<td>5%</td>
</tr>
<tr>
<td>Final Essay</td>
<td>June 17</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
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</table>

Description of Assignments

**Engagement:** This assessment component consists of various exercises that must be completed regularly throughout the term. Typically, each class will have 1-2 engagement exercises associated with it. These will be due the day after the class they are assigned (see schedule for more details). These exercises will be graded on a pass/fail basis. The **deadlines for these exercises are fixed and no extensions will be provided.**

- **Grammar & Style Exercises (6):** These exercises will include a handout explaining a common grammar or writing issue that students often encounter. Each handout will include a small activity that must be completed.
- **Mini-Reflections (3):** You will submit three mini-reflections (~250 words) throughout the semester. These reflections will be based on questions provided by the instructor that will ask you to reflect on your own writing and experiences in the course.
- **Analytic Reading Exercises (8):** You will complete eight analytical reading exercises using the website Perusall throughout the semester (details on eClass). These
exercises will require you to read scholarly work in psychology and engage with your peers in a discussion of the work.

**Essay Component Packages:** Throughout the term you will complete eight Essay Components that will help you develop your final essay. We will spend some time working on these components in class but you are also expected to spend time outside of class completing them. You will submit two Essay Component Packages via eClass that will be graded and which you will receive feedback on: Essay Components Package 1 (Containing Essay Components 1-3), and Essay Components Package 2 (Containing Essay Components 4-6).

**Grammar & Style Quiz:** There will be a small Grammar & Style Quiz that will be available on the final day of the course on eClass. The quiz will cover the content you learned from the various G&S exercises throughout the course. The quiz will be available all day on Thursday June 16th.

**Final Essay:** The ultimate project for this course is the completion of an argumentative essay on a controversial issue in psychology. You will develop this essay over the first five weeks of the course by completing your Essay Components. The final week will be spent crafting and revising your final draft. More details on this essay will be provided on eClass.

**Required Text**

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

**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 2021-22](#).

**Late Assignments**

Due to the condensed nature of the S1 term, and because each lesson builds on work completed in the previous lesson, it is essential that all work be completed and submitted on time. However, we recognize that sometimes situations arise that prevent you from doing so. If you find yourself in such circumstances, you must email your TA and course instructor at least 24 hours before an assignment is due to request an extension. Due it Covid-19, an Attending Physician’s Statement (APS) is not required, however, you must provide a reason for your extension request in the email. Please note that:

- **No extensions** will be provided for the engagement components. Do not email requests or late work to your TAs or instructor; no exceptions will be made. However, recognizing that there may be unexpected situations, some flexibility is provided. You will be able to earn full
engagement marks if you complete at least 15 of the 17 engagement exercises. In other words, you may miss up to two of these exercises and still obtain the full 15%.

- If you miss the quiz, there will not be a make-up quiz. However, if you contact the course instructor on or before June 14th, you may request that the 5% assigned to the quiz be applied to your final essay instead.
- For the two Essay Component Packages and the Final Essay, you may submit your work late, subject to a 5% penalty per day, for a maximum of five days after the deadline, including weekend days (total 25% penalty). Assignments submitted after this late deadline will receive a mark of zero.
- It is the student’s responsibility to contact their TA to inform them they have submitted a late assignment. Note that grading and feedback for late submissions may be delayed.
- Not all requests for extensions will be granted and no requests made after the assignment deadlines will be accepted.

Class Format and Attendance Policy

Attendance at lectures is not mandatory though it is in your best interest to attend. In addition to learning details about writing an argumentative essay in psychology, you will also gain useful information about the assignments and will have time to work on them in class and receive feedback from the teaching team.

Add/Drop Deadlines

For a list of all important dates please refer to: Summer 2021-22 Important Dates

<table>
<thead>
<tr>
<th>Important Dates</th>
<th>Summer (S1)</th>
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<tr>
<td>Last date to add a course without permission of instructor (also see Financial Deadlines)</td>
<td>May 13</td>
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<tr>
<td>Last date to add a course with permission of instructor (also see Financial Deadlines)</td>
<td>May 20</td>
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<tr>
<td>Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)</td>
<td>June 6</td>
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<tr>
<td>Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)</td>
<td>June 7 - 20</td>
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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**

Essay Component Packages 1 & 2, as well as the Final Essay will be submitted on eClass through Turnitin, a program designed to detect plagiarism by checking student submissions against information available online.

**Electronic Device Policy**

This course will be delivered in person, however electronic devices will be required for assignment engagement and submission. You will also be provided with time to work on assignments in class, so electronic devices are permitted during class time for course-related purposes.

**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 PSYC 2010 C 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

<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments*</th>
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<tr>
<td><strong>Week 1</strong></td>
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| May 10 | Introduction to Course; Reading Academic Literature | | Mini-Reflection 1  
*Familiarize yourself with course schedule & guides* |
| May 12 | Literature Searching; The pre-writing process | | Grammar & Style 1  
Analytical Reading 1  
*Essay Component 1* |
| **Week 2** | | | |
| May 17 | APA Style; Paraphrasing & Summarizing | | Grammar & Style 2  
Analytical Reading 2  
*Essay Component 2* |
| May 19 | Key Terms; Making a Claim | | Grammar & Style 3  
Analytical Reading 3  
*Essay Component 3* |
| **Week 3** | May 24 | Writing Workshop I | **Essay Components Package 1**  
Revise Essay Components |
| **Week 4** | May 26 | Supporting Arguments | Mini-Reflection 2  
Analytical Reading 4  
*Essay Component 4* |
| May 31 | Counterclaims | | Grammar & Style 4  
Analytical Reading 5  
*Essay Component 5* |
| June 2 | Introduction & Context | | Grammar & Style 5  
Analytical Reading 6  
*Essay Component 6* |
| **Week 5** | June 7 | Writing Workshop II | **Essay Components Package 2**  
Revise Essay Components |
| June 9 | Conclusions; Planning a full draft | | Grammar & Style 6  
Analytical Reading 7  
*Essay Component 7* |
| **Week 6** | June 14 | Revision | Mini-Reflection 3  
Analytical Reading 8  
*Essay Component 8* |
| June 16 | Writing Workshop III | | Grammar & Style Quiz (must complete on June 16) |

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**Final Paper Due Sunday June 19 by 11:59 PM**

*NOTE: All assignments are due the day after the lecture they are assigned (by 11:59 PM). Assignments from Tuesday classes are due Wednesday at 11:59 PM and assignments from Thursday classes are due Friday at 11:59 PM. For example, Mini Reflection 1, assigned on Tuesday May 10th, is due on Wednesday May 11th by 11:59 PM. All assignments written in italics (e.g., Essay Component 1) do not need to be submitted but should be completed within the suggested timeframe.*