

**Faculty of Health**  
**Department of Psychology**  
**PSYC 2010 3.0 Section F: WRITING IN PSYCHOLOGY**  
**Tuesday 2:30 -5:30PM (in-person)**  
**Fall 2023**

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**Instructor and T.A. Information**

Instructor: Lesley Zannella, PhD (she/her/hers)

Office Hours: Please email me to book an appointment in-person or via zoom

Email: lzannell@yorku.ca

If you have any questions or concerns, please contact me from your York University email with the subject line as “PSYC 2010 Section F Writing in Psychology”

<b>T.A.</b>	Ruth Vanstone	Erik Allen
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<b>Last names assigned</b>	A - Mo	Mu - Z
<b>Office Hours</b>	By appointment	By appointment

**Course Prerequisite:**

- HH/PSYC 1010 6.00 (Introduction to Psychology)

**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, unless otherwise indicated by the instructor. The site will be your central access point for course materials.

**Course Description**

Welcome to Writing in Psychology! 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. Demonstrate the ability to find and evaluate credible scholarly literature.

### **Specific Learning Objectives**

1. Demonstrate ability to cite sources and format documents 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, metaanalyses, 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 are no required textbooks for the course. All required readings will be provided through eClass.

### **‘Looking for more support’ Texts (optional)**

- For citations and referencing: APA Manual (or student manual), 7<sup>th</sup> edition
- For writing style and grammar: Strunk, W., & White, E. B. 1. (2000). *The elements of style*. 4th ed. New York, Longman.
- For undergraduate writing in psychology: Landrum, R. E. (2012). *Undergraduate writing in psychology: Learning to tell the scientific story* (Rev. ed.). American Psychological Association.

## Course Requirements and Assessment:

Assessment	Date of Evaluation	Weighting
Course engagement	Throughout the course (see eClass for specific dates)	50%
First draft vibes	November 4 at 11:59PM	0%
Final Essay 1.0	November 22 at 11:59PM	50%
Final Essay 2.0 <b>Optional if you want to increase your mark</b>	December 10 at 11:59PM	50% *we will take the higher mark from Final Essay 1.0 or Final Essay 2.0 and that will be worth 50%
<b>Total</b>		<b>100%</b>

### Description of Assignments

I will post all assignment instructions and rubrics on eClass. Please feel free to reach out to your TA or myself if you have any questions about the assignments. I will also be discussing all assignments in class with opportunity for questions.

### Class Format and Attendance Policy

I will post all mandatory course content on eClass. I will not be recording attendance. Please note. Some of the engagement points require you to be in-class. I do not have a mandatory attendance policy. So, why should you come? This course is delivered in-person, which means I will be giving lectures, facilitating class activities and discussions, and discussing assignments in more detail. In class, you also have the opportunity to ask me questions, receive feedback from peers, and earn bonus marks. Over and above all that, I am committed to creating an inclusive and engaging classroom environment where you succeed, and I need you there to do that!

### 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 2023-24](#)

### Missed Tests/Midterm Exams/Late Assignment

In this course, we do not have any tests or exams. If you are feeling overwhelmed or double booked, you can use my extension coupons! All students will have three, 24-hour extension coupons that can be used on any assignment in the course, no questions asked, no documentation required. This means that if an assignment is due Friday at 11:59PM, using one extension coupon would mean a new deadline of Saturday at 11:59PM. You can also use all three at one

time if you would like. Using three coupons at once would mean a new deadline of Monday at 11:59PM. To redeem these coupons, email your TA and let them know which assignment you are using a coupon on, and how many coupons you are using. The only rule: these coupons **must** be redeemed before an assignment deadline. After that, the late penalty for an assignment is 2% per day, including weekends. I will accept assignments up to 10 days late, including weekends (resulting in a 20% grade deduction). Following that, the assignment will result in a grade of zero.

### Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2023-24 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	Sept. 20	Sept. 20	Jan. 22
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Sept. 28	Sept. 28	Jan. 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 8	Feb. 8	March 11
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 9 - Dec. 5	Feb. 9 - April 18	March 12 - April 8

### 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

All assignments will be submitted online using eClass and Turnitin. Students who do not want their work submitted to Turnitin must, by the end of the second week of class, consult with Dr. Z to make alternate arrangements.

## **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](#)

## **Artificial Intelligence Apps**

According to York's Senate Policy on Academic Honesty, using AI apps such as such as ChatGPT, GPT-3, DALL-E, among others to complete academic work without your instructor's knowledge or permission, is **a breach of academic honesty**.

This course was designed to develop your written communication skills, guiding you and supporting you through the process of writing a large essay. This course will not only prepare you for the remainder of your university career, but beyond the classroom. Through step-by-step assignments, low-stakes tasks, and mastery grading, we aim to provide a low-risk, supportive environment for you to practice and refine your writing. While AI tools can assist in generating ideas, it's important to remember that the skill of writing is invaluable and irreplaceable. The practice you gain here will serve you well in your future courses and professional endeavors.

## **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](#).

### **Calumet and Stong Colleges' Student Success Programming:**

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) aims to build the leadership skills of its Course Reps while contributing to the academic success and resourcefulness of students in core program classes.
- [Peer-Assisted Study Session \(P.A.S.S.\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by trained Peer Tutors.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [career exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work or volunteer](#).
- Please connect with your Course Director about any specific academic resources for this class.
- For additional resources/information about our student success programs, please consult our websites ([Calumet College](#); [Stong College](#)), email [scchelp@yorku.ca](mailto:scchelp@yorku.ca), and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#)
- Are you receiving our weekly email (Calumet and Stong Colleges - Upcoming evens)? If not, please check your Inbox and Junk folders. If you do not find our weekly emails, then please add your 'preferred email' to your Passport York personal profile. If you need support, please contact [ccscadmn@yorku.ca](mailto:ccscadmn@yorku.ca), and request to be added to the listerv.

### **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](#).

### Fall 2023 Course Schedule

Week & Date	Topic
Week 1: September 12	Why do Psychology students need to write?
Week 2: September 19	Where do I start? Topics, claim statements, and library searches
Week 3: September 26	What information do I use? Finding sources, extracting information, and evaluating sources
Week 4: October 3	Telling the story: Literature reviews, synthesizing information, claims & counterclaims
Week 5: October 10	READING WEEK (no class)
Week 6: October 17	Writing with style: Audience, tone, avoiding plagiarism, APA
Week 7: October 24	Okay, now what? Preparing & planning a paper
Week 8: October 31	<i>Work from home</i> : first draft vibes (no class)
Week 9: November 7	A second pair of eyes: Providing effective peer feedback
Week 10: November 14	Setting the stage: Introduction, headings, & subheadings
Week 11: November 21	The conclusion: So what? Where do we go from here?
Week 12: November 28	Are we done yet? Proofreading & editing
Week 13: December 5	Writing retreat [snacks included] & final course reflections

**Refer to eClass for a more detailed schedule of our readings and assignment due dates**