

**Faculty of Health**  
**Department of Psychology**  
**PSYC 2010 3.0 Section O: WRITING IN PSYCHOLOGY**  
**Monday/19:00 – 22:00/ ACE 004**  
**Winter/2023-2024**

---

This course is scheduled for in-person delivery, but depending on advice from public health authorities, the mode of delivery may change to online. In the event of online delivery, the course will be delivered synchronously. **Synchronous** (i.e., real time) meetings will be held remotely via Zoom, during regularly scheduled class times. You will need a stable internet connection and a device with which you are able to access the course for synchronous meetings (laptop or desktop computers are preferred, as tablets and smartphones do not support all the features of eClass or Zoom).

**Instructor and T.A. Information**

Instructor: Jorida Cila

Office Hours: By appointment

Email: [joridac@yorku.ca](mailto:joridac@yorku.ca)

	<b>Last Names A-K</b>	<b>Last Names L-Z</b>
<b>T.A.</b>	Shaochen Huang	Odunayo Olowookere
<b>Email</b>	<a href="mailto:shuang5@yorku.ca">shuang5@yorku.ca</a>	<a href="mailto:odunayoolowookere@osgoode.yorku.ca">odunayoolowookere@osgoode.yorku.ca</a>
<b>Office Hours</b>	By appointment	By appointment

**Course Prerequisite(s): Course prerequisites are strictly enforced**

- 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. The site will be your central access point for course materials (e.g., lecture slides, additional readings), and for regular communication from the teaching team (course instructor and TAs). It is strongly encouraged that you regularly check the course eClass site and preferably subscribe to email notifications so you do not miss any important communication from the teaching team.

## Accessing the Teaching Team:

- Please use the **Q & A Forum** on eClass to ask any course-related questions. You should use this forum to ask questions that may be of general interest to the whole class (e.g., clarification regarding requirements for an assignment). The teaching team will be monitoring this forum regularly and we will strive to answer questions within 24 hours (excluding weekends and holidays).
- Questions regarding grades should first be sent to your assigned TA. If you still have questions or concerns about your grade after this, please reach out to Dr. Cila.
- Whenever you send an email, please include the course number and section (i.e., PSYC 2010 O) in the subject line.
- Finally, make sure to send your email as far in advance as possible, so we have time to respond to it. For example, if you send an email at 10:00 p.m. with a question about an assignment that is due that day at 11:59 p.m., you will not be receiving an answer until the next day.

## Email etiquette

- Proper email etiquette requires that you always include a greeting (e.g., “Hello Dr. Cila”, “Hi Professor”, “Hi Shaochen/Odunayo”).
- It is *not* appropriate to address your professor by their first name, unless they have specifically stated they like to be addressed that way. Similarly, “Hey” or “Hi there” are not appropriate greetings in a professional context.
- Make sure all your email communication is professional in tone (e.g., does *not* contain slang, ALL CAPS, grammar or spelling mistakes, or is otherwise impolite), and your question or concern is clearly stated.
- Wait at least two business days before resending an email.
- If you will be sending more than one email related to the same issue, do not start a new email each time. Instead, continue using the initial email thread.
- Do not include detailed personal information in a professional email (e.g., a detailed description of your illness).

## 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. 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 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 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 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; required readings will be posted on eClass.

The following texts are optional sources for those who would like to dive more in depth into academic writing.

Birkenstein, C., & Graff, G. (2021). *They say/I say: The moves that matter in academic writing* (5<sup>th</sup> ed.). WW Norton & Company.

Landrum, R. E. (2021). *Undergraduate writing in psychology: Learning to tell the scientific story* (3<sup>rd</sup> ed.). American Psychological Association.

<https://psycnet.apa.org/doi/10.1037/0000206-000>

Smith, R. A. (2020). *The Worth expert guide to writing in Psychology*. Worth Publishers, Macmillan learning.

### Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Engagement (Writing exercises & reflections)	Various	20
Essay components	Various	40
Peer feedback	March 11	10
Final Essay	April 10	30
<b>Total</b>		<b>100%</b>

### Description of Assignments

**Engagement:** This assessment component has two main parts (worth 15% and 5% respectively). The first includes Perusall assignments that focus on developing critical reading and writing skills. There will be a total of seven such exercises, each worth 5 marks. The deadlines for these exercises are fixed, and no extensions will be provided. Students, however, are able to earn the full 15% of Perusall engagement marks by completing six out of the seven exercises. In other words, you may miss one of these exercises and still obtain full marks for this assessment component. I would encourage you to use this flexibility wisely (i.e., use it only as and when needed). If you complete seven assignments, the six assignments with the highest score will count toward your grade. All these exercises will take place on the Perusall platform (integrated within eClass), and you can see detailed instructions for each assignment when you log into the relevant assignment on Perusall.

If you are not familiar with Perusall, here is a useful resource to get started:

<https://support.perusall.com/hc/en-us/categories/360002173133-Students>

You will need to have a Perusall account log into Perusall.

The second part of this assessment component consists of two reflection exercises. You are expected to write an initial reflection on your strengths and weaknesses as an academic writer at the beginning of the course (worth 1% of your final grade), and then an end-of-course reflection (worth 4% of your final grade). Details on these two reflection assessments are posted on eClass and will be discussed in class.

**Essay components (ECs):** Each week you will be working on an element of the essay, building up toward the final product. These individual essay components (ECs) are described in detail in the Essay Guide, posted on eClass. You will be provided with feedback from your TA for each of the submitted ECs.

**Peer feedback:** Feedback is an essential of the writing process. As part of this course, you will be asked to provide feedback to a peer's draft essay. Details on this will be provided at a later date.

**Final Essay:** This essay is the culmination of the work you will complete throughout the semester. Rubric for final essay will be provided at a later date.

### **Class Format and Attendance Policy**

Class attendance is not mandatory, however, it is in your best interest to attend class regularly and participate in all learning activities.

### **Assignment Submission Requirements**

All essay components, peer feedback, and the final essay need to be submitted as a .doc, .docx, or .pdf file formats (PDF is best, as it retains the original formatting of your paper). Do NOT submit files in any other format, such as google docs, .pages, etc., as these are not compatible with eClass. If we are unable to open a file, even if you have submitted it on time, you will receive a zero for that submission. It is your responsibility to: (a) upload documents in the correct format, and (b) upload the correct file. Before and after submitting your work, double-check that the file you have submitted is the correct one.

If you notice that you have accidentally submitted the wrong file (e.g., you submitted the EC 2 file when you should have submitted EC 3), *and* there is still time until the deadline, you can delete your original submission, and submit the correct file. Please note that you can only do this once – the system is set to allow 2 attempts. If the deadline has passed, you need to email your TA to let them know right away (within 1 hour). Include the correct file in your email. Your TA will be able to delete your first submission and allow you to resubmit without any late penalty, provided that you email them within 1 hour of the deadline, *and* you include the correct assignment in your email. The resubmitted assignment needs to be the same as the one you included in your email. Please note that if you fail to resubmit the file on eClass, you will receive a zero. We will **not** be marking work that is sent over email.

### **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 2023-2024](#)

**Missed/Late Assignment:**

It is essential for the smooth running of the course to submit all work on time. However, we recognize that sometimes situations may arise which may prevent you from doing so. If you find yourself in such circumstances, you need to email me as soon as possible, and *before* an assignment is due. Please note that since you have 1-2 weeks to submit your work for each graded component, requests for extensions will only be granted in exceptional circumstances. At this time, an Attending Physician’s Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided. Please note that:

- No extensions will be provided for engagement components. Flexibility has already been built in the course to allow you to earn full marks even if you miss two of the eight engagement assignments.
- For individual essay components and peer feedback, you may submit your work late, subject to a 5% penalty per day, for a maximum of 2 days (10% penalty). Submissions that are more than two days late will be given a zero.
- For the final essay, late submissions will be subject to a 5% late penalty per day, for a maximum of five days after the deadline (25% penalty).
- The above-stated late penalties do not apply to those submissions that have been granted an extension.

**Add/Drop Deadlines**

For a list of all important dates please refer to [Undergraduate Fall/Winter 2023-2024 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)	September 20	September 20	January 22
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	September 28	September 28	January 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	November 8	February 8	March 11
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	November 9 – December 5	February 9- April 8	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**

The draft essay (EC 6) and the final essay will be submitted on eClass through Turnitin, a program designed to detect plagiarism by checking student submissions against information available online.

Since this is a writing course, plagiarism-related concerns will be taken very seriously. Serious cases of plagiarism will be addressed at an exploratory meeting on academic honesty at the department level. More information on plagiarism and how it relates to our course in particular will be provided in class. In addition, please carefully review the following section on Academic Integrity for Students.

## **Electronic Device Policy**

For this course, you are encouraged to bring your laptop to class, for taking notes, as well as for completing work. Laptops or other devices should not be used during class time for non-course-related purposes. The same policy applies when the course is held online.

## **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 Integrity Quiz](#).

## **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.

Please note that having an accommodation letter in place does not automatically guarantee an extension – all extension requests will have to be discussed with the course instructor before an assignment deadline.

<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 O 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](#).



## **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 [ccscadm@yorku.ca](mailto:ccscadm@yorku.ca), and request to be added to the listerv.

## Course Schedule

Date	Topic	Due: by 11:59 pm
January 8	<ul style="list-style-type: none"> <li>• Introduction to course</li> <li>• Reading scientific literature</li> <li>• Pre-writing strategies</li> </ul>	
January 15	<ul style="list-style-type: none"> <li>• Literature search</li> <li>• Paraphrasing</li> <li>• Summarizing</li> </ul>	EC 1 Perusall 1 Reflection 1
January 22	<ul style="list-style-type: none"> <li>• APA style and formatting</li> </ul>	Perusall 2
January 29	<ul style="list-style-type: none"> <li>• Context</li> <li>• Definitions</li> </ul>	EC 2 Perusall 3
February 5	<ul style="list-style-type: none"> <li>• Constructing a claim</li> <li>• Constructing arguments</li> </ul>	EC 3
February 12	<ul style="list-style-type: none"> <li>• Counterclaims</li> <li>• Rebuttals</li> </ul>	EC 4 Perusall 4
February 19	Reading Week	
February 26	<ul style="list-style-type: none"> <li>• First draft of essay</li> </ul>	EC 5 Perusall 5
March 4	<ul style="list-style-type: none"> <li>• Providing feedback</li> </ul>	EC 6
March 11	<ul style="list-style-type: none"> <li>• Conclusions</li> <li>• Limitations</li> </ul>	Peer feedback Perusall 6
March 18	<ul style="list-style-type: none"> <li>• Revising the full draft</li> </ul>	EC 7 Perusall 7
March 25	<ul style="list-style-type: none"> <li>• Writing workshop (revising, editing)</li> </ul>	
April 1	No class (final consults by appointment)	Reflection 2
<b>April 10, 11:59 pm</b>	<b>Final Paper Due</b>	