

**Faculty of Health  
Department of Psychology  
HH/PSYC 2010 3.0 Section M  
WRITING IN PSYCHOLOGY  
Thursday 2:30-5:30 PM in RS 203  
Winter 2019**

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**Instructor and T.A. Information**

Instructor: Alice Kim  
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**Course Prerequisite(s):**

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

**Course website:** [Moodle](#)

**Course Email:** [psyc2010.yorku@gmail.com](mailto:psyc2010.yorku@gmail.com) **Use this email for all course-related inquiries.**

**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. 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

- Lipschutz, G., Scarry, S., & Scarry, J. (2017). *The Canadian Writer's Workplace*. 8<sup>th</sup> Ed. Nelson Education.

## Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
Participations Components:		
1. In-class exercises	Various	15%
2. Mini-reflections	Various	15%
Essay Components 1 to 7 (equal weight)	Please refer to course schedule below	35%
Final Essay	April 14	35%
Total		100%

## Description of Assignments

### 1) In-class exercises

Students will be given writing exercises to complete in class. These exercises will be taken up during class and students will be asked to submit their work before the end of class. Students will

not be graded on these exercises, instead they will receive a participation mark for each exercise that they complete. For example, if students complete all of the in-class exercises, they will receive the full 15% towards their final grade in the course. Students cannot make up any missed in-class activities, as they cannot make-up for the in-class experience.

## 2) Mini-reflections

Mini-reflections will be completed in lecture. These reflections will be based on questions provided throughout the lectures. Students will not receive a grade for completing these mini-reflections, instead they will receive a participation mark for completing these reflections. For example, if students complete the mini-reflections for each class, they will receive the full 15% towards their final grade in the course.

## 3) Final Essay and Essay Components:

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. Both the final essay and the essay components will be submitted via Moodle.

**\*\*For a complete guide to essay components, see the essay components guide on the Moodle course website.**

### 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?
- Has the Internet had an overall positive or negative effect on human relationships?
- Should marijuana be legalized?

*\*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.*

### 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 - [calendars.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes](http://calendars.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes))

## 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 3% per day, including weekend days. Late assignments will not be accepted after one week of the missed deadline (21% off).

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 (a\_kim@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.

## Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2018-19 - Important Dates](#)

	<b>FALL (F)</b>	<b>YEAR (Y)</b>	<b>WINTER (W)</b>
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	Sept. 18	Sept. 18	Jan. 16
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 2	Oct. 23	Jan. 30
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 9	Feb. 8	March 8
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 10 - Dec. 4	Feb. 9 - Apr. 3	March 9 - Apr. 3

**\*Note:** *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.*

## 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 information [SPARK Academic Integrity modules](#). These modules explain principles of academic honesty.

## 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.

### **Electronic Devices During a Test/Examination**

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

### **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.

**Policy:** 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 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:

	Date	Topic	Readings for next week	Due:
Week 1	Jan 3	Introduction	Ch 14; Ch 15	
Week 2	Jan 10	Conducting research, APA style, paraphrasing	Ch 24 (omit 24-4); Ch 18-1; Ch 23-1; 23-4; 23-5	
Week 3	Jan 17	Library resources, researching, & evaluating sources; summarizing	Ch 20-1 through 20-9	Essay Component 1 due (see Essay Components Guide on Moodle for details)
Week 4	Jan 24	Context, key definitions; comparing points of view	Ch 19	
Week 5	Jan 31	Understanding claims & support	Ch 25	Essay Component 2 due
Week 6	Feb 7	Constructing an argument	Ch 20-10; Ch 18-2, 18-3	Essay Component 3 due
Week 7	Feb 14	Counterarguments; rhetorical analysis; assumptions	Ch 20-10; Ch 18-2, 18-3	Essay Component 4 due
	Feb 21	<i>Feb. 16-22: Winter Reading Week (no classes, University open)</i>		
Week 8	Feb 28	Organizational structure; conclusions		Essay Component 5 due
Week 9	Mar 7	Critiquing arguments	Ch 18-4	
Week 10	Mar 14	Revision	Ch 22	Essay Component 6 due
Week 11	Mar 21	Editing	Ch 21	
Week 12	Mar 28	Writing workshop		Essay Component 7 due
	Apr 4	<i>Study day - no class</i>		
	Apr 11	<i>Exam period</i>		<b>**FINAL PAPER DUE**</b>