

**Faculty of Health
Department of Psychology
PSYC 2010 3.0 M: WRITING IN PSYCHOLOGY
Thursdays 2:30-5:30pm, R S203
Winter 2020**

Professor and T.A. Information

Professor: J. Sutherland, PhD (she/her)

Office: BSB 284

Office Phone: x66232 (*note: please use email!!*)

Office Hours/Meetings: please use my Calendly link to automatically book a meeting:

<https://calendly.com/jessicasutherlandphd/office-hours-meeting>

**Note: if you do not book a time via Calendly, do not consider these times open office hours!*

Email: jesuther@yorku.ca

T.A.	Names A-K: Stephan Bonfield	Names M-Z: Michael Ruderman
Email	spbonfie@ucalgary.ca	ruderman@yorku.ca
Office	BSB 059	BSB 257
Office Hours	By appt	By appt

Course Prerequisite(s): Course prerequisites are strictly enforced

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

Course Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

Course website: [Moodle](#)

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.

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 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 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 Text

There is no required text to purchase for this class.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Engagement component (49 points available, 45 req'd for full points): Writing exercises (9 exercises + 9 peer feedback); Essay components (9 components + 9 peer feedback); Mini-reflections (11); Syllabus Quiz (2)	Various	20%
Essay Components 1-3	Week 4-5	20%

Assessment	Date of Evaluation (if known)	Weighting
APA Take-Home Assignment	Week 6-7	10%
Essay Components 4-6	Week 8-9	20%
Final Essay	Week 13	30%
Total		100%

Description of Assignments

Engagement points (49 total, 45 required for full points, worth 20% of grade):

Because you have 49 total points available, but only 45 are required to get full credit for this course assignment, you have 4 ‘freebies’ in case you have to miss class or forget to submit by a deadline!

Writing Exercises and Peer Feedback on Writing Exercises (9 drafts, 9 peer feedback):

During Week 1 to Week 9 you will spend 20-25 minutes in class writing on a topic related to the lecture and the assigned article. What you write in class (i.e., first draft of the writing exercise) must be uploaded to Moodle by *11:59 pm the day of class*. Then, in the following class (Week 2 to Week 10), you will take 15 minutes to read a peer’s first draft and provide feedback. Your feedback must be uploaded to Moodle by *11:59 pm the day of class*. All of this work will be done online on the Moodle site using the appropriate week’s forum for writing exercises. Writing exercises will overlap so that you will be working on a new writing exercise while providing feedback for last week’s writing exercise. 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 class. **However, the deadlines for uploading drafts and feedback 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 participation marks for the missed work. If you do not submit your first draft on time, you can still post it without receiving credit in order to receive peer feedback the following week. If you miss posting a draft of an exercise, you can still post feedback on time to receive credit for it.

Mini-reflections (11):

Mini-reflections will be completed at the end of every lecture in Weeks 1 through 12 (minus Reading Week). These reflections will be based on provided questions regarding your learning and experiences throughout the course, and should take approximately 10-15 minutes to complete. Mini-reflections should be at least 100 words to count for points. Missed mini-reflections cannot be made up for any reason can be submitted on Moodle or via hard copy in class *by the end of class time*.

Essay Components (9) and Essay Components Peer Feedback (9):

Over the duration of the course you will write one argumentative essay on an issue of your choice in psychology. This essay will be broken down into smaller assignments (Essay Components 1-9) that together will build to the final essay. Each week we will spend time in class working on your essay. You will also be expected to spend some time outside of class working on your essay. From week 2 through week 12, you will be expected to submit that week's essay component online via Moodle on a pass/fail basis *before class by 2:30 pm* AND come to class with a copy of that week's particular component of your essay to be shared with your peer in class in order to receive feedback. You will complete a hard copy of a peer review feedback sheet to be submitted in-person *by the end of class* for points. **The deadlines for submitting Essay Components on Moodle before class, bringing individual Essay Components to the class for feedback, and providing feedback via the hard copy feedback form 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 points for providing peer feedback that day.

Syllabus Quiz (2):

Between Weeks 1 and 3, you must complete the syllabus quiz on Moodle about information contained in this syllabus. You can attempt it as many times as you like to receive 2 points. You cannot access the quiz after Week 3 by 11:59 pm.

APA Take-Home Assignment (Week 6-7, 10% of final grade):

For this take-home assignment, you will be provided with samples of resources and required to demonstrate your knowledge of APA format. You will have to put together an APA-formatted title page and document, with a properly formatted reference list of the resources provided. You may use any resources you wish to complete this assignment. You can work with a peer or in groups if you like; however, all group members must submit an assignment individually.

Graded Essay Components (40% of final grade) and Final Essay (30% of final grade)

You will also submit essay components via Moodle for TA/professor feedback and graded credit on two occasions:

Essay Components 1-3; due between Week 4 and Week 5 (20% of grade)

Essay Components 4-6; due between Week 8 and Week 9 (20% of grade)

Final Essay; due Week 13 (30% of grade)

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

Assignment Submission Requirements

Essay Components 1-3, 4-6, the final essay, and the APA Assignment must be submitted in .doc, .docx, or PDF formats. PDF is the ideal format, as it better preserves APA formatting.

Assignments submitted as Google docs, .pages, or any other file type will not be accepted and you will receive a 0. *It is your responsibility to ensure you upload: 1) documents in the correct, accepted format, and 2) the correct document for the assignment you are submitting.* If we cannot read or open your file, you will receive a 0. If it is not the correct assignment you have uploaded, you will receive a 0. If you realize you have uploaded something incorrectly, please contact myself or your TA within 24 hours of your submission and we can help you re-submit.

Weekly writing exercises and peer feedback on writing exercises are accepted for submission only on the associated week's discussion forum. For this, you submit your work simply by making a new post (writing exercises) or replying to a peer's posts (peer feedback).

Mini-reflections can be submitted via the textbox on Moodle, by attaching a .doc, .docx, or PDF file, or via hard-copy in person.

Weekly submissions of essay components must be submitted on Moodle by attaching a .doc, .docx, or PDF file, or via hard-copy in class only.

Weekly submission of essay component peer feedback can only be submitted in-class via the hard copy feedback forms you will receive every week.

Under no circumstances are assignments or course work ever accepted over email.

Receiving Feedback and Grades On Your Work

We aim to provide written comments, feedback, and grades on all submitted assignments within 2 weeks of your submission. This means that work submitted in Week 6, for example, will be graded and returned to you by Week 8. Please note the feedback and grades timeline below according to submission dates for the "due week" model. *Please do not email us asking when your grades will be posted, because the goal is always to give feedback and grades back within 2 weeks of submission.*

Due "Weeks"

In this class, we will use a "due week" instead of a "due date" model for Essay Components 1-3, Essay Components 4-6, the APA Assignment, and the Final Essay. These assignments will be due between the first day they are due and 11:59 pm after class the following week (e.g., Essay Components 1-3 is due beginning after class in Week 4 and before 11:59 pm in Week 5). This means that everyone has a 7-day window to submit their work with no late penalty. Please note the following:

1. Because everyone is provided what is essentially a 7-day extension, there are no further extensions provided, for any reason.

2. Failure to submit the final date will result in a grade of 0. No late work is accepted, for any reason.
3. We will grade work in the order we receive it. This means that the earlier you submit, the earlier you will receive feedback.

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 2019-20](#)

Unhappy with your grade or want to discuss it?

No problem. These are the steps you need to follow:

1. The TAs and I will not discuss your grade with you within the first 24 hours of receiving it. During this time, you must observe where you lost marks, reflect on the feedback, and review the rubric/answer key (as appropriate). All of the necessary requirements for assignments are provided to you in advance, and it is your responsibility to ensure you are meeting them when you submit an assignment.
2. After the first 24 hours, please see the “Are you unhappy with your grade?” document posted on Moodle. Please complete this form, spend some time reflecting on the questions, and then make an appointment to discuss your assignment with myself or your TA. Please note that myself and your TA will not discuss your assignment grades unless you have completed the “Are you unhappy with your grade?” reflection document in advance of your appointment.
3. Please note that being unhappy with your grade and completing the above steps is not a guarantee your grade will change. We take grading seriously and we follow a detailed rubric (always provided to you in advance) to ensure fairness and similarity in our grading.

The only situation in which the steps above do not need to be followed is if a simple math error was made between your assignment grade as posted in your feedback and/or your grade posted on Moodle (e.g., your marks add up to 25/30, but you received a posted grade of 23). If this is the case, please email myself or your TA to correct it and we will do so as soon as possible.

Email Etiquette Policy

For our class, I respond to emails between Monday to Fridays, 8 am – 6 pm. I do not read or respond to email in the evenings or on weekends, though you are welcome to email me any time and I will respond on the next business day.

Email is the primary mode of communication between yourself and your TAs and professors. There are formal norms expected in emails in professional settings, which include university courses. Failure to use a professional format and tone can result in creating a poor impression,

and not getting your questions or concerns addressed. Before you email me or your TA (as well as any other professors or TAs), please note the following:

1. It should contain a proper greeting and your name and course information. You should always address your professors and TAs by the name they have specifically told you to use. In this class, emails to me should be addressed to Dr./Professor Sutherland; your TAs should be addressed by their first name.
2. Ensure your question is not already answered in the syllabus or any documents provided on moodle (e.g. various guides, rubrics). *We will not respond to any questions that are directly addressed in the syllabus or course documents!*
3. Your email is professional in tone – it does not use slang and contains proper spelling and grammar.
4. It has a specific question, comment, or concern that is clearly stated. When appropriate or necessary, you also describe what you have already tried to resolve your question or concern.
5. It is sent as reasonably in advance as possible so we have time to respond to it. For example, emails sent at 10pm at night will likely not be responded to until the next business day, at the earliest.

Here are some examples of good and bad e-mails, courtesy of Dr. Joni Sasaki (University of Hawaii at Manoa):

Good e-mail:

Dr. Sasaki,

I hope all is well and that you are enjoying your weekend. I have been looking over my past assignments, and I was wondering if I could make an appointment to see you to discuss how I can improve for my presentation and final paper. Tuesdays and Wednesdays would be the best days for me. Looking forward to hearing from you.

- [Student's name, Student number]

Bad e-mail:

hey prof, i was wondering if i could come and see you tmrw? i just started working on my presentation and ran into some problems and im kind of confused as to what i should do in regards to my topic.thx

Late Assignment and Extension Policy

In this course, there are no extensions or acceptance of late work provided. For every major graded course component (EC 1-3, EC 4-6, the APA assignment, and the final essay) every student receives a 7-day extension and has one full week to submit their work (i.e., between the first day it is due and the next day of our class). Beyond this 7-day period, no extensions are provided and no late work is accepted.

Please also note that as stated and described above, points missed for Writing Exercises and peer feedback, weekly Essay Components and peer feedback, the syllabus quiz, and mini-reflections cannot be made up for any reason. If you do not submit them on time to Moodle or in-person in

class, you lose the opportunity to receive points.

In most other courses in the Psychology department, the missed test and late assignment procedure is as follows:

For any missed tests, midterm exam 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 missed tests, midterm exam or late assignments. In addition, to the online form, students documented reason for a missed tests, midterm exam or late assignments such as illness, compassionate grounds, etc., **MUST** submit official documentation (e.g. [Attending Physician Statement](#)) Students with a documented reason for missing a course test, 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. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2019-20 - Important Dates](#)

	FALL (F)	YEAR (Y)	WINTER (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 17	Sept. 17	Jan. 19
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 1	Oct. 22	Feb. 3
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 8	Feb. 3	March 13
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	Nov. 9 - Dec. 3	Feb. 4 - Apr. 5	March 14 - Apr. 5

***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.*

Electronic Device Policy

You will benefit from using a laptop or tablet in class to complete mandatory course components. Please bring a laptop or tablet to all classes in order to complete weekly in-class exercises. However, if you cannot for whatever reason, it is still possible to work on your writing exercises, essay components, and mini-reflections in class without a laptop or tablet.

If you do not have a laptop, the York University library allows laptop rentals. Please see here to access this service: [York University laptop rental](#)

Attendance Policy

Attendance is not formally required in the sense that it is not graded; however, many opportunities for engagement points can only be collected in class. Therefore, attending every class is in your best interest. Historically, students who attend class regularly see significantly better outcomes in their grades.

Information on Plagiarism Detection

In this class, you will submit Essay Components 1-3, 4-6, and your Final Essay to Turn It In.

Academic Integrity for Students

Your submitted work will be checked for plagiarism and possible academic dishonesty via Turn It In. Any suspected plagiarism and academic dishonesty will be fully investigated. York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#). You are responsible for being aware of what constitutes academic dishonesty.

It is recommended that you review Academic Integrity information via the [SPARK Academic Integrity modules](#). These modules explain principles of academic honesty.

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 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 [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 professor 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

Week	Date	Topic	EC/Assignments Due
Week 1	Jan 9	-Introduction to PSYC2010 -Pre-writing -Planning to write	
Week 2	Jan 16	-Conducting research -Finding sources -APA formatting	EC 1
Week 3	Jan 23	-Making claims -Supporting arguments	EC 2
Week 4	Jan 30	-Setting context -Background information -Key definitions	EC 3 EC 1-3 due online between Week 4 and Week 5 (Feb 6, 11:59 pm)
Week 5	Feb 6	-Counterclaims -Limitations <i>-APA take-home assignment handed out</i>	EC 4
Week 6	Feb 13	-Conclusions	EC 5 APA take-home assignment due between Week 6 and Week 7 (Feb 20 by 11:59 pm)
Week 7	Feb 20	<i>Reading Week</i>	
Week 8	Feb 27	-Skeleton outlines -Planning a full draft	EC 6 EC 4-6 due online between Week 8 and Week 9 (March 5 by 11:59 pm)
Week 9	Mar 5 **NO IN PERSON CLASS! ALL MATERIALS POSTED ONLINE**	-Finding your voice -Fleshing out a first full draft	<i>No EC due!</i>
Week 10	Mar 12	-Integrating sources -Detailed peer review workshop on EC 7	EC 7
Week 11	March 19	-Revision -Detailed peer review workshop on first first full draft	EC 8
Week 12	March 26	-Editing -Detailed peer review workshop on final full draft	EC 9

Week 13	April 2	-Open writing workshop for final consults, questions, and concerns	Final Essay due between April 2nd and April 9th by 11:59 pm
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