

**Faculty of Health
Department of Psychology
PSYC 2010 3.0 N: WRITING IN PSYCHOLOGY
Thursday/10:00 pm/R S203
Winter 2020**

Instructor and T.A. Information

Instructor: Dr. Jorida Cila

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Office Hours	By appointment	By appointment

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, 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. 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 textbook for this course. We will be working on a few journal articles which will be made available on the course Moodle.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Participation component: - Writing exercises - Essay components - Mini-reflections - Peer feedback	Throughout	25%
APA Assignment	January 30, 2020	5%

Assessment	Date of Evaluation (if known)	Weighting
Components 1-3 of Essay	February 6, 2020	20%
Components 4-6 of Essay	March 5, 2020	20%
Final Essay	April 4, 2020	30%
Total		100%

Description of Assignments

Writing Exercises:

During week 1 to week 9 you will spend about 20-25 minutes in class writing on a topic related to the lecture. You may review the writing exercise at home, provided you post it on Moodle by 11:59 pm *the following day*. Then, until the following class, you will need to log into Moodle and provide feedback to a peer's writing exercise. In the following class you will spend about 15 minutes to revise your first draft by incorporating the feedback you have received. All of this work will be done online on the Moodle site using the appropriate week's forum for writing exercises. Writing assignments 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 that 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.

****For a complete guide to Writing Exercises and deadlines, see Writing Exercises Guide on Moodle.**

Mini-reflections (11):

Mini-reflections will be completed at the end of lecture. 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. Missed mini-reflections cannot be made up for any reason.

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

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 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 (i.e., by 7:00 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 are also expected to provide peer feedback for each essay component. These deadlines 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.

You will also submit essay components via Moodle for TA/instructor feedback and graded credit on two occasions: (a) Essay components 1-3, and (b) Essay components 4-6.

In special circumstances and with appropriate documentation, deadlines for submission of components 1-4 and 1-6 of your essay to the TA/Course instructor for grading can be extended (see below for more information on missed work and required documentation).

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?
- Why are superhero movies so popular?
- Has the Internet had an overall positive or negative effect on human relationships?
- Should vaping be banned?
- Should students be allowed to use laptops in the classroom?

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.*

APA Take-Home Assignment:

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.

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](#)

Missed Tests/Midterm Exams/Late Assignment:

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 5% per day, including weekend days. Late assignments will not be accepted after one week of the missed deadline (35% off).

Points missed for Writing Exercises, weekly Essay Components, peer-feedback and mini-reflections cannot be made up.

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 the professor to submit documentation within 48 hours of missing the deadline in order to have your work considered for grading without a late penalty.

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](#))

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.*

Information on Plagiarism Detection

Your final essay will be submitted through Moodle using the Turnitin platform. Turnitin checks each individual submission against all previous submissions made to Turnitin as well as online content.

Electronic Device Policy

Given the structure of this course, it is highly recommended you bring your laptop to class. Laptops are to be used for course-related work only.

Attendance Policy

The structure of this course emphasizes attendance as an important aspect of engagement with the course material. We will be doing a lot of in-class work, and all students would benefit from face-to-face interactions with the instructor and their peers.

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 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](#).

Course Schedule

(topics are subject to change)

****All assignments that are submitted through Moodle are due by 11:59 pm, unless otherwise noted.****

Date	Topic	Due:
Week 1 January 9	-Introduction -Pre-writing -Planning to write	
Week 2 January 16	-Conducting research -Finding sources; paraphrasing; summarizing -APA formatting <i>*APA take-home assignment handed out</i>	EC 1
Week 3 January 23	-Making claims -Supporting arguments	EC 2
Week 4 January 30	-Setting context -Background information -Key definitions	EC 3 APA Assignment Due
Week 5 February 6	-Counterclaims -Limitations	EC 4 EC 1-3
Week 6 February 13	-Conclusions	EC 5
February 20	<i>Reading Week – No Class</i>	
Week 7 February 27	-Skeleton outlines -Planning a full draft	EC 6
Week 8 March 5	-Integrating sources -Detailed peer review workshop on EC 7	EC 7 EC 4-6
Week 9 March 12	-Finding your voice -Fleshing out a first full draft	
Week 10 March 19	-Revision	EC 8
Week 11 March 26	-Editing -Detailed peer review workshop on final full draft	EC 9
Week 12 April 2	-Writing Workshop for final consults, questions, and concerns	
April 4	<i>Final Paper Due by 11:59 pm</i>	