Faculty of Health
Department of Psychology
HH/PSYC 2010 3.0 Section A
WRITING IN PSYCHOLOGY
Mon/Weds 11:30 AM – 12:30 PM – Online Format
S1 2020

Instructor and T.A. Information
Instructor: Julie Conder
Office Hours: Tuesday 1 – 2 pm via Zoom
Email: conder@yorku.ca

T.A.	Hannah Gennis	T.A.	Adam Blake
Email	hgennis@yorku.ca	Email	adamgblake@gmail.com
Office		Office	
Office Hours	By online appt	Office Hours	By online appt

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

Course website: Moodle

Course format: Please note that this course will be delivered remotely via Zoom. You will need a stable internet connection and a device with which you are able to access the course for synchronous meetings. Course lecture content will be pre-recorded and presented on Moodle prior to synchronous meetings, which will take place each Monday/Wednesday from 11:30 to 12:30. **You are required to attend synchronous meetings each Monday and Wednesday.** During these meetings, you will be required to interact with your peers to share your work in small breakout groups. You may do this using video or audio on Zoom.

Accessing the Teaching Team:

- Please use the Q and A Forum on Moodle to ask questions about course requirements/schedules; the Teaching team will be monitoring this forum and answering questions and concerns promptly. This will be the FASTEST way to get a response to your question.
- If you have a question regarding grading or would like to discuss your development in the course, please contact the Teaching Assistant assigned to your surname: A through L names: contact TA Hannah Gennis. M through Z names: contact TA Adam Blake.

- As email loads are exceptionally high during remote courses, please reserve the use of email to Dr. Conder for personal concerns only (i.e., cannot be addressed through use of the Q and A forum or your Teaching Assistant).
- Please see the "netiquette" guide on Moodle for guidance on how to interact professionally online throughout the course.

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 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.

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

- There is no required text for this course; required readings will be posted on Moodle.

Recommended/useful texts:

If you are interested in improving your academic writing in psychology, I recommend the following text:

* Greene, A. E. (2013). Writing science in plain English. Chicago, IL: The University of Chicago Press.

* If you are going on in Psychology, you may wish to purchase an APA Publication Manual (7th Ed.) or the Concise Guide to APA Style (7th Ed.).

Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
Engagement component: includes Writing exercises (5x2 drafts, plus peer feedback); Essay components (9)	Various	15%
Components 1-4 of Essay	June 1, 2020	20%
Components 1-6 of Essay	June 10, 2020	20%
Best writing exercise	June 24, 2020	10%
Final Essay	June 26, 2020	35%
Total		100%

** Please note that you may also earn up to a 2% bonus in this course by completing research studies via the URPP (details to come).

General Class Structure:

- Lecture content will be posted on Moodle prior to synchronous class sessions
- 11:30 to 12:30 Monday and Weds: Synchronous online classroom work on Essay (i.e. in class peer review and instructor led guidance in breakout groups)

Homework per week:

- 30 minutes revising writing exercise & uploading drafts and feedback
- 1.5 hours reading assigned articles and researching essay topic
- 2 hours working on essay outside of class (essay components and overall development)

Description of Assignments:

Writing Exercises:

During class 2 to class 8 you will be writing on a topic related to the lecture. Your first draft must be uploaded to Moodle by *10 pm each Wednesday*. Then, outside of class time, you will read a peer's first draft and provide critical feedback. Your feedback must be uploaded to the website by *10 pm each Sunday*. Finally, on Monday to revise your writing based on the feedback you receive and upload a final draft by *10 pm each Monday*. See your Writing Exercises Guide for more details. **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 engagement points for the missed work. At the end of the course, you will be asked to select your Best Writing Exercise and submit it for evaluation. In appropriate circumstances, and with appropriate documentation, the deadline for the submission of your Best Writing Exercise can be extended.

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

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 form the final essay. Each week we will spend time synchronously in class working on your essay. You will also be expected to spend some time outside of class working on your essay. From class 2 through class 11, you will be expected to submit and discuss a particular component of your essay. You will share your work on these components in breakout groups on Zoom in order to receive peer feedback. **Essay Components are due by 11:30 am on the due date. The deadlines for bringing individual Essay Components to the class for feedback 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 marks for whatever you miss.

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

Essay components 1-4; due June 1

Essay components 1-6; due June 10

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).

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

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?

*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.*

URPP Bonus:

Please stay tuned for details on how you can earn a research participation bonus in this course via the Undergraduate Research Participation Pool. For more information and to create a URPP account, visit https://yorku.sona-systems.com/Default.aspx?ReturnUrl=%2f.

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 - Grading Scheme for 2019-20

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 5% per day, including weekend days. Late assignments will not be accepted after one week of the missed deadline (25% off).

Engagement points missed for Writing Exercises, weekly Essay Components, and mini-reflections cannot be made up. Do not email late work to your TAs or instructor; you will not receive credit for late engagement work.

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 (conder@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.

Important New Information Regarding Missed Tests

For any missed tests 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 test/assignment.

Add/Drop Deadlines

For a list of all important dates please refer to: Important Dates

Important dates	S1
Last date to add a course **without** permission of instructor (also see Financial Deadlines)	May 15
Last date to add a course **with** permission of instructor (also see Financial Deadlines)	May 26
Last date to drop a course without receiving a grade (also see Financial Deadlines)	June 8
Course Withdrawal Period (withdraw from a course and receive a "W" on the transcript – see note below)	June 8 – June 22

Academic Integrity for Students

York university takes academic integrity very seriously, please visit an overview of Academic Integrity at York University from the Office of the Vice-President Academic.

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 use of test banks is not permitted in this course and may be considered a potential breach of academic honesty. This includes but is not limited to; buying or selling test banks.

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: 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:

Course Schedule:

(topics, but not assignment deadlines, are subject to change)

	Date	Topic	Due:
Class 1	May 11	Introduction	
Class 2	May 13	Conducting research, APA style, paraphrasing, library resources	Weekly Writing Exercises begin (Moodle; see Writing Exercises Guide for deadlines –Starting this week, you will submit multiple Writing Exercises online per week) Essay Components weekly submission begins (EC 1 due; starting this class, you will submit one EC to Moodle per class by 11:30 am - see Essay Components Guide on Moodle for details)
	May 18	*Victoria Day – no classes*	
Class 3	May 20	Evaluating sources; summarizing; context	EC 2
Class 4	May 25	Point of view; making a claim	EC 3
Class 5	May 27	Constructing an argument; assumptions	EC 4
Class 6	Jun 1	Understanding claims & support	**EC 1-4 due**
	Jun 3	Counterarguments; rhetorical analysis	EC 5

Class 7	Jun 8	Organizational structure; conclusions	EC 6
Class 8	Jun 10		Writing workshop I **EC 1-6 due**
Class 9	Jun 15	Critiquing arguments	EC 7
Class 10	Jun 17	Revision	EC 8
Class 11	June 22	Editing	EC 9
Class 12	June 24		Writing workshop II **Best Writing Exercise due**
	June 26		**Final Paper Due**