

**Faculty of Health**  
**Department of Psychology**  
**PSYC 2010 3.0 Section A: WRITING IN PSYCHOLOGY**  
**Thursdays/11:30 AM -12:30 PM/ Online via Zoom**  
**Fall/2020-2021**

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This course uses a combination of synchronous and asynchronous delivery.

**Synchronous** (i.e., real time) meetings will be held remotely via Zoom, Thursdays from 11:30 to 12:30. 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). You are expected to attend synchronous meetings each Thursday. During these meetings, you will be required to interact with your peers in small breakout groups. You may do this using video or audio on Zoom. The **asynchronous** format includes lecture content which will be prerecorded and posted on eClass prior to synchronous meetings. You are expected to engage with your peers for asynchronous learning activities throughout the semester.

**Instructor and T.A. Information**

Instructor: Jorida Cila

Office Hours: Thursday 1:00 – 2:00 pm via Zoom (by appointment)

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

	<b>Last Names A-Mal</b>	<b>Last Names Mar-Z</b>
<b>T.A.</b>	Jessica Padgett	Melissa Major
<b>Email</b>	<a href="mailto:jpadgett@yorku.ca">jpadgett@yorku.ca</a>	<a href="mailto:mmajor19@yorku.ca">mmajor19@yorku.ca</a>
<b>Office Hours</b>	Mondays, 2:00-3:00 (by appointment)	By appointment (see Course Announcement)

**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: [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., readings, lecture recordings), 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 and A Forum on eClass to ask questions about course requirements/schedules. 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 and answering questions and concerns regularly. You can expect an answer within 48 hours, although we will do our best to respond as fast as we can.
- 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 Mal names: contact TA Jessica Padgett; Mar through Z names: contact TA Melissa Major.
- As email loads are exceptionally high during remote courses, please reserve the use of email to Dr. Cila 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 eClass for guidance on how to interact professionally with the teaching team and your peers 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, 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. 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 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.

### Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Participation/Engagement: WE (8x2 draft, plus peer feedback); EC (8), Mini-Reflections (10)	Various	20
EC 1-3	October 2	20
EC 4-6	November 6	20
Final Essay	December 5	35
Comprehensive reflection	December 7	5
<b>Total</b>		<b>100%</b>

### Description of Assignments

Writing Exercises (WE): During week 1 through week 10 you will be completing eight WEs and will be providing feedback to a peer's WE. All the WEs will be based on two assigned articles, which are available on eClass. Please **see Writing Exercises Guide on eClass for detailed description of individual WEs and respective deadlines. 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.

Essay and Essay Components (EC): 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 essay components that together will build to form the final essay. Each week we will spend time synchronously (over Zoom) working on your essay. You are also expected to spend time outside of class working on your essay. From week 2 through week 11, you will be expected to submit your essay components on eClass AND discuss them with peers in breakout groups on Zoom in order to receive peer feedback. ECs are due each Thursday by 11:30 am. These deadlines are fixed and cannot be extended.

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

You will also submit essay components via eClass 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 1-3 and 4-6 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?
- 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?

Mini-reflections: During weeks 1-10 you will submit mini-reflections on eClass. These reflections will be based on questions provided by the instructor each week. Mini-reflections must be submitted *by 11:59 pm the day of class*. Missed mini-reflections cannot be made up for any reason.

Comprehensive reflection: This will be a thoughtful reflection of your progress through this course, which expands on the weekly mini-reflections. Detailed instructions will be provided closer to the date.

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

Attendance during synchronous Zoom meetings is not mandatory. Nevertheless, it is in your best interest to join the weekly Zoom meetings where you will have opportunities to interact with the teaching team as well as your peers. These meetings are not only beneficial for learning, but they also help foster a sense of community.

### **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 2020-21](#)

### **Missed Tests/Midterm Exams/Late Assignment:**

For any missed quiz or late assignment, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19 an Attending Physician's Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided. In addition to completing the online form, you will need to send an email to the course instructor describing the assignment and the reason for missing the deadline.

[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 quiz or 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). These penalties do not apply if students have a valid reason for missing the deadline, confirmed with the course instructor.

**Engagement points missed for Writing Exercises (including peer review), 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. However, recognizing that there may be unexpected situations (e.g., issues with internet access), you will be able to earn full participation points if you complete at least 37 of the 42 engagement components.**

## Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2020-21 Important Dates](#)

	Fall (F)	Year (Y)	Winter (W)
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	Sept 22.	Sept 22.	Jan. 25
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 6	Oct. 27	Feb. 8
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 6	Feb. 5	March 12
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 7- Dec. 8	Feb. 6 – April 12	March 13- April 12

## 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

Essay components 1-4 and 4-6, as well as the final essay will be submitted on eClass through Turnitin, a program designed to detect plagiarism by checking student submissions against information available online.

## **Electronic Device Policy**

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes.

## **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 Honesty Quiz](#)

## **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 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.**

<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 A 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

<b>Date</b>	<b>Topic</b>	<b>Due:</b>
Week 1 September 10	<ul style="list-style-type: none"> <li>• Introduction</li> </ul>	Weekly Writing Exercises begin (see Writing Exercises Guide for deadlines) Weekly mini-reflections begin.
Week 2 September 17	<ul style="list-style-type: none"> <li>• Conducting research</li> <li>• Paraphrasing</li> <li>• Summarizing</li> </ul>	Essay Components weekly submission begins. See Essay Components Guide for details. All ECs are due by 11:30 the day of class.  EC 1
Week 3 September 24	<ul style="list-style-type: none"> <li>• APA style</li> <li>• Context</li> <li>• Definitions</li> </ul>	EC 2
Week 4 October 1	Writing Workshop (for EC 1-3)	EC 3 <b>EC 1-3 (due October 2, by 11:59 pm)</b>
Week 5 October 8	<ul style="list-style-type: none"> <li>• Making a claim</li> <li>• Constructing arguments</li> </ul>	
	<i>Reading Week</i>	<i>No Class</i>
Week 6 October 22	<ul style="list-style-type: none"> <li>• Counterclaims</li> <li>• Limitations</li> </ul>	EC 4
Week 7 October 29	<ul style="list-style-type: none"> <li>• Conclusions</li> </ul>	EC 5
Week 8 November 5	Writing workshop (for EC 4-6)	EC 6 <b>EC 4-6 (due November 6, by 11:59 pm)</b>
Week 9 November 12	<ul style="list-style-type: none"> <li>• Planning a full draft</li> </ul>	
Week 10 November 19	<ul style="list-style-type: none"> <li>• Revision</li> </ul>	EC 7
Week 11 November 26	Writing Workshop (editing essay)	EC 8
Week 12 December 3	Writing Workshop for final consults, questions, and concerns	
December 5	<b>Final Paper</b>	<b>Due by 11:59 pm</b>