

Faculty of Health
Department of Psychology
PSYC 2010 3.0 Section R: WRITING IN PSYCHOLOGY
Tuesdays/11:30 – 2:30/ Online via Zoom
Fall/2020-2021

This course uses a combination of synchronous and asynchronous delivery. **Synchronous** (i.e., real time) meetings will be held remotely via Zoom, Tuesdays from 11:30 am to 12:30 pm. 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 Tuesday. 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: Tuesdays 1:00 – 2:00 pm via Zoom (meeting link posted on eClass)

Email: joridac@yorku.ca

	Last Names A-J	Last Names K-Z
T.A.	Owen Chevalier	Christina Carrier
Email	ochevali@yorku.ca	carriecd@yorku.ca
Office Hours	By appointment	Wednesdays 1:00 – 2:00

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 J names: contact TA Owen Chevalier; K through Z names: contact TA Christina Carrier.
- As email loads can be 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). Whenever you send an email, you **MUST** include the course number and section (i.e., PSYC 2010 R) in the subject line.
- 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
Engagement: WE (6) EC (8), Mini-Reflections (8)	Various	20
EC 3 & 4	February 11	20
EC 3-6	March 11	25
Final Essay	April 9	35
Total		100%

Description of Assignments

Engagement: Engagement with this class will be assessed through three separate components: Writing Exercises (WEs), Essay Components (ECs), and Mini-reflections – described in detail below – for a total of 30 marks. **Please note that for all engagement components the deadlines are fixed and cannot be extended.** 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 circumstances (e.g., issues with internet access), *you will be able to earn full participation points if you earn at least 27 of 30 available engagement points.*

Writing Exercises (WE): During week 1 through week 9 you will be completing six WEs where you will be required to post your work and interact with your peers' work. All the WEs will be based on assigned articles available on eClass. Please see **Writing Exercises Guide on eClass for detailed description of individual WEs and respective deadlines.**

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 elements of your essay. Most of the work for your essay, however, will take place asynchronously (e.g., researching literature, writing). 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. **For a complete guide to Essay Components and deadlines, see Essay Components Guide on eClass.**

Mini-reflections: On eight occasions you will submit mini-reflections on eClass. These reflections will be based on questions provided by the instructor each week a mini-reflection is due. Mini-reflections must be submitted *by 11:59 pm on the day of class.*

EC 3&4 and EC 3-6: In addition to the individual ECs, at two points in the semester you will submit essay component packages for TA/instructor feedback and graded credit: (a) Essay components 3 & 4, and (b) Essay components 3-6. Detailed instructions/rubrics on these packages will be provided at a later date.

Final Essay: This essay is the culmination of the work students will complete throughout the semester. Please see the EC Guide for more information on individual essay components. Detailed instructions/rubric for final essay will be provided at a later 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:

In special circumstances deadlines for submission of components 3 & 4, 3-6, and the final essay may be extended. Students who need an extension on any of these three evaluation components **MUST** email the course instructor at least 24 hours before the assignment is due. 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.

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.

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 without permission of instructor (also see Financial Deadlines)	Sept 22.	Sept 22.	Jan. 25
Last date to add a course with permission 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 3&4 and 3-6, 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

Date	Topic	Due:
Week 1 January 12	<ul style="list-style-type: none"> • Introduction to course • Reading scientific literature • Pre-writing strategies 	Mini-reflection 1
Week 2 January 19	<ul style="list-style-type: none"> • Literature search • Paraphrasing • Summarizing 	EC 1; WE 1; Mini-reflection 2
Week 3 January 26	<ul style="list-style-type: none"> • Context • Definitions • APA style 	EC 2; WE 2; Mini-reflection 3
Week 4 February 2	<ul style="list-style-type: none"> • Constructing a claim • Constructing arguments 	EC 3; WE 3; Mini-reflection 4
Week 5 February 9	<i>Writing Workshop for EC 3&4</i>	EC 4 (<i>No WE or Mini-reflection due this week</i>) EC 3&4 due February 11 by 11:59 pm
February 16	<i>Reading Week – No Class & No Work Due</i>	
Week 6 February 23	<ul style="list-style-type: none"> • Counterclaims • Rebuttals 	WE 4; Mini-reflection 5 (<i>No EC due this week</i>)
Week 7 March 2	<ul style="list-style-type: none"> • Conclusions • Limitations 	EC 5; WE 5; Mini-reflection 6
Week 8 March 9	<i>Writing workshop for EC 3-6</i>	EC 6 (<i>No WE or Mini-reflection due this week</i>) EC 3-6 due March 11, by 11:59 pm
Week 9 March 16	<ul style="list-style-type: none"> • Planning a full draft 	WE 6
Week 10 March 23	<ul style="list-style-type: none"> • Critical revision of full draft 	EC 7; Mini-reflection 7
Week 11 March 30	<i>Writing Workshop for Final Essay</i>	EC 8
Week 12 April 6	No class (final consults by appointment)	Mini-reflection 8
Final Paper Due by 11:59 pm on April 9		