

**Faculty of Health
Department of Psychology
PSYC 2010 3.0T: WRITING IN PSYCHOLOGY
Tuesday/5:30-8:30 p.m./ Online
Winter 2021**

This course will be delivered online. There are no on-campus activities associated with this course. The course will be delivered mostly in an asynchronous format with short weekly synchronous sessions for small-group work.

CONTACT INFORMATION

Course Instructor: Dr. Jean Varghese
Office Hours: By appointment (via Zoom)
Email: jeanmv@yorku.ca

T.A.	Group	Email	Office Hour (via Zoom)
Lana Vedelago	Students with last names beginning with A to L	lvedelag@yorku.ca	Tuesday 6:30 – 7:30 p.m.
Amanda Wyman	Students with last names beginning with M to Z	awyman@yorku.ca	Tuesday 6:30 – 7:30 p.m.

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.

TECHNICAL REQUIREMENTS FOR TAKING THE COURSE

You will need a high-speed, stable internet connection for the course. To attend an office hour or synchronous session via Zoom, you will also need a computer with webcam and microphone and/or a smart device with these features. A way to determine Internet connection and speed: there are online tests, such as [Speedtest](#), that can be run.

Useful links describing computing information, resources and help for students:

- [Student Guide to Moodle](#)
- [Zoom@YorkU Best Practices](#)
- [Zoom@YorkU User Reference Guide](#)
- [Computing for Students Website](#)
- [Student Guide to eLearning at York University](#)

COURSE WEBSITE

All course information will be posted on eClass, unless otherwise indicated by the course instructor. The site will be your central access point for course materials.

Course Materials Copyright Information:

These course materials are designed for use as part of the HH/PSYC 2010 3.0 T 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](#).

Please note that 1) the recordings should be used for educational purposes only and as a means for enhancing accessibility in PSYC 2010 T (W2021); 2) students do not have permission to duplicate, copy and/or distribute the recordings outside of the class (these acts can violate not only copyright laws but also [FIPPA](#) and intellectual property rights).

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 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. Demonstrate 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 refute 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 TEXTBOOK

There is no required textbook for the course. Required readings will be posted on eClass.

COURSE REQUIREMENTS AND ASSESSMENTS

Assessment	Date of Evaluation (if known)	Weighting
Course Engagement a) Mini-reflections b) Writing Exercises c) Essay Components	Weekly on various dates	20%
Essay Component 1-4 Assignment	February 9	20%
Essay Component 1-6 Assignment	March 9	20%
Best Writing Exercise	April 6	10%
Final Essay	April 13	30%
Total		100%

DESCRIPTION OF ASSIGNMENTS

1) Mini-reflections

Mini-reflections will be submitted on lecture dates from Week 2 to Week 11. These reflections will be based on questions regarding your learning experience throughout the course. There are no make-up opportunities or late submissions for the mini-reflections.

2) Writing Exercises

From Week 2 to Week 10, you will be writing on a topic related to the lecture. Each writing exercise has three parts to be completed over three weeks. There are no make-up opportunities for any of the writing exercises. For a complete guide to writing exercises and deadlines, see *Writing Exercises Guide* on eClass.

3) Essay Components

From Week 2 to Week 10, you will be expected to submit a particular component of your essay on eClass. In addition, you will have the opportunity to share your work on these components in breakout groups on Zoom in order to receive peer feedback. There are no make-up opportunities for any of the individual essay components. For a complete guide to essay components and deadlines, see *Essay Components Guide* on eClass.

4) Essay Bundle Assignments

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

Essay components 1-4; due February 9

Essay components 1-6; due March 9

5) Best Writing Exercise

At the end of the course, you will be asked to select your Best Writing Exercise, make any final revisions and submit it for evaluation.

6) Final Essay

The final essay builds on the work and feedback from the individual essay components and the 1-4 and 1-6 essay bundle assignments.

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 regarding that topic. Your position must be supported with empirical evidence.

Example essay topics:

- Does playing video games increase aggression?
- Can use of social media cause depression?
- Are children with ADHD prescribed medication too often?

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 more than one side.

CLASS FORMAT AND ATTENDANCE POLICY

This course will be delivered mostly in an asynchronous format with synchronous breakout sessions to receive peer feedback for the individual essay components.

The synchronous sessions will take place from 5:30-6:00 p.m. each week, beginning in Week 2. No new information will be presented during the synchronous sessions. All pertinent information will be recorded and posted on eClass. These breakout sessions provide an opportunity to receive peer feedback for the individual essay components. The T.A.s will hold their office hour during the second hour of the lecture slot. The course instructor will also be

available during the lecture slot, via email, to answer any questions or provide clarification of course materials.

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.

[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 submissions are allowed for the Essay Bundle Assignment 1-4, Essay Bundle Assignment 1-6, Best Writing Exercise and final essay. A late penalty of 10% per day (including weekends) will be applied. In special circumstances, deadlines for submission of these course components can be extended. Please contact course instructor for permission and extension.

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.

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 ACCOMMODATIONS 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](#).

EMAIL COMMUNICATION

Please use your York email address when communicating with the course instructor and T.A.s as messages from other addresses may not always be received and it is **your** responsibility to ensure that we receive your messages. **You should also save a copy of any message sent to the course instructor and/or T.A.s.** Please follow appropriate email etiquette (indicate the course number and section in the subject field, include a formal greeting and sign with your full name). You should receive a response within 48 hours. If you do not receive a response within 48 hours, please check your junk mail folder and follow up with us.

CALUMET AND STONG COLLEGES' STUDENT SUCCESS PROGRAMMING

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) aims to build the leadership skills of its course reps while contributing to the academic success and resourcefulness of students in core program classes.
- [Peer Assisted Study Sessions \(P.A.S.S.\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.
- **Peer Tutoring** offers one-on-one academic support by trained peer tutors.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [career exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work or volunteer](#).
- Please connect with your Course Director about any specific academic resources for this class.
- For additional resources/information about our student success programs, please consult our [website](#), email scchelp@yorku.ca, and/or follow us on [Instagram](#) and [Facebook](#).