

**Faculty of Health  
Department of Psychology  
PSYC 2010 3.0 C: WRITING IN PSYCHOLOGY  
Tuesdays 11:30-2:30pm, R S203  
Fall 2019**

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**Professor and T.A. Information**

Professor: Jessica Sutherland, PhD

Office: BSB 284

Office Phone: x66232 (*note: please use email!*)

Office Hours: Mondays 3-4pm

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

Scheduling Meetings: Please use my Calendly link to automatically book a meeting outside of my regular office hours: <https://calendly.com/jessicasutherlandphd/office-hours-meeting>

*\*Note: if you do not book a time via Calendly, do not consider these times open office hours!*

<b>T.A.</b>	<b>Names A-L: Stephan Bonfield</b>	<b>Names M-Z: Michael Ruderman</b>
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**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](#)

**Nelson MindTap website:** TBA

**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 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**

Lipschutz, G., Scarry, S., & Scarry, J. (2017). *The Canadian Writer's Workplace*. 8<sup>th</sup> Ed. Nelson Education. \*With MindTap access, which will be introduced and discussed the first several weeks of class\*

### **Course Requirements and Assessment:**

<b>Assessment</b>	<b>Date of Evaluation (if known)</b>	<b>Weighting</b>
Engagement component (63 points): Writing exercises (9 exercises + 9 peer feedback); Essay components (9 components + 9 peer feedback); Mini-reflections (11); Grammar units (13); Syllabus Quiz (2)	Various	20%

Assessment	Date of Evaluation (if known)	Weighting
Essay Components 1-3	Week 5	20%
APA Take-Home Assignment	Week 7	5%
Essay Components 4-6	Week 9	20%
Best Writing Exercise	Week 12	5%
Final Essay	Week 13	30%
Total		100%

## Description of Assignments

Engagement points (63 total, worth 20% of grade):

*Writing Exercises and Peer Feedback on Writing Exercises (9 drafts, 9 peer feedback):*

During Week 1 to Week 9 you will spend 20-25 minutes in class writing on a topic related to the lecture and the assigned article. What you write in class (i.e., first draft of the writing exercise) must be uploaded to Moodle by *11:59 pm the day of class*. Then, in the following class (Week 2 to Week 10), you will take 15 minutes to read a peer's first draft and provide feedback. Your feedback must be uploaded to the website by *11:59 pm the day of class*. 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 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. If you do not submit your first draft on time, you can still post it without receiving credit in order to receive peer feedback the following week.

*MindTap Aplia Grammar Units (13):*

Over the duration of the course you will be expected to complete 13 online grammar units via the Nelson MindTap website (link TBA). These units are due on *the last day of classes by 11pm on December 2 (Week 13)*. You must receive 50% or higher on the units and you will have 3 tries to do so. If you do not receive 50% or higher on the unit after 3 tries, you will not receive credit for that unit.

The units are self-paced and will be available for you to complete at any time; however, it is recommended that you complete one per week. Each unit will take approximately 45 minutes to complete. Each unit will address a foundational writing skill. For example, units will address foundational skills such as punctuation, grammar, style and word choice. All of this work will be done online.

*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 by 11:30 am* 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 will complete a hard copy of a peer review feedback sheet to be submitted in-person at the end of class for points. **The deadlines for submitting Essay Components on Moodle before class and 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 points for providing peer feedback that day.

*Syllabus Quiz (2):*

Between Weeks 1 and 3, you must complete the syllabus quiz on Moodle about information contained in this syllabus. You can attempt it as many times as you like to receive 2 points. You cannot access the quiz after Week 3 by 11:59 pm.

APA Take-Home Assignment (Week 7, 5% of final grade):

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.

Graded Essay Components (40% of final grade) and Final Essay (30% of final grade)

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

Essay Components 1-3; due Week 5 (20% of grade)

Essay Components 4-6; due Week 9 (20% of grade)

Final Essay; due Week 13 (30% of grade)

In special circumstances and with appropriate documentation, deadlines for submission of components 1-3 and 4-6 of your essay and your final 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.*

### Best Writing Exercise (Week 12, worth 5% of grade)

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.

### **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**

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](#)) Students with a documented reason for missing a course test, 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 me. 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 (jesuther@yorku.ca) as soon as possible in order to have your work considered for grading without a late penalty.

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 3% per day, including weekend days. Late assignments will not be accepted after one week of the missed deadline (for a total of 21% off).

*\*\*Note that points missed for Writing Exercises and peer feedback, weekly Essay Components and peer feedback, Aplia grammar units, the syllabus quiz, and mini-reflections cannot be made up for any reason.*

## Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2019-20 - Important Dates](#)

	<b>FALL (F)</b>	<b>YEAR (Y)</b>	<b>WINTER (W)</b>
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	Sept. 17	Sept. 17	Jan. 19
Last date to add a course <b>with permission</b> 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

In this class, you will submit Essay Components 1-3, 4-6, your Final Essay, and your Best Writing Exercise to Turn It In.

## Electronic Device Policy

You will need to use a laptop in class to complete mandatory course components. Please bring a laptop to all classes in order to complete weekly in-class exercises.

If you do not have a laptop, the York University library allows laptop rentals. Please see here to access this service: [York University laptop rental](#)

## Attendance Policy

Attendance is not formally required in the sense that it is graded; however, many opportunities for engagement points can only be collected in class. Therefore, attending every class is in your best interest.

## Academic Integrity for Students

Your submitted work will be checked for plagiarism and possible academic dishonesty via Turn It In. Any suspected plagiarism and academic dishonesty will be fully investigated.

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.

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 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 [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 PSYC2010 course at York University and are the property of the professor 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

Week	Date	Topic	Readings	EC Due
Week 1	September 10	-Introduction -Pre-writing -Planning to write	Ch 18 Ch 15	
Week 2	September 17	-Conducting research -Finding sources -APA formatting	Ch 23 Ch 24 Ch 15 Ch 14	EC 1
Week 3	September 24	-Making claims -Supporting arguments	Ch 25	EC 2
Week 4	October 1	-Setting context -Background information -Key definitions	Ch 26 Ch 31	EC 3
Week 5	October 8	-Counterclaims -Limitations - <i>APA take-home assignment handed out</i>	Ch 27	EC 4  <b>EC 1-3 due online by 11:59 pm</b>
<i>Week 6</i>	<i>October 15</i>	<i>READING WEEK</i>	<i>NO CLASS</i>	
Week 7	October 22	-Conclusions	Ch 25	EC 5  <b>APA take-home assignment due by 11:59 pm</b>
Week 8	October 29	-Skeleton outlines -Planning a full draft	Ch 28	EC 6
Week 9	November 5	-Integrating sources -Detailed peer review workshop on EC 7	Ch 24 Ch 26	EC 7  <b>EC 4-6 due online by 11:59 pm</b>
Week 10	November 12	-Finding your voice -Fleshing out a first full draft	Ch 15 Ch 16	<i>No EC due</i>
Week 11	November 19	-Revision	Ch 22	EC 8
Week 12	November 26	-Editing -Detailed peer review workshop on final full draft	Ch 21 Ch 22	EC 9  <b>Best Writing Exercise due by 11:59 pm</b>
Week 13	December 3	-Writing Workshop for final consults, questions, and concerns		<b>Grammar units due by 11 pm</b>  <b>Final Essay due by 11:59 pm</b>