

Course Syllabus

Congratulations on your “pioneer” status in this course—its first official offering! The new course is situated within the Skills sequence of the undergraduate psychology curriculum and assumes that you previously completed Psych 301 and 302 or are concurrently enrolled in one or both of them. The course meets the university Advanced Writing and Oral Communication requirement and thus is designed to accomplish the following learning outcomes:

- (a) Rhetorical knowledge. Students will demonstrate that they can write clearly, focus on a well-defined purpose in writing, use conventions of format and structure appropriate to their discipline, and adopt a voice, tone, and level of formality suited to multiple purposes and audiences, including audiences both within and outside the discipline in which the course is offered.
- (b) Disciplinary writing. Students will demonstrate an understanding of the roles that writing plays in their particular discipline, major, or career as a way of learning, as a way of demonstrating and evaluating what one has learned, and as a way of communicating with others.
- (c) Writing processes. Students will develop productive and flexible individual and collaborative writing processes, including prewriting, drafting, revising, editing, and proofreading. These processes could include the following: collecting data, finding supporting evidence, and creating good arguments; organizing the materials for a paper, writing successive drafts of the same paper; group writing, seeking and using peer responses; revising; editing grammar, usage, and punctuation; and using conventional formats. These processes will reflect processes of inquiry within the student’s discipline.
- (d) Processes of disciplinary research. Students will demonstrate the ability to use appropriate research tools and processes of research within their particular discipline, including library research. Students will demonstrate their ability to identify and evaluate sources, retrieve and evaluate data, take notes, and follow conventions of quoting, paraphrasing, and summarizing. They will cite sources properly and demonstrate an understanding of ethical issues related to research, including how to avoid plagiarism.
- (e) Knowledge of conventions. Students will understand the genres, forms, styles, and documentation conventions of writing for their discipline. They will also demonstrate knowledge of edited syntax, grammar, punctuation, and spelling.

Along the way, there will be considerable exchange within class meetings about writing and reading. And there will be considerable assigned writing, informal and formal, across a variety of topics and often in multiple drafts. In addition to your role as author, you will also be expected to serve as peer collaborator, reviewer, and editor.

Required Texts

The following texts are required for the course:

- American Psychological Association. (2005). *Publication manual of the American Psychological Association*, 5th ed. Washington, DC: American Psychological Association.
- Graff, G. (2003). *Clueless in academe: How schooling obscures the life of the mind*. New Haven, CT: Yale University Press.
- Graff, G., & Birkenstein, C. (2006). *They say / I say: The moves that matter in academic writing*. New York: W. W. Norton.
- Montgomery, S. L. (2003). *The Chicago guide to communicating science*. Chicago: University of Chicago Press.
- Wansink, B. (2006). *Mindless eating: Why we eat more than we think*. New York: Bantam Books.

Occasionally there will be additional assigned reading, including articles and chapters.

Writing Assignments

In addition to mid-semester and final examinations consisting of short-essay items, there will be seven writing assignments that ask you to assume various authorial roles. The assignments are listed below with the role, number of drafts, page limit, and points available for the non-final draft(s) and final draft:

- An op-ed essay; public intellectual; two; four; 10 and 50
- An experimental research proposal with cover letter; disciplinary researcher; three; 10; 20 and 100
- An archival research paper with cover letter; disciplinary analyst; three; 15; 20 and 100
- A book review; public intellectual; two; seven; 10 and 60
- A letter to the editor; public intellectual; two; two; 10 and 25
- A manuscript review with cover letter; peer reviewer; two; two; 10 and 100
- A collaborative essay and poster; disciplinary analyst; two; 10; 20 and 125

Each assignment will be accompanied by specific instructions.

The TOWER Journal

You should keep a semester-long personal journal in which you record your thinking, organizing, writing, editing, and reflecting (TOWER) on the in-class and out-of-class content of the course. The entries in the journal will be not be

graded, but it is expected that each will display a date and that, taken together, the entries will be comprehensive (at least two per week) across the semester. This means at least 50 handwritten pages or 20 typewritten pages. All entries should be contained in a bound volume or loose-leaf binder. Meeting these expectations will result in full credit.

Final Grades

The assignment of final grades will be based on the course assignments and the scheme shown below:

Op-ed essay	60 points
Experimental research proposal	120
Archival research paper	120
Book review	70
Letter to the editor	35
Manuscript review	110
Collaborative essay and poster	145
Mid-semester (40 points) and final (80) exams	120
TOWER journal	<u>100</u>
Total	870

A, A-	90% and above
B+, B, B-	80-89.9%
C+, C, C-	65-79.9%
D+, D, D-	55-64.9%
E	Below 55%

The Course Calendar

Date	Topic	Assignment for next meeting; other assignments
W, 3 Sept	Introduction to the syllabus	Close reading of the syllabus; list of personal reading; read Graff chaps. 1-2
F, 5 Sept	Discussion of the syllabus and of Graff's introduction	List of personal reading due today ; read aloud/think aloud protocol for op-ed piece
M, 8 Sept	Discussion of list of personal reading summary; reflection on the read aloud/think aloud protocol and discussion of the connection between the op-ed piece and Graff's chapters 1-2; view Lanham video	Read aloud/think aloud protocol due today ; read Graff chaps. 3-5; Op-ed Essay assignment posted ; read op-ed essay assignment
W, 10 Sept	Discussion of op-ed essay assignment and of Graff chaps. 3-5	Read Graff chaps. 6-8; review Lanham video

F, 12 Sept	Discussion of Graff chaps. 6-8	Read Graff chaps. 9-10, Epilogue
M, 15 Sept	Discussion of Graff chaps. 9-10, Epilogue	Read Graff & Birkenstein preface, introduction, chap. 1; Book Review assignment posted ; read book review assignment
W, 17 Sept	Discussion of book review assignment and of Graff & Birkenstein preface, introduction, chap. 1	Read Graff & Birkenstein chaps. 2-4; Final draft of op-ed essay due today
F, 19 Sept	Discussion of Graff & Birkenstein chaps. 2-4,	Read Graff & Birkenstein chaps. 5-7; read Montgomery chap. 8 (pp. 106-109)
M, 22 Sept	Discussion of Graff & Birkenstein chaps. 5-7 and of Montgomery, chap. 8 (pp. 106-109)	Read Graff & Birkenstein chaps. 8-10, Entering Class Discussions, Index of Templates; develop Sampler of Template Usage; review Lanham video
W, 24 Sept	Discussion of Graff & Birkenstein chaps. 8-10, Entering Class Discussions, Index of Templates	Continue to develop Sampler of Template Usage
F, 26 Sept	Discussion of Sampler of Template Usage	
M, 29 Sept	No class meeting	Final draft of book review due today
W, 1 Oct	Introduction to the archival research paper	Read Montgomery chaps. 1-3; Archival Research Paper assignment posted ; read archival research paper assignment
F, 3 Oct	Discussion of archival research paper assignment and of Montgomery chaps. 1-3	Identify tentative topic for archival research paper
M, 6 Oct	Discussion of tentative topics for archival research paper	Read Montgomery chaps. 4-5; submit tentative topic for archival research paper
W, 8 Oct	Discussion of Montgomery, chaps. 4-5	Read <i>APA Publication Manual</i> chap. 2
F, 10 Oct	Discussion of <i>APA Publication Manual</i> chap. 2 and extra-credit quiz	Read Montgomery chaps. 8-9 (pp. 99-106)
M, 13 Oct	Discussion of Montgomery chaps. 8-9 (pp. 99-106)	Mid-semester exam posted
W, 15 Oct	No class meeting	

F, 17 Oct	No class meeting	
M, 20 Oct	Introduction to Wansink	Mid-semester exam due today; review Lanham video; Wansink introduction, chap. 1
W, 22 Oct	Discussion of Wansink introduction, chap. 1	Wansink chaps. 2-3
F, 24 Oct	Discussion of Wansink chaps. 2-3	Read Wansink chaps. 4-5; Final draft of archival essay due today
M, 27 Oct	Discussion of Wansink chaps. 4-5	Read Wansink chaps. 6-7; Experimental Research Proposal assignment posted; read experimental research proposal assignment
W, 29 Oct	Discussion of experimental research proposal assignment and of Wansink, chaps. 6-7	Read Wansink chaps. 8-9
F, 31 Oct	Discussion of Wansink, chaps. 8-9	Read Wansink chap. 10, appendices, postscript; tentative ideas for experimental research
M, 3 Nov	Discussion of Wansink, chap. 10, appendices, postscript and of ideas for experimental research	<i>APA Publication Manual</i> chap. 3; Manuscript Review assignment posted; read manuscript review assignment
W, 5 Nov	Discussion of manuscript review assignment and of <i>APA Publication Manual</i> chap. 3	Read <i>APA Publication Manual</i> chap. 4
F, 7 Nov	Discussion of <i>APA Publication Manual</i> chap. 4 and extra-credit quiz on chaps. 3-4	Read Montgomery chaps. 6-7
M, 10 Nov	Discussion of Montgomery chaps. 6-7	Read Montgomery chap. 11 and Bem article (pp. 1-15)
W, 12 Nov	Discussion of Montgomery chap. 11 and Bem article pp. 1-15	Read Bem article (pp. 17-26); final draft of manuscript review assignment due today
F, 14 Nov	Discussion of Bem article (pp. 17-26)	
M, 17 Nov	No class meeting	
W, 19 Nov	No class meeting	
F, 21 Nov		Final draft of experimental research proposal due today
M, 24 Nov	No class meeting	
Tu, 25 Nov	No class meeting	

M, 1 Dec	Introduction to the collaborative essay and poster	Collaborative Essay and Poster assignment posted ; read collaborative essay and poster assignment; read Montgomery chaps. 13-14
W, 3 Dec	Discussion of the collaborative essay and poster assignment and of Montgomery chaps. 13-14	Letter to the Editor assignment posted ; read letter to the editor assignment
F, 5 Dec	Discussion of letter to the editor assignment	
M, 8 Dec	No class meeting	
W, 10 Dec	Poster presentations	Final draft of collaborative essay and poster due today (final draft of poster at class meeting)
Tu, 16 Dec	Final examination, 3-6 p.m.	Final draft of letter to the editor due today at final exam; Final draft of TOWER journal due today at final exam

The Course Staff

I am professor of psychology and associate chair in the department of psychology. My primary research interest is the experimental analysis of choice behavior and, more largely, behavioral economics. I will maintain consultation hours at my office (1074 SWKT) on Tuesdays and Wednesdays, 2-2:50 p.m., except when out of town. You can also reach me at harold_miller@byu.edu or 422-8939. Samuel Downs is the Graduate Teaching Assistant. His disciplinary specialty is theory and philosophy of psychology. His contact information is posted at the Blackboard Web site for the course. Michelle Souder is the Undergraduate Teaching Assistant, with contact information posted at the same site.

Announcements and assignments will be posted at the Web site. Suggestions for improving the course are welcomed at any point, preferably absent hot-blooded rancor.

The College Writing Lab

The College of Family, Home and Social Sciences maintains a Writing Lab—a peer-consultation center for student writing—in 1051 JFSB. Assistance with all writing assignments is available there. The hours are Monday through Friday, 9 a.m. – 5 p.m.

Departmental Learning Outcomes and University Policies

Learning Outcomes

Each program at BYU has developed a set of expected student learning outcomes. These will help you understand the objectives of the curriculum in the program, including this class. To learn the expected student outcomes for the programs in the psychology department and college go to <http://learningoutcomes.byu.edu> and click on the College of Family, Home and Social Sciences and then the psychology department. We welcome feedback on the expected student learning outcomes. Any comments or suggestions you have can be sent to <FHSS@byu.edu>.

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may

seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

A Final Note

I recognize that the first offering of a course is bound to present unevenness and occasional awkwardness. I seek your patience as we navigate the new course together. Please contact me at any point that you are unsure of the expectations, seek encouragement, or want to talk about psychology and your future pursuits more generally. A knock will always bring the opening of my office door (provided I am inside the office). Same-day replies to phone-mail and e-mail are assured (provided I am in town).

Hal Miller