PSYCH 307 - Writing Within Psychology

Spring 2014

Section 002: 2110 JKB on T Th from 8:20 am - 10:50 am

Instructor Information

Name: Mona Hopkins
Office Location: 1022 SWKT
Office Phone: (801) 422-1170
Office Hours: Thu 11:00pm - 11:50 pm Or By Appointment
Email: mona_hopkins@byu.edu

TA Information

Name: Kacie Birtcher
Office Location: 1151 SWKT
Office Phone: 480-406-9399
Office Hours: Mon 8:15am-10:15am
Or By Appointment
Email: kacie.birtcher@hotmail.com

Course Information

Materials

<table>
<thead>
<tr>
<th>Image</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td>Undergraduate Writing in Psychology: Learning to Tell the Scientific Story Required by Landrum, R. Eric Amer Psychological Assn; Edition 2 (1339999200) ISBN: 9781433812163</td>
</tr>
<tr>
<td><img src="image2.png" alt="Image" /></td>
<td>A Pocket Style Manual, APA Version Required by Hacker, Diana Bedford/St. Martin's; Edition 6 (1338962400) ISBN: 9780312568498</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vendor</th>
<th>Price (new)</th>
<th>Price (used)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYU Bookstore</td>
<td>29.95</td>
<td>22.50</td>
</tr>
<tr>
<td>BYU Bookstore</td>
<td>33.35</td>
<td>25.05</td>
</tr>
<tr>
<td>BYU Bookstore</td>
<td>29.95</td>
<td>22.50</td>
</tr>
</tbody>
</table>

Prerequisites

1. Completion of first-year writing GE requirement Writing 150 or equivalent.
2. Completion of Psych 101 and Psych 111.
Learning Outcomes

1. Write clearly and appropriately

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.

Measurement: Informal in-class writing assignments will be given and formal writing assignments will be assigned in multiple drafts with peer- and instructor-review. Genres could include a personal writing journal, letter of intent, letter to the editor, literature review, research proposal, book review, and poster presentation. Explicit focus on the *Publication Manual of the American Psychological Association*.

2. The role of writing in the discipline

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.

Measurement: See (1).

3. Productive and flexible collaborative 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.

Measurement: See (1).

4. Library 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.

Measurement: Complete the library-usage module provided by the Lee Library.

5. Genres, forms, styles, and documentation 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.

Measurement: See (1).
Description

The goal of this course is to help you be a more critical and competent writer and more confident about your writing. This course fulfills the GE Advanced Writing requirement (for Psychology majors), and thus builds on general (first-year writing) skills to train students in communicating within the context of an academic discipline. The primary goal of this course is to help you communicate psychology-related information effectively to multiple audiences, with a particular (though not exclusive) focus on writing a scholarly literature review. This focus complements the other core skills courses in psychology.

Function of writing in Psychology

Students often wonder why advanced writing is required for a degree in psychology. Psychology is a field with many subfields (clinical, social, behavioral neurobiology, development, organizational behavior, etc.) and a degree in psychology opens door to the profession and many related careers (i.e. clinical psychologist, psychotherapist, teacher, marketing, business, law, human resources, law enforcement, and social services) and all of these careers will require writing. While many individuals think that some people are naturally “gifted writers”, in reality writing is a skill that is learned and requires practice to gain proficiency. Below I will share a few insights regarding the importance of writing, writing conventions in the discipline of psychology, and how this course will help you develop writing skills.

Importance of Writing

Writing is an essential skill for success as a psychology major, in your career and in life. For example, when I am not teaching I write most of the rest of the day including research proposals, journal articles, emails, committee work, lesson plans assignments, grading etc. We communicate, learn and think through writing. Clear concise writing allows precise transmission of ideas. Imagine yourself trying to write a peer reviewed journal article or a brain surgery tutorial using only picture graphs like the ancient Anasazi or the hieroglyphics used by the Egyptians.

Psychology Major: Writing is a skill that is essential to success in the psychology major as most upper division courses in psychology require writing. There are a number of types of writing that are common in psychology including literature reviews, research and theoretical papers, grant proposals, conference presentations (posters and oral presentations), case reports, and class presentations.

Profession and Related Careers: Good writing and communication skills are required and valuable asset in psychological careers. Written communication is used widely in most careers (as email illustrates), as are other forms of writing including reports, memos, research papers, topic summaries, professional reports, policy statements, opinion papers, and writing about research in psychology for the general public, to name a few. While the amount and styles of writing will vary to some degree by the job or career you choose, the ability to communicate well in writing is a vital skill.

Why Advanced Writing in Psychology

Since writing is vital to success both in the psychology major and in your future profession, you can see why advanced writing is a required class. But also, the ability to write effectively is an important skill that should be acquired as part of a university education (see Aims of a BYU Education). Writing develops skills including communication, critical thinking, organizational skills, and knowledge in the discipline. An understanding of the types of writing (i.e. literature
review, research paper) and the ability to communicate scientific methods, data and knowledge are key skills; as is the need to become proficient in the conventions of writing in psychology. Writing conventions include genres, vocabulary of the discipline, appropriate tense (past or present), avoidance of subjective expressions (e.g. I think), writing in a clear direct style, and use the American Psychological Association (APA) style guidelines for formatting papers, to name a few. Clear writing, clarifies, defines and accentuates an idea - it is like the icing on a cupcake or rainbow sprinkles on your ice cream.

How this Class Will Help You

The purpose of this course is to help you to continue to develop writing skills and lay the foundation for successful writing in upper division Psychology courses. The writing assignments in this course are designed to teach important writing skills, conventions of writing in psychology, APA style guidelines, and types of writing common in the field. In addition, learning effective writing skills can expand disciplinary knowledge, enhance creativity, and improve critical analysis and thinking. Over the course of the semester, as you use and practice writing skills, your confidence and ability in writing will increase.

Grading Scale

<table>
<thead>
<tr>
<th>Grades</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93%</td>
</tr>
<tr>
<td>A-</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>87%</td>
</tr>
<tr>
<td>B</td>
<td>83%</td>
</tr>
<tr>
<td>B-</td>
<td>80%</td>
</tr>
<tr>
<td>C+</td>
<td>77%</td>
</tr>
<tr>
<td>C</td>
<td>73%</td>
</tr>
<tr>
<td>C-</td>
<td>70%</td>
</tr>
<tr>
<td>D+</td>
<td>67%</td>
</tr>
<tr>
<td>D</td>
<td>63%</td>
</tr>
<tr>
<td>D-</td>
<td>60%</td>
</tr>
<tr>
<td>E</td>
<td>0%</td>
</tr>
</tbody>
</table>

Participation Policy

1. Plagiarism results in failure for the assignment and possibly for the course.
2. Reading must be completed for each class period. Bring all texts to class in which you had reading assigned. Be prepared to enter class discussion by virtue of completing all of the reading.
3. Since this will be a highly interactive learning course, laptops, phones and i-pads, etc. are discouraged. There will be limited occasions when it is appropriate to have them.
4. **Electronic Devices:** Cell phones must be turned off during class. Text messaging, tweeting, blogging, video recording, emailing and any other sending or receiving of personal electronic communications during class is unacceptable and prohibited. Persons violating this policy will be dismissed from the lecture. Repeated violations of this policy will result in a reduction in the course grade to be determined by the professor.
Attendance Policy

Class attendance is an essential function of this course; attendance is required. Classes will consist of lectures and learning activities which you should come prepared for (see below). For every absence over two, your course grade will be lowered one-third of a letter grade (e.g., three absences will reduce an A to an A-, four absences will reduce an A- to a B+, etc.). In cases of unpredictable and extenuating circumstances, please contact me.

Classroom Procedures

Reading. Assigned readings should be completed before each class, as they are listed on the class schedule. I teach class assuming that you have read carefully. The point is to read to understand and be able to apply, not simply to get through the reading assignments. Additionally, you should be ready to discuss what you have read, including being prepared with thoughtful and practical questions prompted by that day’s assigned reading. Bring your texts to class each day. If students are not coming to class prepared (and this will be obvious based on our class discussions), then I will institute reading quizzes (planned or surprise).

Writing Assignments. The writing assignments should NOT be busy work or a means to assure me that you have read the assigned reading. They are a form of exploratory writing, such as expert writers do. As a result, they will not be graded on spelling, grammar, etc. Rather, they will be graded in the fullness of the critical thinking and the analysis of the content (not just a summary of the reading). The assignments should deepen your engagement with course material and help you learn the discipline’s characteristic methods of inquiry, analysis, and argument. They should also strengthen your skills (such as writing an abstract).

Assignments. Assignments should be completed on time and in the proper format. Unless I instruct otherwise, all assignments should be stapled, with one-inch margins, left-justified, and in Times New Roman 12-point font. Assignments will be accepted no later than three days (not class periods, excluding weekends) following a due date, with a 10% penalty for each day late. Response papers are an exception; they are due at the beginning of class and cannot be submitted late for any points.

Final Exam/Presentations. It is university policy that all students must take the final exam during its scheduled time (see schedule). If you miss the final exam you will receive zero credit with no opportunity for makeup.

FHSS Writing Lab:

To get help with your paper’s organization, structure, focus, citation style, you can go to the FHSS Writing Lab in 1049 JFSB to meet one-on-one with a peer advisor. All advisors are students from our college and are trained in APA, Turabian, AMA, and ASA styles.

FHSS Writing Lab can help you with:

- Grammar (there is a Grammar Specialist)
- Global Issues (Thesis, organization, argument, flow, etc.)

To prepare for a tutorial, take
• A copy of the assignment
• A hard copy of your draft, whatever stage it may be in
• A list of questions and concerns you have about your paper

Make an appointment online:  http://fhsswriting.byu.edu through Friday 9:00 a.m. – 3:00 p.m. or call 422-4454. *Note: Closed for University Devotional

University Reserach and Writing Center:

Research and Writing Center (RWC). This Center is an extension of writing center and library services and is designed to help students become more effective and confident in research and writing. The RWC provides access to and help from library research assistants and writing tutors at all stages of the research and writing processes. It is located in 3322 HBLL and is open Mondays and Fridays from 10am-6pm and Tuesdays, Wednesdays, and Thursdays from 10am-10pm (closed for devotional). The RWC is a drop-in service, working with students on a first-come, first-served basis.

The main BYU Writing Center location (4026 JKB) is offering online appointment scheduling at mywco.com/byu. Writers are encouraged to schedule appointments or check tutor availability, especially during busy times throughout the semester. Faculty will be notified of student visits via email. Contact: BYU Writing Center. Phone: 801-422-4306 E-mail: writingcenter@byu.edu Website: writingcenter.byu.edu

Disclaimer: Dr. Hopkins reserves the right to make changes in (a) the course schedule, (b) course requirements, (c) and the course grading procedures, and/or any other aspects of the course at any time. Any alterations will be circumspect and will be made in the best interests of the students, the course, and the professor.

Course Schedule

All assignments are due at the beginning of class on the dates listed.

The following abbreviations are used to indicate assigned readings: All reading assignments are indicated by LS (posted on Learning Suite), APA (APA Manual), UW (Landrum), or HS (Hacker & Sommers).

Required reading responses are marked with an asterisk and should be at least one-full page single-spaced unless noted otherwise. They are due at the beginning of class and will receive no credit if they are late.

Assignments

Assignment Descriptions

#1 Reading Response

Due: Thursday, May 01 at 8:00 am

Create a detailed list of characteristics of Writing in Psychology based on your readings and the syllabus (at least 3/4 page, single spaced).

#2 Personal Writing Process
Due: Thursday, May 01 at 8:00 am

Personal Writing Process due

Apply design principles from the Document Design Ppt

#5 Resume

Due: Tuesday, May 06 at 8:00 am

#4 Letter of Intent

Due: Tuesday, May 06 at 8:00 am

#3a In class email assignment

Due: Tuesday, May 06 at 9:00 am

#3b Writing a Professional Email

Due: Thursday, May 08 at 8:00 am

#6 Interview

Due: Tuesday, May 13 at 8:00 am

#7 Finding References

Due: Tuesday, May 13 at 8:00 am

Article Analysis

#8 Evaluation of Sources

Due: Tuesday, May 13 at 5:00 pm

#9 Critical Reading

Due: Tuesday, May 13 at 5:00 pm

#12 APA in class Scavenger Hunt

Due: Thursday, May 15 at 8:00 am

#10 Preliminary Topic Focus

Due: Thursday, May 15 at 5:00 pm

#13 APA formatted references

Due: Tuesday, May 20 at 8:00 am

#11 Synthesis Assignment
Due: Tuesday, May 20 at 8:00 am

#14 Compare Introductions
Due: Thursday, May 22 at 8:00 am

#16 Thesis Statements
Due: Thursday, May 22 at 8:00 am

#15 Style Presentations -
Due: Thursday, May 22 at 8:00 am

Style Learning Activity for Grammar and Usage
Due: Thursday, May 22 at 8:00 am

Style Learning Activity for grammar and mechanics
Due: Thursday, May 22 at 8:00 pm

Style Learning Activity for Punctuation
Due: Thursday, May 22 at 11:59 pm

Style Learning Activity for Correct Structure
Due: Thursday, May 22 at 11:59 pm

Style learning Activity for verbs, adverbs, pronouns, adverbs
Due: Thursday, May 22 at 11:59 pm

#17 Peer Review Style Presentation
Due: Tuesday, May 27 at 8:00 am

#19 Discussion paper due
Due: Thursday, May 29 at 8:00 am

#18 Draft Due to FHSS Writing Lab by 3:00 p.m. (minium of 5 full pages)
Due: Thursday, May 29 at 5:00 pm

Review Paper - Final paper due
Due: Tuesday, Jun 10 at 11:59 pm

Extra credit
Due: Thursday, Jun 12 at 8:00 am

Draft of Poster Due
Due: Thursday, Jun 12 at 8:00 am

**Peer Review Literature Review Paper**

Due: Thursday, Jun 12 at 11:59 pm

**Poster Peer Review paper**

Due: Tuesday, Jun 17 at 11:59 pm

Poster Peer Review due

**Final Poster Due**

Due: Thursday, Jun 19 at 8:00 am

**Oral Presentation**

Due: Thursday, Jun 19 at 11:59 pm

---

**University Policies**

**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.

**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 and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at http://www.ethicspoint.com, or 1-888-238-1062 (24-hours).

**Student Disability**

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 University Accessibility
Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. 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.

**Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

**Plagiarism**

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

**Respectful Environment**

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and,
if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading Assign &amp; In Class Pres</th>
<th>Assignments</th>
<th>Assignment Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>T - Apr 29</td>
<td>Introduction to course Personal Writing Process Document design</td>
<td>UW Ch1 View information using the link on Learning Suite about how to use and navigate Learning Suite Writing Quotes Ppt Myths about writing Ppt Document Design Ppt Writing in Psychology Ppt</td>
<td>If you are unfamiliar with Learning Suite, go to <a href="http://lsinfo.byu.edu/user-guide-students-0">http://lsinfo.byu.edu/user-guide-students-0</a> or <a href="http://lsinfo.byu.edu/sites/default/files/docs/user_guide/Students_User_Guide_LSInfo.pdf">http://lsinfo.byu.edu/sites/default/files/docs/user_guide/Students_User_Guide_LSInfo.pdf</a> Compare prepared to ask any questions you have about how to navigate Learning Suite Reading Response Assignment Create a detailed list of characteristics of Writing in Psychology based on your readings and the syllabus (at least 3/4 page, single spaced. Personal Writing Process: Apply design principles from the Document Design Ppt</td>
<td></td>
</tr>
<tr>
<td>Th - May 01</td>
<td>Dr. Joyce Adams to Lecture Resumes Letter of Intent</td>
<td>Resume Ppt Letter of Intent Ppt</td>
<td>Write your Resume The purpose of a resume is to get a job interview. Advice on how to write a resume can be found on the BYU Career Services Website at <a href="https://ucs.byu.edu/students/resumes">https://ucs.byu.edu/students/resumes</a> Examples of resumes can be found on the BYU Career Services website at <a href="https://ucs.byu.edu/students/sample-resumes">https://ucs.byu.edu/students/sample-resumes</a> Write a Letter of Intent The purpose of the Letter of Intent is to explain why you want to attend graduate school (this can be a relevant personal story or anecdote). The letter should state specifically why you want to attend a particular graduate program to which you are making an application. The letter should include your qualifications and your goals for the future. For example he BYU Graduate Studies Statement of Intent instructions are: All applicants must prepare a personal statement of intent for the application. This may provide information which is not included in the application or academic records, but that will be useful to the admissions committee in making admittance decisions. The applicant should identify the scholarly and/or professional contributions that he or she expects to make to the program. If there are special or mitigating circumstances that should be brought to the attention of the admissions committee, they should be addressed in this letter.</td>
<td>#1 Reading Response #2 Personal Writing Process</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading Material</td>
<td>Assignment</td>
<td>Other</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Su—May 04</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| T - May 06 | Interview a Professional Analyzing writing tasks (PASSF) Audience Analysis Introduction to ResearchArgumentation/ Persuasion Choosing a topic Library Mini Class will go to Library for the second half of class. Library training HBLL 2231 [http://floormaps.lib.byu.edu/#2231](http://floormaps.lib.byu.edu/#2231) | APA pp. 9-11 Professional Email Ppt Finding your contribution to research Ppt. Reader- centered Ppt  
You are strongly encouraged to bring your laptops, do the work on them, and you can bookmark links etc. If you do not have a laptop you can work on library computers but will not be able to save the information. Skim this site in preparation for library visit [http://guides.lib.edu/print_content.php?pid=58532&sid=439718&mode=g](http://guides.lib.edu/print_content.php?pid=58532&sid=439718&mode=g) | Writing a Professional Email In class email assignment Interview a Professional | #3a In class email assignment #4 Letter of Intent #5 Resume |
| Th - May 08| Critically Reading Psychology Articles Placing the literature review in empirical Research (IMRAD) Evaluating Sources | UW Ch 2 & 5HS pp. 11-12  
HS pp. 12-15 Critically Reading the Empirical literature Ppt | Evaluation of sources assignment Finding References: Go to PsychInfo through the HBL Library home page database. In the search box, enter a topic in which you are passionately interested in.  
- Print the list of the first ten sources given.  
- Highlight the sources that might be of interest to you if you wrote a paper on this topic.  
- Briefly explain why they interest you  
- Also, using Chapter 5, create a list of characteristics of Literature Reviews, since you will be writing one | #3b Writing a Professional Email |       |
| F - May 09 |                                                                                      |                                                                                   |                                                                             |       |
| T - May 13 | Literature Reviews Preliminary topic focus Research Strategies Preliminary Topic focus | HS 17-22 Literature Review Ppt. | Preliminary Topic Focus | #6 Interview #7 Finding References #8 Evaluation of Sources #9 Critical Reading |       |
| Th - May 15 | Synthesizing LiteratureSummary / Paraphrase Style Presentations APA documentation style | HS pp. 29-37 APA ForewardAPA Ch 6 & 7 APA Style 1 Ppt  
####### Bring your APA manuals to class!!!!! | References: Submit your references list in correct APA style. (Minimum of 10 scholarly sources) Download the Synthesis Assignment from Learning Suite. Read and complete the second page on Faith Style Presentations In class APA style assignment | #10 Preliminary Topic Focus #12 APA in class Scavenger Hunt |       |
<p>| F—May 16 | T - May 20 | IntroductionThesis Statement and Hypothesis | Compare Introductions: Read the introduction to two articles that you plan to use in your literature review. Write a one-half page comparison of the introductions, include 1. The similarities between the articles 2. The differences between the articles 3. What is the main point of the articles (take home message) 4. Format 12 point font, single spaced | #11 Synthesis Assignment #13 APA formatted references |
| Su—May 25 | M - May 26 | Memorial Day Holiday | | |
| T - May 27 | In Class WORKSHOP Developing paragraphs and topic sentences Coherence (Sentence and paragraph structure tied to thesis statement) Discussion | Building Paragraphs Ppt Writing the Discussion Ppt | Bring completed draft of Introduction with thesis statement. Minimum of 1 1/4 pages. Discussion Paper: Read the discussion section of 3 of the articles you plan to use in your literature review paper. Create a 5 sentence summary of each. Provide thoughtful well-developed sentences. | #17 Peer Review Style Presentation |
| Th - May 29 | Abstract and Title Tables &amp; APA pp. 11-20 and Chapter 5HS pp. 46-47 UW Ch 7APA pp. 70-76 | | Bring a draft of your abstract and a title that meets APA guidelines | #19 Discussion paper due #18 Draft Due to FHSS |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>T - Jun 03</td>
<td><strong>No class work on Literature review paper</strong></td>
<td>Work on Draft</td>
</tr>
<tr>
<td>Th - Jun 05</td>
<td>Workshop with peers. Revision and Editing. Revising and Editing. Style</td>
<td>Bring 1 hard copy with minimum of 2 significantly different drafts, including the draft you took to the FHSS Writing Lab and the draft for the peer workshop. Bring a second copy of the final paper (without drafts) to exchange with a peer.</td>
</tr>
<tr>
<td>T - Jun 10</td>
<td>Posters</td>
<td>Literature Review Paper Peer Reviews: Write one-half page single spaced explaining what changes you made and why, based on the feedback you received from peers. Read your paper out loud for 15 minutes - come prepared to talk about this experience.</td>
</tr>
<tr>
<td>Th - Jun 12</td>
<td>Posters In Class Workshop</td>
<td>Poster Peer Reviews: Write one-half page single spaced explaining what changes you made and why, based on the feedback you received from peers. Submit the peer critique, the workshop draft of the poster, the description of changes and the final poster.</td>
</tr>
<tr>
<td>M - Jun 16</td>
<td>Final Exam: 2110 JKB 7:00am - 10:50am</td>
<td>Oral Presentations/ Final Exam today.</td>
</tr>
<tr>
<td>Th - Jun 19</td>
<td>Final Exam: Oral Presentations</td>
<td>Oral Presentation Final Poster Due</td>
</tr>
</tbody>
</table>