

Instructor/TA Info

Instructor Information

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Course Information

Prerequisites

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


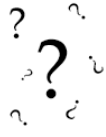
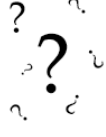
This course is build on skills required in Writing 150 as follows:
WRITING 150 is designed to introduce students to college-level writing, reading, and research with an emphasis on argumentation and rhetorical analysis.
Writing 150 pays particular attention to the ways arguments work within discourse communities.

- 1. Use rhetoric responsibly to compose arguments in a variety of genres for specific audiences and purposes.
- 2. Critically read texts:
 - Analyze how a text functions in a specific situation, community, or public;
 - Analyze the nuances of language (diction, figures of speech, tone, etc.);
 - Identify and evaluate elements of an argument—claims, reasons, assumptions, and ethical, emotional, and logical appeals
- 3. Write coherent and unified texts (effective introductions, clear thesis, supporting details, transitions, and strong conclusions) using a flexible and effective writing process, including prewriting, drafting, revising, and editing.
- 4. Use style—diction, figurative language, tone, grammar, punctuation, spelling, mechanics—genre, conventions, and document design correctly and for rhetorical effect.
- 5. Navigate the library to locate primary and secondary sources, evaluate the appropriateness and credibility of those sources, and effectively incorporate and accurately document outside sources in a research paper.

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.

Materials

| Item | | Price (new) | Price (used) |
|---|---|-------------|--------------|
|  | <u>PUBLICATION MANUAL OF APA 6E</u> - Required by AM PSYCH ASSOC | 29.95 | 22.50 |
|  | <u>POCKET STYLE MANUAL APA 7E</u> - Required by HACKER, D | 38.00 | 28.50 |
|  | <u>EFFECTIVE WRITING IN PSYCHOLOGY 2E</u> - Required by BEINS, B | 46.95 | 35.25 |

Learning Outcomes

IMPORTANT: Course Prerequisites

This course is built on the assumption that you have the skills required of those who have completed Writing 150 (See the list below). If you are not yet comfortable with the following skills, you may wish to complete Writing 150 before enrolling in Psychology 307:

Writing 150 Skills:

WRITING 150 introduces students to college-level writing, reading, and research with an emphasis on argumentation and rhetorical analysis and pays particular attention to the ways arguments work within discourse communities. Individual sections require extensive writing, reading, and research.

1. Use rhetoric responsibly to compose arguments in a variety of genres for specific audiences and purposes.
2. Critically read texts:
 - Analyze how a text functions in a specific situation, community, or public;
 - Analyze the nuances of language (diction, figures of speech, tone, etc.);
 - Identify and evaluate elements of an argument-claims, reasons, assumptions, assumptions, and ethical, emotional, and logical appeals
3. Write coherent and unified texts (effective intro's, clear thesis, supporting details, transitions, and strong conclusions) using a flexible and effective writing process, including prewriting, drafting, revising, and editing.
4. Use style-diction, figurative language, tone, grammar, punctuation, spelling, mechanics-genre, conventions, and document design correctly and for rhetorical effect.
5. Navigate the library to locate primary and secondary sources, evaluate the appropriateness and credibility of those sources, and effectively incorporate and accurately document outside sources in a research paper.

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).

Grading Scale

| Grades | Percent |
|--------|---------|
| A | 93% |
| A- | 90% |
| B+ | 87% |
| B | 83% |
| B- | 80% |
| C+ | 77% |
| C | 73% |
| C- | 70% |
| D+ | 67% |
| D | 63% |
| D- | 60% |
| E | 0% |

Grading Policy

Grading Policy. I will respond to student writing as quickly as possible.

1. I will identify some strengths and weaknesses of your papers through my comments and/or a rubric. I will try to **identify the most global issues of your paper, which means that I will NOT identify all issues with the paper.**
2. There will be more comments on drafts of your papers to guide you as you revise them than on the finished copy of your papers.

3. I may edit a single paragraph for grammar and punctuation and simply note that you have other errors in the paper. I will deduct points based on the frequency of errors and how egregious the errors are as I try to read the paper. I will not mark every error for you and I will not usually "correct" the error. For papers that are revised and resubmitted, all punctuation and grammar errors need to be corrected.
4. All assignments must be turned in hard copy except for the Literature Review that will be turned in via Learning Suite. Email and electronic submissions will not be accepted.

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 competing all of the reading.
3. Since this will be a highly interactive learning course, laptops, phones and i-pads, etc. are strongly discouraged. There will be limited occasions when it is appropriate to have them.

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 and participate in (see below). For every absence over three, your course grade will be lowered one-third of a letter grade (e.g., four absences will reduce an A to an A-, five absences will reduce an A- to a B+, etc.). In cases of unpredictable and extenuating circumstances, please contact me.

Classroom Procedures

Function of writing in Psychology

Students often wonder why advanced writing is required for a degree in psychology. Psychology is a field with many sub-fields (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 spend most of the rest of the day writing 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.

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. 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, and grammar at any stage of your writing process, go to the FHSS Writing Lab in 1175 JFSB to meet one-on-one with a peer advisor. All advisors are students from our college and are trained in APA, Turabian/Chicago, MLA, and ASA styles.

Hours for Winter Semester: M-F: 9:00 a.m. to 5:00 p.m. *Note: Closed for University Devotional

To prepare for an appointment, bring:

- A copy of the writing prompt
- 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 at <http://fhsswriting.byu.edu> (<http://fhsswriting.byu.edu/>), by phone at 801-422-4454 (tel:801-422-4454), or in person at 1175 JFSB Library: Need help? Ask the psychology Librarian Dr Emily Darowski, 801-422-6346 or email: emily_darowski@byu.edu

1. to find articles or books
2. for tips to organize or annotate sources
3. to help you develop a research question

[Guides.lib.byu.edu/psychology](http://guides.lib.byu.edu/psychology)

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 to Learn Assignments. The Writing to Learn assignments are applications of the readings; they should NOT be busy work or a means to assure me that you have read the assigned reading. 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 writing to learn tasks 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). Creating a literature review is typically a new and difficult experience for most students. These writing to learn and other assignments are created to help scaffold your learning process; they are required so that you gain necessary skills that will be integrated into successfully creating the literature review. **Late responses receive no credit.**

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. 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.

Plagiarism results in failure for the assignment and possibly for the course.

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

Course Schedule

All assignments are due at the beginning of class or as otherwise specified 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), BB (Beins & Beins), or HS (Hacker & Sommers).

Assignments due dates – see course schedule

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.

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.

Extra Credit

You can earn up to **10 points** of extra credit. There are two options for extra credit from which you may choose.

1) The first option is to attend the writing lab. You will receive 2.5 points for your first visit to the writing lab and 2.5 for your second visit for a maximum of 10 points (beyond the visits assigned in class). The writing lab will email me if you attend, so I will have a record for extra credit purposes - or they will give you a slip of paper with the date and time of your visit that you can turn into me. **You can turn in extra credit throughout the term, but it is formally due on the last day of class.**

2) Five points extra credit can be earned for turning in a two-page, double-spaced (12-point font) summary of a peer-reviewed journal article on writing in Psychology. You can complete one of these for a total of 5 extra credit points..

Assignments

Assignment Descriptions

Reading Response

Sep
12

Due: Tuesday, Sep 12 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).

Personal Writing Process

Sep
14

Due: Thursday, Sep 14 at 8:00 am

Personal Writing Process due

Apply design principles from the Document Design Ppt

In class email assignment Part A

Sep
14

Due: Thursday, Sep 14 at 9:00 am

Writing a Professional Email Part B

Sep
19

Due: Tuesday, Sep 19 at 8:00 am

Critical Reading for Introductions

Sep
26

Due: Tuesday, Sep 26 at 5:00 pm

Library worksheet

Sep
26

Due: Tuesday, Sep 26 at 11:59 pm

Library Work Sheet (bring completed assignment to Library)

Preliminary Topic Focus

Oct
03

Due: Tuesday, Oct 03 at 5:00 pm

APA in class Scavenger Hunt

Oct
05

Due: Thursday, Oct 05 at 8:00 am

Evaulation of Sources

Oct
05

Due: Thursday, Oct 05 at 5:00 pm

Interview a Professional assignment

Oct
12

Due: Thursday, Oct 12 at 8:00 am

Synthesis Assignment

Oct
12

Due: Thursday, Oct 12 at 8:00 am

Peer Review Inquiry Group Presentation

Oct
17

Due: Tuesday, Oct 17 at 8:00 am

Crtiical Reading For Introductions

Oct
17

Due: Tuesday, Oct 17 at 8:00 am

Inquiry Group Activity Presentation

Oct
17

Due: Tuesday, Oct 17 at 8:00 pm

APA formatted references

Oct
19

Due: Thursday, Oct 19 at 8:00 am

Thesis Statements

Oct
26

Due: Thursday, Oct 26 at 8:00 am

Discussion assignment

Nov
07

Due: Tuesday, Nov 07 at 8:00 am

Draft Due to FHSS Writing Lab by 5:00 p.m. (minium of 5 full pages)

Nov
07

Due: Tuesday, Nov 07 at 5:00 pm

Peer Review Literature Review Paper

Nov
14

Due: Tuesday, Nov 14 at 11:59 pm

Draft of Poster Due

Nov
30

Due: Thursday, Nov 30 at 8:00 am

t

Review Paper - Final paper due

Nov
30

Due: Thursday, Nov 30 at 11:59 pm

Revised Poster Due

Dec
05

Due: Tuesday, Dec 05 at 8:00 am

Oral Poster Presentations

Dec
05

Due: Tuesday, Dec 05 at 11:59 pm

Poster Peer Review

Dec
05

Due: Tuesday, Dec 05 at 11:59 pm

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 work shop draft of the poster, the description of changes and the final poster.

Extra Credit

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

Extra credit

Final Exam

Dec
20

Due: Wednesday, Dec 20 at 9:50 am

Final Exam open book.

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 every instructor's 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 Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their

attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

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.

Inappropriate Use Of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

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

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Schedule

| Date | Class Topic | Reading and Assignments | Assignments Due |
|------------------|------------------------|----------------------------|-----------------|
| Week 1 | | | |
| T Sep 05 Tuesday | Introduction to course | Personal Information Sheet | |

| | | | |
|--------------------|--|---|--|
| Th Sep 07 Thursday | <p><i>Writing Quotes Ppt</i></p> <p><i>Myths about writing Ppt</i></p> <p>BB Chapter 1</p> <p>View information using the link on Learning Suite about how to use and navigate Learning Suite</p> <p>Writing In Psychology</p> | <p>Reading Response Assignment</p> <p>If you are unfamiliar with Learning Suite, go to http://lsinfo.byu.edu/user-guide-students-0 or http://lsinfo.byu.edu/sites/default/files/docs/user_guide/Students_User_Guide_LSIinfo.pdf</p> <p>Compare prepared to ask any questions you have about how to navigate Learning Suite</p> | |
| Week 2 | | | |
| T Sep 12 Tuesday | <p>Personal Writing Process</p> <p>Document design</p> <p>BB Ch1</p> <p><i>Document Design Ppt</i></p> <p><i>Plagiarism Ppt</i></p> | Personal Writing Process Assignment: | Reading Response |
| Th Sep 14 Thursday | <p>Analyzing writing tasks (PASSF)</p> <p>Audience Analysis</p> <p><i>Reader- centered Ppt</i></p> <p><i>Professional Email Ppt</i></p> | <p><i>In class email assignment</i></p> <p>Writing a Professional Email</p> | In class email assignment Part A Personal Writing Process |
| Week 3 | | | |
| T Sep 19 Tuesday | <p>Interviewing a Professional</p> <p>APA pp. 9-11</p> <p><i>Finding your contribution to research Ppt.</i></p> | Interview a Professional | Writing a Professional Email Part B |
| Th Sep 21 Thursday | <p>Critically Reading Psychology Articles</p> <p>Pleacing the literature review in empirical Research (IMRAD)</p> <p>Finding Sources</p> <p>BB 27-31, 39 "All reserach..."</p> <p>HS pp. 13-18</p> <p><i>Critically Reading the Empirical literature Ppt</i></p> | <p>Critical Reading Introductions for Assignment</p> <p>Library Worksheet</p> | |
| Week 4 | | | |
| T Sep 26 Tuesday | <p>Meet in 2212 HBLL</p> <p>Library Mini Class</p> <p>https://floormaps.lib.byu.edu/#2212</p> <p>Review this site in preparation for library visit</p> <p>http://guides.lib.byu.edu/psychology</p> | <p>Complete the Library Worksheet bring to Library with you.</p> <p>Turn in the worksheet at the end of the Library class to receive credit for the assignment.</p> | Critical Reading for Introductions Library worksheet |

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| Th Sep 28 Thursday | <p>Literature Reviews</p> <p>Preliminary topic focus</p> <p>Research Strategies</p> <p>Preliminary Topic Focus</p> <p>BB 13-16, 42</p> <p>HS 2-13, 11-18</p> <p>APA 10</p> <p><i>Literature Review Ppt.</i></p> | Preliminary Topic Focus | |
| Week 5 | | | |
| T Oct 03 Tuesday | <p>Evaluating Sources</p> <p>Reading Psych articles</p> <p>BB Ch 5</p> <p>Skim BB Ch 11-12</p> <p>Skim APA 29-35</p> <p>HS 18-23</p> <p><i>Evaluating Sources Ppt</i></p> | Evaluation of sources assignment | Preliminary Topic Focus |
| Th Oct 05 Thursday | <p>##### Bring your APA manuals to class!!!!!!</p> <p>Synthesizing Literature</p> <p>Summary / Paraphrase</p> <p>Inquiry Group Presentations</p> <p>APA documentation style</p> <p>BB Chapter 14</p> <p>HS pp. 41-54, review 55-102</p> <p>APA Foreward</p> <p>APA Ch 6 & 7</p> <p><i>APA Style 1 Ppt</i></p> | <p>Sythesis Assignment</p> <p>Inquiry Group Presentations</p> <p>In class APA scavenger hunt</p> | Evaluation of Sources APA in class Scavenger Hunt |
| Week 6 | | | |
| T Oct 10 Tuesday | No Class - Work on Group Inquiry Presentations | | |
| Th Oct 12 Thursday | <p>BB Chapter 10</p> <p>HS pp. 26-30, review 11-13</p> <p><i>Introductions Ppt</i></p> <p><i>Thesis organizes the paper Ppt</i></p> | <p>References: Submit your references list in correct APA style. (Minimum of 10 scholarly sources)</p> <p>Critical Reading for Introductions:</p> | Synthesis Assignment Interview a Professional assignment |
| Week 7 | | | |
| T Oct 17 Tuesday | Inquiry Group Presentations: Groups 1, 2 and 3 | <p>Inquiry Team Presentations begin today. Length 20 minutes each.</p> <p>1)</p> <p>2)</p> <p>3)</p> | Crtiical Reading For Introductions Inquiry Group Activity Presentation Peer Review Inquiry Group Presentation |

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| Th Oct 19 Thursday | <p>Making Your Claim</p> <p>Thesis Statement and Hypothesis</p> <p>Argument /Persuasion</p> <p>HS pp. 192-212</p> <p>APA 87-95</p> <p>HS pp. 213-226</p> <p>APA pp. 96-115</p> <p>HS 127-161</p> <p>APA 67-69</p> | Thesis Statements | APA formatted references |
| Week 8 | | | |
| T Oct 24 Tuesday | No Class - Work on literature review | Work on Draft | |
| Th Oct 26 Thursday | In Class WORKSHOP | Bring completed draft of Introduction with thesis statement. Minimum of 1 1/4 pages. | Thesis Statements |
| Week 9 | | | |
| T Oct 31 Tuesday | <p><i>Building Paragraphs Ppt</i></p> <p>Developing paragraphs and topic sentences</p> <p>Coherence (Sentence and paragraph structure tied to thesis statement)</p> <p>Discussion</p> <p>Conclusions</p> <p><i>Writing the Discussion Ppt</i></p> <p>HS pp. 156-179</p> <p>APA pp. 77-84</p> <p>HS pp. 139-145: 177-182</p> <p>APA pp. 25-2 and 84-86</p> | Discussion Assignment | |
| Th Nov 02 Thursday | No Class - Work on Draft of Literature Review Paper | | |
| Week 10 | | | |
| T Nov 07 Tuesday | <p>Abstract and Title</p> <p>Tables & Graphics</p> <p>Ethics</p> <p>Plagiarism</p> <p>Reducing Bias in Language</p> <p>Outlines</p> <p>BB Ch 19, pp 82-84, 94</p> <p>BB Ch 15, pp 77</p> <p>APA pp. 13-16 and skim Chapter 5 (tables)</p> <p>HS pp. 8-9</p> <p>APA pp. 70-76</p> <p><i>Titles and abstracts Ppt</i></p> | Title Page and Abstract: Write the title page and abstract for your paper. | Draft Due to FHSS Writing Lab by 5:00 p.m. (minium of 5 full pages) Discussion assignment |

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| Th Nov 09 Thursday | HS 55-102 Workshop with peers Revision and Editing | Bring a draft of your abstract and a title that meets APA guidelines 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 4 ot 6 pages of your paper (without drafts) including an abstract and title page to exchange with a peer that meets APA guidelines 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 and reading your paper aloud. | |
| Week 11 | | | |
| T Nov 14 Tuesday | BB App A & B skim APA pp. 40-59 Revising and Editing Style and Mechanics Posters BB chapter 17 | Read your paper out loud for 15 minutes - come prepared to talk about this experience | Peer Review Literature Review Paper |
| Th Nov 16 Thursday | No class work on Literature review paper | | |
| Week 12 | | | |
| T Nov 21 Tuesday | Friday Instruction | | |
| W Nov 22 Wednesday | No Classes | | |
| Th Nov 23 Thursday | Thanksgiving | | |
| Week 13 | | | |
| T Nov 28 Tuesday | No Class Work on Posters (1 PowerPoint slide) | | |
| Th Nov 30 Thursday | Posters In Class Workshop | | Draft of Poster Due Review Paper - Final paper due |
| Week 14 | | | |
| T Dec 05 Tuesday | Oral Presentations | Oral Presentations and a copy of your PowerPoint slide (revised poster) are due the date scheduled - starting today. | Revised Poster Due Oral Poster Presentations Poster Peer Review |
| Th Dec 07 Thursday | Oral Presentations | | |
| Week 15 | | | |
| T Dec 12 Tuesday | Oral Presentations | | |
| Th Dec 14 Thursday | Oral Presentations Exam preparation | | Extra Credit |
| Week 16 | | | |
| W Dec 20 Wednesday | Final Exam: 122 MARB 7:00am - 10:00am | | Final Exam |