

Writing Within Psychology
PSYCH 307 Section 002
Fall 2017
122 MARB
T/Th from 9:30 am to 10:45 am

Instructor Information

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Course Information

Description

The goal of this course is to help you be a more logical and competent writer. This course fulfills the General Education (GE Advanced Writing requirements for Psychology majors. It builds on general (first-year) writing skills to train you to communicate in a discipline-specific way. Since the discipline is psychology, we use style described in the American Psychological Association (APA) *Publication Manual of the American Psychological Association, 6th Edition*. This will help you communicate psychology-related information effectively to multiple audiences, with a particular (but not exclusive) focus on writing a scholarly literature review.

Learning Outcomes

These are the published learning outcomes for Advanced Writing GE courses:

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*.

Students will demonstrate an understanding of the roles that writing plays in their 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.

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.

Students will demonstrate the ability to use appropriate research tools and processes of research within their 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.

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.

Here is another way of organizing these learning objectives. Students will:

- **Gain Rhetorical Knowledge** –by this I mean that you should be able to demonstrate that you can organize and argue well your point within the discipline of psychology.
- **Develop Skill in Disciplinary Writing** – you should demonstrate both an understanding of the roles that writing plays in the discipline of psychology and skill in writing for those various roles.
- **Understand Ways to Improve Your Writing Processes** – you should develop the habits of writing frequently, discussing your ideas with others, searching for evidence for and against your ideas, creating good arguments, organizing your ideas, seeking and using peer feedback, revising, and proofreading.
- **Develop Skill in Analyzing Disciplinary Research** – you should demonstrate the ability to appropriately use library research tools within psychology. This ability includes identifying and evaluating sources and following the psychology’s conventions of quoting, paraphrasing, and summarizing. You should cite sources properly and demonstrate an understanding of ethical issues related to research, including *how* to avoid plagiarism.
- **Gain Experience in Oral Communication** – you should demonstrate your public speaking skills, including focusing a topic, adapting it to an audience, using presentation media, organizing main points coherently, supporting your points with adequate (but not excessive) detail, and keeping strictly to your time limits.

“A good head and good heart are always a formidable combination. But when you add to that a literate tongue or pen, then you have something very special.” — Nelson Mandela

Prerequisites

PSYCH 101, PSYCH 111, WRTG 150; or equivalents.

Materials

1. American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). American Psychological Association. (ISBN: 9781433805615)
2. Graff, G., & Birkenstein, C. (2014). *They say / I say: The moves that matter in academic writing* (3rd ed.). New York, NY: W W Norton. (ISBN: 9780393617436)
3. Mitchell, ?. (2012). *Writing for Psychology* (4th ed.). Cengage. (ISBN-13: 978-1111840631 or ISBN-10: 1111840636)

Course Requirements

Your grade for this class will be based on:

1. **Short Writing Assignments** (170 points), which must be completed on time, adhere to instructions, and be in the proper APA format for the genre. Assignments must be submitted through Learning Suite as an attachment. Other requirements include that you do not plagiarize (see the University policy on plagiarism).
2. **Attendance** (25 points), which is mandatory. For every absence, your grade will be lowered 5 points. In extenuating circumstances, *please contact me*.
3. **Paper drafts** (105 points). You will need to bring three drafts of your final paper to class on specific days, have them peer reviewed, and submit the improved draft in Learning Suite. You will also need to complete a peer review on another student’s paper.
4. **Reading quizzes** (40 points). These will be unannounced quizzes, primarily over reading assignments in *Writing in Psychology*.

- 5. Final paper** (160 points). A final version of the paper you began writing in your paper drafts. This paper will be your choice of either a literature review or a research proposal. Most papers can be will-done in 10-15 pages, but there is no specific page requirement. This paper must be in APA format.

Grading Scale

Grades	Percent	Min. Points Needed	Grades	Percent	Min. Points Needed
A	93%	465	C	73%	365
A-	90%	450	C-	70%	350
B+	87%	435	D+	67%	335
B	83%	415	D	63%	315
B-	80%	400	D-	60%	300
C+	77%	385	E	0%	0

Warning: Your grades may show rounding per assignment, but your final grade will only be rounded at the end of the course.

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.

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.

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.

Preventing Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX 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 any university employee in a teaching, managerial, or supervisory role to report incidents of Sexual Misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at titleix.byu.edu.

The following schedule is tentative. Please listen for changes announced in class.

Date	Status	Reading	Source	Due	Pts	Student Presentation
9/5		Respectful Language: Do Not Offend + Economy of Expression	W in P 1.3.4 & PM APA 3.08	email	10	
9/7		Entering the conversation	TSIS Intro	.		
9/12		Be Honest (crediting others, acknowledging counter claims, avoiding misrepresentation)	W in P 1.2.4	speaker intro	10	
9/14		From Topic to Thesis Statement	W in P 2.1	.		
9/19		Starting Your Search	W in P 4.1	pick a general topic + search terms	10	
9/21		PM APA 3.07 Tone, 3.09 Precision and Clarity, 3.23 Parallel Construction, 4.22 Use of Abbreviations, 4.23 Explanation of Abbreviations	PM APA	5 articles	10	
9/26		Reading	W in P 4.2	CV	10	
9/28		Ain't So/ Is Not: Academic Writing Doesn't Always Mean Setting Aside Your Own Voice AND Appropriately Personal Prose: The Objective "I" [PROVIDE model letters]	TSIS ch 9 & W in P 1.3.2	5 articles, annotated	10	
10/3		Outlining: Why and How	W in P Box 1.1	.		
10/5		Gould (Spandrels), Pinker (Why Academics Stink) & Pennebaker (Don't the Girls Get Prettier)	Suppl 1, 2, 3	letter of intent	10	PM APA 3.07 Tone (1-2 people), 3.09 Precision and Clarity (2 people), 3.23 Parallel Construction (2 people), 4.22 Use of Abbreviations (1-2 people), 4.23 Explanation of Abbreviations

Date	Status	Reading	Source	Due	Pts	Student Present
10/10				peer review outline	10	
10/12				(no class)	0	
10/17		Simple Language: Do Not Confuse the Reader	W in P 1.3.3	.		
10/19		So What? Who Cares?: Saying Why it Matters	TSIS ch 7	case note	10	
10/24		They say: starting with what others are saying & PM APA 3.01 Length & 3.02 Organizing a Manuscript with Headings	TSIS ch 1	TSIS "They Say" assgmt chp 1	10	PM APA 3.01 Length & 3.02 Organizing a Manuscript with Headings
10/26		Her Point Is: the art of summarizing	TSIS ch 2	.		PM APA 3.03 Levels of Heading
10/31		Yes/No/Okay, But: Three Ways to Respond	TSIS ch 4	TSIS "Yes, No, Okay, But" assgmt chp 4	10	PM APA 3.04 Seriation
11/2		And Yet: Distinguishing What You Say from What They Say	TSIS ch 5	TSIS "Distinguishing What You Say" assgmt chp 5	10	
11/7		Analyze This: Writing in the Social Sciences	TSIS ch 17	.		
11/9		Skeptics May Object: Planting a Naysayer in Your Text	TSIS ch 6	TSIS "Plant a Naysayer" assgmt chp 6	10	
11/14		Defend Your Claim with Logic and Evidence 1	W in P 1.2.3	peer review draft 1(Introduction)	30	PM APA 3.05 Continuity in Presentation of Ideas, 3.06 Smoothness of Expression, 3.10 Linguistic Devices
11/16		As a Result: Connecting the Parts	TSIS ch 8	.		
11/21	No class (Friday instruction)			.		
11/23	Holiday			.		
11/28		Adolph Article (Motor Development)	Suppl 4	TSIS "Connecting the Parts" assgmt chp 8	10	PM APA 3.11 Strategies to Improve Writing Style

Date	Status	Reading	Source	Due	Pts	Student Present
11/30		But Don't Get Me Wrong: The Art of Metacommentary	TSIS ch 10	TSIS "Metacommentary" assgmt chp 10	10	
12/5		Citations	W in P 4.3-4.6	peer review draft 2 (counterarguments)	25	
12/7		Parts of a Term Paper and Their Headings THRU Tense	W in P 2.2-2.9	slides for oral presentation	40	
12/12		References	W in P 4.9	peer review draft 3 (flow)	30	
12/14	Last day classes	Preparing the Final Draft (APA Format)	W in P 7	.		
12/15	reading day			attendance	25	
12/16	first day exams			eight unannounced reading quizzes	40	
12/21	Last day exams			literature review OR research proposal	160	