

Instructor/TA Info

Instructor Information

Name: David Erikson

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TA Information

Name: Kaelene Fenn

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Assignments

Assignment Descriptions

IN CLASS: Good Writing Response

Sep
06

Due: Wednesday, Sep 06 at 11:59 pm

Write a paragraph or two discussing the following questions:

What makes writing good? What makes good writing?

You will turn it in in class.

Article #1

Sep
11

Due: Monday, Sep 11 at 3:59 pm

Find an article and read the introduction and discussion, then write a brief summary of the content and one element of writing that you noticed (something that you liked or didn't like about how it was written).

Identify two or three vocabulary words that you did not know. Please turn in your brief summary, element of writing, and vocabulary words on learning suite.

Add your vocabulary words and definitions to our class list here:

<https://docs.google.com/spreadsheets/d/1EoJ2L6oVzQVI-Yw07-eEWS4PMuoS5x2vtmy1bCZ-XJY/edit?usp=sharing>
(<https://docs.google.com/spreadsheets/d/1EoJ2L6oVzQVI-Yw07-eEWS4PMuoS5x2vtmy1bCZ-XJY/edit?usp=sharing>)

I will pick 30 words from this list that you will be tested on for the final.

In summary:

1. Read the introduction and discussion of an article.
2. Summarize content, identify an element of writing you noticed, and list two or three vocabulary words.
3. Turn this summary in on learning suite.
4. Add the vocabulary words and definitions to our running list.

Sign Up!

Sep
11

Due: Monday, Sep 11 at 11:59 pm

Go to each google sign up sheet under "Content" and be sure to sign up for the following:

1. Good Writing Presentation
2. Grammar Presentation
3. Introduction Review
4. Body Paragraph Review
5. Final Lit Review Presentation

This assignment doesn't need to be turned in; it just needs to be completed.

Article #2

Sep
18

Due: Monday, Sep 18 at 3:59 pm

Find a scientific article from a peer reviewed journal and read the introduction and discussion, then write a brief summary of the content and one element of writing that you noticed (something that you liked or didn't like about how it was written). Write three paragraphs on a topic of your choosing imitating the voice of the article. This is practice using the scientific voice. Identify two or three vocabulary words that you did not know. Please turn in your brief summary, element of writing, and vocabulary words on learning suite. Please also include the citation for the article you read.

Add your vocabulary words and definitions to our class list here:

<https://docs.google.com/spreadsheets/d/1EoJ2L6oVzQVI-Yw07-eEWS4PMuoS5x2vtmy1bCZ-XJY/edit?usp=sharing>
(<https://docs.google.com/spreadsheets/d/1EoJ2L6oVzQVI-Yw07-eEWS4PMuoS5x2vtmy1bCZ-XJY/edit?usp=sharing>)

I will pick 30 words from this list that you will be tested on for the final.

In summary:

1. Read the introduction and discussion of an article.
2. Summarize content, identify an element of writing you noticed, write three paragraphs in scientific voice, and list two or three vocabulary words.
3. Turn this summary in on learning suite.
4. Add the vocabulary words and definitions to our running list.

Assignment #1

Sep
18

Due: Monday, Sep 18 at 11:59 pm

Article #3

Sep
25

Due: Monday, Sep 25 at 3:59 pm

Write a five paragraph essay about a scientific article from a peer reviewed journal. Be sure to use scientific voice. If you were going to include this article in your literature review, how would you write about it? Be sure to focus on a **key sentence** for each paragraph, and then at least three more sentences. Make sure that each sentence relates directly to the key sentence. Identify two or three vocabulary words that you did not know. Please turn in your brief summary, element of writing, and vocabulary words on learning suite.

Please also include the citation for the article you read.

Add your vocabulary words and definitions to our class list here:

<https://docs.google.com/spreadsheets/d/1EoJ2L6oVzQVI-Yw07-eEWS4PMuoS5x2vtmy1bCZ-XJY/edit?usp=sharing>
(<https://docs.google.com/spreadsheets/d/1EoJ2L6oVzQVI-Yw07-eEWS4PMuoS5x2vtmy1bCZ-XJY/edit?usp=sharing>)

I will pick 30 words from this list that you will be tested on for the final.

In summary:

1. Read the introduction and discussion of an article.
2. Write a five paragraph essay with strong paragraphs.
3. Include 2 to 3 vocabulary words listed at the bottom.
3. Turn this in on learning suite.
4. Add the vocabulary words and definitions to our running list.

Article #4

Oct
02

Due: Monday, Oct 02 at 3:59 pm

Write a five paragraph essay about a scientific article from a peer reviewed journal related to your topic. Be sure to focus on a **key sentence** for each paragraph, and then at least three more sentences. Make sure that each sentence relates directly to the key sentence.

Identify two or three vocabulary words that you did not know. Please turn in your brief summary, element of writing, and vocabulary words on learning suite.

Please include the citation for the article you read

Add your vocabulary words and definitions to our class list here:

<https://docs.google.com/spreadsheets/d/1EoJ2L6oVzQVI-Yw07-eEWS4PMuoS5x2vtmy1bCZ-XJY/edit?usp=sharing>
(<https://docs.google.com/spreadsheets/d/1EoJ2L6oVzQVI-Yw07-eEWS4PMuoS5x2vtmy1bCZ-XJY/edit?usp=sharing>)

I will pick 30 words from this list that you will be tested on for the final.

In summary:

1. Read the introduction and discussion of an article related to your topic.
2. Write a five paragraph essay with strong paragraphs.
3. Include 2 to 3 vocabulary words listed at the bottom.
3. Turn this in on learning suite.
4. Add the vocabulary words and definitions to our running list.

Topic Selection

Oct
04

Due: Wednesday, Oct 04 at 5:15 pm

Article #5

Oct
09

Due: Monday, Oct 09 at 3:59 pm

Write a five paragraph essay about a scientific article from a peer reviewed journal related to your topic. Be sure to focus on a **key sentence** for each paragraph, and then at least three more sentences. Make sure that each sentence relates directly to the key sentence.

Identify two or three vocabulary words that you did not know. Please turn in your brief summary, element of writing, and vocabulary words on learning suite.

Please include the citation for the article you read.

Add your vocabulary words and definitions to our class list here:

<https://docs.google.com/spreadsheets/d/1EoJ2L6oVzQVI-Yw07-eEWS4PMuoS5x2vtmy1bCZ-XJY/edit?usp=sharing>
(<https://docs.google.com/spreadsheets/d/1EoJ2L6oVzQVI-Yw07-eEWS4PMuoS5x2vtmy1bCZ-XJY/edit?usp=sharing>)

I will pick 30 words from this list that you will be tested on for the final.

In summary:

1. Read the introduction and discussion of an article related to your topic.
2. Write a five paragraph essay with strong paragraphs.
3. Include 2 to 3 vocabulary words listed at the bottom.
3. Turn this in on learning suite.
4. Add the vocabulary words and definitions to our running list.

Organizing Articles

Oct
09

Due: Monday, Oct 09 at 11:59 pm

This was the in-class where you organized the articles and abstracts about race and psychology in a way that could make sense for a literature review. You turned it in in class.

Group Writing Assignment

Oct
11

Due: Wednesday, Oct 11 at 3:59 pm

In groups of three to four, collaborate on a persuasive paper.

Choose a side on one of these three topics, or decide on your own:

1. Diversity is an important part of a person's education / Diversity is overemphasized and not an important part of a person's education.
2. It is important for compassion to be a driving force in governmental policy / It is unimportant for compassion to play into governmental policy.
3. Mental illness is best characterized by diagnostic categories / Treatment of mental illness is harmed by diagnostic categories.

In your paper:

1. Make sure that each sentence is complete.
2. Make sure that each paragraph has a clear key sentence, and that all sentences in the paragraph relate directly to that key sentence.
3. Make sure that there are clear transitions between each paragraph.
4. Make sure that the overall paper has a clear, logical organization.
5. Make sure that you are using the formal, scientific voice.
6. This is not a research paper, so citations are not required. However, if you are using outside sources, you must cite in order to avoid plagiarism.
7. Three to five pages, double-spaced, one-inch margins, 12pt times new roman font.

Complete the Group Paper Rating for each member of your group, attached below.

Self grading rubric.docx [Download \(plugins/Upload/fileDownload.php?fileId=d36afb84-FLKK-QhmM-iqueq-MT00247dde45&pubhash=OJqDi1_0NJ4liWj3DiDzPz8y8DX6cqZmYKFivlDWzgboQ10ZC7izKddy_log-LGk3VioTSVZ9wr4bzi8RC1yRA==\)](https://www.dropbox.com/s/0NJ4liWj3DiDzPz8y8DX6cqZmYKFivlDWzgboQ10ZC7izKddy_log-LGk3VioTSVZ9wr4bzi8RC1yRA==/Download?plugins/Upload/fileDownload.php?fileId=d36afb84-FLKK-QhmM-iqueq-MT00247dde45&pubhash=OJqDi1_0NJ4liWj3DiDzPz8y8DX6cqZmYKFivlDWzgboQ10ZC7izKddy_log-LGk3VioTSVZ9wr4bzi8RC1yRA==)

Article #6

Oct
16

Due: Monday, Oct 16 at 3:59 pm

Write a five paragraph essay about a scientific article from a peer reviewed journal related to your topic. Be sure to focus on a **key sentence** for each paragraph, and then at least three more sentences. Make sure that each sentence relates directly to the key sentence.

Identify two or three vocabulary words that you did not know. Please turn in your brief summary, element of writing, and vocabulary words on learning suite.

Please include the citations from the article you read

Add your vocabulary words and definitions to our class list here:

<https://docs.google.com/spreadsheets/d/1EoJ2L6oVzQVI-Yw07-eEWS4PMuoS5x2vtmy1bCZ-XJY/edit?usp=sharing>
(<https://docs.google.com/spreadsheets/d/1EoJ2L6oVzQVI-Yw07-eEWS4PMuoS5x2vtmy1bCZ-XJY/edit?usp=sharing>)

I will pick 30 words from this list that you will be tested on for the final.

In summary:

1. Read the introduction and discussion of an article related to your topic.
2. Write a five paragraph essay with strong paragraphs.
3. Include 2 to 3 vocabulary words listed at the bottom.
3. Turn this in on learning suite.
4. Add the vocabulary words and definitions to our running list.

Article #7

Oct
23

Due: Monday, Oct 23 at 3:50 pm

Write a five paragraph essay about a scientific article from a peer reviewed journal related to your topic. Be sure to focus on a **key sentence** for each paragraph, and then at least three more sentences. Make sure that each sentence relates directly to the key sentence.

Identify two or three vocabulary words that you did not know. Please turn in your brief summary, element of writing, and vocabulary words on learning suite.

Please include the citation for the article you read.

Add your vocabulary words and definitions to our class list here:

<https://docs.google.com/spreadsheets/d/1EoJ2L6oVzQVI-Yw07-eEWS4PMuoS5x2vtmy1bCZ-XJY/edit?usp=sharing>
(<https://docs.google.com/spreadsheets/d/1EoJ2L6oVzQVI-Yw07-eEWS4PMuoS5x2vtmy1bCZ-XJY/edit?usp=sharing>)

I will pick 30 words from this list that you will be tested on for the final.

In summary:

1. Read the introduction and discussion of an article related to your topic.
2. Write a five paragraph essay with strong paragraphs.
3. Include 2 to 3 vocabulary words listed at the bottom.
3. Turn this in on learning suite.
4. Add the vocabulary words and definitions to our running list.

Rough Draft: Intro and Thesis

Oct
30

Due: Monday, Oct 30 at 3:50 pm

You must turn in a rough draft of your introduction and thesis on learning suite. I will use these drafts in our individual meetings.

Article #8

Oct
30

Due: Monday, Oct 30 at 3:59 pm

Write a five paragraph essay about a scientific article from a peer reviewed journal related to your topic. Be sure to focus on a **key sentence** for each paragraph, and then at least three more sentences. Make sure that each sentence relates directly to the key sentence.

Identify two or three vocabulary words that you did not know. Please turn in your brief summary, element of writing, and vocabulary words on learning suite.

Please include the citation for the article you read.

Add your vocabulary words and definitions to our class list here:

<https://docs.google.com/spreadsheets/d/1EoJ2L6oVzQVI-Yw07-eEWS4PMuoS5x2vtmy1bCZ-XJY/edit?usp=sharing>
(<https://docs.google.com/spreadsheets/d/1EoJ2L6oVzQVI-Yw07-eEWS4PMuoS5x2vtmy1bCZ-XJY/edit?usp=sharing>)

I will pick 30 words from this list that you will be tested on for the final.

In summary:

1. Read the introduction and discussion of an article related to your topic.
2. Write a five paragraph essay with strong paragraphs.
3. Include 2 to 3 vocabulary words listed at the bottom.
3. Turn this in on learning suite.
4. Add the vocabulary words and definitions to our running list.

FHSS Writing Lab: Intro and Thesis

Oct
30

Due: Monday, Oct 30 at 11:59 pm

You must take your introduction and thesis statement to the writing lab. Ask them to look for coherency of thought, organization, and APA formatting.

Set an appointment here:

<https://fhsswriting.byu.edu/Pages/home.aspx> (<https://fhsswriting.byu.edu/Pages/home.aspx>)

Location: 1049 JFSB

Phone: 801-422-4454

Email: fhss-writinglab@byu.edu

Peer Review: Intro and Thesis

Oct
30

Due: Monday, Oct 30 at 11:59 pm

Please trade a paper with a classmate and review it for the following:

1. Style
 - APA style?
 - Formal scientific tone?
2. Funnel
 - Broad to specific?

- Do they address each concept needed to understand the thesis?
- Do they have citations supporting each assertion?

3. Thesis

- Is it clear what the paper is about?
- Can you easily guess the organization?
- Does it feel like the thesis is adequately introduced?

Write a brief description of 3 things you suggested to your classmate, and 3 things that were suggested to you. Turn it in on learningsuite.

Analyzing Articles

Nov
06

Due: Monday, Nov 06 at 3:59 pm

Read and analyze 5 of the main articles being referenced in your paper. Analyze according to our classroom discussion and the following document:

ANALYZING ARTICLES.docx [Download \(https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=edd568dc-3T8o-Bjm9-QEzL-4A8261b06fbc&pubhash=4zg7Uqe8RRMwPKRXxZenjMrusnEQG_4Wgdv4nJc-rgpqUYYf-7p9aAHNe6EnORVkB0BiGML__35YgXwnNuwrQTA==\)](https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=edd568dc-3T8o-Bjm9-QEzL-4A8261b06fbc&pubhash=4zg7Uqe8RRMwPKRXxZenjMrusnEQG_4Wgdv4nJc-rgpqUYYf-7p9aAHNe6EnORVkB0BiGML__35YgXwnNuwrQTA==))

Turn in your analysis on LearningSuite.

Rough Draft: Body Paragraphs

Nov
08

Due: Wednesday, Nov 08 at 3:50 pm

You must turn in a rough draft of your body paragraphs. I will use these in our individual meetings.

Rough Draft: Full Paper

Nov
20

Due: Monday, Nov 20 at 3:50 pm

All sections must be written in this draft. You will lose points if full sections are in outline form

Poster

Dec
06

Due: Wednesday, Dec 06 at 3:50 pm

The poster is a traditional way of presenting psychological data at conferences. You are required to create one based on your literature review. The best way to do this is to identify the key sentences in each paragraph, then sew them together to create a succinct presentation that will all fit on one poster.

If there are charts, tables, or images you could include, this often draws the eye better than just text.

Here is an example of a recent poster I presented. It can also be used as a template:

Rapid Responders Therapist Effects Poster.pptx [Download \(plugins/Upload/fileDownload.php?fileId=b7ea4e08-qJAB-HeDG-06ho-E9b1eb932db7&pubhash=pxBe47Yy9qzXWFEDTbnaQ_vfGO75DJLNLi0jV49ltsUSGk53wDOBjbxn8dHowLsl6WHOJmvaj11k5oktOXMIw==\)](plugins/Upload/fileDownload.php?fileId=b7ea4e08-qJAB-HeDG-06ho-E9b1eb932db7&pubhash=pxBe47Yy9qzXWFEDTbnaQ_vfGO75DJLNLi0jV49ltsUSGk53wDOBjbxn8dHowLsl6WHOJmvaj11k5oktOXMIw==))

Here is another:

Rapid Responders SPR poster.pptx [Download \(plugins/Upload/fileDownload.php?fileId=38c23fe8-BSrd-OQpj-uhpF-wj3323837ea7&pubhash=IJRelZev5e0nb3AEFb2NZAnXHx75dS4Bo_Mj6vj14-sA2HEYqLf59ZJwsW4VN8HG9AGaUFJwnlcS2TeFX6VUw==\)](plugins/Upload/fileDownload.php?fileId=38c23fe8-BSrd-OQpj-uhpF-wj3323837ea7&pubhash=IJRelZev5e0nb3AEFb2NZAnXHx75dS4Bo_Mj6vj14-sA2HEYqLf59ZJwsW4VN8HG9AGaUFJwnlcS2TeFX6VUw==))

And another:

Times they are a'changin.pdf [Download \(plugins/Upload/fileDownload.php?fileId=7a21bd3a-skHD-nSwr-sOzE-Yb9ee9ab446d&pubhash=trGRZQX3oUqVDiMvzcqYDoB8zl6cOuOaOn241s_N4HXLXH0TbQPkdbRR35BCZY1f-1RO_ZoFdi8rqFSav-6eTg==\)](plugins/Upload/fileDownload.php?fileId=7a21bd3a-skHD-nSwr-sOzE-Yb9ee9ab446d&pubhash=trGRZQX3oUqVDiMvzcqYDoB8zl6cOuOaOn241s_N4HXLXH0TbQPkdbRR35BCZY1f-1RO_ZoFdi8rqFSav-6eTg==))

You will use your poster for your final presentation.

Please **do not create a separate power point**. Convert your final poster to a PDF, then load the PDF into <https://prezi.com/>. This program will allow you to zoom in and out on different parts of the poster as you present it to the class.

Poster Presentation

Dec
06

Due: Wednesday, Dec 06 at 11:59 pm

You will present your poster to the class using an electronic version of your poster projected on our screen. You may use programs like Prezi to assist in zooming in on specific parts of your poster.

You will be presenting for 6 minutes. The first three minutes will be your response to "Tell me about your poster." The last three minutes will be fielding questions.

As an audience member you will be required to ask one question for each class period we are having presentations--3 questions total.

FHSS Writing Lab: Final Paper

Dec
13

Due: Wednesday, Dec 13 at 11:59 pm

You must take your final paper to the writing lab. Ask them to look for coherency of thought, organization, and APA formatting.

Set an appointment here:

<https://fhsswriting.byu.edu/Pages/home.aspx> (<https://fhsswriting.byu.edu/Pages/home.aspx>)

Location: 1049 JFSB

Phone: 801-422-4454

Email: fhss-writinglab@byu.edu

Final Paper

Dec
13

Due: Wednesday, Dec 13 at 11:59 pm

lit review rubric 2016.doc [Download \(plugins/Upload/fileDownload.php?fileId=2edb351c-jT51-JYQ0-hwWu-ad1fd9720ef8&pubhash=v0NJ3vpxl9x3W-2rmZOVcE4IEXrafsWUk1fB6XE0WDvpSqOK13XxzSwyoTUYb140LL1K5ya9AYs-ykLFzDsqAw==\)](#)

Literature Review Description (Fall 2016).docx [Download \(plugins/Upload/fileDownload.php?fileId=49e51e1b-9xZc-PhLd-LcK1-NX14aefa3c0f&pubhash=nMNQqUj37ReqVDJnoWvf0lj5_Ek1RLao3DCVpY09rWBSV0YklcXA2igElpEXDIV9NwHQQPy9D_eX8D4lzlZ-A==\)](#)

When the final draft is due, you will turn in:

1. A paper final draft
2. Electronic submission of your final draft to turnitin
3. ½ page describing the changes you made because of your visit to the **writing lab**
4. ½ page describing the **changes you suggested** for your classmates **peer review**
5. Peer reviewed draft

Good Writing Presentation

Dec
13

Due: Wednesday, Dec 13 at 11:59 pm

You will be required to complete one "Good Writing" presentation. These are designed to help you tune in to writing, and what you think makes it "good."

Requirements:

1. Find a paragraph, from any source, that you believe is "good writing."
2. Read the paragraph to the class. Discuss the following:

- What you think makes it "good"
- How that element can be applied to writing within psychology

Sign up for a day to present here:

<https://docs.google.com/spreadsheets/d/1mnky-6Q1az3hnbypXa48nj01igbWYnZXYCvHyaJakX4/edit?usp=sharing>
(<https://docs.google.com/spreadsheets/d/1mnky-6Q1az3hnbypXa48nj01igbWYnZXYCvHyaJakX4/edit?usp=sharing>)

We can have up to two presenters a day.

Grammar Presentation

Dec
13

Due: Wednesday, Dec 13 at 11:59 pm

Grammar Presentations are designed to help you begin to think about grammar differently and teach your classmates what you've learned.

These presentations are based on Lynne Truss's *Eats, Shoots, and Leaves*. You can sign up for one of four chapters. There will be approximately six people in each group.

Sign up for a presentation here:

<https://docs.google.com/spreadsheets/d/1c5Ux-fDuzKxr-feNIqPa-0U9y9R-ThnxJF4XXzrMhOI/edit?usp=sharing>
(<https://docs.google.com/spreadsheets/d/1c5Ux-fDuzKxr-feNIqPa-0U9y9R-ThnxJF4XXzrMhOI/edit?usp=sharing>)

Presentation requirements are as follows:

1. Each person in the group must speak
2. Must be between 25 and 35 minutes
3. May incorporate related elements that are not included in the chapter
4. Must include a handout with basic concepts highlighted
5. Must include a learning activity that the entire class participates in

- This might be a game, a "quiz," a writing activity--anything you can think of that will help students engage with your content

Article Submission

Dec
13

Due: Wednesday, Dec 13 at 11:59 pm

BYU has an undergraduate psychology journal called Intuition. You will be required to submit your final paper to the journal.

Here are the submission guidelines from years past:

2011 Submission Guidelines _2_.doc [Download \(plugins/Upload/fileDownload.php?fileId=ffc50c98-cKeE-KNWO-qvSv-oq384c03f129&pubhash=WcAq_Xheg78If8iHidyDjK9u20cR6y3NkOUqd5DcJD328tm2hRjg0uaDSRM9I09Zi2ff3jCjk1KJ8qqkTSFI4g==\)](https://plugins.Upload/fileDownload.php?fileId=ffc50c98-cKeE-KNWO-qvSv-oq384c03f129&pubhash=WcAq_Xheg78If8iHidyDjK9u20cR6y3NkOUqd5DcJD328tm2hRjg0uaDSRM9I09Zi2ff3jCjk1KJ8qqkTSFI4g==)

And here are the latest instructions from the journal that they just emailed me:

Your students may email us at byupsychjournal@gmail.com with their submissions attached as a Word document.

Pretty simple! And you may just get published!

Poster Submission

Dec
13

Due: Wednesday, Dec 13 at 11:59 pm

Submit your poster to the Mary Lou Foulton Conference.

Just write in the comments section "I did it" (if, of course, you did it).

Electronic Peer Reviewed Draft (optional)

Dec
13

Due: Wednesday, Dec 13 at 11:59 pm

You may turn in an electronic version or a paper version. All I need is evidence that your paper was reviewed by a classmate.

Point Breakdown

Categories	Percent of Grade
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Exams	0%
Presentations	20.38%
Article Summary and Vocab	17.09%
Writing	60.49%
Sign Ups	0.07%
IN-Class Assignments	1.97%

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.

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	Topic	Assignment Due
Week 1		

W Sep 06 Wednesday	Introduce class Review syllabus	IN CLASS: Good Writing Response
Week 2		
M Sep 11 Monday	Writing in psychology: WHY?	Article #1 Sign Up!
W Sep 13 Wednesday	UNIT ONE: BASIC PRINCIPLES of WRITING Voice and audience Sentences	
Week 3		
M Sep 18 Monday	Paragraph structure	Article #2 Assignment #1
W Sep 20 Wednesday	Grammar Presentations	
Week 4		
M Sep 25 Monday	Grammar Presentations	Article #3
W Sep 27 Wednesday	UNIT 2: RESEARCH The Literature Review Defined	
Week 5		
M Oct 02 Monday	Gathering Information	http://www.apa.org/pi/oema/resources/brochures/race-biblio.aspx Article #4
W Oct 04 Wednesday	LIBRARY VISIT HBLL 2212 https://floormaps.lib.byu.edu/#2212	Topic Selection
Week 6		
M Oct 09 Monday	LIBRARY DAY Independent research day	Article #5 Organizing Articles
W Oct 11 Wednesday	UNIT 3: WRITING THE LITERATURE REVIEW APA format Basic Structure	Group Writing Assignment
Week 7		
M Oct 16 Monday	Introduction	Article #6
W Oct 18 Wednesday	Outlines	
Week 8		

M Oct 23 Monday	Review Intro Drafts	Article #7
W Oct 25 Wednesday	Review Intro Drafts	
Week 9		
M Oct 30 Monday	Body Paragraphs Article Analysis	Rough Draft: Intro and Thesis FHSS Writing Lab: Intro and Thesis Peer Review: Intro and Thesis Article #8
W Nov 01 Wednesday	Argument and Persuasion	
Week 10		
M Nov 06 Monday	Cultural Sensitivity	Analyzing Articles
W Nov 08 Wednesday	Review Body Paragraphs	Rough Draft: Body Paragraphs
Week 11		
M Nov 13 Monday	Review Body Paragraphs	
W Nov 15 Wednesday	Conclusion Synthesis Abstracts	
Week 12		
M Nov 20 Monday	Draft Peer review	Rough Draft: Full Paper
T Nov 21 Tuesday	Friday Instruction	
W Nov 22 Wednesday	No Classes	
Week 13		
M Nov 27 Monday	Charts, Graphs, and Tables Ethics IRB Creating a poster Creating a presentation	
W Nov 29 Wednesday	Submitting for Publication	
Week 14		
M Dec 04 Monday	Work Day. No Class.	
W Dec 06 Wednesday	Presentations	Poster Poster Presentation
Week 15		
M Dec 11 Monday	Presentations	
W Dec 13 Wednesday	Presentations	Final Paper Electronic Peer Reviewed Draft (optional) FHSS Writing Lab: Final Paper Article Submission Poster Submission Good Writing Presentation Grammar Presentation
Th Dec 14 Thursday		

Week 16		
M Dec 18 Monday		
W Dec 20 Wednesday		