

Instructor/TA Info

Instructor Information

Name: Dawn-Marie Wood

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Or By Appointment

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TA Information

Name: Kate Hargadon

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Name: Brandon Parker

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Course Information

Description

Welcome to Psychology 307: Writing Within Psychology! This course is designed to fulfill learning outcomes for the advanced writing General Education requirement by assisting you to increase your skills and confidence in writing, especially in the discipline of psychology.

As a student, you doubtless have had many opportunities to write in various genres and for diverse audiences (texting, college papers, resumes, etc.). In various types of writing, some elements are common (e.g., organization, grammar, and content), while others are highly specialized to the field. For example, writing in psychology is generally scientific, highly standardized to APA format, and based on research literature. While this kind of writing may feel like using a foreign language at first, the development of writing skills in psychology can help you communicate effectively in a scholarly manner in your field. In this course, you will find that writing in psychology is characterized by clear, crisp word choice, the frequent use of scholarly citations, carefully worded perspectives and findings (so as not to attack a colleague or overstate a result), and an almost invisible author presence (avoiding meta-comments and rarely writing in first person). By learning to write in this way and to use the APA style in creating and citing text, you will not only learn to write effectively, but you will also learn to think critically and reflect professionalism in all your written communication.

This course will include opportunities to develop your skills in reading professional literature with a critical eye and becoming an expert in summarizing, synthesizing, and writing about scholarly research findings. Developing these valuable skills can ultimately strengthen your ability to succeed in college writing, contribute in future professional opportunities, and communicate effectively in written and oral communication in many settings.

Grading Policy

The grade for each assignment or test will be recorded in Learning Suite. Due to the number of writing assignments required in this course, please plan ahead, keep pace with the course, and do your best to submit each assignment on time. Late assignments will receive a 10% deduction. Most assignments in the Literature Review section and all of the quizzes are not accepted late. For assignments with late submission acceptance, arrangements may be made with the professor to submit them prior to the last day of class.

Classroom Procedures

The course requirements include (a) class attendance and readings, (b) short assignments, (c) a literature review, and (d) an in-class presentation of your literature review. Please find detailed descriptions on Learning Suite of each assignment. The course calendar provides an overview of discussion topics, assigned readings, and assignment due dates.

Class Attendance and Readings. Your regular attendance and participation in class is necessary for success in the course. As a result, you are strongly urged to attend every class period, excepting medical issues or family emergencies. To be excused from an absence, please email in advance. Be sure to be in class (on time) when the attendance roll is circulated. The attendance roll also provides points for assigned readings and participation assignments as indicated by double asterisks on the course outline. Assigned readings should be completed before each class. Since much of this information is highly technical, please allow yourself enough time to carefully read the chapters or sections assigned.

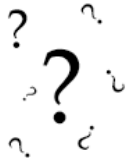
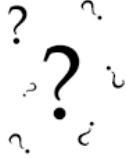
Small Assignments. Complete assignments according to the instructions provided on Learning Suite. In general, all assignments should be computer-generated with 1-inch margins, left justified, and in Times New Roman, 12-point font.

Literature Review. The major assignment for the course is the literature review. Since this may be one of the longest and most in-depth papers you write in your college career, you should be sure to maintain pace with the reading, research, and writing necessary to complete this assignment well. Becoming engaged in this assignment and learning the skills to achieve excellence on this paper and in the final oral, PowerPoint presentation will help you do well in other courses in psychology in the future.

Prerequisites

PSYCH 101 (<https://catalog.byu.edu/family-home-and-social-sciences/psychology/orientation-psychology-major>), PSYCH 111 (<https://catalog.byu.edu/family-home-and-social-sciences/psychology/introduction-psychological-science>), and WRTG 150 (<https://catalog.byu.edu/humanities/english/writing-and-rhetoric>); or equivalents.

Materials

Item	Price (new)	Price (used)
 POCKET STYLE MANUAL APA 7E - Required by HACKER, D	38.00	28.50
 EFFECTIVE WRITING IN PSYCHOLOGY 2E - Required by BEINS, B	46.95	35.25

Grading Scale

Grades	Percent
A	94%
A-	91%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

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).

Assignments

Assignment Description

Search Worksheet/Library Attendance

Search Worksheet

Library Attendance

Print and complete the Library Search Worksheet to prepare you for the library session. Attend the library presentation to learn more about how to quickly find useful sources for your literature review. Submit this worksheet to your TA at the end of the class period in the HBLL.

PSYCH 307 Library Search Worksheet.pdf [Download \(plugins/Upload/fileDownload.php?fileId=cab14379-IQIS-BqUO-wTrV-L1982126ce56&pubhash=1b00pvjITXx1G0zAYh_QUcrQtSJ3b4CpMzZFbs_EWB2bHh7ehJm5NsXn1zozsBQyeoTDchfVQC-Nmdj6bHd5Q==\)](https://www.coursehero.com/file/1982126ce56&pubhash=1b00pvjITXx1G0zAYh_QUcrQtSJ3b4CpMzZFbs_EWB2bHh7ehJm5NsXn1zozsBQyeoTDchfVQC-Nmdj6bHd5Q==)

Personal Writing Process

Sep
15

Due: Friday, Sep 15 at 12:00 pm

Personal Writing Process

The purpose of this assignment is to help you uncover the elements of your “writing process” and to encourage you to make goals for improvement. Secondary purposes include helping your instructor get to know you better. Consider the questions below and write a two- to three-page, double-spaced reflection discussing your personal writing process in APA format (including a title page with running head). Feel free to choose from the prompts in each of the following sections. Refer to Hacker & Sommers, Section 12i (pp. 96-97) for a sample and information on formatting a reflective essay.

Why Is it Important for You to Increase Your Writing Abilities?

Since writing in psychology is scientific in nature, how confident are you in your abilities to write in this genre? How do you think it may have relevance for your college success and for future professional success? How would you rate yourself as a writer? What are your strengths and weaknesses?

How Do You Write?

Do you spend time thinking about a writing assignment before beginning or do you just sit down at the computer and begin? Do you write the whole manuscript as a rough draft or do you typically revise and draft as you go? Do you typically work from an outline or thesis statement? Do you have a favorite place to write? Do you like to be alone? Do you listen to music while writing? Do you like to write early in the morning or late at night? What do you typically do when you revise? Do you focus on word choice or do you often restructure a paper during a revision? Do you typically have someone else read it over? Who? Describe as carefully as possible the act of writing for you.

What Are Your Writing Goals?

How do you hope this class will help you in developing specific writing skills? What do you hope to achieve in this class? What supportive help and information will best aid you in writing the literature review for this class?

Article Analysis

Sep
22

Due: Friday, Sep 22 at 12:00 pm

Article Analysis

In order to develop a good sense of whether an empirical study is worthy of careful consideration and inclusion in your literature review, several factors should be considered. The following assignment gives you the opportunity to select an empirical article, read it thoroughly, and then analyze various elements.

Select one peer-reviewed article to analyze for its strength and relevance to your literature review. **After listing the bibliographic reference of the article, list each numbered item below, including two to three sentences that answer the following questions.**

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical*, volume number(issue number), pages.
<http://dx.doi.org/xx.xxx/yyyy>

1. **Journal Quality.** Who is the publisher or what is the journal title? Well-known? Reliable?
2. **Current Publication.** What is the date of the study? Is it current within the last five years? If not, how can you best use the information in the article?
3. **Author Qualifications.** Who is the author? Why is this author qualified to write on this topic.
4. **Organizational Structure.** Describe the levels of headings used in the article? Is the article easy to navigate or could better organizational structure be used to guide the reader?
5. **Quality of Evidence.** What is the main assertion of the article? What evidence is given to support the main assertion?

6. **Quality of Sample.** Who are the participants in the study? How many?
7. **Definitions of Variables.** What are the variables of interest? What are their operational definitions?
8. **Choice of Research Method.** What research method was chosen for the study? (e.g., observation, correlational study, experiment, etc.)?
9. **Reported Results.** Does the article include statistics? Are graphics included? Do they appear to be an accurate portrayal of the facts or do they distort the information?
10. **Strong Conclusions.** List the major findings of the study. Do the conclusions follow logically from the results? Why or why not?
11. **Quality of References.** Review the reference list. How many professional journals, how many books, how many Internet sources, and how many other types of references are used? Of these references, what percentage was published in the last three years? What is your overall assessment of the use of sources for this article as a result of the numerical analysis you've done for this question?
12. **Possible Limitations.** What is your overall assessment of the value of the study? Can you suggest any possible study limitations?

Preliminary Topic Focus

Sep
29

Due: Friday, Sep 29 at 12:00 pm

Preliminary Topic Focus

As a result of the brainstorming done in class, refine your topic and your proposed thesis statement. Then send a professional e-mail to Professor Wood using the following email address: dawn-marie.wood@byu.edu. In the e-mail, share your proposed topic and thesis statement. Remember to utilize professional e-mailing etiquette by including an appropriate opening and closing and keeping the message brief and to the point.

Thesis Statement + 8 References

Oct
06

Due: Friday, Oct 06 at 12:00 pm

Thesis Statement + 8 References

For this assignment, submit a memorandum directed to Professor Wood (via Learning Suite) that includes your current thesis statement and eight bibliographic professional references related to your narrowed topic (list these just below your thesis statement, under the centered heading "References"). Also include a brief introduction that tells about your research process thus far. Make sure your references are listed in alphabetical order (with a hanging indent, double spaced) in full APA style. Indicate the **three or more** studies you have already thoroughly read with an asterisk (*). For further guidance, we have provided an example memorandum under our "Content" tab in "Sample Documents."

Inquiry Team Presentation

Oct
12

Due: Thursday, Oct 12 at 11:59 pm

Inquiry Team Presentation

In your team (of five students) and with your assigned topic, complete the following tasks:

- Meet with the subject librarian for psychology, Dr. Emily Darowski, for tips on your topic of inquiry (brainstorm, in advance, at least five important questions to discuss). You may schedule an appointment with Dr. Darowski here: <http://guides.lib.byu.edu/psychology> (<http://guides.lib.byu.edu/psychology>).
- Review the accompanying Hacker & Sommers section (create an outline of important points).
- Prepare a PowerPoint presentation integrating findings, and give each member a three-minute (minimum) section to present.
- Upload the team's PowerPoint presentation to Learning Suite on the day you present (*each team member submits a copy of the presentation*).

Feel free to incorporate activity elements and be creative; however, you should not exceed a 20-minute presentation. Focus on skills and applications that may be helpful to students (in both research and writing).

Team 1 - Searching for Sources: Thursday, September 21st

Team 2 - Developing a Topic: Tuesday, September 26th

Team 3 - Identifying Constructs: Thursday, October 5th

Team 4 - Analyzing Research: Tuesday, October 10th

Team 5 - Synthesizing Findings: Thursday, October 12th

Following are some sample questions for Dr. Darowski.

TEAM 1: SEARCHING FOR SOURCES

(Hacker & Sommers Section 4, pp. 13-18)

What are the best databases? How do I refine the key words I use to get the best results? What is a Boolean search and how can it be used to perform sophisticated and specialized searches? How do I know which articles are considered the “seminal” studies in the field? How do I know whether I have research that is recent enough for my particular topic? Can the reference lists in articles I have already found be used effectively to help me find other helpful articles? How do I make sure I am searching in only peer-reviewed empirical journals? How can I tell when I am done researching and have a solid set of research to use?

TEAM 2: DEVELOPING A TOPIC

(Hacker & Sommers Section 3, pp. 11-13)

How do I refine a search to narrow my topic? Is it advisable to study a “hot” topic that is controversial? If so, how should I handle it and research it in an objective, unbiased way? How do I know when my topic is narrowly enough defined to do a good 10-page paper (since too broad will keep the paper too general, but too narrow may make enough research difficult to find). What are ways I can electronically keep track of articles of interest while I continue searching? How can I thoughtfully determine a topic that will support a strong thesis for a literature review?

TEAM 3: IDENTIFYING CONSTRUCTS

(Hacker & Sommers Sections 6 & 8, pp. 23-26; 31-34)

What can help me quickly identify independent and dependent variables as I read through abstracts? Are there ways to use key words or databases to identify other authors who are researching the same variables with the same instruments (tests)? What can help me keep track of the ways that various terms are defined in the psychological literature, so I can use these terms in a professional way? Is there a way to look up the accepted meaning of certain psychological terms that I don't yet understand? What can I do to avoid plagiarism?

TEAM 4: ANALYZING RESEARCH

(Hacker & Sommers, Section 5, pp. 18-23)

How do I know whether the journal I am searching is a higher-tier research journal or a lower-tiered research journal? When would a lower-tiered journal be acceptable? For my topic, how do I know how recent the research should be in my field to be considered current? How do I find out how often a specific journal article has been cited by other authors in their literature reviews? How do I detect biases as I read journal articles? What kinds of systems (electronic, highlighter pen) can help me keep track of information I want to use in my writing as I review articles? How thoroughly should I read a study before understanding whether to keep it or not for my review? What about the Internet? Are there reliable sources I can find through a Google search?

TEAM 5: SYNTHESIZING FINDINGS

(Hacker & Sommers, Section 7, pp. 26-30)

What can be used as evidence and how should it be stated in my paper? How do I maintain an objective stance and not overgeneralize findings in my writing? What are some good guides for paraphrasing and summarizing research findings? How can I find common themes and keep track of them as I read a large number of articles? What will help me learn to think critically and feel confident that I have used a source correctly and as the author intended? Where might I find meta-analyses on my topic or other reference sources that may help me confirm that I am seeing the topic in its broad setting and understanding it the way others in the field see it?

Synthesis Assignment

Oct
13

Due: Friday, Oct 13 at 12:00 pm

Synthesis Assignment

Locate at least one paragraph from three different studies (**a minimum of three paragraphs total**) that have a common theme and could be conceivably combined into a synthesis paragraph. Cut and paste the paragraph(s) from each study, include an APA bibliographic reference for each study, and provide a three-sentence annotation identifying main points and supportive evidence from each study with in-text APA citations, as illustrated below.

Copied Paragraph: Results of this study also are consistent with the distraction hypothesis, another major hypothesis explaining the psychological benefits of exercise. This hypothesis posits that exercise is an effective method of getting one's mind off of one's stressors, providing a time-out period. This attentional shift allows for a temporary escape from the pressure of the stressors and thus acts as a kind of rejuvenation process. Consistent with the results of this study, the attentional distraction hypothesis would require the individual to just be physically active, not necessarily aerobically fit. Likewise, these results are consistent with the "mastery hypothesis," which suggests that engaging in an activity may instill a sense of accomplishment resulting in improved mood. This sense of mastery may or may not require high levels of aerobic fitness (p. 19).

Reference: Carmack, C. L., Boudreaux, E., Amaral-Melendez, M. & Brantley, P. J. & de Moor, C. (1999). Aerobic fitness and leisure physical activity as moderators of the stress-illness relation. *Annals of Behavioral Medicine*, 21(3), 251-257.

Summary: The research conducted in this study determined that exercise plays a significant role in the reduction of stress and acts as a rejuvenating process (Carmack, Boudreaux, Amaral-Melendez, Brantley, & de Moor, 1999). This reduction in stress suggests that if individuals live a physically active life they are more likely to be happy (Carmack et al., 1999). Research additionally found that engaging in aerobic exercise will instill a sense of accomplishment and mastery (Carmack et al., 1999).

Synthesis Paragraph: Using the summary paragraphs from each of these three sources, **write your own paragraph** that synthesizes results from all these sources (including some statements that are broad enough to use multiple references as citations). Make sure your paragraph uses all three references, so that the entire paragraph has **a minimum of three to five citations** (since you are only using three original references, these references will need to be re-used as citations to various ideas mentioned in your paragraph).

Refined Thesis + 12 or more Sources

Oct
20

Due: Friday, Oct 20 at 12:00 pm

Refined Thesis + 12 or more Sources

In the memo format, provide your refined thesis and a list of at least 12 peer-reviewed, scholarly journal articles in APA format. While you will not be asked to mark the number of articles you have thoroughly read, you are strongly encouraged to read as many as possible, since you will next begin writing your Introduction.

Literature Review Introduction

Oct
26

Due: Thursday, Oct 26 at 12:05 pm

Literature Review Introduction

Prepare and print a **strong draft** of your Literature Review Introduction. While in-text citations must be used in demonstration of your ability to synthesize research (as well as to provide important background information and define pertinent terminology), no References section is required at the end of this draft. Instead, the introduction should be followed by a **standard alphanumeric outline** of the major section (and sub-section) headings that will comprise the remainder of the paper.

Employ APA formatting throughout, utilizing a running head and including a title page. Note: The introduction begins with the paper's full title centered (not bold) at the top of the second page, NOT the word "Introduction."

Remember to bring a stapled copy to class. The draft will be graded on its relative strength for a rough draft, the use of APA standards, the presence of a typed (alphanumeric) outline, and writing to the assigned length (at least two full pages of text, NOT counting the title page or outline).

Grammar Quiz #1

Oct
31

Due: Tuesday, Oct 31 at 1:00 pm

Grammar Quizzes

Grammar quizzes are administered as a follow-up to the Grammar Nugget sessions in class. Please be in attendance in class in order to take these quizzes and receive credit. No make-up quizzes are allowed, unless prearranged before the quiz date by the instructor.

Interview of a Professional

Interview of a Professional

The current assignment gives you the opportunity to meet with a professional in your field or with a professor in your discipline. The purpose of the interview is to help you gain insight into a professional's job responsibilities and possibly to provide you with an opportunity to discuss topics that would be relevant to your Literature Review project. In addition, the interview will also help you assess and report on the importance of writing in the field of psychology. Please write and submit a formal paper via Learning Suite that includes the following information.

1. **Contact a suitable professional.** Recognize that this assignment is also a perfect opportunity for you to seek a chance to talk to a professional you admire or to find out more about a potential graduate school. Since this assignment is intended to be an "opportunity creator," you should not interview a relative or your current employer. As you contact this professional, make sure you have sufficient time to both conduct the interview and write the paper. Be well prepared with good questions that allow you to interview this individual for at least 15-20 minutes.

2. **Create your list of questions in advance.** Some questions that you might consider include the following:

- Could you describe your educational background and research in the field?
- What are the major developments in the field during their career span?
- What are your job responsibilities as a professional in this field? What do you consider to be the most rewarding part of your career?
- What are your views on the issue in question? What other perspectives are commonly discussed? What are the implications of policy decisions on this matter?
- In your opinion, how important is good writing ability to success in this field? What percentage of your average day is spent writing?
- What kinds of writing do you use most often? Do you use a particular process for writing? How many drafts do you do before submitting or publishing? What do you feel is the hardest part of writing? What has become easier over the years? What are the characteristics of good writing in the discipline? How does writing in this discipline differ from writing in other disciplines? What advice do you have for me in learning to write in this field?

3. **Compose a three-page, double-spaced paper (in APA format) detailing the interview experience.** In the first paragraph describe the interviewee, his/her qualifications, and the question or professional goal that prompted you to interview this individual. Introduce the two major sections. Then, in the first major section, discuss the job responsibilities of professionals working in this field or discuss the various insights the professional gave you on your Literature Review topic (if that was addressed). In the second major section, discuss the responses the interviewee gave to your questions about writing in the field, including reporting the percentage of time this professional spends writing. As a result of this discussion, discuss your own view of the importance of producing quality writing in the field. Since this is a formal assignment, please take time to revise the document for a professional look and feel (APA format, with a title page and running head).

Grammar Quiz #2

Grammar Quizzes

Grammar quizzes are administered as a follow-up to the Grammar Nugget sessions in class. Please be in attendance in class in order to take these quizzes and receive credit. No make-up quizzes are allowed, unless prearranged before the quiz date by the instructor.

Thank You Letter

Thank You Letter

As a courtesy to the professional you interviewed, please type a formal thank you letter (and upload it to Learning Suite for the purposes of this assignment). Include an opening paragraph, a body paragraph (with specific details about your positive experience with the interview), and a cordial closing. You may already have sent an e-mail expressing thanks; in this case,

you do not necessarily need to send the letter. However, if you have not already taken the opportunity to convey your gratitude, you are strongly encouraged to send this letter as a professional gesture.

You will find a "Model for Follow-up to an Interview Letter" at OWL

Purdue: <https://owl.english.purdue.edu/owl/resource/657/08/> (<https://owl.english.purdue.edu/owl/resource/657/08/>). **Please utilize this same format for your Thank You Letter assignment.**

Writing Lab Visit

Nov
14

Due: Tuesday, Nov 14 at 1:00 pm

Writing Lab Visit

Take an opportunity to make an appointment and work with a Writing Lab assistant in 1175 JFSB. At the end of your appointment, they will provide you with a small paper (a "golden ticket") that indicates you have visited the lab. Bring the paper back to class for credit for this assignment.

Grammar Quiz #3

Nov
14

Due: Tuesday, Nov 14 at 1:00 pm

Grammar Quizzes

Grammar quizzes are administered as a follow-up to the Grammar Nugget sessions in class. Please be in attendance in class in order to take these quizzes and receive credit. No make-up quizzes are allowed, unless prearranged before the quiz date by the instructor.

Literature Review Draft

Nov
16

Due: Thursday, Nov 16 at 12:00 pm

Literature Review Draft

Prepare a full draft of your literature review [title page + abstract + body (at least 10 pages) + references + appendix] to submit on Learning Suite.

The importance of having a full draft at this point cannot be overstated, since you can receive valuable feedback and have enough time to make final revisions to improve your score on this important culminating course assignment.

Grammar Quiz #4

Nov
16

Due: Thursday, Nov 16 at 1:00 pm

Grammar Quizzes

Grammar quizzes are administered as a follow-up to the Grammar Nugget sessions in class. Please be in attendance in class in order to take these quizzes and receive credit. No make-up quizzes are allowed, unless prearranged before the quiz date by the instructor.

Final Literature Review

Dec
05

Due: Tuesday, Dec 05 at 11:59 pm

Final Literature Review

In compliance with the guidelines for the literature review discussed throughout the semester, submit your completed Final Literature Review via Learning Suite by the beginning of class on the day of your scheduled Final Oral Presentation.

Construction: title page + abstract + body (at least 10 pages) + references + appendix (at least one *original* figure or table)

Format: proper APA formatting throughout

Length: minimum of 10 pages of text (body); does NOT include title page, abstract (page 2), references, or appendix
Sources: minimum of 15 scholarly sources (12 must be from peer-reviewed journals)

OPTIONAL: You may also bring a printed hard copy of your Final Literature Review on the last day of class in order to obtain detailed recommendations for polishing your paper further (in preparation for publication).

Final PowerPoint Presentation

Dec
14

Due: Thursday, Dec 14 at 12:00 pm

Final PowerPoint Presentation

In conjunction with your oral presentation, create a PowerPoint (or equivalent) presentation that assists your listeners to better understand your message. Use the information shared in class to create a presentation of no fewer than 6 slides and no more than 12 slides. Include both written information (using the 6 x 6 guideline: no more than 6 lines of text, no more than 6 words per line) and include at least one type of scientific visual (such as graphs, tables, charts, photos, flow charts, or other visual) along with other effective visuals on your slides to convey your message.

Submit a PDF of your presentation via Learning Suite by the beginning of class on the day you are scheduled to present.

Attendance and Class Participation

Dec
14

Due: Thursday, Dec 14 at 2:45 pm

Attendance and Class Participation

You are encouraged to participate and attend class regularly. No more than three classes should be missed throughout the semester, excepting absences excused by the professor for medical reasons or family emergencies. Attendance will be taken on a roll that is circulated at the beginning of the class period.

Incorporated in the 5 points allotted for each class attendance, "preparation points" are also given (any item on the course outline marked with a **). Be in class at the beginning of the class period to mark the roll. If you are unable to attend class, but did complete the readings or other marked assignment in time, talk to the TA upon your return for partial credit (do not rely on texts or emails for this purpose).

In addition, 25 points will be allotted when you attend the TA-guided APA Workshop, and 45 points will be awarded when you meet with the instructor (during Writing Conference Week) to review your literature review draft.

26 class days x 5 points each = 130 points

25 points + 45 points (for workshop and writing conference) = 70 points

200 Attendance and Class Participation points possible

Peer Review Assignment

Dec
14

Due: Thursday, Dec 14 at 2:45 pm

Peer Review Assignment

In order to provide feedback to other presenters during the literature review presentations at the end of the semester, you will be given an opportunity to complete peer review forms on oral presentation and PowerPoint quality.

Peer Review of Oral Presentation and PowerPoint.pdf [Download \(plugins/Upload/fileDownload.php?fileId=2a1a8f36-iKvR-FtoI-vkDt-](#)

[It453eeadea7&pubhash=qh6RaDPiJcTW8x9_Bm4nI0B_Y4eKQypjSLQ3b8kobkoSVjsHLc5_7pLFkWxozxf4DxyZEFgVncAlj_XZtOsMGQ==\)](#)

Final Oral Presentation

Dec
14

Due: Thursday, Dec 14 at 2:45 pm

Final Oral Presentation

The oral presentation of your literature review in class will give you an opportunity to share the information you have learned with your classmates and to refine your oral presentation skills. Please review the tips on successful oral presentations given in class and review the rubric to be used by peers for the peer review as you rehearse and prepare.

IMPORTANT: Please be sure to overview your thesis statement as you begin, include highlights from your section headings, and finish with a few words of conclusion before taking questions (6 minutes of presentation time + 2 minutes for questions = 8 minutes total).

Schedule

Date	Column 1	Column 2
Week 1		
T Sep 05 Tuesday	WEEK 1: RESEARCH AND PRE-WRITING PROCESS Objective: Overview of the Writing Process Exploring the Value of Good Writing Course Introduction Personal Information Sheets <i>Overview of Library Search Assignment</i>	
Th Sep 07 Thursday	Beins & Beins, Chapters 1-2** Hacker & Sommers, Sections 1-2 (pp. 2-11)** Analyzing a Writing Task Pre-Research, Preliminary Research, and Focused Research Topics Research Questions and Thesis Statements Outlining, Note-Taking, and Annotated Bibliographies <i>Overview of Personal Writing Process Assignment</i>	
Week 2		
T Sep 12 Tuesday	WEEK 2: DEVELOPING A TOPIC Objective: Effective Library Searches Discovering Library Resources Meet in 2234 HBLL with Psychology Librarian, Dr. Emily Darowski (Map: https://floormaps.lib.byu.edu/#2234) <i>Overview of Inquiry Team Assignment</i> Search Worksheet/Library Attendance	
Th Sep 14 Thursday	Hacker & Sommers, Sections 3-8 (pp. 11-34)** Preparing a Thesis Statement Evaluating Information Forming (and Supporting) a Working Thesis Peer Inquiry Team Collaboration	
F Sep 15 Friday	Personal Writing Process	
Week 3		

T Sep 19 Tuesday	<p>Beins & Beins, Chapter 3**</p> <p>WEEK 3: ANALYZING RESEARCH Objectives: Peer-Reviewed Journal Article Analysis, Writing Professional Emails and Memos</p> <p>Professional Writing Attention to Document Design Professional Emails and Memos</p> <p><i>Overview of Article Analysis Assignment</i></p>	
Th Sep 21 Thursday	<p>Beins & Beins, Chapter 5**</p> <p>SEARCHING FOR SOURCES: Team 1 Presentation Questions and Small Group Collaboration</p>	
F Sep 22 Friday	Article Analysis	
Week 4		
T Sep 26 Tuesday	<p>Beins & Beins, Chapter 9** Bring Topic Idea and Proposed Research Question**</p> <p>WEEK 4: FINALIZING TOPIC CHOICE Objective: Evolution of Thesis Statements</p> <p>DEVELOPING A TOPIC: Team 2 Presentation Questions and Small Group Collaboration</p> <p>Narrowing and Refining Topics Answering Research Questions Group Brainstorming Activity</p> <p><i>Overview of Preliminary Topic Focus Assignment</i></p>	
Th Sep 28 Thursday	<p>Development of QSR Thesis Statements Group Brainstorming Activity (continued)</p>	
F Sep 29 Friday	Preliminary Topic Focus	
Week 5		
T Oct 03 Tuesday	<p>Hacker & Sommers, Sections 10-12a (pp. 41-60)** Skim headings only in Hacker & Sommers, Sections 13-14 (pp. 104-136)**</p> <p>WEEK 5: IDENTIFYING CONSTRUCTS Objectives: APA Formatting and Synthesizing Research</p> <p>TA Presentation (Tips for Maximum Points!) APA Formatting for Literature Reviews</p> <p><i>Overview of Thesis Statement + 8 References Assignment</i></p>	
Th Oct 05 Thursday	<p>Beins & Beins, Chapters 6 & 8**</p> <p>IDENTIFYING CONSTRUCTS: Team 3 Presentation Questions and Small Group Collaboration</p> <p>Synthesizing Research Effectively Organizing Major Sections Effective Communication of Statistics</p>	
F Oct 06 Friday	Thesis Statement + 8 References	

Week 6		
T Oct 10 Tuesday	<p>Beins & Beins, Chapter 16** Hacker & Sommers, Section 9 (pp. 34-39)**</p> <p>WEEK 6: COMMUNICATING SYNTHESIZED FINDINGS Objectives: Effective Synthesis Techniques and PowerPoint Presentations</p> <p>ANALYZING RESEARCH: Team 4 Presentation Questions and Small Group Collaboration <i>Overview of Synthesis Assignment</i></p>	
Th Oct 12 Thursday	<p>SYNTHESIZING FINDINGS: Team 5 Presentation Questions and Small Group Collaboration</p> <p><i>Overview of Refined Thesis + 12 or more Sources Assignment</i></p> <p>Inquiry Team Presentation</p>	
F Oct 13 Friday	Synthesis Assignment	
Week 7		
T Oct 17 Tuesday	<p>Bring Thesis Statement with Suggested Revisions**</p> <p>WEEK 7: BEGINNING THE WRITING PROCESS Objective: Organizing Thoughts and Ideas</p> <p><i>Overview of Interview of a Professional Assignment</i></p>	
Th Oct 19 Thursday	<p>Beins & Beins, Chapter 10** Schedule Professional Interview**</p> <p>Bring an alphanumeric outline template**</p> <p>Overcoming Writer's Block Producing an Outline Writing an Introduction</p> <p><i>Overview of Literature Review Introduction Assignment</i></p>	
F Oct 20 Friday	Refined Thesis + 12 or more Sources	
Week 8		
T Oct 24 Tuesday	<p>Beins & Beins, Chapter 7**</p> <p>WEEK 8: EDITING AND REVISION Objectives: Organization and Paragraphing</p> <p>Organization and Paragraphing Checking Drafts for Good Organization and Synthesis Paragraph Structure (Claim-Evidence-Commentary)</p>	
Th Oct 26 Thursday	<p>Hacker & Sommers, Clarity (pp. 139-155)**</p> <p>Grammar Practice Grammar Nugget #1</p> <p>Literature Review Introduction</p>	
Week 9		

T Oct 31 Tuesday	<p>Beins & Beins, Chapter 17**</p> <p>Grammar Quiz #1</p> <p>WEEK 9: DEMONSTRATING PROFESSIONALISM</p> <p>Objectives: Oral Communication and Thank You Letters</p> <p>Preparing Oral Presentations Including Engaging Content Developing Effective Presenter Characteristics</p> <p>Two-Minute Oral Presentations</p> <p><i>Overview of Thank You Letter Assignment</i></p>	
Th Nov 02 Thursday	<p>Hacker & Sommers, Grammar (pp. 157-190)**</p> <p>Grammar Practice Grammar Nugget #2</p>	
F Nov 03 Friday	Interview of a Professional	
Week 10		
T Nov 07 Tuesday	<p>Hacker & Sommers, 10j and 10k (pp. 46-47), 15b (p. 137)**</p> <p>Grammar Quiz #2</p> <p>WEEK 10: VISUAL ELEMENTS</p> <p>Objectives: Preparing Visual Elements and Peer-Reviewing</p> <p>Use of Charts, Graphs, and Visuals Figures and Tables Appendixes and Visual Elements</p>	
W Nov 08 Wednesday	Thank You Letter	
Th Nov 09 Thursday	<p>Hacker & Sommers, Punctuation (pp. 192-212 & pp. 225-226)**</p> <p>Editing and Revising Effective Practices in Manuscript Revision Use of the Writing Lab</p> <p>Grammar Practice Grammar Nugget #3</p> <p><i>Overview of Writing Lab Visit Assignment</i></p>	
Week 11		

T Nov 14 Tuesday	<p>Complete Section Heading Paragraphs** Beins & Beins, Chapter 15**</p> <p>Grammar Quiz #3 Writing Lab Visit</p> <p>WEEK 11: FINALIZING MANUSCRIPTS Objectives: Writing an Abstract and Finishing Grammar Practice</p> <p>Adding the Final Touches Writing a Conclusion Creating the Abstract Formatting the Paper</p> <p>Grammar Practice Grammar Nugget #4</p> <p><i>Overview of Literature Review Draft Assignment</i></p>	
Th Nov 16 Thursday	<p>Hacker & Sommers, Mechanics (pp. 214-224)**</p> <p>Grammar Quiz #4 Literature Review Draft</p> <p>Submit Full* Draft (bring hard copy to class) *Title Page + Abstract + Body (at least 10 pages) + References + Appendix (including original table OR figure in APA format)</p> <p>Important: Sign up for a 20-minute interview (on Tuesday, November 28, OR Thursday, November 30) to review your literature review draft with the instructor.</p> <p><i>Overview of Final Oral, PowerPoint Presentation, and Peer Review Assignments</i></p>	
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	<p>Attend Instructor Interview (NO CLASS) Attend a 20-minute interview to review your literature review draft with Professor Wood.</p> <p>TA-Guided APA Workshop (during regularly scheduled class time in classroom)</p>	
Th Nov 30 Thursday	<p>Attend Instructor Interview (NO CLASS) Attend a 20-minute interview to review your literature review draft with Professor Wood.</p> <p>TA-Guided APA Workshop (during regularly scheduled class time in classroom)</p>	
Week 14		

T Dec 05 Tuesday	Final Literature Review WEEK 14-15: LITERATURE REVIEW PRESENTATIONS Objectives: Final Written Literature Review, Oral, and PowerPoint Presentations LITERATURE REVIEW PRESENTATIONS	
Th Dec 07 Thursday	LITERATURE REVIEW PRESENTATIONS	
Week 15		
T Dec 12 Tuesday	LITERATURE REVIEW PRESENTATIONS	
Th Dec 14 Thursday	LITERATURE REVIEW PRESENTATIONS Attendance and Class Participation Final Oral Presentation Final PowerPoint Presentation Peer Review Assignment	

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.

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