

PSYCH 307 - Writing Within Psychology

Fall 2018

Section 009: B030 JFSB on M W from 4:00 pm - 5:15 pm

Instructor/TA Info

Instructor Information

Name: David Erekson

Office Location: 1588 WSC

Email: davey@byu.edu

TA Information

Name: Rachel Andes

Office Location: 1145 KMBL (psych central)

Office Phone: 8013628728

Office Hours: Mon 3:00pm-4:00pm

Or By Appointment

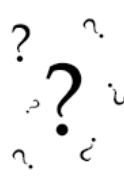
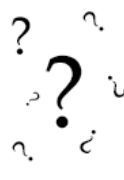
Email: andesrachelm@gmail.com

Course Information

Description

This class is designed to teach you to write in a way that allows you to enter the scientific discourse in psychology. As much as I can explain writing, and demonstrate writing, your best learning will come when you jump in and write. So I'm going to ask you to write in this class. And write. And write.

Materials

Item	Price (new)	Price (used)
 <p><u>Pocket Style Manual Apa 7E</u> - Required by Hacker, D</p>	38.00	28.50
 <p><u>Eats Shoots & Leaves</u> - Required by Truss, L</p>	16.00	12.00

Learning Outcomes

1. Write clearly and appropriately

Students will be able to 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.

Measurement: Informal in-class writing will be given and formal writing 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.

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 be able to develop productive and flexible individual and collaborative writing processes. *Measurement:* See (1).

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 be able 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.

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).

Our emphasis on writing as communication is consistent with the Aims of a BYU Education, for which a primary skill is the ability to communicate effectively. This course fulfills the GE Advanced Writing requirement (for Psychology majors), and thus builds on general (first-year writing) skills to train students in communicating within the context of an academic discipline. The primary goal of this course is to help you communicate psychology-related information effectively to multiple audiences, with a particular (though not exclusive) focus on writing a scholarly literature review. This focus complements the other core skills courses in psychology (in particular, Psych. 301, 302, and 304).

Learning outcomes for this course are as follows, adapted from the published learning outcomes for Advanced Writing GE courses:

- **Rhetorical Knowledge.** Students should demonstrate that they can write clearly, focus on a well-defined purpose in writing, and adopt a voice, tone, and level of formality suited to multiple purposes and audiences (both within and outside the discipline).
- **Disciplinary Writing.** Students should demonstrate an understanding of the roles that writing plays in their particular discipline, major, or career.
- **Writing Processes.** Students should develop productive and flexible individual and collaborative writing processes, such as supporting evidence, creating good arguments, organizing the material for a paper, seeking and using peer responses, revising, and proofreading.
- **Processes of Disciplinary Research.** Students should demonstrate the ability to use appropriate library research tools and processes of research within their particular discipline. This ability includes identifying and evaluating sources, retrieving and evaluating data, taking notes, and following conventions of quoting, paraphrasing, and summarizing. Students should cite sources properly and demonstrate an understanding of ethical issues related to research, including how to avoid plagiarism.
- **Oral Communication.** Students should demonstrate their public speaking skills, including focusing a topic, adapting it to a particular audience, using presentation media, and organizing main points coherently and supporting them with adequate detail.
- **Knowledge of Conventions.** Students should understand the genres, forms, styles, and documentation of conventions of writing for their discipline. They should also demonstrate knowledge of edited syntax, grammar, punctuation, and spelling.

If you are not a Psychology major (even if you are a Psychology minor), you need to check with your major department to see if you can obtain Advanced Writing GE credit through this course.

Each program at BYU has developed a set of expected student learning outcomes. These will help you understand the objectives of the curriculum in the program, including this class. To learn the expected student outcomes for the programs in the psychology department and college go to <http://learningoutcomes.byu.edu> and click on the College of Family, Home and Social Sciences and then the psychology department. We welcome feedback on the expected student learning outcomes. Any comments or suggestions you have can be sent to FHSS@byu.edu.

Grading Scale

Grades	Percent
A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	60%
E	0%

Grading Policy

Because writing requires discipline, I've created a structure in the course that you can mimic with later papers in later classes or in your career (with research deadlines, rough draft deadlines, etc.). Assignments turned in late will therefore be accepted, but 10% will be deducted from your grade for **each day** (not class period) late. So just try to keep up and turn things in on time.

Participation Policy

You are expected to participate in class activities and in-class assignments. While many classes do not require attendance to get the information you need, this one does. I don't have powerpoints or texts for you to memorize on your own. Instead, we'll work on the process of writing together, and I'll look for evidence that you have applied class discussions to your writing. Each semester it is clear to me in each student's writing who attended class and who didn't. The ones who attend do better.

Attendance Policy

Please notify me and our TA if you are unable to attend class. If you do miss a class, it is your responsibility to connect with your classmates and discuss the material you missed. Learningsuite is a great way to communicate with everyone about this.

Teaching Philosophy

I want this class to be directly applicable to the real process of writing in psychology. I will, therefore, be writing a paper with you, and will submit it for publication at the end of the semester. I will also expect you to submit your paper for publication. You will be doing real research here, with real-world outcomes (conference presentation, publication), rather than just working for a grade. You will, of course, also be working for a grade.

Assignments

Assignment Descriptions

IN CLASS: Good Writing Response

05

Due: Wednesday, Sep 05 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.

Sign Up!

Sep
10

Due: Monday, Sep 10 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. Group Essay
4. Introduction Review
5. Body Paragraph Review
6. Poster Presentation

<https://docs.google.com/spreadsheets/d/1mnky-6Q1az3hnbypXa48nj01igbWYnZXYCvHyaJakX4/edit?usp=sharing>
(<https://docs.google.com/spreadsheets/d/1mnky-6Q1az3hnbypXa48nj01igbWYnZXYCvHyaJakX4/edit?usp=sharing>).
This assignment doesn't need to be turned in; it just needs to be completed.

Article #1

Sep
12

Due: Wednesday, Sep 12 at 3:59 pm

Find an empirical research 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)

Include the citation in APA format

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.

Article #2

Sep
17

Due: Monday, Sep 17 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.

Article #3

Sep
24

Due: Monday, Sep 24 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 APA 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
01

Due: Monday, Oct 01 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
03

Due: Wednesday, Oct 03 at 5:15 pm

Article #5

Oct
08

Due: Monday, Oct 08 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 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.

IN CLASS: Organizing Articles

Oct
08

Due: Monday, Oct 08 at 5:15 pm

Find a potential organization for your topic and turn it in before the end of class (i.e., what "buckets" would you organize the articles you've found in?)

Turn in the potential organizational scheme on learningsuite.

Group Writing Assignment

Oct
10

Due: Wednesday, Oct 10 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
8. The paper must be APA formatting including citations if used.

Sign up for a group here:

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

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

Self grading rubric.docx [Download \(plugins/Upload/fileDownload.php?fileId=d36afb84-FLKK-QhmM-jgeq-MT00247dde45&pubhash=OJqDi1_0NJ4liWj3DiDzPz8y8DX6cqZmYKFivIDWzqboQ10ZC7izKddy_log-LGk3VioTSVZ9wr4bzi8RC1yRA==\)](#)

Group Paper Rating

Oct
10

Due: Wednesday, Oct 10 at 3:59 pm

Turn in your group paper rating here.

Article #6

Oct
15

Due: Monday, Oct 15 at 3:59 pm

Write a five paragraph essay in APA format 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 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.
5. The whole paper must be APA format.

Rough Draft: Intro and Thesis

Oct
17

Due: Wednesday, Oct 17 at 3:50 pm

You must turn in a rough draft of your introduction and thesis on learning suite. During class time we will meet in my office for 10 minute sessions. I will use these drafts in our individual meetings. Please sign up for a time here:

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

It is also recommended that you meet with the TA for additional feedback.

IN CLASS Peer Review: Intro and Thesis

Oct
17

Due: Wednesday, Oct 17 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.

Article #7

Oct
22

Due: Monday, Oct 22 at 3:50 pm

Write a five paragraph essay in APA format 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 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.
5. The whole paper must be APA format.

Intro Review

Oct
24

Due: Wednesday, Oct 24 at 11:59 pm

Attend a review of your Introduction section with Davey. In addition to this meeting, you may meet with our TA to review your Introduction.

Bring a good rough draft of your introduction.

Article #8

Oct
29

Due: Monday, Oct 29 at 3:59 pm

Write a five paragraph essay in APA format 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 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.
5. The whole paper must be APA format.

FHSS Writing Lab: Intro and Thesis

Oct
29

Due: Monday, Oct 29 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: 1175 JFSB

Phone: 801-422-4454

Email: fhss-writinglab@byu.edu

Analyzing Articles

Nov
05

Due: Monday, Nov 05 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 \(https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=edd568dc-3T8o-Bjm9-QEzL-4A8261b06fbc&pubhash=4zg7Uqe8RRMwPKRXxZenjMrusnEQG_4Wgdv4nJc-rgpgUYf-7p9aAHNe6EnORVk0BiGML__35YgXwnNuwrQTA==\)](https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=edd568dc-3T8o-Bjm9-QEzL-4A8261b06fbc&pubhash=4zg7Uqe8RRMwPKRXxZenjMrusnEQG_4Wgdv4nJc-rgpgUYf-7p9aAHNe6EnORVk0BiGML__35YgXwnNuwrQTA==)

Include an APA format reference page

Turn in your analysis on LearningSuite.

Rough Draft: Body Paragraphs

Nov
07

Due: Wednesday, Nov 07 at 3:50 pm

You must turn in a rough draft of your body paragraphs on learning suite. During class time we will meet in my office for 10 minute sessions. I will use these drafts in our individual meetings. Please sign up for a time here:

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

It is also recommended that you meet with the TA for additional feedback.

Body Paragraph Review

Nov
12

Due: Monday, Nov 12 at 11:59 pm

Attend a review of your body paragraphs with Davey. In addition to this meeting, you may meet with our TA to review your body paragraphs.

Bring a full rough draft of your body paragraphs.

Rough Draft: Full Paper

Nov
19

Due: Monday, Nov 19 at 3:50 pm

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

Full Paper Peer Review Assignment

Dec
05

Due: Wednesday, Dec 05 at 11:59 pm

The peer review process includes an editor sending your article to scientists in the field with knowledge about your topic/methodology. Consequently, as an author, one typically receives at least three peer reviews of a paper. This assignment attempts to replicate that process.

Instructions:

1. Find three people in the class who are willing to review your paper.
2. Agree to review three papers.
3. Review each paper using the following template

Peer Review Guidelines.docx [Download \(plugins/Upload/fileDownload.php?fileId=f9eadff5-kYAL-6CwV-qcqh-Pn17562ecdf2&pubhash=25eHa_uGGVBmoAHXeOwcV441JfG7Q4IA2Zf49FQbKKdYyVEZ_f464XFbRotdb6wiyVwcJr9GXo3R2esJTXU-bg==\)](#)

4. Write a grade for each person that reviewed your paper from 0-100. This is how helpful and well they edited your paper and submit those scores on learningsuite.

FHSS Writing Lab: Final Paper

Dec
05

Due: Wednesday, Dec 05 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. Document that you've done this here, on learningsuite.

Set an appointment here:

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

Location: 1175 JFSB

Phone: 801-422-4454

Email: fhss-writinglab@byu.edu

Final Paper

Dec
05

Due: Wednesday, Dec 05 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 (2018).docx [Download \(plugins/Upload/fileDownload.php?fileId=9387e3f8-0ZCU-1DKG-R5Ru-Nfda6c9fba24&pubhash=MpFENhPXYvHe3z83XflE8UGb8jSzz9tnoTPnAn6X1hBiEJFppEoPt9mnSt3AuqNGrqdpLKEcpXCJcqJUMNHgw==\)](#)

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**

Poster

Dec
10

Due: Monday, Dec 10 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 \(plugins/Upload/fileDownload.php?fileId=b7ea4e08-qJAB-HeDG-06ho-E9b1eb932db7&pubhash=pxBe47Yy9qzXWFEDTbnaQ_vfGO75DJLtnLI0jV49ltsUSgk53wDObjbxn8dHowLsI6WHOJmvaj11k5oktOXMIw==\)](#)

Here is another:

Rapid Responders SPR poster.pptx [Download \(plugins/Upload/fileDownload.php?fileId=38c23fe8-BSrd-OQpj-uhpF-wj3323837ea7&pubhash=IJRelZev5e0nb3AEFb2NZAnXHx75dS4Bo_Mj6yj14-sA2HEYqLf59ZJwsW4VN8HG9AGaUFJwnlcS2TeFX6VUw==\)](#)

And another:

Times they are a'changin.pdf [Download \(plugins/Upload/fileDownload.php?fileId=7a21bd3a-skHD-nSwr-sOzE-Yb9ee9ab446d&pubhash=trGRZQX3oUqVDiMvzcgYDoB8zl6cOuOaOn241s_N4HXLXH0TbQPkdbRR35BCZY1f-1RO_ZoFdi8rqFSav-6eTg==\)](#)

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
10

Due: Monday, Dec 10 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.

Sign up for a time to present here:

<https://docs.google.com/spreadsheets/d/1mnky-6Q1az3hnbypXa48nj01igbWYnZXYCvHyaJakX4/edit#gid=1135087903>
(<https://docs.google.com/spreadsheets/d/1mnky-6Q1az3hnbypXa48nj01igbWYnZXYCvHyaJakX4/edit#gid=1135087903>)

Vocabulary Final

Dec
12

Due: Wednesday, Dec 12 at 11:59 pm

Article Submission

Dec
12

Due: Wednesday, Dec 12 at 11:59 pm

BYU has several undergraduate research journals. You will be required to submit your final paper to one of two journals: BYU psychology journal Intuition OR BYU neuroscience journal: Chiasm.

INTUITION: Here are the submission guidelines from years past

2011 Submission Guidelines _2_.doc [Download \(plugins/Upload/fileDownload.php?fileId=ffc50c98-cKeE-KNWO-qvSv-oq384c03f129&pubhash=WcAq_Xheg78lf8iHidyDjK9u20cR6y3NkOUqd5DcJD328tm2hRjg0uaDSRM9I09Zi2fF3jCjk1KJ8gqkTSF14g==\)](#)
<https://intuition.byu.edu/Pages/home.aspx> (<https://intuition.byu.edu/Pages/home.aspx>)

To submit your paper to Intuition go to <http://scholarsarchive.byu.edu/intuition/> (<http://scholarsarchive.byu.edu/intuition/>)

- In the left hand column click 'Submit Article'
- Create an Account
- Review Submission Requirements
- Complete the 4 Steps and Submit your Article!!

CHIASM

Pretty simple! And you may just get published!

Poster Submission

Dec
12

Due: Wednesday, Dec 12 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).

Grammar Presentation

Dec

12

Due: Wednesday, Dec 12 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/1mnky-6Q1az3hnbypXa48nj01igbWYnZXYCvHyaJakX4/edit?usp=sharing>
 (<https://docs.google.com/spreadsheets/d/1mnky-6Q1az3hnbypXa48nj01igbWYnZXYCvHyaJakX4/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

Good Writing Presentation

Dec

12

Due: Wednesday, Dec 12 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.

Categories	Percent of Grade
Exams	5.34%
Presentations	11.75%
Article Summary and Vocab	19.22%
Writing	47.62%
Sign Ups	0.05%
IN-Class Assignments	5.34%
Reviews	10.68%

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>).

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

Schedule

Date	Column 1	Column 2
Week 1		
W Sep 05 Wednesday	Introduce class Review syllabus	IN CLASS: Good Writing Response
Week 2		
M Sep 10 Monday	Writing in psychology: WHY?	Sign Up!
W Sep 12 Wednesday	UNIT ONE: BASIC PRINCIPLES of WRITING Voice and audience Sentences	Article #1
Week 3		
M Sep 17 Monday	Paragraph structure	Article #2
W Sep 19 Wednesday	Grammar Presentations	
Week 4		
M Sep 24 Monday	Grammar Presentations	Article #3
W Sep 26 Wednesday	UNIT 2: RESEARCH The Literature Review Defined	
Week 5		
M Oct 01 Monday	Gathering Information	Article #4 http://www.apa.org/pi/oema/resources/brochures/race-biblio.aspx
W Oct 03 Wednesday	LIBRARY VISIT HBLL 2234 https://floormaps.lib.byu.edu/#2234 .	Topic Selection
Week 6		
M Oct 08 Monday	LIBRARY DAY Independent research day	IN CLASS: Organizing Articles Article #5
W Oct 10 Wednesday	UNIT 3: WRITING THE LITERATURE REVIEW APA format Basic Structure	Group Paper Rating Group Writing Assignment
Week 7		

M Oct 15 Monday	Introduction	Article #6
W Oct 17 Wednesday	Outlines	IN CLASS Peer Review: Intro and Thesis Rough Draft: Intro and Thesis
Week 8		
M Oct 22 Monday	Review Intro Drafts	Article #7
W Oct 24 Wednesday	Review Intro Drafts	Intro Review
Week 9		
M Oct 29 Monday	Body Paragraphs	FHSS Writing Lab: Intro and Thesis Article #8
W Oct 31 Wednesday	Article Analysis	
Week 10		
M Nov 05 Monday	Article analysis continued	Analyzing Articles
W Nov 07 Wednesday	Review Body Paragraphs	Rough Draft: Body Paragraphs
Week 11		
M Nov 12 Monday	Review Body Paragraphs	Body Paragraph Review
W Nov 14 Wednesday	Conclusion Synthesis Abstracts	
Week 12		
M Nov 19 Monday	Cultural Sensitivity	Rough Draft: Full Paper
W Nov 21 Wednesday	No Classes	
Week 13		
M Nov 26 Monday	Charts, Graphs, and Tables Ethics IRB Creating a poster Creating a presentation	
W Nov 28 Wednesday	Draft Peer review	
Week 14		
M Dec 03 Monday	Work Day. No Class.	
W Dec 05 Wednesday	Submitting for Publication	Final Paper FHSS Writing Lab: Final Paper Full Paper Peer Review Assignment
Week 15		
M Dec 10 Monday	Presentations	Poster Poster Presentation

W Dec 12 Wednesday	Presentations	Good Writing Presentation Grammar Presentation Article Submission Poster Submission Vocabulary Final
F Dec 14 Friday	Fall Exam Preparation (12/14/2018 - 12/14/2018)	
Sa Dec 15 Saturday	First Day of Fall Final Exams (12/15/2018 - 12/20/2018) Final Exam: B030 JFSB 5:45pm - 7:45pm	