PSCH 303 – Writing in Psychology
Spring, 2022
Meetings: Tuesday/Thursday, 12:00-12:50 PM
Format: Virtual
Instructor: Andrea Flynn, Ph.D.
Email: aflynn@uic.edu
Face-to-face office drop-ins (office hours): Tuesdays & Thursdays, 10:45 AM-11:30 AM; 1-1:45 PM
Virtual office drop-ins: Please email me so we can find a good time!

Teaching Assistant (TA): Ms. Velisha Jackson
TA office hour drop-ins (office hours): Please email so we can find a good time!
Email: vjacks2@uic.edu

Course summary: The focus of this course is on further developing and refining your skills in writing in psychology. This course will involve writing literature reviews, book reviews, and research reports. This course is designed to be highly interactive and you can expect to submit a number of written assignments. You will also use peer reviews to strengthen your own writing and gain an appreciation of the editorial process.

Prerequisites: Students should already have credit for PSCH 100 (Introduction to Psychology), PSCH 242 and ENGL 161 with a minimum grade of C; MATH 118 (or the equivalent) with a minimum grade of C or MATH 090; or consent of the instructor. For psychology majors only.

Course technology requirements: You will require a personal computer, broadband Internet connection, and Microsoft Word. You may contact ACCC to request and borrow a laptop or be assigned a hotspot for the semester if you do not have the required hardware and internet capabilities. Please reach out to the TA or instructor with any concerns or challenges, and we will do our best to work with you. Please note that data analyses will be conducted in SPSS. You may download a student version of SPSS from the ACCC website. Please reach out to them with any issues or questions and let the TA or me know if you need further help. Another option is to access SPSS via the UIC Virtual Computer Lab:
https://accc.uic.edu/services/teaching-learning/learning-environments/virtual-computer-lab/

Please note that while our environment has been very virtual over the last several months, this class will utilize synchronous communication and interaction to the fullest extent possible.

Deadlines: The deadline to add or drop a course without a W and last day to complete late registration is Friday, September 3, 2021. The deadline to withdraw from the course (with a W on your academic record) is Friday, October 29, 2021.

Late work: For each day your assignment is late, your grade on the assignment will be dropped by 10%. Please submit your work on time if you would like to earn full credit.

Diversity statement: I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom an inclusive space for all students. If you see ways I can improve, please let me know.

Appropriate behavior: You are expected to behave maturely and professionally in class. Basic standards for this class include that you must:

- be courteous and respectful to others
- express your own opinions in an appropriate manner
- refrain from discriminatory or hateful speech
- use your computer for course-related purposes only

If you fail to follow these rules, points will be taken from your grade. If your behavior is disruptive to me or others in the class, I may ask you to leave the class.

Plagiarism: To plagiarize is "to steal and pass off (the ideas or words of another) as one's own" (Plagiarism 101 (n.d.) Plagiarism.org. Retrieved December 1, 2014, from http://www.plagiarism.org/plagiarism-101/what-is-plagiarism/). Plagiarism includes not only direct copying of source documents, but also paraphrasing others' written or verbal comments without indicating the original source. Plagiarism is not permitted, and we will use SafeAssign to automatically screen for plagiarism in all documents submitted for this course. According to university policy, the consequences of submitting plagiarized work are a) receiving a failing grade on the assignment; b) receiving a failing grade in the course; or c) being expelled from the university. Please do not plagiarize in this class. If you are struggling with an assignment, please talk to me or the course TA. We can help you.

Academic integrity: Students must abide by the academic integrity guidelines established by the university, and described at http://www.uic.edu/ucat/catalog/GR.shtml#qa. Failure to maintain behavior according to these guidelines is evaluated in accord with the Student Disciplinary Policy.

Disability services: UIC is committed to full inclusion and participation of people with disabilities in all aspects of university life. Students who face or anticipate disability-related barriers while at UIC should connect with the Disability Resource Center (DRC) at drc@uic.edu, or at (312) 413-2183 to create a plan for reasonable accommodations. In order to receive accommodations, students must disclose disability to the DRC, complete an interactive registration process with the DRC, and provide their course instructor with a Letter of Accommodation (LOA). Course instructors in receipt of an LOA will work with the student and the DRC to implement approved accommodations.

Religious holidays: Campus Policy States: The faculty of the University of Illinois at Chicago shall make every effort to avoid requiring that student projects be turned in or completed on religious holidays. Students who wish to observe their religious holidays shall notify the faculty member by the tenth day of the semester of the date when they will be absent unless the

religious holiday is observed on or before the tenth day of the semester. In such cases, the student shall notify the faculty member at least five days in advance of the date when he/she will be absent. The faculty member shall make every reasonable effort to honor the request, not penalize the student for missing the class, and if an examination or project is due during the absence, give the student an exam or assignment equivalent to the one completed by those students in attendance. If the student feels aggrieved, he/she may request remedy through the campus grievance procedure.

Incomplete grades: The University Policy on incomplete grades is as follows: "Course work is incomplete when a student fails to submit all required assignments or is absent from the final examination. Incomplete course work will normally result in a failing grade if it is not completed within the designated time limit. The "I" may be assigned in lieu of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all course work due to unusual circumstances that are beyond personal control and are acceptable to the instructor; and (c) the student presents these reasons prior to the time that the final grade roster is due." "The instructor must submit an Incomplete report with the final grade roster for the "I" to be recorded. This report is a contract for the student to complete the course work with that instructor or one designated by the department executive officer in the way described and by a time indicated on the report. In resolving the "I," the student may not register for the course a second time, but must follow the procedures detailed on the report." "An "I" must be removed by the end of the student's first semester or summer session in residence subsequent to the incurrence of the "I" or, if not in residence, no later than one calendar year subsequent to the incurrence. When the student submits the work, the instructor will grade it and change the "I" to the appropriate grade." "If an undergraduate fails to meet the stated conditions, the instructor will assign an "F" for the final grade." (From https://registrar.uic.edu/student_records/grading_system.html

Additional helpful resources:

Writing Center: Students are encouraged to contact the UIC writing center for mentoring and feedback on their writing. Tutors are trained to help with both initial formulation and organization of documents, as well as editing and feedback on written drafts. You can get more information about the services offered at: http://www.uic.edu/depts/engl/writing/about/

Purdue OWL Website: In addition to the Publication Manual of the American Psychological Association, 7 th edition, Purdue University hosts an incredible website for assisting with APA formatting, the Purdue University Online Writing Lab (OWL; https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html).

Office Hours: Use them! These are the most underutilized and most helpful course support for success. If you have a question, are concerned about your performance, or want to connect with one of us about your interest in the field, please make good use of our office hours.

UIC Counseling Center and Crisis Hotline: Completing your course work and maintaining your responsibilities outside of school can be challenging, and many students find themselves

struggling and overwhelmed. UIC has some excellent resources for students to use to get extra support. Note that all UIC students are eligible to receive free counseling services at the UIC Counseling Center (312-996-3490, http://www.counseling.uic.edu). During the COVID-19 pandemic, the Counseling Center is offering remote mental health services via video or phone. If you are experiencing a crisis, please make use of the National Suicide Prevention Hotline (800-273-8255) or online chat (https://suicidepreventionlifeline.org/chat/), or consider the Crisis Text Line (Text HOME to 741741).

Readings: Reading assignments for each week are listed in the syllabus. As the course progresses, I may add additional assigned readings to facilitate your success in this course. These required readings will be available in the Blackboard site for this course.

In addition to the assigned readings, you are expected to do a lot of reading based on your own research projects in the class. Thus, YOU will be identifying a lot of the reading that you need to do in order to complete your research projects.

It is critical that you get very familiar with the APA Publication Manual, as all papers for this class are required to be in APA format. An electronic version is accessible on Blackboard, or you may purchase your own copy:

American Psychological Association. (2019). Publication manual of the American Psychological Association (7 th ed.). Washington, DC: American Psychological Association.

Grading: As assignments are completed and graded, scores will be entered into the Gradebook on the course Blackboard site. YOU are responsible for reviewing these grades and notifying myself or our TA ASAP with any concerns about grade entry errors. Further, if you are concerned about your performance in the course related to your grades, it is strongly recommended that you attend my and/or the TA's office hours for guidance.

Letter grades will correspond to percentage of points earned as follows: 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, and 59% and below = F. Total points in this course: 250.

Assignment	Points
Attendance	20
Short papers (5 points X 10 papers)	50
Final paper topic/article summary: Version 1	10
Final paper topic/article summary: Version 2	10
Annotated bibliography: Version 1	20
Annotated bibliography: Version 2	20
Final paper: Version 1	20
Final paper: Version 2	50

Total points in the course: 200

Course assignments:

Assignment name	Assignment summary
Attendance	Your attendance in class matters. I make it a point to use our time together to cover what I consider important ideas and concepts. Please plan to attend each class meeting. If you miss a course, please know it is your responsibility to get caught up. Attendance will be taken regularly for our Tuesday/Thursday meetings as well as the Friday discussion section. Attendance at each meeting is worth 1 point. You can earn up to 20 points by attending class.
Short papers	This is a writing-intensive course. Throughout the semester you will be asked to complete a series of written, short papers. You can expect each of these assignments to be 1-3 pages in length. The short papers in this course will vary based on the material we are covering each week. Your short papers will typically involve writing a reflection paper over the journal articles assigned for the week. Each short paper is due by the deadline in the course schedule. Late papers will be penalized by 10% per day. Each assignment is worth 5 points. At the end of the semester, your top 10 short papers will count toward your final grade.
Paper topic & article summary: Version 1	Using empirical, peer-reviewed sources, you will write a major paper for this course. The topic for your paper is up to you, although you will be asked to submit the topic to me. Along with your paper topic, you will also be required to submit a summary of one peer-reviewed journal article on this topic. You should provide a full reference in APA style for this article. Remember that all summaries must be paraphrased from the original article and cited in APA style.
Paper topic & article summary: Version 2	We will spend time in class discussing ways to improve your paper topic and article summary. You will *__revise__* this assignment and resubmit it. Most, if not all, of us write best when we write, seek feedback, and revise.
Annotated bibliography: Version 1	The annotated bibliography in this course will involve summarizing the articles you will use for your final paper. For the final paper, you must use a minimum of ten (10) empirical sources. Once you select your topic, you will use APA PsycInfo (https://researchguides.uic.edu/az.php -> A-Z databases ->APA PsycInfo) to identify ten, peer-reviewed, scholarly sources (most of these should be journal articles). You can select "peer-reviewed" in PsycInfo to ensure your sources meet these criteria. Once you have identified your ten articles, you can write your final paper annotated bibliography. Your annotated bibliography should have one entry per source. Each entry should include a reference, in APA style. Immediately after the reference, you should provide a summary of the article in approximately 150-250 words. You should summarize each of the major sections of your references (e.g., the Introduction, Method,

	Results, and Discussion). These summaries should **be in your own words**. Do not use copied sections from the original articles or you will not earn credit. Although page lengths will vary, you can expect your annotated bibliography to be approximately 1500-2500 words, excluding your references. <u>All late papers will be penalized by 10% points per day late. Please submit your work on time if you would like to earn full credit.</u>
Annotated bibliography: Version 2	Like the paper topic and article summary, we will spend some time in class discussing issues that arose with your annotated bibliography. You will revise your annotated bibliography and submit it again. Both versions of the annotated bibliography will be graded. <u>All late papers will be penalized by 10% points per day late. Please submit your work on time if you would like to earn full credit.</u>
Final paper	Your final paper in this class will involve completing an original, empirically-based analysis. By this I mean that you select a topic of your choice, then use peer-reviewed, scholarly sources to explain the concept you selected. This analysis should be based on the annotated bibliography (described above). However, your final paper should reflect analysis beyond summaries of your selected articles. All final papers must include a final subsection called "future directions." In this section, you should provide conclusions to the reader about the next steps researchers should use to move forward the psychological science in the topical area you selected. <u>All late papers will be penalized by 10% points per day late. Please submit your work on time if you would like to earn full credit.</u>
Final paper: Version 2	We will work on your final paper in class. You will revise your final paper using the feedback you received in class and from our course TA. <u>All late papers will be penalized by 10% points per day late. Please submit your work on time if you would like to earn full credit.</u>

All assignments/papers will be submitted via SafeAssign to screen for plagiarism.

Course schedule (subject to change):

Week	Date	Topic
Week 1	1/11/22	Introduction to the course
	1/13/22	Formulating your ideas
Week 2	1/18/22	Formulating your ideas Andrews et al. 2019
	1/20/22	Assessing your sources Andrews et al. 2019
	1/23/22	**11:59 PM: Short paper 1 due via Blackboard**
Week 3	1/25/22	How to conduct a literature search Kerr, 1995
	1/27/22	How to conduct a literature search Kerr, 1995
	1/30/22	**11:59 PM: Short paper 2 due via Blackboard**

Week 4	2/1/22	Reading and summarizing journal articles Read before class: Lewin, 1917
	2/3/22	Reading and summarizing journal articles Read before class: Lewin, 1917
	2/6/22	**11:59 PM: Short paper 3 due via Blackboard** **11:59 PM: Paper topic & article summary version 1 due via Blackboard.**
Week 5	2/8/22	Writing in APA Read before class: Leary, 1964
	2/10/22	Writing in APA Read before class: Leary, 1964
	2/13/22	**11:59 PM: Short paper 4 due via Blackboard**
Week 6	2/15/22	Organization & style Read before class: Twenge, 2017
	2/17/22	Organization & style Read before class: Twenge, 2017
	2/20/22	**11:59 PM: Short paper 5 due via Blackboard** **11:59 PM: Final paper topic & article summary version 2 due via Blackboard**
Week 7	2/22/22	Communicating statistics Read before class: Guyenet, 2017
	2/24/22	Communicating statistics Read before class: Guyenet, 2017
	2/27/22	**11:59 PM: Short paper 6 due via Blackboard** **11:59 PM: Annotated bibliography version 1 due**
Week 8	3/1/22	Evaluating research summaries Read before class: King, 2000
	3/3/22	Evaluating research summaries Read before class: King, 2000
	3/6/22	**11:59 PM: Short paper 7 due via Blackboard**
Week 9	3/8/22	Annotated bibliography work
	3/10/22	Read before class: van Ingen et al. 2015
	3/13/22	**11:59 PM: Short paper 8 due via Blackboard** **11:59 PM: Annotated bibliography version 2 due via Blackboard**
Week 10	3/15/22	Final paper work; APA style papers & writing Read before class:
	3/17/22	Read before class: Terry et al. 2020
	3/20/22	**11:59 PM: Short paper 9 due via Blackboard**
	3/22 & 3/24	**No class. Spring break. Enjoy!**
Week 11	3/29/22	Read before class: Harrison et al. 2019
	3/31/22	Final paper work Read before class: Chapters 10-11
	4/3/22	**11:59 PM: Short paper 10 due via Blackboard** **11:59 PM: Final paper version 1 due via Blackboard**
Week 12	4/5/22	Read before class: Ratcliff & Von Dongen 2018

	4/7/22	Reading & writing Results Read before class: Chapter 12
	4/10/22	**11:59 PM: Short paper 11 due via Blackboard**
Week 13	4/12/22	Reading & writing the Discussion section Read before class: Chapter 13
	4/14/22	Read before class: Nielsen et al. 2021
	4/17/22	**11:59 PM: Short paper 12 due via Blackboard**
Week 14	4/19/22	Read before class: Twenge & Cooper (2020)
	4/21/22	Read before class: Park et al. (2021)
		11:59 PM: Short paper 13 due via Blackboard
Week 15	4/26/22	Final paper work
	4/28/22	Final paper work
Week 16 (finals)	5/3/22	**11:59 PM: Final paper (version 2) due via Blackboard**