



Psych 275: Reading and Writing for Psychology Fall, 202X

Instructor: Eleni Pinnow

Office: Swenson 3107

Phone: 715-394-8312

E-mail: epinnow@uwsuper.edu

Office hours: <http://epinnow.youcanbook.me/> (if no available times work for you, please send me an email with your availability)

Course Description

This course builds fundamental skills in reading primary scientific literature and writing using the conventions of the social and behavioral sciences. The fundamentals of preparing a paper using APA style will also be covered.

- This is an undergraduate course.
- This course meets a core requirement for the Psychology major.
- This is a face-to-face class.
- This course is 3 credit hours.

Related University Learning Outcomes (ULO):

1. Students will apply modes, styles, and conventions of communication appropriate to the students' work and their audience
2. Students will clearly express themselves to achieve a purpose
3. Students will articulate important questions, theories, and creative processes
4. Students will analyze information to answer specific questions
5. Students will use evidence to reach and present innovative conclusions or produce original work

Related Program Learning Outcomes (PLO):

1. Students will demonstrate effective skills in written and oral communication through critiques of psychological research, original research reports, application papers and reaction papers dealing with psychological theories and research.
2. Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.
3. Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
4. Students will be able to use critical thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

Class Learning Outcomes (CLO):

1. Students will demonstrate active reading skills.
2. Students will correctly apply APA style.

3. Students will communicate information about psychology to a variety of audiences in multiple modalities.

Required Textbooks (Current editions required)

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association. <https://doi.org/10.1037/0000165-000>

Mitchell, M. L., Jolley, J. M., & O'Shea, R. P. (2013). *Writing for Psychology* (4th ed.). Cengage Learning. (Note: If you have opted for the Cengage All Access option in another class, the *Writing for Psychology* book is included and you do not need to purchase a separate copy).

Nijhuis, M. (2016). *The Science Writers' Essay Handbook*. Michelle Nijhuis.

Silva, P. J. (2018). *How to Write a Lot* (2nd Ed.). APA Life tools.

Why a writing course?

You might be wondering, why is there a class just on reading and writing for psychology? You have hopefully finished two classes for your generals in writing--why one more? The truth is that this is a more recent addition to the psychology major (we first offered it in 2018). So, why add it? Well, writing and communicating effectively is foundational to the field of psychology. Prior to 2018, we tried to teach writing with a more diffuse technique that was spread thinly across many classes, but found that wasn't serving our students well. Thus, Reading and Writing for Psychology was born. This course will prepare you for Research Methods (Psyc 303) and Senior Research (Psyc 404). This course will also make you more effective and efficient consumers of psychology writing (textbooks, scholarly articles, popular press articles) *and* it will help you convey what you are learning in the program (to friends, family, potential employers, and the universe in general).

After you graduate, you may never conduct another psychological experiment or need to analyze statistics. You will, however, have to communicate clearly, concisely, and effectively every single day! This class prepares you for those everyday tasks of writing and speaking to other people. Personally, I believe that this class is essential to your future success--in psychology, in relationships, and in any future employment.

Class Structure

This class is structured differently from most Psychology classes. On Monday and Wednesday we will have traditional class-time. Sometimes we will discuss readings, sometimes I may lecture or answer questions about readings, or we may do some editing and revising. There will usually be a reading that is due before Monday and Wednesday classes. Please come to class having completed those readings--I value your thoughts and questions. In fact, your thoughts and questions typically will frame our discussions on those days. On Friday we will work in our Writing Groups. The goal of these groups is to give you a support network and built in editors and reviewers for your work. The best writing happens when we collaborate and have people to share our successes, anxieties, and struggles with.

Assignments, Assessment, and Grading

Rubrics for assignments can be found on Canvas. The assignments for this class all build toward creating a formal literature review and an essay on the same topic written for a general audience. All of these assignments build towards these two papers and they all help you understand how to effectively communicate to a variety of audiences. Here's the best part: You get to pick the topic! Hopefully there is something about Psychology that sparked a fire and made you want to learn more. Pick that topic! Research, reading, and writing are *never* easy; it is hard work--but hard work is much more bearable when it's on a topic you love. So, pick a topic that makes you excited to be a Psychology Major!

Types of articles assignment: For this assignment you will need to find four different types of articles that are related to your topic: a popular press/general audience article, an empirical article, an article describing a theory, and a literature review. You should include a brief rationale for how each article fits into its respective category. *20 points*

- ULO (University Learning Outcomes): 1, 2, 3, 4, 5
- PLO (Psychology Learning Outcomes): 1, 2, 3, 4
- CLO (Class Learning Outcomes): 1, 2, 3

APA Template: You will create a blank document APA style that will be a template for you to use in future classes (this should include proper running heads, headings, page breaks, and formatting). You will not include any content here, you just will put in placeholders for all the sections. Don't worry--we will talk about this in class too! *25 points*

- ULO: 1, 2, 3, 4, 5
- PLO: 1, 2, 3, 4
- CLO: 2

Scholarly Article Deconstruction: This guided assignment will help you understand the structure of scientific articles. *50 points.*

- ULO: 1, 2, 3, 4, 5
- PLO: 1, 2, 3, 4
- CLO: 1, 2

CMap, Cartoon, Annotate Article. This guided assignment will help you learn how to read and fully understand the articles that you will read for your project. *30 points*

- ULO: 1, 2, 3, 4, 5
- PLO: 1, 2, 3, 4
- CLO: 1,2

Topic proposal: This proposal (form can be found on Canvas) will outline the idea that you have for your project. The goal is to use this as a framework that will be your project. This assignment also will also be a screening tool that I can use to make sure your paper is appropriate in scope. *25 points*

- ULO: 2, 3, 4
- PLO: 1, 2, 3, 4
- CLO: 1, 2, 3

Annotated Bibliography: You will list 10 scholarly (primary) sources. At least 5 of them must be from the last 7 years. You must include at least one review article and at least one theoretical article. You will include a brief summary of the article (focus on theories, research questions, hypotheses, and results). You will also include a brief paragraph that explains how this article fits in with your topic/thesis. *25 points*

- ULO: 1, 2, 3, 4, 5
- PLO: 1, 2, 3, 4
- CLO: 1, 2, 3

Literature Review Outline: This is an outline of your introduction/literature review. It should include at least 6 sources and how you will use them. *10 points*

- ULO: 1, 2, 3, 4, 5
- PLO: 1, 2, 3, 4
- CLO: 1, 2, 3

Writing Trouble spots: This assignment is brief—you will need to create a list of your common errors in writing. You will go through your writing and see what are some common issues that you have been told to watch out for (i.e. vague, passive voice, tone, formality, clarity, syntax/grammar, etc). *10 points*

- ULO: 1, 2, 4
- PLO: 1

- CLO: 3

Introduction/Literature Review draft: This is a draft of your introduction/literature review section. By the time you turn it in to me, you should have already revised it at least 3 times. *25 points*

- ULO: 1, 2, 3, 4, 5
- PLO: 1, 2, 3, 4
- CLO: 1, 2, 3

Revision memos: In this assignment you will briefly discuss what the major and minor foci will be for your revision of the draft. *15 points each*

- ULO: 1, 2, 3, 4, 5
- PLO: 1, 2, 3, 4
- CLO: 1, 2, 3

General Discussion outline: This is an outline of your discussion. It should include at least 3 sources and how you will use them. *10 points*

- ULO: 1, 2, 3, 4, 5
- PLO: 1, 2, 3, 4
- CLO: 2, 3

Peer-review: These will be completed on Canvas.. **Peer-reviews cannot be made up.** *10 points each*

- ULO: 1, 2, 3, 4, 5
- PLO: 1, 2, 3, 4
- CLO: 1, 2, 3

Outline of general audience final paper. *10 points*

- ULO: 1, 2, 3, 4, 5
- PLO: 1, 2, 3, 4
- CLO: 1, 2, 3

Literature review final paper: This is a formal overview of the sources that you found around your chosen topic. You should have at least 10 sources from peer-reviewed journals. The rubric for this assignment can be found on Canvas. *105 points*

- ULO: 1, 2, 3, 4, 5
- PLO: 1, 2, 3, 4
- CLO: 1, 2, 3

General audience final paper: For this paper you will pick a single paper that aligns with your interests in Psychology and you will “translate” it for a general audience. The rubric for this assignment can be found on Canvas. *75 points*

- ULO: 1, 2, 3, 4, 5
- PLO: 1, 2, 3, 4

Weekly assignments: These will be small assignments that you will complete each week on Canvas. Some will be competency based (APA style, searching for articles, grammar, etc) and others will be more reflective. These will be due at the start of class on Friday. *10 points each*

- ULO: 1, 2, 3, 4, 5
- PLO: 1, 2, 3, 4
- CLO: 1, 2, 3

Mini writes. Sometimes in class we will have mini-writing assignments. These will be informal quick breaks where you will write your thoughts or reflections on a topic. It may be related to readings that you completed before class, or it may be related to a discussion that we are having. *10 points each*

- ULO: 1, 2, 3, 4
- PLO: 1, 2, 3
- CLO: 1, 2, 3

Final presentation: During the last week of class (and during our final exam period) you will create a 5-7 minute presentation that provides an overview of your research project from this semester. You will be graded on the clarity of your presentation (written and oral), your ability to convey research, and your ability to manage the allotted time. *25 points*

- ULO: 1, 2, 3, 4, 5
- PLO: 1, 2, 3, 4
- CLO: 1, 2, 3

Writing Fridays: We will not meet for lecture or learning activities during class on Fridays. Instead, we will meet in the lab. You will first turn in your weekly assignment. Next, you will have a brief conference with your writing group, and you'll discuss your progress on your weekly goals and sticking to your writing assignment. Your writing group will also set goals for the upcoming week. At least once a month I will spend time with each writing group to check in on progress, answer questions, and cheer you on! Finally, we will use this as dedicated writing time to make progress on assignments, research, and generally just getting in a good habit for writing! There may also be informal writing prompts that you will work on at this time. You must be present that day to receive the points; after the group meeting you must be working on relevant assignments, failing to do so will forfeit the points. *10 points per week*

- ULO: 1, 2, 3, 4, 5
- PLO: 1, 2, 3, 4
- CLO: 1, 2, 3

Grading Scale

A: 93-100%

A-: 90-92.999%

B+: 87-89.999%

B: 84-86.999%

B-: 80-82.999%

C+: 77-79.999%

C: 73-76.999%

C-: 70-72.999%

D: 60-69.999%

F: < 60%

What You can Expect From Me

- My role for this class is to be a professor, cheerleader, and sounding board.
- I will return graded work within one week.
- I will reply to emails within two business days (i.e. Monday through Friday).
 - Emails that ask questions that can easily be answered in the syllabus (i.e. what is due on class period X? What is your late policy? What did I miss in class?) will receive a reply to see the syllabus.
 - Some responses may advise the student to sign up for a meeting with me, because the question is not easily answered in email.
- I will reply to questions posted on the discussion board within 2 business days.
- I will have at least 5 hours a week available for student appointments.
- I will be excited to meet with you and help you craft work that makes you proud.

Attendance and Participation (aka: What I Expect from You)

Collaboration is a vital part of the scientific process—as such it will be highly valued in this course. Success in this class requires more than just showing up—it requires your contribution to the development of your classmates’ scientific knowledge. If you are not able to participate because you are unprepared for class, you will be asked to leave. Your classmates deserve to be in a learning environment where everyone is held accountable.

Tardiness

Being late to class is disruptive to the class (and to me). Tardy students will apologize to the class for the disruption.

Questions

If you have questions, please ask them! You can ask them in class! You can ask them in our Canvas Discussion Board! You can ask them via email! You can pop by my office! You can make an appointment with me! You can write me a notarized letter (I mean, you *could* but this may be rather slow. . .)! But please, please, please ask! If you feel shy or uncomfortable asking, please think about asking questions as a way of helping out your classmates. Someone else in class has your question--so you would be doing a great kindness by asking it so everyone can benefit from the answer. Remember: I *want to help you learn and grow!* Asking questions is a very important part of your learning and growth. Also, you want to get the most out of your tuition dollars, right? Ask away!

Canvas

Your Writing Group will have a Canvas Group page created. On your Group page you’ll be able to send messages and have discussions with your Writing Group. If you feel comfortable, please also feel free to share phone numbers or other ways of communicating to help hold each other accountable (and support each other)!

Late policy

Late work will not be accepted. This course is based around a sequence of assignments that build one on top of each other. To make sure I have enough time to provide feedback that will provide meaningful guidance, I need it to be turned in on time. All assignments will be turned in on Canvas; due dates are stated on the dropbox. If it is not, you will receive a 0 on that assignment. My hope that the writing groups will help hold group members accountable. All due dates are in the syllabus and posted on Canvas--please, please, please be mindful of them. If you have any questions--please ask me!

Cell phones

Cell phones must be in “silent mode” (not vibrate) and put away during the class period. If your cell phone goes off during our class, you stand up at your seat and apologize to the class for disrupting their learning environment (it usually only happens once in a semester). If you have extenuating circumstances (i.e. impending birth, family member surgery, impending zombie attack) talk to me before class about why your cell phone may go off.

Electronic device policy

I do permit computers, tablets or other electronic devices for note-taking in my class. However, these are meant to be for class use only. Please do not check Facebook/Instagram/Twitter, watch *Scarface*, or update your blog during class. (Yes, I once caught a student watching *Scarface* in class. . .don’t be that person.) If I find that you are not using your device for class purposes you may be asked not to bring your device to class again (and you will be asked to stand up and apologize to the class for the disruption). *Note:* [Research](#) in the field of Psychology has found that, on average, students taking notes on electronic devices do worse in class than students with hand-written notes. So, while you may use your computers, I don’t advise it.

A Note on Credit Hours

This class is worth 3 credit hours. What this means is that you'll spend 3 hours in the classroom or lab every week. In addition to the time we spend together, you will be expected to spend *at least* 2 hours out of class per week per credit hour of class. Typically, you can expect to spend 2-3 hours per class hour on work for class. That means that, outside of class meeting times, you should spend **6-9 hours per week** completing assignments, reading and generally working for my class. *Please see [Academic Policy 1127: Credit Hour Definition](#).*

Academic Honesty

The goal of the University of Wisconsin-Superior is to provide a quality education to all students-
-part of our [community standards](#) involves a strong statement supporting academic integrity. To learn more about how UWS defines academic integrity (and its evil twin: academic dishonesty) please see [Chapter 14](#). The most important aspect of my job is making sure that my students are given every opportunity to learn and master the course content. I see my goals for your learning as aligned with the community standards and academic integrity. Academic integrity means that all work turned in for a grade must be original and your own; it also must be created *specifically for this class*. *For purposes of this course, work submitted previously for another course is prohibited*. Remember, the goal of this class is for you to be able to write clearly for a purpose; the purpose will be specific to the assignments that I ask you to create. Consequently, it's important that you create work specifically for this class.

Accommodating Parents in the Classroom

Students who are parents are welcome to bring their children to class, according to their own discretion. If you are a breastfeeding parent, you are also welcome to breastfeed your child during class. As a parent, you are the best judge of whether your child will be comfortable in the classroom, as well as whether you will be comfortable when your child is present in the classroom. Though unlikely, the instructor reserves the right to ask a student to leave in the event that the child's presence detracts from other students' learning experiences.

Diversity and Inclusion at the University of Wisconsin-Superior

Diversity and inclusion is integral to the educational mission of the University of Wisconsin-Superior. As a community we commit to recognize, include and value inherent worth and dignity of each person; foster tolerance, sensitivity, understanding, mutual respect, and justice among its members; and encourage each individual to strive to reach their own potential. The institution recognizes these experiences are crucial for developing the requisite skills to thrive as a member of a pluralistic society and as a responsible global citizen.

In pursuit of its goal of inclusive excellence, the University actively seeks to attract students, faculty, and staff from diverse backgrounds and life experiences, including but are not limited to: race, ethnicity, sex, gender identity, gender expression, sexual orientation, age, socio-economic background, cognitive ability, physical ability, religion and spirituality, value system, national origin, immigration or refugee status, veteran status, and political beliefs.

The University believes that diversity among its members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The University of Wisconsin-Superior views, evaluates, and treats all persons in any University related activity or circumstance in which they may be involved, solely as individuals.

Throughout the course, you will be expected to reflect on, and engage in, discussions on class material sharing your thoughts and even differences of opinion. Disagreeing with ideas, holding alternative views and challenging the status quo are all a part of the higher education tradition, as they

provoke us to re-examine our own thinking. That being said, this WILL be a safe and welcoming learning environment for students of all races, ethnicities, sexual orientations, gender identities, ages, religions, economic classes and ability statuses. To achieve this, you will be expected to engage in all classroom activities and assignments in a respectful, inclusive and culturally appropriate manner.

For more information about Equity, Diversity and Inclusion and/or to report bias, discrimination or harassment, please email edi@uwsuper.edu or call 715-394-8015.

Policies and Practices to Help Your Learning and Growth

The University of Wisconsin-Superior is dedicated to a safe, supportive and nondiscriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding special accommodations, academic misconduct, religious beliefs accommodation, discrimination and absence for University- sponsored events. **Please review the Student Information Sheet and Syllabus Attachment which can be accessed on Canvas.** This includes policies related to:

- **Student characteristics**, including policies and services related to those who are active military/veterans, those who are pregnant or expecting new family members, and students seeking services for differing abilities and accommodations, student services, and others.
- **Academic integrity**, including information on plagiarism and steps that an instructor can take.
- **Campus policies**, including how to sign up for Safe Alerts, information on course evaluations, process for submitting a formal grievance regarding academics and/or discrimination, and others.
- **This attachment is also posted on our Canvas site.**

If you need accommodations, please contact Disability Support services <disability@uwsuper.edu>. You can find their office in Swenson 1024A or you can call them at 715-394-8188. You also can request services using the online "Accommodate System."

Inclement Weather

We will follow the policy of the University for bad weather. Students, faculty, and staff may call the UW-Superior Weather Hotline (715-394-8400). You also should get texts from the UWS emergency alert system. You may also check with local media. I would also strongly advise that you check your email.

Tentative Schedule

Note: Specific reading and assignment due dates are updated on Canvas--so please always check our Canvas calendar!

HtWaL = How to write a lot

WfP = Writing for psychology

TSWEH = The science writer's essay handbook

Week 1	<p>Readings: <i>HtWaL</i> Chapters 1-3; Picking a research topic</p> <p>Assignments: Creating a writing schedule/specious barriers to writing</p> <p>Discussion: Favorite thing about Psychology</p>
Week 2	<p>Readings: <i>APA Manual</i>: Chapters 1 and 9; <i>WfP</i>: 119-124; Library guide</p> <p>Assignments: Database assignment; writing hours report; APA reference Quiz</p> <p>Discussion: Tentative topic choice</p>
Week 3	<p>Readings: <i>WfP</i>: 129-134, Chapter 5; <i>HtWaL</i> 4; Handouts posted on Canvas</p> <p>Assignments: Types of articles assignments; Topic proposal; grammar quiz; writing hours report</p>
Week 4	<p>Readings: <i>WfP</i>: Chapter 1; <i>APA Manual</i>: Chapter 8; Handout posted on Canvas</p> <p>Assignments: CMap, Cartoon, and Annotations; APA citations quiz; writing hours report</p>
Week 5	<p>Readings: <i>WfP</i> Chapter 2, 193-208 ; <i>APA Manual</i>: 117-125</p> <p>Assignments: Scholarly Article Deconstruction Due, punctuation quiz; writing hours report</p>

Week 6	<p>Readings: <i>WfP</i>: Chapters 3 & 7; <i>APA Manual</i>: Chapter 2</p> <p>Assignments: Annotated Bibliography; Reducing bias; Concept map; affect/effect quiz; writing hours report</p>
Week 7	<p>Readings: <i>WfP</i>: 208-222, 12-25; <i>APA Manual</i>: 47-50, 125-127 Bird by Bird excerpt on Canvas; <i>HtWaL</i> Chapter 5</p> <p>Assignments: Outline of literature review paper due; Writing trouble spots due; APA headings and subheadings quiz; writing hours report</p> <p>Discussion: Bird by Bird reflection</p>
Week 8	<p>Reading: <i>WfP</i>: 17-20; your own paper for review</p> <p>Assignment: Literature review paper self-review; Rewriting passive voice; writing hours report</p>
Week 9	<p>Readings: Manual: None!</p> <p>Assignments: Peer review of literature review paper due; hyphens quiz; Quick bites; Writing Center; writing hours report</p>
Week 10	<p>Readings: <i>APA Manual</i>: Review chapters 2, 8, and 9.</p> <p>Assignments: APA style wars!; APA Template; Revision memo for literature review; 2nd peer review; commonly misspelled words quiz; writing hours report</p>
Week 11	<p>Readings: Tell me a Story; 1 science essays posted on Canvas; <i>TSWEH</i>: 1-4</p> <p>Assignments: Literature review due; writing hours report; Latin Abbreviations quiz</p> <p>Discussions: What is your journey?</p>

<p>Week 12</p>	<p>Readings: <i>TSWEH</i>: Chapter 5; 2 science essays</p> <p>Assignments: General Audience Outline Due; avoiding colloquialisms and bias; writing hours report</p> <p>Discussions: Science Essay reflection and personal voice (based on three essays)</p>
<p>Week 13</p>	<p>Readings: Discussions handout on Canvas; <i>TSWEH</i>: Chapter 6; <i>WfP</i>: 91-96</p> <p>Assignments: General Audience self-review; writing hours report; Outline of Discussion</p>
<p>Week 14</p>	<p>Readings: Writing a good poster/giving a good academic talk (Readings on Canvas); <i>HtWaL</i> Chapter 9</p> <p>Assignments: General Audience peer-review; Revision Memo due; Writing reflection due; Writing Center</p>
<p>Week 15</p>	<p>Readings: <i>WfP</i>: Chapter 7 (again)</p> <p>Assignments: Watch presentations; General Audience Paper Due; Looking ahead reflection</p>