

Dixie State University  
Psychology Program  
St. George, Utah

**Syllabus: Writing in Psychology: APA Style**

PSY 2000-01/Credits: 3/CRN 25355

**Spring Semester 2015**

**T: 0900-1130 AM**

**McDonald: Room 111**

**Spring 2015: January 12-May 08, 2015**

**DATES FOR THIS CLASS: January 13-April 28, 2015**

**Final Exam: May 05, 2015, Tuesday: 8:00-10:00 AM**

**Final Grades Due: May 12, 2015, Tuesday, 5 PM**

**Students' Final Grades Available After May 12, 2015**

**Instructor:** James Cantrell, MA, ABD, Adjunct

**Office:** McDonald 201

**Office Hours:** MWF 1-2 PM

**Psychology Program Office:** McDonald Building, "Fishbowl" (walk in the front double door, up the stairs to the 2<sup>nd</sup> floor, make a U-turn, and walk to the glass office directly in front of you).

**Mailbox:** Psychology Program Office

**Phone:** 435-652-7815

**Fax:** 435-656-4032

**Email:** Send messages and/or email to me at the following **address only:** [jcantrell@dixie.edu](mailto:jcantrell@dixie.edu). **I do not check or use CANVAS for messages and/or emails.** The above email address is the easiest way to contact me. Include all of the following information: In the Subject Line enter **APA**, above the body of the message your name, class, days/time, campus location, and date, then your specific message. This way, I will know exactly who is contacting me. (I have three different classes this semester.) I will respond as soon possible (usually within 24 hours). If I do not respond in 24 hours, send me a second email and add to the original Subject Line an **"URGENT APA"** in **RED UPPER CASE LETTERS**. Check for my response frequently, I am online several times a day. **Additionally, if you send me an email with a Subject Line that is either "empty" or "blank," or says, "No Subject," or "Hello," I will delete it immediately. These emails tend to be spam or contain some type of virus. Also, I do not and will not respond to a salutation that says, "Hey" or "Jim." My name is Cantrell. (I do not use CANVAS or dmail for messages or emails.)**

**You are required by DSU policy to check your dmail account frequently. Important class and university information will be sent via dmail**, including DSU bills, financial aid/scholarship notices, class cancellations, important dates and deadlines, and other critical information.

**Syllabus:** This syllabus contains the course requirements and guidelines, including exam requirements; classroom expectations/conduct; class exercises/discussions; reading/writing/lab assignments and so on. Read this syllabus thoroughly and understand it completely. If you have questions about the class, contact me via email or talk with me face-to-face. Keep this syllabus in your **Psych 2000 APA** file with your notes. You will need to refer to it as we progress through the semester.

I engage the students as much as possible during each class and in order to participate fully, you will be expected to complete all reading/writing assignments prior to class. In other words, I will not do all of the talking. I expect you to make comments and observations during the discussions as we cover the class content and as various subjects arise. This includes developing your own ideas, theories, hypotheses, predictions, and possible outcomes regarding the content and concepts of psychology and related areas, and to convey your positive and/or negative experiences, attitudes, feelings, beliefs/values, and philosophies as opportunities develop. This means that critical thinking is a major part of this class (this does not mean

negative criticism, it means examining numerous possible solutions or variables to any given situation and getting out of our comfort zones—see below.) I also expect you question me, the authors of the text(s) and their conclusions, as well as yourselves, and each other regarding the psychological, social, cultural, behavioral, cognitive, and biological contexts we will explore in this class.

Your primary roles in this class are in addition to attending each class session (above); completing all assigned readings prior to each class; prepared to hand-in all completed written assignments at the beginning of class (see the Course Outline); and participate in group discussions, and exercises. This is a heavy writing/research psychology preparation course with constant in-class exercises/labs, and peer reviews that will be critical to your learning/mastering APA Writing Style. APA is highly technical and you cannot just skim the material and get all it right the first time. You will need to take and organize your massive notes for this class as you cannot get by without them. As you learn APA, you will as you practice, and practice, and practice and know “by rote” where to find the answers for issues like cover sheets, page numbers, headings, appropriate references (transposing other writing styles to APA), spacing, concise writing, thesis statements, punctuation, grammar, in-text citations, statistical displays, posters, journals, data bases, data collection, and ethics at any given time.

If you ever unsure about the correct APA standard/procedure, know your APA (and reliable APA Internet sites (like [www.owl.english.purdue.edu](http://www.owl.english.purdue.edu) and click on the right hand side—Most Popular Resources—for APA and [www.docstyles.com/library/asalite.pdf](http://www.docstyles.com/library/asalite.pdf), and check with the DSU Library for its information on APA as well as brief APA guides and books) well enough that you know exactly where to find the answer. If there is a contradiction with APA easy/abbreviated sources, always return to APA itself. In other words, you will **NEED** to keep your copy of APA on your desk for easy reference at all times when writing in APA. Waiting until the night before the due date is great way to fail assignments and this class. Always bring your APA and Dunn to class every time as we will refer to it constantly.

If you have taken (or are taking) courses that require MLA, Chicago, Turabian, or other writing styles, you will need to literally place those writing styles in air-tight, concrete boxes, and not refer to them while you are writing/researching for an APA paper. If for instance, you confuse MLA with APA, you will have terrible problems that may include frustration, anger, rage, and possible bouts with the “blues.” Again, always keep APA at your side when writing in APA. **Remember, you have to successfully complete this class to advance in your psychology program.** This means, that once you are in subsequent Psych 2000-4000 level classes, you will be **required** to **write APA papers correctly**. In other words, this is an immediate application class and not one that you will stick on the shelf and “never” use again.

In addition to Psychology, APA is used in other academic disciplines as either the primary or secondary writing style: Anthropology, Economics, Social Work, Education, Management, Political Science, Nursing, Criminology, International Studies, Journalism, Biology, Medicine, and Linguistics.

The final product will be a paper (in an area of psychology that you choose) and will turn-in to me and present it to the class as a PowerPoint slide presentation. When you present your slides, do not read the slides, tell us about your paper. For the specifics of the paper, see the Grading Rubric below. You will build the paper and presentation piece by piece over the semester and put it all together at the end.

If you are concerned obtaining the grade you would like, complete the required work ethically, honestly, legally, and according to these class and DSU policies and procedures, and student responsibilities (see below). Your grade in this class will **not** be given to you; it will be the grade you have **earned** through your work in the class. If you want to **earn** an “A” then I expect you to do “A” quality work (see below).

In this class, you are a student, not a customer. If you want to be a customer, buy your texts and school supplies at the bookstore, vending machine items, lunch at the Red Rock Cafe, or a ticket to a dance. As a student in this class, you will **not** be **given** a passing grade; much less earn an “A” or “B” or “C” just because you registered for the class, paid tuition, bought required texts, and attended class regularly, or not. You will **earn** all of your grades in this class through you work in this class. Do not come to me at the end of the semester and ask for extra credit projects to raise your grade because you are transferring to another

college or university next semester, save your scholarship, or improve your GPA and so on. The answer will, “no.” The time to monitor your grade in this class starts from first day to the last.

**Required Texts, Current Editions:**

American Psychological Association. (2010). *Publication manual* (6<sup>th</sup> ed.). Washington D. C.: American Psychological Association.

Dunn, D. S. (2011). *A short guide about writing psychology* (3<sup>rd</sup> ed.). White Plains, NY: Pearson Longman.

You can choose between new and used texts or hardback or paperback. For other options contact the DSU Bookstore or the publishers. By the time we finish this class, you will have highlighted both texts and written notes in the margins to the point that that they will be very used. **If you are married or involved with someone else in the class, both of you will need the current texts.** These two texts will not be texts that you will want to sell-back to the bookstore, because you use/refer to them constantly as you write your APA papers and/or conduct research. If you do not have the two required texts yet, buy them immediately, and start reading them, per the Course Outline. We start using the today.

**Lab Fees:** None

**Psychology Major:** This course is required in order to earn a Bachelors’ Degree (BA/BS) in Psychology.

**Prerequisites:** PSY 1010 or PSY 1010A **and** ENGL 1010 or ENGL 1010A. You cannot take the either of the prerequisites at the same time you are taking this class.

**Course Description:** Required of psychology majors and recommended for students in all disciplines interested in understanding and more effectively using APA writing style. An introduction to the effective use and application of APA style for research projects, technical papers, and expository writing in the psychological and behavioral sciences. Combination lecture/lab. Fulfills: FA, SP. 3 lecture hours per week. This is not a General Education class.

**Course Objectives:**

*LEARNING GOAL 1: KNOWLEDGE BASE OF PSYCHOLOGY: Demonstrate familiarity with the major concepts, theoretical perspectives, and historical trends in psychology.*

- a. Describe the relevant ethical issues addressed by the APA code of ethics.
- b. Apply relevant ethical principles, as addressed by the APA code of ethics.
- c. Identify careers associated with psychology at the bachelor’s, master’s, and doctoral levels.

*LEARNING GOAL 2: RESEARCH METHODS IN PSYCHOLOGY: Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.*

- a. Identify the basic components of APA style
- b. Explain (in writing) the methods, results, and conclusions of a data collection project.
- c. Identify and locate relevant journals and databases in psychology

*LEARNING GOAL 3: CRITICAL THINKING SKILLS IN PSYCHOLOGY: Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.*

- a. Discern difference between personal views and scientific evidence in understanding behavior
- b. State connections between diverse facts and theories

**Minimum Course Requirements:** To obtain a passing grade in this course, students must acquire **280/400** points (a grade of "C-"/70 percent average) for minimum mastery for all graded, written assignments.

**Attendance:** I do not take attendance. Students are expected to be present for all scheduled classes/activities and have completed all assigned readings and papers before each class. There is no excuse for missed class material (see the Course Outline).

I will not accept any late assignments, re-do of in-class activities, late, or make-up exams because you are not in class, which means you will earn a ZERO for each required assignment you do not hand-in on time. If you are engaged in any activities that are not related to the class content while in session like working on assignments for other classes (or this class when it is supposed to be finished), playing computer games or surfing the Web, reading the newspaper, having side-conversations, not paying attention, attempting to sleep (I will wake you), I will consider those activities as rude and unacceptable behaviors, and poor planning on your part. If you are engaged in unauthorized computer related activities (see above) on any personal electronic equipment, I will shut them down for the rest of the semester.

Once I start class, I will not backtrack for late students. I expect all students to remain in class for the allotted time of each class session. If you are bored in class, get involved in the discussions, in-class labs, and voice your ideas, values, questions, philosophies, and experiences regarding psychology and its related subjects, whether positive or negative.

**Absences Related to University/WCSD Functions:** Contact your faculty member at least one week prior to each university sanctioned/related activity and inform him/her of the of the upcoming absence(s). This way, you and the faculty member can discuss your responsibilities regarding the class during that time. If an assignment(s) is due during your absence, you will need to turn it in before your projected missed days. These absences are not excuses to miss assignments or information for future classes.

**Class Discussions:** The purpose of class discussions is not to have other class members make you believe what they believe, or for you to convert others to your ideas and beliefs, or for you to have the same beliefs that everyone else has regarding various areas of psychology and related subjects. The concept of associated with class discussions is vigorous debate and for you to understand that the other class members' points of view may not only be different, but just as valid as yours. In other words, class discussions are designed to expand your knowledge base of others' ideas, concepts, values, experiences, or expectations (whether different, similar or the same as yours and other class members) about class content, no matter what your social practices, or cultural background, or beliefs and life philosophies.

If you have a difficult time speaking-up in class, take a risk and participate (above); the time goes by much faster. It could be interesting and enjoyable for you and the rest of the class.

All discussions and exchanges will be conducted in an academic, respectful, and non-threatening manner (see Disruptive Behavior below). In addition, I will not tolerate profanity, name calling, accusations, threats, rudeness, intimidation, manipulation, coercion, and other forms of disrespect (implied or explicit, subtle or blatant) in an attempt to have others agree with your point of view. When you speak, you speak for yourself, not others. If these types of issues/activities arise in our discussions, I will remove the individual from the class permanently on the **first** incident and administratively drop that person from the class. Also, I will notify my Department Chair (and cc the Dean) in writing about the situation. (For your responsibilities as a student, see the DSU Student Rights and Responsibilities.)

**Disruptive Behavior:** Faculty members at Dixie State University have the right to manage the classroom environment to ensure a safe and effective learning environment. Toward this end, faculty members (or university security) may remove disruptive a student from an individual classroom/activity if the student refuses to end his/her inappropriate behaviors. If a student continues to disrupt class cohesion/activities, the faculty member may administratively drop the student from the course.

**Method of Instruction:** Will include lecture, visual aids, class discussion, individual and group experiential lab activities, group participation, and a student centered format. In addition, video and audiotapes, and guest speakers may be utilized. There are no exams in this course, but all points will be earned via written assignments (see below). If I talk too fast, which I do, tell me to "slow down," literally.

**Written Assignments:** All portions of your written assignments will be printed with black ink, and font will 12 point Times New Roman (APA preferred), and Times Roman and Courier are also acceptable, unless indicated otherwise by our APA text. The above will include all graphs, tables, and statistical displays (unless otherwise indicated). I will not accept any hand-written papers or notes for any reason. All written assignments will be printed on one-side only, on clean, 8x11, 20 pound, new, bright white paper, that is stain- and wrinkle-free, and completely unmarked. Your papers have any other text, printing, graphs, pictures, handwriting, marks, or stains on the unused sides in order to save/recycle paper. The papers will be stapled in the upper left hand corner and free of any individual plastic page leaves or plastic or paper folders. I will not accept binders or paper clips, dog ears, bobby-pins, rubber bands, string, or any other fasteners to keep the pages of your papers together, much less loose stacked pages without a staple (see above). If you violate the one-side use per page only, or the staple, or the folder policies, I will assign a ZERO to that assignment, and no second chances will be allowed. No direct quotes are allowed in the paper; paraphrase your references only. All text within each paragraph will be double-spaced and all spaces between paragraphs will be double-spaced as well as references. The margins will be 1 inch on the top and bottom and 1 inch on both right and left sides. Acceptable references will be found in the DSU Library under the computerized databases: PsychArticles and PsychInfo only. You must use professional and referred journals. You will not use texts, encyclopedias, popular magazines, pamphlets, or articles from non-professional/non-referred journals as references. Other formatting issues will be explained as the semester proceeds. Identifying information on the cover Sheet will also include the **Assignment Number** for each paper you hand-in for grading (see following page, Grading Rubric and Class Outline below).

Additionally, I will accept only hard copy. This means, you will hand your assignments to me personally in class on the due dates (or you will earn ZERO points). I will not accept papers that are handed to me by a friend or classmate because you are unable to attend class. I will not accept electronic versions of assignments. I will return your graded assignments to you at the next class session.

Full Name of the Paper (Centered)

Jeannie Jones

Dixie State University

Writing in Psychology: APA Style

Psych 2000-01

Assignment #1

Spring Semester 2015

T: 9:00-11:30

Room: MCD 111

Professor Cantrell

Date

Additionally, I will accept only hard copy assignments and not accept electronic versions of assignments for any reason. This means, you will hand your assignments to me personally in class on the due dates (or you will earn ZERO points). I will not accept papers that are handed to me by a friend or classmate because you are unable to attend class. I will return your graded assignments to you at the next class session.

### **Grading Rubrics:**

#### **Plagiarism/Academic Integrity Handout: 10 Points extra Credit: Read and signed**

##### **1. Title page and narrowed topic (10 points):**

Identify a major topic in the psychological literature that interests you. Do a preliminary investigation on that topic and narrow it to a succinct sub-idea on which you can write about in your term paper. Submit a one-page title page in APA format. The title you submit should reflect this narrowed topic. Total pages, 1.

##### **2. Title page with outline of 3 main points and 3 references (25 points):**

To prepare for this assignment, you will want to start creating your annotated bibliography that will be submitted at a later date. Select 3 references from your review of the literature. Read the articles and add them to your annotated bibliography. Then identify 3 recurring themes or topics that are common to the articles. Submit the title page (same as above) and a second page (use APA format with running head, etc.) with a Level 1 outline (I., II., III.) of the 3 topics along with a reference listing the 3 references in APA format. Total pages, 2.

##### **3. Title page with expanded outline of 3 main points and 5 references (50 points):**

Title page: use same as above or rework title. Refine outline, expand the outline to Level 3 (I. A. 1., 2, B.1., 2., and include in-text citations. Reference section should include 5 references minimum. Total pages, 3-4.

##### **4. Annotated Bibliography I (50 points):**

Prepare your annotated bibliography in APA format with 5 of your references.

- A. The class period before the due date, bring your assignment to class for peer review. Your reviewer will need to sign his/her name and date on the title page. **(25 points)**
- B. On the due date, submit both the peer reviewed copy and your revised copy. **(25 points)**

##### **5. Term Paper Template (10 points) (about 5 pages in length): 10 points:**

Title Page (p1)

Abstract (leave blank) (p.2)

Introduction (outline: provide a Level 3 outline of 3-5 paragraphs that will introduce your topic and include in-text citations) (p.3)

Discussion of Topics—place expanded outline here (p. 4)

Closing (leave blank) (p.4)

References (5)—place reference list here (NOT annotated) (p. 5)

##### **6. Template with outline of Introduction (25 points):**

For the Introduction section, provide a Level 3 outline of 3-5 paragraphs that will introduce your topic and set the stage for the rest of your paper. Include in-text citations.

##### **7. Annotated Bibliography II (50 points):**

A. Submit annotated bibliography II for peer review. (25 points)

B. Submit your complete annotated bibliography with a minimum of 10 references and peer review corrections. (25 points)

##### **8. Term Paper Draft (50 points):**

A. Have a peer reviewer read your paper and sign/date the title page. Convert your template to a draft of your full paper by replacing the outlines with detailed written text. No quotes are permitted. Remember to synthesize information from your references rather than repeating the same idea and citing a single author each time. See requirements for the term paper in #9. This

term paper draft will be at least 10 pages of text, not including the title page, and references. Have a peer reviewer read your paper and sign/ date the title page. **(25 points)**  
B, On the due date, submit both the peer reviewed and your new draft from the above. (25 points)

**9. Final Term Paper (100 points):**

Make final edits to your paper based on Instructor feedback and submit a clean copy for grading. This term paper will be at least 10 pages of text, not including the title page and references.

Title Page (10 points)

- Font
- Name
- Assignment number
- Title of paper
- Affiliation
- Centered
- Running heads/Consecutive page numbers
- See example of title page (below) for information not mentioned in this section

Abstract (5 points)

- Not indented (blocked and centered)
- 200 words or less
- Follows guidelines on p. 26 of blue APA book

Introduction (15 points)

- Citation in each paragraph
- Proper citations in the text (style of citation, are citations included where they should be)
- All paragraphs are coherent and lead reader to the hypothesis (hourglass approach)
- Four pages in length
- Information is synthesized and well integrated/organized
- Font
- No quotes
- Thesis and hypothesis stated clearly

Body (30 points)

- Literature search
- Citation in each paragraph
- Proper citations in the text (style of citation, are citations included where they should be)
- All paragraphs are coherent and lead reader to the hypothesis (hourglass approach)
- Four pages in length, no longer than 5 pages in length
- Information is synthesized and well integrated/organized
- Font
- No quotes
- Thesis and hypothesis stated clearly

Discussion (30 points)

- Restate Hypothesis
- Summary of Results
- Theoretical Implications
- Practical Implications
- Conclusion
- Font

References (10 points)

- Font
- No less than 10
- Formatting of references

**10. Final Exam--PowerPoint Presentation (30 points):**

Using APA format, prepare a PowerPoint (maximum of 8 slides) to present the information from your term paper to the class. Practice your presentation at home to be sure **you will not exceed 8 minutes**, which is

all the time you will be permitted. If you exceed the time, I will stop you, no matter where you are in your presentation. Follow the slide formatting as discussed in class.

Title – 1 slide

Introduction – 1 slide

Hypothesis and Method – 1 slide

Results – 1 slide

Discussion – 2 slides

Closing and future recommendations for research – 2 slides

**Traditional versus Non-traditional Students:** Many older (non-traditional) students have a lot of apprehension about returning to formal education beyond high school after a number of years in the real world. This is especially true for students who have been out of school whether 3 or 30 years. One of their fears is that they will not be able to compete with recent high school graduates or students who have been enrolled a semester or more. Non-traditional students do very well in my classes.

**Inclement Weather:** If in your judgment, it is too dangerous to come to class due to weather conditions like deep snow, blizzard, sleet, hail, floods, heavy rains, sand storms, extreme heat, send me an email and do not risk your life for a class. If the University calls a weather day, all scheduled class activities will be moved to the next class meeting.

**Study Groups:** I highly suggest that all students establish, maintain and regularly attend a study group. It should have at least 3-6 permanent members. All group members should immediately exchange contact information so they can resolve immediate problems that they cannot solve alone.

**Academic Integrity:** Cheating and plagiarism will not be tolerated. See Student Responsibilities for Academic Integrity: Section 5.33.5, DSU policy: <http://www.dixie.edu/humanres/policy/sec5/533.html>. All work that you will do in this class will be your own work, except the assigned group activities/projects.

**Academic Honesty and Cheating Policy: You may not cheat! As stated in the DSU Student Handbook:**

34.1 **Cheating:** Academic dishonesty in any form will not be tolerated at Dixie State University, including but not limited to plagiarism on written assignments, submitting other person's work as one's own, and cheating on exams or quizzes. Teachers at Dixie State University may discipline students proven guilty of academic dishonesty by:

34.1.1 Giving a failing grade on the specific assignment where dishonesty has occurred,

34.1.2 Failing the student in the entire course,

34.1.3 Immediately dismissing and removing the student from the course, and/or

34.1.4 Referring the student to the Student Affairs Committee which may reprimand, place on probation, suspend, and/or expel the student.

All violations of academic integrity (academic integrity/honesty and cheating) will be reported to the Chair of the Department of Psychology and/or the Academic Dean. Additionally, I will notify the Chair of the Psychology Program, the Dean, and do what I can to have you dismissed from your program, and expelled from the University, permanently.

**DSU Need To Know Dates for Spring 2015:**

Jan 12	Classwork Starts
Jan 15	Last Day for Waitlist
Jan 16	Last Day to Add Without Signature
Jan 19	Martin Luther King Jr. Day
Jan 22	Drop/Audit Fee Begins (\$10 per class)
Jan 22	Residency Application Deadline
Jan 27	\$50 Late Registration/Payment Fee
Feb 2	Spring 2015 Associate's degree Graduation Application Deadline

Feb 2	Pell Grant Census
Feb 2	Last Day for Refund
Feb 2	Last Day to drop without receiving a "W" grade
Feb 4	Courses dropped for non-payment
Feb 6	Last Day to Add/Audit
Feb 16	President's Day
Mar 2	Summer 2015 Bachelor's degree Graduation Application Deadline
Mar 2	Mid-Term Grades Due
Mar 6	Last Day to Drop Individual Class
Mar 9-13	Spring Break
Mar 23	Fall Class schedule available online
Mar 23	Summer Registration open to Seniors (90+ credits)
Mar 24	Summer Registration open to Juniors (60+ credits)
Mar 25	Summer Registration open to Sophomores (30+ credits)
Mar 26	Summer Registration open to all students
Apr 1	Fall 2015 Bachelor's degree Graduation Application Deadline
Apr 10	Last Day for Complete Withdrawal
Apr 13	Fall Registration open to Seniors (90+ credits)
Apr 14	Fall Registration open to Juniors (60+ credits)
Apr 15	Fall Registration open to Sophomores (30+ credits)
Apr 16	Fall Registration open to all students
Apr 29	Classwork Ends
Apr 30	Reading Day
May 1	Final Exams
May 1	Associate's degree Graduation Deadline - Summer 2015
May 4-7	Final Exams
May 8	Commencement

**Campus Resource Email Address Information:**

Library: [library.dixie.edu/](http://library.dixie.edu/)

IT Student Help Desk: <http://dixie.edu/helpdesk>

Writing Center: [http://new.dixie.edu/english/dsc\\_writing\\_center.php](http://new.dixie.edu/english/dsc_writing_center.php)

Testing Center: <http://new.dixie.edu/testing/>

Tutoring Center: <http://dsc.dixie.edu/tutoring/index.htm>

Bookstore: <http://bookstore.dixie.edu>

Disability Resource Center: <http://www.dixie.edu/drcenter>

[Computer Lab](#) (located at the [Smith Computer Center](#) and the [Library](#))

DSU Syllabi Elements: <http://new.dixie.edu/reg/faculty/?page=Syllabus>

**Disabilities Statement:** If you have a disability (which is documented) or think you have a disability (that you think can be documented) and may impair your ability to successfully complete this course, please contact the Disability Resource Center (DRC) 435-652-7516 to determine whether you qualify for reasonable academic accommodations. This must be accomplished within two weeks after the first day of class and renewed each semester. Students who have been evaluated by the DRC and have a disability will receive assistance from the DRC in obtaining reasonable accommodations from faculty members.

**Children in Class:** Young children will not be allowed to attend this class.

**Cell Phones, Handhelds, and Computers:** Absolutely no electronic devices will be allowed to be turned on in the classroom. All cell phones and other types of electronic devices must be powered-off before class starts (unless otherwise directed). Although, students may use their computers (and other electronic note taking equipment) if they have purchased or rented (the required electronic text) and have installed the program. Additionally, during class, these electronic devices will not be used to go online, play games, do homework for this or another class, write emails and so on. If I find that anyone violates this policy, I will shut down all of the personal electronic devices (including electronic texts) for the rest of the semester with no second chances, which means you will be taking notes by-hand. Alternately, there may be times when I ask students with electronic equipment to access online information, share it so we can discuss it in class. When we are finished with that online information, the students will return their equipment to an off line status. No recordings of any type will be allowed in this class.

**STUDENT GRADE SHEET:**

Writing in Psychology: APA Style

PSY 2000  
MWF 0:00-11:30 AM  
Location: McDonald 111

Spring Semester 2014  
Dixie State University  
Cantrell

Name: \_\_\_\_\_

Assignments Due:	Total Points Accumulated	÷	Total Points Possible:	=	Approx Percent	=	Current Grade
EC: Plagiarism 1/13	_____		10		_____		_____
1. 1/20	_____		10		_____		_____
2. 1/20	_____		25		_____		_____
3. 1/27	_____		50		_____		_____
4A. 2/03	_____		25		_____		_____
4B. 2/10	_____		25		_____		_____
5. 2/17	_____		10		_____		_____
6. 2/24	_____		25		_____		_____
7A. 3/03	_____		25		_____		_____
7B. 3/17	_____		25		_____		_____
8A. 3/24	_____		25		_____		_____
8B. 3/31	_____		25		_____		_____
9. 4/14	_____		100		_____		_____
10. 4/28/5/05	_____		<u>30</u>		_____		_____
Total Points:	_____		400		_____		_____

Total End of Course Grade Structure Points:

- A = 400 - 381 points
- A- = 380 - 360 points
- B+ = 359 - 346 points

Grade Structure for All 100 Point Activities:

- A = 100 - 95 points
- A- = 94 - 90 points
- B+ = 89 - 87 points

B = 345 - 333 points  
 B- = 332 - 320 points  
 C+ = 319 - 307 points  
 C = 306 - 293 points  
 C- = 292 - 280 points  
 D+ = 279 - 266 points  
 D = 265 - 253 points  
 D- = 252 - 230 points  
 F = 229 - and below

B = 86 - 84 points  
 B- = 83 - 80 points  
 C+ = 79 - 77 points  
 C = 76 - 74 points  
 C- = 73 - 70 points  
 D+ = 69 - 67 points  
 D = 66 - 64 points  
 D- = 63 - 60 points  
 F = 59 - and below

**Your Running Grade Computation:** Enter the total number of points earned in the blank space under "Total Points Accumulated" for each item(s) that has been graded. Then, divide the total accumulated/earned points by the "Total Points Possible" for an approximate percent at that time. Then, convert this "Approximate Percent" into a "Current Grade" for the item(s). The "Current Grade" is based on a 10 percent gradient (see above). For more than one score, add the all earned points together and repeat the same as above.

Do not for any reason divide by the total number of possible points (400 for example) before the end of the semester. For a final grade, all decimals greater than .5 on any given assignment are rounded up to the next whole number. Conversely, if the decimal is less than .5, it will remain the same whole number.

**Disclaimer:** All due dates activities and assignments contained in this syllabus are subject to change, depending upon participation of students, course content, adverse weather conditions, and other factors as deemed appropriate by the faculty member.

### COURSE OUTLINE

**PSY 2000-01: APA Writing: T 9:00-11:30 AM: Spring 2015: DSU: Cantrell**  
**See Grading Rubrics for each assignment details by the number (above).**

Date	Topic	Assignments: Hard-copy Only: No Electronic Copies; See Grading Rubrics for More Details of These Assignments
<u>1. Jan 13 T</u>	<u>Syllabus, Introduction; Why APA?</u> Dunn, APA: Ch 1-2: Writing Habits; Plagiarism (Dunn, pp. 44-50; APA, pp. 15-16, 170), Title Page; Headings; Literature Search; Selecting/Narrowing Topic; Dunn: Ch 4: Outlining; References: Dunn, APA	<b>Plagiarism Handout: Due 1/13 (Extra Credit: 10 Points)</b>
2. Jan 20 T	Dunn: Ch 3-4, pp. 115-117: Literature Review; In-text Citations; Freewriting; Predatory Reading; Outlining; Critiquing Articles APA: Ch 1-2: Conducting a Literature Search	<b>1. Title Page, Narrowed Topic: Due 1/20</b> <b>2. Title Page, Narrowed Topic; Outline 3 Main Points and 3 References: Due 1/20</b>
3. Jan 27 T	Dunn: Ch 5, 7; APA Ch 6-7: Headings; References; In-text Citations APA: Ch 3-4, 6: In-text Citations; Clear, Concise Writing; Dunn: Ch 9; APA: Ch 3: Inclusive Language; Active Voice	<b>3. Title Page, Narrowed Topic, Expanded Outline (3 main points, developed subtopics) 5 References: Due 1/27</b>
4. Feb 03 T	Dunn: Ch 9: APA: Ch 3: Revisit Formatting Peer Review; Dunn: Ch 5-6, 8; APA: Ch 5: Research Proposal; Tables; Figures; Appendices; should be familiar with APA by now; Dunn: Ch 5-6, 8; APA: Ch 5: Method	<b>4A. Annotated Bibliography I to Peer Review: Due 2/03</b>

	Section	
5. Feb 10 T	Dunn: Ch 5-6, 8; APA: Ch 5: Results Section; Formatting Statistical Information; Conclusion/Discussion Sections	<b>4B. Annotated Bibliography I with Peer Review: Due 2/10</b>
6. Feb 17 T	Dunn: Ch 5; APA: Term Paper; Developing and Refining Term Paper Topic; Template with Outline Introduction; Revisiting Dunn: Ch 7: in-text citations	<b>5. Term Paper Template with Outline of Introduction for Peer Review: 2/17</b>
7. Feb 24 T	Dunn:Ch 5: Synthesis Sources APA: Annotated Bibliography; Revisit Formatting; Abstract	<b>6. Term Paper Template with Introduction and In-text citations: Due 2/24</b>
8. Mar 03 T	Dunn: Ch 5; APA: Revisit Formatting; Abstract	<b>7A. Annotated Bibliography II for Peer Review: Due 3/03</b>
<b><u>9. Mar 09-15 M-S</u></b>	<b><u>Spring Break: No Classes</u></b>	
10. Mar 17 T	Dunn: Ch 5; APA: Revisit Formatting; Abstract	<b>7B. Annotated Bibliography II with Peer Review: Due 3/17</b>
11. Mar 24 T	Dunn: Ch 5: Revisit Formatting; Peer Review	<b>8A. Term Paper Draft for Peer Review: 3/24</b>
12. Mar 31 T	Dunn: Ch 10: Power Points Slides; Posters; Dunn: Ch 5: Revisit Formatting;	<b>8B. Term Paper Draft with Peer Review: Due 3/31</b>
13. Apr 07 T	Dunn: Ch 10: Posters; Peer Review: Final Term Paper Refinements; or Library Time	<b><u>No Assignment Due</u></b>
14. Apr 14 T	Dunn: Ch 5: Revisit Formatting; PowerPoint Slides; or Library Time	<b>9. Final Term Paper: Due 4/14</b>
15. Apr 21 T	PowerPoint Presentation Refinements	<b><u>No Assignment Due</u></b>
<b><u>16. Apr 28 T</u></b>	<b><u>Final PowerPoint Presentations Begin</u></b>	<b><u>10. All Students Must Attend: If Not, I Will Reduce Your Grade By 100 Points!</u></b>
<b><u>17. May 05T</u></b>	<b><u>Final PowerPoint Presentations Finish: 08:00-10:00 AM</u></b>	<b><u>10. All Students Must Attend: If Not Attend, I Will Reduce Your Grade By 100 Points!</u></b>
<b><u>18. May 08 F</u></b>	<b><u>Commencement</u></b>	