

Dixie State University
Psychology Program
St. George, Utah

Syllabus: Writing in Psychology: APA Style

PSY 2000-02/Credits: 3/CRN 25358
Spring Semester 2014
M: 5:15-7:45 PM
McDonald: Room 111

Spring 2014: January 06-May 02, 2014
DATES FOR THIS CLASS: January 06-April 21, 2014
Final Exam: April 28, 2014, Monday: 5:00-7:00 PM
Final Grades Due: May 06, 2014, Monday, 5 PM
Students' Final Grades Available After May, 06

Instructor: James Cantrell, MA, ABD, Adjunct

Office: McDonald 201

Office Hours: MWF 9:45-10:45 AM

Psychology Program Office: McDonald Building, "Fishbowl" (walk in the front double door, up the stairs to the 2nd 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. **I do not check or use CANVAS for messages and/or emails.** This 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, time/days, campus location, and date, then your specific message. This way, I will know exactly who is contacting me. 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 UPPER CASE in RED. 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 viruses. Also, I do not and will not respond to a Salutation that says, "Hey" or "Jim." My name is Cantrell.**

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

Syllabus: The syllabus contains the requirements and guidelines for this course which includes exam requirements; classroom expectations and conduct; discussions; reading and writing assignments and so on. Read it thoroughly and understand it completely. If you have questions about the syllabus, contact me via email, or talk with me face-to-face. Keep this syllabus in your Psych 2000 APA file along your notes. You will be referring to it often as we progress through the semester. We will follow the syllabus as closely as possible, but if not, I may modify the due dates, reading assignments, and other activities as necessary (see Disclaimer).

If you are concerned obtaining the grade you would like, complete the required work ethically, honestly, legally, and according to these class policies and DSU policies and procedures. 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).

I will ask a lot of questions during the course related to the class context and you will be expected to read the assigned chapter prior to each class in order to participate to the best of your ability. 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 content in the text 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 criticism, but examining numerous possible answers to any given situation and getting out of our comfort zones—see below.) I also expect you question me, the authors of the text 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 to: attend each class session; complete the assigned reading prior to each class; be ready to hand-in completed written assignments at the beginning of class (see the Course Outline) and participate in the group discussions, and exercises. This is a heavy writing class with constant in-class exercises/labs that will be critical to your learning APA writing style. Starting to write your papers the night before is greatly discouraged, due the highly technical nature of APA writing style. In addition to Psychology, APA is used in the following academic disciplines as either the primary or as a secondary writing style: Anthropology, Economics, Social Work, Education, Management, Political Science, Nursing, Criminology, International Studies, Journalism, and Linguistics.

In this class, you are a student, not a customer. If you want to be a customer, buy 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 (a “D-“ is the lowest passing grade you can earn without having to take the class again, depending upon one’s major—some majors I have seen require that if you earn a “C-“ for a required class, you have to retake that class for a better 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. 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, to save your scholarship, or your GPA and so on. The time to monitor your grade in this class starts from first day to the last.

Required Texts, Current Editions:

American Psychological Association. (2011). *Publication manual* (6th ed.). Washington D. C.: American Psychological Association.

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

You can choose between new and used texts, or hardback or paperback or, other options at the DSU Bookstore, or publishers. By the time we finish this class, you will have written notes in the margins and highlighted both texts 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 need the current texts.**

Recommended Study Guide: American Psychological Association. (2009). *Mastering APA style: Students’ workbook and training guide*. (6th ed.). Washington D. C.: American Psychological Association.

Lab Fees: None

Psychology Major: This course is required in order to earn a Psychology Bachelor Degree (BA/BS)

Prerequisites: PSY 1010 and ENGL 1010. If you do not both of these classes, you will not be able to take the 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.

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 work.

Attendance: I will take attendance in this class each session, starting with the first class. Since this is required for Psychology majors and APA writing style will be mandatory for the rest of your Psychology classes while working undergraduate, graduate, post graduate degree programs; thus it is essential that you are here for every scheduled class. If you miss more than three classes, beginning with the second class, I will reduce your grade by one-third of a grade: if you have an "A-" for a grade at the time you miss your third class, I will drop it to a "B+", and another three missed, your grade will drop to a "B" and so on.

Students are responsible for all assigned readings and classroom information/activities (whether present or not). Thus, **all students are encouraged to obtain contact information of at least 2-3 students in this class immediately so you can obtain information that you miss due to an absence or some other issue.** There is no excuse for missed class material. Students are expected complete all assigned readings and homework before each class.

I will not accept any late assignments, re-do in-class activities, late, or make-up exams because you are not present, which means you will earn a ZERO regarding those points that were available to you.

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, playing computer games or surfing the Web, reading the newspaper, having side-conversations, not paying attention, attempting to sleep (I will wake you), or writing emails to friends or others, I consider those activities to be rude and unacceptable behavior, and poor planning on your part.

I will begin class on time and I expect all students to be on time. I will not backtrack for late students. I expect all students to remain in class for the allotted time of each class session and not to cut-out early to go to your next class because it is across campus, finish homework for other classes, or meet friends, or just because I am boring. 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 the faculty member at least one week prior to the 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

assignments are due during time you are gone, you will need to turn them in before you leave. These absences are not excuse to not to have assignments completed or missed 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 base of awareness 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; the time goes by much faster. It could be interesting and enjoyable for you and the rest of the class. If you find me boring because I talk too much, participate in the class discussions. If I talk too fast, which I have a tendency to do, tell me to "slow down," literally. I am an intense person, especially at the beginning of the semester, but do not let that intensity intimidate you. Yes, in this class, we will have lot of fun and enjoy ourselves.

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 disrespect (implied or explicit, subtle or blatant) in an attempt to have others agree with your point of view. When you speak, you peak 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, teachers (or college security) may remove disruptive students from an individual classroom/activity if the students refuse to end their inappropriate activities. If a student's behavior continues to disrupt class cohesion/activities, the faculty member may administratively drop the students 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.

Grading Rubrics:

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-- same as above or with newly refined title. Refined 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 (100 points):

Prepare your annotated bibliography in APA format for 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. (75 points)

5. Term Paper Template (points) (about 4 pages in length): 10 points:

- Title Page (p1)
- Abstract (leave blank) (p.2)
- Introduction (leave blank) (p.3)
- Discussion of Topics—place expanded outline here (p. 3)
- Closing (leave blank) (p.3)
- References—place reference list here (NOT annotated) (p. 4)

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):

Submit your complete annotated bibliography with a minimum of 10 references.

8. Term Paper Draft (75 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. This term paper draft will be at least 10 pages of text, not including the title page, one figure or table, and references. You must include at least one figure, table, or graph in the body of your paper. 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 paper and your new draft from the above. (50 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, one figure or table, and references.

10. Final Exam--PowerPoint Presentation (20 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.

- Title - 1 slide
- Abstract – 1 slide
- Introduction – 1-2 slides
- Discussion – 2-3 slides
- Table or figure – 1 slide
- Closing – 1 slide

Traditional versus Non-traditional Students: Most older (non-traditional) students have a lot of apprehension about returning to formal education beyond high school after a few years of being in the real world. This is especially true for students who have been out of school from 3 to 10 or as many as 25 or 30 years for some. 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. In truth, returning non-traditional students do very well and most of the time have the highest grades 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, heat, or other types of weather related problems, call the Program and let me know, and/or send me an email. Do not risk your life or 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 and maintain a study group. Study groups should have at least 2-3 and preferably 4-6 permanent members who consistently show up, and are ready with the assigned readings, and participate fully. Study group members who consistently attend should experience: a) higher grades; b) peer group teaching/learning; c) learning substance/content versus memorizing; d) friendship and solidarity; e) others as sounding-boards for ideas and questions; f) a comparison of class/lecture/text notes/constructive comments; g) development of new theories/hypotheses; h) a way to maintain "sanity" and experience real empathy; i) sharing real world perspectives/philosophies of life; j) development of constructive and critical thinking skills; k) real world applications to theoretical material; and l) balance your expertise and deficiencies with the expertise and deficiencies of others.

All study group members should exchange phone numbers and email addresses so they can contact each other if they have immediate problems that they cannot solve alone.

Academic Integrity: Cheating and plagiarism of any form 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 group activities/projects. All violations of academic integrity (academic honesty and cheating) will be reported to the Chair of the Department of Psychology and/or the Academic Dean.

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.

DSU Need To Know Dates for Spring 2014:

Nov 1	Bachelor's degree Graduation Deadline - Spring 2014
Nov 11	Spring Registration open to Seniors (90+ earned credits)
Nov 12	Spring Registration open to Juniors (60+ earned credits)
Nov 13	Spring Registration open to Sophomores (30+ earned credits)
Nov 14	Spring Registration open to All Students
Jan 2	Spring 2014 Late application penalty begins
Jan 6	Classwork Starts
Jan 9	Last Day to Waitlist
Jan 10	Last Day to Add Without Signature
Jan 15	Drop/Audit Fee Begins (\$10 per class)

Jan 15	Residency Application Deadline
Jan 20	Martin Luther King Jr. Day
Jan 21	\$50 Late Registration/Payment Fee
Jan 27	Pell Grant Census
Jan 27	Last Day for Refund
Jan 27	Last Day to drop without receiving a "W" grade
Jan 29	Courses dropped for non-payment
Jan 31	Last Day to Add/Audit
Jan 31	Associate's degree Graduation Deadline - Spring 2014
Feb 17	President's Day
Feb 24	Mid-Term Grades Due
Feb 28	Last Day to Drop Individual Class
Feb 28	Bachelor's degree Graduation Deadline - Summer 2014
Mar 10-14	Spring Break
Mar 17	Fall 2014 Class schedule available online
Mar 17	Summer Registration open to Seniors (90+ credits)
Mar 18	Summer Registration open to Juniors (60+ credits)
Mar 19	Summer Registration open to Sophomores (30+ credits)
Mar 20	Summer Registration open to all students
Mar 28	Last Day for Complete Withdrawal
Apr 1	Bachelor's degree Graduation Deadline - Fall 2014
Apr 7	Fall Registration open to Seniors (90+ credits)
Apr 8	Fall Registration open to Juniors (60+ credits)
Apr 9	Fall Registration open to Sophomores (30+ credits)
Apr 10	Fall Registration open to all students
Apr 23	Classwork Ends
Apr 24	Reading Day
Apr 25	Final Exams
Apr 28-30, May 1	Final Exams
May 1	Associate's degree Graduation Deadline - Summer 2014
May 2	Commencement

Campus Resource Email Address Information:

- [Library](#) - on the ground floor of the Holland Centennial Commons Buildings (library.dixie.edu)
- [Computer Lab](#) (located at the [Smith Computer Center](#) and the [Library](#))
- [Disability Resource Center](#) - Provides services and accommodations to students with disabilities.
- [IT Student Help Desk](#) - We provide support for the following: Blackboard Vista, Dmail, wireless, software resources for students, and student laptop lease program.
- [Online Writing Lab](#) - Many writing classes utilize this site. Among other things, students can use the Online Writing Lab to submit papers electronically to the Writing Center.
- [Testing Center](#) www.dixie.edu/testing/
- [Tutoring Center](#) - Free and open to all students. Improve your study skills and clarify concepts and class material.
- [Writing Center](#) - "Our mission is to help you become a better writer by approaching your assignments as a process of invention, writing, and revision."

Disabilities Statement: If you have a documented disability which may impair your ability to successfully participate and/or complete this course, please contact the Disability Resource Center (DRC), 435-652-7516 or drc@dixie.edu to determine whether you may qualify for academic accommodations. This must be

accomplished within the first two weeks of the semester. Various academic accommodations are granted for students who have qualified documented disabilities. These accommodations are coordinated with the student and instructor by the DRC, which is located at the North Plaza Building. All students who have DSU accommodations must renew them at the beginning of each semester.

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

Cell Phones, Handhelds, and Computers: All electronic devices like cell phones, iPads, computers (unless you are using these items for taking notes only), and recording devices will be powered-off when class starts. Recording of lectures or class activities is not permitted for any reason.

STUDENT GRADE SHEET:

Writing in Psychology: APA Style

PSY 2000
MWF 11:00-11:50 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 1/06	_____		10		_____		_____
1. 1/13	_____		10		_____		_____
2. 1/13	_____		25		_____		_____
3. 1/27	_____		50		_____		_____
4A. 2/03	_____		10		_____		_____
4B. 2/10	_____		40		_____		_____
5. 2/24	_____		10		_____		_____
6. 3/03	_____		25		_____		_____
7. 3/17	_____		50		_____		_____
8A. 3/24	_____		10		_____		_____
8B. 3/31	_____		40		_____		_____
9. 4/14	_____		100		_____		_____
10. 4/21//28	_____		20		_____		_____
Total Points:	_____		400		_____		_____

Total End of Course Grade
Structure Points:

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

Grade Structure for All
100 Point Activities:

- A = 100 - 95 points
- A- = 94 - 90 points
- B+ = 89 - 87 points
- 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: Write the total number of points earned in the blank under "Total Points Accumulated" for an item(s) that has been returned after grading. 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 for final exam, 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 and Due Dates: All exams, activities, assignments, and due dates will be on the dates indicated in the course outline, unless otherwise indicated ahead of time by the faculty member. For exceptions, see Disclaimer (above).

COURSE OUTLINE

PSY 2000-02: APA Writing: MWF 11:00-11:50 AM: Spring 2014: DSU: Cantrell

Date	Topic	Assignments: Hard-copy Only: No Electronic Copies; See Grading Rubrics for More Details of These Assignments
<u>1. Jan 06 M</u>	<u>Syllabus, Introduction; Why APA?</u> Dunn, APA: Ch 1-2: Writing Habits; Title Page; Plagiarism (Dunn, pp. 44-50; APA, pp. 15-16, 170), Literature Search; Selecting and Narrowing a Topic; Dunn: Ch 4: Outlining	Plagiarism Handout: Due 1/10 (Extra Credit: 10 Points)
2. Jan 13 M	Dunn: Ch 3-4, pp. 115-117: Literature Review; Freewriting; Predatory Reading; Outlining; Synthesizing Sources; Critiquing Articles APA: Ch 1-2: Conducting a Literature Search	1. Title Page, Narrowed Topic: Due 1/13 2. Title Page, Narrowed Topic; Outline 3 Main Points and 3 References: Due 1/13
<u>3. Jan 20 M</u>	<u>Martin Luther King Day: No Class</u>	No Assignments Due
4. Jan 27 M	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	3. Title Page, Narrowed Topic, Expanded Outline (3 main points, developed subtopics) 3 References: Due 1/27
5. Feb 03 M	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 Section	4A. Submit Annotated Bibliography I to Peer Review: Due 2/03

6. Feb 10 M	Dunn: Ch 5-6, 8; APA: Ch 5: Results Section; Formatting Statistical Information; Discussion Section	4B. Submit Annotated Bibliography I with Peer Review: Due 2/10
<u>7. Feb 17 M</u>	<u>Presidents' Day: No Class</u>	<u>No Assignments Due</u>
8. Feb 24 M	Dunn: Ch 5; APA: Term Paper; Developing and Refining Term Paper Topic; Template with Outline Introduction; Revisiting Dunn: Ch 7: in-text citations	5. Submit Term Paper Template: Due 2/24
<u>9. Mar 03 M</u>	Dunn: Ch 5: Synthesis Sources APA: Annotated Bibliography; Revisit Formatting; Abstract	6. Submit Term Paper Template with outline of Introduction; In-text citations: Due 3/03
<u>10. Mar 10-15 M-S</u>	<u>Spring Break: No Classes</u>	
11. Mar 17 M	Dunn: Ch 5; APA: Revisit Formatting; Abstract	7. Submit Annotated Bibliography II: Due 3/17
12. Mar 24 M	Dunn: Ch 5: Revisit Formatting; Peer Review	8A. Term Paper Draft Peer Review: 3/24
13. Mar 31 M	Dunn: Ch 10: Power Points Slides; Posters; Dunn: Ch 5: Revisit Formatting;	8B. Submit Term Paper Draft: Due 3/31
14. Apr 07 M	Dunn: Ch 10: Posters; Library Time: Final Term Paper Refinements	<u>Return Draft Term Papers: Due 4/07</u>
15. Apr 14 M	Dunn: Ch 5: Revisit Formatting; Difficulties with Term Paper; PowerPoint Presentation Refinements	9. Submit Final Term Paper: 4/14
<u>16. Apr 21 M</u>	<u>Final PowerPoint Presentations Begin</u>	<u>4/21</u>
<u>17. Apr 24 R</u>	<u>Reading/Study Day: No Class</u>	
<u>18. Apr 28 M</u>	<u>Final Exam: 10:00 AM-12:00 PM</u>	<u>10. Final: Finish PowerPoint Presentations: 4/28</u>
<u>19. May 02 F</u>	<u>Commencement</u>	