



DIXIE STATE  
COLLEGE OF UTAH

**PSY 2000-01 (CRN 45630)**  
**WRITING IN PSYCHOLOGY: APA STYLE**  
**Tuesday, Thursday 9:00am - 10:15am**  
**McDonald 111**  
**FALL SEMESTER, 2013**

**PROFESSOR: Kristine J. Olson, Ph.D.**

**OFFICE HOURS: McDonald, Room 212, Tues/ Thurs: 10:30am-noon; Wednesday 3p-5p**

**TELEPHONE: 435-879-4405 (office)**

**EMAIL: [kjolson@dixie.edu](mailto:kjolson@dixie.edu) (most efficient, effective, and preferred method of communication)**

**REQUIRED TEXTBOOK**

Publication Manual of the American Psychological Association, Sixth Edition by American Psychological Association (Jul 2009). ISBN: 9781433805615

**RECOMMENDED TEXTBOOK**

Short Guide to Writing About Psychology (3rd Edition) (The Short Guide Series) by Dana Dunn (Jan 30, 2010). ISBN: 9780205752812

**OTHER MATERIALS**

You may bring your laptop to class to access lecture PowerPoint slides and to take notes. PowerPoint slides will be available on CANVAS <https://canvas.dixie.edu/> . Please bring a notepad and pen/pencil to each 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. Prerequisites: PSY 1010; and ENGL 1010. Fulfills: FA, SP. 3 lecture hours per week.

**PSYCHOLOGY MAJOR**

This course is required to earn the Psychology Bachelor degree (BA/BS)

**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

## **ATTENDANCE**

Please refer to <http://www.dixie.edu/humanres/policy/sec5/523.html> for a full explanation for the DSC Attendance Policy. Regular and prompt attendance in classes and laboratory sessions is expected of every Dixie State College student. An absence does not excuse a student from completing work missed. It is the student's responsibility to find out which assignments are missed during an absence.

Students who must miss class because of a college-sanctioned activity, such as an athletic event, club activity, class assignment, or other approved event, are responsible to assuring that their instructors have been notified and for completing any missed assignments. By the second day of class, students with recurring absences must provide each instructor written notification from the appropriate department that includes a schedule of competition, the names of those students on specific teams likely to travel, and the dates and approximate times of departure and return to campus. So that student participation in travel can be verified, the appropriate department will be responsible for informing individual faculty of changes to team rosters and travel schedules throughout the semester. One week prior to an absence, the student will meet with the instructor to arrange a reasonable accommodation, if feasible, to allow the students to complete any missed coursework and/or exams. The instructor may require the student to submit work prior to the due date if the student will be absent. It is the student's responsibility to complete the student absence schedule with the instructor and abide by it. Students with recurring or frequent absences from a course are required to check their schedules against the course syllabus and provide a list of expected absences for the semester by the second day of class. Upon reviewing the list, the instructor may determine that the absences will interfere with the student's ability to succeed in the course. If so, the instructor will recommend that the student seek an alternative.

## **CLASS POLICIES AND DISCIPLINE POLICY**

1. Turn off/silence any cell phones. Phones ringing/vibrating can be very distracting for everyone.
2. Come to class on time. It can be distracting to have students coming/going at different times. Make an effort to either come early or on time to class. Also, please make every effort to stay for the entire class period. If arriving/leaving on time is going to be an issue, please contact me so we can resolve this.
3. Read text before class session. This will only help you to better understand the material. If you read the text before class you will be prepared to ask questions during lecture.
4. Check CANVAS and dmail regularly.
5. This course is designed so that you spend six to nine hours per week between in-class participation and out of class activities.
6. This course will operate on the philosophy that active engagement with material fosters quality learning. There will be ample opportunity for in-class activities and discussion, both in small groups and with the entire class. Students are expected to read assigned text prior to class and be prepared to participate in class.
7. Students are expected to coordinate in-class small group work effectively.
8. Each student will have courtesy and respectful behavior towards each student and the instructor. Students will refrain from making harassing and discriminating comments in the classroom. Students will be respectful and open-minded about diverse viewpoints expressed in the classroom. Teachers at Dixie State College have the right to manage the classroom environment to ensure a good learning climate. Toward this end, teachers (or college security) may dismiss and remove disruptive students from individual class activities. If a student's behavior continues to disrupt class activities, the teacher may dismiss and cause the removal of disruptive students from their course. Please refer to the DSC Academic

Discipline policy for more information: <http://www.dixie.edu/humanres/policy/sec3/334.html> or [www.dixie.edu/humanres/policy/sec5/533.html](http://www.dixie.edu/humanres/policy/sec5/533.html)

Faculty Rights and Responsibilities:

- To establish and implement academic and behavioral standards for the classroom
- To clearly outline expectations, verbally and in syllabi
- To address any inappropriate behavior
- To involve other offices (Dean of Students, Campus Police, etc.) when circumstances arise
- To make a determination regarding possible responses and outcomes for inappropriate behavior within the faculty member's class

What is disruptive behavior?

Disruptive behavior may best be defined as any behavior that inhibits an instructor's ability to conduct class, or behavior that limits another student's ability to benefit from instruction – including conduct, speech, or activity that interferes with the learning activities of other students. Some examples of disruptive behavior may include:

- Physical violence, verbal abuse, or harassment
- Sleeping in class
- Not facing forward in the class
- Putting your feet up on chairs and desks
- Intoxication or illegal drug use
- Use of profanity
- Having side conversations with classmates
- Failing to respect others when expressing their own viewpoints
- Talking while the instructor or another student is talking
- Arriving late to class
- Constant questions or interruptions that interfere with classroom presentation

Students engaging in disruptive behavior will be asked to immediately leave the classroom. If the student does not voluntarily leave the classroom, campus security can be called at DSC Campus Police immediately by calling 437-619-1144 or 435-619-1145.

If you believe that a student in the class is interrupting your ability to learn please notify the instructor as soon as possible so that the issue can be remedied.

9. You will receive grades for completed assignments within 1 week (7 days) of your submission. I will respond to your emails within 24-48 hours (I am usually able to respond within 12-24 hours). However, there is a high probability I will not respond to emails on Saturday and Sunday. Thus, if you email me on Friday at 5pm, there is a likelihood that I will not respond to you until Monday.

## **EARNING POINTS IN THIS COURSE**

### **Attendance/ Participation: (29 class sessions; Total 87 points)**

You earn points by coming to class and actively participating. If you come to class and engage in the tasks we are doing, you will earn full credit. If you come to class late, leave early, or do not exhibit professionalism or courtesy in class you will lose points.

### **Asch Paper (Total = 90 points)**

You will be graded on your adherence to APA style. Quotes are not allowed in the paper.

**Five References for Asch Paper: 10 points**

**Annotated References: 10 points**

**Methods, Results, Tables: 10 points**

**Final Paper (Five Pages plus title, abstract, references, and tables/figures): 60 Points**

## **Term Paper (Total = 180)**

You will be graded on your adherence to APA style.

\*\*On days that a draft of your term paper is due, you are required to do a peer review of at least one peers paper. If you do not review a peers paper within 48 hours, you will lose 5 points on your paper. Peer reviews will improve your paper and will help you develop editorial skills. You should use the editorial review checklists available in the 'FILES' section of the CANVAS website (general checklist and references checklist) to assist you with your review. You must bring these papers to class on the day of peer reviews or use an electronic version of the forms for online peer review days. **Quotes are not allowed in the paper.**

**Topic and 10 Annotated References: 10 points**

**Term Paper Outline: 10 points**

**Draft of Introduction/ Hypotheses: 10 points**

**Draft of Methods, results, Table, Figure, Abstract: 20 points**

**Draft of Discussion: 10 points**

**PowerPoint Presentation: 20 points**

**Final Paper: 75 Points**

Final paper will include: cover letter, title page, abstract, introduction, method, results (students will make up results), discussion, at least 10 references, one table, and one figure. Introduction, method and discussion will be no less than eight pages.

## **Extra Credit**

There may be an opportunity for extra credit. The instructor will present any opportunities for extra credit to the entire class. The instructor will not provide extra credit opportunities on an individual basis.

## **LATE WORK AND MAKE-UP POLICY**

Exams, Quizzes, and In-class assignments cannot be made up or be submitted at a date/time past the assigned due date. Please arrange your schedule so that you are able to complete all course requirements on the designated time. Make ups are not allowed for in-class assignments. Exams need to be submitted the day they are assigned. If you know you will be out of class, you need to make arrangements to turn in your assignments before the scheduled due date. Any assignments that are submitted late will be penalized 10% for each day it is late. The assignments that are due on the day of the final exam may not be submitted late. Students will receive zero points for any assignment that has not been submitted to the instructor by the end of the assigned final exam time period for this class. For example, if the final exam for this course is schedule on a Wednesday from 10am-noon, any coursework submitted at 12:01pm on that day will not receive any credit. The Testing Center will not be able to proctor your test after the designated time indicated on the syllabus.

## **COURSE GRADING SYSTEM**

### **Percentage (%) Letter Grade**

100-93 = A

92-90 = A-

89-87 = B+

86-83 = B

82-80 = B-

79-77 = C+

76-73 = C

72-70 = C-

69-67 = D+

66-63 = D

62-60 = D-

Less than 60 = F

## **COURSE SCHEDULE\***

**Notes:** Dunn = A Short Writing Guide to Psychology

PAPA = Publication Guide of the APA

| <b>Week</b> | <b>Date(s)</b>  | <b>Topic</b>   | <b>Assignment Due</b>                             |
|-------------|-----------------|--|---|
| <b>1</b>    | <b>8/20/13</b>  | Syllabus, Introduction to Class; Dunn Ch 1; Collect Data for Class Project.                |   |
|             | <b>8/22/13</b>  | PAPA Ch 2  |   |
| <b>2</b>    | <b>8/27/13</b>  | Plagiarism: Dunn pp.4 4-50; PAPA pp.15-16, 170; PAPA Ch 1                                  |   |
|             | <b>8/29/13</b>  | Note taking  |   |
| <b>3</b>    | <b>9/3/13</b>   | Paraphrasing   |   |
|             | <b>9/5/13</b>   | Literature Search: Dunn Ch 2   |   |
| <b>4</b>    | <b>9/10/13</b>  | References: Dunn pp.140-150; PAPA Ch 6, 7  |   |
|             | <b>9/12/13</b>  | Annotated Literature Search: Dunn Ch 3   | <b>Five References for Asch in APA style</b>      |
| <b>5</b>    | <b>9/17/13</b>  | PAPA Ch 3  | <b>Annotated Lit Search for Asch</b>              |
|             | <b>9/19/13</b>  | Method Dunn Ch 5 pp. 95-99; Results: Dunn Ch 6   |   |
| <b>6</b>    | <b>9/24/13</b>  | Tables and Figures: PAPA Ch 5; Dunn Ch 8   |   |
|             | <b>9/26/13</b>  | General Style/ Citing in Text: Dunn Ch 4; Dunn Ch 130-140; Dunn Ch 7, 9                    | <b>Asch Methods, Results, and Tables/ Figures</b> |
| <b>7</b>    | <b>10/1/13</b>  | Language Bias: PAPA pp. 71-77; Dunn pp. 170-175; In text Citations: Dunn p. 132; PAPA 174- |   |
|             | <b>10/3/13</b>  | Introduction: Hourglass approach, PAPA Ch 3  |   |
| <b>8</b>    | <b>10/8/13</b>  | Discussion   |   |
|             | <b>10/10/13</b> | Fall Term Break: NO CLASS  |   |
| <b>9</b>    | <b>10/15/13</b> | Title Page and Abstract: Dunn pp. 85-88; PAPA pp. 25-27, 202                               |   |
|             | <b>10/17/13</b> | Term Paper Topics; Hypotheses Development and Testing                                      | <b>Asch Paper</b>                                 |
| <b>10</b>   | <b>10/22/13</b> | Term Paper Literature Search   |   |
|             | <b>10/24/13</b> | Paper Outline Development  | <b>Term Paper Topic; 10 annotated references</b>  |
| <b>11</b>   | <b>10/29/13</b> | Introduction   | <b>Term Paper Outline</b>                         |
|             | <b>10/31/13</b> | Introduction   |   |
| <b>12</b>   | <b>11/5/13</b>  | Peer Review: Term Paper Introduction   | <b>Term Paper Introduction Draft</b>              |
|             | <b>11/7/13</b>  | Method and Results Section   |   |
| <b>13</b>   | <b>11/12/13</b> | No class: Career Day at DSC  |   |

|   |                 |  |   |
|---|-----------------|--|---|
|   | <b>11/14/13</b> | Peer Review: Term Paper Methods, Results, Abstract Draft                     | <b>Term Paper Method, Results, Table, Figure,</b> |
| <b>14</b>   | <b>11/19/13</b> | Work on Discussion section   |   |
| <b>14.5</b>                                       | <b>11/26/13</b> | Peer Review: Term Paper Discussion   | <b>Term Paper Discussion Draft</b>                |
|   | <b>11/28/13</b> | Thanksgiving: NO CLASS   |   |
| <b>15</b>   | <b>13/4/13</b>  | Publication and Presentation Processes: PAPA Ch 8: Dunn Ch 10; Cover Letters |   |
|   | <b>13/6/13</b>  | PowerPoint Preparation   | <b>Term Paper</b>                                 |
| <b>FINAL<br/>Conduct PowerPoint Presentations</b> |                 |  |   |

**\*DISCLAIMER**

Information contained in this syllabus, other than the grading scale and exam/quiz policy may be subject to change with advanced notice, as deemed appropriate to the instructor.

**REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustments, accommodations, or auxiliary aids to be successful in their program of study should contact the Disability Resource Center within the first two weeks of the beginning of classes for eligibility determination. Proper documentation of impairment is required in order to receive services. DRC is located on the ground floor of the Financial Aid Office. You may call 652-7516 to schedule appointment for further information regarding the process to receive accommodations. DRC Coordinator determines eligibility for and authorizes the provision of services.

**DISABILITY RESOURCE CENTER**

Contact the center for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located at the ground floor of the Financial Aid Office. Visit or call 652-7516 to schedule an appointment to discuss the process. The DRC Coordinator determines eligibility for and authorizes the provision of services.

**TUTORING AND WRITING CENTERS**

The Dixie State College of Utah Tutoring Center is located in the Browning Resource Center and is **free** for all registered Dixie State students. Tutors are available to assist you in clarifying concepts and class material, and in improving your study skills. The center also offers assistant with writing. Tutoring Center hours are Monday-Thursday from 9:00 am to 8:00 pm, and on Fridays from 9:00 am to 5:00 pm. Tutoring: <http://www.dixie.edu/tutoring/index.php> Writing Lab: <http://dsc.dixie.edu/owl/>

**LIBRARY**

Please use the library! It is a great resource and the staff can help you find the materials you need. <http://library.dixie.edu/>

**ACADEMIC INTEGRITY POLICY**

1. All work done for this course is to be your own, with the exception of the Group Projects.
2. Cheating is forbidden-All incidents will be reported to the Department Chair and/or Academic Dean.

3. All students are expected to have read and understand the current issue of the student handbook, published by Student Services. The handbook includes all student responsibilities, student rights, intellectual property policy, information regarding procedures, and appropriate student behavior.
4. Cheating of any kind may be punishable by one or more of the following: a) Receiving a failing grade on the specific assignment where dishonesty was observed; b) Receiving a failing grade in the course; c) Immediate dismissal from this course; and d) Referral to the Academic Affairs Committee which may take actions such as reprimands, placing on probation, suspension, or removal from Dixie State College of Utah.

For further information regarding student responsibilities related to academic integrity, please refer to Section 5.33.5 of the DSC policy, which can be viewed at

<http://www.dixie.edu/humanres/policy/sec5/533.html>.

## **TESTING CENTER**

Please contact the Testing Center to learn about their hours of operations and testing procedures. Testing Center - <http://dixie.edu/testing>

## **EMAIL**

You are required to frequently check your Dmail account. Important class and college information will be sent to your dmail account, including DSC bills, financial aid/scholarship notices, notices of cancelled classes, reminders of important dates and deadlines, and other information critical to your success at DSC and in your courses. If you don't know how to access your dmail account, go to [www.dixie.edu](http://www.dixie.edu) and select "Dmail" from the left column. To locate your dmail username and password, go to [www.dixie.edu](http://www.dixie.edu), and click on "Log in to student

## **GRADING RUBRICS**

### **Asch Paper Grading Rubric - 60 Points Total**

Title Page (5 points)

- Font
- Name
- Affiliation
- Centered
- Running Heads/ Page Numbers

Abstract (5 points)

- Not indented
- Follows guidelines on p. 26 of blue APA book

Introduction (10 points)

- Citation in each paragraph
- No quotes
- Proper citations in the text
- All four paragraph topics listed on CANVAS
- Font
- Information is synthesized and well integrated/organized

Method (10 points)

- Font
- Participants
- Research Design
- Measure
- Procedure

Results (5 points)

- Font
- Worded correctly

Discussion (10 points)

- Summary of Results
- Theoretical Implications
- Practical Implications
- Conclusion

- Font
- References (5 points)
- At least 5
  - Font
- Table (5 points)
- Figure (5 points)

**PowerPoint Presentation (Due Day of Final; 20 points total)**

Make 3-5 minute presentation in class with ppt on day of final (10 points)

Needs to appear professional:

- No spelling, grammar, punctuation errors (1 point)
- Needs to be aesthetically pleasing and well organized (2 points)

Needs to have:

- Introduction (1 point),
- Hypothesis (1 point),
- Method (1 point),
- Results (1 point),
- Discussion (1 point),
- 1 Table (1 point), and
- 1 Figure (1 point)

**Final Term Paper Grading Rubric- 75 Points Total for Paper**

Publication Cover Page (5 points)

Title Page (5 points)

- Font
- Name
- Affiliation
- Centered
- Running Heads/ Page Numbers

Abstract (5 points)

- Not indented
- 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, no longer than 5 pages in length
- Information is synthesized and well integrated/organized
- Font
- No quotes
- Hypothesis stated clearly

Method (10 points)

- Font
- Participants
- Research Design
- Measure
- Procedure

Results (3 points)

- Font
- Restate hypothesis
- Results are coherent, match what the hypothesis stated
- State if results are significant or not

Discussion (12 points)

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

References (10 points)

- At least 10
- Formatting of references



Table displaying demographic characteristics (5 points)  
 - APA style  
 Figure displaying results (5 points)  
 -APA style

### OTHER IMPORTANT DATES/DEADLINES

|           |   |
|-----------|---|
| Apr 1     | Bachelor's degree Graduation Deadline - Fall 2013         |
| Apr 8     | Fall Registration open to Seniors (90+ earned credits)    |
| Apr 9     | Fall Registration open to Juniors (60+ earned credits)    |
| Apr 10    | Fall Registration open to Sophomores (30+ earned credits) |
| Apr 11    | Fall Registration open to All Students                    |
| Aug 12-13 | Faculty Workshops   |
| Aug 14    | Fall 2013 \$50 Late application penalty begins            |
| Aug 14-16 | Faculty Workshops   |
| Aug 19    | Classwork Starts  |
| Aug 22    | Last Day to Waitlist                                      |
| Aug 23    | Last Day to Add Without Signature                         |
| Aug 28    | Drop/Audit Fee Begins (\$10 per class)                    |
| Aug 28    | Residency Application Deadline                            |
| Sep 2     | Labor Day   |
| Sep 3     | \$50 Late Registration/Payment Fee                        |

|           |   |
|-----------|---|
| Sep 9     | Pell Grant Census                                       |
| Sep 9     | Last Day for Refund                                     |
| Sep 9     | Last Day to drop without receiving a "W" grade          |
| Sep 10    | Courses dropped for non-payment                         |
| Sep 13    | Last Day to Add/Audit                                   |
| Oct 1     | Associate's degree Graduation Deadline - Fall 2013      |
| Oct 9     | Mid-Term Grades Due                                     |
| Oct 10-11 | Semester Break  |
| Oct 14    | Last Day to Drop Individual Class                       |
| Oct 21    | Spring and Summer 2014 class schedules available online |
| Nov 1     | Bachelor's degree Graduation Deadline - Spring 2014     |
| Nov 8     | Last Day for Complete Withdrawal                        |
| Nov 11    | Spring Registration open to Seniors (90+ credits)       |
| Nov 12    | Career Day  |
| Nov 12    | Spring Registration open to Juniors (60+ credits)       |

|               |   |
|---------------|---|
| Nov 13        | Spring Registration open to Sophomores<br>(30+ credits) |
| Nov 14        | Spring Registration Open to All Students                |
| Nov 27-<br>29 | Thanksgiving Break                                      |

|          |                |
|----------|----------------|
| Dec 6    | Classwork Ends |
| Dec 9-13 | Final Exams    |

\*\*\*To learn more about syllabi at Dixie State College, refer to:  
<http://new.dixie.edu/reg/faculty/?page=Syllabus>