

**Syllabus and Course Outline**  
**PSY 2000-03**  
**Writing in Psychology: APA Style**  
**Dixie State University**  
**Spring 2015**

**Instructor:** Dr. Christine E. Chew

**Class Meets on:** M/W/F      **Time:** 11-11:50am

**Room:** MCD 111

**Telephone:** (435) 879-4404

**E-Mail:** chew@dixie.edu

**Office:** McDonald Building (MCD) 210

**Office Hours:**

M/W/F: 10-11am    T/Th: 11:45-1:00

PROGRAM: Psychology

CREDIT HOURS: 3

CONTACT HOURS: Lecture: 3

**COURSE DESCRIPTION:**

This course is required of psychology majors and recommended for all students who want to master the APA writing style. This course is an introduction to the effective use and application of APA style writing. Pre-requisites: PSY101 and ENGL 1010.

**SOCIAL SCIENCE PROGRAM OBJECTIVES**

As an outcome of taking courses in the Social Sciences Program, students shall:

1. Demonstrate the ability to examine human behaviors in a structured and organized way as a means of understanding the human condition. Measured by examination and/or oral and written reports.
2. Demonstrate the ability to recognize the ideas, people and events that are generally thought to be important by social scientists. Measured by examination and/or oral reports.

3. Develop a perceptual frame or reference based on social scientific knowledge. Measured by the presence of an attitudinal frame of reference which would be expressed in written or oral activities.
4. Exhibit concepts of critical thinking and scientific methodology in examining human behavior. Measured by the presence of an attitudinal frame of reference which would be displayed in written or oral activities.

### **MAJOR COURSE LEARNING OBJECTIVES:**

Upon successful completion of this course the student will be expected to:

1. Identify and locate relevant journals and databases in psychology.
2. Utilize critical and creative thinking skills, skeptical inquiry, and the scientific approach to solve problems related to behavior and mental processes.
3. Write with a basic understanding of the APA style and format.
4. Understand the nature of differences between fact and theories, and opinions and empirically based statements.

### **COURSE METHODS:**

The course will be as a lecture/ lab format with each student asked to consider particular questions during class discussions and reading material, and comment in the class on these issues. We will also be doing a fair amount of in class work with our different topics both independently and in groups. We will focus on:

1. Readings in relevant texts and articles
2. Lectures which discuss the readings
3. Small group work
4. Individual work
5. Examination of the relevant literature in the field
6. Testing of related work
7. Final paper presentation

**Email is the preferred method for contacting the professor outside of class.**  
When emailing the professor the subject line should read **APA writing class.**

### **GENERAL CLASS CONDUCT**

<b>ALL CELL PHONES <u>OFF</u> WHEN YOU ENTER THE CLASSROOM</b>
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**Attendance at all scheduled classes is required.**

### **Disruptive Behavior**

Students are expected to approach the class as mature adults and to conduct themselves accordingly. While questions and interaction with the instructor are

encouraged during the seminar, disruptive remarks, behavior and unnecessary personal conversations between students will not be tolerated. At times a topic or topic matter may contain sensitive issues. It is imperative that we all conduct ourselves with respect for others even should we disagree with someone's view point. Our classroom is a "safe" space, which requires that students agree to keeping sensitive matters confidential, and to respect each other's privacy with regard to personal remarks in classroom. Students who evidence disruptive behavior will be asked to leave class immediately. Should other students feel that their learning is being disrupted, please contact the instructor immediately to resolve the situation.

**Please do not:**

**Come in late or leave early.** It is imperative that you make the commitment to be in class the entire class length.

Doing other work or other activities aside from the classwork that is being presented or assigned.

Sleeping during the class.

Listening to I-pods or other portable music/audio devices.

Talking or texting on cell phones.

Making jokes or having discussions with others in the class that would be disruptive to others.

Talking out turn, making disparaging comments or other types of behavior that is not conducive to the learning experience for students.

These are all considered disruptive behaviors, though this is not an exhaustive list.

**For more details, please see the disruptive behavior policy at:  
<http://www.dixie.edu/humanres/policy/sec3/334.html>**

**Referrals:**

Many psychology courses, such as this one, often provide students with self reflection oriented readings and activities. At times, this reflection can trigger emotional responses, or other types of reactions that can cause significant personal distress or upset. Sometimes these responses are from past issues, or traumas, or other things happening in a student's life. While I am able to understand this, as a clinician, and have training in the area of therapeutic intervention; as a faculty member, I am unable to engage in a relationship of this nature with my students. It is unethical, according to the field ethics code, and it is also considered a dual role relationship, which is highly discouraged. Should you find yourself in a situation of this sort, I would be happy to make a confidential referral for you, to our college counseling center, and provide any



F = (59% and less)

### **EXAMINATIONS/ Assignments:**

Grades will be determined in part based on student performance on exams/ assignments. (50 pts each).

#### **Literature Review #1**

Students will be required to submit a first literature review, written in APA style and format, reviewing five scholarly references. 8-10 pages. (100 points)

#### **Final Paper**

Students will be required to submit a final paper, inclusive of a literature review, with at least 8 scholarly resources. 10-12 pages. (100 points) During our scheduled finals time, each student will briefly present their paper to the class, and discuss their findings: 5-10 minutes.

#### **Make Up Policy**

As a rule, there will not be any make up exams or assignments in this course. Talk further with the instructor for excused absences as per college policy.

***The professor reserves the right to assign activities as is deemed necessary during the semester.***

### **READING ASSIGNMENTS:**

You will be expected to complete the required reading assignments outlined in the course schedule, regarding assessment issues, prior to class and incorporate this learning into your comments during lecture and case presentations.

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resources. Again, unfortunately, I cannot serve you in a therapeutic role, but I am very happy we have the counseling center available to students for just such situations.

**COURSE OUTLINE    APA Writing    MWF    11-11:50am**

<b><u>Jan 12:</u></b>	<b>Course Introduction</b>
<b><u>Jan. 14:</u></b>	<b>Introduce a friend</b>
<b><u>Jan 16:</u></b>	<b>What is APA style and why use it?</b>
<b><u>Jan. 19:</u></b>	<b>MLK Holiday; no class</b>
<b><u>Jan. 21:</u></b>	<b>Chapter 1: Dunn</b>
<b><u>Jan. 23:</u></b>	<b>Free writing exercise/lab time</b>
<b><u>Jan 26:</u></b>	<b>Chapter 1: Dunn Con't</b>
<b><u>Jan 28:</u></b>	<b>Dunn: Chapter 4</b>
<b><u>Jan 30:</u></b>	<b>Lab time: Directed Free write/outline writing, Peer Reviews</b>
<b><u>Feb. 2:</u></b>	<b>Choosing a topic</b>
<b><u>Feb. 4:</u></b>	<b>Dunn: Chapter 3</b>
<b><u>Feb. 6:</u></b>	<b>Assignment #1: Paraphrasing exercise take home due on Sept. 16 Independent work; class will not meet.</b>
<b><u>Feb. 9:</u></b>	<b>Assignment #1 due    <u>Library Day</u>; Doing Library Research</b>
<b><u>Feb 11:</u></b>	<b>Library Research/Independent library day</b>
<b><u>Feb. 13:</u></b>	<b>In class review of articles, work on articles</b>
<b><u>Feb. 16:</u></b>	<b>Holiday; no class</b>
<b><u>Feb. 18:</u></b>	<b>The Scientific Method: How do we read literature? Dunn: Chapter 5</b>
<b><u>Feb 20:</u></b>	<b>Lab time: Small group work on research studies</b>
<b><u>Feb. 23</u></b>	<b>Independent Library Day</b>
<b><u>Feb. 25:</u></b>	<b>Lab time: Independent work on First Literature Review</b>
<b><u>Feb. 27:</u></b>	<b>Independent writing/research time</b>
<b><u>Mar 2:</u></b>	<b>Citations: How do we cite work, and paraphrase review</b>
<b><u>Mar 4:</u></b>	<b>Dunn: Chapter 7</b>
<b><u>Mar 6:</u></b>	<b>Independent work time for first article review assignment</b>
<b><u>Mar 16:</u></b>	<b><u>First Article Review Turned in/work independently in class</u></b>
<b><u>Mar 18</u></b>	<b>Assignment #2 final paper topic turned in</b>
<b><u>Mar 20</u></b>	<b>Lab time: Begin taking notes on articles and outlining your paper</b>
<b><u>Mar 23:</u></b>	<b>Independent research day</b>
<b><u>Mar 25:</u></b>	<b>Article Review in class</b>
<b><u>Mar 27:</u></b>	<b>Independent Writing/Research day</b>

<u>Mar 30:</u>	Writing up results: Dunn Chapter 6
<u>Apr 1:</u>	Extra Credit proof reading exercise
<u>Apr. 3:</u>	Lab time: Free write, directed topic, work on articles
<u>Apr 6:</u>	Independent library time/references
<u>Apr 8:</u>	Library day/independent writing
<u>Apr 10:</u>	Independent writing/finishing touches to rough draft
<u>Apr 13:</u>	<u>Rough Draft DUE</u> / Peer review of Rough Drafts con't
<u>Apr 15:</u>	Peer Reviews
<u>Apr 17:</u>	Catch up as needed
<u>Apr 20</u>	Dunn, Chapter 9
<u>Apr 22</u>	Review citations, paraphrasing and reference formatting as needed
<u>Apr 24</u>	Independent work on papers
<u>Apr 27</u>	Peer Reviews/formatting
<u>Apr 29:</u>	<u>Final Papers due</u>
Final Exam:	May 4, Monday, 10-12pm Presentations

**\* ALL TEST DATES AND ASSIGNMENTS SUBJECT TO CHANGE \*\***

### Dmail:

Important class and college information will be sent to your Dmail account. This information includes your DSC bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned a Dmail account. If you don't know your user name and password, go to [www.dixie.edu](http://www.dixie.edu) and select "Dmail," for complete instructions. You will be held responsible for information sent to your Dmail email, so please check it often.

### Important Dates to Remember:

#### **2015 Spring Semester**

Oct 31	Spring 2015 Bachelor's degree Graduation Application Deadline
Nov 17	Spring Registration open to Seniors (90+ earned credits)
Nov 18	Spring Registration open to Juniors (60+ earned credits)

Nov 19	Spring Registration open to Sophomores (30+ earned credits)
Nov 20	Spring Registration open to All Students
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

### **Disability Accommodations:**

Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class will need to contact the DISABILITY RESOURCE CENTER Coordinator (Baako Wahabu) for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located in the North Plaza Building. Visit or call 652-7516 to schedule appointment to discuss the process. DRC Coordinator determines eligibility for and authorizes the provision of services.

### **College resources:**

College resources: Several college resources are available to help you succeed. Check out the links for each one to get more information.

If you need help understanding the content of your courses, go to the Tutoring Center located on the 4th floor of the Holland Centennial Commons in Room 431. You can visit them online at <http://dsc.dixie.edu/tutoring/>

If you need help writing papers, go to the Writing Center on the fourth floor of the Holland Centennial Commons in room 421. You can also visit them online at [http://new.dixie.edu/english/dsc\\_writing\\_center.php](http://new.dixie.edu/english/dsc_writing_center.php)

If you need to use a computer to do schoolwork on campus, go to the Computer Center in the Smith Computer Center or the Library basement.

If you are assigned to take a test in the Testing Center, go to the North Plaza. You can get information on their website at <http://new.dixie.edu/testing/>

The Library has all kinds of information and resources. Visit the Dixie State College Library on the 2<sup>nd</sup>, and 3<sup>rd</sup> floors of the Holland Centennial Commons, or go to the library website at <http://library.dixie.edu/>

Classroom expectations: It is the responsibility of an instructor to manage the classroom environment to ensure a good learning climate for all students. This means not talking when the teacher is talking, following instructions, and speaking and acting respectfully to the professor.

### **Academic integrity:**

DSC believes that most students are honest. However, cheating will not be tolerated, and if discovered, a zero grade will be given for that assignment or exam, and you will not be allowed to make it up. Repeated or aggravated offenses will result in failing the course. Any time you take credit for work you did not do, you are cheating. This includes getting the answers to homework problems from someone else, copying information from a library or internet source and presenting it as if it were your own words which is called plagiarism. Plagiarism is a particularly serious offense in academia.

Looking at someone else's answers on an exam, and asking someone who has already taken a test about what questions it contains also constitutes cheating. This course has been designed to minimize the temptation to cheat, however it is not the job DSC or the instructor to make things "cheat proof." If you cheat and are not caught, it doesn't mean that you "beat the system." It means you violated the Student Code and forfeited your integrity.

For further information on the Student code please refer to <http://library.dixie.edu/policies/studentcodesectionfour.pdf> page 8. DSC is committed to helping students honor the student code and to have consequences for those who do not abide by its standards.

### **COPYRIGHT STATEMENT:**

Students shall adhere to the laws governing the use of copyrighted materials. They must insure that their activities comply with fair use and in no way infringe on the copyright or other proprietary rights of others and that the materials used and developed at Union College contain nothing unlawful, unethical, or libelous and do not constitute any violation of any right of privacy.