

**Writing in Psychology: APA Style**  
**PSY 2000 (section 03, CRN 45210)**  
**Fall 2011**



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**Office:** 204A McDonald  
**Office Hours:** 2-3 MW, 10:30-12:00 TR

**Lecture/Discussion:** Tues/Thurs                      2:30pm to 3:45pm in Jennings 192

**Required Texts:**

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

American Psychological Association (2010). *Publication manual* (6th ed.). Washington, DC: American Psychological Association.

American Psychological Association (2010). *Mastering APA style: Student's workbook and training guide* (6th ed.). Washington DC: American Psychological Association.

**Overview & Course Description:** Welcome to Writing in Psychology. This a required course for psychology majors and is recommended for students in all disciplines interested in understanding and more effectively using APA writing style. It is 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. **Prerequisites: PSY 1010 and ENGL 1010.** (paraphrased from DSC Course Catalog)

**Philosophy/Expectations:** 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. Students are expected to read assigned text prior to class, do assigned homework/preparation activities, and be prepared to participate in class. Students can expect that I will come to class very well prepared and that I will do my very best to conduct the class so that it is interesting, informative, and respectful.

**Attendance and participation** in class is a substantial part of graded material. In addition, absences may result in lost learning opportunities, including possible schedule changes and extra credit opportunities. See Dixie State College of Utah, Policies and Procedures Manual, section 5-23 on ATTENDANCE for further details.

**Class Courtesy, Respectful Behavior & Responsibility:** We will have a class discussion on the first day about our responsibilities to each other in this learning environment. We will generate expectations for behavior during class that will help us create a positive, responsible, and respectful learning environment. Classroom rudeness will NOT be tolerated under any circumstances and may result in immediate expulsion from the class meeting and/or the course at the professor's discretion. Rudeness can include (but is not limited to): COMPUTER USAGE, LAUGHING, NOTE PASSING, PASSIVELY SITTING, SLEEPING, TALKING, AND TEXTING.

**Course Objectives:** Students in Writing in Psychology will develop and demonstrate a basic understanding of:

- good writing habits: such as creating timelines, outlines, and drafts; as well as proofreading and avoiding plagiarism
- how to effectively search and read literature in the social sciences and narrow a topic of interest
- APA format in Word for literature reviews and research papers
- how to synthesize sources and create a literature review
- how to create and format a research paper
- How to create effective presentation slides
- how to create posters for presentation at conferences

**Assignments:** There will be in-class activities on most class days (workbook, writing and editing). There will be 4 writing assignments: literature review, research paper, presentation slides, and poster. There will also be in-class presentations of your PowerPoint slides and poster assignment. All writing assignments will be graded on the clarity and coherence of their content, as well as their adherence to APA style. **ALL ASSIGNMENTS MUST BE TURNED IN ON TIME TO RECEIVE FULL CREDIT.** No late assignments can be turned in without a valid excuse cleared by the professor.

*Note: Valid excuses are documented excuses that make it clear that it was not possible to come to class (e.g. medical note of serious illness, car repair receipt on the day of class, etc.).*

**The Final Exam – a presentation of your poster - is in class on Thursday, December 15<sup>th</sup> from 2 to 4pm.** For the final, you will be graded both on the content of your poster (adherence to APA style) and your presentation skills.

## General Schedule

### **Week 1: August 22<sup>nd</sup> through 26<sup>th</sup>**

Introductions, Overview of the Course & General Writing Concepts

**Readings:** Chapter 1 & pp 75-79 in Dunn, Chapter 1 in Workbook, pp 9-11 in Manual

### **Week 2: August 29<sup>th</sup> through September 2<sup>nd</sup>**

Choosing a Topic and Literature Searches & Reading & Synthesizing the Literature

**Readings:** Chapters 2 & 3 in Dunn, Chapter 2 in Workbook, pp11-20 in Manual

### **Week 3: September 5<sup>th</sup> through 9<sup>th</sup>**

Reading and Synthesizing the Literature & Writing an Annotated Bibliography

**Readings:** Chapter 3 & pp 140-149 in Dunn, pp 180-192 & Chapter 7 in Manual, pp 94-101 in Workbook, Writing an Annotated Bibliography handout

**Assignment: Annotated Bibliography is due on Tues., Sept. 13<sup>th</sup>**

### **Week 4: September 12<sup>th</sup> through 16<sup>th</sup>**

Writing Process – Outlining, Drafting and Re-writing & Style and Formatting

**Readings:** Chapters 4 & 9 in Dunn; Chapters 3&4 in Manual; pp 42-87, 144-167 in Workbook

### **Week 5: September 19<sup>th</sup> through 23<sup>rd</sup>**

Citations & Writing a Literature Review

**Readings:** pp 80-92 & Chapter 7 in Dunn, Chapter 6 in Manual, pp 17-93 in Workbook

**Assignment: Literature Review Outline is due on Fri., Sept. 23<sup>rd</sup>**

### **Week 6: September 26<sup>th</sup> through 30<sup>th</sup>**

Writing a Literature Review

**Readings:** pp 80-92 in Dunn, pp 17-93 in Workbook

**Assignment: Literature Review is due on Tues., Oct. 4<sup>th</sup>**

### **Week 7: October 3<sup>rd</sup> through 7<sup>th</sup>**

Revising Revisited

**Assignment: Revised Literature Review is due on Tues., Oct. 11<sup>th</sup>**

### **Week 8: October 10<sup>th</sup> through 12<sup>th</sup>**

**Assignment: Research Paper Topic & References due on Thurs., Oct. 20<sup>th</sup>**

*Semester Break Thursday & Friday*

### **Week 9: October 17<sup>th</sup> through 21<sup>st</sup>**

Reporting Findings & Statistics

**Readings:** Chapter 6 in Dunn, Chapter 5 in Manual, pp 168-171 in Workbook

**Assignment: Research Paper Introduction & Hypotheses due on Tues., Oct. 25<sup>th</sup>**

**Week 10: October 24<sup>th</sup> through 28<sup>th</sup>**

Reporting Findings & Statistics

**Readings:** Chapter 8 in Dunn, Chapter 5 in Manual, pp 174-191 in Workbook

**Assignment: Research Paper Methods Section due on Fri., Oct. 28<sup>th</sup>**

**Assignment: Research Paper Results Section due on Tues., Nov. 1<sup>st</sup>**

**Week 11: October 31<sup>st</sup> through November 4<sup>th</sup>**

Writing a Research Paper

**Readings:** pp 115-117 in Dunn

**Assignment: Research Paper Abstract due on Thurs. Nov. 3<sup>rd</sup>**

**Assignment: Research Paper Discussion due on Tues., Nov. 8<sup>th</sup>**

**Week 12: November 7<sup>th</sup> thru 11<sup>th</sup>**

Publications & Presentations – Submitting & Re-writing

**Readings:** Chapter 10 in Dunn, Chapter 8 in Manual

**Assignment: Revised Research Paper due on Tues., Nov. 15<sup>th</sup>**

**Week 13: November 14<sup>th</sup> through 18<sup>th</sup>**

Publications & Presentations – The Talk

**Readings:** Chapter 10 in Dunn

**Assignment: PowerPoint Slides due on Tues., Nov. 21<sup>st</sup>**

**Week 14: November 21<sup>st</sup> through 22<sup>nd</sup>**

Publications & Presentations – Poster Presentations

**Readings:** Chapter 10 in Dunn

*Thanksgiving Break Wednesday thru Friday*

**Week 15: November 28<sup>th</sup> through December 2<sup>nd</sup>**

Poster Preparation & Research Presentations

**Assignment: Poster Presentation Slides due on Thurs., Dec. 8<sup>th</sup>**

**Week 16: December 5<sup>th</sup> through 9<sup>th</sup>**

Poster Preparation & Review

**Final Exam: Poster Presentations - Thursday, December 15<sup>th</sup> from 2 to 4pm in class**

**DISCLAIMER**

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

**e-mail:** *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 services" (upper right corner).

## OTHER IMPORTANT DATES/DEADLINES

Aug 22	Class-work Begins
Aug 24	Last Day to Add Without Signature
Aug 29	Drop fee begins (\$10 per class)
Sep 5	Labor Day
Sep 6	\$50 Late Registration/Payment Fee
Sep 12	Last Day for Refund, Last day to drop without receiving a "W" grade
Sep 16	Last Day to ADD Classes
Sep 30	Graduation Application Deadline
Oct 13-14	Semester Break
Oct 17	Last Day to DROP/AUDIT Classes
Nov 11	Last Day for Complete Withdrawal
Nov 14	Registration open to Seniors (90+ credits)
Nov 15	Career Day
Nov 15	Registration open to Juniors (60+ credits)
Nov 16	Registration open to Sophomores (30+ credits)
Nov 17	Open Registration
Nov 23-25	Thanksgiving Break
Dec 9	Class-work Ends
Dec 12-16	Final Exams

### Grading:

In-class Activities	120 points
Literature Review	
Annotated Bibliography	20 points
Outline	10 points
Literature Review	50 points
Re-write/Final Review	100 points
TOTAL for Lit. Review:	180 points
Research Paper	
Topic and References	10 points
Introduction/ Hypotheses	10 points
Methods Section	10 points
Results	10 points
Abstract	10 points
Discussion	10 points
Final Research Paper	50 points
TOTAL for Research Paper	110 points
PowerPoint Slides/Presentation	50 points
Poster/Presentation	50 points
<b>TOTAL:</b>	<b>510 possible points</b>

## Grading Policy

<u>Grade</u>	<u>Percent</u>	<u>Grade</u>	<u>Percent</u>
A	94% - 100%	C	74% - 76%
A-	90% - 93%	C-	70% - 73%
B+	87% - 89%	D+	67% - 69%
B	84% - 86%	D	64% - 66%
B-	80% - 83%	D-	60% - 63%
C+	77% - 79%	F	59% AND BELOW

### **Americans with Disabilities Act (ADA) Statement:**

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. The DRC is located on 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.

**Cheating:** Academic dishonesty in any form will not be tolerated at Dixie State College, 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 College may discipline students proven guilty of academic dishonesty by:

- Giving a failing grade on the specific assignment where dishonesty occurred,
  - Failing the student in the entire course,
  - Immediately dismissing and removing the student from the course, and/or
  - Referring the student to Student Affairs, a committee which may reprimand, place on probation, suspend, and/or expel the student.
- Students guilty of cheating/plagiarism will be dealt with according to college policy as found at <http://www.dixie.edu/humanres/policy/sec3/334.html>.

**Disruptive Behavior:** 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.

**Student Appeals:** Students who believe themselves wrongfully disciplined may appeal those disciplinary actions through the standard grievance procedure. (Policy 5-35)