

WRITING IN PSYCHOLOGY (PSY3200)

Spring 2017

Psychology Department, McDaniel College Budapest

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Class: Thursday 8:30-10:00; Friday 8:30-10:00 in Room004
Office hours: Before and after class on Thursday and Friday

Course Description & Objectives

This course provides an in-depth study of writing and other communication forms of scientific materials in the discipline of Psychology. Upon completion of the course, you will demonstrate

- Ability to write and present clearly, concisely, and objectively using the format of the American Psychological Association in various formats common in the discipline of psychology;
- Ability to communicate scientific data both orally and in written form, in the manner typical of the discipline;
- Mastery of literature search, citation of sources, and proper use of quotations;
- Proficiency in identifying, obtaining, and critically evaluating scholarly articles within psychology;
- Ability to synthesize material from primary research articles and articulate findings effectively.

Course Format

Class meetings will involve a combination of lecture, discussion, presentation, writing critiques, peer review, and writing assignments. Classroom activities will require knowledge obtained in the readings; and therefore, it is critical that you complete assigned reading **prior to each class period**. Active participation will help you to develop a richer understanding of the subject matter, as well as increased skills in writing and critical examination of psychology writing. **Participation is strongly encouraged as the main focus of the course is the development of practical skills in writing and presentation.**

Prerequisite & Workload Expectations

Prerequisites for this course are PSY 2223 and ENG 1101. McDaniel's 4-credit courses are based on the expectation of a minimum total of 10 hours per week of student academic work in a semester. This will include in-class work, flex-hours, reading, drafts, and assignments.

Academic Honesty

As a member of the McDaniel community, I assume that you are committed to upholding the McDaniel College Honor Code. Note that the Honor Code is assigned reading for the course. Please familiarize yourself with this code and **include the honor pledge and your signature on all written work**. You are expected to properly cite all sources. In class, we will review the McDaniel College Honor Code for an explanation of what constitutes plagiarism. If you have any questions about appropriate use or citation of sources, refer to the Honor Code or see me BEFORE submitting your work. If there is any doubt about whether something violates the code, please see me.

Required Texts

Scott A. Miller. (2014). *Writing in psychology*. New York, NY: Taylor & Francis.

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

Journal Articles

The following required reading will be available on the course website. Because class time will be spent discussing and writing about the readings and writings (e.g. summary, critiques, peer review), it is essential that you **complete the readings and writings before coming to class**. Print each article and bring it to class (or have it accessible on an electronic device) so that you have it available for class discussions.

Baron-Cohen, S., Leslie, A. M. & Firth, U. (1985). Does the autistic child have a “theory of mind”? *Cognition*, 21, 37-46.
 Thibodeau, P. H., & Boroditsky, L. (2011). Metaphors we think with: The role of metaphor in reasoning. *PLoS ONE*, 6(2), e16782.
 Brüne, M., Brüne-Cohrs, U. (2006). Theory of mind-evolution, ontogeny, brain mechanisms and psychopathology. *Neuroscience and Biobehavioral Reviews*, 30(4), 437-455.

Additional Useful Resource

Purdue Online Writing Lab – Writing in Psychology (<https://owl.english.purdue.edu/owl/resource/670/01/>)

UConn Psychology Writing Center: <http://writingcenter.uconn.edu/writing-in-psychology-4/>

Classroom Expectations

- ✓ **Participation.** The value of class discussions and activities is dependent upon your active participation. Please be prepared to participate and discuss all assigned readings.
- ✓ **Promptness.** Except in unusual circumstances, you should not come to class meetings late or leave early. If you must do so, please inform me in advance.
- ✓ **Respect.** I want everyone to feel comfortable participating; and therefore, I expect you to respect each other's opinions and ideas. While I encourage debate and disagreement, I will not tolerate disrespect towards others. Students who fail to respect others may be asked to leave class and will receive a deduction from their participation grade.

Course Requirements & Grading

Grading

A total of 1000 points are available in this course. The points are distributed as follows:

Tests & Assignments		Grading Scale	
<u>Assignment</u>	<u>Points</u>	<u>Grade</u>	<u>Points</u>
Class Participation	100	A+	980 - 1000
Abstract	100	A	920 - 979
Poster	100	A-	900 - 919
PowerPoint Presentation	100	B+	880 - 899
Peer review	100	B	820 - 879
Article summaries	100	B-	800 - 819
		C+	780 - 799
Project	--	C	720 - 779
- Topic statement/Title	50	C-	700 - 719
- Bulleted Draft	50	D+	680 - 699
- Annotated Bibliography	100	D	620 - 679
- <u>Final Project Paper</u>	<u>200</u>	D-	600 - 619
Total	1000	F	< 600

Attendance & Class Participation

Because active learning is an integral part of this course, regular class attendance is expected. The **quality and extent** of your participation in class discussions will determine your participation grade, which is worth 100 points.

If you are unable to attend class, you are still responsible for all class material, in-class assignments, and announcements. You are allowed 3 absences for any reason (no documentation is required). For each additional absence, 25 points will be deducted from your participation grade.

Poster

You translate the selected article (above) into an academic poster format, which you will then present to your classmates. Your poster should include a concise presentation of research topic and question, concise explanation of the methods used, a clear depiction of results in graph or table format, and a brief conclusions / implications section. It should show reference citations in APA format.

PowerPoint Presentation

In class, you will deliver a 10-15 minute presentation of the research described in the poster. Your presentation should include an interesting introduction of your topic, a summary of important points, a concise explanation of the methods used, a clear depiction of results in graph or table format, and a summary of conclusions and implications. The main goal of this presentation will be that you develop a skill how to present data visually by means of visual techniques, e.g. applying animation tools combined with oral illustrations and descriptions. You are required to use PowerPoint or other presentation software so that the class can follow your presentation easily.

Article summary

You will select a research article for this assignment. After reading the article, you will write a 500-750 word summary, which should include a statement of the problem, necessary background information, a brief description of participants and methods, a summary of results, and a statement of conclusions and/or implications. To guide you in choosing an appropriate article, you will submit topic ideas and abstracts for my approval.

Project

You will select a topic of interest within psychology, review the research literature on the topic, and write an APA style literature review. You are required to submit topic ideas, a bulleted draft, and an annotated bibliography with at least 10 items.

Assignments

Submission of late work is not acceptable, scores will be reduced by 25% per day (after deadline).

TENTATIVE CLASS SCHEDULE

Date	Topics	Reading & Assignments
Th 7-Sept	Syllabus Introduction to the course	
Fr 8-Sept	Introduction to the course General ideas on writing, presentation	<u>Read:</u> Syllabus
Th 14-Sept	Academic Standards Writing in Psychology/Science Routes of 'scientific' communication Types of scientific articles	<u>Read:</u> APA Manual (p.9-11) <u>Read:</u> Miller book (Ch.1-2: p.1-25)
Fr 15-Sept	Original/Research Articles Elements of a manuscript: Titles and Abstracts	<u>E-mail me:</u> 3-3 examples for a good and bad title+ 1-1 example for a good and bad abstract
Th 21-Sept	Elements of a manuscript: Introduction, and Methods Results, and Discussion	<u>Read:</u> APA Manual (p.23-37) <u>Read:</u> Miller book (Ch.4-5: p.41-69) <u>Read:</u> Baron-Cohen et al. (1985)
Fr 22-Sept	Elements of a manuscript: References, citation, quoting-paraphrasing in the text; APA style Plagiarism	<u>Read:</u> APA Manual (p.15-16, 37-40) <u>E-mail me</u> your chosen article for your poster presentation (for my approval) that you want to present next week
Th 28-Sept	How to summarize clearly and concisely Elements of a poster What makes a good poster? Checking characteristics of scientific posters What makes a good presentation?	<u>E-mail me:</u> 2-2 examples of good and bad posters found on the internet that you can present briefly and argue why it is bad or good

Fr 29-Sept	Poster presentation and discussion Elements of a presentation What makes a good presentation?	<u>Make and print</u> a poster (A2 size) of your chosen article (100 points)
Th 5-Oct	PowerPoint presentations	<u>Prepare:</u> PowerPoint presentation of your chosen article (100 points)
Fr 6-Oct	How to critically read and analyze an article (Thibodeau and Boroditsky, 2011)	<u>Read:</u> Thibodeau and Boroditsky, 2011
Th 12-Oct	Literature review – leading to research questions / choosing a topic	
Fr 13-Oct	Literature review - Conducting literature searches; Finding relevant articles	<u>Read:</u> Miller book (p. 87-112)
Th 19-Oct	(Mid-term week) Summarizing, how to distill/condense text	<u>E-mail me:</u> 3 articles of your interest which define your targeted topic field for your project paper
Fr 20-Oct	(Mid-term week) Literature review - Annotated bibliography	<u>Submit</u> your article summaries of Thibodeau and Boroditsky (2011) (100 points)
Th 26-Oct	Peer-reviews/Feedbacks	<u>Write:</u> a 250-350 word peer-review (critically evaluate strength and weaknesses) of the summaries of your classmate(100 points)
Fr 27-Oct	Writing a secondary review How to build up a Review Writing strategies Identifying a gap for a new study vs. Defining the ‘area’ of your review	
Th 2-Nov	Start of your final paper project How to write a bulleted draft/outline?	<u>Write and e-mail me:</u> Topic statement with a title (50 points)
Fr 3-Nov	Bullet Points into Headers; Using annotated bibliography	<u>Write and e-mail me:</u> Bulleted draft (50 points)
Th 9-Nov	Headings-paragraphs Extend annotated bibliography	<u>Write and e-mail me:</u> Annotated bibliography with 5 items
Fr 10-Nov	Consultations	
Th 16-Nov	Consultations	<u>Write and e-mail me</u> your first draft and your annotated bibliography with 10 items (100 points)
Fr 17-Nov	Consultations	
Th 23-Nov	Thanksgiving - holiday	No classes
Fr 24-Nov	Thanksgiving - holiday	No classes
Th 30-Nov	Consultations	Submit your 2 nd draft
Fr 1-Dec	Consultations	Based on personal progress, consultation
Th 7-Dec	Consultations	Based on personal progress, consultation
Fr 8-Dec	Final Consultations	<u>Submit your Project paper</u> by 11-Dec
	Final exam week	No classes

The dates of topics, readings, or presentations, may be revised as the term progresses.