

WRITING IN PSYCHOLOGY (PSY3200): MINDREADING

Psychology, Fall 2018

Psychology Department, McDaniel College Budapest

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Course Description & Objectives

This course provides an in-depth study of writing in the discipline of Psychology, as well as an introduction to mindreading ability in the fields of developmental psychology, clinical psychology and neuropsychology. Upon completion of the course, you will demonstrate...

- Ability to write clearly, concisely, and objectively using the format of the American Psychological Association in various formats common in the discipline of psychology (Psych Dept. Objective: Communicate, both orally and in written form, in the manner typical of the discipline; and Gen. Ed. Objective: Communication);
- Mastery of writing mechanics, including APA format, citation of sources, and proper use of quotations.
- Proficiency in identifying, obtaining, and critically evaluating scholarly articles within psychology (Psych. Dept. Objective: Receive training to define research questions, select methods for collecting and analyzing data, and critically evaluate research findings, Gen. Ed. Outcome: Critical Thinking);
- Ability to synthesize material from primary research articles and articulate findings effectively (Psych Dept. Objective: Be exposed to original literature in the field, Gen. Ed. Outcome: Critical Thinking);
- Understanding of various findings related to mind reading (Psych. Dept. Objective: Develop a foundational knowledge in the basic areas of the discipline including an appreciation for the connectedness and distinctness of psychological subfields).

Course Format

Class meetings will involve a combination of brief lecture, discussion, writing critiques, peer review, and in-class 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.**

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, low stakes assignments, drafts, and high-stakes 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 a detailed 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

Readings will be available on the course website.

Useful Resources

University of Washington Psychology Writing Center (<http://www.psych.uw.edu/psych.php#p=339>)

Journal Articles & Book Excerpts

The following required reading will be available on the course website. Because class time will be spent discussing and writing about the readings, it is essential that you **complete the readings 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. (2001). Theory of mind in normal development and autism. *Prisme*, 34, 174-183.
- Baron-Cohen, S., Leslie, A. M. & Firth, U. (1985). Does the autistic child have a “theory of mind”? *Cognition*, 21, 37-46.
- Bem, D. J. & Honorton, C. (1994). Does Psi exist? Replicable evidence for an anomalous process of information transfer. *Psychological Bulletin*, 115(1), 4-18.
- Bering, J. M. & Parker, B. D. (2006). Children’s attributions of intentions to an invisible agent. *Developmental Psychology*, 42(2), 253-262. DOI: 10.1037/0012-1649.42.2.253.
- Blackmore, S. J. & Chamberlain, F. (1993). ESP and thought concordance in twins: a method of comparison. *Journal of the Society of Psychical Research*, 59(831), 89-96.
- Bloom, P. & German, T. P. (2000). Two reasons to abandon the false belief task as a test of theory of mind. *Cognition*, 77, B25-B31.
- Gallese, V. & Goldman, A. (1998). Mirror neurons and the simulation theory of mind reading. *Trends in Cognitive Sciences*, 2(12), 493-501. DOI: [http://dx.doi.org/10.1016/S1364-6613\(98\)01262-5](http://dx.doi.org/10.1016/S1364-6613(98)01262-5).
- Goldman, A. & Gallese, V. (2000). Reply to Schulkin. *Trends in Cognitive Sciences*, 4(7), 255-256. DOI: [http://dx.doi.org/10.1016/S1364-6613\(00\)01505-9](http://dx.doi.org/10.1016/S1364-6613(00)01505-9).
- Hutto, D. D., Herschback, M. & Southgate, V. (2011). Editorial: Social cognition: mindreading and alternatives. *Review of Philosophy and Psychology*, 2(3), 375-395.
- Hyman, R. (1994). Anomaly or artifact? Comments on Bem and Honorton. *Psychological Bulletin*, 115(1), 19-24.
- Kramer, A. D., Guillory, J. E., & Hancock, J. T. (2014). Experimental evidence of massive-scale emotional contagion through social networks. *Proceedings of the National Academy of Sciences*, 111(24), 8788-8790.
- Moulton, S. T. & Kosslyn, S. M. (2008). Using neuroimaging to resolve the psi debate. *Journal of Cognitive Neuroscience*, 21(1), 182-192.
- Realo, A., Allik, J., Nõlvak, A., Valk, R., Ruus, T., Schmidt, M., & Eilola, T. (2003). Mind-reading ability: Beliefs and performance. *Journal of Research in Personality*, 37(5), 420-445.
- Rizolatti, G. & Craighero, L. (2004). The mirror-neuron system. *Annual Review of Neuroscience*, 27, 169-192.
- Saxe, R. (2008). 1985 paper on the theory of mind. *Simons Foundation Autism Research Initiative*. <http://sfari.org/news-and-opinion/classic-paper-reviews/2008/1985-paper-on-the-theory-of-mind-commentary-by-rebecca-saxe>.
- Schulkin, J. (2000). Theory of mind and mirroring neurons. *Trends in Cognitive Sciences*, 4(7), 252-254. DOI: [http://dx.doi.org/10.1016/S1364-6613\(00\)01500-X](http://dx.doi.org/10.1016/S1364-6613(00)01500-X).
- Wellman, H. M., Cross, D. & Watson, J. (2001). Meta analysis of theory of mind development: the truth about false belief. *Child Development*, 72(3), 655-684.
- Yamamoto, S., Humle, T., & Tanaka, M. (2012). Chimpanzees’ flexible targeted helping based on an understanding of conspecifics’ goals. *Proceedings of the National Academy of Sciences*, 109(9), 3588-3592.

Classroom Expectations

(How to keep your professor happy ☺)

- ✓ **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	50	A+	980 - 1000
Low stakes writing	90	A	920 - 979
Article summary	50	A-	900 - 919
Poster	100	B+	880 - 899
PowerPoint Presentation	100	B	820 - 879
Peer review	100	B-	800 - 819
		C+	780 - 799
Project	--	C	720 - 779
- Topic Statement	10	C-	700 - 719
- Annotated Bibliography	100	D+	680 - 699
- Bulleted Draft	100	D	620 - 679
- <u>Final Project Paper</u>	<u>300</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 50 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, 5 points will be deducted from your participation grade.

High Stakes vs. Low Stakes Writing

High stakes writing involves formal assignments used to demonstrate learning. High stakes writing assignments should be formal, clear, polished, and free from errors. By contrast, low stakes writing involves more informal assignments with the goal of developing skills and allowing opportunities for practice. This course will involve a combination of high stakes and low stakes writing assignments. For each high stakes writing assignment, I will provide several low stakes opportunities to help you develop the skills necessary to complete the assignment. Low-stakes assignments will be graded with a specific goal in mind (i.e. format, content, or style). The purpose of each of these assignments will be discussed in detail prior to completion of the assignment so that you are aware of what aspects of your writing you should be concentrating on. Many of these assignments will be completed and/or discussed in class. If you miss a class period, you are responsible for any low stakes assignments announced on that day. Low stakes assignments will only be accepted on the due date. Therefore, if you miss an in-class assignment due to absence, you may not submit the assignment for credit.

Article summary

You will select a research article for this assignment. After reading the article, you will write a 500 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.

Poster

You will select a research article and translate it 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 conclusions, clear depiction of results in graph or table format, APA format reference citations, strong organization, and an attractive presentation. To guide you in choosing an appropriate article, you will submit topic ideas and abstracts for my approval.

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 clear depiction of results in graph or table format, a summary of conclusions and implications. You are required to use PowerPoint or other presentation software so that the class can follow your presentation more easily.

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, an annotated bibliography with at least 5 and at most 10 items, and a bulleted draft.

Course Policies

Assignments

Submission of late work is not acceptable. Assignments will be collected during class on the due date. No assignments will be accepted via e-mail. All papers must be typed. Include your name, assignment title, and class information on all assignments.

TENTATIVE CLASS SCHEDULE

Date	Topics	Reading & Assignments
4-Sep	Syllabus Introduction to mind reading research	<u>Read:</u> Syllabus
11-Sep	Academic Standards Writing in Psychology Overview of Research Reports	<u>Read:</u> Honor Code, APA Manual (p.9-11), APA Manual (p.23-40)
18-Sep	Elements of a manuscript Writing in Academic Style Abstracts	<u>Read:</u> Realo et al (2003) Write 300 word abstract for chosen article
25-Sep	What makes a good poster? Class poster from Realo et al (2003)	Make poster (A2 size) from chosen article
2-Oct	What makes a good presentation? Literature review – leading to research questions Class poster presentation for Realo et al (2003)	Prepare poster presentation
9-Oct	Poster presentations	Choose a poster and write review
16-Oct	Mid-term: Revision, discussion of abstracts and posters	<u>Read:</u> Rizzolatti et al (2004)
23-Oct	FALL BREAK – NO CLASS	
30-Oct	How to summarise several papers? A review or meta-analysis.	<u>Write:</u> 1000 word summary of a group of articles
6-Nov	Introducing a study, identifying a gap in our knowledge	<u>Read:</u> Rubio & Glucksberg (2012) <u>Write:</u>
13-Nov	Defending a thesis vs. reviewing a topic vs. identifying a gap for a new study What is an annotated bibliography?	<u>Write:</u> Topic statement & annotated bibliography 1
20-Nov	Consultations	Write: Annotated bibliography 2
27-Nov	Consultations	<u>Write:</u> Bulleted draft
4-Dec	Consultations	<u>Write:</u> Project paper
11-Dec	Presentations	

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