

For Committee Use Only

Course	PSYC 202 (v. 2)
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Writing Intensive Course Proposal Form

NEIU Writing Intensive Program, Center for Academic Writing
Ronald Williams Library www.neiu.edu/~wip

Beginning with students who newly enroll in Fall 2008, all students must successfully complete a Writing Intensive course within their discipline in order to graduate. Successful completion of ENG 101 or its equivalent with a grade of "C" or better is a prerequisite to enrolling in a Writing Intensive course. Writing Intensive courses must be NEIU courses.

Writing Intensive courses:

- Are 200-level or 300-level courses offered relatively early in the major
- Must be a minimum of 3 credit hours
- Have an absolute maximum of 25 students so that the instructor can devote a great deal of time to provide feedback on early drafts of written work
- Have CU class-size adjustments following the contractual guidelines specified for ENG 101
- Meet the Writing Intensive Guidelines (see p. 3 or <http://www.neiu.edu/~wip> for the guidelines)

Departments and programs have several options for implementing Writing Intensive courses:

- Create a new course to add to the list of requirements for the major*
- Modify an existing course*
- Choose to offer one course that students must use to fulfill the Writing Intensive requirement or allow students to choose one of several courses that can be used to fulfill the Writing Intensive requirement
- Work with faculty in a group of departments/programs to develop a Writing Intensive course that can be used by all their majors
- Consult with the Writing Intensive Faculty Advisory Committee (WIFAC) if they wish to propose alternative ways of providing Writing Intensive courses for their majors

***Note:** Departments and programs that choose to create a new required course or modify an existing course that was not previously required will need to propose a change in the major program and submit the program change through the appropriate governing bodies.

Departments and programs are encouraged to review the *Developing Writing Intensive Courses: Questions for Departments and Programs to Think About and Discuss* document available through the Center for Academic Writing.

Support for designing Writing Intensive courses, preparing the course proposal documents, and/or designing and implementing writing assignments is available through the Center for Academic Writing.

Please contact Kate Hahn at x4490 or mk-hahn@neiu.edu with any questions or visit <http://www.neiu.edu/~wip> for more information.

Writing Intensive Course Proposal Form

INSTRUCTIONS

The following need to be submitted electronically to WIFAC at mk-hahn@neiu.edu for each course that is proposed:

- Writing Intensive Course Proposal Form
 - Available at <http://www.neiu.edu/~wip>
- Curricular Proposal Transmission Form
- Course Proposal Checklist (and any necessary additional documents, e.g. proposal rationale)

Please use the "Save As" function to save this document with the Subject and Course Number of the proposed course as the document name (for example, PSYC202.doc). Provide the information requested on the following pages.

Subject: WIP: Statistics and Research Methods 1

Course #: PSYC202

New Course Existing Course

Credits: 3

Course Abbreviated Title (29 characters max): WIP: Stats and Research Methods

Course Title: WIP: Statistics and Research Methods 1

Average Weekly Contact Hours: 3

Discussion Independent Study
 Field Experience Student Teaching
 Lecture Hybrid/Online

Course Description (100 words max; for catalog): The first half of a sequence that is intended to prepare students to be consumers/producers of research. In this course students will learn basic descriptive statistics, correlation and regression, basic elements of research design and APA style. Students will be required to design a project and write the introduction and method. This is a Writing Intensive course.

WI GUIDELINES

Complete the chart below by showing how the proposed course meets each of the WI Guidelines. If information is provided in the syllabus, please copy it here. Refer to the complete guidelines below for more information.

<p>1. Active instruction in disciplinary writing</p>	<p>At least 5 hours of class lecture and discussion will be devoted to direct instruction regarding writing in APA style, components of APA papers, search tools at the library, and the process of writing APA papers. Additionally, one homework assignment will address APA writing style specifically. Two revisions of a paper will also be required. (See course syllabus weeks 3 and 4.)</p>
<p>2. Equivalent of at least 15 pages of graded writing assignments</p>	<p>The course requirements include:</p> <ol style="list-style-type: none"> 1. 10 written homework assignments. Each assignment will be approximately 2 pages long. Upon receipt of feedback, the students may submit a revision for full credit. 2. 2 revisions of an introduction to an APA paper. In addition to graded technical pages (e.g., title page, abstract, and references) the introduction is 4-5 pages long.
<p>3. Multiple types of writing</p>	<ol style="list-style-type: none"> a. The homework assignments will include essay questions, short answer questions, statistical computations, and opinion statements. b. The paper revisions reflect the current formal writing style in psychological journals. c. Two in-class reflection assignments will be completed to develop scientific critical thinking. d. Exam short answer questions will reflect the need to convey written information in a concise and direct manner.
<p>4. At least 50% of course grade from graded writing assignments</p>	<p>The course grade is on a 700 point scale. The writing components will account for the following portion of the grade:</p> <p>2 APA paper revisions: 165 points 10 written homework assignments: 200 points</p> <p>Total points for written assignments: 365 (52.14% of grade) (See Syllabus, p. 3)</p>
<p>5. Opportunities for multiple drafts</p>	<p>Each of the 10 homework assignments may be revised for full credit, after feedback is given. Additionally, all students must revise and resubmit the APA paper after receiving extensive feedback.</p>
<p>6. Ungraded writing activities</p>	<p>The course will include several ungraded assignments. The assignments will be designed to encourage reflection on the writing process and to encourage critical thinking, according to the scientific method.</p>

1. The writing activities should be an integral part of the course and should be designed so that students will receive active instruction in disciplinary writing.
2. Students will write the equivalent of at least 15 pages of graded assignments over the course of the semester.

3. Each Writing Intensive course will require multiple types of writing in a course. Writing assignments might include correspondence, memoranda, proposals, progress reports, research reports, work-logs, site descriptions, observations, case studies, lab reports, creative writing, problem-solving, or computer programming, as well as other forms of course-related writing.
4. The graded assignments, consisting of multiple types of writing, will constitute a significant portion (at least 50 percent) of the final grade for the course; the grade on each assignment will reflect effective and correct written expression as well as knowledge of content.
5. On some graded assignments, students will be provided an opportunity to produce multiple drafts, in order to learn that writing is a process as well as a tool for invention and discovery. Students will get feedback from the instructor on those early drafts of written work before the grade is assigned.
6. Each Writing Intensive course will also provide an opportunity for students to engage in ungraded assignments, such as writing-to-learn activities, in order to practice writing and also to become actively engaged in processing the information that is presented in class or in a textbook. Informal journal writing is another useful means of developing students' critical thinking skills.

SAMPLE ASSIGNMENTS

Include here at least two sample assignments: one formal, graded assignment, and one informal, ungraded assignment. For each assignment:

- Provide the information that will be given to students when the assignment is given,
- Clearly describe how each assignment will be evaluated and/or responded to, and
- Indicate how each sample assignment is connected to course objectives or learning outcomes.

To include more sample assignments, copy and paste the appropriate section below.

FORMAL, GRADED ASSIGNMENT

Student Assignment Sheet (paste the assignment handout given to students into the gray box below)

SRM PAPER: APA INTRODUCTION SECTION

This project will consist of proposing an original research study related to either an approved topic of your choosing or one of the topics listed on page 4. You will ultimately be responsible for preparing the title page, abstract, introduction section and reference page of an APA style paper. You are not writing an entire APA paper nor are you conducting the study.

To assist you in managing the task of writing a research introduction for the first time, the project has been broken into two drafts. Following are general instructions for both drafts, as well as the specific instructions for each.

General Instructions:

1. Papers **MUST** be typed - double spaced with 1-inch margins at the sides, top, and bottom.
 2. Paper drafts are to be handed-in at the beginning of the class session on the date that they are due. Twenty percent of the full credit for the paper will be deducted for each day it is late. On the fifth day, it will receive a grade of zero. (Weekends are excluded.)
 3. Papers will be graded on adherence to APA format, content, completeness, clarity, and grammar/spelling. Specific details regarding the expectations for each module will be discussed in class.
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First draft

“The Rough Draft: Title Page, Abstract, Introduction & References”

You will prepare and get feedback on a complete rough draft of your final paper, including the APA style title page, abstract, introduction section and reference page.

Review your class notes, Chapter 1 of the APA Manual, chapter 14 of the Jackson textbook, and the sample papers posted on Blackboard prior to writing the paper. It is expected that as you begin to read the previous research articles, the focus of your paper and/or your specific hypothesis may change. This is a very common process. Please consult with me if you need help in selecting a topic or narrowing it down to a manageable research question.

Although this is a rough draft, it is expected that papers will be proofread for grammatical and spelling errors. The paper should not be “rough” in this regard. Although such errors will be noted, the true intent is for you to receive feedback regarding APA style and the development of your research idea – the skills you are developing in this class.

Reviewing the literature:

- Search for your topic in PSYCINFO* and find 7 abstracts relevant for your chosen topic. All abstracts must be journal references. At least four (4) of the abstracts must be empirical research articles. Books can only be used in addition to the 7 journal references. Do NOT use dissertations or unpublished manuscripts for this project. Feel free to run specific abstracts by me or the co-teachers if you have hesitations regarding their quality or relevance.
- You are required to read the complete articles prior to writing your paper. Some articles may not be available on-line or at the NEIU library. Interlibrary loan takes time, so plan accordingly!!

* If you wish to use a database other than PSYCINFO, you must get approval from me prior to conducting your research or you will not receive credit for those abstracts. Please email me the name of the database you wish to use, and I will let you know if this is OK.

Abstract Writing Tips:

- The abstract is a summary of your paper, and often the first thing your audience will read. The abstract should therefore be accurate and represent the scope of the paper. The goals of the article should be clearly presented in the abstract. A good abstract:
 1. Contains a complete yet concise summary of the paper.
 2. Clearly defines the problem under investigation.
 3. Appears on the second page of the manuscript.
 4. Is not indented like other paragraphs.
 5. Does not exceed 120 words in length.
 6. Does not repeat the paper title.

Introduction Writing Tips:

- Keep in mind that the Introduction is the first part of the body of an APA paper. Its purpose is to present the problem to be studied and review the existing literature leading up to your hypothesis. No conclusions are being made here. A good introduction:

1. Begins with a brief description of the general purpose of the study.
2. Reviews the previous research conducted on the topic. This includes defining and discussing each of the variables, and presenting key research results leading up to your hypothesis.
3. Describes how the previous research relates to the current study (i.e., summarizes the background information and how this provides a rationale for the current study).
4. Ends with a statement of the research hypothesis (this must meet the 5 criteria of a good hypothesis).

**The Introduction section for your paper should be 4-5 pages long.

- Remember that details regarding procedures, measures, etc. would belong in the Methods section. You need to decide what is important to convey in the Introduction so that the rationale for your study and your hypothesis can be understood.
- It is OK if there is no previous research that has directly examined your proposed research question. Since you are proposing an original study, this is likely to happen. Your study/hypothesis should logically flow from the existing research, however. Discuss that research (or gaps in that research) which led up to your research question.
- Remember to review only references pertinent to your specific research question. When discussing the previous research, emphasize pertinent findings and major conclusions. It is not necessary to discuss methodological issues unless they are of significance to the current paper.
- Make sure to provide logical continuity between the previous and present work. Do NOT just write a series of paragraphs each devoted to summarizing one study. Instead, integrate the literature highlighting the similarities and differences across the research. Each paragraph should make a single point related to your topic and leading to the hypothesis.
- If you wish to cite a source that is cited in one of the articles you are reading, this is fine. Refer to the APA guidelines regarding secondary sources for the proper format.
- Scientific prose and creative writing serve different purposes. Certain devices used in creative writing, such as sudden topic shifts and ambiguity, can confuse and frustrate readers of scientific literature. Therefore, avoid these devices and aim for clear and logical communication.

References:

- This section begins on a separate page and should be prepared according to APA format. At least 7 references from peer reviewed journals (minimum 4 empirical articles) are needed.
- As you begin reading the articles, you may find that some are not actually relevant to your topic. It is OK to find new references that are better suited for writing your paper. Just be sure all sources are from professional journals.

- There must be consistency between the Reference Page and in-text citations. In other words, everything cited in the paper must appear in the reference list, and everything included in the reference list must be cited in-text.

Draft 2

"The Final Revision"

The final draft of your paper should include all revisions from your first draft. Again, you are required to turn in a Title

Page, Abstract, Introduction, and Reference page. You must turn in the graded first draft (including my grading sheet) along with your final paper.

When revising your paper, please pay attention to my comments, as well as where points were deducted on the first draft. Feel free to come see me if you have any questions. However, only correcting the marks is insufficient. You should thoroughly review the entire paper in order to ensure it is well written and flows well.

TOPIC LIST FOR SRM PAPER

You are to begin your research project by choosing one of the general topics listed below. You are also more than welcome to develop a research paper on a topic that does not appear on this list, but please have the topic approved by me via email.

Once you have identified a general topic area, you will need to begin searching the literature and narrowing down the focus of your proposed research study. The PsycInfo instructional session in the library prepared you to do this.

Anger/Anger Management
Antisocial Behavior
Anxiety/Test Anxiety
Attachment
Attraction
Conformity
Consumer Behavior
Depression/other Emotions
Eyewitness Reports
Group Task Performance
Intimacy
Leadership
Loss/Grief
Mood Regulation
Motivation
Obedience

Optical Illusions
 Persuasive Messages
 Physical Attractiveness
 Power/Influence
 Productivity
 Prosocial Behavior/Altruism
 Sleep/Sleep Disorders
 Stereotypes
 Training in Organizations

How will this assignment be evaluated and/or responded to?

This assignment will be graded using the grading sheet below. Additionally, students are required to grade the paper using the same grading scale in order to encourage their ability to critically evaluate their work. Extensive feedback will also be given in the body of the paper to highlight developmental needs as well as existing strengths.

First Draft Checklist

Name _____ Section _____ Grade _____

APA Format

	Points Possible	Points Received
<i>Basic Formatting:</i> Use of Times Roman font, 12-pt size, double-spacing, 1-inch margins, left-alignment, headings for each section, quotation marks, block quotation, if necessary; inclusion and placement of title page elements: header, page number, running head, title, affiliation.	5	
<i>Format of Reference Page:</i> Double-spacing, hanging indent, alphabetical order, appropriate format for particular source, punctuation, italics.	5	
<i>Consistency between References in Text and on the Reference Page</i>	5	

Content

<i>Title and Abstract:</i> Clearly conveys the variables and research focus	5	
<i>In-text Citations:</i> All statements concerning previous research/facts contain appropriate APA format citations; contains at least 7 journal references	5	
<i>Integration:</i> of previous research within the paper (i.e., you do not discuss 1 study per paragraph; you try to show the similarities or differences in the studies cited)	5	
<i>Rationale:</i> Presents a clear and complete discussion of the purpose of the study, the previous research and the rationale for your hypothesis; only relevant research is included.	5	
<i>Hypothesis:</i> Meets the 5 criteria of a good hypothesis (testable, falsifiable, precise, rational, parsimonious).	5	

Writing Style

<i>Style</i> : The paper is well organized, structured and flows well; includes a strong introductory paragraph that sets up the rest of the paper; leading and transition sentences are used	5	
<i>Grammar</i> : The paper does not contain excessive spelling errors, punctuation errors, incomplete/ run-on sentences, etc.	5	
<i>Professional Language</i> : The paper contains professional/discipline appropriate language (i.e. avoids informal expressions, slang, personal stories).	5	

5 points – excellent, all or nearly all criteria are addressed, extremely effective performance

4 points – very good, most criteria are addressed, no major deficiencies, effective performance

3 points – satisfactory, some criteria are addressed; some deficiencies exist, but none of major concern

2 points – less than acceptable, most of the criteria are not addressed; major deficiencies exist

0 to 1 point – unacceptable, no or nearly no criteria are addressed; major deficiencies exist

How is this assignment connected to course objectives or learning outcomes?

This assignment allows students to practice writing in the discipline of psychology. Specifically, students will use existing research in order to craft their arguments and write an introduction section to an APA paper.

INFORMAL, UNGRADED ASSIGNMENT

Student Assignment Sheet (paste the assignment handout given to students into the gray box below)

What Makes for a Good Psychologist?

As you probably know, psychologists have many different specializations. Some psychologists may be focusing on the functioning of the brain, on individual and group behavior, on psychopathology, on the development of thoughts and behaviors throughout life, or on people in organizations. Regardless of the area of specialization, individuals working in the field of psychology need to develop many skills and competencies.

- a. Write a short paper identifying what skills you believe all individuals in the field of psychology must possess, regardless of their area of specialty.

- b. Next, think about yourself and others in your position. Propose several methods through which you may be able to develop the skills you have identified in a.

The goal of this assignment is to help you think about the commonalities among the different fields in the area of psychology. This assignment will not be graded, but feedback and suggestions for further developing your skills will be provided.

How will this assignment be evaluated and/or responded to?

Students will receive written feedback regarding the coherence of their argument.

How is this assignment connected to course objectives or learning outcomes?

This assignment allows students to start practicing writing, and to express specific arguments in writing. Additionally, the content of their writing will feed into a discussion regarding the importance of ethics and research methods knowledge for all psychologists, regardless of their sub-speciality.