

### Course Information:

<b>Professor</b>	Brett Murphy, JD, PhD	<b>Phone</b>	210-784-2814
<b>Office</b>	STEM 237E	<b>E-mail</b>	<a href="mailto:bmurphy@tamusa.edu">bmurphy@tamusa.edu</a>
<b>Student Office Hours</b>	Tues: 1:30 – 5:15PM Mon/Weds: 12:30-1:30PM By Appointment via Calendly: <a href="https://calendly.com/bmurphy-tamusa/dr-murphy-office-hours">https://calendly.com/bmurphy-tamusa/dr-murphy-office-hours</a>		

### Course Description:

An introduction to APA style and writing in psychology. Focus will be placed on interpretation of published psychological research and refining writing skills for different communication purposes. Prerequisites: PSYC 2301 (Introduction to Psychology); Co-requisites PSYC 2388 (Research Methods & Statistics 1).

### Required Course Materials:

Handbook: American Psychological Association. (2019). *Publication manual* (7th ed). Washington, DC.

### Contact Guidelines:

I will strive to be available to aid your learning process by providing several ways to contact me:

- **Email:** Only use official university e-mail through Blackboard and include the course and section (e.g., PSYC 2385) and full name in subject line. Please do not use Blackboard messages. My university email is my primary and preferred point of contact outside of the classroom.

I check my email regularly on Monday – Friday from 8 to 5. Within that timeframe, I will generally respond within 24 hours. If you do not hear back from me, email again in the event your message went to my Junk email box and/or follow up directly with me in class or during office hours (see above). On the weekends, I am generally not available by email but will reply on the subsequent Monday. If you need to contact me, please plan especially when it comes to clarifying assignment instructions and/or submission requirements.

In all communications, please be professional and be specific in your message (i.e., avoid informal correspondence styles like text messaging). Your correspondence MUST include the information specified above. If you send an email without sufficient information, I likely will not reply or may reply asking for clarification about your inquiry (this can result in an unnecessary delay). Please begin a new email thread in lieu of responding back to one of my emails if you are beginning a new conversation unrelated to the previous email (this helps minimize confusion caused by chain replies).

- **Student Hours:** I will be available in my office (STEM 237C) to meet during student hours (see times listed above). Student hours are dedicated to interacting with and providing students with assistance regarding course work. An appointment is not necessary to attend these hours, but interactions are limited to a first-come, first-serve basis. If there is a specific assignment/materials or topic you want to discuss, providing advance notice will allow me to have these resources ready. If students cannot meet during these times, an alternative time can be requested via email, and I will do my best to try to accommodate students accordingly.

## **Assessment and Evaluation:**

All assignments, with the exception of in-class work, will be administered from and turned into Blackboard. No paper copies will be accepted unless otherwise noted. Late work will not be accepted without a university approved excuse and/or advance notice with instructor approval. Additionally, you are expected to complete all work independently (see Academic Integrity section for more details on independent work).

The following descriptions are intentionally brief. A more full and complete set of instructions will be available in class and through Blackboard throughout the semester. Furthermore, each assignment will have a specific set of instructions students will be required to follow. For longer writing assignments, there will be specific rubrics provided that will be used to determine the grade students earn on these assignments.

### **Attendance & Participation – 50 points each**

An important aspect of this writing class is developing good writing skills, establishing healthy writing habits, and acquiring knowledge about APA communication standards and practices. To achieve these goals, students NEED to be in class! This class is in-person, so students need to plan to attend in-person (i.e., there will not be any online attendance options). Throughout the semester, various writing assignments will build upon prior submissions and understanding how these elements are connected can be very difficult when students are consistently late, leave early, and/or miss class.

Throughout the semester, students are required to attend and contribute to all regularly scheduled class meetings. **To ensure compliance, attendance will be taken daily via a combination of roll-call and/or in class activities** students will submit as evidence of attendance. Attendance and participation expectations include:

- a) being on time / staying for the duration of class unless given permission otherwise
- b) bring your APA manual to class daily and/or any other requested materials
- c) refraining from excessive use of cell phones during lecture time for non-class related reasons
- d) being engaged during class discussions, activities, and answering questions when called upon (sleeping during class does not constitute “being in attendance”)
- e) assisting peers with reviewing their work (peer-review) and/or collaborating when instructed

**Students are permitted to miss up to two classes without penalty. Beginning on the 3<sup>rd</sup> absence, students will receive a 3-point penalty for each subsequent absence.** Excuse absences will not count against these totals, but students will need to provide documentation and/or receive instructor approval. Your instructor reserves the right to decide whether something qualifies as an excused absence. If students are unsure of whether something qualifies as an excused absence, they should communicate in a timely manner with their instructor.

In the event of an unexpected, but extended absence, students will need to communicate with their instructors to determine the appropriate course of action. Your instructor will do their best to work with students to establish appropriate accommodation in such instances.

## **Scientific Communication, Organization, and Planning Exercises (SCOPE) – 20 points each**

There will be several weeks where students will practice their scientific communication, organization, planning skills with SCOPE. Students must attend class to be eligible to earn points on these assignments. Without a university approved excuse, no make-up for SCOPE assignments will be accepted. These assignments will help develop and reinforce important skills related to the term paper in this course (see below).

### **Writing Appointments – 40 points each**

As per course requirements, there are two occasions when students will individually meet with their instructor to discuss their term paper (see syllabus calendar). These appointments are mandatory and will be held in my office or via Zoom (depending on student's preferences]. During these individual meetings, students will have an opportunity to discuss various aspects related to their research topic and receive expert feedback and guidance from their instructor. For these meetings to be successful, students will need to be organized, arrive promptly on time, and have their various writing documents open/accessible including their APA manual. If students are using an electronic device, make sure it is fully charged and connected to the university Wi-Fi prior to arrival. Additionally, students are strongly encouraged to have specific questions prepared to ask and should take notes during these meetings to serve as helpful reminders when writing later.

### **Review Assignments – 30 points each**

Writing is a practice-driven craft. As a wise person once said, “There are no great writers and very few great rewriters.” (Tracy Henley, personal communication). These review assignments will let us practice and share what we know before creating a final product.

**Note:** To be eligible to participate in these review assignments, students will need to submit the prerequisite assignment (i.e., annotated bibliography, writing assignment #1, and/or writing assignment #2). This requirement means that if students fail to submit the required assignment when instructed (see course syllabus), then they will also forfeit points on these review assignments too! Basically, you cannot review if you do not have something of your own to be reviewed!

### **Annotated Bibliography – 100 points**

Students will practice creating an APA-style annotated bibliography. This assignment is essential in learning how to critique and summarize literature, create APA-style references, and develop critical thinking skills.

### **Writing Assignments – 100 points each**

Writing assignments serve as assessments of writing skill across the semester. These exercises include summaries of literature review and empirical articles, which will serve as additional means for instructor and peer feedback in route to the creation of the term paper.

### **APA Mastery Exam – 100 points**

After we cover the APA Manual, students will take an at-home, online test on Blackboard to assess their understanding and application of its principles. More details will be provided prior to finals week.

### **Final Paper – 200 points**

The writing assignments all contribute to a final paper. This paper will include no fewer than 10 peer-reviewed sources over a topic of the students' choosing (options to be discussed in detail in class). To be eligible to earn points for this final paper, students must adhere to instructions for writing assignments that contribute to this final work.

## Grading:

Course Component	Value	Number	Total	% of Final Grade
SCOPE Assignments	20	10	200	20%
Writing Assignments	100	2	200	20%
Final Paper	200	1	200	20%
Annotated Bibliography	100	1	100	10%
APA Mastery Exam (Finals)	100	1	100	10%
Peer/Self Review Assignments	30	3	90	9%
Individual Writing Appointments	30	2	60	6%
Attendance & Participation	50		50	5%
<b>TOTAL</b>			<b>1000 possible points</b>	<b>100%</b>

A: 900 and above B: 800-899.99 C: 700-799.99 D: 600-699.99 F: below 600

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## Missed / Late Homework Policy

**Missed assignments will be assigned a grade of zero.** You must e-mail me about a missed assignment before the due date or as soon as possible after the emergency that causes you to miss the deadline. ***You will not be allowed to earn credit for late assignments and will receive a zero for that assignment unless you experience an emergency/illness. Excused absences include family emergency and death in the family. Work conflicts or difficulty with parking do not count as legitimate reasons.***

Legitimate reasons include, but are not limited to:

- Illness and/or injury (personal)
- Illness of friend or family member that requires your assistance
- Transportation
- Athletic and/or organizational obligation
- Death or injury of friend or family member

Non-legitimate reasons for missing exams, but **NOT** for make-ups include:

- Vacation
- Lack of preparation and/or just not feeling like it

**Late coursework will not be accepted for reasons other than those outlined above.** Blackboard will not display grades attempted after the deadline posted on Blackboard.

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**Specific Learning Objectives (from APA Guidelines for Psychology Majors):**

<b>This course will assess your ability to:</b>	<b>Specific Outcomes</b>
<b>2.2 Demonstrate psychology information literacy</b>	2.2a Read and summarize general ideas and conclusions from psychological sources accurately
	2.2b Describe what kinds of additional information beyond personal experience are acceptable in developing behavioral explanations (i.e., popular press reports vs. scientific findings)
	2.2c Identify and navigate psychology databases and other legitimate sources of psychology information
	2.2d Articulate criteria for identifying objective sources of psychology information
	2.2e Interpret simple graphs and statistical findings
<b>2.4 Interpret, design, and conduct basic psychological research</b>	2.4c Define and explain the purpose of key research concepts that characterize psychological research (e.g., hypothesis, operational definition)
	2.4e Explain why conclusions in psychological projects must be both reliable and valid
<b>4.1 Demonstrate effective writing for different purposes</b>	4.1a Express ideas in written formats that reflect basic psychological concepts and principles
	4.1b Recognize writing content and format differ based on purpose (e.g., blogs, memos, journal articles) and audience
	4.1c Use standard English, including generally accepted grammar
	4.1d Write using APA style
	4.1e Recognize and develop overall organization (e.g., beginning, development, ending) that fits the purpose
	4.1g Use expert feedback to revise writing of a single draft

## IMPORTANT POLICIES AND RESOURCES

**University Email Policy and Course Communications:** All correspondence between professors and students must occur via University email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at [helpdesk@tamusa.edu](mailto:helpdesk@tamusa.edu) or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

**Academic Accommodations for Individuals with Disabilities:** Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the [website](#) or email us at [dss@tamusa.edu](mailto:dss@tamusa.edu). Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their academic accommodations with Disability Support Services and their instructors as soon as possible.

**Academic Learning Center:** All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu), calling (210) 784-1307, or visiting the Central Academic Building, room 202. Online tutoring is also available for after hours and weekend assistance.

While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

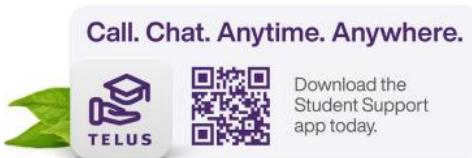
	<b>Appointments available</b>	<b>Walk in Tutoring – No appointment needed</b>
MONDAY	8 am – 6 pm	9 am – 5 pm
TUESDAY	8 am – 6 pm	9 am – 5 pm
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm
FRIDAY	8 am – 5 pm	11 am – 4 pm

**Counseling/Mental Health Resources:** As a college student, there may be times when personal stressors

interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. *Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.*

The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



**Emergency Preparedness:** JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>. More information about Emergency Operations Plan and the Emergency Action Plan can be found [here](#). Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

**Financial Aid and Verification of Attendance:** According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

**Jaguar Writing, Language, and Digital Composing Center (WLDCC):** The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. The Writing Center offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the Writing Center in JagWire under the Student Services tab. Click on "Writing, Language, and Digital

Composing Center” to make your appointment. Students wanting to work in realtime with a tutor can schedule an “Online Appointment.” Students wishing to receive asynchronous, written feedback from a tutor can schedule an “eTutoring” appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our [website](#). The Writing Center can also be reached by emailing [writingcenter@tamusa.edu](mailto:writingcenter@tamusa.edu).

**Meeting Basic Needs:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a [CARE report](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. A food pantry is available on campus; click [here](#) for hours and contact information.

**Military Affairs:** Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots’ Casa building, room 202, or to contact the Office of Military Affairs with any questions at [military.va@tamusa.edu](mailto:military.va@tamusa.edu) or (210)784-1397.

**Religious Observances:** Texas A&M University-San Antonio recognizes the wide variety of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

**The Six-Drop Rule:** Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student’s GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as “F” grades and will impact the student’s GPA.

**Statement of Harassment and Discrimination:** Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University’s Civil Rights Officer at 210-784-2061 or [titleix@tamusa.edu](mailto:titleix@tamusa.edu).

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio’s Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and

housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator ([titleix@tamusa.edu](mailto:titleix@tamusa.edu), 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

**Pregnant/Parenting Students:** Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status ([titleix@tamusa.edu](mailto:titleix@tamusa.edu); 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources. Young Jaguars can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. For more information, please contact Young Jaguars at [youngjaguars@tamusa.edu](mailto:youngjaguars@tamusa.edu) or call (210) 784-2636.

**Students' Rights and Responsibilities:** The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

## **Students' Rights**

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin,

religion, sex, disability, age, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.

3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

## **Students' Responsibilities**

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#) or visit the resources available in the [OSRR website](#)

## **Use of A.I. Policy:**

### **No Use of Generative A.I. Permitted**

PSYC 2385 – Writing in Psychology assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

## Course Schedule:

Although I will do my best to abide by this schedule, it is subject to change with notice. *Italicized assignments will be completed in the corresponding class.* Bolded assignments will be started in class, but due by Sunday at 11:59 pm (i.e., the last minute of the day) on the corresponding week.

Wk	Start of Week	Topic	Assessment Type	Points
<b>1</b>	Jan 19	Syllabus, Why APA? & Different Types of Academic Writing	<i>Knowledge Assessment (Quiz Blackboard)</i> Read Articles: Aadam et al. (2024) and Jensen (2024) <i>SCOPE #1 (Evaluating Article Types)</i>	20
<b>2</b>	Jan 26	Library & Literature Search Strategies	<i>SCOPE #2 (Literature Search Strategies)</i>	20
<b>3</b>	Feb 2	How to Cite In-text, References, Citation Managers (Ch. 8, 9, & 10)	<i>SCOPE #3 (Annotations &amp; References)</i>	20
<b>4</b>	Feb 9	Reading and Interpreting Peer-Reviewed Literature Summarizing and Critiquing Peer-Reviewed Literature	<b>Annotated Bibliography</b> <i>Includes Literature Review Article + 3 More Student-Chosen Peer-Reviewed Sources Related to Their Topic</i>	100
<b>5</b>	Feb 16	Plagiarism, Quoting, and Paraphrasing	<i>SCOPE #4 (Plagiarism/Paraphrasing)</i>	20
<b>6</b>	Feb 23	Establishing Topics  Practice Peer Review	<b>Peer Review #1 – Annotated Bibliography</b>  <i>SCOPE #5 (First Draft Outline &amp; Slide Deck)</i>	30 20
<b>7</b>	Mar 2	Revisiting the Process: Writing Center, Read Out Loud, Office Hour Appointments	<b>Individual Appointments with Professor</b>	30
<b>8</b>	Mar 9	<b>SPRING BREAK (MARCH 9<sup>TH</sup> – 14<sup>TH</sup>)</b>		
<b>9</b>	Mar 16	Grammar (Ch. 4) & Mechanics (Ch. 6)	<i>SCOPE #6 (Grammar &amp; Mechanics)</i>	20
<b>10</b>	Mar 23	Organization & Building Arguments	<b>Writing Assignment #1: First Draft</b>	100

Wk	Start of Week	Topic	Assessment Type	Points
			<i>Includes at least six peer-reviewed sources, title page, introduction paragraph, literature review and reference section)</i>	
11	Mar 30	Style: Tone, Clarity, Smoothness (Ch. 4)	<b>Peer Review - Writing Assignment #1</b>  <i>SCOPE #7 (Writing Skills Reflection)</i>	30  20
12	Apr 6	Reducing Bias	<b>Writing Assignment #2: Second Draft</b>  <i>Includes at least 10 peer-reviewed sources, title page, introduction &amp; conclusion paragraphs, and expanded reference section</i>	100
13	Apr 13	Reading Week and Individual Appointments	<b>Individual Appointments with Professor</b>  <i>SCOPE #8 (Appointment Reflection)</i>	30  20
14	Apr 20	The Publication Process (Ch. 12)	<b>Critical Self Review of Writing Assignment 3</b>  <i>SCOPE #9 (Term Paper Planning)</i>	30  20
15	Apr 27	Writing for Different Audiences: Academic Conferences and General Public, Wrap Up	<i>SCOPE #10 (In-Class Presentations)</i>	20
16	May 4	Working on Term Paper & Revisions	<b>Final Paper due Date Monday, 8<sup>th</sup></b>	200
Final	May 6 – 12th	Final (see academic calendar for date and time)	<b>APA Mastery Test</b> (Due Date TBD Based on Academic Calendar / Exam Will BE Administered Through Blackboard)	100