

**Course Code & No. - Section:** PSYC 291 – Section 1  
**Course Title (Credits):** Introduction to APA Style  
**Term & Year:** Fall / 2015  
**Course Ref. No. (CRN):** 80252

**Instructor:** Christina M. Frederick, Ph.D.  
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**Office:** PL 305

**Office Hours:** M 10:00 am – 11:00 am  
T 2:00 pm – 4:00 pm  
W 10:00 am – 11:00 am & 4:00 pm – 5:00 pm

**Class Meeting Time:** MW 12:00 pm – 12:50 pm  
**Location:** PL 213

**Prerequisites (from Catalog):** ENGL 101 and ENGL 102  
**Corequisites (from Catalog):** N/A

## COURSE DESCRIPTION

This course introduces students to the professional writing style of the American Psychological Association (APA). Topics include grammar, punctuation, clear expression of ideas, citation of sources, quotation, headings, tables and figures, reference format, and ethics.

## STUDENT OUTCOMES

Upon successful completion of this course, a student will be able to:

1. Use the APA Manual as a resource for other classes
2. Understand differences among primary, secondary, empirical, non-empirical, peer-reviewed and non-peer-reviewed sources
3. Use the basic formats for writing style (e.g., grammar), editorial style (e.g., punctuation), citations and references permitted in the field of psychology
4. Demonstrate knowledge and understanding of the APA Code of Ethics (i.e., quote, paraphrase, and cite sources correctly; define and avoid plagiarism)

## METHODS OF ASSESSING STUDENT OUTCOMES

Student outcomes will be assessed using the following:

1. Class attendance and participation
2. Quizzes and other in-class writing activities
3. Written take home assignments
4. Closed-book Familiarization and Mastery Test exams covering material in the textbook and described in the class schedule

## INSTRUCTIONAL STRATEGIES

This class will utilize lectures, small groups, inquiry learning, in-class discussions and activities, homework assignments, quizzes, and exams. Bring your laptop computer regularly for aid in acquiring resources and creating documents for practice purposes.

**REQUIRED TEXTS AND MATERIALS**

1. *Publication Manual of the American Psychological Association*. (2010). Washington, DC: American Psychological Association. (ISBN: 1-4338-0561-8)
2. Laptop computer (one that meets the published SNC Laptop Requirements)

**RECOMMENDED TEXTS AND MATERIALS**

1. Aaron, J.E. (2010). *The little, brown compact handbook* (7<sup>th</sup> or 8<sup>th</sup> ed.). New York, NY: Pearson. (ISBN: 0-205-65163-1)

**ATTENDANCE**

Attendance and participation are essential to the learning process. Students are expected to attend all scheduled meetings ON TIME and provide NO interruptions (e.g., cell phones, facebook, etc.). Attendance will be recorded at the *beginning* of each class. You are expected to be on time as well as stay for the entire period. Roll will be taken every day. If you choose not to attend class, arrive tardy, or depart early, you will be at an academic disadvantage.

Credit is available based on your attendance and participation. You will lose points for any missed classes (or any portions thereof). Excused and unexcused absences are BOTH considered an absence from class and are counted toward the total number of absences in the course. Excessive tardiness and/or repeated disrespect of classroom rules (e.g., use of cell phones) will be penalized by a reduction of your final attendance/participation score.

Being late may cause you to miss important announcements and class material. If you arrive late, *it is your responsibility* to be sure you have been counted present for the day before leaving. Additionally, *you must see me before leaving class to be counted present for the day*. If/when you miss class, you remain responsible for notes and handouts (see a classmate for notes; see me for handouts). I urge you to attend office hours in the event of a missed class. Missing even one class session could significantly impact your grade.

I will adhere strictly to university policy regarding grade assignments for excessive missed classes.

**RESEARCH PROJECT**

This course focuses on building skills important in using the writing style convention prescribed for the discipline of psychology, APA style. While you will not collect data and report in this class, you will be asked to review other's academic work within the field of psychology and produce novel writing to illustrate your skill level.

**CLASS REQUIREMENTS**

1. **Attendance:** See Attendance section (*above*) and specific reference to attendance in the grading policy (*below*).
2. **Reading:** Students are expected to do the assigned reading *before* class meets to ensure preparation for discussions and learning activities.
3. **Participation:** Thought questions, discussions, and in-class activities may provide opportunities for students to earn participation points throughout the semester.
4. Students are required to take all exams and turn in all assignments on the scheduled dates. NO makeup quizzes/exams or late assignments will be allowed without prior consent from the instructor.
5. ALL cell phones are to be turned off or silenced prior to entering the classroom. Cell phones are *not* to be used for any purpose (e.g., talking or texting). If I see a cell phone I will ask you to put it away; if I see the phone a second time, you can pick it up from me at the end of class and you forfeit your participation credit for the day. If there is a major emergency requiring cell phone use, please exit our classroom immediately and do not return during the class period. In this case, even if this occurs in the last 5 minutes of class, you will forfeit your attendance and participation credit for the day. This absence will be treated like any other; the student will not be excused from any work due to the missed class.
6. Computer use restricted to that pertinent to class *only* (i.e., no facebook, no twitter, YouTube, etc.). Consequences are dire and Dan O'Bryan-esque.

## INFORMATION LITERACY STATEMENT

Using the library's resources effectively (not just the Internet) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

## SANCTIONS FOR CHEATING AND/OR PLAGIARISM

Plagiarism is defined as, "passing off a source's information, ideas, or words as one's own by omitting to acknowledge the sources" (Teuber & Andreas, 1999). This refers to all sources of information; including the Internet.

To avoid plagiarizing, a good rule is to use quotation marks whenever a string of three or more words is copied from another source (e.g., when taking notes from a journal article). Simply paraphrasing and citing a source may not be enough to avoid plagiarizing, however. For example, one of the paragraphs in a paper might be a close paraphrase of a paragraph from another source. Even if the source is cited, the structure of the original source has been plagiarized! Starting with an outline of arguments to be included in a paper and then using information from other sources to back up these arguments should help one avoid plagiarizing in this manner.

Any form of cheating, plagiarism and/or unauthorized use of anything other than the student's own resources will not be tolerated. To be clear, unless explicit written or verbal instructions indicate otherwise, exams and assignments are to be completed individually (i.e., without any collaboration). The instructor will pursue the maximum disciplinary action against the student violating this protocol. I have a strict no tolerance policy. Additionally, if you are caught cheating, you will earn an automatic 0 on that exam/assignment/etc.

Some examples of cheating include, but are not limited to, copying from a classmate's work during an exam, turning in work that is not your own, and using any unapproved aid during an exam.

Both intentional and unintentional plagiarism, as well as any suspicion of cheating, will be reported to the Vice President of Academic Affairs/Provost. I strongly encourage all students to meet with me to discuss this issue before turning in written work.

*No ball caps, cellular telephones, pagers, earbuds, headphones, extraneous paper, notes, etc. are permitted during any and all periods of assessment (e.g., exams, quizzes, in class assignments, etc.). If I spot one of these present (even if you are not using it) during an unapproved period, you will take an automatic 10% reduction on the assessment in question. In the case I witness the use of such unapproved apparatus, you will receive a 0. Yes, this means you will need to use a watch rather than your cell phone for the time.*

## THE HONOR CODE

Our faculty believes students must be held to high standards of integrity in all aspects of college life to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

## CONSEQUENCES OF VIOLATING THE STUDENT HONOR CODE

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

- 1<sup>st</sup> Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 2<sup>nd</sup> Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 3<sup>rd</sup> Offense: Student is expelled.

**GRADING POLICY**

1. Attendance & Participation:

Credit is available based on your attendance and participation. Refer to the Attendance section above for details regarding my expectations. You will lose points for any missed classes (or any portions thereof) and any days for which you are viewed to not be participating in group or class discussions (e.g., on your cell phone).

*These are the easy points, get them all. =>*

2. Assignments and Quizzes:

This class incorporates several assignments and quizzes. Several are briefly covered on the course calendar provided (end of this document) and will be detailed in class. *No make-ups or late assignments will be accepted without prior approval by instructor.* Budget your time to complete written assignments by their due date and attend class at all times, particularly on activity days. Do not submit assignments via email unless you have received prior approval or the request has been made. In the case you will be absent when an assignment is due, have a classmate turn in for you (you can return the favor for them) or email it to me on time (time stamp) and bring the printed copy (for grading) when you return.

3. Examinations:

There are two major exams in this course; each may be taken multiple times. We will begin with a familiarization test to gauge where student’s skills are and let you know where you stand as far as your pre-preparation for course material. This test will be retaken at the end of the semester to gauge your learning. There is also a Mastery Test at the end of the semester. You are required to score 60% or above on this test to pass the course. You will have 2 chances. You cannot pass this course without passing this test. This is what we will be studying for all semester with our activities, assignments, and quizzes. You should be particularly familiar with all material discussed in class, but anything in the APA Manual is fair game (unless otherwise indicated). You will be required to demonstrate your skills at using APA style in variable fashions.

All students are required to take quizzes and exams on the scheduled days/times (see course timeline for dates). Students *must* take all exams and pass the Mastery test with a minimum of 60%. *In the unlikely event of a missed quiz or exam, and only with instructor approval based on verifiable documents, the make-up exam will occur at the final exam.* If you miss more than one, see me about the status or your grade and/or your plans for re-taking the course at a later date.

Please note that in the event of possible Academic Honor Code violations, I reserve the right to administer individual oral exams.

4. Final Grades: Based on the number of points earned from quizzes, assignments, exams, class participation, and attendance. There are no makeups for the final exam—you *must* adjust your schedule accordingly.

5. Grading scale: Grades will be assigned on a strict percentage scale and are *non-negotiable*.

A+ : ≥ 99%	B : 82.1 – 87.9%	C- : 70.0 – 72.0%
A : 92.1 – 98.9%	B- : 80.0 – 82.0%	D+ : 68.0 – 69.9%
A- : 90.0 – 92.0%	C+ : 78.0 – 79.9%	D : 62.1 – 67.9%
B+ : 88.0 – 89.9%	C : 72.1 – 77.9%	D- : 60.0 – 62.0%
		F : < 60.0%

### **ADA ACCOMMODATIONS**

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 (x7534), hconover@sierranevada.edu, or go to the OASIS offices on the third floor of Prim Library during the first week of the semester.

Please inform me as soon as possible if you have a professionally diagnosed and certified disability. Be sure to obtain the proper paperwork and inform me of any required accommodations at least 72 hours *before* scheduled exams, quizzes, papers, assignments, presentations etc. Depending on the type of accommodation, time may be required for me to meet your needs (e.g., private room for exams).

### **THE SNC EMAIL SYSTEM**

The SNC email system is the official communication vehicle among students, faculty members and administrative staff. It is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail), however, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

### **THE MISSION STATEMENT**

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.

### **THE CORE THEMES**

Liberal Arts

Professional Preparedness

Entrepreneurial Thinking

Sustainability

**BRING YOUR APA MANUAL TO CLASS EVERY DAY**

## CLASS SCHEDULE

DATE	TOPIC	READING DUE	ASSIGNMENTS/ACTIVITIES DUE	OTHER
MON 8/17	Syllabus & Introduction		<b>Syllabus</b> <b>5 reasons <i>you</i> believe learning APA Style is worthwhile</b> (10 points)	
WED 8/19	Purpose/Relevance	Handout: The Purpose of Mastering APA Style  Foreword, Preface, & Introduction	<b>Index Card</b> (10 points)  <b>Syllabus Quiz</b> (10 points)  Career/APA Format Exercise	
MON 8/24	Familiarization: Day 1		<b>Familiarization Test</b> <i>(closed book)</i>  Time permitting, score Familiarization Test as a class	
WED 8/26	Familiarization: Day 2		<b>Identify section of most significant performance and struggle on Familiarization Test. Detail method for how to help others in strong areas and yourself in weak areas.</b> (5 points)  <b>Reference a journal article (provided). Discuss commonalities with peer. Turn in one assignment per student (first reference attempt, discussion of commonalities and differences, and one re-write).</b> (10 points)	
MON 8/31	Guest Lecture: Betts Markle <i>Accessing library resources</i>	Chapter 1	Participation with Guest Lecture <b>Prepare and type 2 thoughtful questions to ask your guest speaker on her visit. Turn in before you leave class.</b> (5 points; 2 pts per question + 1 pt for being typed)	<b>Bring Laptop!</b>
WED 9/2	Citation & Reference Workshop		<b>Bring journal abstract to write reference in class. Turn in before leaving for the day.</b> (10 points; 2.5 pts for abstract + 7.5 pts for the reference)	Handout: Nervous Article
9/7*	<b>College Closed</b>			<b>LABOR DAY!</b>

WED 9/9	Writing for the Behavioral and Social Sciences	Chapter 1	<p><b>Part I</b> Bring in two empirical journal articles on a topic of interest</p> <p><b>Part II</b> By the end of class, indicate on your articles what types you have brought in</p> <p><b>Part III</b> Pair activity: Based on lecture and the articles brought to class, check the labels for accuracy (10 points; 4 pts for 2 articles, 6 pts for correct labels)</p>	Assign Student presentations on Ethics Sections: 1. - 1.07, 1.08, 1.09 or 2. - 1.10, 1.11, 1.12 or 3. - 1.13, 1.14, 1.15, 1.16
MON 9/14	Types of Articles Plagiarism Reading	Chapter 1	<p><i>Use library resources to bring in abstract pages for one each of the 5 types article types, CLEARLY label each with their type</i> (15 points)</p> <p>Presentation skills discussion</p>	
WED 9/16	Plagiarism	Chapter 1, article reading on plagiarism	<b>Plagiarism Knowledge Survey (PKS)</b> (participation)	
MON 9/21	Plagiarism	Chapter 1	<p><b>Ethics Mini-lessons</b> (20 points)</p> <p>Discuss plagiarism reading &amp; PKS (participation)</p>	
WED 9/23	Manuscript Structure and Content	Chapter 2 Handout: Reference examples	<p><b>Rough Draft</b> <b>Peer Review of typed Plagiarism Policy Summary for plagiarism, grammar, writing style, and other APA concerns</b> (5 points for presence of typed draft and active participation in peer review)</p> <p><b>Abstract page for any article with 3+ authors with typed (a) reference, (b) 1<sup>st</sup>, and (c) 2<sup>nd</sup> citation</b> (20 points)</p>	
9/24 & 9/25*				<i>Junior English Proficiency Test</i>
MON 9/28	Manuscript Structure and Content	Chapter 2	<b>Articles Assignment 1 to be done in conjunction with a new empirical research article you bring to class</b> (10 points)	

WED 9/30	Manuscript Structure and Content	Chapter 2	<b>Parts of the Manuscript Quiz</b> (10 points) <i>Final Draft</i> <i>SNC's Plagiarism Policy</i> <i>Summary—be sure to watch</i> <i>for plagiarism</i> (5 points)	
MON 10/5	Writing Clearly and Concisely	Chapter 3	<i>Bring a paper of YOURS from a</i> <i>previous class for APA critique</i>	Assign groups for Mechanics of Style mini-lessons 1. 4.01 – 4.11 <i>or</i> 2. 4.12 – 4.21 <i>or</i> 3. 4.22 – 4.30 <i>or</i> 4. 4.31 – 4.40
WED 10/7	Writing Clearly and Concisely	Chapter 3	<b>Reducing Bias in Writing</b> <b>Activity</b> (10 points)	
MON 10/12	Writing Clearly and Concisely	Chapter 3	<b>Writing Style Worksheet</b> (10 points) <b>Writing Style Quiz</b> (10 points)	<b>Group time</b> (time permitting)  <b>Happy Columbus Day!</b> 
WED 10/14	The Mechanics of Style	Chapter 4	<b>Punctuation Worksheet</b> (10 points) <b>Student mini-lessons with</b> <b>interactive activity</b> (10 points)	
10/15*				<i>Midterm grades filed with</i> <i>Registrar</i>
MON 10/19	The Mechanics of Style	Chapter 4	Student mini-lessons with interactive activity continued	
WED 10/21	The Mechanics of Style	Chapter 4	<b>Numbers Worksheet</b> (10 points)	
MON 10/26	Displaying Results	Chapter 5 Tables/Figures	<i>Rough Draft</i> <b>Use an empirical journal</b> <b>article (read entire work,</b> <b>not only abstract) and compose</b> <b>a one-page summary rough</b> <b>draft for peer review. Include:</b> <b>cover page, summary w/</b> <b>citations, reference page, &amp; full</b> <b>article.</b> (5 points)	Last day to change grade status or withdraw from a course without academic penalty full time courses
10/26 – 11/5*				<i>Advising for Spring 2015</i>
WED 10/28	Displaying Results	Chapter 5 Axes & Honesty	<b>Bring the rough draft of your</b> <b>“Creating a Table</b> <b>Assignment” for peer review</b>  Number Activity	

10/30*	College Closed			Nevada Day
MON 11/2	Displaying Results	Chapter 5	<b>Final Draft</b> Use an empirical journal article (read entire work, not only abstract) and compose a one-page summary. Include: cover page, summary w/ citations, reference page, & full article. (10 points)	
WED 11/4	Displaying Results	Chapter 5	<b>Creating a Table Assignment</b> (20 points) <b>Bring all previous articles and abstract pages to reference table examples.</b>	
11/6 – 11/9*				May/August 2016 graduation petitions due
11/6, 11/9, 11/10*				Spring 2015 Registration
MON 11/9	Crediting Sources	Chapter 6	<b>Quotations Quiz</b> (10 points)	
11/11*	College Closed			Veteran's Day
11/14*				Contingency/Weather Make Up Day
MON 11/16	Reference Examples	Chapter 7	<b>Reference List Order Quiz</b> (10 points) <b>Citations and References Activity</b> (10 points)	
WED 11/18	Reference Examples The Publication Process	Chapter 7 Chapter 8 Publishing	<b>Citations and References Homework</b> (20 points) In-class reference and citation practice	Review Familiarization Test
11/23 – 11/27*				Happy Thanksgiving!!!
MON 11/30	Preparation Day		<b>Retake Familiarization Test to gauge learning and as preparation for Mastery Test</b> (50 points)	Open Book

WED 12/2	Final Exam	Mastery Test I	<i>Two chances to reach minimum 60% required for passing grade. Once reach 60% (or greater), you are "APA Complete."</i>	Open Book
12/7*	<i>No Class</i>			<i>Prepare for finals</i>
TUES 12/8	Final Exam	Mastery Test II  Make-up Day  Extra Credit Day!	50 points  (Open Book)	<p><b>Final Time: 3pm-6pm</b></p> <p>Mastery Test is optional if already passed with satisfactory score.</p> <p>If you missed an assignment or quiz this is your <i>only</i> opportunity to make it up if given prior approval by instructor.</p> <p>You may make up 2-10 point assignments <i>or</i> quizzes (not including any group work or the plagiarism assignment).</p> <p>You will receive a maximum of 50% of the initial points available per make-up. This is far better than 0%.</p> <p><u>Extra Credit Offer:</u> I will provide a 10 point, cumulative, extra credit quiz to anyone interested. <b>YOU MUST BE PRESENT ON THIS DAY TO PARTAKE. No exceptions.</b></p>
12/13*				<i>Semester ends</i>
12/16*				<i>Final grades filed with Registrar</i>

- \* Assignments, quizzes, exams, and activities are listed on the date they will occur and/or are **due**.
- \**Italicized/darkened dates reflect days for which there are special reminders.*
- \* Any readings without source listed are from the APA Manual
- \* All articles required for assignments must be in pdf format not html to receive full credit.

**MOST IMPORTANTLY**

My office hours are for your benefit. Please take advantage of this and come by. You can come to clarify information from class, get help on assignments, get exam study tips, or just to get to know one of your professors. I am in my office for you. This in mind, I hope to see each student at least once over the course of the semester. Please do your best to visit me during my open office hours, however, if you are absolutely unable to visit during those times, contact me for an appointment.

I am looking forward to a fun and educational semester with all of you! Please feel free to ask questions as they occur to you. Most of all, let's have fun!

NOTE: SYLLABUS IS TENTATIVE AND SUBJECT TO CHANGE. CHANGES WILL BE ANNOUNCED IN CLASS.