

## Syllabus

### University of San Francisco Department of Rhetoric and Language Spring 2019

#### Course

Rhetoric 203-02 (20563) & Rhetoric 203-04 (20565): Writing in Psychology  
January 23, 2019 - May 8, 2019  
MWF 9:15 am - 10:20 am & MWF 10:30 am - 11:35 am  
LM 355

#### Instructor

Dr. Susana Leong  
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Office Hours: MWF 8:45 am - 9:15 am & 10:20 am - 10:30 am

#### Prerequisites

A grade of C- in Rhetoric 110, or transfer credit in college-level composition with a grade of C- or higher. This course features argumentation and critical writing, reading, and thinking skills as applied to analysis or articles central to the field of Psychology. Rhetoric 203 is required for and restricted to Psychology majors. Fulfills Core A2 for qualified transfer students.

#### Course Description

This course emphasizes argumentation, critical thinking, and writing skills specifically as they relate to the disciplinary practices and conventions of psychology. Students will write three papers and do one final paper presentation. The focus of the literature reviews will be on (1) the critical analysis of empirical articles on a variety of topics in the field, (2) the introduction of a topic via a concise discussion of previous literature that addresses the problem being studied along with gaps and weaknesses, (3) the interpretation of basic statistics, and (4) the presentation of their implications within the context of a hypotheses. All papers will be done in APA style. The purpose is to prepare students to deal with the significant amount of research, reading, and writing that will be done in their major courses. *This is a writing intensive course.*

#### Required Texts

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Galvan, J. L. (2014). *Writing literature reviews: A guide for students of the social and behavioral sciences* (6th ed.). Glendale, CA: Pyrczak Publishing.

## **Course Learning Objectives**

Upon completion of RHET 203, students should be able to:

1. Formulate and explain the significance of complex, arguable, analytical, and critical claims, including a central argument and a coherent set of sub-arguments advancing the central argument.
2. Support analytical and critical claims with credible, compelling, and sufficient empirical evidence.
3. Evaluate the sufficiency and credibility of evidence presented by others.
4. Understand and use the writing conventions in the field of psychology.
5. Demonstrate fluency in APA style.

## **Rhetoric and Language Core A-2 Learning Outcomes**

1. Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.
2. Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.
3. Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.
4. Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.
5. Revision: Students develop their own revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.

## **Attendance**

The Department in Rhetoric and Language recommends the following:

1. Absences affect the final grade. In this class, students are allowed 3 excused absences. Additional absences will result in a 10-point deduction per day absent.

- Exception: When representing the University of San Francisco in intercollegiate competition (e.g., athletics, debate), students shall be excused from classes on the hours or days such competition takes them away from classes. However, such students shall be responsible for advising their professors regarding anticipated absences and for arranging to complete course work for classes, laboratories, and/or examinations missed.

## Grading

The Grading Rubric for RHET 203:

**A papers** are well-written, interesting, and thoughtful. They are supported by evidence, arranged coherently, and responsive to audience; writing is linguistically precise, grammatically complex, and stylistically appropriate. The above is in addition to the requirements for B papers.

**B papers** are strong and carefully attentive to requirements. They show accurate and informative use of readings, a solid claim organizing topics, correct grammar with appropriate choice of language, and awareness of audience.

**C papers** follow the requirements of the assignment. They demonstrate competent but not exceptional control of language, syntax, grammar, and mechanics, and an attempt at editing, revising, and proofreading.

**D and F papers** are deficient in several ways. They may not follow the requirements of the assignment, or may be so carelessly written that errors interfere with the reading.

## Final Grade Calculation

Diagnostic Essay (2-3 pages)	50 points	(5%)
Empirical Article Critique #1 (3-4 pages)	100 points	(10%)
Empirical Article Critique #2 (3-4 pages)	100 points	(10%)
Literature Review (6-8 pages, 4-6 sources)	300 points	(30%)
Literature Review (8-10 pages, 8-10 sources), group	250 points	(25%)
Group Presentation	100 points	(10%)
Attendance/Participation	100 points	(10%)
<b>Total</b>	<b>1,000 points</b>	<b>(100%)</b>

## Major Assignments and Learning Objectives

Diagnostic Essay (2-3 pages): #4, #5  
 Empirical Article (Quantitative) Critique #1 (3-4 pages): #3, #4, #5  
 Empirical Article (Qualitative) Critique #2 (3-4 pages): #3, #4, #5  
 Literature Review (6-8 pages, 4-6 sources): #1, #2, #3, #4, #5  
 Literature Review (8-10 pages, 8-10 sources), group: #1, #2, #3, #4, #5  
 Group Presentation: #1, #2, #3, #4, #5

## Major Assignments and Rhetoric and Language Core A-2 Learning Outcomes

Diagnostic Essay (2-3 pages): #4  
Empirical Article (Quantitative) Critique #1 (3-4 pages): #1, #4, #5  
Empirical Article (Qualitative) Critique #2 (3-4 pages): #1, #4, #5  
Literature Review (6-8 pages, 4-6 sources): #1, #2, #3, #4, #5  
Literature Review (8-10 pages, 8-10 sources), group: #1, #2, #3, #4, #5  
Group Presentation: #1, #2, #3, #4, #5

### Final Grade

A	93-100%	B-	80-82%	D+	67-69%
A-	90-92%	C+	77-79%	D	63-66%
B+	87-89%	C	73-76%	D-	60-62%
B	83-86%	C-	70-72%	F	0-59%

### Paper Formatting

Your papers should be typed, double-spaced, Times New Roman with fonts no larger than 12 point. Your margins should be no narrower or wider than 1 inch top and bottom, left and right. Include a title page and reference page according to APA for your papers.

### Emails

Include the course number in the subject of your email (e.g., Rhetoric 203 APA questions).

### Policies

**Time Management and Planning:** Students are expected to spend 2 hours outside of class in study and preparation of assignments for each hour in class. In a 4-unit class, assignments have been created with the expectation that students will engage in approximately 8 hours of out-of-class work per week; in a 2 unit class, students should expect to spend approximately 4 hours per week outside of class in study and preparation. Intensive classes may count the 2 hours of lab time as part of the out-of-class work.

### Academic Integrity

**USF Honor Code:** As a Jesuit institution committed to cura personalis -- the care and education of the whole person -- USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic community. All students are expected to know and adhere to the University's Honor Code. You can find the full text of the code online at [www.usfca.edu/academic-integrity](http://www.usfca.edu/academic-integrity). As it particularly pertains to the Program in Rhetoric and Composition, the policy covers:

- Plagiarism -- intentionally or unintentionally representing the words or ideas of another person as your own; failure to properly cite references; manufacturing references.
- Working with another person when independent work is required.
- Submission of the same paper in more than one course without the specific permission of each instructor.
- Submitting a paper written by another person or obtained from the Internet.

The penalties for violation of the policy may include a failing grade on the assignment, a failing grade in the course, and/or a referral to the Dean and the Committee on Student Academic Honesty. In addition, a letter will be sent to the Associate Dean for Student Academic Services; the letter will remain in your file for two years after you graduate, after which you may petition for its removal.

## Resources

**The Learning, Writing, and Speaking Centers:** The Learning, Writing, and Speaking Centers provide individualized support to assist you in better understanding course material and to aid you on your path to success. Services are free and include one-on-one tutoring, group tutoring, and one-on-one Academic Skills Coaching appointments to discuss effective study strategies. The Learning Center supports over 80 courses each semester. The Writing Center helps students develop writing skills in rhetoric, organization, style, and structure, through one-on-one interactive conferences. The Speaking Center helps students prepare for public speaking -- including speeches, oral presentations, team presentations, and visual aid demonstrations. International students may also contact the Centers to learn more about communicating with professors and general academic study skills.

The Learning, Writing, and Speaking Centers are located on the Lower Level of Gleason Library. Please contact them at (415) 422-6713 for further assistance or visit: <https://myusf.usfca.edu/lwsc> to make an appointment.

**Workshops:** Reading and Writing workshops are available to assist students with academic writing, reading, and speaking: See the schedule of classes for times and days for RHET 101, 105, 107, and 113.

**Various Students Success Workshops:** The workshops are offered by CASA.

## Other Important Information

**Students with Disabilities:** If you are a student with a disability or disabling condition, or if you think you may have a disability, please contact USF Student Disability Services (SDS) at (415) 422-2613 within the first week of class, or immediately upon onset of disability, to speak with a disability specialist. If you are determined eligible for reasonable accommodations, please meet with your disability specialist so they can arrange to have your accommodation letter sent to me, and we will discuss your needs for this course. For more information, please visit: <http://www.usfca.edu/sds>

**Confidentiality, Mandatory Reporting, and Sexual Assault:** As instructors, one of our responsibilities is to help create a safe learning environment on our campus. We also have a mandatory reporting responsibility related to our role as faculty. We are required to share information regarding sexual misconduct or information about a crime that may have occurred on USF's campus with the University. Here are some useful resources related to sexual misconduct:

- To report any sexual misconduct, students may visit the Title IX coordinator (UC 5th floor) or see many other options by visiting [https://www.usfca.edu/student\\_life/safer.confidentially](https://www.usfca.edu/student_life/safer.confidentially) by contacting Counseling and Psychological Services at 415-422-6352.
- Students may speak to someone confidentially or report a sexual assault confidentially by contacting Counseling and Psychological Services at (415) 422-6352.
- To find out more about reporting a sexual assault at USF, visit USFs Callisto website at: <https://usfca.callistocampus.org>.
- For an off-campus resource, contact San Francisco Women Against Rape (SFWAR) (415) 647-7273 ([www.sfwar.org](http://www.sfwar.org))

**Behavioral Expectations:** All students are expected to behave in accordance with the Student Conduct Code and other University policies (see <http://www.usfca.edu/fogcutter/>). Students whose behavior is disruptive or who fail to comply with the instructor may be dismissed from the class for the remainder of the class period and may need to meet with the instructor or Dean prior to returning to the next class period. If necessary, referrals may also be made to the Student Conduct process for violations of the Student Conduct Code.

**Counseling and Psychological Services (CAPS):** CAPS' diverse staff offers brief individual, couple, and group counseling to student members of our community. CAPS services are confidential and free of charge. Call (415) 422-6352 for an initial consultation appointment. Telephone consultation through CAPS After Hours is available Monday - Friday from 5:00 p.m. to 8:30 a.m., 24 hours during weekends and holidays; call the above number and press 2. Further information can be found at <https://myusf.usfca.edu/student-health-safety/caps>.

**Student Accounts - Last day to withdraw with tuition reversal:** Students who wish to have the tuition charges reversed on their student account should withdraw from the course(s) by the end of the business day on the last day to withdraw with tuition credit (census date) for the applicable course(s) in which the student is enrolled. Please note that the last day to withdraw with tuition credit may vary by course. The last day to withdraw with tuition credit (census date) listed in the Academic Calendar is applicable only to courses which meet for the standard 15-week semester. To find what the last day to withdraw with tuition credit is for a specific course, please visit the Online Class Schedule at [www.usfca.edu/schedules](http://www.usfca.edu/schedules).

**Financial Aid - FAFSA priority filing deadline (undergraduates only):** March 2 - Priority filing deadline for FAFSA (The Free Application for Federal Student Aid - <https://fafsa.ed.gov/>) for continuing undergraduates.

## Course Calendar

Date		Topics, Readings, & Homework (complete items in box before class)	Assignments
W1	1/23	Topic: Review syllabus	
	1/25	Topic: Introduction  Reading: APA Introduction (pp. 3-7) APA (chapter 1): Writing for the behavioral and social sciences (pp. 9-20)	
W2	1/28	Topic: Anatomy of a scholarly article  Reading: <a href="http://www.lib.ncsu.edu/tutorials/scholarly-articles">http://www.lib.ncsu.edu/tutorials/scholarly-articles</a>	
	1/30	Topic: Reading empirical articles  Reading: APA (chapter 2): Manuscript structure and content (pp. 21-40)	
	2/1	Topic: APA title page and references  Reading: APA (chapter 2): Manuscript structure and content (pp. 41-59)	
W3	2/4	Topic: Crediting sources  Reading: APA (chapter 6): Crediting sources (pp. 169-192)	
	2/6	Topic: Writing clearly and concisely  Reading: APA (chapter 3): Writing clearly and concisely (pp. 61-86)  **  Topic: Diagnostic (2-3 full pages of text excluding title page and references from page count)  Diagnosis article assignment: Eisenberg, D., Nicklett, E. J., Roeder, K., & Kirz, N. E. (2011). Eating disorder symptoms among college students: Prevalence, persistence, correlates, and treatment-seeking. <i>Journal of American College Health, 59</i> , 700-707. doi:10.1080/07448481.2010.546461  Download article here: <a href="http://www.tandfonline.com/doi/pdf/10.1080/07448481.2010.546461">http://www.tandfonline.com/doi/pdf/10.1080/07448481.2010.546461</a>  Assignment: - <b>Directions:</b> Focus on the who, what, when, where, why, and how <u>plus</u> relationship to psychology - <b>Length:</b> 2-3 pages (at least 2 pages, no more than 3 pages) - Include APA title page and reference page (no outside resources) - <b>Due:</b> Monday 2/11/2019	diagnostic assigned
	2/8	Topic: APA writing tips	
W4	2/11	Topic: Primary sources vs. secondary sources  Reading: Galvan (chapter 1): Writing reviews of academic literature: An overview (pp. 1-9)	<b>diagnostic due</b>
	2/13	Topic: Narrow topic in literature review  Reading: Galvan (chapter 3): Selecting a topic and identifying literature for review (pp. 17-29)	

	2/15	Topic: Analyzing (empirical) peer reviewed articles  Reading: <b>Galvan</b> (chapter 4): General guidelines for analyzing literature (pp. 31-43)	
W5	2/18	Presidents' Day Holiday (no class)	
	2/20	Topic: Quantitative research (cont'd)  Reading: <b>Galvan</b> (chapter 5): Analyzing quantitative research literature (pp. 45-56)	quantitative critique assigned
	2/22	Topic: Quantitative research (cont'd)  Reading: <b>Galvan</b> (chapter 5): Analyzing quantitative research literature (pp. 45-56)	
W6	2/25	Topic: Qualitative research  Reading: <b>Galvan</b> (chapter 6): Analyzing qualitative research literature (pp. 57-64)  <i>- Submit to quantitative critique to Canvas before class</i> <i>- Submit hard copy at the start of class</i>	<b>quantitative critique due</b>  qualitative critique assigned
	2/27	Topic: Qualitative research (cont'd)  Reading: <b>Galvan</b> (chapter 6): Analyzing qualitative research literature (pp. 57-64)  <i>- Submit to qualitative critique to Canvas before class</i> <i>- Submit hard copy at the start of class</i>	
	3/1	Topic: Organizing your literature review  Reading: <b>Galvan</b> (chapter 9): Guidelines for writing a first draft (pp. 83-94)  <i>- Submit to qualitative critique to Canvas before class</i> <i>- Submit hard copy at the start of class</i>	<b>qualitative critique due</b>
W7	3/4	Topic: Organizing your literature review (cont'd)  Reading: <b>Galvan</b> (chapter 10): Guidelines for developing a coherent essay (pp. 95-100) <b>Galvan</b> (chapter 11): Guidelines on style, mechanics, and language usage (pp. 101-108)	lit review assigned
	3/6	Topic: Search for articles	
	3/8	Topic: Search for articles (cont'd)	
W8	3/11	Spring Break (no class)	
	3/13	Spring Break (no class)	
	3/15	Spring Break (no class)	
W9	3/18	Topic: Search for articles (cont'd)	
	3/20	Topic: Workshop	
	3/22	Topic: Workshop (cont'd)	
W10	3/25	Topic: Workshop (cont'd)	
	3/27	Topic: Peer review (6 full pages of text excluding title page and references from page count)  <i>- Submit to Canvas before class</i> <i>- Bring hard copy to class</i>	lit review peer review (draft) due
	3/29	Topic: Start group project / Decide on topic (problem & solution)  <i>- Submit to lit review to Canvas before class</i> <i>- Submit hard copy at the start of class</i>	<b>lit review due</b>
W11	4/1	Topic: Group work (cont'd)	
	4/3	Topic: Group work (cont'd)	

	4/5	Topic: Group work (cont'd)	
W12	4/8	Topic: Group work (cont'd)	
	4/10	Topic: Group work (cont'd)	
	4/12	Topic: Group work (cont'd)	
W13	4/15	Topic: Peer review (8 full pages of text excluding title page and references from page count)  - <i>Submit to Canvas before class (only 1 person in your group)</i> - <i>Bring hard copy to class (each person should bring a hard copy)</i>	group lit review peer review (draft) due
	4/17	Topic: Group work (cont'd)	
	4/19	Easter Holiday (no class)	
W14	4/22	Topic: Group work (cont'd)	
	4/24	Topic: Work on poster boards  - <i>Submit group lit review to Canvas before class (1 person from group)</i> - <i>Submit hard copy at the start of class (1 person from group)</i>	<b>group lit review due</b>
	4/26	Topic: Work on poster boards (cont'd)	
W15	4/29	Topic: Presentations day 1  - <i>Submit PowerPoint presentation slides to Canvas before class (1 person from group)</i> - <i>Submit hard copy of slides (6 slides per page) at the start of class (1 person from group)</i>	<b>PowerPoint presentation slides for poster board due</b>
	5/1	Topic: Presentations day 2	
	5/3	Topic: Presentations day 3	
W16	5/6	Topic: Presentations day 4	
	5/8	Topic: Presentations day 5	

Dr. Leong reserves the right to alter this syllabus at any time.  
This syllabus is not a contract, but instead a tentative plan for the course.

Students are prohibited from selling or recording notes from this course to any person or commercial firm (or being paid to take notes) without the express written permission of Dr. Leong.  
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