



Syllabus

DIVISION OF ARTS AND SCIENCES

PSY 240: Critical Thinking and Writing Skills in Social Sciences

5 Credits

Effective: Spring 2020/2021

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course develops students' writing skills. It introduces students to various forms of scholarly writing and focuses on topics such as style and mechanics, APA format, etc. In this course students will also learn about critical thinking process used to analyze social issues and identify rational solutions. Topics examined include: argument analyzing and building; forms and standards of critical thinking; and evaluating sources of information.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under *Course Information* in Blackboard as well as from the library homepage ("Find Your Textbook" button).

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Strong communication and interpersonal skills
- Critical thinking and information literacy

COURSE OUTCOMES

In this course, learners:

- Analyze arguments for their accuracy, logical cohesiveness, and consistency
- Evaluate various sources for their use in professional writing and presentations
- Critically examine professional literature
- Prepare various forms of professional writing
- Apply the principles of critical thinking to professional writing

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- APA style
- Bibliography and annotated bibliography

- Evaluations
- Fallacies
- Forms of scholarly writing - analysis, literature review, etc.
- Generalizations
- Inductive and deductive reasoning
- Inference
- Observation
- Opinions
- Propositions
- Scholastic integrity
- Verifiability
- Viewpoints

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Course activities	25%
Annotated Bibliography	5%
Movie analysis	20%
Literature review	25%
Reflection paper on a writing process	25%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Course activities

Class participation through discussion activities is an integral part of this course. To provide a structure for balanced participation and allow students to maximize the benefit of the discussion activities, it is required to follow these guidelines: 1) Post responses to discussion questions in the first three days of the school week (Monday through Wednesday in online classes; various days in mixed-mode classes). 2) Post at least four or more thoughtful and topic-relevant comments to responses made by classmates over at least three different days of the school week. 3) Respond to any questions that the instructor has regarding students' original post by the end of the school week. Additionally, students are expected to attend and participate in all classroom sessions and course activities conducted during those sessions. Instructors will provide detailed grading criteria for in-class attendance and participation in classroom-based activities. The following is the grading criteria for online discussion board activities.

<i>Components</i>	<i>% of Grade</i>
Timeliness	15%
Quality of Responses	70%
Quantity of Responses	15%
TOTAL	100%

Annotated Bibliography

Students are expected to prepare an annotated bibliography of sources relevant to a major paper for any social class. Students will be required to use at least five different sources relevant to their topic including articles from academic-level, professional or industry journals, books, and websites. In a one to two page bibliography, students will present the title of their paper, a one to two paragraph summary of their paper, and the annotated list of sources they are planning to use.

<i>Components</i>	<i>% of Grade</i>
DAS-U-Organization and coherence	25%
Finding and selecting information resources	40%
Requirements	15%
DAS-U-Style and mechanics	20%
TOTAL	100%

Movie analysis

Using the outline below, students will write a six- to seven-page analysis of movie that deals with social issues: 1) A brief overview of the content, story line, and themes; 2) Identification of social aspects that are mirrored in the film; 3) Evaluation and analysis of the movie from a social point of view, with the use of social concepts; 4) Summary of the findings and description of changes in the beliefs and attitudes about this social problem. Students are expected to utilize plagiarism check tool to write this paper. Additionally, students must submit first draft of their paper to the instructor for additional comments. Feedback gathered from instructor and plagiarism check tool must be used for correcting the first draft of the movie analysis. In order to receive a grade, students are expected to submit to their instructor the following: 1) First draft of the paper; 2) Plagiarism check tool report; 3) Annotated bibliography of the sources used for the analysis; 4) Final paper with included necessary edits and corrections based on the feedback received from the instructor and plagiarism check tool. All items should be saved into one document, with items 1-3 attached at the end of the paper in the form of appendices. Students may choose a movie from the list of recommended movies or they may review a movie of their own choice. In their reviews, students are expected to combine their own thoughtful analysis with ideas and information found in a minimum of three other sources. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature - this paper has to be an analytical paper, not a summary of readings. This paper must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

PLEASE NOTE: Students' paper should not be limited to a summary of the movie. In fact the summary of the plot should be very brief - 1-2 paragraphs. It should not be a cognitive assessment or evaluation of the film's production, or accuracy either.

<i>Components</i>	<i>% of Grade</i>
DAS-U-Organization and coherence	20%
DAS-U-Style and mechanics	20%
First draft submission	10%
DAS-U-Analysis and use of course concepts	25%
DAS-U-Evidence and support	25%
TOTAL	100%

Literature review

Students will choose a social science theorist whose ideas they would like to explore and conduct a literature review on the work of that theorist. They will select four readings (journal articles, magazine articles, books, or book excerpts) either written by the theorist or by another author writing about the work of the particular theorist. Students should read about the theorist's ideas, not about his/her life. The readings should address the application of theory to real life and/or present research conducted in relation to that theory. For example, literature on the work of Carl Jung might discuss the application of personality typology in various settings. Literature on Emile Durkheim could discuss the application of his theory to the field of sociology or criminology. In an eight- to ten-page paper, students will present a synopsis of the focus of each reading. They will include main ideas, and for readings on research conducted, describe the investigation, participants, methodology, results, and the discussion of the results. Students will describe how the topics discussed or investigated apply to everyday life situations. They will also provide their own critical analysis of the theorist's ideas, considering factors such as their usefulness, application across cultures, and how much of a contribution they have made to understand social phenomena. In their papers, students are expected to combine their own thoughtful analysis with ideas and information found in the sources they selected to use. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature - this paper has to be an analytical paper, not a summary of readings. This paper must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

<i>Components</i>	<i>% of Grade</i>
DAS-U-Analysis and use of course concepts	30%
DAS-U-Evidence and support	30%
DAS-U-Organization and coherence	20%
DAS-U-Style and mechanics	20%
TOTAL	100%

Reflection paper on a writing process

Using the concepts covered in this course, students will write five- to six-page, double-spaced paper describing their experience and reflections on the process of writing academic papers. Using their experience with creating a movie analysis, students are expected to describe the steps of writing a paper (including their use of plagiarism check tool), summarize major aspects of their development as writers, and reflect on what they have learned during this process and what they still need to learn to become effective writers. In their reflections students are expected to combine their own thoughtful analysis with ideas and information found in a minimum of three sources. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature - this paper has to be an analytical paper, not a summary of readings. This paper must meet APA requirements of format and

style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

<i>Components</i>	<i>% of Grade</i>
DAS-U-Analysis and use of course concepts	30%
DAS-U-Evidence and support	25%
DAS-U-Organization and coherence	15%
DAS-U-Style and mechanics	20%
Self-reflection	10%
TOTAL	100%

COURSE POLICIES

Late Assignments

A critical aspect of project management is to meet predefined deadlines. Therefore, all assignments are expected to be submitted when due. No late assignments are accepted. Life-situations do occur. When an issue arises coordinate with the instructor prior to the assignment's due date and the due date may be adjusted. It is in the best interest of the student to ensure that all assignments are submitted on time.

Participation

Class participation will be evaluated during class. Participation includes being prepared for class discussions and contributing meaningful content when appropriate. It also includes individual effort contributed to the team project.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at help@cityu.edu to request a user name and password.