

## Term Information

Effective Term Autumn 2013

## General Information

Course Bulletin Listing/Subject Area Psychology  
Fiscal Unit/Academic Org Psychology - D0766  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2367.02  
Course Title Introduction to Abnormal Psychology  
Transcript Abbreviation Abnormal Psych  
Course Description Major psychological disorders, such as anxiety, mood, & personality disorders, will be clinically described & diagnostically defined. Students will compare & contrast symptoms of psychological disorders with non-disordered behaviors, cognitions, & affects. The emphasis is on critical thinking & analysis of theories, research methods, & empirical findings regarding psychopathology & its treatment  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

## Prerequisites and Exclusions

Prerequisites/Corequisites Psych 1100 (100) and English 1110.01, 1110.01H, 1110.02, 1110.02H, 1110.03, 110, 111, or equiv, and Soph standing or above.  
Exclusions Not open to students with credit for 3331 (331) or 3331H (331H)

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 42.0101  
Subsidy Level Baccalaureate Course  
Intended Rank Sophomore, Junior

## Quarters to Semesters

### **Quarters to Semesters**

New course

### **Give a rationale statement explaining the purpose of the new course**

Psychology is in need of an additional 2nd level writing offering. Abnormal psychology is one of the most popular electives in the Department. The addition of this course is designed to reduce the bottleneck for our current 2nd level course offerin

### **Sought concurrence from the following Fiscal Units or College**

## Requirement/Elective Designation

General Education course:

Level 2 (2367)

## Course Details

### **Course goals or learning objectives/outcomes**

- Extend the ability to read carefully and express ideas effectively through critical analysis, discussion, and writing
- Distinguish between the scholarly writing style used in psychology (and practiced via assignments) and other forms of expository writing
- Further develop skills in effectively communicating and using information analytically
- Describe and evaluate the historical and cultural viewpoints as well as current theoretical and empirically based views of psychological disorders
- Compare and contrast the symptoms of psychological disorders with non-pathological states
- Describe the clinical picture and discuss clinical assessment of each of the major psychological disorders (e.g. anxiety, somatoform, mood, personality, psychotic disorders, addictions) using DSM for reference
- Evaluate the relevance of current and past research within clinical psychology
- Distinguish myths and misconceptions from facts regarding psychological illness and therapy and apply facts to understanding of etiology, prognosis, diagnosis, and treatment of psychological disorders
- Understand ethical issues regarding treatment and current status of treatment resources
- Assess and critically analyze psychopathology theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the Internet

### **Content Topic List**

- History of abnormal psychology
- Abnormal behavior and its causes
- Anxiety disorders
- Stress disorders
- Mood disorders
- Schizophrenia
- Disorders relevant to sexuality
- Mental health and society

**Attachments**

- Psych 2367.02 Syllabus.docx: Syllabus  
*(Syllabus. Owner: Paulsen,Alisa Marie)*
- Psych 2367.02-GE information.docx: GE Proposal  
*(Other Supporting Documentation. Owner: Paulsen,Alisa Marie)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Paulsen,Alisa Marie	11/14/2012 09:04 AM	Submitted for Approval
Approved	Petty,Richard Edward	11/14/2012 09:55 AM	Unit Approval
Approved	Haddad,Deborah Moore	11/14/2012 10:45 AM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	11/14/2012 10:45 AM	ASCCAO Approval

**Psychology 2367.02: Abnormal Psychology Analysis**  
Autumn 2013

**Instructor**

Name  
Office location  
Telephone

**Course Coordinator**

Professor Barbara L. Andersen  
149 Psychology Building  
614-292-4236

**Required texts**

Comer, R.J. (20). *Abnormal Psychology* (8th Edition). New York: Worth.  
ISBN: 1-429-282541.

Strunk, W., & White, E.B. (2000). *The Elements of Style* (4<sup>th</sup> Edition). Boston: Allyn & Bacon. (S&W). ISBN: 0-205-30902-X.

**Other resources**

APA style reference: <http://owl.english.purdue.edu/owl/resource/560/01/>

**Course description**

With a preface of historical and cultural viewpoints, students will learn to compare and contrast symptoms of psychological disorders with non-disordered behaviors, cognitions, and affects. Major psychological disorders, as defined by the Diagnostic and Statistical Manual (DSM), such as anxiety, mood, and personality disorders, will be clinically described and diagnostically defined. Students will be educated in the common myths and misconceptions of psychopathology and be familiarized with the current, empirically supported, disorder specific therapies.

**Course goals**

Students taking Psychology 2331 should acquire knowledge of scientific theory and research in the major topic areas of abnormal psychology. Throughout, the emphasis is on critical thinking and analysis of theories, research methods, and empirical findings regarding psychopathology and its treatments. The latter will be facilitated through students' written analyses in short-essay homework assignments and the provision of timely written feedback from the instructor on both content and style. Writing assignments will be sequenced in difficulty, intending to develop and hone writing skills across time.

**Learning outcomes**

This General Education course meets the second-level writing requirement of the University. Thus, students will:

- Extend the ability to read carefully and express ideas effectively through critical analysis, discussion, and writing.
- Distinguish between the scholarly writing style used in psychology (and practiced via assignments) and other forms of expository writing.
- Further develop skills in effectively communicating and using information analytically.

Also, to promote easy and transparent course transferability between institutions in Ohio, this course is designed to meet each of these learning outcomes recommended by the Board of

Regents after consultation with faculty:

1. Describe and evaluate the historical and cultural viewpoints as well as current theoretical and empirically based views of psychological disorders.
2. Compare and contrast the symptoms of psychological disorders with non-pathological states.
3. Describe the clinical picture and discuss clinical assessment of each of the major psychological disorders (e.g. anxiety, somatoform, mood, personality, psychotic disorders, addictions) using DSM for reference.
4. Evaluate the relevance of current and past research within clinical psychology.
5. Distinguish myths and misconceptions from facts regarding psychological illness and therapy and apply facts to understanding of etiology, prognosis, diagnosis, and treatment of psychological disorders.
6. Evaluate ethical issues regarding treatment and current status of treatment resources.
7. Assess and critically analyze psychopathology theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the Internet.

### **Course elements**

Class time. In-person instruction includes didactic presentations (lectures) and large and small group discussions. In class material will be that from the text and other sources chosen by the instructor.

Written assignments. Five 2-3 page scholarly papers are required and will account for 150 of 300 total points. They will be weighted as follows: 1 (10 pts.), 2 (20 pts.), 3 (30 pts.), 4 (40 pts.), and 5 (50 pts.). Also, see additional information below, "Written Assignment Instructions and Comments."

Examinations. There will be two non-cumulative tests (midterm, final), each accounting for 75 points. Format of the items will be short answer and essay.

### **Completion of course work and grading**

Every effort will be made to facilitate students' successful completion of the course requirements. Due dates for reading and written assignments and the dates for examinations are provided on the attached Course Schedule. Students' responsibilities for the course are as follows: attending class and completing the readings assigned (before class), completing each written assignment (due at the beginning of class on the designated day), and in person examination taking at the time and on the day designated.

Paper or examination delays will only be allowed when a validated excuse (written, signed letter complete with full contact information) is provided to the instructor prior to the paper due date or exam date. If you foresee difficulty in meeting this requirement, contact the instructor immediately to discuss the circumstances. Incomplete final grades will not be given under any circumstances. Students who do not complete the required work are advised to drop the course before the deadline to do so.

A final (course) grade is determined by a student's accumulated point total of 300 possible points: 150 points for the five paper assignments, 75 points for the midterm, and 75 points for the final exam. The percentage of points earned will be used to assign final grades, using the scale below:

A	94% and above	C	73% - 76%
A-	90% - 93%	C-	70% - 72%
B+	87% - 89%	D+	66% - 69%
B	83% - 86%	D	60% - 65%
B-	80% - 82%	E	Below 60%
C+	77% - 79%		

### **The uniqueness of abnormal psychology: Experiences and discussions**

While not commonly known, mental disorders are prevalent in the general population. For example, it is estimated that currently 25% of the adult population has some type of psychological disorder, with generalized anxiety being the most common. Thus, any student may have experienced a mental disorder or known of a family member, friend, or acquaintance who has. With this in mind, understand that the classroom setting is not the environment to share one's personal experiences with a disorder or to give specific information about others known to have a disorder. Thus, consider whether or not sharing a story or example will be relevant and helpful to the class and only discuss with sensitivity and respect.

During the course, many mental disorders will be described, but extent of knowledge for the student will be that of general characteristics of disorders. During class a 'mock-diagnosis' might be offered as an example, but only trained mental health professionals, such as a Ph.D. clinical psychologist, can diagnose a mental disorder. For students needing psychological help or counseling, for one's self or for someone about which you care, the following OSU and community resources might be helpful:

- OSU Counseling and Consultation Services: 614-292-5766
- OSU Psychological Services Center: 614-292-2059
- OSU Hospital Emergency Room: 614.293.8333
- Suicide Hotlines: 1.800.SUICIDE, 1.800.273.TALK

### **Students with disabilities**

This syllabus is available in alternative formats upon request. In addition, if you need an accommodation based on the impact of a disability, contact your instructor as soon as possible. Students with disabilities that have been certified by the Office of Disability Services (ODS), located at 150 Pomerene Hall, 1760 Neil Ave., 292-3307, TDD 292-0901) will be appropriately accommodated. Upon such certification, the ODS and your instructor will make every effort to accommodate your special needs.

### **Academic misconduct**

All students at the Ohio State University are bound by the Code of Student Conduct (see <http://oaa.ohio-state.edu/coam/code.html>). Violations of the code in this class will be dealt with according to the procedures detailed in that code. Specifically, any alleged cases of misconduct will be referred to the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. "Academic misconduct" includes all forms committed, illustrated by, but not limited to, plagiarism and dishonest practices in connection with examinations.

### Syllabus and Schedule

Readings listed below are whole chapters from the text unless specific page numbers are provided. Research articles will be posted on Carmen. **\*Syllabus can change at the discretion of the instructor.**

Date	Topic	Readings	Assignment Due
8/xx, W	Introduction, Course Overview		
8/xx, F	Defining Abnormality and History of Abnormal Psychology Discuss Paper 1: Central idea, the paragraph	Chapter 1 S & W, pgs. 15-33	
8/xx, M	Abnormal Behavior and Its Causes	Chapter 3	
8/xx, W	Abnormal Behavior and Its Causes		
8xx, F	Abnormal Behavior and Its Causes		<b><i>Paper 1</i></b>
	Labor Day: No class		
9/x, W	Assessment Discuss Paper 2: Organization	Chapter 4 S & W, pg. 15-33	
9/x, F	Assessment, continued		
9/x, M	Diagnosis and Treatment		
9/x, W	Research Methods	Chapter 2	
9/x, F	Research Methods		<b><i>Paper 2</i></b>
9/x, M	Anxiety Disorders	Chapter 5	
9/x, W	Anxiety Disorders		
9/x, F	Anxiety Disorders		
9/x, M	Discuss Paper 3: Supporting material	S & W pg. 34-38, 39-65, 66-85 APA style reference (see above)	
9/x, W	Stress Disorders	Chapter 6	
9/x, F	Stress Disorders		
10/x, M	Stress Disorders		

10/x, W	Dissociative and Somatoform Disorders	Chapter 7	<b><i>Paper 3 Due</i></b>
10/x, F	Dissociative and Somatoform Disorders		
10/x, M	Wrap up and Review		
10/x, W	<b>Midterm</b>		<b><i>Midterm</i></b>
10/x, F	Mood Disorders	Chapter 8	
10/x, M	Mood Disorders		
10/x, W	Mood Disorders Discuss Paper 4: Expression, word choice, point of view	S & W, pg. 34-38, 39-65, 66-85	
10/x, F	Suicide	Chapter 10	
10/x, M	Treatment for Mood Disorders	Chapter 9	
10/x, W	Eating Disorders	Chapter 11	<b><i>Paper 4</i></b>
10/x, F	Eating Disorders		
10/x, M	Personality Disorders	Chapter 16	
10/x, W	Personality Disorders		
11/x, F	Schizophrenia	Chapter 14	
11/x, M	Schizophrenia		
11/x, W	Treatments for Schizophrenia Discuss Paper 5: Spelling, grammar, punctuation	Chapter 15 S & W, pg. 1-13, 89-95	
11/x, F	Substance-Related Disorders	Chapter 12	
11/x, M	Veteran's Day: No class		
11/x, W	Substance-Related Disorders		<b><i>Paper 5</i></b>
11/x, F	Sexual Disorders,	Chapter 13	
11/x, M	Sexual Disorders		
11/x, W	Thanksgiving Break: No class		
11/x, F	Thanksgiving Break: No Class		
11/x, M	Gender Identity Disorder		
11/x, W	Mental Health and Society	Chapter 19	



11/x, F	Review Day: Abnormal	
12/x, M	Review Day: Writing	
12/x, M	<b><i>Final Exam: xxx PM-xxx PM</i></b>	Note: The day/time of the final exam is different from the day/time of class.

## **Addendum: Written Assignment Instructions and Comments**

Regardless of one's ultimate career pathway, an ability to communicate in an effective, written manner is essential. These skills, along with critical thinking, are hallmarks of an educated person. With your prior writing course as one basis, this course takes the next step with coverage of the elementary principles of composition and development of writing style. Regarding the latter, the focus will be that on scholarly writing and analysis (in contrast to exposition or expository writing). A graded approach will be taken, with the length of the essay and students' writing skills and scholarly analysis increasing across the five assignments. For each assignment, a detailed review will be provided so that skills are clearly acknowledged and deficits can be remedied for the next assignment. In this second-level writing course, the written assignments are intended to develop writing skills and more formally demonstrate an understanding of the content of lectures, readings, and other source materials.

### **Formatting**

- Font type and size. 12-point text (such as Times New Roman) is to be used, with the font having 12 characters within an inch of text. Do not deviate from this type of font or size.
- Margins. 1 inch on all sides.
- Length. Two-three typed pages with double line spacing (approx. 275 words/page) unless otherwise noted. The papers are not designed to be "short," but the length is chosen to foster clear and concise wording without unnecessary qualifiers, wordiness, opinions, etc.
- Title. Do not include a cover page. Instead, a topically relevant title should be used (e.g., not 'Assignment 1') on your first page of text.
- Authorship. Print your name on the back of the last page. This enables blind grading.

### **Style and content**

Papers should be written in a scientific writing style, not the expository writing style often taught in English courses. Use material from the lectures, readings, or primary sources (e.g., books, journal articles) and be sure to indicate the source of the ideas by citing the source in APA (American Psychological Association) format at the end of the sentence. Using material from lectures or text without proper citation is plagiarism. Be careful to give other authors credit for their work. Plagiarism is easy to detect, and the consequences are serious (see discussion below). Lastly, scholarly papers are not opinion pieces; one's own personal experience is not appropriate as evidence to support one's thesis, points, or arguments.

### **Basic suggestions**

Title. Give one. The best ones orient the reader to your main thesis or point of the essay. Often it is useful to think of a good title first, as it forces one to organize thinking in advance.

Outline. Use one. Outlining is probably the most underrated task in all of scholarly writing. When organizing is done well, writing is easy. (Bad writing is usually a matter of fuzzy thinking rather than poor writing.) An outline also insures that paragraphs will offer a coherent, data supported, messages and be anchored by the Introductory and Conclusion paragraphs.

Start early. Do so. One week before an assignment is due (7 days) is the time to do the detailed outline. This helps with the following: 1) feeling smug because you are being responsible and not a slacker; 2) sorting out your thinking and realizing the gaps in evidence for your points or your points of confusion; 3) moving from fuzzy thinking to some clarity; and, 4)

avoiding the panic from fearing that you will not get the paper done in time. With outline in hand, begin writing (day 6) and then finish (day 5). Rest on day 4. Revise on days 3-2. Relax on day 1 and turn in assignment early. Repeat for next assignment.

Intuition and personal experiences. Do not do. A common mistake people make in writing papers for this course is citing their own personal experiences as evidence supporting their arguments. Doing so typically does not demonstrate one's understanding of the course material, so avoid this practice and instead use specific course material (i.e., content) to support your arguments.

### **Additional resources**

For help with writing, the classic reference, Strunk & White (19xx), is used. Sections will be assigned and read and reread this information packed little book. Despite its modest size, it has a lifetime of important lessons and communications about the basics of writing. Keep this book forever and give it to your children.... Also, study the feedback sheets returned to you and remember the "lessons learned" for the next assignment. There is also the university's writing center (see <http://cstw.osu.edu/writingcenter>).

### **Criteria for Paper Grading and Due Dates**

Papers will be graded on two dimensions, both weighted equally. First, papers are evaluated for scholarly format and content (i.e., extent to which your observations, arguments, conclusions, etc. are supported with cited references, such as the text, lectures, other sources). Second, papers are graded according to the principles and elements discussed in Strunk and White (2000) and the criteria provided below. This generally includes the following: 1) grammar and punctuation, 2) sentence composition, 3) organization of each paragraph and organization of the whole, 4) correct word usage, 5) clarity of expression, and, 6) clarity of thought. Assignment feedback will be a resource for how to improve your writing. Review the instructor's comments carefully and use that feedback when preparing subsequent papers.

All writing assignment topics will be provided a minimum of two weeks prior to their due dates. Students are to turn a written assignment into the Drop box on Carmen by **xxxx PM on the class date due**. One minute past the designated time is defined as "late." Also, a **"hard" copy of each paper is due at the start of class** on the scheduled dates. As the writing assignments account for 50% of the course requirements, their timely completion is essential. Without such, the penalties are significant. Delayed papers result in the following automatic point losses imposed prior to the paper being graded: 1-24 hours late (point value reduced by  $\frac{1}{2}$ ), 25-48 hours late (point value reduced by  $\frac{3}{4}$ ), and > 48 hours (point value = 0).

As described above, the 5 written assignments are designed to build skills on the elements of written composition.\* Point values and emphases will be as follows:

Paper 1: 10 points	Central idea (approx. 200 wds.)
Paper 2: 20 points	Central idea (approx. 200 wrds.) and Organization (outline)
Paper 3: 30 points	Central idea, Organization and Supporting Material (2-3 pgs.)
Paper 4: 40 points	Central idea, Organization, Supporting Material and Expression, etc.
Paper 5: 50 points	Central idea, Organization, Supporting Material, Expression, and Grammar, etc.

**Paper 1. Central Idea, Paragraph Construction**

There are two areas of focus: the thesis statement and elements of paragraph construction. The first requires formulating a clear statement of the idea, argument, or thesis around which supporting material is organized. The second entails writing an exemplar paragraph with a topic sentence, adequate development, unity and coherence. Checkpoints:

- Purpose or central idea (topic) is sufficiently limited for meaningful discussion.
- Central idea is clearly stated, normally in the opening sentence.
- At least three substantively different, and content laden sentences elaborate on the topic sentence.
- All subordinate ideas relate clearly to the central idea.
- The concluding sentence summarizes the observation/thesis of the paragraph. It is neither trite (e.g., “Thus, more research is needed...”) nor does it offer new information or subordinate ideas related to the central idea.

**Paper 2. Organization**

This emphasizes the coherent arrangement of material. Pre-composition, outline construction is emphasized. Good organization is logical and sequential and the content richness of the paper is obvious from inspection of the outline. Checkpoints:

- Introductory paragraph (i.e., I) orients the reader and overviews the central lines of evidence or support that will follow in the supporting paragraphs.
- Outline: Supporting material is arranged in a logical and coherent sequence; subordinate ideas are effectively identified.
- Outline: There are at least three secondary points/paragraphs that support the thesis/topic.
- Outline: There are at least three examples of supporting tertiary points that support secondary points.
- Outline: A conclusion or closing section summarizes the substantive support for the thesis/topic idea.

**Paper 3. Supporting Material**

Explanations, examples, statistics, and quotations make the ideas and information presented meaningful and memorable for the reader. In exposition, the role of supporting material is to clarify; in argument, to persuade. Checkpoints:

- Paragraph 2: Examples are relevant, specific, detailed, sufficient, persuasive, and support the topic sentence.
- Paragraph 3: Examples are relevant, specific, detailed, sufficient, persuasive, and support the topic sentence.
- Paragraph 4: Examples are relevant, specific, detailed, sufficient, persuasive, and support the topic sentence.
- Paragraph 5, etc: Examples are relevant, specific, detailed, sufficient, and persuasive, and support the topic sentence.
- References are provided in the correct APA format.

**Paper 4. Expression, Word Choice, And Point Of View**

Language is clear, specific, accurate, and appropriate to the audience, purpose, and material. Variety in sentence structure and length creates emphasis. Checkpoints:

- Word choice is clear, specific, accurate, unassuming, and free of clichés, jargon, trite expressions, and colloquial expressions.
- Active rather than passive voice is used.
- Substantive, points are used and opinion is not injected.
- Sentences are clear and concise rather than wordy or ambiguous.
- Summaries (as well as other sections) are in the same tense.

### **Paper 5. Spelling, Grammar, and Punctuation**

Inaccuracies in spelling, grammar, or punctuation only detract from written work. The inference usually made is that the writer is careless. Checkpoints:

- All spelling, including technical terms and proper names, is correct.
- Correct words are used to convey the intended meaning.
- Generally accepted rules of grammar and syntax are followed, including pronoun/noun agreement, subject/verb agreement, appropriate verb tense, pronoun case, possessive forms, parallel construction, etc.
- Punctuation, particularly comma placement, reflects standard usage.
- Copy is free of mechanical errors (e.g., spacing, font, pagination, etc).

\*Document uses and adapts materials from S.Wilbers, Good Writing. Management of Technology Program; Carlson School of Management's M.B.A. program. [www.wilbers.com](http://www.wilbers.com)

## Course Proposal

**Date:** October 25, 2012

**Course (new):** Abnormal Psychology Synthesis, 2367.02

**Faculty:** Professor Barbara L. Andersen

**Department:** Psychology

**1. Course Request Form:** Submitted 10/25/12

**2. Syllabus:** (See attachment)

### 3. GE Rationale

#### a. Course objectives addressing the GE learning outcomes

The following objectives for students address the learning outcomes: 1) Understanding the theories and research methods used in abnormal psychology; 2) Learning and discussing individual differences as well as similarities between behavior, affect, and cognitions disrupted by psychopathology in contrast to those without psychopathology; and, 3) Critically evaluating and analyzing empirical and scholarly research in abnormal psychology and discussing such evaluations in both oral and written formats.

#### b. Readings addressing the GE learning outcomes

A classic text is selected to assist students in learning the basic elements of writing, Strunk and White's (2000) *The Elements of Style*. In addition, other resource texts are noted to the students [e.g., Lundsford (2001)]. This reference provides a concise summary of the major elements of writing (see c. below). The assigned readings will be discussed in five class sessions devoted to preparation of each of the five writing assignments.

#### c. Course topics addressing the GE learning outcomes

The basic elements of written composition are taught sequentially, with each paper having an added dimension and increased complexity described below. A prompt suitable for the basic element will be used. Prompts will sample from the content of abnormal psychology recently covered, e.g., Paper 1: "How has the view of abnormality changed within the last 100 years?" Paper 3: "What lines of evidence are used to explain the development and maintenance of a specific phobia?"

Central Idea, Paragraph Construction (Paper 1). There are two areas of focus. The first requires formulating a clear statement of the idea, argument, or thesis around which supporting material is organized. The second entails writing an exemplar paragraph with a topic sentence, adequate development, unity, and coherence.

Organization (Paper 2). This assignment emphasizes the coherent arrangement of material. Pre-composition, outline construction is emphasized. Good organization is logical and sequential and the content richness of the paper should be obvious from inspection of the outline.

Supporting Material (Paper 3). This assignment emphasizes that explanations, examples, statistics, and quotations make the ideas and information presented meaningful and memorable for the reader.

Expression, word choice, and point of view (Paper 4). It will be emphasized that language need be clear, specific, accurate, and appropriate to the audience, purpose, and material.

Spelling, grammar, and punctuation (Paper 5). These basic elements will be reviewed with and emphasis on common errors, inaccuracies, misstatements, etc.

#### **d. Written assignments addressing the GE learning outcomes**

##### **1. Significant writing experience to be gained**

There will be two writing venues: examinations and assignments. The format of the items on the tests will be short answer and essay. As described above, the 5 written assignments are designed to build skills on the elements of written composition. Point values and emphases will be as follows:

Paper 1: 10 points	Central idea (paragraph of approx. 200 wds.)
Paper 2: 20 points	Central idea (approx. 200 wrds.) and an Organizational outline (1 pg.)
Paper 3: 30 points	Central idea, Organization, and Supporting Material (2-3 pgs.)
Paper 4: 40 points	Central idea, Organization, Supporting Material, and Expression (2-3 pgs.)
Paper 5: 50 points	Central idea, Organization, Supporting Material, Expression, and Grammar, etc. (3-4 pages).

##### **2. Opportunities for feedback on writing/revision**

Each written assignment will be returned within 7 days and the student will receive written, detailed feedback with a standard organization framework (see “Criteria for Paper Grading and Due Dates” on the attached syllabus). The checkpoints for ¼ of the 5 basic elements are provided to students in advance. They will, indirectly, prompt to the student for accurate completion of the sub elements. Examples are provided below. These are the checkpoints for Paper 1:

##### Check points for Central Idea, Paragraph Construction

- Purpose or central idea (topic) is sufficiently limited for meaningful discussion.
- Central idea is clearly stated, normally in the opening sentence.
- At least three substantively different, and content laden sentences elaborate on the topic sentence.
- All subordinate ideas relate clearly to the central idea.  
The concluding sentence summarizes the observation/thesis of the paragraph. It is neither trite (e.g., “Thus, more research is needed...”) nor does it offer new information or subordinate ideas related to the central idea.

For Paper 2, the checkpoints above for Central Idea as well as those below for Organization will be used:

##### Checkpoints for Organization

- Introductory paragraph (i.e., I) orients the reader and overviews the central lines of evidence or support that will follow in the supporting paragraphs.
- Outline: Supporting material is arranged in a logical and coherent sequence; subordinate ideas are effectively identified.
- Outline: There are at least three secondary points/paragraphs that support the thesis/topic.
- Outline: There are at least three examples of supporting tertiary points that support secondary points.
- Outline: A conclusion or closing section summarizes the substantive support for the

thesis/topic idea.

### **3. Encouragement to develop information literacy**

The 4<sup>th</sup> and 5<sup>th</sup> writing assignments will require that supplementary material/references (i.e., other than text or lecture material) be included. This will also necessitate students using the American Psychological Association format for any references cited. The students will be directed to a supplementary resource (<http://owl.english.purdue.edu/owl/resource/560/01/>) and this material will be discussed in class along with the basic element topic.

#### **e. Communication skills via essay exams, papers, and class discourse**

In addition to the skills noted above, instructors will provide exemplars of the basic elements of writing for discussion and critique by the students. For the class discussions focused on the writing elements, students will be given brief scholarly papers for in class critique (e.g., a paper on Aron Beck's cognitive model of depression). Their oral critiques will include discussion not only of the written elements of the paper but the content of the paper (e.g., What are the three elements in Beck's model of depression?).

## **4. GE Assessment Plan**

### **a. Expected level of student achievement**

As can be seen from the above (see section 3.d.1), paper point values increase (e.g., 10 points for Paper 1, 20 points for Paper 2) as additional basic writing elements are added. In general, if students are learning sequentially, a score on any one assignment should be at least equivalent to that on the prior assignment (e.g., The score for Paper 2 should be no lower than 10 points). If a student scored all of the points on the prior elements and half of the points allotted to the new element (i.e., 5 of 10), then the expected grade across all 5 papers would be 86%, or a B as defined by the course standards.

### **b. Description of methods**

As described above, the writing assignments are sequenced to build skills from paragraph construction (Paper 1) to a completed referenced manuscript (Paper 5). Thus, the 5<sup>th</sup> assignment is designed to index all basic elements of writing. To determine if student cohorts are performing as expected across semesters, the following method will be used: 1) a random sample of Paper 5 assignments (e.g., 10% of N enrolled per semester) will be retained; 2) Students scores on the four prior papers will also be recorded. To determine if semester cohorts are performing similarly, the point values for Paper 5 should be within a similar range across semesters regardless of the particular writing topics that were used across. Also, the students, as a group, should evidence the same stepped performance (i.e., scores increasing from Paper 1 to Paper 5) each semester.

### **c. Description of follow-up/feedback process**

To the extent that students vary from the stepped pattern of scores across papers or the final percentage for all papers, adjustments will be made in instruction from semester to semester. We will attempt to avoid this by providing "in-service" training for TAs prior to the start of the semester for instruction strategies to use for the basic writing elements. There will also be a TA manual for the entire course. Regarding modifications after the semester is completed, the TA group will be convened again to modifying readings, incorporating new or different in-class



activities, creating opportunities for group work on writing, etc. as might be suitable for the next semester.

## **5. Other Issues Relevant to Level Two Courses**

### **a. Building on fundamentals of the First Writing Course**

This course takes the next step with coverage of the elementary principles of composition and development of writing style. In this second-level writing course, the written assignments are intended to develop writing skills and more formally demonstrate an understanding of the content of lectures, readings, and other source materials. This course takes a step further in that the papers are scholarly (rather than expository) and require reading be synthesized into persuasive, fact-based communications.

### **b. Incorporation of topics and writings relevant to the US**

The abnormal text is written by a US author and 90% of the content is regarding psychopathology as defined, studied, and treated in the US.

### **c. Materials about pedagogy and communication**

In class, students will be able to work in small groups to present to one another the concepts they are considering for the written assignments.

### **d. Opportunity for feedback on writing, oral communication and revision.**

As noted above, each written assignment will be returned within 7 days and the student will receive written, detailed feedback with a standard organization framework. The checkpoints for each of the 5 basic elements will also be a prompt to the student for accurate completion and as time allows, class time will be spent with the students working on revisions.