

## SPS 171

### Understanding and Using American Psychological Association Editorial Style

Instructor: Christine M. Nowik  
Office: CUR 109  
Office Hours: By Appointment

Phone: 610/606-4628  
Email: [christine.nowik@cedarcrest.edu](mailto:christine.nowik@cedarcrest.edu)

#### **Books**

Required:

None. All materials for the online course will be posted.

Recommended:

American Psychological Association. (2001). *Publication Manual of the American Psychological Association* (5<sup>th</sup> Edition).

#### **Course Description**

This course introduces the student to use of the American Psychological Association editorial style for academic writing. The course spans from developing topic ideas to creating the final draft of a research paper in APA style.

SPS 171 is designed to meet the following educational outcomes:

- Students will understand the reasons for using APA in academic writing.
- Students will think critically to identify an appropriate research question.
- Students will understand the components of an APA research paper.
- Students will demonstrate the ability to discriminate among sources of information and their appropriate uses.

In order to attain these outcomes, SPS 171 has the following course objectives:

- In order to understand the rationale for using APA and the components of a research paper, students will engage in study of the current uses of APA and will examine patterns of research writing from published writers.
- Critical thinking requires analysis and careful reading. Students will apply these skills of analysis to various sources of information, in both print and electronic forms, in order to evaluate the legitimacy and applicability of various academic sources.

SPS 171 meets its educational outcomes through the following forms of assessment:

- Students will demonstrate critical thinking through class discussions and short assignments.
- Students will demonstrate mastery of APA through the completion of a semester-long research paper.

### **Attendance**

This is an online class, and you are expected to pace yourself through the materials based on the calendar I have provided for you. You are free to work ahead. Please adhere to the due dates; late submissions will result in a lowered grade.

### **Assignment Submission**

Please use the drop box for submitting all assignments. Log into the course and look at the tool bar at the top of the page. Navigate to “drop box.” Place your assignment in the appropriate box.

### **Honor Philosophy**

The Cedar Crest Honor Philosophy states that students shall uphold community standards for academic and social behavior to preserve a learning environment dedicated to personal and academic excellence. It is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

### **Classroom Protocol**

The online arena can require complex navigational skills. Without non-verbal cues to support your message, your reader could misinterpret your meaning. Hence, it is particularly important that you take care when communicating with me and with your classmates electronically. Remember some of these basic guidelines:

1. Sarcasm does not always translate well electronically, and it’s typically inappropriate in an academic environment.
2. Using all capital letters in online communication implies that you are shouting/angry. Try to avoid using all caps.
3. Be concise and clear in your message.
4. Open with an appropriate greeting, and close with an appropriate closing (i.e. “Dear Mary,” and “Sincerely, Jane”).
5. Do not expect an immediate response; 24 hours (48 on the weekend) is an appropriate expectation.
6. Reread your message before hitting “send.”

7. Use proper grammar, spelling, and punctuation. In the electronic arena, you are your message, and your message is you!

### **Plagiarism**

It is dishonest to present oral or written work that is not entirely the student's own, except as may be approved by the instructor. Students must follow the requirements of the instructor regarding when and how much collaboration with other students is permitted. Any language taken from another source, whether individual words or entire paragraphs, must be placed in quotation marks and attributed to the source, following APA guidelines. Paraphrased material from an outside source must also be attributed. In addition, if the student is indebted to another source for a specific perspective or a line of argument—regardless of whether the student has directly quoted the source or not—that debt must be acknowledged.

In this class, the penalty for plagiarism and other forms of academic dishonesty is either a grade of F on the individual assignment or a grade of F for the entire semester's final grade, to be determined by the instructor based upon the severity of the offense.

### **College Policy Regarding Disabilities**

Students with documented disabilities who may need academic accommodations should discuss these needs with their professors during the first two weeks of class. Students with disabilities who wish to request accommodations should contact Academic Services (ext. 4628).

### **Course Assignments and Grading**

We have four quizzes, ten assignments, a draft, and a paper.

Quizzes	25 points each
Assignments	120 points total (weights vary)
Draft	100 points
Paper	100 points
Total Possible Points	420

Your grade will be the total number of points you earn divided by the total number of possible points.

**This syllabus/schedule could change as needed.**

**SPS 171**

All assignments are due on Sunday!

<b>DATE</b>	<b>TOPIC</b>	<b>HOMEWORK</b>
Week of 1/19	What is APA? Components of an APA paper	Developing a Research Question
Week of 1/26	How to pick a topic The research question Source types	Selecting a Topic Picking a Topic
Week of 2/2	Finding Sources Plagiarism	Recognizing Plagiarism Quiz 1
Week of 2/9	Evaluating Sources Secondary Vs. Primary	Source Assignment Quiz 2
Week of 2/16	Paraphrasing	Paraphrasing Activity
Week of 2/23	Framing the argument Incorporating sources Citing Sources	Citing Exercise Quiz 3
Week of 3/2	Crafting a good thesis	Thesis and Outline
Week of 3/16	References	References Exercise
Week of 3/23	References (con't)	References Page Quiz 4
Week of 3/30	Creating the title page and abstract	Draft Due
Week of 4/6	Revisions	
Week of 4/13	Revisions	
Week of 4/20	Final paper due (returned with feedback)	
Week of 4/27	Final paper due (returned with no feedback)	