



Writing Across the Curriculum

*Enhancing Instruction to
Advance Psychology Scholarship
and Student Success*

 **APA PUBLISHING**

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Presenters



Joel M. Williams

Quality Enhancement Plan Director / Writing Program Administrator
Edward Waters College



Nestor Matthews

Professor, Department of Psychology & Neuroscience Program
Denison University



Dennis Millan

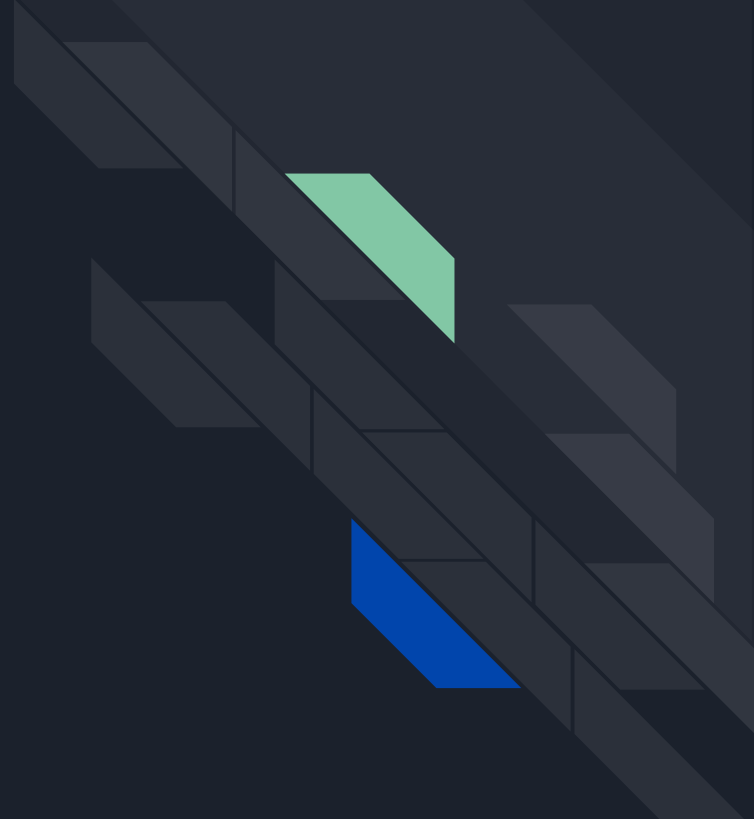
Director, Center for Academic Enhancement
Holy Family University



Robin Musselman

Professor of Social Science
Lehigh Carbon Community College

Peer-to-Peer Writing
Workshops Across the
Psychology Curriculum





Denison University Context

4-Year Residential Liberal Arts College

~240 Faculty College Wide

~2,200 Students College Wide

~300 Intro Psyc (w/Lab) Students Annually

~60 Psychology Senior Majors Annually

~13 Tenure-Track Faculty

~10 - ~30 Typical Class Size



Motivation For Peer -to -Peer W.W.

Increase Student Learning via Increased Engagement

“The one who does the work does the learning!”

-José Antonio Bowen (CUR- June 2018)





Goals For Peer -to -Peer W.W.

APA Guidelines for the Undergraduate Psychology Major

GOAL 4: Communication

4.1 Demonstrate effective writing for different purposes

4.1A Construct arguments clearly and concisely using evidence-based psychological concepts and theories

4.1B Craft clear and concise written communications to address specific audiences (e.g., lay, peer, professional)

4.1C Use grammar appropriate to professional standards and conventions

4.1E Tailor length and development of ideas in formats that fit the purpose

4.1G Seek feedback to improve writing quality resulting in multiple drafts



Goals For Peer -to -Peer W.W.

APA Guidelines for the Undergraduate Psychology Major

GOAL 4: Communication

4.3 Interact effectively with others

4.3A Show capacity for listening and decoding both overt and covert messages

4.3C Interact sensitively with people of diverse abilities, backgrounds, and cultural perspectives



Writing Workshop Ingredients


1. Assignment Prompt

Open Science Framework
<https://osf.io/9y8fr/>

2. Writing Rubric

3. In-Class Procedure





Dr. Matthews PSYC 370 – Section Exam 2
Due in Notebowl 11:59 PM (sharp!), Thursday October 11th

Scientific Research on Mindfulness: Multiple Regression & Effect Size

This assignment will improve your writing, your understanding of advanced statistics, and your ability to evaluate and synthesize scientific research on a psychological phenomenon: Mindfulness. Begin by reading any three of these sources.

- (1) [Mindfulness training improves working memory capacity and GRE performance while reducing mind wandering.](#)
- (2) [Debiasing the mind through meditation: Mindfulness and the sunk-cost bias.](#)
- (3) [Increased false-memory susceptibility after mindfulness meditation.](#)
- (4) [Yoga and meditation do not quiet the ego but instead boost self-enhancement.](#)

Based on any three above-shown four sources, write a ~1,500 word essay that follows this format:

Thesis → Demonstration → Conclusion.

Please include “Thesis”, “Demonstration”, and “Conclusion” sub-titles in your essay.

Your **thesis** must be related to one or more ideas expressed or implied in the above-shown sources. ([This link can help you develop your thesis.](#)) Your **demonstration** must contain evidence and/or arguments from any three of the above-shown four sources, *and at least two other concepts from our course.* Your **conclusion** must follow logically from your thesis and demonstration.

Rubric: Your grade will be based on the novelty and persuasiveness of your prose, and on writing style (i.e., grammar, clarity, succinctness, organization, and transitions; see additional stylistic issues listed on the back of this page). Also, your grade will be based on how successfully you *integrate disparate ideas*, and demonstrate an understanding of the above-shown sources and whichever course concepts you choose to include.

Feedback on Writing Style
Micro Level – “Word” Issues

1. Spelling error
2. Plural / singular errors
3. Ineffective or incorrect punctuation
4. Inappropriate change in verb tense
5. Poor grammar
6. Omitted words/phrases or duplicate or extra words/phrases
7. Poor word-choice
8. Use subjunctive mood for hypotheticals - https://en.wikipedia.org/wiki/Subjunctive_mood
9. Redundant use of words (within a sentence or across sentences) without parallelism
10. Ineffective use of prepositions: Limit prepositions to no more than two between verbs.
11. Preposition at end of sentence: Reserve “stress position” (a sentence’s ending) for more impactful words.
12. Ambiguous pronoun use (e.g., to whom does “it”, “s/he”, or “they” refer?)
13. Use of “prove” or “proof” (reserve those for complete certainty, i.e., mathematical proof)
14. Locating the action - (s/b in the verb) – [Use action verbs](https://en.wikipedia.org/wiki/Nominalization) rather than “being” verbs such as “is” “are” “was” “were” “have” “had”. Avoid nominalizations. <https://en.wikipedia.org/wiki/Nominalization>
15. Personification or Exaggeration or Cliché



Mid-Level – “Sentence” Issues

16. Lapse in succinctness (limit sentences to no more than 35 words) (omit the phrase “in order”) See [1](#), [2](#), [3](#)
17. Lapse in clarity
18. Lapse in coherence or logic: A non-sequitur occurs when a conclusion does not follow from the premise(s).
19. Awkward phrasing or informal phrasing
20. Ambiguous comparison, ambiguous negation (“not A or B”), or incorrect negation (“all that glitters is not gold”).
21. Subject / verb separation – s/b short or zero. Also, minimize the separation between items being contrasted.
22. Lapse in parallelism - [http://en.wikipedia.org/wiki/Parallelism_\(grammar\)](http://en.wikipedia.org/wiki/Parallelism_(grammar)).



Macro Level – “Paragraph” Issues

23. Ineffective transition between sentences, or paragraphs - Put in the topical position old info that links back to the prior unit of discourse (sentence or paragraph). Put in the stress position new info that you want emphasize to the reader. Also avoid “pseudo transitions” - placing the topical sentence for one paragraph as last sentence in the preceding paragraph.
24. Poor organization at the paragraph level. Each paragraph should begin with a topical sentence. Each subsequent sentence must relate to the topical sentence. Each unit of discourse should make a single point: one idea per sentence, one theme per paragraph.
25. Idea requires additional development, evidence, or context.
26. Emphasizes summary or opinion over analysis, synthesis, or argument. (Connect; Compare / Contrast; Pros / Cons)



In-Class Procedure for W.W.

1. Students submit essay electronically prior night
2. Students bring stapled, anonymized print-copy to class
3. Printed essays are shuffled on front table
4. Students pick-up ...
 - a. An essay that is NOT their own
 - b. A copy of “Feedback on Writing Style” (FOWS) form
 - c. A blue pen



In-Class Procedure for W.W.

- “To Learn, Retrieve” <https://makeitstick.net/>
 - a. Students study the 26 F.O.W.S. items for 3 minutes.
 - b. Students retrieve items (written recall) for 3 minutes.
- The goal is to get the F.O.W.S. items eventually into LTM.



In-Class Procedure for W.W.

- Round 1 - The Blue Round (10 minutes)
 - a. Students write an ID on the back of the essay
 - b. Students use the F.O.W.S. form to enumerate edits
 - c. Students are free to add other comments
- Round 1 Recap (3 minutes)
 - a. Students verbally report examples of strong writing
 - b. Students verbally report ways to improve writing



In-Class Procedure for W.W.

- Round 2- The **Green** Round (10 minutes)
 - a. Papers are shuffled again on front table
 - b. Students pick up a new essay, and a green pen
 - c. Students write an ID on the back of the essay
 - d. Students use the F.O.W.S. form to enumerate edits
 - e. Students are free to add other comments
- Round 2- Recap (3 minutes)
 - a. Students verbally report how the Round 1 (Blue) editordid



In-Class Procedure for W.W.

- Round 3- The Purple Round (10 minutes)
 - a. Papers are shuffled again on front table
 - b. Students pick up a new essay, and a purple pen
 - c. Students write an ID on the back of the essay
 - d. Students use the F.O.W. form to enumerate edits
 - e. Students are free to add other comments
- Round 3- Recap (3 minutes)
 - a. Were some papers stronger than others? Why?



Benefits of Peer -to -Peer W.W.

- 1. Students are fully engaged the entire period!**
 - a. “The one who does the work does the learning”**
 - b. The Writing Workshop (W.W.) adds variety to in-class activities.**
- 2. Students Learn...**
 - a. How to apply a writing rubric (F.O.W.S.).**
 - b. About the range of writing competency in the room.**
 - c. Civility in providing written / oral feedback.**
- 3. Instructors gain insight into each student’s editing skills.**
- 4. Instructors have a head-start on grading the essays!**