

I. Writing Plan Cover Page

Date: May 1, 2017

Subsequent Edition of Writing Plan: previous plan submitted **Spring 2017** First edition submitted **Spring 2015**

Psychology

WEC Unit Name

Psychology

Department

Cheryl Olman

WEC Faculty Liaison (print name)

caolman@umn.edu

Email

Liberal Arts

College

Associate Professor

Title

6-7607

Phone

Writing Plan ratified by Faculty

Date: May 1, 2017 If Vote: 30 30
yes # total

Process by which Writing Plan was ratified within unit (vote, consensus, other- please explain):
Vote during faculty meeting.

II. Unit Profile:
Psychology

Number of Tenured and Tenure-Track Faculty:

<u>24</u>	Professors
<u>12</u>	Associate Professors
<u>6</u>	Assistant Professors
<u>42</u>	Total

The counts at right do not include contract associate and assistant professors and instructors who teach our core curriculum

Major(s) <i>Please list each major your Unit offers:</i>	Total # students enrolled in major as of Fall, 2016	Total # students graduating with major AY 16-17
Psychology, BA	782	231
Psychology, BS	384	125
Psychology, 2 nd major	70	
Total:		

WEC Implementation Process	Semester/Year-Semester/Year	# participated	/	# invited
Small Grants program	December, 2015	3	/	45
Workshop for TAs and instructors: discussion of providing feedback on writing	Fall, 2015	15	/	80
Workshop for TAs and instructors: discussion of attributes/criteria	Spring, 2016	12	/	120
Liaison sabbatical	Fall 2016/Spring 2017		/	
			/	

III. Signature Page

If this page is submitted as a hard copy, and electronic signatures were obtained, please include a print out of the electronic signature chain here.

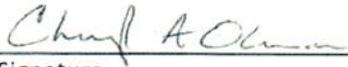
WEC Faculty Liaison

Cheryl A. Olman

Associate Professor

WEC Faculty Liaison (print name)

Title



May 1, 2017

Signature

Date

Department Head/Chair

Monica Luciana

Professor

Print Name

Title



5/1/17

Signature

Date

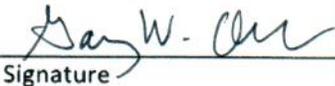
Associate Dean

Gary Oehlert

Associate Dean for Undergraduate Education

Print Name

Title



5-15-2017

Signature

Date

IV. Writing Plan

Narrative, 2nd Edition

Introductory Summary:

Briefly describe the reason(s) this unit (department, school, college) become involved in the WEC project, the key findings that resulted from the process of developing this plan, and the implementation activities that are proposed in this Writing Plan, with particular attention to the following questions: what is new in this 2nd edition of the Writing Plan? What, if any, key changes have been made to the 1st edition? What key implementation activities are proposed in this edition of the Writing Plan? (1 page maximum)

The key implementation activities proposed in the First Edition plan, and their outcomes, were:

Workshops for instructors. We hosted one for TAs in 1001 to talk about a writing study we were going to ask them to implement as part of the small grant program (see below) and one for TAs in the Major Project (capstone) course on giving feedback on writing. Attendance at both was moderate and reception was lukewarm.

Informal lunches. We spent the time wrestling with our long list of attributes, realizing that we couldn't focus on all of the at once. Out of these meetings came a prioritization of 3 attributes: argumentation, synthesis vs. summary, and basic proof-reading.

Development of an easily-accessible WEC page on the department website. <http://writing.psych.umn.edu/> hosts links to external resources that our TAs found particularly helpful. For tools developed internally, we decided to host them on a Moodle site (see below). These include: 5-minute workshops focusing on the attributes we prioritized as the Top 3, a self-grading exercise developed as part of our small grant program, the Moodle "badge" (see below), and a link to grammarly.com with a recommendation for a syllabus statement/grading policy regarding basic proof-reading.

Development of a Moodle-based "writing badge" to allow instructors to assess whether students have learned the basic vocabulary we will use to talk about writing in our classes. In the process, we discovered that our list of attributes was too long to be memorable, and characteristics overlapped enough that creating a badge for all 14 attributes would be too much. So we enlisted the help of TAs and instructors (see above) in prioritizing our attributes, and the "badge" (a Moodle lesson that can be copied to any course) will now focus on the attributes we prioritized as the Top 3.

Small grant program. We set aside part of our Year 1 budget to award small grants to grassroots projects. We funded three proposals: purchase of APA manuals for Directed Research classrooms (\$400), development of a Moodle-based self-grading exercise (\$2,260 in salary for a TA; results shared on Moodle site), and a study of a writing intervention in the 1001 classroom (\$3000: unspent). We developed a lesson on "argument crafting" based on a resource that instructors and TAs found valuable, designed the experiment, and delivered the lesson. However, in the process we discovered that the students, because their writing is graded by computers, did not care about argument crafting because they knew the computers would give them a good grade just for including the right terms. So we scrapped the rest of the study and will spend the money on Year 2 activities.

Section 1: DISCIPLINE-SPECIFIC WRITING CHARACTERISTICS

What characterizes academic and professional communication in this discipline?

- There have not been substantial revisions to this section of the Writing Plan.**
- There have been substantial revisions to this section of the Writing Plan. (Discuss these explicitly.)

Evidence-based, objective, explanatory and descriptive

Mechanically correct, using grammar, graphs, tables, sections, citations, etc. appropriately

Purposeful, thesis-driven, and advancing a particular point (for class assignments, on-task!)

Integrative or synthetic, identifying themes in literature; conclusions that distill previous points

Reflective, i.e., showing creativity, understanding, and an interesting perspective

Illustrated – using effective visual elements as appropriate

Contextualized; showing understanding of literature and situating present argument

Analytical; critical

Logical, coherent

Section 2: DESIRED WRITING ABILITIES

With which writing abilities should students in this unit's major(s) graduate?

- There have not been substantial revisions to this section of the Writing Plan.**
 - There have been substantial revisions to this section of the Writing Plan. (Discuss these explicitly.)
1. Identify work that has already been done on the topic
 2. Distinguish between your opinion and others'; track back to original research when citing others' work.
 3. Demonstrate understanding of reader's perspective; motivate readers to care by telling them what is at stake
 4. Substantiate claims with examples; distinguish between actual results and opinion
 5. Present findings with clarity and accuracy
 6. **Synthesize, rather than list or re-iterate, data**
 7. Base conclusions on accurate portrayal of findings; weigh evidence, demonstrating clear understanding of its strengths and limitations
 8. **Establish focal thesis, research question, or hypothesis early in papers**
 9. Include (only) data that are related to the central topic.
 10. Data and facts build logically to a conclusion.
 11. Highlight interaction of disparate ideas and link disparate ideas to create a new argument; evoke and address counter-arguments.
 12. **Use correct grammar, punctuation, and spelling in order to avoid distracting readers;** cite sources correctly and consistently using a standard style.
 13. Organize explicitly/write coherently; use section headings, transition smoothly between ideas, announcing moves as appropriate (as in, "in this section I will...")
 14. Use visual elements (e.g. graphs, tables, and diagrams) as appropriate to synthesize and convey meaning

Section 3: INTEGRATION OF WRITING INTO UNIT'S UNDERGRADUATE CURRICULUM

How is writing instruction currently positioned in this unit's undergraduate curriculum (or curricula)? What, if any, course sequencing issues impede an intentional integration of relevant, developmentally appropriate writing instruction?

- There have not been substantial revisions to this section of the Writing Plan.
- There have been substantial revisions to this section of the Writing Plan. (Discuss these explicitly.)**

In general, the sequencing in the core curriculum in Psychology supports writing instruction well: in spite of the large course size, writing is incorporated in 1001; in 3001 (Research Methods) students receive explicit instruction on the structure of a research paper; in 3901 (Major Project) students are supported by frequent contact with their TAs as they develop their paper.

The resistance we heard from students about argument crafting, rather than listing facts, in our aborted intervention in 1001 gives us a chance to consider whether there are different kinds of instruction we can offer about argumentation vs. fact regurgitation early on in the curriculum. We will begin exploring the possibility of incorporating peer review exercises in 1001.

Instruction in 3001 focuses on mechanics, which may be appropriate as it's the first time students are pulling together a full length research paper. Our long term goal is to enhance instruction on argumentation, after teaching tools are developed in 3901. In the short term, we will pilot implementation of a proofreading policy that we hope will streamline grading procedures for TAs across the department.

The structure of 3901 (Major Project) provides that most convenient place to test out writing interventions and TA training. Students produce a 25-page research paper over the course of the semester. During the first 5 weeks, they meet with their TA one-on-one to get feedback on the scope of their research question, the references they plan to cite, and the argument they plan to develop. This gives us an excellent opportunity to test tools and techniques centered around argument crafting, thesis development and scope identification. The second 1:1 meeting with a TA happens after students have written a rough draft. This gives us opportunity to pilot interventions centered on feedback on writing.

Beyond the core curriculum, many instructors incorporate a wide range of writing assignments in their courses, ranging from short answers, short essays, lab reports and full-length papers. A common concern is synthesis. Even when instructors scaffold the assignment with outlining, the move from an acceptable outline to a coherent paper is hard for students to make. The frequency with which instructors raise this concern directs our WEC initiative in the direction of emphasizing instruction on argumentation and logic. In Fall, 2018 we plan to host a training exercise on argument mapping; in Spring, 2018 we plan to host a training exercise on defining the scope of a research question.

Section 4: ASSESSMENT OF STUDENT WRITING

What concerns, if any, have unit faculty and undergraduate students voiced about grading practices?

Please include a menu of criteria extrapolated from the list of Desired Writing Abilities provided in Section II of this plan. (This menu can be offered to faculty/instructors for selective adaptation and will function as a starting point in the WEC Project's longitudinal rating process.)

- There have not been substantial revisions to this section of the Writing Plan.
- There have been substantial revisions to this section of the Writing Plan. (Discuss these explicitly.)

	Psychology Writing Plan Section #2 Abilities	Psychology Writing Plan Section #4: Grading criteria <i>The text...</i>
Contextualize Ideas	1. Identify work that has already been done on the topic	1. ... provides sufficient background and context by summarizing previously conducted studies such that reader can understand methods and impact of present work without referring to other texts.
	2. Distinguish between your opinion and others'; track back to original work for citations.	2. ... distinguishes explicitly between the writer's work (opinions, data) and that of others.
	3. Demonstrate understanding of reader's perspective; motivate readers to care by telling them what is at stake	3. ... addresses readers' concerns, expectations, and level of understanding so they are motivated to care about content
Base writing in empirical data	4. Substantiate claims with examples; distinguish between actual results and opinion	4. ... provides factual basis for all claims by citing adequate examples, previous literature and/or statistically significant results.
	5. Present findings with clarity and accuracy	5. ... presents research results, whether from existing literature or present study, with direct statements about what was accomplished and how.
	6. Synthesize, rather than list or re-iterate, data	6. ... combines and interrelates previous studies to support a point, identifying themes in related studies instead of simply reiterating previous work.
	7. Base conclusions on accurate portrayal of findings; weigh evidence, demonstrating clear understanding of its strengths and limitations	7. ... connects conclusions directly (and logically) to results presented in text, acknowledging strengths and limitations of supporting evidence
Argue a point	8. Establish focal thesis, research question, or hypothesis early in papers	8. ... states a focal thesis, research question, or hypothesis before discussing methods or data.
	9. Include (only) data that are related to the central topic.	9. ... includes facts and data that are directly linked to the main idea.
	10. Data and facts build logically to a conclusion.	10. ... organizes data and facts so they build to a conclusion.
Demonstrate solid control over writing mechanics	11. Highlight interaction of disparate ideas and link disparate ideas to create a new argument; evoke and address counter-arguments	11. ... highlights interaction of disparate ideas to create a new argument by evoking and addressing arguments and counter-arguments.
	12. Avoid distraction by using correct grammar, punctuation, and spelling; cite sources correctly and consistently using a standard style	12. ... avoids distracting errors by adhering to a standard style (usually APA) and using correct or proofread grammar, punctuation, and spelling.
	13. Organize explicitly/write coherently; use section headings, transition smoothly between ideas, announcing moves as appropriate (as in, "in this section I will...")	13. ... makes explicit and logical transitions between points and conclusions (e.g., section headings, transition phrases) such that reader is not surprised by content of next sentence or paragraph.
	14. Use visual elements (e.g. graphs, tables, and diagrams) as appropriate to synthesize and convey meaning	14. ... includes appropriate visual elements (e.g. graphs, tables, and diagrams) to synthesize and convey meaning

Section 5: SUMMARY Of

IMPLEMENTATION PLANS, including REQUESTED SUPPORT and RELATION TO PREVIOUS IMPLEMENTATION ACTIVITIES

What does the unit plan to implement during the period covered by this plan? What forms of instructional support does this unit request to help implement proposed changes? What are the expected outcomes of named support?

How do the implementation plans of the 2nd edition Writing Plan relate to implementation activities from the 1st edition Writing Plan? What has been successful? What was not successful? How do implementation plans build on what was learned from the first year of implementation?

The period covered by this plan is Years 4 and 5 of Psychology's participation in WEC (AY 17/18 and 18/19). Year 3 was a hiatus year because the Liaison was on sabbatical. This 2nd edition Writing Plan reflects key lessons learned during implementation of the 1st edition Writing Plan in Year 2 (AY 15/16) of our participation in WEC:

- our priority is to teach students to develop novel and defensible thesis arguments
- this core value relies heavily on the students' understanding of their audience

Our current implementation plans are:

- Fall, 2017 and Fall, 2018 workshop with Major Project TAs on using an argument mapping exercise to structure their writing. Several experienced TAs experienced a benefit from using the "Burkean Parlor" tools developed by University of Nevada/Reno's writing program (<https://guides.library.unr.edu/core-writing/burkeanparlor>, specifically <https://www.youtube.com/watch?v=HtKfzAolzYI&feature=youtu.be>), because they build nicely on mapping exercises already included in the course. The key addition being the instruction not to put something on your map unless you can name the argumentation line that connects it to something else. We will work with the instructor of Major Project to expand the use of this tool by hosting beginning-of-semester workshops at which TAs who have used this approach share their experience with new TAs.
- Spring, 2018 and Spring 2019 workshop with Major Project TAs on providing effective feedback on rough drafts and/or helping students define the scope of a research question. We will ask the WEC Team for help creating a workshop focused on providing our Major Project TAs with tools for their 2nd meeting with students, the meeting at which they provide feedback to students on paper drafts. The goal is to help TAs grade efficiently and focus their feedback on structure, logic and argumentation rather than mechanical details.
- Continued encouragement of faculty to use 5-minute workshops hosted on the department website
- Exploration of additional argument crafting exercises and electronic peer review in 1001 to enhance students' writing experience.

There is no financial request associated with this plan. With the carry forward from the canceled study of writing intervention in 1001 we will fund refreshments for the workshops with Major Project TAs. Our major support request is for the WEC team to provide workshops for our TAs.

Section 6: PROCESS USED TO CREATE THIS WRITING PLAN

How, and to what degree, were stakeholders in this unit (faculty members, instructors, affiliates, teaching assistants, undergraduates, others) engaged in providing, revising, and approving the content of this Writing Plan?

This writing plan was written by the department liaison as a synthesis of Year 1 activities (informal lunches with faculty and instructors, workshops and conversations with TAs).

V. WEC Research Assistant (RA) Request Form

No RA Funding Requested

RAs assist faculty liaisons in the WEC Writing Plan implementation process. The specific duties of the RA are determined in coordination with the unit liaison and the WEC consultant, but should generally meet the following criteria: they are manageable in the time allotted, they are sufficient to their funding, and they have concrete goals and expectations (see below).

RA funding requests are made by appointment percent time (e.g., 25% FTE, 10% FTE, etc.). Appointment times can be split between two or more RAs when applicable (e.g., two 12.5% appointments for a total of 25% FTE request). Total funds (including fringe benefits when applicable) need to be calculated in advance by the liaison, usually in coordination with administrative personnelⁱ.

Please note that, outside of duties determined by the liaison, WEC RAs may be required to participate in specific WEC activities, such as meetings, Moodle discussion boards, and surveys.

RA Name (Use TBD for vacancies): _____

RA Contact Information: email _____, phone _____

Period of appointment (Semester/Year to Semester/Year):

RA appointment percent time:

Define in detail the tasks that the RA will be completing within the funding period:

Define deadlines as applicable (please note that all deadlines must be completed within the funding period):

Describe how frequently the RA will check in with the liaison:

Describe in detail the RA's check-in process (e.g., via email, phone, in-person, etc.):

ⁱ An example for determining funding for appointments can be found on the WEC Liaison Moodle. This is for planning and example purposes only and cannot be used to determine final budget items for the Writing Plan.

VI. WEC Writing Plan Requests

Unit Name: **Psychology**

Financial Requests (requests cannot include faculty salary support) *drop-down choices will appear when cell next to "semester" is selected*

Total Financial Request: **\$4,559.37**

Semester 1:		Semester 2:		Semester 3:	
Item	Cost	Item	Cost	Item	Cost
Carry forward from Year 1	\$4,559.37				
Semester 1 Total:	\$4,559.37	Semester 2 Total:	\$0.00	Semester 3 Total:	\$0.00

Rationale for costs and their schedule of distribution

Activities that were planned but not undertaken in Year 2 will provide funding for Years 3 and 4. The only money we plan on spending in Years 3/4 is on refreshments for workshops.

Service Requests *drop-down choices will appear when a cell in the "service" column is selected*

Semester 1:		Semester 2:		Semester 3:	
Service	Qty	Service	Qty	Service	Qty
Workshop	1	Workshop	1	Workshop	1

Description and rationale for services

At the beginning of each semester, we would like to partner with the WEC Team to host a workshop for graduate TAs on one of the following topics: defining the scope of a research question, mapping out an argument after collecting background facts; providing effective feedback on written assignments.