

Expectations for Writing in Psychology Clarion University

At graduation, Psychology majors will demonstrate the following abilities.

Critical Literacy and Analysis

Student identifies and locates readings in the scholarly literature.

Benchmark indicators:

- ❖ Student differentiates between popular readings and scholarly readings.
- ❖ Student locates scholarly readings by searching through databases and the physical library.

Student comprehends and follows directions.

Benchmark indicators:

- ❖ Student accurately follows directions for the particular writing assignment.
- ❖ Student clearly answers question posed.

Student identifies and accurately interprets appropriate sources in the scholarly literature.

Benchmark indicators:

- ❖ Student understands scientific text.
- ❖ Student demonstrates ability to manipulate information in a systematic and analytical manner.
- ❖ Student understands the purpose and function of the different sections of a research article.
- ❖ Student understands the purpose and function of graphs, figures and tables.
- ❖ Student interprets graphs, figures and tables accurately.
- ❖ Student recognizes and distinguishes between sources of different levels of scientific quality.

Student comprehends scientific literature, discriminates between relevant and irrelevant knowledge, and incorporates relevant information to support writing.

Benchmark indicators:

- ❖ Student supports assertions with evidence.
- ❖ Student cites external sources in paper.
- ❖ Student accurately summarizes and evaluates scholarly articles.
- ❖ Student accurately discusses published data in relation to learned concepts.
- ❖ Student discriminates between weak and strong evidence related to thesis.
- ❖ Student recognizes strengths, limitations, and confounds in the literature

Rhetorical Awareness

Student understands the rhetorical roles which govern form and content and which distinguish between various genres of scientific writing.

Benchmark indicators:

- ❖ Student distinguishes between various genres of scientific writing, including scientific papers, research proposals and reports, press releases and reviews of the literature.
- ❖ Student writes within various genres of scientific writing.
- ❖ Student uses appropriate tone, voice, and formality for audience.

Written Language Use & Competency

Student approaches writing as a process in which ideas and clarity of expression develop over time.

Benchmark indicators:

- ❖ Student plans and organizes writing projects.
- ❖ Student engages in prewriting activities such as outlining or using concept maps.
- ❖ Student arranges concepts and facts in a meaningful order.
- ❖ Student produces multiple drafts.
- ❖ Student improves content and style from draft to draft.

Student synthesizes connections among diverse sources, such as scholarly literature, class content and applied science.

Benchmark indicators:

- ❖ Student presents information relevant to the topic.
- ❖ Student presents information relevant to the audience.
- ❖ Student establishes connections among diverse and complex data and concepts.
- ❖ Student selectively chooses among information on topic to address question raised in paper's thesis.

Student integrates own ideas with external sources.

Benchmark indicators:

- ❖ Student uses quotations where appropriate.
- ❖ Student correctly paraphrases and summarizes scholarly literature.

Student writes in accordance with conventions of standard written English.

Benchmark indicators:

- ❖ Student demonstrates control of grammar, punctuation and spelling.
- ❖ Student controls sentence boundaries and structure.
- ❖ Student controls paragraph boundaries and structure.

Scientific and Professional Style

Student writes in precise, unambiguous, economical prose.

Benchmark indicators:

- ❖ Student uses clear, factual language, avoiding hyperbole, personal attacks and inflammatory argument.
- ❖ Student avoids use of colloquialisms, slang, and conversational tone.
- ❖ Student uses nonbiased language.

Student writes in accordance with the professional style of our discipline.

Benchmark indicators:

- ❖ Student establishes a clearly defined question to investigate in the paper.
- ❖ Student accurately uses the conventions of the American Psychological Association's Style Manual (2001), especially cover page, citations, and references.