

PSY 103 Writing Psychology Papers

- WRITING PSYCHOLOGY PAPERS
- Occam's Razor

Learning how to cut to the core of any issue.

In this method of thinking essentials get separated from non-essentials.

Asking right and specific questions is important when you need to learn something.

- First, you need to know which exact info. Will be useful for you. Which information will help you to solve the problem and allow you to reach the goal.

When you try to understand something, what you are doing is marching different but similar/RELATED peaces of information.

This peaces are needed to be related to your topic and to your goal.

The aim is: illuminating the area that you need to see.

Scientific writing is a special kind of writing and you will need to follow a certain method.

You also will need a special kind of thinking and a way of using your mind.

- The Secrets to Successful Writing

Writing has got an affect dimension

- Overcoming emotional barriers
- Balancing affect
- Secret of Being

Do you have learned helplessness?

Do you operate self-fulfilling prophecy?

Past	Present	Future
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- Optimistic student
- Pessimistic student

What are the qualities and the thought patterns of a PESSIMISTIC student?

- Live in the past with the memories of the failure
- experience learned helplessness and give up trying

- Operates self fulfilling prophecy

What are the qualities and the thought patterns of an OPTIMISTIC student?

- Look for the future and the next opportunity.
- If thinks of the past, remember the positive experiences not the negative experiences.
- No learned helplessness
- No self-fulfilling prophecy

How do you explain yourself the bad things is important.

Pessimistic gives up easy and says:

it's me,

I'am with no talent

* This people think they are worthless and hopeless

Optimistic does not give up easy and says:

It is not me, or it is not completely my fault.

It is circumstances, this is temporary and already going away.

That was the only one miss in the million.

* This people think they are valuable and deserving.

- The secret of doing

An unfinished task is extremely frustrating.

Starting as soon as possible is the best cure.

Just start! It most possibly will continue.

If it is too difficult, break it down to small peaces and to easier goals that will take you to your destination.

- THE WRITING PROCESS

CHOOSING A TOPIC

It is always important to choose a research area that interesting to you.

Then you need to narrow it down.

Lets say your chosen area of interest is : Depression.

Then you start to narrow it down.

Depression

Gender and depression

How to treat depression

Adolescence and depression

Depression and neurotransmitters

Depression and personality

How depression affects relationships

Another 2 important things to consider is:

1-How well your area of interest is discovered?

2- Your topic should not be very broad or too specific, for now.

- USING THE LIBRARY
- You need to spare some time for finding the resources. Books or journal articles.
- Did you have your library username and password?
- REFERENCES
WITH
- PREPARING A WORKING REFERENCE LIST

ALMOST EVERYTHING IN THE WORLD IS A STEPWISE PROCESS

- We are a step in the stairs
- Our original piece of information is a step in the stairs and it's based on the previous steps.

It is not end of the road!

- Preparing a reference list means that you hopefully established a stable ground for your argument using the previous scientific knowledge
- CITING REFERENCES

Citing references is a very good thing!

IT SHOWS THAT:

- You read the literature...
- You used scientific knowledge...

- WHEN YOU CITE...
- It separates other people's ideas from your original ideas. This should appear in the text naturally anyway!
- When reader want to check whether you cite correctly or not, they be able to find the original manuscript using the references section at the end of your material
- Anyone can use the reference list at the end of the articles or books to locate and read the useful materials
- WAYS OF CITING

1- IN-TEXT CITATIONS

2- REFERENCES PAGE

- IN-TEXT CITATIONS

Within the text of your paper, include an in-text citation when you refer to, summarize, paraphrase, or quote from another source.

For every in-text citation in your paper, there must be a corresponding entry in your reference list.

- Basic Format for a Quotation
- If you are directly quoting from a work, you will need to include the author, year of publication. Introduce the quotation with a signal phrase that includes the author's last name followed by the date of publication in parentheses.

According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time".

- Basic Format for a Quotation

Critser (2003) noted that despite growing numbers of overweight Americans, many health care providers still "remain either in ignorance or outright denial about the health danger to the poor and the young".

- Basic Format for a Quotation

If the author is not named in a signal phrase, place the author's last name, the year of publication, and the page number in parentheses after the quotation.

It have been stated that, "Students often had difficulty using APA style" (Jones, 1998).

- Basic Format for a Quotation

Long quotations

Place direct quotations that are 40 words, or longer, in a free-standing block of typewritten lines, and omit quotation marks.

Jones's (1998) study found the following:

Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help.

- **Summary or paraphrase**

If you are paraphrasing an idea from another work, you only have to make reference to the author and year of publication in your in-text reference, but APA guidelines encourage you to also provide the page number (although it is not required.)

According to Jones (1998), APA style is a difficult citation format for first-time learners.

APA style is a difficult citation format for first-time learners (Jones, 1998).

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- **Citing Authors (more than one scientist wrote the article)**

Name both authors in the signal phrase or in the the parentheses at the end of the sentence, each time you cite the work. In the parentheses, use "&" between the authors' names; in the signal phrase, use "and."

According to Sothern and Gordon (2003), "Environmental factors may contribute as much as 80% to the causes of childhood obesity".

Obese children often engage in limited physical activity (Sothern & Gordon, 2003).

- **Citing three to five authors(multiple scientists wrote the article)**

Identify all authors in the signal phrase or the parentheses the first time you cite the source.

In 2003, Berkowitz, Wadden, Tershakovec, and Cronquist concluded, "Sibutramine . . . must be carefully monitored in adolescents, as in adults, to control increases in [blood pressure] and pulse rate"

In subsequent citations, use the first author's name followed by "et al." in either the signal phrase or the parentheses.

As Berkowitz et al. (2003) advised, "Until more extensive safety and efficacy data are available, . . . weight-loss medications should be used only on an experimental basis for adolescents"

- **Citing Six or More Authors**

Use the first author's name followed by "et al." in the signal phrase or the parentheses.

Harris et al. (2001) argued...

- **Citing multiple works of an author**

According to Johnson-Laird (1983; Johnson-Laird & Byrne, 1993), mental images are a subclass of mental models

- Organization as author

If the author is an organization or a government agency, mention the organization in the signal phrase or in the parenthetical citation the first time you cite the source.

Obesity puts children at risk for a number of medical complications, including type 2 diabetes, hypertension, sleep apnea, and orthopedic problems (Henry J. Kaiser Family Foundation, 2004).

If the organization has a familiar abbreviation, you may include it in brackets the first time you cite the source and use the abbreviation alone in later citations.

- **FIRST CITATION**

(Centers for Disease Control and Prevention [CDC], 2009)

- **LATER CITATIONS**

(CDC, 2009)

- **CITING Authors With the Same Last Name**

To prevent confusion, use first initials with the last names.

(E. Johnson, 2001; L. Johnson, 1998)

- Citing two or more works at the beginning of the sentence

Berkowitz et al., 2003 & McDuffie et al., 2002 have concluded that studies of pharmacological treatments for childhood obesity are inconclusive.

- CITING Two or more works at the end of the sentence

When your parenthetical citation names two or more works, put them in the same order that they appear in the reference list, separated with semicolons.

Researchers have indicated that studies of pharmacological treatments for childhood obesity are inconclusive (Berkowitz et al., 2003; McDuffie et al., 2002).

- Citing in the paragraph as you write, when you need to mention factors/variables that different scientists carried research up on

Strategies trained have included imagery and the method of loci (Baltes & Kliegl, 1992; Kliegl, Smith, & Baltes, 1989; Verhaeghen & Marcoen, 1996; Yesavage, Rose, & Bower, 1983), categorization (Rebok, Rasmusson, & Brandt, 1997), marking of patterns in serial problems (Schaie & Willis, 1986; Willis & Schaie, 1994), and video administered combined training (West & Crook, 1992).

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CITING Electronic Sources/WEB SITES

Cite websites in text as you would any other source, using the author and date if known. If the author is not known, use the title and the date as the in-text citation (for long titles just use the first few words). Your in-text citation should lead your reader to the corresponding entry in the reference list. For sources with no date use n.d. (for no date) in place of the year: (Smith, n.d.)

- **Example in-text citation for website with no author:**

The term "Nittany Lion" was coined by Penn State football player Joe Mason in 1904 (*All things Nittany*, 2006).

Example reference entry for website with no author:

All things Nittany. (2006). Retrieved from <http://www.psu.edu/ur/about/nittanymascot.html>

- **Example in-text citation for section of website with no author:**

The burning of tropical forests is a major cause of global warming ("Global warming 101," 2012).

Example reference entry for section of a website with no author:

Global warming 101. (2012). In *Union of Concerned Scientists*. Retrieved from www.ucsusa.org/global_warming/global_warming_101/

- **CONSTRUCTING THE REFERENCES LIST**

- Your reference list should appear at the end of your paper. It provides the information necessary for a reader to locate and retrieve any source you cite in the body of the paper. Each source you cite in the paper must appear in your reference list; likewise, each entry in the reference list must be cited in your text.
- Your references should begin on a new page separate from the text of the essay; label this page "References" centered at the top of the page (do NOT bold, underline, or use quotation marks for the title). All text should be double-spaced just like the rest of your essay.
- Authors' names are inverted (last name first); give the last name and initials for all authors of a particular work for up to and including seven authors. If the work has more than seven authors, list the first six authors and then use ellipses after the sixth author's name. After the ellipses, list the last author's name of the work.
- Single author(Book)
- Multiple authors (Book and Journal)
- Organization as author
- Unknown author
- Two or more works by the same author
- Article in a journal

- Article in a magazine
- Article in a newspaper
- Basic format for a book
- Article in an online journal

Ashe, D. D., & McCutcheon, L. E. (2001). Shyness, loneliness, and attitude toward celebrities. *Current Research in Social Psychology*, 6, 124-133. Retrieved from <http://www.uiowa.edu/~grpproc/crisp/crisp.html>

- Document from a Web site
- Dissertation from a database

Hymel, K. M. (2009). *Essays in urban economics* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (AAT 3355930)

- How to Write an Essay
- What is an essay?

It is a discussion of a topic that you use your knowledge, facts and examples to support your cause or to prove your point in a structured way.

- An essay brings clarity to a topic
- Using a classic essay format gives you a structure where you can discuss the issue in a progressive manner.
- An Essay Has Three Parts
- INTRODUCTION

In the introduction, a hook is important to grab the reader's attention and is usually the first sentence.

the thesis statement is the most important aspect of the introductory paragraph. The thesis is the concise wording of what will be discussed in the body of the paragraph.

- THE BODY

There should be at least two paragraphs in the body. They would both strongly could discuss the positives / negatives or

One of the paragraphs may mention

the other side of the issue.

- The body
- Each paragraph will go into more detail on one point

- Begin paragraphs with topic sentences, support assertions with evidence, and expound your ideas in the clearest, most sensible way you can
- The body is vital to the structure of the essay because it solidifies what was stated in the thesis.
- THE CONCLUSION

The conclusion takes the information presented in the body of the essay and ties it back to the thesis statement.

In the conclusion, the thesis statement will be restated and the body paragraphs summarized to show how the conclusion came about.

- IN SHORT

The introduction introduces the topic and sets the tone, the body explains the topic using three main points, and the conclusion summarizes the essay and signals the end.

- STEPS OF WRITING AN ESSAY
- STEPS OF WRITING AN ESSAY

1- Research: Begin the essay writing process by researching your topic, making yourself an expert. Utilize the internet, the academic databases, and the library. Take notes and immerse yourself in the words of great thinkers.

2- Analysis: Now that you have a good knowledge base, start analyzing the arguments of the essays you're reading. Clearly define the claims, write out the reasons, the evidence. Look for weaknesses of logic, and also strengths. Learning how to write an essay begins by learning how to analyze essays written by others.

- STEPS OF WRITING AN ESSAY

3- Brainstorming: Your essay will require insight of your own, genuine essay-writing brilliance. Ask yourself a dozen questions and answer them.

4- Thesis: Pick your best idea and pin it down in a clear assertion that you can write your entire essay around. Your thesis is your main point, summed up in a concise sentence that, lets the reader know where you're going, and why. It's practically impossible to write a good essay without a clear thesis.

- STEPS OF WRITING AN ESSAY

5- Outline: Sketch out your essay before straightaway writing it out. Use one-line sentences to describe paragraphs, and bullet points to describe what each paragraph will contain. Play with the essay's order. Map out the structure of your argument, and make sure each paragraph is unified.

6- Introduction: Now sit down and write the essay. The introduction should grab the reader's attention, set up the issue, and lead in to your thesis. Your intro is merely a buildup of the issue, a stage of bringing your reader into the essay's argument.

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STEPS OF WRITING AN ESSAY

7- Paragraphs: Each individual paragraph should be focused on a single idea that supports your thesis. Begin paragraphs with topic sentences, support assertions with evidence, and expound your ideas in the clearest, most sensible way you can (The body of the essay will include two-three paragraphs, each limited to one main idea that supports your thesis. You should state your idea and then back it up with two or three sentences of evidence or examples).

8- Conclusion: Gracefully exit your essay by making a quick wrap-up sentence, and then end on some memorable thought, perhaps a quotation, or an interesting twist of logic, or some call to action. Is there something you want the reader to walk away and do? Let him or her know exactly what.

- OUTLINING THE PAPER

Big picture V.S Details

While writing.

- You need to consider the big picture at all times.

When you do not have an outline, it is like traveling an unknown territory without a map.

Outline gives you the direction to write.

An outline shows you the logical progression of the significant points and phases.

It helps you not to go off the topic. Further, it helps you to develop ideas which related to your topic.

It helps you to cover all the important elements.

To start an outline, you need to find out all the important/crucial issues related to your topic.

You need to decide what do you need to cover to explain what you want to explain.

Ideas should build on one another,

Main ideas should be equally developed.

- AVOIDING PLAGIARISM

Plagiarism is using someone else's work and not giving any credits to the real author.

It is pretending that you produced a peace of knowledge or a whole material.

It is stealing someone else's work.

There are two kinds of plagiarism

1- copy and paste: taking word by word

2- paraphrasing or summarizing

In either case if you are not giving names, you pretend to produce the original knowledge. It is plagiarism.

Purpose of writing for you at the undergraduate level is to learn from others, digest the knowledge and make it a base/ a ground for your own thoughts.

- PEER REVIEW
- Peer Reviewed Articles

Peer review means that your work get reviewed by someone whom status is similar to yours.

People take your article more seriously when your work gets published in a peer reviewed journal.

Peer reviewed journals are more objective.

- DID YOU ENJOY WRITING AN ESSAY?

Where did you find your topic and information?

What was the difficulties?

what did you find easy?

Did you make a plan?

- Criteria for reviewing your friend's essay

Introduction

Did he/she have a good opening? why?

Did he/she stated his/her thesis clearly? What is it?

Body

Did he/she supported his/her thesis in the paragraphs?

Did he/she wrote a paragraph where he/she also mentioned the other side of the issue?

Conclusion

Did he/she re-stated the problem?

Was the evidence and the examples enough for convincing you about the conclusion he/she reached?

Was the conclusion synthesized from the paragraphs?

(was it closely related to the facts and examples which stated in the paragraphs?)