

A - New Course Proposal : Entry # 3690**DEAN Decision**

Approved

Date

09/11/2026

Is this course intracollegiate or intercollegiate?

Intracollegiate

SCHOOL EPC Decision

Approved

Date

10/02/2026

Begin Form**Today's Date**

09/11/2026

Your Name:

Kimberly Wear Jones

Your Email:kwjones@highpoint.edu**Are you a Department Chair?**

No

Department Chair Name

Kirsten Li-Barber

Email address of your Department Chairklibarbe@highpoint.edu**By checking below, I certify that my department chair has seen and approved the new course that I am proposing.**

Yes

Please select the appropriate school overseeing this proposal:

Humanities and Behavioral Sciences

When should this proposal take effect?

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Fall 2027

Information for the Registrar**Choose the department designator from the list below.**

PSY

Proposed Course Number?

2110

Is this course cross listed?

No

Does this course replace a current course?

No

What is the title of the new course?

Research and Writing in Psychology

Write the catalog description of your proposed course:

This course introduces students to the essential skills required for reading, evaluating, and communicating psychological science. Emphasis is placed on information literacy and foundational research reading skills, including identifying credible sources, locating peer-reviewed journal articles in psychology, understanding the structure of empirical research papers, and translating statistical findings into plain language. Students gain structured practice with APA style, including citation, formatting, and ethical use of sources. Prerequisite: PSY 2000. Course is offered in the fall and spring. Two credits.

How many credit hours will this course be?

2

How will the course be graded?

Letter grade

Please select the course repeat option for this course:

Not repeatable for credit

What is the offering cycle for this course?

Every semester

Does your course have any prerequisites?

Yes

Please list all prerequisites this course requires:

PSY 2000

A - New Course Proposal : Entry # 3690**Gen Ed and Academic Programs****Is this course part of Gen Ed?**

- No

Does this course count towards a major or a minor?

Yes

Please list the Major / Minor and if it is Required or Elective

PSY Major Elective / PSY Minor Elective

Is this course part of an academic program?

- This course does not fulfill academic program requirements

Does this course include any community engagement?

No

Does this course participate in the GoGlobal Program?

No

Information for Curriculum Review**Rationale and evidence for new course's consistency with departmental mission:**

The proposed Research & Writing in Psychology (PSY 2110) course addresses an important curricular need by providing students with structured preparation in scientific reading, writing, statistical interpretation, and critical analysis before they enter Research Methods. Although the Psychology major currently includes both Statistics and Research Methods, students would benefit from an intentional bridge between these courses that allows them to further develop the skills needed to effectively read, interpret, evaluate, and communicate psychological research. PSY 2110 is designed to be taken concurrently with or immediately following Statistics and prior to Research Methods, providing students with opportunities to integrate their developing statistical knowledge with the interpretation of published psychological research. Rather than learning statistical concepts only as calculations and analyses, students will practice identifying statistical results in empirical articles, translating findings such as p values, correlations, and effect sizes into meaningful conclusions, and evaluating whether authors' interpretations and claims are supported by their results. The syllabus specifically incorporates statistical translation and interpretation alongside instruction in locating and evaluating peer-reviewed research, APA style, synthesis, and research critique. This integration strengthens students' ability to connect statistical reasoning, scientific writing, and critical evaluation of evidence, competencies that are essential for success in Research Methods and upper-level psychology coursework. The need for the course was identified through review of the existing Psychology curriculum and the skills students are expected to possess when entering Research Methods. By providing scaffolded practice in these foundational competencies before Research Methods, the course allows that subsequent course to focus more fully on research design, methodology, data analysis, and the development and conduct of psychological research.

List all student learning outcomes for this course.

Learning Outcome

1. Reading and understanding scientific literature.

a. Identify the structure and purpose of each section of an empirical research article.

b. Accurately identify and describe key components of primary sources, including hypotheses, variables, methods, and

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conclusions.

c. Locate peer-reviewed psychological research and distinguish scholarly sources from non-scholarly sources.

2. Scientific writing & APA style

a. Apply current APA edition guidelines for in-text citations, reference lists, headings, formatting, and ethical use of sources.

b. Write concise and coherent short explanations of psychological research findings using discipline-appropriate language.

3. Critical thinking & preparation for research methods.

a. Evaluate the credibility and quality of research sources with introductory-level critical thinking.

b. Distinguish between descriptive, correlation, and causal claims in published research.

c. Demonstrate foundational skills for engaging with psychological research in preparation for Research Methods coursework.

List any units or content areas that will be required for all sections of this course.

Week 1 – Introduction to Scientific Writing & the Structure of Psychology Articles

• Topics: Scholarly vs. popular sources; peer-reviewed vs. non-scholarly sources; Introduction, Method, Results, and Discussion overview.

Week 2 – Finding and Reading Empirical Literature

• Topics: Identifying hypotheses, variables, operational definitions; how to locate peer-reviewed journal articles

Week 3 – Summarizing Research Clearly and Accurately

• Topics: Paraphrasing, avoiding plagiarism, objective vs. interpretive language.

Week 4 – Writing Skills for Psychology: Clarity, Conciseness, and Flow

• Topics: Sentence structure, transitions, common writing problems in scientific prose.

Week 5 – Interpreting Statistics in Psychological Articles

• Topics: Translating statistical findings into plain language; describing results ethically.

Week 6 – APA Style Foundations

• Topics: APA formatting, headings, bias-free language.

Week 7 – In-Text Citations and Reference Lists

• Topics: Paraphrasing vs. quoting, citation mechanics, constructing reference lists.

Week 8 – Synthesizing Literature: Comparing Articles

• Topics: What synthesis is (vs. summary); identifying patterns, similarities, contradictions.

Week 9 – Synthesizing Literature: Building Coherent Themes

• Topics: Using evidence to support a claim; writing thematic statements.

Week 10 – Writing Short Scientific Papers

• Topics: Structuring a short literature review; developing a clear argument.

Week 11 – Peer Review and Revision Practices

• Topics: Giving constructive feedback; revising for clarity, flow, and APA accuracy.

Week 12 – Evaluating Research: Design Quality and Strength of Evidence

• Topics: Study design basics (correlational, experimental), validity, limitations.

Week 13 – Strengthening Introductions & Discussions

• Topics: Framing research questions; connecting findings to larger concepts; implications.

Week 14 – Finalizing APA Style & Polishing Writing

• Topics: Revising reference lists, aligning headings, fine-tuning language.

Week 15 – Final Paper Submission & Reflection

• Topics: Integration of course skills; preparing for Research Methods.

List any assignments, tests, or other assessments that will be required for all sections of this course.

Week 1 – Introduction to Scientific Writing & the Structure of Psychology Articles

• Possible Assignments:

o Read short empirical article

o “Gist Summary” (100–150 words) or Article Structure Worksheet (identify sections and their purpose)

Week 2 – Finding and Reading Empirical Literature

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- Possible Assignments:

- o Article Mapping Worksheet (identify IVs/DVs, hypotheses, basic study components)
- o Database Search Exercise: locate and submit one empirical article in APA format

Week 3 – Summarizing Research Clearly and Accurately

- Possible Assignments:

- o Summary #1: Introduction + Method
- o Summary #2: Results + Discussion

Week 4 – Writing Skills for Psychology: Clarity, Conciseness, and Flow

- Possible Assignments:

- o Rewrite exercise: improve clarity in provided paragraph
- o Mini-summary (100 words) of an assigned passage

Week 5 – Interpreting Statistics in Psychological Articles

- Possible Assignments:

- o Statistical Translation Exercise (e.g., p-values, correlations, effect sizes)
- o Results Summary (3–5 sentences)

Week 6 – APA Style Foundations

- Possible Assignments:

- o APA Formatting Mini-Quiz
- o Apply APA headings to a short summary

Week 7 – In-Text Citations and Reference Lists

- Possible Assignments:

- o Reference List Practice (4–5 sources)
- o In-text Citation Correction Activity

Week 8 – Synthesizing Literature: Comparing Articles

- Possible Assignments:

- o Synthesis Paragraph #1: Compare two related findings
- o In-class activity: grouping claims/themes across studies

Week 9 – Synthesizing Literature: Building Coherent Themes

- Possible Assignments:

- o Synthesis Paragraph #2: Identify a theme across 2–3 articles
- o Outline for Mini-Review Paper

Week 10 – Writing Short Scientific Papers

- Possible Assignments:

- o Draft #1 of Mini-Review Paper (2–3 pages, 2–3 empirical sources)

Week 11 – Peer Review and Revision Practices

- Possible Assignments:

- o Peer Review Workshop
- o Revision Plan (1 paragraph outlining changes)

Week 12 – Evaluating Research: Design Quality and Strength of Evidence

- Possible Assignments:

- o Critique Worksheet: Identify strengths/limitations in an empirical article
- o Add one critique paragraph to Mini-Review draft

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Week 13 – Strengthening Introductions & Discussions

- Possible Assignments:
 - o Rewrite your paper introduction for improved framing
 - o Add or refine paper conclusion paragraph

Week 14 – Finalizing APA Style & Polishing Writing

- Possible Assignments:
 - o APA Final Check Activity
 - o Submit Revised Draft #2 for instructor feedback

Week 15 – Final Paper Submission & Reflection

- Possible Assignments:
 - o Final Mini-Review Paper Due

List any readings or other materials that will be required for all sections of this course.

American Psychological Association (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: American Psychological Association.

Various journal articles for the assignments

List any course policies that will be required for all sections of this course.

Specific to Course:

Use of AI Tools (ChatGPT, Copilot, Gemini, etc.) in this Course

In psychology, critical thinking, evidence-based reasoning, and the ability to integrate and evaluate scientific literature are essential skills. While AI tools may assist in certain stages of your work, you must remain the primary author and thinker behind everything you submit.

Allowed AI Use (with disclosure)

You may use AI tools for:

- Outlining or organizing your thoughts
- Clarifying grammar or improving sentence structure
- Explaining general psychological concepts (as a supplement, not a replacement for class readings)

You must disclose any such use with a brief statement at the end of your assignment.

Prohibited AI Use

- Generating full drafts or sections of your paper (including literature reviews or analyses)
- Summarizing or critiquing research articles using AI tools
- Using AI for take-home exams, case studies, or reflection papers
- Submitting AI-generated text as your own without attribution
- Using AI to answer or complete assignment prompts directly

Misuse of AI will be treated as a violation of academic integrity and handled according to the University's code of conduct.

Populated by Administration: University Attendance Policy, University Honor Code, University Ethical AI Use and Human Agency, Out of Class Work, Diversity and Inclusivity, Starfish Statement (or Navigate 360), Remote Access to Class, Course Evaluations, Resources (Library, Writing Center, Students with Disabilities, Counseling Services, Title IX

If you would like to specify how requirements for contact hours must be met for all sections of this course, please indicate below. (e.g., if any experiential learning activities will replace seat time)

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contact time met with in-class time

Is there anything else the reviewing parties should know about this new course proposal that hasn't been addressed?

English offers ENG 2150 Writing About Science - per Dept. Chair Bryan Vescio their course is "much more general" and "it seems appropriate to create your course as well." The only question was about double majors in English and Psychology and the possibility of double-dipping. Once Dr. Li-Barber and Dr. Vescio have examined both course syllabi and discussed further, this will be worked out for the future.

two sections of the course will be taught each semester - if a faculty member chooses to teach both sections, it will be 1 of their regular load courses - if a faculty member chooses to teach 1 section, it will be an overload

Sample Syllabus

- [2-credit-Research-Writing-Course.docx](#)

Additional Documents

- [Statistical-Translation-Exercise.docx](#)