

## Writing Emphasis Course Syllabi Psychology 376

The first class meeting is a general introduction to the collaborative seminar. The next two weeks address the rationale of the Collaborative On-Line Research and Learning Model (CORAL). Writing assignments are posted on the CORAL calendar outlining writing expectations for each week of the semester.

Summary of writing activities and objectives: Writing assignment guidelines for all writing assignments are provided on the CORAL website. See 'assignment guidelines' on the website. Class time & 'on-line' chat time is set aside for writing instruction. Throughout the semester, teams work collaboratively on an initial collaborative writing exercise, collaborative writing team analyses, and a collaborative applied problem analysis paper. Both the applied problem analysis and collaborative analysis are presented orally, utilizing video-conferencing technology with Management 498, and in writing to both professors--at the end of the semester.

**WCU GENERAL EDUCATION GOALS:** In addition to meeting specific learning goals within the discipline of Psychology, this course is also designed to contribute to students' growth in the following areas of personal and intellectual development (derived from the WCU General Education Goals) (**choose only those appropriate for your course but be sure there is consistency across instructors of the same course**):

1. Effective communication
2. Ability to think critically and analytically
3. Demonstration of the sensibilities, understandings, and perspectives of a person educated in the Liberal arts tradition
4. Thoughtful responses to diversity
5. Ability to make informed value decisions and ethical choices

### Informal Writing Assignments

#### Introductory collaborative writing assignment I [informal]

**Purpose:** To make a distinction between Collaborative and Cooperative learning! This is a required preliminary step in designing a collaborative working environment!

**Readings:** Read the following articles/chapters. In addition, find and read four other references related to collaborative and cooperative learning.

Treadwell, T., Ashcraft, D. M. (2005). Pedagogy for collaborative on-line research and learning: The CORAL model. *National Society for Experiential Education Quarterly*. 30 (1), 10-17.

[DOWNLOAD](#) [pdf]

Ashcraft, D. & Treadwell, T. (2008). The social psychology of on-line collaborative learning: The good, the bad, and the awkward. In Orvis, K... & Lassiter, A. (Eds.), [Computer Supported Collaborative Learning: Best Practices and Principles for Instructors](#). (pp. 140-163). Hershey, Pennsylvania: Idea Group Publishing Co. [DOWNLOAD](#) [pdf]

## **Collaborative analyses I: Writing assignment II**

Teams must devise a collaborative plan and complete four collaborative writing assignments. Integrate individual writing skills to form a collaborative analysis over a fifteen-week period. It is expected that the combination of individual and team writing experiences helps students learn to subdivide large tasks, synthesize different perspectives, and improve individual writing skills enabling them to form their fourth collaborative analysis (IV).

### In-Groups Out-Groups

#### **2. Readings**

Read the following selections and think about/answer the following questions. Your answers to the questions should be included in the noted collaborative reports and should be included in your final collaborative reports as pieces of the final collaborative analysis paper, i.e., the final collaborative analysis is divided into pieces that should be completed throughout the semester (via these assignments) and then included and integrated into your final analysis paper.

Sherif, M. (1956). [Experiments in group conflict](#). In W. A. Lesko Readings in social psychology: General, classic and contemporary selections (4th ed.). Needham Heights, MA: Allyn and Bacon.

Sherif, M. (1958). [Superordinate goals in the reduction of intergroup conflict](#). American Journal of Sociology, 63, 349-356.

Ashcraft, D. & Treadwell, T. (2008). The social psychology of on-line collaborative learning: [In -Groups - Out-Groups](#). Hershey, Pennsylvania: Idea Group Publishing Co.

Tuckman, B.W. (1965). [Developmental sequences in small groups](#). Psychological Bulletin, 63, 384-399.

## **Collaborative analyses II: Writing assignment III**

### Social Loafing

#### **Readings**

Read the following selections and think about/answer the following questions. Your answers to the questions should be included in the noted collaborative reports and should be included in your final collaborative reports as pieces of the final collaborative analysis paper, i.e., the final collaborative analysis is divided into pieces that should be completed throughout the semester (via these assignments) and then included and integrated into your final analysis paper.

## Managing Groups and Teams/Social Loafing

Baron, R. A., Byrne, D. & Johnson, B. T. (1998). Letting others do the work in groups. In Exploring Social Psychology. (pp. 244-247). Needham Heights, MA: Allyn and Bacon.

## Social Loafing

Latane', B. Williams, K. & Harkins, S. (1979). Many hands make light the work: The consequences of social loafing. Journal of Personality and Social Psychology, 37, 822-832.

Tuckman, B.W. (1965). [Developmental sequences in small groups](#). Psychological Bulletin, 6396, 384-399.

## **Collaborative analyses III: Writing assignment IV**

### Superordinate Goals

#### **Readings**

Read the following selections and think about/answer the following questions. Your answers to the questions should be included in the noted collaborative reports and should be included in your final collaborative reports as pieces of the final collaborative analysis paper, i.e., the final collaborative analysis is divided into pieces that should be completed throughout the semester (via these assignments) and then included and integrated into your final analysis paper.

Sherif, M. (1956). [Experiments in group conflict](#). In W. A. Lesko Readings in social psychology: General, classic and contemporary selections (4th ed.). Needham Heights, MA: Allyn and Bacon.

Sherif, M. (1958). [Superordinate goals in the reduction of intergroup conflict](#). American Journal of Sociology, 63, 349-356.

Baron, R. A., Byrne, D. & Johnson, B. T. (1998). The origins of prejudice: Contrasting perspectives. In R. A. Baron, D. Byrne, & B. T. Johnson Exploring social psychology. Needham Heights, MA: Allyn and Bacon.

Tuckman, B.W. (1965). [Developmental sequences in small groups](#). Psychological Bulletin, 6396, 384-399.

## Formal Writing Assignments

### **Collaborative analyses IV: Final Collaborative Analysis writing assignment V**

Collaborative analysis IV is a synthesis of collaborative analyses 1-3. This is a formal presentation of the group development stages, forming, storming, norming, performing and adjourning.

## Writing/Language:

- Did you use proper grammar?
- Did you write in "one voice"? (cohesive; no cut and paste)

## Format Style:

- Do you have a properly formatted title page?
- Do you have a complete reference page?
- Have you followed other APA guidelines?

## Relevant Readings:

- [Creativity](#)
- [Emotional Intelligence](#)
- Tuckman, B.W. (1965). [Developmental sequences in small groups](#). Psychological Bulletin, 6396, 384-399.

## Collaborative Analysis Content:

- Did you describe relevant team effectiveness processes from the first three Collaborative Analyses?
- Did you include examples of team effectiveness processes from your team?
- Did you incorporate team [norms](#) and [roles](#)? Explain how they changed from week one-to week fifteen!

## Team Evolution:

- Have you identified and defined Tuckman's stages?
- Have you thoroughly applied Tuckman's stages to your team for the entire semester?
- Did you list examples of developmental stages from team experiences semester for the entire semester?
- Have you clearly presented, illustrated, and explained who-to-whom data for the entire semester?
- Did you include a complete table of problems and solutions?

## Problems Encountered / Barriers to Effectiveness & Solutions:

- Most significant challenges
- Most helpful solutions
- Lessons learned

## **Applied Problem Analysis Paper: Final Writing Assignment VI [Formal]**

### Introduction

- What problem or issue will your project address?
- Why is this an interesting or compelling question?

## Review of Relevant Literature – What do we already know about your topic?

- Scope of Problem
- Relevant Theory – Psychology/Organizational Behavior
- Best Practices
- Summary of Take Home Points

### Remedies

- A. Identification of Problem Areas to be addressed by the Project
- B. Minimum of 3 Suggestions for improvement containing the following:

1. Description of Idea
2. Implementation Plan
3. Rationale from Literature Review
4. Outcome Objectives

- C. Identification of Limitations of Present Project
- D. Suggestions for Future Inquiry

### Final Applied Problem Checklist:

#### Format:

- Did you include a properly formatted title page?
- Did you include an adequate abstract?
- Did you include your applied literature review?
- Did you include your remedies section?
- Did you include a reference page?
- Did you follow other APA guidelines?

#### Writing/Language:

- Did you use proper grammar?
- Did you use the future tense?
- Did you write in “one voice” (cohesive; no cut and paste)? One voice = team voice!

## Applied Literature Review Guide

- For this assignment, we want your team to assume the role of a management consulting team hired to help a company or organization address a pressing managerial problem. The audience for this assignment is a CEO or Executive Vice President, not a professor. By now, you have chosen a topic

and a setting in which to examine that topic. A statement of the problem should be provided in the opening paragraph of your paper.

- The rest of the assignment consists of an applied literature review. THIS IS NOT LIKE A BOOK REPORT. This is where the Team takes the problem (s), addressed in the introduction, and states; "Here is what the literature says about it." If the problem is 'Work Absences', for example, then the team has to discuss the:

Scope of Problem - Here are some articles and what they have to say about absences. Different reasons for it, different patterns observed.

Relevant Theory - Here is a theory or some theories that address absences in the workplace.

Best Practices - This is what is considered to be the best ways of handling absences.

Summary of Take Home Points - This basically would just summarize everything in the applied literature review.

**The literature cited in this review provides support and a rationale for content provided in the above sections.**

- In the applied literature review you ARE NOT specifically relating this to the hypothetical company/organization you are working with, rather you are APPLYING it to the general PROBLEM at hand (in this case, work absences).
- The introduction is specific to the company; the applied literature review is specific to the problem. Keep in mind that you are a BUSINESS CONSULTING TEAM, do not be verbose, rather, write the introduction & applied literature review as if writing for a busy CEO who is going to sit down for 10 minutes and quickly read through it to get a feel for the scope of the problems and best practices in reducing problematic issues.
- **Instructor feedback is provided for all required writing assignments allowing students the opportunity to revise in response to faculty feedback. Coral project guides are Peer editors and review all writing assignments. Their role is to critique the paper(s) and provide constructive written criticism.**