



Advanced Research Writing in
Psychology – **PCCU-04-BAP-ARWP4013**
Jindal School of Psychology and Counselling
Fall 2026

Course Name: Advanced Research Writing in Psychology

Course Duration: Fall 2026

Credit Hours: 4

Meetings: 2

Location:

Pre-requisites: Students who are enrolled in the research pathway

Instructor Information

Instructor: Prof. Diksha Narang

Biography: Prof. Diksha Narang is an Assistant Professor at the Centre for Writing Studies. She has a doctorate in Sociology from the South Asian University. She is interested in understanding psychosocial intimate worlds such as self, family and community of precarious labor amid landscapes of poverty.

Email: dnarang@jgu.edu.in

Office Hours: by appointment only

Course Description

This course is aimed at helping students work on the 'art', 'craft', 'skill' or 'technique' of academic reading and writing. The semester long course should enable students to learn the tools, strategies and resources to be successful writers in the discipline of psychology. Situating the course within the research pathway that the students have undertaken, the course aims to lead students to develop their dissertation through a review of literature and developing a research question. Developing an original research paper requires students to critically engage with and closely read psychology texts, identify the structure of argumentation and build complex and original arguments based on an integration of sources and evidence within the discipline. The course aims to orient students to dealing with multiple texts and sources to develop an analytical and original standpoint that can be expressed within the conventions of academic writing. By the

end of the course, students should be able to develop an independent research topic and question supported by evidence drawn by academic sources in psychology. Further, they should be able to develop the introduction and methods portion of their research papers. Writing is a social activity that is acquired through fruitful interaction between peers and the instructor. The art of sharing work in a safe classroom space and giving feedback is a key element of this course. Speaking and listening often, considered as insignificant will also be a critical part of the course through discussions and presentations. This course therefore, rests on discursive classroom pedagogy centred on student participation.

Course Intended Outcomes (Aims)

Course Intended Learning Outcomes	Teaching and Learning Activities	Assessments/ Activities
Close reading a text; Structure of a research paper	Learning to respond to a text; Understanding voice and perspective in academic writing;	Annotating a text
Building an argument in psychological research	Working with claims and evidence; Developing a thesis statement	Writing original claims and substantiating it with evidence
Developing a research question	Distinguishing between a topic and a question; Working with types of research questions	Developing an original research question
Working with sources	Identifying credible sources in psychology; Drawing interconnections between sources; Working with different kinds of research platforms	Developing an annotated bibliography; Working with AI in identifying sources
Writing methods	Identifying key components of a research methods section; Engaging with qualitative and quantitative research methods writing	Working within APA conventions; Developing a draft of a methods section
Engaging with feedback	Giving and receiving feedback; Working with drafts	Re-doing drafts after feedback

Scheme of Evaluation (100 Marks Internal)

The scheme of evaluation would be continuous assessment involving internal assessment comprising 100 marks (this is to be confirmed).

5 marks (class participation)

1. Contributing to discussions on readings (close reading, voice, perspective)
2. Participating in annotation exercises
3. Asking questions about research methods or sources
4. Giving feedback to peers

15 marks (short essay ~1000-1200 words)

1. Close reading
2. Annotating and interpreting texts
3. Writing claims supported by evidence

25 marks (long essay ~1500-1800 words)

1. Distinguishing topic vs. research question
2. Working with sources
3. Building a longer, coherent argument with an introduction section for the research paper

25 marks (in-class quizzes)

1. Key concepts (e.g., thesis statement, claims, qualitative vs. quantitative methods)
2. Understanding of readings
3. Identifying components of research writing
4. APA basics

30 marks (final essay)

1. Introduction with research question + thesis statement
2. Literature engagement (sources, annotated thinking)
3. Possibly a methods section
4. Well-developed argument
5. Proper APA formatting

Grade Definition

COURSE LETTER GRADES AND THEIR INTERPRETATION			
Letter Grade	Percentage of Marks	Grade Points	Grade Definition
O	80 and above	8	Outstanding: Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability.
A+	75 – 79	7.5	Excellent: Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.
A	70 – 74	7	Very Good: Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyze existing material and originality in thinking and presentation.
A-	65 -69	6	Good: Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.
B+	60 – 64	5	Fair: Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills.

B	55 – 59	4	Acceptable: Adequate knowledge of the subject matter to go to the next level of the study and reasonable critical and analytical skills.
B-	50 – 54	3	Marginal: Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.
P1	45 – 49	2	Pass 1: Pass with Basic understanding of the subject matter.
P2	40 – 44	1	Pass 2: Pass with Rudimentary understanding of the subject matter.
F	Below 40	0	Fail: Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course.

Academic Integrity

Class participation involves a meaningful contribution assessed through reading for the class beforehand, engaging with course materials in the class, participating effectively in group and peer work or listening and communicating one's thoughts and arguments with peers and the instructor.

Office Hours

The course instructor will be available to provide additional help, clear doubts and read drafts over office hours. If a student seeks this assistance, an email should be sent a week prior.

Attendance

This course will follow the attendance policy at Jindal Global University. In addition, since this course relies on classroom participation, it is expected that students will keep regular attendance. In case, a student is not coming to class, it would be appreciated if the instructor is sent an email.

Plagiarism

The assignments and in-class exercises submitted as part of the course requirements are expected to be original with citations, references and appropriate acknowledgements. Plagiarism is considered as a form of cheating to pass of someone else's work as your own, this is strictly condemned in this course. Plagiarism includes copying sentences and paragraphs from another author or web source without providing references. It also includes paraphrasing that does not give due acknowledgement of a borrowed idea. The use of AI unless explicitly recommended by the course instructor is prohibited.

Disability Support

JGU endeavours to make all its courses accessible to students. Students with any known disability needing academic and other support are required to register with the Disability Support

Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>. Students with disabilities are encouraged to contact the course instructor early on in the semester to discuss any assistance which can make the classroom experience more comfortable.

6YH

Session Plan (15 Weeks Total)

Session (with Date)	General Topic	Readings	Approach/Pedagogy
Week 1	Introduction to Academic Writing in Psychology	Lunsford, A. A., Ruskiewicz, J. J., & Walters, K. (2001). <i>Everything's an Argument</i> (p. 568). Boston, MA: Bedford/St. Martin's.	Identifying arguments from excerpts
Week 2	Close Reading and Annotations	Scheidecker, G., Chaudhary, N., Keller, H., Mezzenzana, F., & Lancy, D. F. (2023). "Poor brain development" in the global South? Challenging the science of early childhood interventions.	Annotating the text; Understanding close reading strategies
Week 3	Building an Argument	Scheidecker, G., Chaudhary, N., Keller, H., Mezzenzana, F., & Lancy, D. F. (2023). "Poor brain development" in the global South? Challenging the science of early childhood interventions.	Practicing argument-building through balancing claims and evidence
Week 4	Developing a Thesis Statement	Basu, H. (2009). Contested practices of control: Psychiatric and religious mental health care in India. <i>curare</i> , 32(1), 2.	Understanding the placement of a thesis statement in a research paper; Identifying thesis statements; Practicing writing thesis statements
Week 5	Research Questions	Basu, H. (2009). Contested practices of control: Psychiatric and religious	Developing original research questions; Balancing between general

		mental health care in India. <i>curare</i> , 32(1), 2.	claims and specific demands of a research project; Practicing writing research questions
Week 6	Finding and Evaluating Sources	Curry, O. S., San Miguel, C., James, W., & Tunç, M. N. (2026). The costs and benefits of kindness. <i>The Journal of Positive Psychology</i> , 1-10.	Working with search engines; Identifying credible and reliable sources; Understanding different platforms such as journals, book chapters, online blogs, public communication portals
Week 7	Working with AI	Protzko, J., & Schooler, J. W. (2019). Kids these days: Why the youth of today seem lacking. <i>Science advances</i> , 5(10), eaav5916.	Discussing the use of AI in the classroom; Debate on AI in academic writing;
Week 8	Annotated Bibliography	Working on individual research projects.	Developing tables of relevant research with themes, main findings etc.
Week 9	Introduction Writing	Aufseeser, D. (2019). Mothering in the context of poverty: disciplining Peruvian mothers through children's rights. <i>UMBC Faculty Collection</i> .	Understanding the key elements of an introduction including introducing the research topic, writing research questions, locating research within an ongoing academic writing and writing potential thesis statements
Week 10	Writing Research Design	Nguyen, L., Walters, J., Paul, S., Monreal Ijurco, S., Rainey, G. E., Parekh, N., ... & Darrah, M. (2025). Feeds, feelings, and focus: A systematic review and meta-analysis examining the cognitive and mental health correlates of short-form video use. <i>Psychological bulletin</i> , 151(9), 1125.	Describing actors (participants; interviewees; informants) and variables/concepts; Engaging with research plans
Week 11	Peer Review		Giving and receiving feedback; working on re-

			drafting
Week 12	Structure of a Research Paper	Nguyen, L., Walters, J., Paul, S., Monreal Ijurco, S., Rainey, G. E., Parekh, N., ... & Darrah, M. (2025). Feeds, feelings, and focus: A systematic review and meta-analysis examining the cognitive and mental health correlates of short-form video use. <i>Psychological bulletin</i> , 151(9), 1125.	Identifying the different elements of a research paper; Working on writing titles, an abstract and keywords; Interconnecting the sections through a thesis statement and sub-claims
Week 13	Introduction to Methods Writing	Nguyen, L., Walters, J., Paul, S., Monreal Ijurco, S., Rainey, G. E., Parekh, N., ... & Darrah, M. (2025). Feeds, feelings, and focus: A systematic review and meta-analysis examining the cognitive and mental health correlates of short-form video use. <i>Psychological bulletin</i> , 151(9), 1125	Differences between qualitative and quantitative methods writing; Drafting methods section
Week 14	Workshop on Drafts		Working on the final submission
Week 15	Revision		Workshopping the final submission in class with instructor feedback and one-on-one interaction

“This schedule is preliminary and is subject to change based on anticipated and unanticipated developments during the semester.”