General Education Annual Course Assessment Form

Course Number/Title **100W**  
GE Area Z

Results reported for **AY F14 – S15**  
# of sections 18  
# of instructors 7 different instructors

Course Coordinator: **Clifton M. Oyamot, Associate Professor**  
E-mail: clifton.oyamot@sjsu.edu

Department Chair: **Ron Rogers**  
College: **Social Science**

**Instructions:** Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be **electronically submitted**, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

**Part 1**

To be completed by the course coordinator:

(1) **What SLO(s) were assessed for the course during the AY?**

**GE SLO2:** express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse

**Assessment tool:** final paper rubric categories (organization & synthesis, analysis & use of evidence)

**GE SLO3:** organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.

**Assessment tool:** final paper rubric categories (grammar & clarity of expression, APA style)

(2) **What were the results of the assessment of this course and lessons learned from the assessment?**

**SLO2 and SLO3** assessments were done by examining instructors’ grading rubrics for students’ final paper, and in some cases their draft paper grades, in the course (major literature review). Criterion categories which corresponded to **SLO2 and SLO3** were identified in each rubric. These categories included SLO2’s synthesis and analysis (organization, synthesis, analysis, and use of evidence) and SLO3’s use of appropriate editorial standards (grammar, clarity of expression, and APA style). All scores were converted to a common percentage scale. Data from 9 of 18 sections offered in Fall 2014 and Spring 2015 were analyzed. The total sample size was 214 students.
Summative Assessment Performance on Final Paper
After intensive feedback and multiple opportunities to revise their major paper, students reached an acceptable level of organization and synthesis appropriate for college-level work. However, editorial competence (grammar, APA style) can be improved (see Table 1). Examining past results shows that students’ performance improved from AY2011 – 2012.

Table 1. Summative Assessment Performance on Final Paper – Percentage Grade for SLO2 and SLO3 Criteria (N = 200)

<table>
<thead>
<tr>
<th></th>
<th>GE SLO2</th>
<th>GE SLO3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Organization, Synthesis, and Appropriate Use of Evidence</td>
<td>Grammar, APA Style</td>
</tr>
<tr>
<td>AY 2014 - 2015 Average %</td>
<td>92%</td>
<td>81%</td>
</tr>
<tr>
<td>AY 2013 - 2014 Average %</td>
<td>93%</td>
<td>82%</td>
</tr>
<tr>
<td>AY 2012 - 2013 Average %</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>AY 2011- 2012 Average %</td>
<td>84%</td>
<td>74%</td>
</tr>
<tr>
<td></td>
<td>72% of students</td>
<td>40% of students</td>
</tr>
<tr>
<td>Meets Standards (100 - 85%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approaches Standards (84 - 70%)</td>
<td>22%</td>
<td>45%</td>
</tr>
<tr>
<td>Does Not Meet Standards (&lt; 69%)</td>
<td>6%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Formative Assessment: Progress from Draft to Final Paper
All instructors gave students “as if it were the final paper” grades on the first major draft of their paper. That is, students were given feedback as to what grade they would have received if they had turned in their first draft as the final paper. In addition, 3 of the 9 sections also reported “as if it were the final paper” grades for the SLO 2 and 3 criteria. This allowed meaningful assessment of improvement between draft and final papers.

Table 2. Formative Assessment: Progress from Draft to Final Paper (N = 63 – 134)

<table>
<thead>
<tr>
<th></th>
<th>Draft %</th>
<th>Final %</th>
<th>% change</th>
<th>paired t-test, p value</th>
<th>effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE SLO2: Organization, Synthesis, and Appropriate Use of Evidence</td>
<td>70</td>
<td>84</td>
<td>+14</td>
<td>t (62) = 12.0, p &lt; .001</td>
<td>1.29, &quot;large&quot;</td>
</tr>
<tr>
<td>GE SLO3: Grammar, APA Style</td>
<td>66</td>
<td>84</td>
<td>+18</td>
<td>t (62) = 11.5, p &lt; .001</td>
<td>1.44, &quot;large&quot;</td>
</tr>
<tr>
<td>Paper Grade %</td>
<td>66</td>
<td>84</td>
<td>+18</td>
<td>t (133) = 17.9, p &lt; .001</td>
<td>1.65, &quot;large&quot;</td>
</tr>
</tbody>
</table>
There was a statistically significant improvement from draft to final paper for CLO2 (grammar, APA style), CLO3 (organization, synthesis), and paper grade (see Table 2). These differences were statistically significant, as shown through paired t-test analyses, and they represented a “large” effect (Cohen’s $d$’s > 1). The latter means that the improvement from draft to final paper was substantial.
Consistency in Grading Across Instructors
There was some inconsistency across the instructors in terms of grading rigor: 1 instructor had significantly lower final paper grades than the other 3 instructors in the sample, as determined by a one-way ANOVA. For most instructors, the average final paper score was in the mid-80% range, and for the outlier instructor the average was 75%.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

Three “closing the loop” initiatives will be explored.

1. Making assessment more efficient and systematic by moving data collection to the Canvas LMS and using assignment rubric → course outcome → program outcome linkage features. This will help to boost data collection participation rates. In AY 14 – 15 we received data from 50% of sections, which was lower than past assessment periods (usually 80% or better). This can be improved upon in the coming years.
2. There was substantial improvement in students’ ability to organize and synthesize information for their literature review, but grammar and APA style usage can be improved. We will explore resources and assignments that can reinforce the latter skills.
3. Instructors were mainly consistent in their evaluation of papers, but greater effort can be put into systematically establishing evaluation criteria across the Psychology 100W curriculum. We generally use a common rubric, but consistent and agreed upon application of the rubric criteria can be improved through workshops and training.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

All sections are aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment based on a review of syllabi. As noted above, participation rates for assessment data collection can be improved. I recommend the coordinator make follow-up contacts with instructors who do not provide data, and a “cc” to the chair for further action as needed.
(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE SLOs for writing.

The enrollment of these sections is capped at the 25-person capacity specified for Area Z courses.

Students turn in multiple drafts of their major paper and receive feedback from their instructor and peers. The minimum word count for 100W is met, as indicted in the syllabus (see attached). This report documents the degree to which the students are meeting the GE SLOs for writing.
Instructor Information

Instructor  Clifton M. Oyamot

Office Location  DMH 316

Telephone  (408) 924-5650

Email  Mail function through course Canvas site or clifton.oyamot@sjsu.edu

Class Days/Time  Tuesdays and Thursdays, 11:00 – 12:55, Central Classroom Building 100

Office Hours  Thursdays 2:00 – 4:00, or by appointment

Prerequisites  A grade of C or better (C-not accepted) in Area A3 (Critical Thinking and Writing)
Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C-not accepted)
Upper division standing (60 units)
Completion of Core GE
PSYC 1
STAT 95 or senior standing.
Psychology Majors/Minors and Behavioral Science Majors only

GE/SJSU Studies  Area Z

see Fall 2014 GE Guidelines (pp. 43 – 44) for a full description of Area Z goals and requirements

Instructor  Clifton M. Oyamot
Course Description

In this class you will practice and improve writing skills appropriate to the broad field of psychology, including essays, reports and scholarly communication. The goals of 100W are that students will develop advanced proficiency in college-level writing and appropriate contemporary research strategies and methodologies to communicate effectively to both specialized and general audiences. This class reinforces and advances skills developed in Written Communication IA and IB, and then broaden and deepen these to include mastery of the discourse peculiar to the discipline in which the course is taught.

Learning Outcomes and Required Course Content

Overview

Learning Outcomes (LOs) are specific, measurable goals and objectives that students have demonstrated upon successful completion of the course. 100W is designed to address 3 levels of Learning Outcomes:

GE/SJSU Course Learning Outcomes (CLOs). These are outcomes mandated by General Education and can be found, along with additional required course content, in the Fall 2014 GE Guidelines.

Psychology 100W Course Learning Outcomes (CLOs). These are outcomes for this specific course. For Psychology 100W, Course Learning Outcomes (CLOs) are the discipline-specific ways in which the general GE/SJSU learning outcomes (SLOs) for 100W (Area Z) will be fulfilled. The specific CLOs for this course contribute to the overall experience, learning opportunities, and Program Learning Outcomes (PLOs) students are exposed to when completing the SJSU Psychology Major.

Program Learning Outcomes (PLOs). These outcomes refer to the broad goals of the SJSU Psychology Major program and can be found in Appendix A of this syllabus. The SJSU Psychology Major is designed to address 5 broad PLOs. These PLOs are outcomes students should be able to demonstrate after having successfully completed the Psychology Major.

GE/SJSU Student Learning Outcomes (SLOs)

Students shall write complete essays that demonstrate college-level proficiency. Students shall be able to:

SLO 1. produce discipline-specific written work that demonstrates upper-division proficiency in:
   a. language use
   b. grammar
   c. clarity of expression

SLO 2. explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse
SLO 3. organize and develop essays and documents for both professional and general audiences

SLO 4. organize and develop essays and documents according to appropriate editorial and citation standards

SLO 5. locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing

Additional GE/SJSU Content Requirements

- This course must be passed with a C or better as a CSU graduation requirement.
- Diversity. Issues of diversity shall be incorporated in an appropriate manner.
- Writing. Written assignments should include both in-class and out-of-class writing, giving students practice and feedback throughout the semester.
  - A single final term paper would not satisfy the requirement.
  - Assignments will total a minimum of 8000 words assigned throughout the semester, providing frequent practice and feedback for improving application skills.
  - Course syllabi must reflect assignments that meet the 8000 word minimum. The last page of this syllabus summarizes for each course assignment the word totals, points totals, and relevant SLOs being assessed
- Reading. Readings used in the course should be models of excellence.
- Discipline. Written Communication II courses are discipline specific. All courses will use language and forms of writing appropriate to the discipline.

Program Learning Outcomes (PLOs)

Upon successful completion of the psychology major requirements…

PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.
### Required Texts/Readings

**APA Manual**


**Undergraduate Writing in Psychology**


**Other Readings & Resources**

- [APA Style Tutorial](#)
- [Owl APA style resource](#)
- [SJSU Library: Psychology-specific tutorials, resources](#)

**Other equipment/material requirements**

- **A 100W binder or other organizational tool**
- #2 Pencil & a black pen
- A *stapler* to carry in your backpack
- Regular access to a computer and internet connection
- **Handouts will be made available in a timely manner via Canvas.** It is your responsibility to print out and bring copies of handouts to the appropriate lecture.

### Course Canvas site

The course Canvas site is an online resource supplement for this course. Use of this site and the information provided is **not** a substitute for attending lectures. The site will be updated regularly throughout the semester. This site contains:

- Discussion Board (Course Announcements, student questions)
- Links to webpages that will be of use to you throughout the course
- Handouts and articles
- Lecture slides (generally posted after lecture is presented)
- Assignment submission
- Assignment feedback from instructor
- Grade roster

My intention is that the site will become an additional forum, outside of class, in which we can debate, discuss, and raise questions about the course material. **Check this site regularly for course announcements, articles, assignments, and other course materials.**
Accessing Course Canvas site

To access the Canvas site go to http://www.sjsu.edu/at/ec/canvas/ and click on “Log in to Canvas”

Username = SJSU 9-digit ID

Password = your current SJSUOne password

For additional information or help with logging in:

Canvas Student Tutorial: http://www.sjsu.edu/at/ec/canvas/

Note: clearing your browsing history may help if you have trouble logging into the site.

Assignments and Grading Policies

The assignments in Psychology 100W are designed to **gradually build the writing and research skills necessary to write scholarly papers** appropriate for the discipline of psychology. Assignments in 100W generally include (but are not limited to):

- **Basic skills review** (e.g., plagiarism tutorial, research skills tutorial,)
- **Writing assignments** (e.g., reflection pieces, article summaries, literature review, research report)
- **APA style mastery assessments**

The course schedule and assignment summary table at the end of this syllabus provide a timeline and the planned grading for each assignment. You are expected to come to class with the requisite materials and having completed the assigned readings and assignments.

Assignments

The assignments in Psychology 100W are designed to **gradually build the writing and research skills necessary to write scholarly papers** appropriate for the discipline of psychology.

An assignment summary table appears at the end of this syllabus. Details for each assignment are provided in lectures and in assignment information sheets. Assignment information sheets (as well as other useful resources) can be found on the course Canvas site. You are expected to bring copies of each handout (paper or electronic) to the appropriate class.

The written assignments in Psychology 100W are designed to **gradually build the writing and research skills necessary to write scholarly papers** appropriate for the discipline of psychology. The major skills and associated assignments include (but are not limited to):

- **Basic skills review** (e.g., plagiarism tutorial, research skills tutorial, formatting tips in Microsoft Word)
- **APA style** (e.g., APA style Mastery test)
- **Writing assignments** (including, but not limited to)
  - Dissecting a Literature Review
Article Summaries and Evaluations*
- Literature Review* (see description below)
  - Literature Review development (see description below)
- Peer Reviews
- Brief Research Report* (see description below)

* Students will be given the opportunity to revise in response to instructor feedback and resubmit

Literature Review

The major paper you will be writing for this course is an **APA style literature review** (approximately 2000 - 2500 words including references; 10 or more scholarly references). The goal of a literature review is to answer a research question by describing and synthesizing relevant theory and research findings relevant to the question. You will be developing your final literature review in several assignments, including (but not limited to):

- **Research Question Assignment** in which you develop, with help from the instructor, a research question appropriate to the discipline of psychology and to the requirements of the course.

- **Annotated References Assignment** in which you identify at least 10 – 15 sources relevant to your literature review topic using databases and other resources appropriate to psychological research.

- **Outline Assignment** in which you organize the main points of your literature review and indicate which sources will be used to support the main point, and how it will do so (e.g., full summary of the article vs. “microsummary” of the article)

- **Literature Review Conferences and Drafts** in which you receive feedback from a variety of sources and revise your paper as needed.

Research Report

A second major paper you will be writing for this course is an **APA style research report** (approximately 1000 - 1500 words including references). The goal of a report is to describe the results of an empirical study. We will be conducting a simple study in class, and you will write the research report as if you were the experimenter.

<table>
<thead>
<tr>
<th>Course Grade and Assignment Policies</th>
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</thead>
</table>

Course grades will be based on the number of points accumulated throughout the semester. The assignment summary table at the end of this syllabus provides the points associated with each assignment. Final grades in this course will be assigned as indicated below. **According to SJSU GE policy, this course must be passed with a C or better as a CSU graduation requirement.**

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 – 93</td>
<td>A</td>
</tr>
<tr>
<td>92 – 90</td>
<td>A-</td>
</tr>
<tr>
<td>89 – 88</td>
<td>B+</td>
</tr>
<tr>
<td>87 – 83</td>
<td>B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>82 – 80</td>
<td>B-</td>
</tr>
<tr>
<td>79 – 78</td>
<td>C+</td>
</tr>
<tr>
<td>77 – 73</td>
<td>C</td>
</tr>
<tr>
<td>72 or less</td>
<td>NC</td>
</tr>
</tbody>
</table>
Make-up Exams

No extensions or make-up exams will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. *If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.*

Late Assignments

Assignments are due at the start of class (turned in during class or uploaded to Canvas) on the day indicated on the course schedule. If due dates are changed, the new due date will be announced in lecture and posted on Canvas in a timely fashion. *No extensions will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.*

Extra Credit

Extra credit assignments are given at the instructor’s discretion. Should extra credit opportunities be extended, the total amount of extra credit points earned by a student cannot exceed 1 – 2 % of the total number of points available in the course.
University Policies

Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/ace to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University’s continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Accommodation to Students’ Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Writing Workshop, Psyc 100W, Summer 2015
Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Attendance and Grading

Note that University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Definition of a Credit Hour

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. More details about student workload can be found in University Policy S12-3.

As an example, the expectation of work for a 3-credit course is 2.5 hours of direct faculty instruction (i.e., time spent in the classroom) and six hours of out-of-class student work (e.g., reading, studying, doing assignments, doing research) each week.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7 requires students to obtain instructor’s permission to record the course.

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - If you wish to record lectures for your private, study purposes, please discuss this with the instructor. Written permission to record lectures will need to be granted for the whole semester or on a class-by-class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
Contacting Instructor

1. **I will answer emails M - F, 9:00 - 5:00.** If you email me at night or on the weekends, do not expect a response until the next weekday, at the earliest.

2. **Through Canvas (Canvas) mail function.** Best for private questions and comments.

3. **Through Canvas (Canvas) discussion board.** Best for questions about the course that need not remain private. Chances are others have the same questions you have.

4. **Through regular email.** clifton.oyamot@sjsu.edu.

5. **By phone.** Best if you need to contact me quickly and cannot use email at the time.

6. **Consider emails for this course as professional correspondence (see sample correspondence at the end of the syllabus).**
   a. **Subject Line** should include your class and a brief description of the issue (e.g., Subject: Psych 154: absence on 10-10-11).
   b. **Greetings** should be formal and use your instructors title (e.g., Dear Dr. Oyamot or Professor Oyamot)
   c. **Identify yourself** and the course/section you are in.
   d. **Issue or question** should be stated clearly, concisely, respectfully, and with attention paid to grammar, complete sentences, and so forth.
   e. **Expect replies within 1 - 3 days.** Polite follow-ups are encourage if you have not heard from me in a reasonable amount of time.

Example email correspondence

Subject: Psyc 100W: Assignment due date question

Dear Professor Oyamot (or Dr. Oyamot),

My name is Miranda Jackson and I am in your 100W class that meets T/Th 10:30 - 11:45. I am not sure when the Response Journal assignment is due because of conflicting information. The syllabus schedule says Nov. 5, but the assignment sheet itself says Nov 9. Thank you for your attention to this matter.

Regards,

Miranda

student id # 001234567

Regular attendance is necessary to do well in the course. Although the course has an online resource, this resource is not a substitute for attending lectures.

Laptops
In-class laptop use should be restricted to course-related activities (e.g., taking notes). Other activities (e.g., web surfing) distract both the instructor and students and will not be tolerated. You
will be asked to turn off your laptop is you are engaged in non-class activities. You will be asked to refrain from laptop use for the duration of the course if this behavior continues.

**Cellphones and other electronic devices**
Please be certain to turn off or put in silent mode all cell phones, pagers, and any other devices that produce distraction prior to entering the classroom.

**Late arrivals**
If you must arrive late or leave early, please do so quietly and with a minimum of distraction.

**Be respectful of others**
Respect differing points of view offered by students. Independent discussions should not be happening when someone is addressing the class.

**I expect you to come to class prepared**
“Prepared” means you have completed the readings and any assignment before class starts, and written down any questions you had from the assignment. You should be as prepared as you expect your professor to be.

**Communication**
Use email!! Use office hours! Talk to me!!

**Check the course Canvas site regularly**
If I become ill, I will inform you the night before that I will be absent. Please email me before class if you will not be in class. Please set your spam controls to accept my email address.

**Recording of Class Lectures & Sharing/Distribution of Course Content**

Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

- If you wish to record lectures for your private, study purposes, please discuss this with the instructor. **Written permission** to record lectures will need to be granted for the whole semester or on a class-by-class basis.

- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent. **This policy extends to both content presented in the classroom and posted on the Canvas site.**
Student Resources

Librarian: Psychology
The SJU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials. The library also has an abundance of resources for doing psychology research:

Psychology Librarian: Bernd Becker
408.808.2348
Bernd.Becker@sjsu.edu
http://libguides.sjsu.edu/psychology

Student Technology Resources
Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections
Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.
SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

(Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DAY</th>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS DUE**</th>
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</table>
| 1    | T   | 06/02 | Course Introduction  
Evaluating Sources of Information  
APA Style Basics | Login to Canvas site |
| Th   | 06/04 | Discuss *Sources of Information Assignment*  
Discuss *Dissecting a Literature Review* instructions  
Discuss *Research Topic* instructions  
APA Style Basics | Evaluating Sources of Information  
Research Skills Assessment Pretest |
| 2    | T   | 06/09 | Discuss *Dissecting a Literature Review*  
Types of studies  
Discuss *Summarizing and Evaluating Research Reports* instructions  
APA Style Basics  
Research Topic Consultations | Dissecting a Literature Review  
Research Topic Assignment |
| Th   | 06/11 | Discuss *Summarizing and Evaluating Research Reports* assignment  
Microsummaries  
Searching the Literature  
APA Style Basics  
Research Topic Consultations | Summarizing and Evaluating Research Reports (Draft)  
[Plagiarism Tutorial](#)  
Microsummaries (in class) |
| 3    | T   | 06/16 | Outlining a Literature Review  
*Summarizing and Evaluating Research Reports* feedback | Annotated References Assignment |
| Th   | 06/18 | APA Style Mastery  
*Annotated References* feedback | APA Style Mastery Test (1st attempt, in class) |
| 4    | T   | 06/23 | *Outline* feedback and consultations | Summarizing and Evaluating Research Reports (Final)  
Outline Assignment |
<p>| Th   | 06/25 | <em>Outline</em> feedback and consultations | |
| 5    | T   | 06/30 | Literature Development | |
| Th   | 07/02 | Literature Development Meetings | APA Style Mastery Test (2nd attempt) |
| 6    | T   | 07/07 | Literature Development Meetings | APA Style Mastery Test (Final attempt) |</p>
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<td>Th</td>
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<td>Research Report Demonstration &amp; Information</td>
<td>Literature Review (Draft)</td>
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* This is a tentative timeline. We may find ourselves spending more time on particular topics due to student interest, or the need to clarify further information presented.*
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<th>Points</th>
<th>% Course Grade</th>
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<td>Take until you score 85% or better</td>
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* includes title page and references page when applicable
(R) = Required element to complete course