San José State University  
Psychology 100W: Writing Workshop  
[Semester] [Year]

Instructor Information

Instructor  Clifton M. Oyamot
Office  DMH 314
Phone  (408) 924-5650
Email  Mail function through course Desire2Learn (D2L) or clifton.oyamot@sjsu.edu

Course Hours  Section 6, Tuesdays & Thursdays, 10:30 - 11:45, DMH 355
Office Hours  Wednesdays 10:30 - 11:45 & 1:30 - 2:45
Thursdays 9:00 - 10:15, or by appointment

Prerequisites  ENGL 1B (with a grade of C or better)
Completion of core GE
satisfaction of Writing Skills Test and upper division standing
PSYC 1
STAT 95 or senior standing

GE/SJSU Studies  Area Z
Category

Contacting Instructor

1. Through Desire2Learn (D2L) mail function. Best for questions and comments that you wish to remain private.

2. Through Desire2Learn (D2L) discussion board. Best for questions about the course that need not remain private. Chances are others have the same questions you have.

3. Through regular email. If you’ve tried contacting me via Desire2Learn (D2L) but have not received a reply in a reasonable amount of time (2 – 3 days), or if you need to contact me quickly, please use my regular email account: clifton.oyamot@sjsu.edu.

4. By phone. Best if you need to contact me quickly and cannot use email at the time.
Course Goals and Student Learning Objectives (SLOs)

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. Written Communication II should reinforce and advance the abilities developed in Written Communication IA and IB, and broaden and deepen these to include mastery of the discourse peculiar to the discipline in which the course is taught.

The general GE student learning objective for 100W (Area Z) is that students shall write complete essays that demonstrate college-level proficiency. Students shall be able to:

1. refine the competencies established in Written Communication IA and IB
2. express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse
3. organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.

For Psychology 100W, the general GE student learning objectives for 100W (Area Z) will be fulfilled in the following discipline-specific SLOs [matched GE SLOs indicated in brackets]. Students will…

1. …develop proficiency at using databases (e.g., PSYCHINFO and MEDLINE) to locate empirical research and research review articles in an area of psychology [GE 1, 3]
2. ….demonstrate competency in American Psychological Association (APA) writing style, including grammar, spelling, and syntax [GE 1, 3]
3. …summarize and analyze empirical research articles in an area of psychology [GE 1, 2, 3]
4. …write for a general audience [GE 1, 3]
5. … organize and develop a literature review, or other appropriate major paper (e.g., research report) in an area of psychology [GE 1, 2, 3]
6. …begin to develop critical thinking skills in psychology including the ability to [GE 1, 2, 3]:
   a. Synthesize disparate research findings into a coherent framework which addresses a question or topic relevant to the discipline of psychology, and/or
   b. compare and contrast differing theories and research findings

GE requirements for 100W stipulate that students shall write a minimum of 8000 words in the course of the semester, and that they shall be provided with frequent practice and feedback for improving their communication skills.

Page 12 of this syllabus summarizes for each course assignment the word totals, points totals, and relevant SLOs being assessed.
Required Texts/Readings

APA Manual

APA Workbook (not to be confused with the APA Manual!)

Undergraduate Writing in Psychology

**IMPORTANT NOTE ABOUT THE DUNN (2010) BOOK:** In order to have access to the online resources that accompany the Dunn book, you must a version of the book that comes packaged with a special access code. Please do NOT buy this book until we discuss it in class.

Other equipment/material requirements
- *A 100W binder or other organizational tool*
- up to 10 Scantron forms 882-ES
- #2 Pencil & a black pen
- a **stapler** to carry in your backpack
- a working voice recorder (tape or electronic) for individual meetings with instructor
- Regular access to a computer and internet connection
- **Handouts will be made available in a timely manner via Desire2Learn (D2L). It is your responsibility to print out and bring copies of handouts to the appropriate lecture.**
Course Desire2Learn (D2L) site

The course Desire2Learn (D2L) 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)
- 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.

Accessing Course Desire2Learn (D2L) site

To access the site go to http://sjsu.desire2learn.com

Username = firstname.lastname, but may have an appended number (e.g., joshua.doe2)

Password = Your initial D2L password is your 9 digit SJSU ID number.

See the online tutorial for additional login and usage information:

Desire2Learn Student Tutorial: http://www.sjsu.edu/ecampus/students/D2L_students/

Email me immediately if you are still unable to access the site.

Turnitin.com

Turnitin.com is a website that checks for plagiarism. You will be required to submit many of your assignments to this website, as indicated by the instructor. Information on how to use turnitin.com will be provided later in the semester.
Assignments and Grading Policy Overview

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, compare/contrast paper, literature review)
- **APA style mastery tests**

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.**

For each assignment, an information sheet outlines the specifics of the assignment. Please print them off the web site when they are available and have them with you on the appropriate lecture days. These information sheets are **not** a substitute for the lecture.

### APA Style Tests

**APA Style Mastery Test**

In this course, one way you will demonstrate mastery of APA style is through an APA Style **editing test**. You will be given a series sentences or passages to read and to edit, as necessary, so that they conform to APA style. This type of test models the type of editing and APA style mastery we expect you to apply in writing your own research papers.

- You will have 3 opportunities throughout the term to take the test (this includes a pre-test).
- You will be allowed to use your **APA Manual** as you take the test, but **NOT** the **APA Workbook**.
- Your **best score** will be recorded and count toward your grade.
- **Although the test is open book (APA manual), it is difficult test.** You must know the information in the manual and where the information is located to understand and answer the questions correctly.
- **The best preparation for the test will be to complete the practice, integrative, and review exercises in the APA Workbook (chapters 3 and 4).** The exercises in the Workbook are very similar to the items that appear in the APA style test.
Written Assignments

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 D2L site. You are expected to print and bring copies of each handout 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 writing assignments for this work include (but are not limited to):

- Dissecting a Literature Review
- Article Summary (Basic)*
- Compare/Contrast Paper*
- Literature Review* (see detailed description below)
- Peer Reviews
- Brief Research Report Paper (“Methods Paper”)

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

**Major Scholarly Paper: 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.

- **Database 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.
Course Grade

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.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 – 93</td>
<td>A</td>
<td>82 – 80</td>
<td>B-</td>
</tr>
<tr>
<td>92 – 90</td>
<td>A-</td>
<td>79 – 78</td>
<td>C+</td>
</tr>
<tr>
<td>89 – 88</td>
<td>B+</td>
<td>77 – 73</td>
<td>C</td>
</tr>
<tr>
<td>87 – 83</td>
<td>B</td>
<td>72 or less</td>
<td>NC</td>
</tr>
</tbody>
</table>

Important Notes about Grading

- Most assignment drafts are graded, therefore you should do your best on them or your course grade will be adversely affected.
- Although some assignments are essentially credit/no credit (i.e., worth up to 1 point), it is very important to complete all of them because:
  - each develops a skill necessary for successful completion of major assignments
  - cumulatively “credit/no credit” assignments account for approximately 10% of your total grade
  - completion of some are required for the course (pre- and post-test; plagiarism tutorial; workbook chapters)
- missing a portion of these assignments can lower your course grade substantially.
- in terms of GE the only passing course grades are C and above.

Make-up Exams

No extensions or make-up exams will be given except in cases of documented emergencies, serious illness, or a dean’s excuse. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.

Late Assignments

Late credit/no credit assignments will not be accepted except in cases of documented emergencies, serious illness, or a dean’s excuse. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.

Major assignments (10 or more points) will lose a full letter grade (10%) for each day late. Graded assignments more than 3 days late will not be accepted.

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

Students should know that the University’s Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require 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 website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

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 in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 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 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html. Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/. Students should be aware of the current deadlines and penalties for adding and dropping classes.
Classroom Protocol

Read the syllabus!

You are responsible for knowing the details in this green sheet. If you lose it, get another. I am happy to answer questions about the course as they arise, but I expect you will make some effort to find the answers in the syllabus and class materials, and to pay attention to the answers given.

Skill-Development Course

It is important that you understand that this class is a workshop on skill development and differs from a standard lecture class that teaches content. I will provide a few lectures and am available for consultation, but I do not “teach” in the traditional lecture sense.

In a workshop, you have primary responsibility for learning the material. I can answer any questions about the material you are learning and I provide feedback on your assignments. You are expected to take the initiative in mastering the material and skills in this class.

Time Management & Regular Attendance

Time management is a major issue for students in this class. As in the workplace, deadlines are real. Assignments are due one after another and you need to keep on top of them! You can fall quickly behind if you fail to turn every assignment in on time.

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 if 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.

Cell phones 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.

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 D2L 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.
Student Resources

Student Technology Resources
Computer labs for student use are available in the Academic Success Center 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.

Learning Assistance Resource Center
The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http://www.sjsu.edu/larc/.

SJSU Writing Center
The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Peer Mentor Center
The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/.

Other Resources
Your instructor will inform you of any other resources that may be available to you (e.g., online tutorials, etc.).
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DAY</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS &amp; ASSIGNMENTS</th>
</tr>
</thead>
</table>
| 1    |     |      | Course Introduction | Log onto course D2L site  
 Bring all textbooks |
| 2    |     |      | Course orientation & Resource guide | APA Style Mastery Test  
 Bring APA Manual  
 Complete online Research Skills Test  
 [to be announced] |
| 3    | 1   | 1    | Dissecting a Literature Review  
 Understanding Empirical Articles  
 Basics of APA Style | Dissecting a Literature Review Assignment  
 Complete online Plagiarism Tutorial and Test  
 [tutorials.sjlibrary.org/tutorial/]  
 Dunn 1 |
| 3    |     |      | Developing a Research Question | Article Summary Assignment: Draft 1  
 Dunn 2, 3 |
| 4    |     |      | Research Question Discussion | Research Question Assignment |
| 5    |     |      | Research Skills & Library Tutorial | Meet in MLK Library, Room 217 |
| 5    |     |      | Compare/Contrast Discussion | Compare/Contrast Assignment Draft 1 |
| 6    | 1   | 2    | LR Development & Meetings | LR: Database, Outline  
 Dunn 2, 3  
 APA workbook chapter 3 & 4 |
| 7    |     |      | LR Development & Meetings | Dunn 4, 5  
 Brief Research Report Assignment  
 (“Methods Paper”) |
| 8    |     |      | LR Development & Meetings | Dunn 7 |
| 9    | 1   | 3    | LR Development & Meetings | Literature Review Assignment Draft 1  
 Dunn 9 |
| 10   |     |      | Literature Review Conferences | Compare/Contrast Assignment Final |
| 11   |     |      | Literature Review Conferences | Bring recording device to meeting |
| 12   |     |      | Literature Review Conferences | |
| 13   |     |      | Literature Review Conferences | |
| 14   |     |      | Literature Review Conferences | |
| 15   |     |      | Literature Review Conferences | |
| 16   |     |      | Literature Review Conferences | |
| FINAL|     |      | 9:45 - 12:00 | APA Style Mastery Test |

1 Literature Review Development topics will be determined by students needs as the literature review process unfolds. Individual student meetings may also be scheduled as needed. *Attendance is expected*, unless otherwise instructed (e.g., scheduled student meetings).
# 100W Assignment Summary Sheet

<table>
<thead>
<tr>
<th>Words</th>
<th>Points</th>
<th>Assignment</th>
<th>Notes</th>
<th>Turnitin.com</th>
<th>Outside Feedback</th>
<th>SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Basic Knowledge &amp; Skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-- 0 – 1</td>
<td>Pretest (Required)</td>
<td>Research Skills Assessment</td>
<td>URL: To be announced</td>
<td>1,2,6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-- 0 – 1</td>
<td>Plagiarism Tutorial</td>
<td><a href="http://tutorials.sjlibrary.org/tutorial/">http://tutorials.sjlibrary.org/tutorial/</a></td>
<td>Take until you score 85% or better</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-- 0 – 3</td>
<td>APA Workbook ch. 3 &amp; 4 (Required)</td>
<td>pp. 18 – 113, 132 - 203</td>
<td>Should be completed before taking the APA Style Mastery Test the second time.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-- 0 – 20</td>
<td>APA Style Mastery Test</td>
<td>Can take up to 3 times. Best score recorded</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>500</td>
<td>0 – 1</td>
<td>Dissecting a Literature Review</td>
<td></td>
<td></td>
<td></td>
<td>4,5</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Critical Thinking: Comparison/Contrast Paper</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>300</td>
<td>0 – 5</td>
<td>Article Summary (Basic)</td>
<td>maximum 2 rewrites</td>
<td>X</td>
<td>X</td>
<td>2,3</td>
</tr>
<tr>
<td>1200 - 1750</td>
<td>0 – 5</td>
<td>Comparison/Contrast Paper Draft 1</td>
<td>Instructor Feedback</td>
<td>X</td>
<td>X</td>
<td>2,3,6</td>
</tr>
<tr>
<td>*</td>
<td></td>
<td>Comparison/Contrast Paper Draft 2</td>
<td>Outside Feedback (e.g., Writing Center, online writing tutor)</td>
<td>*</td>
<td>2,3,6</td>
<td></td>
</tr>
<tr>
<td>1200 - 1750</td>
<td>0 – 20</td>
<td>Comparison/Contrast Paper Final</td>
<td></td>
<td></td>
<td>2,3,6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Research, Writing, &amp; Synthesis Skills: Literature Review</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>200</td>
<td>0 – 3</td>
<td>Research Question Assignment</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>500</td>
<td>0 – 5</td>
<td>Database &amp; Outline Assignment</td>
<td></td>
<td></td>
<td></td>
<td>1,5</td>
</tr>
<tr>
<td>2000 – 2500</td>
<td>0 – 10</td>
<td>Literature Review – draft</td>
<td></td>
<td>X</td>
<td>X</td>
<td>2,3,5,6</td>
</tr>
<tr>
<td>--</td>
<td>0 – 1</td>
<td>Literature Review Conference</td>
<td>Bring recording device</td>
<td></td>
<td></td>
<td>2,3,5,6</td>
</tr>
<tr>
<td>*</td>
<td></td>
<td>Literature Review Draft 2</td>
<td>Outside Feedback</td>
<td>*</td>
<td>2,3,5,6</td>
<td></td>
</tr>
<tr>
<td>250</td>
<td>0 – 5</td>
<td>Peer Review: Literature Review</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2000 – 2500</td>
<td>0 – 50</td>
<td>Literature Review – Final</td>
<td>X</td>
<td></td>
<td>2,3,5,6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Other Assignments</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0 – 5</td>
<td>Oral Presentation (Required)</td>
<td>5 – 7 minutes on Literature Review topic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>500</td>
<td>0 – 10</td>
<td>Brief Research Report (&quot;Methods Paper&quot;) – Final</td>
<td></td>
<td>X</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>0 – 5</td>
<td>Post-test (Required)</td>
<td>Research Skills Assessment</td>
<td>URL: To be announced</td>
<td>1,2,6</td>
<td></td>
</tr>
<tr>
<td>+8650</td>
<td>0 – 150</td>
<td>Total Words And Points</td>
<td></td>
<td></td>
<td>GE 1, 2, 3</td>
<td></td>
</tr>
</tbody>
</table>