San José State University
School of Social Sciences: Psychology
Psychology 100W-05 Writing Workshop, Fall 2010

Instructor: Joanna H. Fanos, Ph.D.
Office Location: DMH 320
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Email: Joanna.Fanos@sjsu.edu
Office Hours: Monday 1 to 3 pm; Wed 1 p.m. to 2:45 p.m. Other times by appointment
Class Days/Time: Monday & Wednesday, 4:30 – 5:45 p.m.
Classroom: DMH 355
Prerequisites: Prerequisite: 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.
Faculty Website: http://www.sjsu.edu/people/joanna.fanos/

Course Description

In Psychology 100W, you will develop the research and writing skills appropriate for scholarly communication in the field of psychology. These skills include understanding how to research the psychological literature and scientific writing that conforms to the American Psychological Association (APA) style.

Workshop as Opposed to Lecture Class

It is important that you understand that this class is a workshop on skill development and differs from a standard lecture class. I will provide several 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 provide feedback on your assignments. You are expected to take the initiative in mastering the material in this class.
Required Text


Course Goals and Student Learning Objectives

1. Students will develop proficiency at using databases (e.g., PSYCHOINFO and MEDLINE) to locate empirical research and research review articles in an area of psychology.

2. Students will demonstrate competency in APA writing style, including grammar, spelling, and syntax.

3. Students will summarize and analyze empirical research articles in an area of psychology.

4. Students will learn how to write for a general audience.

5. Students will organize and develop a literature review in an area of psychology.

6. The Board of General Studies, which writes the rules on GE courses requires that students in 100W write no less than 8000 words in the course of the semester, and do an oral presentation.

7. Students will develop critical thinking skills in psychology including the ability to:
   a. Synthesize disparate research findings into a coherent framework that addresses a question or topic relevant to the discipline of psychology
   b. Compare and contrast differing theories and research findings.

Pre- and Post-Test

During the first week of class, students will take an in-class pre-test of their writing skills; at the end of the semester, a post-test will be administered in class. Both are required.

In-class Assignment

In class, students will write one paper (500 words) extolling the virtues of cell phones and laptops in a class setting. Students will then write a paper (500 words) detailing the negative effects of the availability of such technology in classrooms.
Paper for General Audience

Each student will write up the topic of their research paper for a general audience. They will turn in a draft (500 words) and a final draft (500 words).

Individual Research Paper

One paper is required, 12 total pages in length (Title page 1 page, 10 pages of body, References 1 page). Students are to select one situation that falls within the field of Psychology that has personal meaning in their own lives & critique relevant theory and literature. References must be in APA style.

Abstract

Students will prepare an Abstract for their topic paper. The Abstract will be 500 words.

PowerPoint Presentation

The student will present a PowerPoint presentation to the class on the topic of their research paper. The student will also responsible for providing the PowerPoint presentation, including a list of References, to other students in the group upon request. More instruction will follow, but the presentation should be approximately 8-10 minutes long, with time at the end for 3-5 minutes of questions or comments from your peers. Your peers will provide oral and written feedback and evaluation following each oral presentation.

Written Peer Critique of Student Presentations

Following each class in which there are oral presentations, students will write a critique of the strengths and weaknesses of each. There are 5 classes total (5 students each class). Each class critique will be approximately 100 words; thus 500 word total.

Word Count Requirements (8,000 word total)

Written papers in class (2) (500 each paper, 1,000 total words) Paper for General Audience (500 words draft, 500 words final) 1,000 total words Research paper (draft 2500 words, final copy 2500 words = 5,000 total words Abstract (500 words) Critique of student presentations (500 words)

Grading:

Writing in class 5 points max  
Paper for General Audience 10 points max  
Research Paper 60 points max  
Abstract 10 points max  
Oral Presentation 10 points max  
Critique of Oral Presentations 5 points max

A+ = 97-100, A = 93-96, A- = 90-92; B+ =c87-90, B/83-86, B- = 80-82; and so forth.
**Due Dates of Assignments**

As you can see from the class schedule, assignments are due in a timely manner. Late papers are extremely discouraged. Points will be deducted for each day late. There will be no make-up for in-class assignments.

**Classroom Protocol**

I expect that you will attend regularly and participate in class discussions. As you can see, most classes have required assignments, either to complete in-class or to turn in that session. Therefore it is essential that you attend each class. Please arrive on time; it is disruptive to everyone else when someone arrives late. Turn your cell phone off or, if absolutely necessary because of a family emergency, place in vibrate mode. Text messaging will not be tolerated. If you bring a laptop, surfing the web and checking emails will not be tolerated.

**University Policies**

**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-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). Information about late drop is available at [http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

**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.

**Student Resources**

### 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/](http://www.sjsu.edu/larc/).

### SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. Staff consists of 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/writing center/about/staff/](http://www.sjsu.edu/writing center/about/staff/).

### King Library Research Services

Bernd Becker is the Reference Librarian assigned to assist Psychology students in using databases, helping with key word searches, etc. He will be conducting a library tutorial in Room 213 of King Library for this class, and is available throughout the semester to meet with individual students as well. His phone number is 408-808-2348 and his email is [Bernd.Becker@sjsu.edu](mailto:Bernd.Becker@sjsu.edu).
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 25</td>
<td>Introduction to class</td>
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<tr>
<td>2</td>
<td>Aug 30 &amp; Sept 1</td>
<td>Introduction cont. APA elements (Abstract, Introduction, Methods, Discussion, Conclusion. Good writing elements (grammar, accurate spelling, ethics (plagiarism). Pre-test</td>
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<td>3</td>
<td>Sept 8</td>
<td>Sept 6 Labor Day Holiday—No Class&lt;br&gt;Sept 8 Library Tutorial Room 213 (Bernd Becker)</td>
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<td>4</td>
<td>Sept 13 &amp; 15</td>
<td>Topic selection, how to approach theoretical background for literature review, example from my research</td>
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<td>5</td>
<td>Sept 20 &amp; 22</td>
<td><strong>Sept. 20 1st In class writing assignment</strong>&lt;br&gt;Sept 22 Topics due- peer review discussion</td>
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<td>Sept 27 &amp; 29</td>
<td><strong>Sept 27 2nd In Class Writing Assignment</strong>&lt;br&gt;Sept 29 General Audience writing due—peer review</td>
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<td>Oct 4 &amp; 6</td>
<td><strong>Oct 4 Literature Review due</strong>—Individual Conferences&lt;br&gt;Oct 6 Individual Conferences</td>
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<td>8</td>
<td>Oct 11 &amp; 13</td>
<td>Oct. 11 Individual Conferences&lt;br&gt;Oct 13 APA style Reference Page and citing References in body</td>
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<td>9</td>
<td>Oct 18 &amp; 20</td>
<td>Oct 25 Final Draft General Audience Writing Assignment due&lt;br&gt;Oct. 27 Peer review of general audience writing</td>
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<td>10</td>
<td>Oct 25 &amp; 27</td>
<td><strong>References Due &amp; peer review</strong></td>
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<td>11</td>
<td>Nov 1 &amp; 3</td>
<td>Individual Conferences on References</td>
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<td>12</td>
<td>Nov 8 &amp; 10</td>
<td>Individual Conferences on References</td>
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<td>13</td>
<td>Nov 15 &amp; 17</td>
<td>Nov 15 Oral Presentations (5)&lt;br&gt;Nov 17 Oral Presentations (5)</td>
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<td>14</td>
<td>Nov 22 &amp; 24</td>
<td>Oral Presentations (5)&lt;br&gt;Oral Presentations (5)</td>
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<td>15</td>
<td>Nov 29 &amp; Dec 1</td>
<td>Nov 29 Oral Presentations (5)  Dec 1 Final Drafts due &amp; Individual Meetings</td>
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<td>16</td>
<td>Dec 6 &amp; 8</td>
<td>Dec. 6 Individual meetings about Final Drafts&lt;br&gt;Dec. 8 Summary, Post Test</td>
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