San José State University

Psychology 100W: Writing Workshop, Section 06

Spring 2011

Instructor Information

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Valerie Hoffman, Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>DMH 324</td>
</tr>
<tr>
<td>Phone</td>
<td>(408) 924-5648 during office hours only</td>
</tr>
<tr>
<td>Email</td>
<td>Mail function through course Desire2Learn (D2L) or <a href="mailto:valerie.hoffman@sjsu.edu">valerie.hoffman@sjsu.edu</a>, <a href="mailto:prof_hoff@yahoo.com">prof_hoff@yahoo.com</a></td>
</tr>
</tbody>
</table>

Course Hours: Section 6, Monday & Wednesday, 12:00 – 1:15 pm, DMH 347

Office Hours: Monday, Wednesday 2:45- 3:30 pm

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 Category: Area Z

Contacting Me:

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 try my regular email account: prof_hoff@yahoo.com. Be sure to include the course number and section/time (I teach two sections) as part of the subject of the email.

4. **By phone.** Not the best way! Phone only during office hours.
The goals of 100W are to develop advanced proficiency in college-level writing and appropriate contemporary research strategies and methodologies in order 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 (SLO) 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, and know appropriate editorial standards for citing primary and secondary sources.

For Psychology 100W, the general GE SLOs 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] synthesize disparate research findings into a coherent framework which addresses a question or topic relevant to the discipline of psychology.

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.
Required Texts/Readings


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


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.

Psychology 100 W
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 web pages that will be of use to you throughout the course
- Handouts and articles
- Lecture slides (generally posted after lecture is presented)
- Grade roster

Check this site regularly for course announcements.

To access the site go to [http://sjsu.desire2learn.com](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/](http://www.sjsu.edu/ecampus/students/D2L_students/)

Turnitin.com

Turnitin.com is a website used by many universities that checks writing for signs of 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

The assignments in Psychology 100W are designed to gradually build your writing and research skills needed to write scholarly papers in psychology. Assignments in 100W generally include (but are not limited to):

*Hoffman; Writing Workshop, Psyc 100W, Spring 2011*
• Basic skills review (e.g., plagiarism tutorial, research skills tutorial)
• Writing assignments (e.g., general audience paper, reaction paper, method paper, literature review)

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. You must come to class to get all the information.

### Written Assignments

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 handouts to class.

The written assignments are designed to gradually develop your writing and research skills in order to write scholarly papers for your future courses in psychology. The major writing assignments include (but are not limited to):

- Dissecting a Literature Review
- Literature Review* (see detailed description below)
- Peer Review
- Writing a paper for a general audience.
- Brief Research Report (“Methods Paper”)

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

**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 10 scholarly references. The goal of the literature review is to answer a research question by describing and synthesizing relevant theory and research findings relevant to a research question.

Your final literature review will be developed through completing 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.

- **Literature Search, 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.

*Hoffman; Writing Workshop, Psyc 100W, Spring 2011*
• **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 total percentage earned from assignments and papers.

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<th>Percent</th>
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<th>Grade</th>
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<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>
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### 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 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
- Because of the GE requirement, you need a grade of C and above to pass the class.

### 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.

## 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](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](http://www.sa.sjsu.edu/judicial_affairs/index.html).

_Hoffman; Writing Workshop, Psyc 100W, Spring 2011_
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 the syllabus. I expect you will make some effort to find the answers in the syllabus and class materials.

**This is a workshop, not a lecture course!**

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

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

**Time Management & Regular Attendance**

Time management is a major issue for students taking 100W. 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**
Come to my office hours! Speak up in class! 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 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/](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/](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
Check the resources available at: http://libguides.sjsu.edu/tutorials. 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>DATE</th>
<th>TOPIC</th>
<th>READINGS &amp; ASSIGNMENTS</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan. 26</td>
<td>Course Introduction</td>
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<td>2</td>
<td>Jan. 31</td>
<td>APA Style</td>
<td>Bring APA manual&lt;br&gt;Complete online Plagiarism Tutorial and Test&lt;br&gt;&lt;a href=&quot;http://tutorials.sjlibrary.org/tutorial/&quot;&gt;<a href="http://tutorials.sjlibrary.org/tutorial/">http://tutorials.sjlibrary.org/tutorial/</a>&lt;/a&gt;&lt;br&gt;Take until you score 85% or better&lt;br&gt;Chapters 3 &amp; 4 of APA workbook</td>
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<tr>
<td>3</td>
<td>Feb.  7</td>
<td>Understanding Empirical Articles</td>
<td>Article Summary Assignment- 300-400 words&lt;br&gt;General audience writing assignment due.</td>
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<tr>
<td>4</td>
<td>Feb. 14</td>
<td>Workshop on literature searching. Meet in Library</td>
<td>By now you should have chosen your topic!&lt;br&gt;Keep narrowing your focus.</td>
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<td>in Room 125. This is the computer lab located on</td>
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<td>the first floor of the library. When you enter</td>
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<td>the library from the SJSU entrance and walk</td>
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<td></td>
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<td>through the glass entryway, Room 125 is on your</td>
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<td>immediate left.</td>
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<td></td>
<td>Feb. 16</td>
<td>Searching the Literature</td>
<td>Submit results of literature search&lt;br&gt;Turn in Research Question for LR&lt;br&gt;&lt;a href=&quot;http://tutorials.sjlibrary.org/tutorial/literatureview/index.htm&quot;&gt;<a href="http://tutorials.sjlibrary.org/tutorial/literatureview/index.htm">http://tutorials.sjlibrary.org/tutorial/literatureview/index.htm</a>&lt;/a&gt;</td>
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<td>5</td>
<td>Feb. 21</td>
<td>LR: Database assignment due</td>
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<td>Feb. 23</td>
<td>Outline assignment due</td>
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<td>6</td>
<td>Feb. 28</td>
<td>LR Development &amp; Meetings¹</td>
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<tr>
<td></td>
<td>Mar.  2</td>
<td>LR Development &amp; Meetings¹</td>
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<td>7</td>
<td>Mar.  7</td>
<td>Methods: Demo Experiment</td>
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<td></td>
<td>Mar.  9</td>
<td>LR Development &amp; Meetings¹</td>
<td></td>
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<tr>
<td>8</td>
<td>Mar. 14</td>
<td>LR Development &amp; Meetings¹</td>
<td>Brief Research Report Assignment&lt;br&gt;(&quot;Methods Paper&quot;) DUE</td>
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<tr>
<td></td>
<td>Mar. 16</td>
<td>LR Development &amp; Meetings¹</td>
<td></td>
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<tr>
<td>9</td>
<td>Mar. 21</td>
<td>LR Development &amp; Meetings¹</td>
<td>Literature Review Assignment Draft 1</td>
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<td>Sign-up for LR Conferences</td>
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<tr>
<td></td>
<td></td>
<td>Literature Review Conferences</td>
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**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).

* Subject to change. Students will be notified in class and on website of any changes and given advance notice.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Mar. 28</td>
<td>Spring Break!</td>
</tr>
<tr>
<td>Mar. 30</td>
<td>No Class!</td>
</tr>
<tr>
<td>April 4</td>
<td>Literature Review Conferences</td>
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<tr>
<td>April 6</td>
<td>Literature Review Conferences</td>
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<tr>
<td>April 11</td>
<td>Literature Review Conferences</td>
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<tr>
<td>April 13</td>
<td>Literature Review Conferences</td>
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<tr>
<td>April 18</td>
<td>Literature Review Conferences</td>
</tr>
<tr>
<td>April 20</td>
<td>Peer Review Paper Exchange</td>
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<tr>
<td></td>
<td>Literature Review Assignment Draft 2</td>
</tr>
<tr>
<td>April 25</td>
<td>Peer Review Feedback</td>
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<tr>
<td></td>
<td>Peer Review Feedback Assignment</td>
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<tr>
<td>April 27</td>
<td>Peer Review Feedback</td>
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<tr>
<td>May 2</td>
<td>Final LR Due!</td>
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<tr>
<td>May 4</td>
<td>Oral Presentations</td>
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<tr>
<td>May 9</td>
<td>Oral Presentations</td>
</tr>
<tr>
<td>May 11</td>
<td>Oral Presentations</td>
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<tr>
<td>May 16</td>
<td>Oral Presentations</td>
</tr>
<tr>
<td></td>
<td>Final Literature Review due!</td>
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</tbody>
</table>

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).

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