San José State University
Department of Psychology

PSYC 100W: Writing Workshop, Section 5

Fall 2012

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Email: mike.dillinger@sjsu.edu
Office Hours: Mondays and Wednesdays, 3:45 - 4:30 PM
Class Days/Time: Mon, 6:00 - 8:45 PM
Classrooms: DMH 347
Prerequisites: ENGL 1B; Completion of core GE; Satisfaction of Writing Skills Test; Upper division standing; Psyc 1; Stat 95; These courses are pre-requisites, not co-requisites.
Course web site: http://www.mikedillinger.com/joomla

Course materials and communicating with your instructor
You will find the course materials such as the syllabus, major assignment handouts, etc. on the course web site (see above). You are responsible for regularly checking the web site and your email for information about this course. The best method of contacting me is via my SJSU email address. Please allow 1-2 business days for a response.

Course Description & Learning Outcomes
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.

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 Learning Outcomes (LOs). These are outcomes mandated by General Education.

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 (LOs) 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. 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 Studies Learning Outcomes (LO)
Upon successful completion of this course, students will be able to:

- LO1 – refine the competencies established in Written Communication IA and IB
- LO2 – express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse
- LO3 – organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.

Course Learning Outcomes (CLOs)
For Psychology 100W, the general GE student learning outcomes (LOs) for 100W (Area Z) will be fulfilled in the following discipline-specific Course Learning Outcomes (CLOs) [matched GE LOs indicated in brackets]. Upon successful completion of this course students will:

- CLO1 – have developed proficiency at using databases (e.g., PsycINFO and MEDLINE) to locate empirical research and research review articles in an area of psychology [LO 1, 3]
- CLO2 – have demonstrated competency in American Psychological Association (APA) writing style, including grammar, spelling, and syntax [LO 1, 3]
- CLO3 – have summarized and evaluated empirical research articles in an area of psychology [LO 1, 2, 3]
- CLO4 – have written for a general audience [LO 1, 3]
- CLO5 – have organized and developed a literature review, or other appropriate major paper (e.g., research report) in an area of psychology [LO 1, 2, 3]
- CLO6 – have begun to develop critical thinking skills in psychology including the ability to [LO 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.

The last page of this syllabus summarizes for each course assignment the word totals, points totals, and relevant SLOs being assessed.

**Required Texts/Readings**

**Textbook**

**APA Manual**


**Highly recommended resources:**

**APA Workbook (not to be confused with the APA Manual!)** You will need this for the extra-credit exercises.


Do yourself a favor: buy (and use) a good reference book on English grammar. I suggest:


Other people recommend this book, too:


This publisher (Pearson) also offers a service called the **Writing Hub**. Real people coach you over the Internet to help you improve your writing. The URL for the Writing Hub is: [http://www.pearsoncustom.com/ca/sjsu_writinghub/](http://www.pearsoncustom.com/ca/sjsu_writinghub/) You can purchase access to coaching directly from the site.

**Assignments and Grading Policy**

**Important Notes about Grading**

- Beginning Spring 2012, 100W will be graded on an “A – F” system, as opposed to “A – C, NC” system. This means that your grade will be used to calculate your GPA even if you don’t pass the class.

- In terms of GE the only passing course grades are C and above.
Your course grade will be based on the number of points you accumulate throughout the semester.

The assignment summary table at the end of this syllabus provides the points associated with each assignment.

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<th>Percent</th>
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<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, it is very important to complete all of them because:
  - each develops a skill necessary for successful completion of major assignments
  - completion of some are required for the course (pre- and post-test; plagiarism tutorial; workbook chapters)
- missing a portion of these assignments will lower your course grade substantially

**Late Assignments**

Late assignments will not be accepted for credit 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.

**Library Liaison**

Bernd Becker, Psychology Librarian - Bernd.Becker@sjsu.edu

Bernd can answer your questions about how best to use the library’s resources. Note: Bernd is very, VERY helpful! Make an appointment with him soon!

**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 first, and to pay attention to the answers given.
Skill-Development Course

This class is a workshop on skill development and differs from a standard lecture class that teaches content. I’m your coach. 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 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 for 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 online resources, these resources are not a substitute for coming to class.

Laptops

In-class laptop use should be restricted to course-related activities (e.g., taking notes). Other activities (e.g., web surfing) distract the other 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 web 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.
Recording of Class Lectures

Common courtesy and professional behavior dictates that you notify someone when you are recording him or her. You must obtain my permission to make audio or video recordings in this class. This permission will likely allow you to use the recordings only for your private study purposes only. The recordings are my intellectual property; you will not receive any rights to reproduce or distribute the material.

- Ask me in writing for written permission to make any recordings.

The materials that I developed for this course are my intellectual property and cannot be shared publicly without my prior written approval. You may not publicly share or upload my materials for this course such as exam questions, web pages, lecture notes, or homework solutions without my written consent.
University Policies & Resources

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, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

This is a 4-credit class, so expect to spend 12 hours per week studying outside of class plus 4.5 hours per week present and working in class.

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 calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. 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.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Academic Integrity
Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, 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 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 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

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. The Department’s computer lab is available during class hours. 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 inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information 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/

Student Success and Wellness

Attending to your wellness is critical to your success at SJSU. I strongly encourage you to take advantage of the workshops and programs offered through various Student Affairs Departments on campus such as Counseling Services, the SJSU Student Health Center/Wellness & Health Promotion Dept., and Career Center. See http://www.sjsu.edu/wellness or http://www.sjsu.edu/counseling/Workshops/ for workshop/events schedule and links to many other services on campus that support your wellness! You may go to http://events.sjsu.edu to register for any one of the workshops.
Psyc 100W / Writing Workshop

Fall 2012 Course Schedule

The schedule is subject to change with fair notice via email and/or as posted on the course website.

Table 1. Course Schedule & Assignments

<table>
<thead>
<tr>
<th>Day</th>
<th>What’s up</th>
<th>Things to Do</th>
<th>What’s Due</th>
<th>Words</th>
<th>Points</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>27-Aug</td>
<td><strong>First Day of Class:</strong> Workshop @ King Library, Rm 125; Finding the Best Publications</td>
<td>Formulating a Research Problem</td>
<td>Review the Web site, Greensheet, and Schedule</td>
<td>Print and hand in: Research Skills Quiz</td>
<td>C/NC</td>
<td>CL01</td>
</tr>
<tr>
<td>3-Sep</td>
<td><strong>No Class: Labor Day Holiday</strong></td>
<td>Read the sections about Finding the best publications, and about Outlining on our web site</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-Sep</td>
<td>Parts of a Lit Review</td>
<td>How to build and use outlines; Your General Background section</td>
<td>Database Assignments 1 + First Outline (mental &quot;action&quot;) and 2 (&quot;slice&quot;)</td>
<td>Plagiarism tutorial: click here</td>
<td>2</td>
<td>CL01</td>
</tr>
<tr>
<td>17-Sep</td>
<td>Discuss database assignments; Discuss Oral Presentations</td>
<td>Professional Writing; APA Style; Reading technical articles</td>
<td>First Outline of mental &quot;action&quot; + &quot;slice&quot;</td>
<td>Final Outline + Full Draft of mental &quot;action&quot; + &quot;slice&quot; (4 pgs)</td>
<td>3</td>
<td>CLO6</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment Details</th>
<th>Due Details</th>
<th>Extras</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>24-Sep</td>
<td>How to do presentations with PowerPoint; Sample General Background sections</td>
<td>Final version of mental &quot;action&quot; + &quot;slice&quot; (3 pgs)</td>
<td></td>
<td>CLO1, CLO3, CLO5</td>
</tr>
<tr>
<td>1-Oct</td>
<td>Outlines for the Specific Background section</td>
<td>Oral Presentations: 3; First Outline of Factor 1</td>
<td>Extra Credit</td>
<td>CLO2</td>
</tr>
<tr>
<td>8-Oct</td>
<td>Workbook Exercises</td>
<td>Oral Presentations: Workbook Exercises, Chapter 3</td>
<td></td>
<td>CLO2</td>
</tr>
<tr>
<td>15-Oct</td>
<td>Writing for General Audiences</td>
<td>Oral Presentations: First Outline of Factor 2; Final version of Factor 2 (4 pgs)</td>
<td></td>
<td>CLO1, CLO3, CLO5, CLO6</td>
</tr>
<tr>
<td>22-Oct</td>
<td>Peer Review + Conferences</td>
<td>Oral Presentations: Outline for General Audience paper; Database Assignment 4; First Outline of Interactions</td>
<td>Final outline + Full Draft of Factor 2 (5 pgs)</td>
<td>CLO1</td>
</tr>
<tr>
<td>29-Oct</td>
<td>I'll be out of town at a conference</td>
<td>General Audience paper (due by email)</td>
<td></td>
<td>CLO4</td>
</tr>
<tr>
<td>5-Nov</td>
<td>Workbook Exercises</td>
<td>Oral Presentations: Workbook Exercises, Chapter 4</td>
<td>Final: 1000 wds; Draft: 15 extra credit</td>
<td>CLO1, CLO3, CLO5, CLO6</td>
</tr>
<tr>
<td>12-Nov</td>
<td>Peer Review + Conferences</td>
<td>Oral Presentations: Database Assignment 5; First Outline of Opening</td>
<td>Final outline + Full Draft of Interactions (1 pg)</td>
<td>CLO1</td>
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<tr>
<td>19-Nov</td>
<td>Peer Review + Conferences</td>
<td>Peer Review + Conferences</td>
<td>Final outline + Full Draft of Opening (2 pgs)</td>
<td>Final Version of Interactions (1 pg)</td>
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<tr>
<td>26-Nov</td>
<td>Presenting your Work</td>
<td>Peer Review + Conferences</td>
<td>Assemble a full draft of the whole paper</td>
<td></td>
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<tr>
<td>3-Dec</td>
<td>Peer Review + Conferences</td>
<td>Peer Review + Conferences</td>
<td></td>
<td>Final version of Opening (1 pg)</td>
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<tr>
<td>10-Dec</td>
<td>Review</td>
<td>Peer Review + Conferences</td>
<td>Print and hand in: Research Skills Quiz</td>
<td>Research Skills Quiz; Final version of Closing (0.5 pg)</td>
</tr>
<tr>
<td>17-Dec</td>
<td>100W Final</td>
<td>5:15-7:30 PM</td>
<td></td>
<td>Final version of your Lit Review (16 pgs + references)</td>
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