San José State University
Psychology 100W: Writing Workshop
Fall 2012

Instructor Information

Instructor        Val Hoffman, PhD, MPH
Office Location   DMH 324
Telephone         (408) 924-5648 during office hours only
Mail              Mail function through course Desire2Learn (D2L) or valerie.hoffman@sjsu.edu

Class Days/Time   Section 7, Tuesdays & Thursdays, 12:00 – 1:15 pm
Office Hours      T- TH 1:15-1:45 pm

Classroom        DMH 347
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

Course Description

The general goals of 100W are for students to develop advanced proficiency in college-level writing and appropriate contemporary research strategies and methodologies to communicate effectively to both specialized and general audiences. In Psychology 100W students will be given the opportunity to develop writing skills appropriate to the broad field of psychology, including essays, reports and scholarly communication.

The general 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. In this course students will be given the opportunity to improve their

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### Learning Outcomes

**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 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.

*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.
GE/SJSU Studies Learning Outcomes (LO)

Upon successful completion of this course, students will be able to:

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:

- **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., PSYCHINFO and MEDLINE) to locate empirical research and research review articles in an area of psychology [LO 1, 3]
- **CLO2** – demonstrated competency in American Psychological Association (APA) writing style, including grammar, spelling, and syntax [LO 1, 3]
- **CLO3** – summarized and evaluated empirical research articles in an area of psychology [LO 1, 2, 3]
- **CLO4** – written for a general audience [LO 1, 3]
- **CLO5** – 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** – begun to develop critical thinking skills in psychology including the ability to [LO 1, 2, 3]:
  1. synthesize disparate research findings into a coherent framework which addresses a question or topic relevant to the discipline of psychology, and/or
  2. 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

APA Manual


Other readings to be assigned and will be posted on D2L.

Other equipment/material requirements:

- A 100W binder or other organizational tool
- #2 pencil and a red pen
- a stapler to carry in your backpack
- a working voice recorder (tape or electronic) for individual meetings with instructor
- access to a computer, printer, 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.

Desire2Learn (D2L)

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:

- 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

I will be posting notices about class and assignments on D2L under both NEWS and CONTENT. Check D2L regularly for course announcements. Slides are posted under “content” after they are presented in class.

Accessing Course Desire2Learn (D2L) site

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.

You will be asked to submit some assignments to the DROPBOX on D2L. Once submitted, your paper can be checked for originality. It is also a way to ensure that I can read your papers if the hard copy is lost or unavailable.

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.

D2L: Dropbox

The dropbox function of D2L checks papers for plagiarism and provides an “originality score”. You will be required to submit many of your assignments to the dropbox, as indicated by the instructor. You will need a score of below 20% to submit your paper. If you have a high score, you may have used phrases and terms from some articles you read. You need to describe the research in your own words. More information on how to use the dropbox 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 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.

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.

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 Summaries and Critiques*
- 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 2500 - 3000 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 through 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 Grades**

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.
### Important Notes about Grading

⇒ Beginning Spring 2012, 100W will be graded on an “A – F” system, as opposed to “A – C, NC” system

⇒ In terms of GE only grades of C and above are considered passing grades. A C- is not considered a passing grade.

⇒ 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 count 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

### 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.

### 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 three hours per unit per week with one 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.
As an example, the expectation of work for a three-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

**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).

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](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/](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**

**Contacting Instructor:** The best way to reach me is via email on D2L.

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 Desire2Learn (D2L) mail function.** Best for private questions and comments.

3. **Through regular email:** valerie.hoffman@sjsu.edu

4. **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. Hoffman or Professor Hoffman)

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 encouraged if you have not heard from me in a reasonable amount of time.

**Example email correspondence:**

Subject: Psyc 100W: Assignment due date question

Dear Dr. Hoffman,

My name is Maggie Jackson and I am in your T/Th 154 class. I am not sure when our outline is due. The syllabus schedule says Nov. 5, but the assignment sheet itself says Nov 9. Thank you for your attention to this matter.

Regards,

Maggie

student id # 123456789

**Textbook!**

The APA Publication manual is required! Do not even think of not buying this book! Use the sixth edition only! You need to bring the manual to class. You will be looking up just about everything! I still look up everything. The idea is to know that there is probably an answer somewhere in the book and to be able to find it! We will be doing in-class exercises based on material in the book.

**Read the syllabus!**

You are responsible for knowing the details in the syllabus. 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.

**This class is a workshop! It is a 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. At the beginning of the semester we will have lectures and assignments. At the same time, you will be developing your topic for your research paper. After a few weeks of formal instruction, the course becomes more of a workshop. You will be expected to work on your own and with others on proofreading and providing feedback. I will be meeting with students individually to guide them on topic development, finding references, and reading drafts of papers. Although at this point, I will provide a few lectures, I am always 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 extensive feedback on your assignments. You are expected to take the initiative in mastering the material and skills in this class. You need to make use of the many resources we have on campus. Go to the writing center! You can get help finding references from the librarian. There are peer mentors available....and I am available too!

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. The assignments build toward developing skills for the final paper. You must meet with me throughout the semester so I can provide feedback! If you schedule a meeting and do not show up, you are taking time away from someone else. You are expected to spend several hours a week outside class searching for research topics and articles. Even if there are individual meetings scheduled, it is best if you plan to come to class to work and ask questions. You should get to know others in the class and share feedback on drafts of papers.

Although the course has an online resource you must attend lectures and participate in discussions. We will be discussing topic ideas. In the beginning of the semester these ideas may be vague and too broad. Through class discussion we will help shape your focus so you can work toward defining your topic.

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. Later in the semester, it is a good idea to have a laptop to search for articles or to show me what you have found. Many students bring their computers to class to write on days when I am meeting individually with other students.

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. Reading journal articles on your phone is very difficult. Print!

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.

I expect you to have your assignments and papers printed and stapled before class!

Do not come to class and tell me that you finished the assignment but didn’t print it! Or that your printer is broken, out of ink, etc. It is your responsibility to print your papers.
There are places to print on campus. If you don’t have access to a printer, you need to start now to figure out how you are going to complete the assignments and print them! There are lots of sources on the internet for cheap ink! You can also buy a very inexpensive printer. You can find places that will let you print. You should also plan on printing out articles for your paper. You may not use all of the articles you print, but you need to read more articles than you will end up using for your paper. Yes, printing can be expensive. It is one of the “costs” of taking this class.

**Communication**

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

**Check the course D2L site regularly**

Check the “news” part of the course webpage before class. 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.

**Use of recording devices**

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 use a recording device in class, please notify me two days before via email. Permission, will be granted on a class-by-class basis.
- In classes where active participation of students or guests may be on the recording, permission from 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 the instructor’s consent.

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**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.).

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<thead>
<tr>
<th>WEEK</th>
<th>DAY</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS &amp; ASSIGNMENTS</th>
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<tbody>
<tr>
<td>1</td>
<td>Th</td>
<td>8/23</td>
<td>Course Introduction</td>
<td>Complete Plagiarism Tutorial and Test <a href="http://tutorials.sjlibrary.org/tutorial/">http://tutorials.sjlibrary.org/tutorial/</a></td>
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<td>Complete online Research Skills Pre-Test <a href="http://tiny.cc/psycskills">http://tiny.cc/psycskills</a></td>
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<td>Log onto course D2L site</td>
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<td>➔ Write a personal statement for a job or grad school.</td>
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<td>Attach a resume. Due 8/30.</td>
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<td>In-class assignment</td>
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<td>2</td>
<td>T</td>
<td>8/28</td>
<td>Tutorial on literature searches. Meet in MLK Library, Room 217*</td>
<td>➔ Complete research assignment handout. Due Thurs. 8/30.</td>
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<td>Th</td>
<td>8/30</td>
<td>Basics of APA Style</td>
<td>➔ Turn in grad school statement of purpose and resume!</td>
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<td>➔ Bring list of revised 10 references you found</td>
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<td>3</td>
<td>T</td>
<td>9/4</td>
<td>Dissecting a Literature Review Understanding Empirical Articles</td>
<td>Dissecting a Literature Review Assignment</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Time</td>
<td>Activity</td>
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<td>9/6</td>
<td>Th</td>
<td>9/6</td>
<td>Article summaries Gambling Article</td>
<td>Read literature review.</td>
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<td>9/11</td>
<td>T</td>
<td>9/11</td>
<td>Research Question Discussion Student Meetings</td>
<td>Write summary of gambling article, due 9/11</td>
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<td>9/13</td>
<td>Th</td>
<td>9/13</td>
<td>Searching the Literature Basic Critical Analysis in Psychology</td>
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<td>9/18</td>
<td>T</td>
<td>9/18</td>
<td>LR Development &amp; Meetings¹</td>
<td>Article Summary Assignment Draft 1: Bring 3 copies! You will write a critique and turn in to me and give copies to authors. Gambling summary due!</td>
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<tr>
<td>9/20</td>
<td>Th</td>
<td>9/20</td>
<td>LR Development &amp; Meetings¹</td>
<td>Article Summary Assignment Final</td>
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<tr>
<td>9/25</td>
<td>T</td>
<td>9/25</td>
<td>LR Development &amp; Meetings¹</td>
<td>Article Summary Assignment Draft 1: Bring 3 copies! Revise based on feedback from your peers. Turn in revised 9/20</td>
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<td>9/27</td>
<td>Th</td>
<td>9/27</td>
<td>OUTLINE DUE!</td>
<td>TURN IN OUTLINE!</td>
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<tr>
<td>10/2</td>
<td>T</td>
<td>10/2</td>
<td>Method: Survey Design</td>
<td>DO NOT MISS THIS CLASS!</td>
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<tr>
<td>10/4</td>
<td>Th</td>
<td>10/4</td>
<td>LR Development &amp; Meetings¹</td>
<td>Method paper due! Three copies!</td>
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<tr>
<td>10/9</td>
<td>T</td>
<td>10/9</td>
<td>LR Development &amp; Meetings¹</td>
<td>Final Method paper due!</td>
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<td>10/11</td>
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<td>10/11</td>
<td>LR Development &amp; Meetings¹</td>
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<td>LR Development &amp; Meetings¹</td>
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<td>10/18</td>
<td>Th</td>
<td>10/18</td>
<td>LR Development &amp; Meetings¹</td>
<td>Literature Review Paper Draft 1</td>
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<td>10/23</td>
<td>T</td>
<td>10/23</td>
<td>Literature Review Conferences</td>
<td>Bring recording device to meeting</td>
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<tr>
<td>10/25</td>
<td>Th</td>
<td>10/25</td>
<td>Literature Review Conferences</td>
<td>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).</td>
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<td>10/30</td>
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<td>10/30</td>
<td>Literature Review Conferences</td>
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<td>11/1</td>
<td>Literature Review Conferences</td>
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