Instructor Information

**Instructor**  Joanna H. Fanos, Ph.D.

**Office Location**  DMH 320

**Telephone**  408-924-5622

**Email**  Joanna.Fanos@sjsu.edu

**Class Days/Time**  Mon & Wed 1:30:00 to 2:45 p.m.

**Office Hours**  Mon & Wed 3-4 p.m.; Mon 6:00 to 7:00 p.m.; Other times by appointment

**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**  Area Z

Faculty Web Page

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at [http://www.sjsu.edu/people/joanna.fanos/](http://www.sjsu.edu/people/joanna.fanos/)

Course Description

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 Psychology 100W students are given the opportunity to develop writing skills appropriate to the broad field of psychology, including essays, reports and scholarly communication.

### 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.

#### 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]:

(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 5 of this syllabus summarizes for each course assignment the word totals, point totals, and relevant SLO’s being assessed.

<table>
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<tr>
<th>Required Text</th>
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**APA Manual**


**Equipment/material requirements**

Regular access to a computer and internet connection

<table>
<thead>
<tr>
<th>Turnitin.com</th>
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Turnitin.com is a website that checks for plagiarism. You must submit the first and final drafts of the Research Paper to Turnitin.com by a deadline we will establish in class. The class name is Psychology 100W09 and the Class ID is 4673428.
Assignments and Grading Policy

Pre- and Post-Test

During the first week of class, students will take an online pre-test of their writing skills; at the end of the semester, an online post-test will be taken. Both are required. The website for the pre-test is http://tiny.cc/psycskills. If for some reason this link does not work, the longer version is: https://spreadsheets.google.com/viewform?formkey=dE9KbHc1c3pIRmNoT2x4N3dUNHdnbEE6MQ

In-class Assignment

In class, students will write one paper (500 words) explaining why you are in college and what you want to be doing in 5 years. Students will then write a paper (500 words) detailing the positive and negative effects of social media (Facebook) as a new technology.

Paper for General Audience

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

Major Scholarly Paper: Literature Review

The major paper you will be writing for this course is an APA style literature review (approximately 2500 words draft, 2500 words final copy; 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.

**Literature Review Conferences and Drafts** in which you receive feedback from a variety of sources and revise your paper as needed. You **must** submit the first and final drafts of the Research Paper to Turnitin.com by a deadline we will establish in class.

**Turnitin.com**

Turnitin.com is a website that checks for plagiarism. The class name is Psychology 100W05 and the Class ID is 4673421.
Abstract

The Abstract will be a summary of their paper. It will be 500 words (250 each draft).

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 5-7 minutes long, with time at the end for 3-5 minutes of questions or comments from your peers. Your peers will provide 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 4 classes total. Each class critique will be approximately 125 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 (250 draft, 250 final copy =500 words)
Critique of student presentations (500 words)

Course Grade

Course grades will be based on the number of points accumulated throughout the semester.

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<thead>
<tr>
<th>Writing in class</th>
<th>Grade Points</th>
<th>GE LO</th>
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<tbody>
<tr>
<td>Paper for General Audience</td>
<td>10 points max</td>
<td>1-4, 6</td>
</tr>
<tr>
<td>Research Paper &amp; Abstract</td>
<td>70 points max</td>
<td>1-3, 5-6</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>10 points max</td>
<td>1-3, 6</td>
</tr>
<tr>
<td>Critique of Oral Presentations</td>
<td>5 points max</td>
<td>2</td>
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<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
<th>Percent</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100 – 93</td>
<td>A</td>
<td>76 – 73</td>
<td>C</td>
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<tr>
<td>92 – 90</td>
<td>A-</td>
<td>72 – 70</td>
<td>C-</td>
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<td>89 – 87</td>
<td>B+</td>
<td>69 – 67</td>
<td>D+</td>
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<td>86 – 83</td>
<td>B</td>
<td>66 – 63</td>
<td>D</td>
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<tr>
<td>82 – 80</td>
<td>B-</td>
<td>62 – 60</td>
<td>D-</td>
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<tr>
<td>79 - 77</td>
<td>C+</td>
<td>59 or less</td>
<td>F</td>
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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 the only passing course grades are C and above.

- 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 25% of your total grade
  - completion of some are required for the course (pre- and post-test; plagiarism tutorial.

- 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 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).

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

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.

Contacting Instructor

1. Through regular email. joanna.fanos@sjsu.edu (the best way to reach me)

2. By phone. 408-924-05622

3. 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 100W:absence on 10-10-11).
   b. Greetings should be formal and use your instructors title (e.g., Dear Dr. Fanos or Professor Fanos)
   c. Identify yourself and the course/section you are in. I teach many classes and have many students, so do not assume I remember which section you are in.
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.

**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!!

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**Student Resources**

**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 Library Lab #125 (first floor 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.

**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/.

**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.
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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>Jan 25</td>
<td>Introduction to class &amp; Pre-test</td>
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<tr>
<td>3</td>
<td>Feb 6 &amp; 8</td>
<td>Feb 6 Topics &amp; General Audience papers discussion Feb 8 1st In class writing assignment</td>
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<tr>
<td>4</td>
<td>Feb 13 &amp; 15</td>
<td>Feb 13 –Topics due-- peer review discussion Feb 15 Library Tutorial w/Bernd Becker--Library Lab #125 (first floor of King library</td>
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<tr>
<td>5</td>
<td>Feb 20 &amp; 22</td>
<td>Feb 20 2nd in class writing assignment Feb 22 General Audience draft due</td>
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<tr>
<td>6</td>
<td>Feb 27 &amp; 29</td>
<td>Individual Conferences (General Audience) &amp; Peer Review</td>
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<tr>
<td>7</td>
<td>March 5 &amp; 7</td>
<td>March 5 Final General Audience Paper due Literature Review Discussion March 7 APA Style References Discussion</td>
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<td>8</td>
<td>March 12 &amp; 14</td>
<td>March 12 References Due (Peer Review) March 14 Abstract Discussion</td>
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<td>9</td>
<td>March 19 &amp; 21</td>
<td>March 19 Abstract Due (Peer Review) March 21 Draft of Literature Review due</td>
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<tr>
<td>10</td>
<td>March 26 &amp; 28</td>
<td>SPRING BREAK</td>
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<tr>
<td>11</td>
<td>April 2 &amp; 4</td>
<td>Individual Conferences &amp; Peer Review</td>
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<td>12</td>
<td>April 9 &amp; 11</td>
<td>Individual Conferences &amp; Peer Review</td>
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<tr>
<td>13</td>
<td>April 16 &amp; 18</td>
<td>Oral Presentations (12 total, 6 each class)</td>
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<tr>
<td>14</td>
<td>April 23 &amp; 25</td>
<td>Oral Presentations (12 total, 6 each class) April 25 Final Literature Review Due</td>
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<tr>
<td>15</td>
<td>April 30 &amp; May 2</td>
<td>Individual Conferences</td>
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<tr>
<td>16</td>
<td>May 7 &amp; 9</td>
<td>May 7 Post test review May 9 Online Post-test</td>
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