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

Instructor Information

Instructor  Dong Nguyen
Office Location  DMH 315
Telephone  (408) 924-5646
Email  dong.nguyen@sjsu.edu

Class Days/Time  Section 1-20831, Mondays 6:00 - 8:45pm
Office Hours  Mondays 4:00 – 5:15pm or by appointment
Classroom  DMH 359
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 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 are given the opportunity to improvement of

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.

The last page of this syllabus summarizes for each course assignment the word totals, points totals, and relevant CLOs being assessed.
Required Texts/Readings

APA Manual

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

Undergraduate Writing in Psychology

IMPORTANT NOTE ABOUT THE ROSNOW ET AL. (2012) BOOK: This is a book customized for Psychology 100W. In order to have access to the online resources that accompany the Rosnow et al. book, you must buy a version of the book that comes packaged with a special access code. Please do NOT buy this book until we discuss it in class.

Other equipment/material requirements

- *A 100W binder or other organizational tool*
- #2 Pencil & a black pen
- a **stapler** to carry in your backpack
- a working voice recorder (tape or electronic) for individual meetings with instructor
- Regular access to a computer 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.**

Course 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 webpages that will be of use to you throughout the course
- Instruction handouts, articles, and various resources
- Lecture slides (generally posted after lecture is presented)
- Grade roster

My intention is that the site will become an additional forum, outside of class, in which we can debate, discuss, and raise questions about the course material. **Check this site regularly for course announcements.**
Accessing Course Desire2Learn (D2L) Site

To access the site go to 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/

Email me immediately if you are still unable to access the site.

Turnitin.com and Desire2Learn (D2L)

Turnitin.com is a website that checks for plagiarism. D2L has a built-in plagiarism feature identical to Turnitin.com. You will be required to submit virtually all assignments to D2L AND follow-up with a hardcopy as indicated in the Assignment Summary table in the last page of this syllabus.

Turnitin.com itself has a Grammar Check feature that can be useful to students; however, this feature is not available in D2L. Use of this feature may or may not be required based student needs. In any case, please create an account on Turnitin.com (if you do not have one already) and log in to our course using the following information:

Course ID: 4782175 Password: nightclass

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 D2L. 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 Review

* 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 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.

- **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 number of points accumulated throughout the semester.

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

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 – 93</td>
<td>A</td>
</tr>
<tr>
<td>92 – 90</td>
<td>A-</td>
</tr>
<tr>
<td>89 – 87</td>
<td>B+</td>
</tr>
<tr>
<td>86 – 83</td>
<td>B</td>
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<tr>
<td>82 – 80</td>
<td>B-</td>
</tr>
<tr>
<td>79 - 77</td>
<td>C+</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>76 – 73</td>
<td>C</td>
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<tr>
<td>72 – 70</td>
<td>C-</td>
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<tr>
<td>69 – 67</td>
<td>D+</td>
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<tr>
<td>66 – 63</td>
<td>D</td>
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<tr>
<td>62 – 60</td>
<td>D-</td>
</tr>
<tr>
<td>59 or less</td>
<td>F</td>
</tr>
</tbody>
</table>

**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 2 points), it is very important to complete all of them because:
  - each develops a skill necessary for successful completion of major assignments
  - cumulatively these “low points” assignments can account for approximately 16% 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
Make-ups

No extensions or make-up exams will be given 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. There will be no make-ups for missed assignments in 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.

Assignments turned in on time means that it was uploaded to D2L before the start of class. Major assignments (5 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. Students turning in late assignments need to upload a copy to D2L within 3 days (i.e., before 6pm on Thursdays) and follow-up with a hardcopy ASAP if indicated in the Assignment Summary Sheet on the last page of this syllabus.

Please note that I do not accept assignments emailed to me. All assignments should be submitted online to D2L even if it is late (see preceding paragraph).

Extra Credit

Extra credit assignments are unannounced and given at the instructor's discretion. Should extra credit opportunities be available, the total amount of extra credit points earned by a student cannot exceed 1 – 2 % of the total number of points available in the course. Absolutely no make-up for extra credit assignments.

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. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

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.
Contacting Instructor

1. **Through regular email.** dong.nguyen@sjsu.edu. I will answer emails M-F 9-5pm. 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) discussion board.** Best for questions about the course that need not remain private. Chances are others have the same questions you have. Please be assured that anonymity is maintained.

3. **By phone.** Best option if you do not have email access at the time. Because I am not on campus daily, I check voicemail once daily during the weekdays.

4. **Consider emails for this course as professional correspondence (see sample correspondence below).**
   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 instructor’s title (e.g., Dear Ms. Nguyen)
   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 Ms. Nguyen,

My name is Maggie Jackson and I am in your 100W Monday night class. I am not sure when the Methods Section paper is due because of conflicting information. The syllabus schedule says Mar. 5, but the assignment sheet itself says Mar. 12. Thank you for your attention to this matter.

Regards,

Maggie

Student ID # 123456789

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.

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**

Use email!! Use office hours! 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 email me before class if you will not be in class. Please set your spam controls to accept my email address.
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.).
# Spring 2012 Course Schedule

Subject to change at any time. Changes will be announced in class and on D2L.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Readings &amp; Resources</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/30</td>
<td>Syllabus Overview&lt;br&gt;Overview of D2L First Assignment – General Audience</td>
<td>Anderson (2001) <em>article</em>&lt;br&gt;APA Manual Ch. 1: 2.00-2.05, 2.11, 3.00-3.11&lt;br&gt;Rosnow et al. Ch. 1, Apdx C</td>
<td>Dissecting a Lit Review Assignment&lt;br&gt;Research Skills Pretest (latest 2/13)&lt;br&gt;Plagiarism Tutorial &amp; Test (latest 2/13) Make sure you can access D2L. Bring APA Manual &amp; Workbook</td>
</tr>
<tr>
<td>2</td>
<td>2/6</td>
<td>Dissecting a Lit Review&lt;br&gt;Understanding Empirical Articles Developing a Research Question Intro: APA Manual &amp; Workbook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2/13</td>
<td>APA Style Assessment&lt;br&gt;Critical Analysis of Articles Research Question Discussion</td>
<td>Baron &amp; Bell (1976) <em>empirical article</em>&lt;br&gt; APA manual (see Instructions for Article Summary 1: Draft 1)</td>
<td>Bring APA Workbook&lt;br&gt;Article Summary 1: Draft 1&lt;br&gt;Research Question Assignment</td>
</tr>
<tr>
<td>4</td>
<td>2/20</td>
<td>Research Skills &amp; Library Tutorial&lt;br&gt;Sign up for Lit Review Meetings Discuss Quiz 1</td>
<td>APA Manual Chs. 3 &amp; 4&lt;br&gt;Rosnow et al. Ch. 2</td>
<td>6pm - Meet in MLK Library, Room 217&lt;br&gt;Article Summary 1: Final&lt;br&gt;Online Quiz 1: APA Writing &amp; Mechanics</td>
</tr>
<tr>
<td>5</td>
<td>2/27</td>
<td>Basics of Research Methods&lt;br&gt;Methods Experiment Demo&lt;br&gt;Lit Review Development Meetings¹ (starting at 7:30pm)</td>
<td>APA Manual, 6.22-7.11&lt;br&gt;Rosnow et al. Ch. 1, 2, 5, p. 38-57, Apdx C (as needed)</td>
<td>DO NOT MISS THIS CLASS! Outline &amp; References Assignment</td>
</tr>
<tr>
<td>6</td>
<td>3/5</td>
<td>Lit Review Development Meetings¹&lt;br&gt;No class meeting</td>
<td>APA Manual 2.06, 3.03, 4.30-4.38, Chs. 6 &amp; 7&lt;br&gt;Rosnow et al. pp. 75-78</td>
<td>Methods Section Paper²&lt;br&gt;Online Quiz 2: APA References</td>
</tr>
<tr>
<td>7</td>
<td>3/12</td>
<td>Lit Review Development Meetings¹&lt;br&gt;No class meeting</td>
<td>APA manual (see Instructions for Article Summary 2: Draft 1)</td>
<td>Article Summary 2: Draft 1²</td>
</tr>
<tr>
<td>8</td>
<td>3/19</td>
<td>Sign up for Lit Review Conferences</td>
<td>APA Manual as needed&lt;br&gt;Rosnow et al. Ch. 7 and as needed</td>
<td>Lit Review Draft 1</td>
</tr>
<tr>
<td>9</td>
<td>3/26</td>
<td></td>
<td></td>
<td>CAMPUS CLOSED FOR SPRING BREAK</td>
</tr>
<tr>
<td>10</td>
<td>4/2</td>
<td>Lit Review Conferences&lt;br&gt;No class meeting</td>
<td>APA Manual as needed&lt;br&gt;APA Workbook Ch. 3</td>
<td>Bring voice recording device&lt;br&gt;Article Summary 2: Final²&lt;br&gt;Online Quiz 3: APA Workbook Ch. 3</td>
</tr>
<tr>
<td>11</td>
<td>4/9</td>
<td>Lit Review Conferences&lt;br&gt;No class meeting</td>
<td>APA Manual (see Instructions for Article Summary 3: Draft 1)</td>
<td>Bring voice recording device&lt;br&gt;Article Summary 3: Draft 1²</td>
</tr>
<tr>
<td>12</td>
<td>4/16</td>
<td>Lit Review Conferences @ 7:30pm&lt;br&gt;Discuss Quizzes 3 &amp; 4</td>
<td>APA Manual as needed&lt;br&gt;APA Workbook Ch. 4</td>
<td>Bring voice recording device&lt;br&gt;Online Quiz 4: APA Workbook Ch. 4&lt;br&gt;Article Summary 3: Final</td>
</tr>
<tr>
<td>13</td>
<td>4/23</td>
<td>Peer Review Exchange&lt;br&gt;Sign up for Oral Presentations</td>
<td>APA Manual &amp; Rosnow et al. as needed</td>
<td>Lit Review Draft 2 (bring TWO hardcopies)</td>
</tr>
<tr>
<td>14</td>
<td>4/30</td>
<td>Peer Review Discussion&lt;br&gt;Tips for Oral Presentation</td>
<td>See Instructions for Peer Review Assignment</td>
<td>Lit Review Peer Review Feedback (return author’s paper with your feedback)</td>
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<tr>
<td>15</td>
<td>5/7</td>
<td>Oral Presentations &amp; Evaluations</td>
<td>See Instructions for Reflection Assignment</td>
<td>Reflection Assignment</td>
</tr>
<tr>
<td>16</td>
<td>5/14</td>
<td>Last day of class&lt;br&gt;Oral Presentations &amp; Evaluations</td>
<td>APA Manual as needed</td>
<td>Lit Review Final&lt;br&gt;Research Skills Posttest</td>
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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.

² Although there are no class meetings taking place when these four assignments are due, it is still expected that students will submit a softcopy to D2L by the designated deadline **AND** drop off a hardcopy before or during class on the day the assignments are due.

FINAL EXAM: Monday May 21st @ 5:15pm - 7:30pm

APA Mastery Test
<table>
<thead>
<tr>
<th>Words (min/max)</th>
<th>Points</th>
<th>Assignments</th>
<th>Notes</th>
<th>Submission Method</th>
<th>Outside Feedback</th>
<th>CLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>2</td>
<td>Pretest <em>(required)</em></td>
<td>Research Skills Assessment; URL: <a href="http://tiny.cc/psycskills">http://tiny.cc/psycskills</a></td>
<td>Online</td>
<td>1, 2, 6</td>
</tr>
<tr>
<td>--</td>
<td>--</td>
<td>2</td>
<td>Plagiarism Tutorial &amp; Test <em>(required)</em></td>
<td><a href="http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm">http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm</a> Take until you score 85% or better. Print me your score sheet.</td>
<td>Hardcopy</td>
<td>2</td>
</tr>
<tr>
<td>400</td>
<td>600</td>
<td>1</td>
<td>Dissecting a Lit Review</td>
<td></td>
<td></td>
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<tr>
<td>300</td>
<td>500</td>
<td>5</td>
<td>Article Summary 1</td>
<td>Maximum two rewrites</td>
<td>D2L &amp; Hardcopy</td>
<td>4, 5</td>
</tr>
<tr>
<td>100</td>
<td>200</td>
<td>2</td>
<td>Research Question Assignment</td>
<td></td>
<td></td>
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<tr>
<td>--</td>
<td>--</td>
<td>1</td>
<td>APA Style Assessment</td>
<td>To assess what you currently know about APA style.</td>
<td>In class</td>
<td>2</td>
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