Instructor Information

Instructor  Valeric Hoffman
Office      DMH 324
Phone       (408) 924-5648 during office hours only. Do not leave messages!
Email       Mail function through course Desire2Learn (D2L) or valerie.hoffman@sjsu.edu

Course Hours Tuesday & Thursday, 1:30 – 2:45 pm
Classroom   DMH 347
Office Hours Tuesday & Thursdays 2:45 - 3:15 pm, or by appointment
Prerequisites ENGL 1B (with a grade of C or better)
Completion of core GE Writing Skills Test and upper division standing
PSYC 1
STAT 95 or senior standing

GE/SJSU Studies Area Z
Category

Contacting Instructor

1. **Through Desire2Learn (D2L) mail function.** Best for questions and comments that you wish to remain private.

2. **Through regular email.** If you’ve tried contacting me via Desire2Learn (D2L) but have not received a reply in a reasonable amount of time (2 – 3 days), or if you need to contact me quickly, please use my regular email account: valerie.hoffman@sjsu.edu or prof_hoff@yahoo.com
The general goals of 100W are for students to develop advanced proficiency in college-level writing and 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 section the focus is on writing in Psychology. In 100W students are given the opportunity to develop writing skills appropriate to the broad field of psychology. Student writing will include different types of scholarly writing and writing for a general audience. The student’s final paper represents an in-depth exploration into a research topic.

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:

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.

This syllabus includes a summary for each course assignment the word totals, point totals, and relevant LO’s being assessed.
Required Texts/Readings


There are many sources for help with APA style on the Internet. I will post the urls on D2L. The best ones are sites associated with universities such as the “Owl” associated with Purdue University. The American Psychological Association website has additional APA style information. The King library has online materials that are also very helpful. Keep in mind when looking at online sources and other books that we will be using the 6th edition of the APA style manual! APA style keeps changing.

Other equipment/material requirements

- A 100W binder or other organizational tool
- #2 pencil, red, and black pens
- A stapler to carry in your backpack
- Regular access to a computer, printer, and internet connection. You will be printing a lot! Find a source of cheap ink for your printer. You will be using lots of paper!
- 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) website

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:

- News. I regularly post course announcements. You need to check into D2L regularly.
- Links to webpages that will be of use to you throughout the course
- Handouts and articles
- Lecture slides (generally posted after lecture is presented)
- Dropbox. You may be asked to submit papers to the dropbox that is part of D2L. Turnitin checks papers submitted to the dropbox.

Accessing Course Desire2Learn (D2L) website

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

Turnitin.com is a website that checks for plagiarism. You may be required to submit many of your assignments to this website, as indicated by the instructor. Information on how to use turnitin.com will be provided later in the semester. Alternatively, we may be using the Dropbox function in D2L for submitting papers. It has a Turnitin plagiarism function built in. You are responsible for getting your assignments into the Dropbox or Turnitin on time. If you need help you can call tech support. The deadline on the Dropbox will not be changed. You will not receive credit if you do not submit your paper to the Dropbox or Turnitin by the deadline. Also, you will lose points on your paper if your originality score is higher than 20%. It is up to you to submit your paper several times, if necessary, to lower your score!
Assignments and Grading Policy Overview

The assignments in Psychology 100W are designed to gradually build your 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, results sections and tables, and the literature review)

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. You are expected to bring your APA style manual to all classes.

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 attending 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
- Statement of Purpose
- General Audience Paper
- 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 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.

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

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<thead>
<tr>
<th>Grade Points</th>
<th>LO</th>
<th>CLO</th>
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<tr>
<td>General audience</td>
<td>1,3</td>
<td>4</td>
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<tr>
<td>Article summaries (2)</td>
<td>10 points</td>
<td>1-3</td>
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<td>Method paper</td>
<td>10 points</td>
<td>1,3</td>
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<td>Research paper Draft 1</td>
<td>10 points</td>
<td>2,3,5,6</td>
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<td>Final research paper</td>
<td>50 points</td>
<td>2,3,5,6</td>
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<tr>
<td>Oral presentation</td>
<td>10 points</td>
<td>2</td>
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<tr>
<td>Peer reviews (2)</td>
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<td>86 – 83</td>
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<td>82 – 80</td>
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<td>79 – 77</td>
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<td>76 – 73</td>
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<td>59 or less</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 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 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
- in terms of GE requirements, the only passing course grades are C and above.

Make-up Exams

No extensions or make-up papers will be allowed 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.

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.
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.
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. Bring your APA manual with you to every class!

Time Management and 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 type of 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. You cannot send text messages or read them during class. You should not expect to read journal articles on your cell phone. It is better to print them!

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 set your spam controls to accept my email address.

This course is a workshop, not a lecture course!

We will begin with some lectures and structured classroom activities and writing assignments. You will be expected to be writing on your own outside class. You will be searching for references in the library and use PsychInfo and other databases. You may be seeking assistance from writing tutors. You will be spending several hours a week outside class working independently. You should not take this class if you have a heavy schedule! Do not take this class if you will be working during class time. This class will require many extra hours outside class! While this class is called a “writing workshop”, a more accurate title might be a research and writing workshop. By the time you have narrowed down your topic you may have spent hours gathering articles that you won’t use for your final paper. There may be many such changes before you start your paper AND ALSO AFTER! The more you understand about the topic you have chosen, the more you will realize that some of the articles you’ve found are not really what you need. You will be constantly changing and refining your search for articles and your topic may change several times as you familiarize yourself with the literature. But this is actually the exciting part. You will hopefully acquire expertise in your topic area and the reading you do on your subject will be beneficial when applying to graduate school or for other psychology classes. Thus, it is important to find a topic you will enjoy reading and writing about!

After a few weeks of class activities and lectures the course will change and you need to be prepared for this!

You will be meeting with the instructor individually during the semester to discuss your writing. It is expected that you meet writing deadlines in order for your one-on-one meetings to work effectively. If you miss your time for a meeting with the instructor, you are taking away time from another student who is already prepared! You need to make the best of the time that has been set aside for your individual meeting. You may want to tape-record your meeting. You will need to follow-up on the feedback you receive. If you are told that your topic is too broad, you will have to search for more articles! If you are told your topic is not appropriate for the assignment, you will need to find a new topic! Also, you need to be prepared to receive feedback about your writing! You will receive feedback from other students. You will also learn how to provide feedback to others. You should not take feedback about your writing personally! The goal is to improve your writing.

Scientific writing is different from the kind of writing you may have done previously. It requires new skills such as analyzing research articles and synthesizing complex ideas. Searching for peer-reviewed publications is time-consuming! You should expect to spend many hours outside class refining the topic you choose for your paper. This process is something all research scientists experience when writing for publication. So, the goal of this class is to teach you how to write scientifically but it also is for you to learn about conducting research and becoming acquainted with the research literature.

Using APA style (or any other professional/academic writing style) requires attention to detail. You may have never thought about margins, fonts, spacing, capitalization, italics, parentheses,
scientific symbols, and use of scientific terminology before. You will be expected to learn APA style. We will go over main points in class and do assignments designed to help you master APA style. However, it is up to you to learn this. You do not need to memorize the APA manual but you do need to know what it contains and where to find the information you need. This may mean you look up almost everything! But most everyone (like me) still has to refer to the manual.

You will need to proofread your writing and become very critical before turning in papers. Errors in APA style will result in much lower grades on assignments and possibly not passing the class!

At the beginning of the semester there are some assignments that are ungraded. These assignments are designed to help you gain the skills necessary to write your final literature review. It is important that you keep up with the rest of the class. This means turning in papers on time. This class has to function on a tight schedule. Incomplete assignments will not be read or accepted. We are operating on two tracks during the semester: Assignments and final paper. You cannot pass the class if you just turn in a paper at the end and have not done the assignments. At the same time, even while doing assignments you should be thinking about your topic, finding articles, reading, and talking with me about your paper.

The class schedule is subject to change.

Your final paper is worth 50 points! You cannot pass the class without writing a paper that demonstrates the skills that will be provided on a grading rubric. Mastery of APA style counts heavily on your grade. There will be opportunities for you to succeed with your final paper. You will receive feedback on article summaries, meet with the instructor individually, and receive feedback on your final draft from peers. It is up to you to attend class and participate.

Again, this class is different from your other classes. It is more like you are consulting with me regularly while you develop your topic and begin writing. I am looking forward to getting to know all of you and reading your work.

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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/](http://www.sjsu.edu/larc/).

**SJSU Writing Center**
The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at [http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

**Peer Mentor Center**
The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at [http://www.sjsu.edu/muse/peermentor/](http://www.sjsu.edu/muse/peermentor/).

It is a good idea to go to these resource centers early in the semester. Get familiar with the sign-up routine. Get to know some tutors. Later in the semester it becomes more difficult to get an appointment. Also do not wait until the last minute to get help.
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<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS &amp; ASSIGNMENTS</th>
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<tbody>
<tr>
<td>1</td>
<td>1-26</td>
<td>Course Introduction</td>
<td>Log onto D2L site</td>
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<tr>
<td>2</td>
<td>1-31</td>
<td>Library tutorial-meet in Room 125 (near back door of King library)</td>
<td>Complete online plagiarism tutorial and test: <a href="http://tutorials.sjlibrary.org/tutorial/">http://tutorials.sjlibrary.org/tutorial/</a> Complete online Research Skills pre-test <a href="http://tiny.cc/psycskills">http://tiny.cc/psycskills</a> Find a reference (to be discussed)</td>
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<td>2-2</td>
<td>Basics of APA style</td>
<td>Bring APA Manual Turn in three references</td>
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<td>3</td>
<td>2-7</td>
<td>Dissecting a literature review Understanding empirical articles</td>
<td>Dissecting a Literature Review Assignment</td>
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<td>2-9</td>
<td>Developing a research question</td>
<td>Article Summary Assignment: Draft 1</td>
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<td>4</td>
<td>2-14</td>
<td>Research question discussion Student meetings</td>
<td>Research Question Assignment</td>
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<td>2-16</td>
<td>Searching the literature Basic critical analysis in Psychology</td>
<td>Article Summary Assignment: Final</td>
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<td>5</td>
<td>2-21</td>
<td>LR Development &amp; meetings</td>
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<td>2-23</td>
<td>LR Development &amp; meetings</td>
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<td>6</td>
<td>2-28</td>
<td>LR Development &amp; meetings LR: Database, outline</td>
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<td>7</td>
<td>3-6</td>
<td>Methods: Demo Experiment</td>
<td>Do not miss this class!</td>
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<td>3-8</td>
<td>LR Development &amp; Meetings</td>
<td>Brief Research Report Assignment (“Methods Paper”)</td>
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<td>8</td>
<td>3-13</td>
<td>LR Development &amp; meetings</td>
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<td>3-15</td>
<td>LR Development &amp; meetings</td>
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<td>9</td>
<td>3-20</td>
<td>LR Development &amp; meetings Sign-up for LR conference</td>
<td>Literature review assignment: Draft 1</td>
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<td>10</td>
<td>3-27</td>
<td>Spring Break</td>
<td>3-29 Spring Break</td>
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<td>4-3</td>
<td>Literature Review conferences</td>
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<td>4-17</td>
<td>Peer review paper exchange</td>
<td>Literature review assignment: Draft 2</td>
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<td>Peer review feedback</td>
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<td>FINAL PAPER DUE!!!</td>
<td>Literature review final paper due!</td>
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<td>15</td>
<td>5-1</td>
<td>Oral Presentations</td>
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change. Changes announced in class and on D2L. LR development topics determined by students’ needs as the LR process unfolds. Individual student meetings scheduled as needed. Attendance is expected unless otherwise instructed (student meetings).