Instructor: Ty Khuu
Office Location: CL 406F
Telephone: 408-924-4452
Email: sanjosestateuniversity@gmail.com (This is the best way to contact me.)
Office Hours: Mondays 1:30PM-2:30PM, Tuesdays 1:45PM-2:45PM and by appointment
Class Days/Time: Tuesdays and Thursdays 12:00PM-1:15PM
Classroom: CL 118

PREREQUISITES:
Passage of the Writing Skills Test (WST); upper division standing (60 units completed); completion of Core GE, grade of C or better in English 1B, PSYC 1, STAT 95, or senior standing
Note: Courses to meet Areas R, S, and V of SJSU. Studies must be taken from three different departments or distinct academic units.

COURSE DESCRIPTION:
Development of skills in scientific and technical writing. Learn to write a critical review of published writing, a business letter, and a scholarly paper, and give an oral presentation.

ADVANCED GE AREA Z GOALS AND OBJECTIVES:
1. Goals:
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 2 should reinforce and advance the abilities developed in Written Communication 1A and 1B, and broaden and deepen these to include mastery of the discourse peculiar to the discipline in which the course is taught.

2. Student Learning:
Students shall write complete essays that demonstrate college-level proficiency.
Students shall be able to
- refine the competencies established in Written Communication 1A and 1B;
- express (explain, analyze, develop and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse;
- organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.

STUDENT LEARNING OBJECTIVES (CLOs)For Psychology 100W, the general GE student learning objectives for 100W (Area Z) will be fulfilled in the following discipline-specific SLOs [matched GE SLOs indicated in brackets]. Students will…

1. …develop proficiency at using databases (e.g., PSYCHINFO and MEDLINE) to locate empirical research and research review articles in an area of psychology [GE 1, 3]
2. Demonstrate competency in American Psychological Association (APA) writing style, including grammar, spelling, and syntax [GE 1, 3]

3. Summarize and analyze empirical research articles in an area of psychology [GE 1, 2, 3]

4. Write for a general audience [GE 1, 3]

5. Organize and develop a literature review, or other appropriate major paper (e.g., research report) in an area of psychology [GE 1, 2, 3]

6. Begin to develop critical thinking skills in psychology including the ability to [GE 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.

REQUIRED TEXTBOOKS:
Course Reader (at Maple Press, San Carlos between 10th and 11th Sts.)
PSYC 100W - Writing Papers in Psychology (This is a special bundle that includes the following books.)
   -- Rosnow & Rosnow's "Writing Papers in Psychology" (all chapters)
   -- Kuther's "Psychology Major's handbook (only chapter 5: Writing a Literature review).

MATERIALS:
Four T&E 200 Scantron forms
#2 pencil & a black pen
A stapler to carry in your backpack
Internet access

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

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) the following:

- **Basic skills review** (e.g., grammar assignment, plagiarism tutorial, research skills tutorial)
- **Writing assignments** (e.g., reflection pieces, article summaries, literature review)
- **APA style mastery assessments**
The course schedule and assignment summary table 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.

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)…

- What is APA Style
- Article Summary (Basic)
- Literature Review Outline
- Literature Review* (see detailed description below)
- Peer Review
- Methods Paper

Major Scholarly Paper: Literature Review
The major paper you will be writing for this course is an APA style literature review (approximately 2000 words with 10 or more scholarly references). The goal of a literature review is to answer a research question by describing and synthesizing 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 explain 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.

Oral Presentation
- Time - maximum 20 to 25 minutes. If questions, allow 2 to 3 minutes.
- Varying the stimuli.
- Appropriate delivery - substance, flow, level of language, appearance (professionally dressed).
- Outline.
- References.

Test
There will be quizzes and tests on APA format, English grammar, punctuation, syntactic structure, and the writing process. These quizzes/tests, with error analysis, multiple choice, and short answer questions, will be taken in class. No make-up tests/exams will be given except in cases of documented emergencies or serious illness. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.
Final Examination

**Take-home:** A reflection paper focuses on your reactions, feelings, and analysis of “How Can I Help?”

**In-class:** Essay on a topic that requires no specialized knowledge but allows students to demonstrate their ability to think critically and write with clarity and accuracy.

### EVALUATION AND GRADING:

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<tr>
<th></th>
<th>Points</th>
<th>Meets CLO</th>
<th>Expected Pages</th>
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<tbody>
<tr>
<td>Pretest: basics of APA Style &amp; Library Tutorial quiz *</td>
<td>4</td>
<td>5</td>
<td>2-3</td>
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<tr>
<td>Student-led discussion of Dass</td>
<td>2</td>
<td>6</td>
<td>1-2</td>
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<tr>
<td>Grammar/punctuation/writing process test</td>
<td>10</td>
<td>2</td>
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<tr>
<td>APA test</td>
<td>15</td>
<td>2</td>
<td>1-3</td>
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<tr>
<td>Scholarly paper: literature review</td>
<td>22</td>
<td>2-6</td>
<td>10-15</td>
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<tr>
<td>Paper topic/ rationale/ research question</td>
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<td>List of sources</td>
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<tr>
<td>Annotated bibliography: 5 article summaries/evaluations/ reflections</td>
<td>5</td>
<td>2-5</td>
<td>3-5</td>
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<tr>
<td>Method paper</td>
<td>7</td>
<td>2</td>
<td>2-3</td>
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<tr>
<td>Peer review: literature review outline</td>
<td>5</td>
<td>2-6</td>
<td>5-6</td>
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<td>Grammar/writing process practice test</td>
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<td>Final exam practice test</td>
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<td>4</td>
<td>4-6</td>
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<tr>
<td>Introduction paper: literature review</td>
<td>4</td>
<td>2-6</td>
<td>2-3</td>
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<tr>
<td>Peer evaluation: group presentation</td>
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<td>4</td>
<td>1-2</td>
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<tr>
<td>Group oral presentation</td>
<td>10</td>
<td>6</td>
<td>1-2</td>
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<tr>
<td>APA workshop/practice test</td>
<td>1</td>
<td>2</td>
<td>3-5</td>
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<tr>
<td>Take-home final exam: reflection paper</td>
<td>4</td>
<td>1,2,4, 6</td>
<td>4-6</td>
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<tr>
<td>In-class final exam: impromptu essay</td>
<td>6</td>
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<td><strong>TOTAL POINTS</strong></td>
<td><strong>100</strong></td>
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*Visit the following websites to study for the tutorial quiz:

**Grading Scale:**

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93 to 100</td>
<td>A</td>
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<tr>
<td>90 to 92</td>
<td>A minus</td>
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<td>88 to 89</td>
<td>B plus</td>
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<td>83 to 87</td>
<td>B</td>
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<td>80 to 82</td>
<td>B minus</td>
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<td>78 to 79</td>
<td>C plus</td>
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<td>73 to 77</td>
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<td>70 to 72</td>
<td>C minus</td>
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<tr>
<td>68 to 69</td>
<td>D plus</td>
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<tr>
<td>63 to 67</td>
<td>D</td>
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<tr>
<td>60 to 62</td>
<td>D minus</td>
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</tbody>
</table>
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 the website http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html. Information about late drops is available at the website http://www.sjsu.edu/sac/advising/latedrops/policy/. Students should be aware of the current deadlines and penalties for adding and dropping classes.

IMPORTANT NOTES:
1. Conferences are held during office hours or by appointment to discuss assignments and writing problems. These conferences are not a substitute for class attendance.

2. If you miss a class, it is your responsibility to contact me or make arrangements with a classmate to collect handouts for you and to call you about what you missed in class and to give you the homework. I will expect you to be prepared when you return, including submitting assignments. Please read the syllabus carefully and attend class regularly so that you will be aware of expectations, assignments, and due dates. Absence is no excuse for not doing assigned work.

3. All written homework assignments are to be typed, double-spaced, 12-point Times New Roman typeface with 1-inch margins. All out-of-class assignments are due at the beginning of the class period on the date assigned. Assignments will be considered late if they are turned in any time after the beginning of class. Assignments that are not done correctly/completely will not receive full credit.

4. Due dates will be announced in advance. One point per day will be deducted for late submission of assignments; NO assignment will be accepted 5 working days or later than the due date. Computer, printer, and/or disk drive problems are not acceptable reasons for submitting a late paper. Early submission of assignments is encouraged.

5. Submitted work that is sloppy and/or illegible/unreadable will receive no credit.

6. You must submit assignments in person or through a friend in order to receive credit for your work. I will NOT accept homework assignments or rough drafts via email.

7. If you send me an email with questions about your homework assignments, you will get a response in 24-48 hours, so please do not procrastinate or send me email on homework problems one or two days before the assignment is due. If you have questions or need help with your assignments, I would prefer that you see me during my office hours.

8. All out-of-class writing assignments must be submitted electronically using Turnitin.com. This includes your references and annotated bibliography. I will not read/grade papers that are not submitted to Turnitin.com, and it will be considered late if an assignment is uploaded to Turnitin.com after the due date. In addition, in order to receive credit for your work, you will also have to attach a copy of the digital receipt that shows the percentage of similarity index match provided by Turnitin.com to your assignment before submitting a hardcopy to me.

Shortly after you upload your paper to Turnitin.com, you can access a color-coded report with details about your use of sources in your paper. The similarity index number should not exceed 10% match.

Turnitin.com is a tool to help you avoid plagiarism. To use Turnitin.com, you will need to create a “user profile.” After your profile is created, you can log onto and use the site. The “Class ID” is 4597162 and the “Class Enrollment Password” is PSYC100WTTH.

Note:
• You must print the receipt directly from the Turnitin.com website—not from your email—in order to have the percentage of similarity index on the receipt. Receipt without the percentage showing 10% or below will be considered late.

• Any assignment that exceeds 10% similarity index will be carefully evaluated for plagiarism (please read the policy on “Academic Integrity” below).

• It is recommended that you upload your assignments to Turnitin.com 24-48 hours before the due date; otherwise, you might not receive the percentage of similarity index on time to turn in with your assignment. If this is the case, your assignment is considered late and points will be deducted from your assignment (please see #4 above).

• All papers turned in for this class must be your original work. It is considered plagiarism if you take whole or parts of a paper that you submitted for another class in a previous or current semester and use it for a current assignment.

9. Make a copy of all assignments for yourself. Save all papers returned to you.

10. Staple written assignments in the upper-left corner. Do not use a binder or other cover.

11. Although some assignments are worth only a few points, it is very important that you complete all of them because each develops a skill necessary for successful completion of major assignments. Missing a portion of these assignments can lower your course grade substantially.

12. For students taking writing courses, tutoring is available in Learning Assistance Resource Center (LARC), Room SSC 600 and Clark Hall Academic Success Center, Suite 126, phone number is 924-4308. Please make an appointment at least one month in advance so to be sure you can get in to see a tutor.

13. I may drop enrolled students who miss any class prior to the official drop deadline unless they have obtained consent for their absence prior to that class meeting. This policy represents an attempt to be fair to all students who need HPRF 100W. However, please understand that it is the ultimate responsibility of the student to formally drop a class. You should not rely on the instructor to drop you from a class for non-attendance.

14. Read the syllabus! You are responsible for knowing the syllabus. I will be glad to answer any questions that you might have about the course, but I expect that you make some effort to find the answers in this green sheet and class materials and to pay attention to the answers.

ACADEMIC INTEGRITY (from Office of Judicial Affairs). Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the office of Judicial Affairs.

The SJSU Catalog defines plagiarism as follows:

1.2 Plagiarism. At SJSU, plagiarism is the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

1.2.1 The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another’s work, without giving appropriate credit, and representing the product as one’s own work; and

1.2.2 Representing another’s artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures or similar works as one’s own.
Note: If you would like to include in your paper any material you have submitted, or plan to submit, for another class, please note that SJSU’s Academic Integrity policy S04-12 requires approval by both instructors. (http://www2.sjsu.edu senate/S04-12.pdf and academic dishonesty http://sa.sjsu.edu/download/judicial/Academic_Dishonesty_Policy.pdf).

AMERICANS WITH DISABILITIES ACT COMPLIANCE. If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with The Disability Resource Center (phone number 924-6000, located in Admin 110) as soon as possible. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.

CLASSROOM COURTESY:

1. Rude behavior is unacceptable and disturbing class is unfair to your classmates. Please turn off your cell phone before entering the classroom. Text messaging during class can distract you from the learning process, so please do not text message during class. If you are expecting an emergency phone call, please let me know before I start the class.

2. Laptops are not permitted for use in class. First, they are distracting to others. Second, they disrupt the free interchange of ideas and class discussion.

3. Classes will begin and end on time. You should be in the classroom before the class starts. Entering after class has begun is disruptive and disrespectful of your colleagues. If you are a few minutes late once or twice, please ease in quietly and get settled as quickly as possible. Do not let the door slam closed, and do not disturb your classmates.

4. Talking to other students while a lecture is going on is disruptive to the class. If anyone is persistently disruptive, s/he will be asked to leave the class. If you wish to ask a question or make a comment, please raise your hand and ask me.

Respect for others in the class is very important. All students should show respect with positive classroom behavior, including listening when someone is speaking, respecting his/her viewpoints and opinions, and treating others with the utmost respect as you would like them to treat you. Students who are disrespectful or disruptive will be asked to leave the class.

Note: Below you will find a tentative schedule for the semester. A specific topic may change for a given week or day. It is your responsibility to remain informed of any changes.

Tentative Class Schedule
(Any changes will be announced in class.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1/26</td>
<td>Introduction to the class</td>
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<td>Group discussions of Dass</td>
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<td></td>
<td>Read/do practice exercises</td>
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<td></td>
<td>Chapter 1: Getting Started—Rosnow</td>
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<td></td>
<td>Section I: Grammar—Course Reader</td>
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<td></td>
<td>Sections I &amp; II: Grammar &amp; Punctutation—Course Reader</td>
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<td></td>
<td>Section 3 “Grammar and Usage” pp. 77 to 84—APA</td>
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<td></td>
<td>Chapters 1 &amp; 2, pp. 3 to 50—Dass</td>
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<td>Basics of APA Style Tutorial website:</td>
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<td><a href="http://flash1r.apa.org/apastyle/basics/index.htm">http://flash1r.apa.org/apastyle/basics/index.htm</a></td>
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<td>Library Tutorials Website:</td>
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<td><a href="http://tutorials.sjlibrary.org/tutorial/index.html">http://tutorials.sjlibrary.org/tutorial/index.html</a></td>
</tr>
</tbody>
</table>
1/31-2/2 Discussions: preliminary scholarly paper topic & references (at least 10) within the last 5 years

Student-facilitated discussions of Dass—Chapters 1 & 2 (1 presentation per class session)

Research topic/questions
Grammar/writing process
Read/do practice exercises

Chapter 2: Finding and Retrieving Reference Materials—Rosnow
Section 4 “The Mechanics of Style” pp. 87 to 124—APA
“Punctuation” pp. 87 to 95—APA

Section II: Punctuation—Course Reader

Section IV: Choosing a Topic, The Research Question, How to Come Up With a Good Research Question: Framing the Hypothesis—Course Reader

Chapters 3 & 4, pp. 50 to 121—Dass

2/7-2/ Feedback on APA Style & Library Tutorials quiz

Student-facilitated discussions of Dass—Chapters 3 & 4

Grammar/writing process
Read/do practice exercises

Chapter 3: Developing a proposal—Rosnow
Chapter 4: Planning the research Report—Rosnow
Chapters 5 & 6: pp. 122 to 179—Dass

2/14-2/16 Basics of APA Style and Library Tutorials Quiz 2/16 (Quiz will be given at the start of the class period and may not be made up if missed.)

Student-facilitated discussions of Dass—Chapters 5 & 6

Method section
Grammar/writing process
Research hypothesis
Read/do practice exercises

Chapter 5: Organizing the Review Paper—Rosnow
Chapter 6: Communicating Statistical Information—Rosnow
Section 6 “Crediting Sources” pp. 169 to 189—APA
“Citing References in Text” pp. 174 to 179—APA
“Reference List” pp. 180 to 183—APA
Chapters 7 & 8: pp. 180 to 243—Dass

2/21-23 Preliminary topic/research question for the scholarly paper due 2/21 (must be typed in order to receive credit)

(Reminder: you must upload ALL your homework assignments to Turnitin.com before the due date and attach a copy of the receipt provided by Turnitin.com to your assignments before submitting a hardcopy to me at the beginning of class on the date assigned; otherwise, it will be considered late.)

Method Experiment 2/23 (Do not miss this class!)

Writing process
Student-facilitated discussions of Dass—Chapters 7 & 8

Read/do practice exercises

Chapter 7: Writing the First Draft—Rosnow
Chapter 8: Producing the Final Manuscript—Rosnow
Section III: …Grammar, Writing Process Practice Quiz—Reader
Section 3 “Writing Clearly and Concisely” pp. 61 to 75—APA

2/28-3/1 Method paper due 3/1

Feedback on preliminary topic
APA format: references

Library orientation (tentative)

Read/do practice exercises

Chapter 5: Writing a Literature Review--Kuther
Chapter 9: Preparing Posters and Concise Reports—Rosnow
Section 2 “Manuscript Structure and Content” pp. 21 to 40—APA
Section 7 “Reference Examples” pp. 193 to 214—APA
3/6-3/8 Grammar/writing process practice quiz 3/6 (in order to receive credit for this assignment, you must complete the practice quiz at home and bring the course reader to class.)

List of at least ten references for scholarly paper due 3/6

Grammar/writing process Test 3/8
Feedback on in-class essay
Feedback on writing process test
Read
  Appendix A: Jane Doe’s Research Report—Rosnow
  Appendix B: Jon Smith’s Review Paper—Rosnow
  Section 1 “Writing for the Behavioral and Social Sciences” pp. 9 to 20
    “Literature Reviews” p. 10—APA
  Section 3.03 “Levels of Heading” p. 62—APA

3/13-3/15 Annotated bibliography: 5 article summaries/evaluations/reflecti ons for scholarly paper due 3/15 (Five article summaries will be chosen by the student based on their relevance to the literature review research question. Your scholarly paper will include all five summaries.)
Feedback on 10 references
APA format: parts of a paper
Read
  Section 2 “Manuscript Structure and Content” pp. 21 to 40—APA
  “Abstract” p. 25—APA
  “Sample Papers” p. 40—APA
  Section VII: Research Paper—Course Reader

Feedback on annotated bibliography/summaries
Small-group discussions: final oral presentations
Read
  Section IV: Sample Literature Review Papers—Course Reader

3/27-3/29 Peer review: scholarly paper outline 3/29 (In order to receive full credit for this assignment, you must bring 3 copies, 4-5 pages typed in Times New Roman 12-point, to class and upload to Turnitin.com.)
Feedback on APA test
Small-group discussions: final oral presentation sign-up

4/3-4/5 APA workshop/practice test 4/3
APA test 4/5 (The quiz will be given at the start of the class. Any unexcused absence or tardiness will forfeit the only opportunity to take the quiz.)

4/10-12 Literature Review Conferences
4/17-19 Literature Review Conferences
Final exam practice test 4/19

4/24-26 Oral presentation
  Take-home exam (handouts)
  Peer evaluation of final oral presentations

5/1-3 Oral presentation
  Peer evaluation of final oral presentations

5/8-10 Scholarly paper due 5/10

5/15 Take-home exam due: Reflection paper (a well-written paper, 5-6 pages in length, uploaded it to Turnitin.com.)
In-class exam: Essay on a topic that requires no specialized knowledge but allows students to demonstrate their ability to think critically and write with clarity and accuracy.
SAN JOSE STATE UNIVERSITY
PSYC 100W: Writing Workshop
Section 3—Fall 2012

Instructor: Ty Khuu
Office Location: CL 406F
Telephone: 408-924-4452
Email: sanjosestateuniversity@gmail.com (This is the best way to contact me.)
Office Hours: Mondays 1:30PM-2:30PM, Tuesdays 1:45PM-2:45PM and by appointment
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Classroom: DMH 347

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2. demonstrate competency in American Psychological Association (APA) writing style, including grammar, spelling, and syntax [GE 1, 3]

3. summarize and analyze empirical research articles in an area of psychology [GE 1, 2, 3]

4. write for a general audience [GE 1, 3]

5. organize and develop a literature review, or other appropriate major paper (e.g., research report) in an area of psychology [GE 1, 2, 3]

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   -- Kuther's "Psychology Major's handbook (only chapter 5: Writing a Literature review).

MATERIALS:
Four T&E 200 Scantron forms
#2 pencil & a black pen
A stapler to carry in your backpack
Internet access

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

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) the following:

- Basic skills review (e.g., grammar assignment, plagiarism tutorial, research skills tutorial)
- Writing assignments (e.g., reflection pieces, article summaries, literature review)
- APA style mastery assessments
The course schedule and assignment summary table 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.**

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)…

- What is APA Style
- Article Summary (Basic)
- Literature Review Outline
- Literature Review* *(see detailed description below)*
- Peer Review
- Methods Paper

**Major Scholarly Paper: Literature Review**
The major paper you will be writing for this course is an *APA style literature review* (approximately 2000 words with 10 or more scholarly references). The goal of a literature review is to answer a research question by describing and synthesizing 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 explain 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.

**Oral Presentation**
- Time - maximum 20 to 25 minutes. If questions, allow 2 to 3 minutes.
- Varying the stimuli.
- Appropriate delivery - substance, flow, level of language, appearance (professionally dressed).
- Outline.
- References.

**Test**
There will be quizzes and tests on APA format, English grammar, punctuation, syntactic structure, and the writing process. These quizzes/tests, with error analysis, multiple choice, and short answer questions, will be taken in class. No make-up tests/exams will be given except in cases of documented emergencies or serious illness. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.
Final Examination

**Take-home:** A reflection paper focuses on your reactions, feelings, and analysis of “How Can I Help?”

**In-class:** Essay on a topic that requires no specialized knowledge but allows students to demonstrate their ability to think critically and write with clarity and accuracy.

**EVALUATION AND GRADING:**

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
<th>Meets CLO</th>
<th>Expected Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest: basics of APA Style &amp; Library Tutorial quiz *</td>
<td>4</td>
<td>5</td>
<td>2-3</td>
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<tr>
<td>Student-led discussion of Dass</td>
<td>2</td>
<td>6</td>
<td>1-2</td>
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<tr>
<td>Grammar/punctuation/writing process test</td>
<td>10</td>
<td>2</td>
<td>1-3</td>
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<tr>
<td>APA test</td>
<td>15</td>
<td>2</td>
<td>1-3</td>
</tr>
<tr>
<td>Scholarly paper: literature review</td>
<td>22</td>
<td>2-6</td>
<td>10-15</td>
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<tr>
<td>Paper topic/ rationale/ research question</td>
<td>1</td>
<td>5</td>
<td>1-2</td>
</tr>
<tr>
<td>List of sources</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annotated bibliography: 5 article summaries /evaluations/ reflections</td>
<td>5</td>
<td>2-5</td>
<td>3-5</td>
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<tr>
<td>Method paper</td>
<td>7</td>
<td>2</td>
<td>2-3</td>
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<tr>
<td>Peer review: literature review outline</td>
<td>5</td>
<td>2-6</td>
<td>5-6</td>
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<tr>
<td>Grammar/writing process practice test</td>
<td>1</td>
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<tr>
<td>Final exam practice test</td>
<td>1</td>
<td>4</td>
<td>4-6</td>
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<tr>
<td>Introduction paper: literature review</td>
<td>4</td>
<td>2-6</td>
<td>2-3</td>
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<tr>
<td>Peer evaluation: group presentation</td>
<td>1</td>
<td>4</td>
<td>1-2</td>
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<tr>
<td>Group oral presentation</td>
<td>10</td>
<td>6</td>
<td>1-2</td>
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<tr>
<td>APA workshop/practice test</td>
<td>1</td>
<td>2</td>
<td>3-5</td>
</tr>
<tr>
<td>Take-home final exam: reflection paper</td>
<td>4</td>
<td>1,2,4, 6</td>
<td>4-6</td>
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<tr>
<td>In-class final exam: impromptu essay</td>
<td>6</td>
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<tr>
<td><strong>TOTAL POINTS</strong></td>
<td>100</td>
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</table>

*Visit the following websites to study for the tutorial quiz:


**Grading Scale:**

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93 to 100</td>
<td>A</td>
</tr>
<tr>
<td>90 to 92</td>
<td>A minus</td>
</tr>
<tr>
<td>88 to 89</td>
<td>B plus</td>
</tr>
<tr>
<td>83 to 87</td>
<td>B</td>
</tr>
<tr>
<td>80 to 82</td>
<td>B minus</td>
</tr>
<tr>
<td>78 to 79</td>
<td>C plus</td>
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<tr>
<td>73 to 77</td>
<td>C</td>
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<tr>
<td>70 to 72</td>
<td>C minus</td>
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<tr>
<td>68 to 69</td>
<td>D plus</td>
</tr>
<tr>
<td>63 to 67</td>
<td>D</td>
</tr>
<tr>
<td>60 to 62</td>
<td>D minus</td>
</tr>
</tbody>
</table>
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 the website http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html. Information about late drops is available at the website http://www.sjsu.edu/sac/advising/latedrops/policy/. Students should be aware of the current deadlines and penalties for adding and dropping classes.

IMPORTANT NOTES:
1. Conferences are held during office hours or by appointment to discuss assignments and writing problems. These conferences are not a substitute for class attendance.

2. If you miss a class, it is your responsibility to contact me or make arrangements with a classmate to collect handouts for you and to call you about what you missed in class and to give you the homework. I will expect you to be prepared when you return, including submitting assignments. Please read the syllabus carefully and attend class regularly so that you will be aware of expectations, assignments, and due dates. Absence is no excuse for not doing assigned work.

3. All written homework assignments are to be typed, double-spaced, 12-point Times New Roman typeface with 1-inch margins. All out-of-class assignments are due at the beginning of the class period on the date assigned. Assignments will be considered late if they are turned in any time after the beginning of class. Assignments that are not done correctly/completely will not receive full credit.

4. Due dates will be announced in advance. One point per day will be deducted for late submission of assignments; NO assignment will be accepted 5 working days or later than the due date. Computer, printer, and/or disk drive problems are not acceptable reasons for submitting a late paper. Early submission of assignments is encouraged.

5. Submitted work that is sloppy and/or illegible/unreadable will receive no credit.

6. You must submit assignments in person or through a friend in order to receive credit for your work. I will NOT accept homework assignments or rough drafts via email.

7. If you send me an email with questions about your homework assignments, you will get a response in 24-48 hours, so please do not procrastinate or send me email on homework problems one or two days before the assignment is due. If you have questions or need help with your assignments, I would prefer that you see me during my office hours.

8. All out-of-class writing assignments must be submitted electronically using Turnitin.com. This includes your references and annotated bibliography. I will not read/grade papers that are not submitted to Turnitin.com, and it will be considered late if an assignment is uploaded to Turnitin.com after the due date. In addition, in order to receive credit for your work, you will also have to attach a copy of the digital receipt that shows the percentage of similarity index match provided by Turnitin.com to your assignment before submitting a hardcopy to me.

Shortly after you upload your paper to Turnitin.com, you can access a color-coded report with details about your use of sources in your paper. The similarity index number should not exceed 10% match.

Turnitin.com is a tool to help you avoid plagiarism. To use Turnitin.com, you will need to create a “user profile.” After your profile is created, you can log onto and use the site. The “Class ID” is 4757563 and the “Class Enrollment Password” is 100WTTH3:00

Note:
• You must print the receipt directly from the Turnitin.com website—not from your email—in order to have the percentage of similarity index on the receipt. Receipt without the percentage showing 10% or below will be considered late.

• Any assignment that exceeds 10% similarity index will be carefully evaluated for plagiarism (please read the policy on “Academic Integrity” below).

• It is recommended that you upload your assignments to Turnitin.com 24-48 hours before the due date; otherwise, you might not receive the percentage of similarity index on time to turn in with your assignment. If this is the case, your assignment is considered late and points will be deducted from your assignment (please see #4 above).

• All papers turned in for this class must be your original work. It is considered plagiarism if you take whole or parts of a paper that you submitted for another class in a previous or current semester and use it for a current assignment.

9. Make a copy of all assignments for yourself. Save all papers returned to you.

10. Staple written assignments in the upper-left corner. Do not use a binder or other cover.

11. Although some assignments are worth only a few points, it is very important that you complete all of them because each develops a skill necessary for successful completion of major assignments. Missing a portion of these assignments can lower your course grade substantially.

12. For students taking writing courses, tutoring is available in Learning Assistance Resource Center (LARC), Room SSC 600 and Clark Hall Academic Success Center, Suite 126, phone number is 924-4308. Please make an appointment at least one month in advance so to be sure you can get in to see a tutor.

13. I may drop enrolled students who miss any class prior to the official drop deadline unless they have obtained consent for their absence prior to that class meeting. This policy represents an attempt to be fair to all students who need HPRF 100W. However, please understand that it is the ultimate responsibility of the student to formally drop a class. You should not rely on the instructor to drop you from a class for non-attendance.

14. Read the syllabus! You are responsible for knowing the syllabus. I will be glad to answer any questions that you might have about the course, but I expect that you make some effort to find the answers in this green sheet and class materials and to pay attention to the answers.

ACADEMIC INTEGRITY (from Office of Judicial Affairs). Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the office of Judicial Affairs.

The SJSU Catalog defines plagiarism as follows:

1.2 Plagiarism. At SJSU, plagiarism is the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

1.2.1 The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another’s work, without giving appropriate credit, and representing the product as one’s own work; and

1.2.2 Representing another’s artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures or similar works as one’s own.
Note: If you would like to include in your paper any material you have submitted, or plan to submit, for another class, please note that SJSU’s Academic Integrity policy S04-12 requires approval by both instructors. (http://www2.sjsu.edu/senate/S04-12.pdf and academic dishonesty http://sa.sjsu.edu/download/judicial/Academic_Dishonesty_Policy.pdf).

AMERICANS WITH DISABILITIES ACT COMPLIANCE. If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with The Disability Resource Center (phone number 924-6000, located in Admin 110) as soon as possible. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.

CLASSROOM COURTESY:
1. Rude behavior is unacceptable and disturbing class is unfair to your classmates. Please turn off your cell phone before entering the classroom. Text messaging during class can distract you from the learning process, so please do not text message during class. If you are expecting an emergency phone call, please let me know before I start the class.

2. Laptops are not permitted for use in class. First, they are distracting to others. Second, they disrupt the free interchange of ideas and class discussion.

3. Classes will begin and end on time. You should be in the classroom before the class starts. Entering after class has begun is disruptive and disrespectful of your colleagues. If you are a few minutes late once or twice, please ease in quietly and get settled as quickly as possible. Do not let the door slam closed, and do not disturb your classmates.

4. Talking to other students while a lecture is going on is disruptive to the class. If anyone is persistently disruptive, s/he will be asked to leave the class. If you wish to ask a question or make a comment, please raise your hand and ask me.

Respect for others in the class is very important. All students should show respect with positive classroom behavior, including listening when someone is speaking, respecting his/her viewpoints and opinions, and treating others with the utmost respect as you would like them to treat you. Students who are disrespectful or disruptive will be asked to leave the class.

Note: Below you will find a tentative schedule for the semester. A specific topic may change for a given week or day. It is your responsibility to remain informed of any changes.

### Tentative Class Schedule
(Any changes will be announced in class.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/26</td>
<td>Introduction to the class&lt;br&gt;Group discussions of Dass&lt;br&gt;Read/do practice exercises</td>
</tr>
</tbody>
</table>
1/31-2/2 Discussions: preliminary scholarly paper topic & references (at least 10) within the last 5 years
Student-facilitated discussions of Dass—Chapters 1 & 2 (1 presentation per class session)
Research topic/questions
Grammar/writing process
Read/do practice exercises
Chapter 2: Finding and Retrieving Reference Materials—Rosnow
Section 4 “The Mechanics of Style” pp. 87 to 124—APA
“Punctuation” pp. 87 to 95—APA
Section II: Punctuation—Course Reader
Section IV: Choosing a Topic, The Research Question, How to Come Up With a Good Research Question: Framing the Hypothesis—Course Reader
Chapters 3 & 4, pp. 50 to 121—Dass

2/7-2/ Feedback on APA Style & Library Tutorials quiz
Student-facilitated discussions of Dass—Chapters 3 & 4
Grammar/writing process
Read/do practice exercises
Chapter 3: Developing a proposal—Rosnow
Chapter 4: Planning the research Report—Rosnow
Chapters 5 & 6: pp. 122 to 179—Dass

2/14-2/16 Basics of APA Style and Library Tutorials Quiz 2/16 (Quiz will be given at the start of the class period and may not be made up if missed.)
Student-facilitated discussions of Dass—Chapters 5 & 6
Method section
Grammar/writing process
Research hypothesis
Read/do practice exercises
Chapter 5: Organizing the Review Paper—Rosnow
Chapter 6: Communicating Statistical Information—Rosnow
Section 6 “Crediting Sources” pp. 169 to 189—APA
“Citing References in Text” pp. 174 to 179—APA
“Reference List” pp. 180 to 183—APA
Chapters 7 & 8: pp. 180 to 243—Dass

2/21-23 Preliminary topic/research question for the scholarly paper due 2/21 (must be typed in order to receive credit)
(Reminder: you must upload ALL your homework assignments to Turnitin.com before the due date and attach a copy of the receipt provided by Turnitin.com to your assignments before submitting a hardcopy to me at the beginning of class on the date assigned; otherwise, it will be considered late.)

Method Experiment 2/23 (Do not miss this class!)
Writing process
Student-facilitated discussions of Dass—Chapters 7 & 8
Read/do practice exercises
Chapter 7: Writing the First Draft—Rosnow
Chapter 8: Producing the Final Manuscript—Rosnow
Section III: …Grammar, Writing Process Practice Quiz—Reader
Section 3 “Writing Clearly and Concisely” pp. 61 to 75—APA

2/28-3/1 Method paper due 3/1
Feedback on preliminary topic
APA format: references
Library orientation (tentative)
Read/do practice exercises
Chapter 5: Writing a Literature Review—Kuther
Chapter 9: Preparing Posters and Concise Reports—Rosnow
Section 2 “Manuscript Structure and Content” pp. 21 to 40—APA
Section 7 “Reference Examples” pp. 193 to 214—APA
3/6-3/8 Grammar/writing process **practice quiz 3/6** (in order to receive credit for this assignment, you must complete the practice quiz at home and bring the course reader to class.)

**List of at least ten references for scholarly paper due 3/6**

**Grammar/writing process Test 3/8**

Feedback on in-class essay
Feedback on writing process test

Read

Appendix A: Jane Doe’s Research Report—Rosnow
Appendix B: Jon Smith’s Review Paper—Rosnow
Section 1 “Writing for the Behavioral and Social Sciences” pp. 9 to 20
“Literature Reviews” p. 10—APA
Section 3.03 “Levels of Heading” p. 62—APA

3/13-3/15 **Annotated bibliography: 5 article summaries/evaluations/ reflections for scholarly paper due 3/15** (Five article summaries will be chosen by the student based on their relevance to the literature review research question. Your scholarly paper will include all five summaries.)
Feedback on 10 references

APA format: parts of a paper

Read

Section 2 “Manuscript Structure and Content” pp. 21 to 40—APA
“Abstract” p. 25—APA
“Sample Papers” p. 40—APA
Section VII: Research Paper—Course Reader

3/20-3/22 **Introduction paper: literature review due 3/22**
Feedback on annotated bibliography/summaries
Small-group discussions: final oral presentations

Read

Section IV: Sample Literature Review Papers—Course Reader

3/27-3/29 **Peer review: scholarly paper outline 3/29** (In order to receive full credit for this assignment, you must bring 3 copies, 4-5 pages typed in Times New Roman 12-point, to class and upload to Turnitin.com.)
Feedback on APA test
Small-group discussions: final oral presentation **sign-up**

4/3-4/5 **APA workshop/practice test 4/3**

APA test 4/5 (The quiz will be given at the start of the class. Any unexcused absence or tardiness will forfeit the only opportunity to take the quiz.)

4/10-12 **Literature Review Conferences**

4/17-19 **Literature Review Conferences**

Final exam practice test 4/19

4/24-26 **Oral presentation**
Take-home exam (handouts)
Peer evaluation of final oral presentations

5/1-3 **Oral presentation**
Peer evaluation of final oral presentations

5/8-10 **Scholarly paper due 5/10**

5/15 **Take-home exam due: Reflection paper** (a well-written paper, 5-6 pages in length, uploaded it to Turnitin.com.)

In-class exam: Essay on a topic that requires no specialized knowledge but allows students to demonstrate their ability to think critically and write with clarity and accuracy.