### Instructor Information

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Susan Snycerski, Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>DMH 311</td>
</tr>
<tr>
<td>Telephone</td>
<td>(408) 924-5662 (not best method for contact; use email on D2L)</td>
</tr>
<tr>
<td>Email</td>
<td>Mail function through course Desire2Learn (D2L) is the best way to contact me; if you do not get a response in a reasonable time (i.e., 2-3 days) try my SJSU email at <a href="mailto:susan.snycerski@sjsu.edu">susan.snycerski@sjsu.edu</a></td>
</tr>
</tbody>
</table>

#### Class Days/Time

- **Section 3**, Mondays & Wednesdays, 3:00-4:15 p.m.
- **Section 7**, Tuesdays & Thursdays 12:00-1:15 p.m.

#### Office Hours

- Wednesdays 6:30-7:30 p.m. and Thursdays 4:30-5:30 p.m.

#### Classroom

DMH 347 (both sections 3 and 7)

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

### Contacting Instructor

1. **Through D2L mail function.** Best for questions related to class materials.

2. **Through regular email.** If you’ve tried contacting me via 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 SJSU email account: susan.snycerski@sjsu.edu
3. By phone. Not the best method; I will answer during office hours only. Do not leave messages on voicemail; rather, email a message.

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 Dr. Snycerski or Professor Snycerski)

   c. **Identify yourself** and the course/section you are in.

   d. **Issue or question** should be stated clearly, concisely, respectfully, and with attention paid to grammar, complete sentences, and so forth.

   e. **Expect replies within 1 - 3 days.** Polite follow-ups are encouraged if you have not heard from me in a reasonable amount of time.

**Example email correspondence**

**Subject:** Psyc 100w: Assignment due date question

Dear Dr. Snycerski,

My name is Bailey Lidstrom and I am in your M/W 100w section 3 class. I am not sure when the Article Summary #1 assignment is due because of conflicting information. The syllabus schedule says Feb 22nd, but the assignment sheet itself says Feb 24th. Thank you for your attention to this matter.

Regards,

Bailey

student id # 123456789

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**Learning Outcomes**

**Overview**

*Learning Outcomes* (LOs) are specific, measurable goals and objectives that students have demonstrated upon successful completion of the course. 100W is designed to address 3 levels of Learning Outcomes:

**GE/SJSU Learning Outcomes (LOs).** These are outcomes mandated by General Education.

**Course Learning Outcomes (CLOs).** These are outcomes for this specific course. For Psychology 100W, **Course Learning Outcomes (CLOs)** are the discipline-specific ways in which the general GE/SJSU learning outcomes (LOs) for 100W (Area Z) will be fulfilled. The specific CLOs for this course contribute to the overall experience, learning opportunities, and **Program Learning Outcomes (PLOs)** students are exposed to when completing the SJSU Psychology Major.

**Program Learning Outcomes (PLOs).** These outcomes refer to the broad goals of the SJSU Psychology Major program. The SJSU Psychology Major is designed to address 5 broad PLOs. These PLOs are outcomes students should be able to demonstrate after having successfully completed the Psychology Major.

**GE/SJSU Studies Learning Outcomes (LO)**

Upon successful completion of this course, students will be able to:
The general GE student learning objective for 100W (Area Z) is that students shall write complete essays that demonstrate college-level proficiency. Students shall be able to:

LO1 – refine the competencies established in Written Communication IA and IB

LO2 – express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse

LO3 – organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.

Course Learning Outcomes (CLOs)

For Psychology 100W, the general GE student learning outcomes (LOs) for 100W (Area Z) will be fulfilled in the following discipline-specific Course Learning Outcomes (CLOs) [matched GE LOs indicated in brackets]. Upon successful completion of this course students will...

CLO1 – have developed proficiency at using databases (e.g., PSYCHINFO and MEDLINE) to locate empirical research and research review articles in an area of psychology [LO 1, 3]

CLO2 – demonstrated competency in American Psychological Association (APA) writing style, including grammar, spelling, and syntax [LO 1, 3]

CLO3 – summarized and evaluated empirical research articles in an area of psychology [LO 1, 2, 3]

CLO4 – written for a general audience [LO 1, 3]

CLO5 – organized and developed a literature review, or other appropriate major paper (e.g., research report) in an area of psychology [LO 1, 2, 3]

CLO6 – begun to develop critical thinking skills in psychology including the ability to [LO 1, 2, 3]:

(a) synthesize disparate research findings into a coherent framework which addresses a question or topic relevant to the discipline of psychology, and/or

(b) compare and contrast differing theories and research findings

GE requirements for 100W stipulate that students shall write a minimum of 8000 words in the course of the semester, and that they shall be provided with frequent practice and feedback for improving their communication skills.

Page 18 of this syllabus summarizes for each course assignment the word totals, points totals, and relevant SLOs being assessed.

Required Texts/Readings

APA Manual


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

Other equipment/material requirements

- **A 100W binder or other organizational tool.** Please keep a dedicated 100w binder with you for the entire semester and keep all assignments in that binder. Bring it to each class. If there are any disputes regarding grading, you will need to have the original graded assignment to verify a grade.

- #2 Pencil & a pen

- a **stapler** to carry in your backpack (you will use this throughout the semester)

- a working voice recorder (tape or electronic) for individual meetings with instructor (optional)

- Regular access to a computer and internet connection

- Paper for printing assignments (no emailed assignments are accepted)

- **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.

- Having access to the Internet is your responsibility, so have backup plans in case you have problems with your primary computer. I will not accept excuses about technology problems as valid, unless the entire university network or the Learning Management System is offline.

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### 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)
- Links to webpages that will be of use to you throughout the course
- Handouts and articles
- Lecture slides (generally posted after lecture is presented)
- Grade roster
- Some assignments require you to upload your work to this website; deadlines for assignment uploads are final. Therefore, be sure to upload before the cutoff time elapses.

Check this site regularly for course announcements.

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### Accessing Course Desire2Learn (D2L) site

To access the site go to [http://sjsu.desire2learn.com](http://sjsu.desire2learn.com)

**Username** = *firstname.lastname*, but may have an appended number (e.g., *joshua.doe2*)

**Password** = Your initial D2L password is your 9 digit SJSU ID number.

See the online tutorial for additional login and usage information:

**Desire2Learn Student Tutorial:** [http://www.sjsu.edu/ecampus/students/D2L_students/](http://www.sjsu.edu/ecampus/students/D2L_students/)

*Email me immediately if you are still unable to access the site.*
Turnitin.com is a website that checks for plagiarism. You will be required to submit many of your assignments to this website, as indicated by the instructor.

**Important:** Your papers must be uploaded to turnitin.com by the due date and time *in addition* to turning in a hardcopy.

Both hard copy and turnitin uploads are necessary to qualify a “complete” assignment. Complete paper assignments that are not submitted by the due date will not be graded. That is, failing to upload your paper by the due date as well as turning in a hard copy will result in the grade of zero.

Section 3 class ID: 6023764

Section 7 class ID: 6023768

Our class password is: WritingRocks (case and space sensitive)

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**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, etc.)
- **Writing assignments** (e.g., reflection pieces, article summaries, literature review, etc.)
- **APA style quizzes**

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.

All papers are due at the beginning of class. No late papers or emailed assignments will be accepted. No exceptions unless in cases of documented emergencies, serious illness, or a Dean’s excuse. Thus, be sure to obtain a doctor’s note, court notice, accident/police report, and so forth if you must miss class. **Also, notify the instructor prior to missing class if capable, or immediately after the incident.**

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.

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**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. Not all assignments have an information sheet; some are discussed only in class. Therefore, attendance is crucial for obtaining instructions.

The written assignments in Psychology 100W are designed to **gradually build the writing and research skills necessary to write scholarly papers** appropriate for the discipline of psychology. The major writing assignments for this work include (but are not limited to):

- Dissecting a Literature Review
- Article Summaries and Critiques*
- Literature Review* (*see detailed description below*)
- Peer Reviews
- Brief Research Report Paper (“Methods Paper”)

* Students will be given the opportunity to revise in response to instructor feedback and resubmit
Major Scholarly Paper: Literature Review

The major paper you will be writing for this course is an **APA style literature review** (approximately 2000 – 2200 words **not** including references; minimum of 10 **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 20 – 25 sources relevant to your literature review topic using databases and other resources appropriate to psychological research. An APA Style Reference section of 10 potential “best fit” articles you are considering for your paper.

- **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.

- **Important! All students must turn in a literature review complete draft on the due date in order to qualify for the opportunity to turn in the final literature review; that is, no grade will be awarded to a final literature review paper unless a draft has been submitted on time.**

- Details regarding assignments will be provided in class and/or on D2L.

- Although the instructor will remind students of upcoming assignments, it is the student’s responsibility to keep track of due dates that are listed in the course schedule.

### 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. **Bolded grades indicate the student does not meet passing criteria and will need to retake the course.**

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

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
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<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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<td>66 – 63</td>
<td>D</td>
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<tr>
<td>62 – 60</td>
<td>D-</td>
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<tr>
<td>59 or less</td>
<td>F</td>
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**Important Notes about Grading**

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

- In terms of **GE the only passing course grades are C and above.**

- Although some assignments are essentially credit/no credit (i.e., worth up to 1 point), it is very important to complete all of them because:
  - each develops a skill necessary for successful completion of major assignments
  - cumulatively “credit/no credit” assignments account for approximately 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
Make-up Exams

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.

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.

Extra Credit

Extra credit assignments are given at the instructor’s discretion. Should extra credit opportunities be extended, 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.

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.

Cheating on papers (i.e., plagiarism), quizzes, or other assignments will result in a failing grade (F) for the course; a grade of F will be recorded and the student(s) will be reported to the Office of Student Code and Ethical Conduct. This policy is strictly enforced.

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.
Students are expected to attend class and maintain a level of professional and courteous behavior in the classroom. Respect for the rights and opinions of others is expected. The free and open exchange of ideas is the cornerstone of higher education, but we must always remain respectful of others, even if we disagree strongly with them. Disagreement is acceptable, but discourteousness is not. Behavior that creates a threatening or harassing environment (either online or in class) will not be tolerated. Severe and pervasive disruptions of class activities are a violation of the Student Code of Conduct will be reported to the Office of Judicial Affairs. In short, be cool to one another.


Read the syllabus!

You are responsible for knowing the details in this green sheet. If you lose it, get another. I am happy to answer questions about the course as they arise, but I expect you will make some effort to find the answers in the syllabus and class materials, and to pay attention to the answers given.

Skill-Development Course

It is important that you understand that this class is a workshop on skill development and differs from a standard lecture class that teaches content. I will provide a few lectures and am available for consultation, but I do not “teach” in the traditional lecture sense.

In a workshop, you have primary responsibility for learning the material. I can answer any questions about the material you are learning and I provide feedback on your assignments. You are expected to take the initiative in mastering the material and skills in this class.

Time Management & Regular Attendance

Time management is a major issue for students in this class. As in the workplace, deadlines are real. Assignments are due one after another and you need to keep on top of them! You can fall quickly behind if you fail to turn every assignment in on time.

Laptops/Tablets

Students using laptops/tablets will sit in the first two rows of the classroom only. No exceptions. Laptops/tablets should be charged prior to class. In-class laptop/tablet use should be restricted to course-related activities (e.g., taking notes). Other activities (e.g., checking email, Facebook®, MySpace®, etc.) distract both the instructor and students and will not be tolerated. Inappropriate laptop use during class will result in the student being dismissed for the remainder of the class session. Repeated inappropriate use may lead to loss of permission to use the device in class for the duration of the course.

Cell phones and other electronic devices

Please be certain to turn off or put in silent mode (not vibrate mode as that is still audible and is distracting) all cell phones, pagers, and any other devices that produce distraction prior to entering the classroom. Phones should not appear on the desktop; rather, they should be stored during class sessions in pockets, bookbags, purses, an the like. DO NOT TEXT DURING LECTURE. Texting during class will result in the student being dismissed for the remainder of the class session.

Late arrivals

If you must arrive late or leave early, please do so quietly and with a minimum of distraction. Also, on several class meetings much of the material is presented in the first part of the class with the in-class activities following. Thus, if you are even 10-15 min late, you may miss the instructions for the assignment.

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!! I cannot stress how important it is for you to contact me if you feel you are falling behind, do not understand an assignment or topic, or are otherwise confused about the course. This is not a typical “lecture style” course and, as such, students are sometimes unsure about the overall structure of the course. This is not a time to be shy.

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.

Consent for Recording of Class and Public Sharing of Instructor Material, Amends F06-2

Whereas Common courtesy and professional behavior dictate that someone is notified when being recorded; and audio recording without consent in private settings is prohibited by California Penal code 630-635, and

Whereas Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval; and is already prohibited by California Civil Code 980 a(1), and

Whereas It is desirable to allow flexibility to faculty as to when and how consent is given for recording classes or publicly sharing course material; therefore be it

Resolved That the following items be included in the list of greensheet items recommended for consideration in the Appendix of University Policy F06-2.

“Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

“Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Therefore, neither recording of class lectures or discussions nor distribution of course materials are allowed. Failure to follow this policy will result in immediate expulsion from the class, a grade of F in the course, and reporting the student to the University and proper authorities for further sanctions/punishment.

Senate Policy

Senate Policy S12-3 on student work expectations

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course-related activities including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

The credit hour is defined as "the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester

(2) A credit hour is assumed to be a 50-minute (not 60-minute) period.

As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and a minimum of six hours of out-of-class student work each week.
Department of Psychology Writing Policy

Important!! The Department of Psychology has adopted the policy that designated written assignments will be returned ungraded for substantial errors in grammar, punctuation, spelling, clarity, conciseness, and validity of content. Papers returned will suffer a minimum penalty of 10% on the final grade on rewritten work. The revised paper must be returned within a maximum of seven calendar days and submitted with a copy of the original work. This policy is in effect for all courses 100W and above and by instructor discretion for courses under 100.

Unless otherwise noted, all written assignments must be typed, double-spaced, with 1" margins, and use a standard font (i.e., Times New Roman) of size 12. Your name, the semester of the course, and the course name must appear in the upper right corner. Multiple pages must be sequentially numbered and stabled in the upper left corner. Assignments will not be accepted and will be considered “late” until they are consistent with the above policy.
## Student Resources

### Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

### SJSU Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

### 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/

Your instructor will inform you of any other resources that may be available to you (e.g., online tutorials, etc.).

The tentative course schedule can be found on the “class schedule” file sent to you and also posted on D2L. Please note that all attempts will be made to follow this schedule. However, if changes are made for due dates, they will be announced in class. It is the student’s responsibility to keep track of announced changes. Assignments will never be made due earlier than listed; however, they may be pushed back depending on circumstances presented.
Use the table below to keep track of your progress in the class.

<table>
<thead>
<tr>
<th>Assignment name</th>
<th>Date submitted</th>
<th>Points earned</th>
<th>Total points available</th>
<th>Other assignments TBA</th>
<th>Assignment name</th>
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<tbody>
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<td>Plagiarism tutorial</td>
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<tr>
<td>What is APA Style</td>
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<td>Dissecting a Literature Review</td>
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<td>Research Question</td>
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<td>Database Assignment</td>
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*There will be 5 points available for in-class assignments, take-home assignments, and/or quizzes. Some assignments and quizzes will be announced in advance; others will be unannounced. The number of activities and points available for each activity will be assigned at the discretion of the instructor. Total points possible = 110.