San José State University  
Department of Psychology  
Psychology 100W: Writing Workshop Sec. 08  
Spring 2014

<table>
<thead>
<tr>
<th>Instructor Information</th>
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<tbody>
<tr>
<td><strong>Instructor</strong></td>
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<tr>
<td><strong>Office Location</strong></td>
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<tr>
<td><strong>Telephone</strong></td>
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<tr>
<td><strong>Email</strong></td>
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<tr>
<td><strong>Class Days/Time</strong></td>
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</tbody>
</table>
| **Office Hours** | Mon & Wed 3:30 to 4:30 p.m.; Tues 4:00 to 4:30 p.m.  
Other times by appointment |
| **Classroom** | DMH Room 347 |
| **Prerequisites** | ENGL 1B (with a grade of C or better)  
Completion of core GE  
Satisfaction of Writing Skills Test and upper division standing  
PSYC 1  
STAT 95 or senior standing |
| **GE/SJSU Studies** | Area Z |

<table>
<thead>
<tr>
<th>Faculty Web Page</th>
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<tbody>
<tr>
<td>Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <a href="http://www.sjsu.edu/people/joanna.fanos/">http://www.sjsu.edu/people/joanna.fanos/</a>.</td>
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<tr>
<th>Course Description</th>
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<td>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.</td>
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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.

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<tr>
<th>Learning Outcomes</th>
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**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.

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

Program Learning Outcomes (PLO)
Upon successful completion of the psychology major requirements…

PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.
Required Text

APA Manual


Equipment/material requirements

Regular access to a computer and internet connection

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 (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

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf

Turnitin.com

Turnitin.com is a website that checks for plagiarism. You must submit the first and final drafts of the Research Paper to Turnitin.com by a deadline we will establish in class. The Class ID is 7416593 and the enrollment password is 100W08.

Assignments and Grading Policy

Pre- and Post-Test

During the first week of class, students will take an online pre-test of their writing skills; at the end of the semester, an online post-test will be taken. Both are required. The website for the pre-test is http://tinyurl.com/100W-pretest
In-class Assignment

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

Paper for General Audience

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

Major Scholarly Paper: Literature Review

The major paper you will be writing for this course is an APA style literature review (draft approximately 2500 words; final copy 2500 words; 10 or more scholarly references). The goal of a literature review is to answer a research question by describing and synthesizing relevant theory and research findings relevant to the question.

You will be developing your final literature review in several assignments, including (but not limited to):

- **Research Question Assignment** in which you develop, with help from the instructor, a research question appropriate to the discipline of psychology and to the requirements of the course.

- **Database Assignment** in which you identify at least 10 – 15 sources relevant to your literature review topic using databases and other resources appropriate to psychological research.

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

Abstract

Students will prepare an Abstract (summary) for their paper of 500 words (250 each draft).

PowerPoint Presentation

The student will present a PowerPoint presentation to the class on the topic of their research paper. The student will also responsible for providing the PowerPoint presentation, including a list of References, to other students in the group upon request. More instruction will follow, but the presentation should be approximately 6 minutes long, with time at the end for 3-5 minutes of questions or comments from your peers. Your peers will provide written feedback and evaluation following each oral presentation.
Written Peer Critique of Student Presentations

Following each class in which there are oral presentations, students will write a critique of the strengths and weaknesses of each. There are 4 classes total. Each class critique will be approximately 125 words; thus 500 word total.

Word Count Requirements (8,000 word total)

Written papers in class (2) (500 each paper, 1,000 total words)
Paper for General Audience (500 words draft, 500 words final) 1,000 total words
Research paper (draft 2500 words, final copy 2500 words = 5,000 total words
Abstract (250 each draft = 500 words)
Critique of student presentations (500 words)

NOTE that University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Course Grade

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

<table>
<thead>
<tr>
<th>Grade Points</th>
<th>CLO</th>
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<tbody>
<tr>
<td>Writing in class</td>
<td>2</td>
</tr>
<tr>
<td>Paper for General Audience</td>
<td>1-4, 6</td>
</tr>
<tr>
<td>Research Paper &amp; Abstract</td>
<td>1-3, 5-6</td>
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<tr>
<td>Oral Presentation</td>
<td>1-3, 6</td>
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<tr>
<td>Critique of Oral Presentations</td>
<td>2</td>
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<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
<th>Percent</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100 – 93</td>
<td>A</td>
<td>76 – 73</td>
<td>C</td>
</tr>
<tr>
<td>92 – 90</td>
<td>A-</td>
<td>72 – 70</td>
<td>C-</td>
</tr>
<tr>
<td>89 – 87</td>
<td>B+</td>
<td>69 – 67</td>
<td>D+</td>
</tr>
<tr>
<td>86 – 83</td>
<td>B</td>
<td>66 – 63</td>
<td>D</td>
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<tr>
<td>82 – 80</td>
<td>B-</td>
<td>62 – 60</td>
<td>D-</td>
</tr>
<tr>
<td>79 – 77</td>
<td>C+</td>
<td>59 or less</td>
<td>F</td>
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Important Notes about Grading

- **Beginning Spring 2012, 100W will be graded on an “A – F” system, as opposed to “A – C, NC” system**
- In terms of GE the only passing course grades are C and above.
- Although some assignments are essentially credit/no credit (i.e., worth up to 1 point), it is very important to complete all of them because:
  - each develops a skill necessary for successful completion of major assignments
  - cumulatively “credit/no credit” assignments account for approximately 20% 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

“A minimum aggregate GPA of 2.0 SJSU Studies (R, S, & V) shall be required of all students as a graduation requirement.” To see full text, review University Policy S11-3 at

Late Assignments

Late credit/no credit assignments will not be accepted except in cases of documented emergencies, serious illness, or a dean’s excuse. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.

Major assignments will lose a full letter grade (10%) for each day late. Graded assignments more than 3 days late will not be accepted.

Classroom Protocol

I expect that you will attend regularly and participate in class discussions. As you can see, most classes have required assignments, either to complete in-class or to turn in that session. Therefore it is essential that you attend each class.

Please arrive on time; it is disruptive to everyone else when someone arrives late.

Turn your cell phone off or, if absolutely necessary because of a family emergency, place in vibrate mode. Text messaging will not be tolerated. If you bring a laptop, surfing the web and checking emails will not be tolerated.

Contacting Instructor

1. Through regular email. joanna.fanos@sjsu.edu (the best way to reach me)
2. By phone. 408-924-5622
3. Consider emails for this course as professional correspondence.
   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. Fanos or Professor Fanos)
   c. *Identify yourself* and the course/section you are in. I teach many classes and have many students, so do not assume I remember which section you are in.

**Read the syllabus!**

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

**Skill-Development Course**

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

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

**Time Management & Regular Attendance**

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

**Laptops**

In-class laptop use should be restricted to course-related activities (e.g., taking notes). Other activities (e.g., web surfing) distract both the instructor and students and will not be tolerated. You will be asked to turn off your laptop if you are engaged in non-class activities. You will be asked to refrain from laptop use for the duration of the course if this behavior continues.

**Cell phones and other electronic devices**

Please be certain to turn off or put in silent mode all cell phones, pagers, and any other devices that produce distraction prior to entering the classroom.

**Late arrivals**

If you must arrive late or leave early, please do so quietly and with a minimum of distraction.
I expect you to come to class prepared
“Prepared” means you have completed the readings and any assignment before class starts, and written down any questions you had from the assignment. You should be as prepared as you expect your professor to be.

Communication
Use email!! Use office hours! Talk to me!!

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University Policies

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latereg/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/

Consent for Recording of Class and Public Sharing of Instructor Material
University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf requires students to obtain instructor’s permission to record the course.

- “Common courtesy and professional behavior dictate 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. Such 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.”
  - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “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.”
Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires 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 Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

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 your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.
SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their 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 also are 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 Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling
## Course Schedule

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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 27 &amp; 29</td>
<td>Introduction to class &amp; Pre-test</td>
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| 2    | Feb 3 & 5  | Feb 3 APA elements. Good writing elements (grammar, accurate spelling, ethics (plagiarism).  
  Feb 5 Topic selection, how to approach theoretical background. |
| 3    | Feb 10 & 12| Feb 10 Topics & 1st in-class writing assignment  
  Feb 12 Library Tutorial w/Bernd Becker—King Library Lab 125 |
| 4    | Feb 17 & 19| Feb 17 Topics due-- peer review discussion  
  Feb 19 General Audience Discussion & 2nd in class writing assignment |
| 5    | Feb 24 & 26| Feb 24 General Audience draft due & APA Style References Discussion  
  Feb 26 APA Style References Draft/Peer Review |
| 6    | March 3 & 5| Individual Conferences (General Audience) & Peer Review |
| 7    | March 10 & 12| March 10 Final General Audience Paper Due  
  March 12 APA Style References Due & Peer Review |
| 8    | March 17 & 19| March 17 Abstract Discussion  
  March 19 Draft of Literature Review Due |
| 9    | March 24 & 26| Spring Break |
| 10   | March 31 & April 2| March 31 Cesar Chavez Day—Campus Closed  
  April 2 Individual Conferences |
| 11   | April 7 & 9| Individual Conferences |
| 12   | April 14 & 16| Individual Conferences |
| 13   | April 21 & 23| April 21 Summary & Review of Paper Problems  
  April 23 Oral Presentations Discussion & Final Drafts Due |
| 14   | April 28 & 30| Oral Presentations |
| 15   | May 5 & 7| Oral Presentations |
| 16   | May 12| Post Test Review |
|     | Fri May 16| Online Post-Test  
  Final Exam 12:15 p.m. |

The schedule is subject to change with fair notice via announcement in class or email.