San José State University – Department of Psychology
PSYC 100W: Writing Workshop
Section 06 – Fall 2014

Contact Information

Instructor: Sylvie Pelaprat
Office: DMH 230
Phone:
Email: sylvie.pelaprat@sjsu.edu
or Mail function through course Canvas

Class
Section 06, Tuesday and Thursday 9:00 am – 10:15 m

Classroom DMH 359

Office Hours: Tuesday 10:30 am to 12:00 pm

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

Contacting Instructor

1. Through regular email. Please allow 1-2 business days for response. Email sent on Fridays may not get a response until Monday.

2. Through Canvas mail function.

3. Consider emails for this course as professional correspondence (see sample correspondence at the end of the syllabus).
   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 instructors title (e.g., Professor Pelaprat)
   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 1-2 business days.** Polite follow-ups are encouraged if you have not heard from me in a reasonable amount of time.

**Example email correspondence**

**Subject:** Psyc100W: Assignment due date question

Ms. Pelaprat

My name is Maggie Jackson and I am in your 100W class. I am not sure when the Outline assignment is due because of conflicting information. The syllabus schedule says Nov. 5, but the assignment sheet itself says Nov 9. Thank you for your attention to this matter.

Regards,

Maggie

student id # 123456789

**Course Description**

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

**Learning Outcomes**

**Overview**

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

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

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

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

**GE/SJSU Student Learning Outcomes (SLOs)**

Students shall write complete essays that demonstrate college-level proficiency. Students shall be able to:

**SLO 1.** produce discipline-specific written work that demonstrates upper-division proficiency in:
   a. language use  
   b. grammar  
   c. clarity of expression

**SLO 2.** explain, analyze, develop, and critique ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse

**SLO 3.** organize and develop essays and documents for both professional and general audiences

**SLO 4.** organize and develop essays and documents according to appropriate editorial and citation standards

**SLO 5.** locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing

**Course Learning Outcomes (CLOs)**

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

**CLO 1.** have developed proficiency at using databases (e.g., PsycINFO and MEDLINE) to locate empirical research and research review articles in an area of psychology [SLO 5]

**CLO 2.** have demonstrated competency in American Psychological Association (APA) writing style, including grammar, spelling, and syntax [SLO 1, 4]

**CLO 3.** have summarized and evaluated empirical research articles in an area of psychology [SLO 1, 2, 3, 4]

**CLO 4.** have written for a general audience [SLO 1, 2, 3]

**CLO 5.** have organized and developed a literature review, or other appropriate major paper (e.g., research report) in an area of psychology [SLO 1, 2, 3, 4, 5]

**CLO 6.** have begun to develop critical thinking skills in psychology including the ability to [SLO 1, 2, 3, 4, 5]:
   a. synthesize disparate research findings into a coherent framework that
addresses a question or topic relevant to the discipline of psychology, and/or

b. compare and contrast differing theories and research findings

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

The last page of this syllabus summarizes for each course assignment the word totals, points totals, and relevant SLOs being assessed.

Required Texts/Readings

APA Manual

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

Undergraduate Writing in Psychology

IMPORTANT NOTE ABOUT THE ROSNOW (2012) BOOK: In order to have access to the online Net Tutor, you must have a version of the book that comes packaged with a special access code.

Other equipment/material requirements

- A 100W binder or other organizational tool
- #2 Pencil & a black pen
- A stapler to carry in your backpack
- Regular access to a computer and internet connection
- Handouts will be made available in a timely manner via Canvas. It is your responsibility to print out and bring copies of handouts to the appropriate lecture.

Canvas site

The course Canvas site is an online resource supplement for this course. Use of this site and the information provided is not a substitute for attending lectures. The site will be updated regularly throughout the semester. This site contains:
• Discussion Board (Course Announcements, student questions)
• Links to webpages that will be of use to you throughout the course
• Handouts and articles
• Lecture slides (generally posted after lecture is presented)
• Grade roster

You are responsible for regularly checking the site for announcements. I recommend checking it at least twice a week after each class.

Accessing Course Canvas site

To access the site go to http://sjsu.instructure.com

Username = firstname.lastname@sjsu.edu
Password = self-generated
See the online tutorial for additional login and usage information:
Canvas Student Tutorial:
http://www.sjsu.edu/at/ec/canvas/student_resources/index.html

Important: Set your Canvas account, so that any announcement I post is forwarded to your email. This will alert you to updates, reminders, or changes in schedule. Once on your page got to “Settings.” Click on “Notifications” in the menu on the left. Set your notifications so that Announcements are forwarded to your email address ASAP.

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

Turnitin.com

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. Turnitin.com is now accessible via Canvas. Information on how to use turnitin.com will be provided in class. Submitting your papers to Turnitin.com is just to check for plagiarism. You will still need to turn in a hard copy of your assignments.

Assignments and Grading Policy Overview

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.

The assignments in PSYC 100W are designed to gradually build the writing and research skills necessary to write scholarly papers appropriate for the discipline of psychology. Assignments in 100W generally include (but are not limited to):

• Basic skills review (e.g., plagiarism tutorial, research skills tutorial, )
• **Writing assignments** (e.g., reflection pieces, article summaries, literature review)

• **APA style mastery assessments**

The course schedule and assignment summary table at the end of this syllabus provide a timeline and the planned grading for each assignment. **You are expected to come to class with the requisite materials and to have completed the assigned readings and assignments.**

For each assignment, an information sheet outlines the specifics of the assignment. **Please print them off the Canvas web site when they are available and have them with you on the appropriate lecture days.** These information sheets are not a substitute for the lecture.

**Written Assignments**

An assignment summary table appears at the end of this syllabus. Assignments are subject to change. Students will be notified of any changes in a timely manner during class and through Canvas. 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 Canvas site. **You are expected to print and bring copies of each handout to the appropriate class.**

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

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

**Major Scholarly Paper: Literature Review**

The major paper you will be writing for this course is an **APA style literature review** (approximately 2500 - 3000 words including references; 10 or more scholarly references). The goal of a literature review is to answer a research question by describing and synthesizing relevant theory and research findings relevant to the question.

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

• **Research Question Assignment** in which you develop, with help from the instructor, a research question appropriate to the discipline of psychology and to the requirements of the course.
• **Database Assignment** in which you identify at least 10 – 15 sources relevant to your literature review topic using databases and other resources appropriate to psychological research.

• **Outline Assignment** in which you organize the main points of your literature review and indicate which sources will be used to support the main point, and how it will do so (e.g., full summary of the article vs. “microsummary” of the article)

• **Literature Review Conferences** and **Drafts** in which you receive feedback from a variety of sources and revise your paper as needed.

• **Article Summaries.** Two of the three articles summaries you will be writing will be related to your research question and will be used in your final literature review.

**Grading Policy**

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.

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<td>91 - 89</td>
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**Important Notes about Grading**

• **This course must be passed with a C or better as a CSU graduation requirement.**

• 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](http://www.sjsus.edu/senate/docs/S11-3.pdf)

• 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
  - 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. Should such a circumstance 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. Should such a circumstance arise, please contact me as early as possible and be ready to provide documentation. It is your responsibility to plan, follow-up, and initiate alternative arrangements when such circumstances arise.

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

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, 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 six hours of out-of-class student work each week."

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.

Classroom Protocol

Read the syllabus!
You are responsible for knowing the details in this syllabus. 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 any assignment in on time.

Although the course has an online resource, this resource is not a substitute for attending lectures. Students who do not attend class or keep up with assignments rarely pass the class.

**Turning in Assignments**

All written assignments must be submitted on paper, except of course for those tests you are taking online. If you are authorized to submit a paper via email, it must be submitted in pdf format. **NEVER submit assignments via email without checking with instructor first.**

**Laptops**

Use of laptops and iPads (or similar tablets) are allowed in class only for the purpose of note-taking or research pertinent to the class. An assignment and class discussion related to this topic will guide you in deciding whether it might benefit your learning process or not to use such a device. If you decide to use laptop or tablet for note-taking, you might be asked to sit in a designated area of the classroom in order to avoid causing distractions for other students. In some cases, you might be advised to bring your laptop in class – if you have one – to work on your assignments.

**Cell phones and other electronic devices**

Please be certain to turn off cell phones, pagers, and any other devices that produce distraction prior to entering the classroom. If you expect an emergency call, you can leave your phone on silent. Please take the call outside the classroom. No texting or instant messaging during class is allowed. If you must text/instant message, leave the classroom and come back when you are done.

**Late arrivals**

If you must arrive late or leave early, please do so quietly and with a minimum of distraction. It is your responsibility to seek information you may have missed because of your late arrival or early departure.

**I expect you to come to class prepared**

“Prepared” means you have completed the readings and any assignment before class starts, you have written down any questions you had from the assignment, and you
should bring the material required for the class. You should be as prepared as you expect your professor to be.

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

Check the Canvas site regularly and your email for forwarded announcements
If I become ill, I will make every effort to 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.

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 calendar 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/latedrops/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, available at 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 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. 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.”

If you wish to use a recording device in class, please notify me two days before via email. Permission, will be granted on a class by class basis.

In classes where active participation of students or guests may be on the recording, permission from 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 is available at http://www.sjsu.edu/senate/docs/S07-2.pdf and 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 website for Student Conduct and Ethical Development 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 in your assignment any material you have submitted, or plan to submit for this class or another class, please note that SJSU’s Academic 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 Disability Resource Center at http://www.sjsu.drc.sjsu.edu/ to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union 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 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

Peer Connections, a campus-wide resources 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 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. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students 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 located 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.

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 the Counseling Services website at http://www.sjsj.edu/counseling.

Other Resources
Your instructor will inform you of any other resources that may be available to you (e.g., online tutorials, etc.).
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<tr>
<th>WEEK/CLASS</th>
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<th>TOPIC &amp; CLASS ACTIVITIES</th>
<th>READING</th>
<th>ASSIGNMENTS DUE</th>
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<td>Course introduction</td>
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<td></td>
<td>Th: 8/28</td>
<td>Basics of APA Style</td>
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<td>2</td>
<td>T: 9/2</td>
<td>Empirical Articles</td>
<td>Summarizing an Empirical Article</td>
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<td>Th: 9/4</td>
<td>Dissecting a Literature Review</td>
<td>Basics of Research Design</td>
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<td>Developing a RQ</td>
<td>Latané &amp; Nida (1981)</td>
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<td>3</td>
<td>T: 9/9</td>
<td>Article Summary #1 – peer editing</td>
<td>Latané &amp; Darley (1968)</td>
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<td></td>
<td>Th: 9/11</td>
<td>Research Question</td>
<td>APA Manual pp 21-60</td>
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<td>4</td>
<td>T: 9/16</td>
<td>Research Skills &amp; Library Tutorial</td>
<td>APA Manual pp 87-110</td>
<td>Meet in MLK Library Room 125. Be on time!</td>
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<td></td>
<td>Th: 9/18</td>
<td>APA Workbook Chapter 3</td>
<td>APA Manual pp 111-124</td>
<td>Bring APA Workbook to class</td>
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<td>5</td>
<td>T: 9/23</td>
<td>Research Question Discussion</td>
<td>Article Summary #2 – peer editing</td>
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<td>Th: 9/25</td>
<td>Research Question Discussion</td>
<td>TPT #1 Quiz</td>
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<td>6</td>
<td>T: 9/30</td>
<td>Literature review development meetings</td>
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<td>7</td>
<td>T: 10/7</td>
<td>APA Practice</td>
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<td>Th: 10/9</td>
<td>Mastery Test Attempt #1</td>
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<td>Literature Review Draft 1</td>
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<td>Th: 10/23</td>
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<td>APA Workbook: Finish Ch.3 &amp; 4 Bring Student Workbook to class</td>
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