San Jose State University  
Department of Psychology  
Psychology 100W – Section 7  
Dr. Tina Camagna Foley  
Fall 2014

OFFICE: DMH 232  
OFFICE HOURS: Tuesday/Thursday, 1:30pm - 2:45pm  
OFFICE PHONE: (408) 924-5607  
EMAIL: tina.foley@sjsu.edu  
WEBSITE: http://www.sjsu.edu/people/tina.foley  
CLASSROOM: DMH 347  
GE/SJSU Studies Category: Area Z  
REQUIRED TEXT:  

All students must have Internet access. Assignments, handouts, and lecture outlines may be found on my faculty website, http://www.sjsu.edu/people/tina.foley. Students are responsible for regularly checking the website.

Class attendance is assumed. You are responsible for all information and announcements made in class, whether you are present or not. It has been a long-standing policy of mine not to post my lecture notes on the course website. Should you miss a class for any reason, it is your responsibility to get the notes from one of your classmates. Lecture notes will not be copied for or e-mailed to students.

PREREQUISITES: Satisfaction 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

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 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.

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 three levels of Learning Outcomes:
• **GE/SJSU Student Learning Outcomes (SLOs)** – These are outcomes mandated by General Education.

• **Course Learning Outcomes (CLOs)** – These are outcomes for this specific course. For Psychology 100W, Course Learning Objectives 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) that 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 five broad PLOs. These PLOs are outcomes that students should be able to demonstrate after having successfully completed the Psychology Major.

**GE/SJSU STUDIES STUDENT LEARNING OUTCOMES (SLOs):**

SLO1 – Students will produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression.

SLO2 – Students will explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.

SLO3 – Students will organize and develop essays and documents for both professional and general audiences

SLO4 – Students will organize and develop essays and documents according to appropriate editorial and citation standards.

SLO5 – Students will locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.

**COURSE LEARNING OUTCOMES (CLOs):**

CLO1 - Students will develop proficiency at using databases (e.g., PSYCINFO, MEDLINE) to locate empirical research and research review articles in an area of psychology [SLO 5].

CLO2 - Students will demonstrate competency in American Psychological Association (APA) writing style, including grammar, spelling, and syntax [SLO 1, 4].

CLO3 - Students will summarize and analyze empirical research articles in an area of psychology [SLO 1, 2, 3, 4].

CLO4 – Students will write for a general audience [SLO 1, 2, 3].

CLO5 – Students will organize and develop a literature review, or other appropriate major paper (e.g., research report) in an area of psychology [SLO 1, 2, 3, 4, 5]

CLO6 – Students will begin to develop critical thinking skills in psychology, including the ability to synthesize disparate research findings into a coherent framework which addresses a question or topic relevant to the discipline of psychology; and/or compare
and contrast differing theories and research findings [SLO 1, 2, 3, 4, 5].

**PROGRAM LEARNING OUTCOMES (PLOs):**

**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.

**CLASSROOM PROTOCOL:**

Out of respect for myself and your fellow classmates, I ask that everyone try to practice the following guidelines to help the class run more smoothly, as well as to limit the amount of distractions that occur.

1. Please turn off all cell phones prior to entering the classroom, and **do not text** during class time. If you are expecting a very important call/text during class, please step outside of the classroom should you need to respond.

2. If you arrive late, please come in as quietly as you can and sit in the back of the room.

3. If you have to leave early, please do so quietly, and sit next to the door so you won’t distract others.

4. Don’t talk when your instructor is speaking or when other students are asking questions.

5. Please be respectful of other people’s experiences and comments, even though you might not agree with what they are saying.

6. Laptops are permitted in the classroom for **note-taking purposes only**. Use of laptops for any other purpose (e.g., emailing, surfing the web) will not be permitted.

**ASSIGNMENTS AND GRADING POLICY:**

The 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. One page is roughly 250 words; however, you should use the tools menu on your computer to check your word count. All written assignments must be typewritten, double-spaced, 11-12 point font, with 1” APA margins.
Pre-test and posttest
There will be a pre-test in the beginning of the semester and a post-test at the end of the semester. You are required to take both assessment tests; however, they will not be graded. The website for the pre-test is http://tinyurl.com/100W-pretest.

Essays
Each student will write two, 500-word papers - 20 points each for a total of 40 points. Each of the papers will present you with a subjective question relevant to your college experience at SJSU.

Below are descriptions of the criteria on which your essays will be evaluated.

20 Point Paper - This is a superior piece of writing, which completes the assignment in an outstanding manner. It may have minor grammatical or mechanical errors, but it will be organized, well developed, rich in examples, and well written.

18 Point Paper – It will also fulfill all parts of the assignment, but not to the same degree as the 20 paper. It will show less facility of expression, be less well organized, and less fully developed.

16 Point Paper – This displays some weaknesses in fundamentals, lack the development of the 18 or 20 papers. It may be repetitious or display some minor misreading of the assignment. However, it will demonstrate writing competence.

14 Point Paper – It is superficial and too general and will lack sufficient topic development. It may be simplistic or too short, or it may be rambling or repetitious. The writing is minimally adequate.

Papers receiving 12 and below are unsatisfactory scores.

Article Summary
Each student will write a 500-word article summary. Your starter article will be related to your research question and will be used in your final literature review.

Paper for General Audience
Each student will write up the topic of their scholarly paper for a general audience. You will turn in a rough draft (500-words) and a final draft (500 words).

Scholarly Paper – Rough Draft and Final Draft
The major paper you will be writing for this course is an APA style literature review (2500-word rough draft and a 2500-word final draft); 10 or more scholarly references. The goal of a literature review is to answer the research question by describing and synthesizing relevant empirical studies that psychologists have conducted on the topic. The research question, in which you develop with help from your instructor, will be appropriate to the discipline of psychology and to the requirements of 100W.

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

The Rough Draft Conferences are designed to give students appropriate feedback from
a variety of sources, thus allowing for revisions (as needed).

**Oral Presentation**
Each student will present an oral presentation to the class on the topic of his/her scholarly paper. More instruction will follow; however, 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, each student will write a critique of the strengths and weaknesses of each presentation. There are three classes total. Each class critique will be approximately 250 words.

**Grading Scale - 250 Points Maximum**

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<th>Grade</th>
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<tr>
<td>250-243</td>
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<tr>
<td>242-234</td>
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<td>192-184</td>
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<td>183-below</td>
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Pre-test and posttest – Not graded
Essays #1 and #2 - 40 points
Article Summary – 20 points
Paper for General Audience – 50 points
Scholarly Paper & Abstract - 100 points
Oral Presentation - 25 points
Critique of Student Presentations – 15 points

Late assignments will have points deducted, except for major extenuating circumstances (i.e., serious illness or injury to self) as follows:

- **ONE DAY LATE:** 50% of total point value
- **MORE THAN ONE DAY LATE:** NOT ACCEPTED

**UNIVERSITY POLICIES:**

**Academic Integrity Policy**
Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University’s Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at http://www.sjsu.edu/senate/S07-2.htm, 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](http://www.sjsu.edu/studentconduct/) 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
Policy S07-2 requires approval of instructors.

**Campus Policy in Compliance with the American with Disabilities Act**
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 me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students requesting accommodations must register with the Accessible Education Center (AEC), formerly called the Disability Resource Center, at http://www.sjsu.edu/aec to establish a record of their disability.

**Dropping and Adding**
Students are responsible for understanding the policies and procedures about add/drops, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://www.info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. 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/.

**Intellectual Property**
Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publically without his/her approval. You must obtain the instructor’s permission to make audio or video recordings in this class. Additionally, you may not publically share or upload instructor generated material for this course without instructor consent (e.g., exam questions, lecture notes, course assignments).

**Definition of a Credit Hour**
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum a 45 hours over the length of the course (normally 3 hours per unit per week, with one of the hours used for lecture) for instruction or preparation/studying or course related activities including, but not limited to internships, labs, or clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

**OFFICE HOURS:**
Please know that I invite you to meet with me during my regular office hours. I will be happy to discuss course requirements, grades, job opportunities, or to chat about anything. Don’t hesitate to drop in!

**MENTORING AND TUTORING:**
**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 is available throughout the semester to meet with individual students. His phone number is 408.808.2348, and his email address is Bernd.Becker@sjsu.edu.

**SJSU Writing Center**
The SJSU Writing Center (http://sjsu.edu/writingcenter) is located in Clark Hall,
Room 126. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. These writing specialists have met a rigorous GPA requirement, and they are well trained to assist students at all levels to become better writers. Writing skills are increasingly becoming essential to academic effectiveness in virtually every contemporary educational context. Please do not hesitate to pursue this valuable resource for improvement. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

**SJSU Peer Connections**
The Learning Assistance Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peers Connections is the new campus-wide resource for mentoring and tutoring. The staff is there 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 these 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 is 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 the Peer Connections website at [http://peerconnections.sjsu.edu](http://peerconnections.sjsu.edu) for more information.

**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 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](http://www.sjsu.edu/counseling).
CLASS SCHEDULE

Week 1
August 26  Course Overview
August 28  Library Tutorial with Bernd Becker – King Library, Room 213

Week 2
September 2  Pre-test
September 4  Essay #1

Week 3
September 9  Literature Overview; APA Style; Grammar
September 11  General Audience Paper Discussion

Week 4
September 16  General Audience Rough Draft Due
September 18  Individual Conferences

Week 5
September 23  Outlines; Headings
September 25  Abstracts

Week 6
September 30  General Audience Paper Due
October 2  Essay #2

Week 7
October 7  References
October 9  Citations

Week 8
October 14  Peer Review References and Citations
References Due

Week 9
October 21  Individual Conferences
October 23  Individual Conferences

Week 10
October 28  Rough Draft Due
October 30  Rough Draft Peer Review

Week 11
November 4  Rough Draft Conferences
November 6  Rough Draft Conferences

Week 12
November 11  Veteran’s Day Holiday – Campus Closed
November 13  Rough Draft Conferences
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<th><strong>Week 13</strong></th>
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<tr>
<td>November 18</td>
<td>Rough Draft Conferences</td>
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<td>November 20</td>
<td>Final Draft Due</td>
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<tr>
<td>November 25</td>
<td>Posttest Review</td>
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<td>November 27</td>
<td><strong>Thanksgiving Holiday – Campus Closed</strong></td>
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<th><strong>Week 15</strong></th>
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<td>December 2</td>
<td>Oral Presentations</td>
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<td>Peer Critique of Student Presentations Due</td>
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<td>December 4</td>
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