San José State University
College of Social Sciences/Psychology Department
PSYC 100W (Writing Workshop) Section 10
Fall 2014

Contact Information

Instructor: Laura Jones-Hagata
Office Location: DMH 232
Email: Laura.Jones@sjsu.edu
Office Hours: Tuesdays 4:30 – 5:30 pm
Thursdays 12:00 – 1:00 pm
Class Days/Time: Tuesdays 6:00 – 8:45 pm
Classroom: Clark Building 216

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

GE/SJSU Studies Category: Area Z

Email Etiquette
The subject line must begin with “Psyc 100W”. A brief hint as to the content of the message may follow. Proper correspondence starts off with a greeting and an introduction (e.g., “good evening ____, My name is ____ and I ____”). I aim to respond to emails within two business days. This means, if there is an exam on Monday and you email me a question on Saturday, it is highly unlikely you will get a response in time for the exam.

Online Supplements
Course materials such as syllabus, handouts, assignment instructions, etc. can be found on Canvas. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn any updates.

Logging Into Canvas
Canvas Login URL: https://sjsu.instructure.com. You must first set up a SJSUOne account before accessing Canvas. To do so, go to http://its.sjsu.edu/services/sjsuone/ The Username for Canvas then is your 9 digit SID and your password is the one you chose when you established your SJSUOne account. You will see the courses you are taking (assuming the instructor is using Canvas).
Further Assistance with Canvas- Students should go first to http://guides.instructure.com/m/4212 with problems and then to the University Help Desk for Canvas problems, including logging in (http://www.sjsu.edu/helpdesk/).

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.

Course Goals and Learning Objectives
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 criticize 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:

*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 [SLO 5]

*CLO2* – have demonstrated competency in American Psychological Association (APA) writing style, including grammar, spelling, and syntax [SLO 1, 4]

*CLO3* – have summarized and evaluated empirical research articles in an area of psychology [LO 1, 2, 3, 4]

*CLO4* – have written for a general audience [LO 1, 2, 3]

*CLO5* – have organized and developed a literature review, or other appropriate major paper (e.g., research report) in an area of psychology [LO 1, 2, 3, 4, 5]

*CLO6* – have begun to develop critical thinking skills in psychology including the ability to [LO 1, 2, 3, 4, 5]:

(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.
***The last page of this syllabus summarizes for each course assignment the word totals, points totals, and relevant SLOs 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 Texts/Readings**

**Textbook**

**APA Manual**

**APA Workbook**

**Other Readings**
Additional course reading material will be posted on our course management website, Canvas
http://sjsu.instructure.com

**Other equipment / material requirements**
Students will need reliable access to a computer and to the internet. Writing assignments will require access to the SJSU/King Library PsychInfo databases. More information will be provided in class.
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. On some occasions the instructor will ask students to take out a previous assignment so be sure to bring all work to every class.

- #2 Pencil & a pen

- Three 882E scantrons

- 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; some assignments require posting on Canvas which is not the same as emailing an assignment)

- **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.**

- 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.

Library Liaison

Bernd Becker  
Phone: (408) 808-2348  
Email: Bernd.becker@sjsu.edu

Please be professional and courteous when contacting Mr. Becker and allow some turnaround time if he does not respond right away.

**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.

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 or by the deadline on Canvas. 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.

**APA Style Mastery Assessments**
There will be three opportunities to complete the APA style mastery assessment, which is the subject matter of the APA Style Workbook. Although we will discuss the workbook in class and instruction on how to use the manual will be provided, it is the student’s responsibility to progress through the workbook in order to prepare for the APA Style tests given in class. For these tests students can use the manual while taking the test. If students do not bring the manual with them on the day of the test they will be required to take the test without the use of the manual; that is, there is no sharing of manuals during testing. Three opportunities will be given and the highest score will count toward the overall grade.

No make up exams will be given. There are no exceptions unless in cases of documented emergencies 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.

**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 Canvas 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”)

**For all article summaries (i.e., AS#1, 2, and 3) students must bring three printed copies and the printed abstract or first page of the article that is reviewed. Articles must be empirical (they must be experiments). No literature reviews, meta-analyses, book chapters, dissertation abstracts, or non-peer reviewed articles will be accepted. Failure to turn in an empirical article will result in the grade of zero with no opportunity to rewrite the summary.** Therefore, if you are unsure if your article is empirical, please see me in office hours and bring the article.

For an article summary to be complete it must meet all of the criteria above **in addition to being uploaded to turnin.com prior to class.** Summaries that are incomplete will earn a grade of zero. Therefore, be sure to double check that all parts of the assignment are submitted to the appropriate place and time to earn credit for the work.

**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.
• 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.

• 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.

***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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<tr>
<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>
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<tr>
<td>89 – 87</td>
<td>B+</td>
<td>69 – 67</td>
<td>D+</td>
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<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:
  o each develops a skill necessary for successful completion of major assignments
  o cumulatively “credit/no credit” assignments contribute to your total grade
  o 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
• Any disputes over an awarded grade must be accompanied by the original graded assignment.
• Students should verify grades for each assignment on the Canvas website. There is a one-week period after each assignment grade is posted for students notify the instructor if they think there is an error in the posted grade. Grade challenges may result in a higher grade, lower grade, or no grade change based on the evaluation of the instructor.

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% of the total number of points available in the course.

Classroom Protocol

Classroom behavior: Students are expected to respect their instructor and fellow classmates. Professional, courteous behavior and tolerance of different opinions are necessary for maintaining a comfortable classroom environment. Students should raise their hands when asking or answering questions (i.e., do not just shout an answer).

Students are expected to attend class and maintain a level of professional and courteous behavior in the classroom. Respect for the rights and opinion’s 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 Student Conduct and Ethical Development. In short, let’s all be kind 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.

Electronics
- There will be no use of cell phones or headphones.
- Laptops or tablet use is restricted to note taking.
- If electronic devices are used for anything other than note taking or research relevant to a current classroom discussion, the privilege to use such electronics will be revoked and you may be asked to leave the class.

In addition, research shows that Websurfing/texting during class may lower your grade (and disrupts those around you).


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.

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.

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 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/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/.

Expectation of Work Load: 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.

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.”
The instructor’s process for granting permission is required, 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 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 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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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic/Activity</th>
<th>Assignments Due</th>
<th>Reading</th>
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<tbody>
<tr>
<td></td>
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<td><strong>Plagiarism Tutorial</strong> Take until you score 85% or better Bring printed score sheet to class <a href="http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm">http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm</a></td>
<td>Baron and Bell (1974) Cohen et al. (1996)</td>
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<tr>
<td>4</td>
<td>9/16</td>
<td>How Knowledge is Generated, Peer Editing guidelines</td>
<td>AS #1 due AS Peer Review handout</td>
<td>APA Manual pp 87-110 Literature Review handout</td>
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<td>Literature Review Elements of APA</td>
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<td>5</td>
<td>9/23</td>
<td>Literature Review Development</td>
<td>Database assignment due</td>
<td>APA Manual pp 111-124</td>
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<tr>
<td>6</td>
<td>9/30</td>
<td>Methods Experiment</td>
<td>1st draft due. Bring 3 hardcopies to class. <strong>DO NOT MISS THIS CLASS! Mastery attempt #1</strong> (beginning of class)</td>
<td>APA Manual pp 169-192</td>
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<tr>
<td>7</td>
<td>10/7</td>
<td>Literature Review Development, Peer feedback</td>
<td>AS #2 due&lt;br&gt;Method Paper due</td>
<td>APA Manual pp 193-224</td>
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<tr>
<td>8</td>
<td>10/14</td>
<td>Literature Review Development</td>
<td><strong>Mastery attempt #2</strong> (beginning of class)&lt;br&gt;AS #3 due</td>
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<td>9</td>
<td>10/21</td>
<td>LR Conferences</td>
<td>2\textsuperscript{nd} draft due. Bring 2 hard copies to class.</td>
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<tr>
<td>10</td>
<td>10/28</td>
<td>LR Conferences</td>
<td><strong>Mastery attempt #3</strong> (beginning of class)</td>
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<td>11</td>
<td>11/4</td>
<td>LR Conferences</td>
<td><strong>Mastery attempt #3</strong> (beginning of class)</td>
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<td>12</td>
<td>11/11</td>
<td>Veteran’s Day&lt;br&gt;<em>CAMPUS CLOSED</em></td>
<td>Revised 2\textsuperscript{nd} draft due on canvas by 5pm.</td>
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<tr>
<td>13</td>
<td>11/18</td>
<td>Constructing an effective oral presentation, Presentation sign-up</td>
<td>Revised 2\textsuperscript{nd} draft due.&lt;br&gt;Bring 2 copies to class.</td>
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<tr>
<td>14</td>
<td>11/25</td>
<td>Workshop and final meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>12/2</td>
<td>Oral Presentations</td>
<td>**Literature Review Final. This assignment is to be uploaded to canvas prior to class; a hard copy is due at the beginning of class.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>12/9</td>
<td>Oral Presentations</td>
<td>Complete online Research Skills Post-Test URL: <a href="http://tinyurl.com/100W-post-test">http://tinyurl.com/100W-post-test</a></td>
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<td>Final Exam</td>
<td>12/16 Sec 10 Tue. 6-8:45 pm</td>
<td>Oral Presentations</td>
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