# Psychology 100W: Writing Workshop

## Section 03, Fall 2016

<table>
<thead>
<tr>
<th><strong>Course and Contact Information</strong></th>
</tr>
</thead>
<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>Office Hours</strong></td>
</tr>
<tr>
<td><strong>Class Days/Time</strong></td>
</tr>
<tr>
<td><strong>Classroom</strong></td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
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<td><strong>GE/SJSU Studies Category</strong></td>
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<tr>
<td><strong>Important Note About Course Grade</strong></td>
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</table>
Course Description

In this class you will practice and improve writing skills appropriate to the broad field of psychology, including essays, reports and scholarly communication. 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. This class reinforces and advances skills developed in Written Communication IA and IB, and then broaden and deepen these to include mastery of the discourse peculiar to the discipline in which the course is taught.

GE Learning Outcomes and Required Course Content

Learning Outcomes (LOs) are specific, measurable goals and objectives that students have demonstrated upon successful completion of the course. GE/SJSU Course Learning Outcomes (GELOs) are course outcomes mandated by General Education and can be found, along with additional required course content, in the Fall 2014 GE Guidelines, which can be found here: http://www.sjsu.edu/senate/docs/2014geguidelines.pdf

Students shall write complete essays that demonstrate college-level proficiency. Upon successful completion of this course, students will be able to:

- **GELO 1.** produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, clarity of expression satisfied by the following major assignments (there are other assignments that also address this GELO): *Literature Review, Mini-Literature Review, APA Style Mastery Test*

- **GELO 2.** explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse satisfied by the following major assignments (there are other assignments that also address this GELO): *Literature Review, Mini-Literature Review, Research Report, Research Article Summaries and Evaluations*

- **GELO 3.** organize and develop essays and documents for both professional and general audiences satisfied by the following major assignments (there are other assignments that also address this GELO): *Literature Review, Mini-Literature Review, General Audience Paper*

- **GELO 4.** organize and develop essays and documents according to appropriate editorial and citation standards satisfied by the following major assignments (there are other assignments that also address this GELO): *Literature Review, Mini-Literature Review, Research Report, APA Style Mastery Test*

- **GELO 5.** locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing satisfied by the following major assignments (there are other assignments that also address this GELO): *Literature Review, Mini-Literature Review, Annotated References, Literature Review Outline, Research Skills Pretest and Posttest*
Required Texts/Readings

APA Manual

Other Readings and Resources

*APA Style Tutorial*

*Owl APA style resource*

*SJSU Library: Psychology-specific tutorials, resources*

Other readings for the course will be posted on the course Canvas shell.

Other technology requirements / equipment / material

- A 100W binder or other organizational tool
- #2 Pencil & a black and a red 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.

Library Liaison

Adriana Poo, Adriana.poo@sjsu.edu

Course 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
- Assignment submission
- Rubrics
- Grade roster

My intention is that the site will become an additional forum, outside of class, in which we can debate, discuss, and raise questions about the course material. Check this site regularly for course announcements, articles, assignments, and other course materials.
Accessing Course Canvas site

To access the Canvas site go to http://www.sjsu.edu/at/ec/canvas/ and click on “Log in to Canvas”

Username = SJSU 9-digit ID

Password = your current SJSUOne password

For additional information or help with logging in:

Canvas Student Tutorial: http://www.sjsu.edu/at/ec/canvas/

Note: clearing your browsing history may help if you have trouble logging into the site.

Course Requirements and Assignments

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.

An assignment summary table appears at the end of this syllabus. Details for each assignment are provided in class 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 bring copies of each handout (paper or electronic) 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 skills and associated assignments include (but are not limited to):

- **Basic skills review** (e.g., plagiarism tutorial, research skills tutorial, formatting tips in Microsoft Word)
- **APA style** (e.g., APA style Mastery test)
- **Writing assignments** (including, but not limited to)
  - Evaluating Sources of Information
  - Dissecting a Literature Review
  - Article Summaries and Evaluations*
  - Literature Review* (see description below)
    - Literature Review development (see description below)
  - Peer Reviews
  - Brief Research Report* (see description below)

* Students will be given the opportunity to revise in response to instructor feedback and resubmit

➢ Peer Reviews

Purpose

- Develop editing, writing, and analytical skills by critiquing and providing feedback on classmates’ papers.
- Assist classmates in the revision process.
Readings
APA Manual (6th Edition), as needed
Assigned review

Instructions

• Bring to the class one extra copy of your assignment/draft by the due date.
• In class you will be assigned a partner and you will give each other feedback.

• After carefully reading each draft, you will write provide feedback on
  o APA style
  o 1 - 2 strengths of the paper
  o 1 - 2 ways in which the paper can be improved

Grading

• Up to 5 points for each peer review
• Based on completeness, thoroughness of feedback provided.

➢ Evaluating information sources.

  Assignment: Does Personality Matter?
  The Evidence for “Grit”
  TED Talk: Intelligence vs. “Grit”

  Do a web search on the concept presented. What kinds of sources are you finding? How credible are these sources?
  Do a web search on the author. What are her qualifications?

Instructions

• You will complete a 400 – 500 word APA style essay that addresses the question: How credible and accurate are the claims made in a popular press article about psychological research?
• Your paper should
  o summarize a claim made in a popular press article describing psychological research findings (see Readings)
  o evaluate the credibility of two of the references cited as evidence in the article
    ▪ What is a strength of the source? What is a limitation?
    ▪ How accurately does the claim made in the popular press article correspond to the actual main finding(s) of the source reference?
• The paper should include an APA style title page, running head, page numbers, in-text citations, and a reference page (see relevant sections in APA manual and readings/resources).

➢ Dissecting a Literature Review

• Assignment: Read the article: Apfelbaum et al. (2012) - ColorBlindness.pdf and type up your answers to the following questions, based on literature review you read.

• Structure of the Literature Review

1. What is one important or interesting things you learned from this article?
2. Good introductions typically (a) capture your attention, (b) introduce and define key concepts, (c) presents the central thesis of the paper, and perhaps (d) outlines major topics in the rest of the article. To what extent did your article address each of these elements?
3. Literature reviews report findings from studies relevant to the article topic. As in any good writing, each paragraph should begin with a clear topic sentence, followed by support for the topic sentence. A good topic sentence should summarize the main point or claim of the paragraph, and can also serve to transition from the preceding paragraph. Select a paragraph from your article that has all these elements and describe the structure of the paragraph.
4. Good conclusions typically (a) summarize the main points of the article, (b) highlight what is known and also gaps in our knowledge, and perhaps (d) suggest future avenues for research. To what extent did your article address each of these elements?

APA style and the Literature Review

1. Why do we need APA style?
2. There are two ways that the author references other work in the text of the article. What are they and give me an example of each from the article you read (quote 2 sentences)? (APA 6.00, 6.11)
3. Notice the headings used in the article. What is the purpose of these headings? (APA 3.02)
4. Why is there a reference section at the end of the article? What is in the reference section? (APA 6.22)
5. What is an abstract? What function does it serve, why is it included? (APA 2.04)
6. What function does the title serve? Is the title of the article you read informative? (APA 2.01)
7. What tone does the author(s) of your article adopt? Is it conversational? Does the author use slang? (APA 3.07)

➢ Mini-Literature Assignment

Summarizing and Evaluating Research Reports (~600 - 750 words including title page, abstract, body, and references)

Purpose
• Learn how to read, understand, and accurately report psychological research reports
• Develop synthesis skills by describing how studies build upon one another
• Apply APA style

Core Article

Follow-up article

Additional Readings and Resources

Sample article summary and evaluation

General Instructions
• Summarize and synthesize the core and follow-up article
• receive feedback from the instructor and peers
• revise and resubmit the summary for a final grade

Initial Draft Instructions
• For this assignment, you will summarize and synthesize 2 research reports.
• Your paper will be 600 – 750 words, including a title page, abstract, body, and reference section, and written in APA style.
• Your paper should include
  - A brief introduction describing the main theory being tested in the core article and your thesis (how well supported the theory was after synthesizing the core and follow-up articles).
  - A summary of the Core article written in two paragraphs. The first paragraph begins with a topic sentence that describes the main point/purpose of the study (1 - 2 sentence), than summarizes and the main methodology employed to test the hypotheses (~3-5 sentences).
  - The second paragraph summarizes the main results (~2-4 sentences) and the authors’ discussion and conclusions (~2-3 sentences). The conclusion should address the primary purpose or question of the article.
  - Describe a limitation of the core article that leads to what was done in the follow-up article. Then, summarize the follow-up article as described above.
    • Doing this goes beyond just summarizing and works on evaluation and synthesis skills.
A brief conclusion/discussion that summarizes the “state” of the theory based on the two studies reviewed.

Reference section

- **Use your APA Manual** and pay special attention to the following aspects of APA style:
  - Citing References in Text, APA 6.00 - 6.21
  - Reference List, APA 6.22 - 7.11
  - Numbers, APA 4.30 - 4.38
  - Writing Clearly and Concisely, APA 3.04 - 3.11
    - Especially passive vs. active voice

**Final Draft Instructions**

- You will receive feedback from instructor and/or from other resources.
- Make relevant revisions, paying special attention to those aspects noted by the instructor, and consulting the APA manual as directed.

**Writing Microsummaries**

Detailed summaries and evaluations of empirical articles (~200-250 words) most relevant and informative about your topic are the backbone of your literature review. You have followed a specific format that allows for 1 - 2 paragraphs. Paragraph 1 contains a background sentence, purpose statement, and the methods of the study, whereas paragraph 2 contains the results, conclusions, author(s) comments, and your own comments on the study.

There are, however, other ways of summarizing articles (empirical, review, methodological, or theoretical). One such way is to write a **microsummary** of the article. This can be done in one to two sentences. Microsummaries can be good for transitions between article summaries (logically getting from one summary to the next). They are also useful for offering either supporting evidence or evidence to the contrary.

For microsummaries you still cite the authors, however, you do not spend time discussing the background, purpose, or detailed methods of the study. Rather, you state in a very concise sentence what was studied and the main conclusion.

**Instructions**

Start thinking about choosing a topic for your Literature Review and write microsummaries on 5 to 10 articles you might use for your literature review.

**Readings**
Read the article on writing microsummaries by Snycerski. You can find this article (in Modules) under Mini Literature Review draft section.

➢ **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.

**Instructions**

Type your answers below. Bring a copy of your responses (paper or electronic) to class and be prepared to discuss in class.

Potential Research Questions/Choose 3 Topics, Topic 1 (Most interested in pursuing) and so on.

**Answer the following questions for all 3 Topics.**

a. Explain the topic or question in 3 – 4 sentences (e.g., define key ideas) and include page # from textbook or URL where you found most of your information.

b. Describe why you are interested in this topic.

➢ **Annotated References Assignment (400 - 500 words for reference page, APA style reference section)** in which you identify at least 10 – 15 sources relevant to your literature review topic using databases and other resources appropriate to psychological research.

**Purpose**

- Develop research skills to find articles using psychology databases.
- Identify credible sources relevant to literature review topic.
- Use APA style referencing

**Readings**


**General Procedure**

- Begin background research on topic (e.g., psychology textbooks)
- Continuing research question development
- **Develop potential references:** Find and read 10 - 15 scholarly sources related to your research question
- **Briefly summarize 2 – 3** of the articles most relevant to your research topic (1 – 2 sentences per summary).
Specific Instructions

- Describe research topic/question at the top of the page.
- Find and list in APA style 10 – 15 sources related to your topic and found through Psych Info
  - Find at least two literature review articles. Review articles describe what we know about a particular topic, but do not present specific results or statistics. You can use “literature review” as a keyword or as a limiting condition.
  - Most of the remaining articles should be empirical articles/research reports related to your topic. Empirical articles present methods and findings.
  - The following sources are NOT acceptable articles: dissertation abstracts, non-English articles, secondary sources (e.g., textbooks), popular media (e.g., Newsweek, Wikipedia).
- Briefly summarize 2 – 3 of the articles most relevant to your research topic (1 – 2 sentences per summary).
  - Bold the reference and your summary should appear directly under the reference

➢ Outline Assignment (400 - 500 words, outline with APA style citations) 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)

Purpose

- Begin to organize literature review
- Practice “microsummaries” (1 - 2 sentence summaries of sources highlighting main points)
- Use APA style in-text citations

Reading, Resources, Preparation

- APA Manual (6th Edition), chapters 6.00 - 6.21 (Crediting Sources)
- Microsummaries Handout
- Please bring or have access to your most current research question/topic description, an APA style list of all the references you have gathered for the paper so far, and any notes you have taken thus far.

Instructions

Copy and paste the outline below into a word processing program and insert relevant information.

- Research Topic/Question
  - describe your research topic/question. Be as specific as possible.
  - describe your current thesis/answer to the question, based on the research findings you have read so far. Be as specific as possible.
• Key Terms
  o List key terms and definitions. Key terms are any concepts whose specific technical meaning may not be known by a non-psychology, but college-educated reader
  o provide APA style in-text citation for the source of your definition.
  o Though not an "academic" source, the following may be useful in providing definitions and sources for you to follow-up: http://psychology.wikia.com/wiki/Psychology_Wiki

• Key Finding(s) 1
  o Select the most informative article you have found thus far, and in 1 - 2 sentences, describe the main contribution the article makes in addressing your topic/question
  o provide APA style in-text citation for the source of your definition
  o in APA style, list any additional sources that support the main finding of this article, while also noting any additional information each article contributes in 1 - 2 sentences

• Key Finding(s) 2
  o Select another informative article you have found thus far and in 1 - 2 sentences, describe the main contribution the article makes in addressing your topic/question
  o describe how the contribution of this article provides a new perspective(s) from the first article described. Does it
    ▪ address a limitation of the previous article?
    ▪ extend the findings of the previous article?
    ▪ contradict the findings of the previous article?
    ▪ address a different aspect of the topic than the previous article?
  o in APA style, list any additional sources that support the main finding of this article, while also noting any additional each article contributes in 1 - 2 sentences
  o Note for yourself (and instructor) any questions you would like to pursue in further literature searches and any other noteworthy aspects of your understanding of the research thus far.

• Key Finding(s) 3
  o Select another informative article you have found thus far and in 1 - 2 sentences, describe the main contribution the article makes in addressing your topic/question
  o describe how the contribution of this article provides a new perspective(s) from the first article described. Does it
    ▪ address a limitation of the previous article?
    ▪ extend the findings of the previous article?
    ▪ contradict the findings of the previous article?
    ▪ address a different aspect of the topic than the previous article?
  o in APA style, list any additional sources that support the main finding of this article, while also noting any additional each article contributes in 1 - 2 sentences
  o Note for yourself (and instructor) any questions you would like to pursue in further literature searches and any other noteworthy aspects of your understanding of the research thus far.

• Review your outline so far
  o re-arrange order of articles as needed for a logical flow
o conduct further literature searches for unanswered questions or to further develop understanding of topic, then add to outline.

Grading

• Worth up to 2 points
• Based on thoughtfulness and completeness of outline, relevance of stated points/evidence to research question.

➢ Literature Review (APA Style manuscript format (including title page, abstract, main review, references section) The major paper you will be writing for this course is an APA style literature review (approximately 2000 - 2500 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.

Purpose

• Develop and demonstrate the ability to synthesize psychological theory and research to address a research question appropriate to the discipline of psychology.
• Demonstrate mastery of APA style writing.

General Instructions

• You will complete a 2000 - 2500 word APA style literature review in several steps throughout the semester.
  o Research Question Assignment (see relevant assignment instruction handout)
  o Database & Outline Assignment (see relevant assignment instruction handout)
  o Literature Review Draft 1 (instructor feedback; turnitin.com; other feedback as instructed)
  o Literature Review Draft 2 (peer feedback; other feedback as instructed)
  o Literature Review Final Draft (turnitin.com)
• You will have the opportunity to receive feedback from a variety of sources and revise your work prior to turning in the final literature review.

Readings

• APA manual (6th edition), as needed
• Additional resources, as needed

Draft 1 Instructions

• Papers should be typed, double-spaced, with 1” margins
• Papers will be in APA style, and include a title page, running head, page numbers, headings, abstract, and a reference page (see relevant sections in APA manual).
• 10 or more references
• There will be a mix of full article summaries (3 - 4), brief summaries, article evaluation, and so forth that support the main points you wish to make in answering your research question.
• Incomplete drafts (e.g., missing introduction, no reference section, etc.) will be immediately returned to the student. Incomplete drafts will not receive feedback until they are completed.

Draft 1 Grading

• Papers will be evaluated on clarity of writing, adherence to APA style, accuracy in summarizing research, quality of synthesis and critical evaluation pertinent to the paper question posed, and completeness.

Literature Review Conference

• Attendance during your scheduled time slot is mandatory.
• Take very good notes!

Draft 2 Instructions

• In response to instructor feedback and other feedback (as specified by instructor), you will revise Draft 1, paying special attention to those aspects noted by the instructor, and consulting the APA manual as directed.
• Bring 2 copies of Draft 2 on the day indicated in the course schedule.
• You will exchange papers with classmates as directed by the instructor.
  o You will be expected to give detailed feedback on the classmates’ drafts on the day indicated in the course schedule.

Literature Review Final

• Students will have 1 more opportunity to revise the literature review prior to turning the final paper.
• I encourage you to use whatever resources are available to you (e.g., Writing Center) as you prepare your final paper.

Grading

• The Final Draft will be worth up to 100 points.
• Papers will be evaluated on
  o relevance of topic to psychology
  o quality of research question
o accuracy in summarizing research
o organization and coherence
o quality of synthesis and critical evaluation pertinent to the paper question posed
o clarity of writing (grammar, preciseness, etc.)
o adherence to APA style

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

➢ Oral Presentation (5 – 7 minute formal presentation of literature review)

Purpose
• Develop oral presentation skills on a scholarly topic.

Instructions
• Develop a 5 – 7 minute overview of your Literature Review
• Presentations should be organized, rehearsed (i.e., do not “make it up as you go along”).
• Provide at least 1 visual (e.g., PowerPoint slide, overhead transparency, handout).
  o PowerPoint files should be emailed to the instructor and also brought on an USB flash drive.
• During the presentation, the instructor will provide 2 signals to presenters:
  o 2 minutes left – still plenty of time left, but start moving to summary/main points of talk.
  o Wrap-up – move to main points and end talk
• Expect a brief question and answer period (1 – 2 questions).

Grading
• Presentations are required as they are part of SJSU GE requirements. They will be worth up to 10 points.
• Grading will be based on
  o Content (organized, appropriate amount of material)
  o Delivery (well-rehearsed)
  o Visual (contributes to presentation)

Grading Information
Course grades will be based on the number of points accumulated throughout the semester. The table on the next page summarizes the points and percentage of course grade associated with each course assignments.
Rubrics for all major assignments can be found on the course Canvas shell.

Final grades in this course will be assigned as indicated below.

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<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
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<td>100 – 93</td>
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<tr>
<td>92 – 90</td>
<td>A-</td>
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<tr>
<td>89 – 88</td>
<td>B+</td>
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<tr>
<td>87 – 83</td>
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<table>
<thead>
<tr>
<th>Percent</th>
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<td>82 – 80</td>
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<td>79 – 78</td>
<td>C+</td>
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<td>77 – 73</td>
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<td>72 or less</td>
<td>NC</td>
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According to SJSU GE policy, this course must be passed with a C or better as a CSU graduation requirement.

Make-up Exams

No extensions or make-up exams will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. *If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.*

Late Assignments

Assignments are due at the start of class (turned in during class or uploaded to Canvas) on the day indicated on the course schedule. If due dates are changed, the new due date will be announced in lecture and posted on Canvas in a timely fashion. *No extensions will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.*

Extra Credit

Extra credit assignments are given at the *instructor’s discretion*. Should extra credit opportunities be extended, the total amount of extra credit points earned by a student cannot exceed 1 – 2 % of the total number of points available in the course.
### 100W Assignment Summary Sheet

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<th>Approximate Word Count*</th>
<th>Approximate Pages*</th>
<th>Points</th>
<th>% Course Grade</th>
<th>Assignment</th>
<th>Notes</th>
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<td>Research Skills Assessment Pretest</td>
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<td>Plagiarism Tutorial</td>
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<td>1250 – 1500 (250-300 each)</td>
<td>5 – 6 (1 page each)</td>
<td>10 (2 each)</td>
<td>5 (1 each)</td>
<td>4 Short Peer Review Papers (SPRP) (Three 2 Point and one 4 Point SPRPs)</td>
<td>Take until you score 85% or better</td>
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<td>Evaluating Information Sources (SPRP-2 Points: 1 page)</td>
<td>Fulfills “General Audience Paper” GE requirement</td>
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<td>Dissecting a Literature Review (SPRP-2 Points: 1 page)</td>
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<td>2000 - 2500</td>
<td>9 – 11</td>
<td>100</td>
<td>Literature Review (Final)</td>
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<td>10</td>
<td>5</td>
<td>Oral Presentation (5 – 7 minutes on Literature Review topic)</td>
<td>Required</td>
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<td>Part of SJSU GE requirements</td>
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<td>20</td>
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<td>APA Style Test</td>
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<td>(R)</td>
<td></td>
<td>Research Skills Assessment Posttest</td>
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<tr>
<td>+8650</td>
<td>50 - 51</td>
<td>200</td>
<td>100</td>
<td>Total Words, Pages, and Points</td>
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</tr>
</tbody>
</table>

* includes title page and references page when applicable
(R) = Required element to complete course
Classroom Protocol and Policies

Contacting Instructor

1. **I will answer emails M - F, 9:00 - 5:00.** If you email me at night or on the weekends, do not expect a response until the next weekday, at the earliest.

2. **Through Canvas (Canvas) mail function.** Best for private questions and comments.

3. **Through Canvas (Canvas) discussion board.** Best for questions about the course that need not remain private. Chances are others have the same questions you have.

4. **Through regular email.** simone.lundquist@sjsu.edu

5. **By phone.** Best if you need to contact me quickly and cannot use email at the time.

6. **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 154: absence on 10-10-11).
   b. **Greetings** should be formal and use your instructors title (e.g., Dear Dr. Lundquist or Professor Lundquist)
   c. **Identify yourself** and the course/section you are in.
   d. **Issue or question** should be stated clearly, concisely, respectfully, and with attention paid to grammar, complete sentences, and so forth.
   e. **Expect replies within 1 - 3 days.** Polite follow-ups are encouraged if you have not heard from me in a reasonable amount of time.

Example email correspondence

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

Dear Professor Lundquist (or Dr. Lundquist),

My name is Miranda Jackson and I am in your 100W class that meets T/Th 10:30 - 11:45. I am not sure when the Response Journal 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,

Miranda

student id # 001234567

**Regular attendance is necessary to do well in the course.**

Although the course has an online resource, this resource is not a substitute for attending lectures.
Laptops
In-class laptop use (if deemed necessary by the professor) 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.

Cellphones 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.

Be respectful of others
Respect differing points of view offered by students. Independent discussions should not be happening when someone is addressing the class.

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!!

Check the course Canvas site regularly
If I become ill, I will inform you the night before that I will be absent. Please email me before class if you will not be in class. Please set your spam controls to accept my email address.

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

- If you wish to record lectures for your private, study purposes, please discuss this with the instructor. Written permission to record lectures will need to be granted 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. This policy extends to both content presented in the classroom and posted on the Canvas site.
University Policies (Required)
Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”

Student Resources

Librarian: Psychology
The SJSU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials. The library also has an abundance of resources for doing psychology research:

Psychology Librarian: Adriana Poo
(408) 808-2019
adriana.poo@sjsu.edu
http://libguides.sjsu.edu/psychology

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 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.

ACCESS Success Center
The ACCESS Success Center is a resource for College of Social Sciences students, which includes psychology majors. This center provides mentoring, tutoring, and advising especially geared for social science majors. The center provides workshops and presentations on writing, statistics, graduate school applications, and so forth. Visit their webpage for more information, http://www.sjsu.edu/access/

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.
### 100W Course Schedule*

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DAY</th>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS DUE**</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Th</td>
<td>08/25</td>
<td><strong>Course Introduction</strong></td>
<td>• Bring APA manual to every class!</td>
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</tbody>
</table>
|      | T   | 08/30 | **Discuss Evaluating sources of information (Due 9/01)** | • Take plagiarism tutorial. You must score 85% or better to receive credit. Turn in the score printout in class on 8/30  
|      |     |       |                                            | • Take research skills pretest before class on 8/30:  
|      |     |       |                                            |  [http://tinyurl.com/100W-pretest](http://tinyurl.com/100W-pretest)  
|      | Th  | 09/01 |                                            | • Turn in plagiarism print-out |
| 2    |     |       |                                            | • Read APA Manual pages 9-59 before class  
|      |     |       |                                            | • Bring 2 copies of your assignment, *Evaluating sources of information* to class.  
|      |     |       |                                            | • Write a peer review on your classmate's assignment paper.  
<p>|      |     |       |                                            | • By the end of class, staple the 2 copies of your paper (the original and peer reviewed) and leave on my desk before you leave. |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due**</th>
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<tbody>
<tr>
<td>3</td>
<td>T</td>
<td>09/06</td>
<td>Discuss <em>Dissecting a Literature Review</em> assignment (Due 09/13)</td>
<td>Read APA manual pages 61-86 before class</td>
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<td>2 Sample Literature Reviews (Owl Purdue &amp; Redding) in class</td>
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<td>Th</td>
<td>09/08</td>
<td>Library tutorial. King Library- Room 125</td>
<td>Be on time!</td>
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<tr>
<td>4</td>
<td>T</td>
<td>09/13</td>
<td></td>
<td>Read APA Manual pages 87-111 before class</td>
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<td>Bring 2 copies of your assignment, <em>Dissecting a Literature Review</em> to class.</td>
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<td>Write a peer review on your classmate’s assignment paper.</td>
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<td>By the end of class, staple the 2 copies of your paper (the original and peer reviewed) and leave on my desk before you leave.</td>
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<td></td>
<td>Th</td>
<td>09/15</td>
<td>Discuss <em>Mini-Literature Review and Microsummaries</em> assignment (Due 9/20)</td>
<td>Read APA Manual pages 169-192 before class</td>
</tr>
<tr>
<td>5</td>
<td>T</td>
<td>09/20</td>
<td>The <em>Mini-Literature Review (Draft 1)</em> feedback from the instructor.</td>
<td>Read APA Manual pages 193-240 before class</td>
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<tr>
<td></td>
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<td>One on one meetings with the instructor.</td>
<td>Bring 2 copies of your assignment, <em>Mini-Literature Review (Draft 1) and the microsummaries</em> to class.</td>
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<td>Write a peer review on your classmate’s assignment paper.</td>
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<td>By the end of class, staple the 2 copies of your paper (the original and peer reviewed) and Have your drafts with you when you meet with me.</td>
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<tr>
<td>Week</td>
<td>Day</td>
<td>Date</td>
<td>Topic</td>
<td>Assignments Due**</td>
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<td>Th</td>
<td>09/22</td>
<td>The <em>Mini-Literature Review (Draft 1)</em> feedback from the instructor.</td>
<td>One on one meetings with the instructor.</td>
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<td>6</td>
<td>T</td>
<td>09/27</td>
<td>Discuss <em>Research Question, Annotated Reference, and outline assignment (Due 09/29)</em></td>
<td>The <em>Mini-Literature Review (Final)</em> Due. Bring 2 copies of your assignment to class. Write a peer review on your classmate’s assignment paper. Make necessary changes to your final draft. By the end of class, staple the 2 copies of your paper (the original and peer reviewed) and leave on my desk before you leave.</td>
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<tr>
<td></td>
<td>Th</td>
<td>09/29</td>
<td>*** (Have your research question, annotated reference &amp; outline assignment with you, when we meet) ***</td>
<td>Literature Review Development Meetings</td>
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<tr>
<td>7</td>
<td>T</td>
<td>10/04</td>
<td>Literature Review Development Meetings</td>
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<td></td>
<td>Th</td>
<td>10/06</td>
<td>Literature Review Development Meetings</td>
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<tr>
<td>8</td>
<td>T</td>
<td>10/11</td>
<td>Literature Review Development Meetings</td>
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<td>Th</td>
<td>10/13</td>
<td>Literature Review Development Meetings</td>
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<tr>
<td>WEEK</td>
<td>DAY</td>
<td>DATE</td>
<td>TOPIC</td>
<td>ASSIGNMENTS DUE**</td>
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<td>9</td>
<td>T</td>
<td>10/18</td>
<td>Literature Review Development Meetings</td>
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<td>Th</td>
<td>10/20</td>
<td>Literature Review (Draft 1) Due</td>
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<td></td>
<td>Literature Review (Draft 1) Due</td>
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<td>Bring 2 copies of your assignment to class.</td>
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<td>Write a peer review on your classmate’s assignment paper.</td>
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<td>Read your peer review and Revise your first draft accordingly.</td>
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<td>By the end of class, staple the copies of your original/revised and the peer reviewed paper and leave them on my desk before you leave.</td>
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<tr>
<td>10</td>
<td>T</td>
<td>10/25</td>
<td>Feedback from the instructor on 1st draft of your Literature Review 1st draft.</td>
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<td>Literature Review Conferences. You must meet with me individually. Do not miss your appointment.</td>
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<td>Th</td>
<td>10/27</td>
<td>Literature Review Conferences</td>
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<td>11</td>
<td>T</td>
<td>11/01</td>
<td>Literature Review Conferences</td>
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<td>Th</td>
<td>11/03</td>
<td>Literature Review Conferences</td>
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<td>Week</td>
<td>Day</td>
<td>Date</td>
<td>Topic</td>
<td>Assignments Due**</td>
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<td>12</td>
<td>T</td>
<td>11/08</td>
<td>Literature Review Conferences</td>
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<td>Th</td>
<td>11/10</td>
<td>Literature Review Conferences</td>
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<td>Paper Exchange: Bring an extra copy of your Literature Review draft (2) to exchange. Must be complete!</td>
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<td>Peer Reviews Due on 11/15</td>
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<td>Final Lit Review is due on 12/01/16</td>
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<td>Oral Presentations begin</td>
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<td>Th</td>
<td>11/17</td>
<td>Oral Presentations</td>
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<td>APA STYLE TEST (in class)</td>
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<td>Attendance mandatory</td>
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<td>Before 11/17, take research skills Posttest: <a href="http://tinyurl.com/100W-post-test">http://tinyurl.com/100W-post-test</a></td>
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<td>Bring to class the evidence that you have taken research skills posttest</td>
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<td>14</td>
<td>T</td>
<td>11/22</td>
<td>Oral Presentations</td>
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<td>Th</td>
<td>11/24</td>
<td>NO CLASS – THANKSGIVING</td>
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<td>Attendance mandatory</td>
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<td>Week</td>
<td>Day</td>
<td>Date</td>
<td>Topic</td>
<td>Assignments Due**</td>
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<td>15</td>
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<td>11/29</td>
<td>➢ Oral Presentations</td>
<td>➢ Attendance mandatory</td>
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<td>Th</td>
<td>12/01</td>
<td>➢ FINAL LITERATURE REVIEW DUE!</td>
<td>➢ Attendance mandatory</td>
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<td>Bring to class one copy of your paper stapled to the peer review on your paper. Leave them on my desk before you leave</td>
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<td></td>
<td>➢ Oral Presentations</td>
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<tr>
<td>16</td>
<td>T</td>
<td>12/06</td>
<td>➢ Oral Presentations</td>
<td>➢ Attendance mandatory</td>
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<td></td>
<td>Th</td>
<td>12/08</td>
<td>➢ Oral Presentations</td>
<td>➢ Attendance mandatory</td>
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<td>12/15</td>
<td>Final / Culminating Experience:</td>
<td>➢ Attendance mandatory</td>
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<td>Thursday December 15th 09:45 to 12:00</td>
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</tbody>
</table>

* This is a tentative timeline. We may find ourselves spending more time on particular topics due to student interest, or the need to clarify further information presented.