SAN JOSÉ STATE UNIVERSITY
PSYCHOLOGY DEPARTMENT
PSYCHOLOGY 100W (11): WRITING WORKSHOP
SECTION 45045, FALL 2016

Course and Contact Information

Instructor  Naomi Wagner, PhD
Office Location  Clark Hall (CL) #140
Class Day/Time: Tues.-Thurs. 1:30-2:45 PM
Telephone  (408) 924-5646
Email  Naomi.wagner@sjsu.edu
Office Hours  Mon-Wed: 08:45-10:30 AM
Thursday: 3:00-4:00 PM
Important: I will NOT be in school on Tuesday, October 4, 2016
Classroom  Washington Square Hall (WSQ) #111
Prerequisites  A3 or equivalent second semester composition course (with a grade of C- or better)
Completion of core GE
Upper division standing (60 units)
Completion of Core GE
PSYC 1
STAT 95 or senior standing.
Psychology Majors/Minors and Behavioral Science Majors only

GE/SJSU Studies Category  Area Z

Important Note About Course Grade  According to SJSU GE policy, this course must be passed with a C or better as a CSU graduation requirement.

“University Policies: The Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.”
You may find all syllabus related University Policies and resources information listed on GUP’s Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/
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.

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.

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 Posttests

Psychology 100 W Course Learning Outcomes (CLO’s)

• 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:

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

• have demonstrated competency in American Psychological Association (APA) writing style, including grammar, spelling, and syntax [SLO 1, 4]
  • have summarized and evaluated empirical research articles in an area of psychology [SLO 1, 2, 3, 4]
  • have written for a general audience [SLO 1, 2, 3]
  • have organized and developed a literature review, or other appropriate major paper (e.g., research report) in an area of psychology [SLO 1, 2, 3, 4, 5]
  • have begun to develop critical thinking skills in psychology including the ability to [SLO 1, 2, 3, 4, 5]:
    • 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

Program Learning Outcomes (PLO’s)

• 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.

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**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**

Regular access to a computer and internet connection

**Library Liaison**

Adriana Poo, Adriana.poo@sjsu.edu

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**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
- Lecture slides (generally posted after lecture is presented)
- Assignment submission
• Rubrics and feedback for major assignments
• 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/](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/](http://www.sjsu.edu/at/ec/canvas/)

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

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**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 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 bring copies of each handout (paper or electronic) to the appropriate class.

The course schedule and assignment summary table at the end of this syllabus provides 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.

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)

- 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

Mini-Literature Review Class Activity:

The major paper for this course is a literature review (see description below). To prepare you for this assignment we will analyze in class a literature review and identify its structure and its components. This class activity will help you to learn how to read, understand, and accurately report psychological research reports, develop synthesis skills by describing how studies build upon one another, and apply APA style.

A. Literature Review: Major project of this class performed along the following steps:

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

1. Research Question Assignment for Your literature Review: (apprx. 500 words)

- You will develop, with help from the instructor, a research question appropriate to the discipline of psychology and to the requirements of the course. *This question will be the basis for your literature review*. You can start by describing three research questions/topics that interest you and may eventually form the basis for your literature review assignment, listed in order of interest.

SEE INSTRUCTIONSON on CANVAS.

- This assignment consists of max 5% of your grade.
- **Due date:** Thursday, Sept 29, 2016 send via Canvas

Readings/Resources for Research Question Assignment

APA Manual (6th Edition), chapters 1.02 - 1.03

SJSU tutorial: Identify the Research Topic (Links to an external site.)

Psychology Information Source:
Psychology textbook(s) (preferred), or AllPsych (Links to an external site.) (free online textbook, but not very detailed).

2. **Annotated References (Data Base) for Your Literature Review** (appx. 500 words)

- You will identify at least 20 – 25 sources relevant to your literature review topic using databases and other resources appropriate to psychological research. An APA Style Reference section of 10 potential “best fit” articles you are considering for your paper.

- This assignment consists of max 5% of your grade.
- **Due Date: October 11, 2016** via Canvas (Meeting with the librarian on Thursday, September 8, 2016 1:30-2:45 PM at the Library # 125)

3. **Literature Review Outline Assignment** (Appx. 1200 words)

- You will 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) and you will submit an outline of the proposed literature review. Instructions are posted on Canvas.

- Copy and paste the outline instructions on Canvas into a word processing program and insert relevant information. It is advisable to use “micro-summaries” (1 - 2 sentence summaries of sources highlighting main points) see definition below. Such micro-summaries can appear in the body of the Literature Review itself.

- The instructor will conduct conferences with each student to go over the outline; these conferences will take place during class time. See schedule at the end of this syllabus).

- This assignment consists of 12% of your grade
- **Due date: October 25, 2016**

- The following example demonstrates a microsummary of an empirical study. (From Dr. Susan Syncerski)

> With respect to non-prescription drugs, Levy et al. (2005) examined reasons for the initiation of MDMA (“ecstasy”) use in college students. Reported motivations for using ecstasy included positive effects on mood, desire for an altered state of mind, relief from boredom, desire to escape, desire to have fun, and self-medication. Interestingly, all of the participants were polydrug users who self-administered a number of additional substances with ecstasy.

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

4. **Literature Review First Draft** (appx. 2100 words)

- APA Style manuscript format (including title page, abstract, main review, references section)
- Instructions and criteria for grading are on Canvas and my website.
• **Due date for draft:** November 3, 2016
  This assignment counts for max 10% of your grade.
  Please submit via Canvas and Turnitin prior to class.

• **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.**

5. **Literature review Final draft:** (apprx. 2100 words)
• Same instructions and criteria for grading as 1st draft.
• **Due date: November 29, 2016**
• This assignment counts for max 40% of your grade
  Please submit via canvas and Turnitin in prior to class and bring a print copy to class.

B. **Reflection Paper** (apprx. 500 words)

• In a reflection paper you are observing your own experiences, primarily in terms of academic and professional experiences, analyzing your development as a student, including your strengths and weaknesses, and applying this analysis toward future goals, academically and professionally. An underlying directive for the paper is an attempt to answer the question of where do you see yourself 20 years from today (professionally, not necessarily family, though the two can be intertwined).
• **Date due: Thursday, September 1, 2016** via canvas and bring a printed copy to class.
• On Canvas you will find general framework to organize this paper and criteria for grading.
• This assignment consists of max 5% of your course grade.
  Please submit to Turnitin prior to class.

C. **Paper for General Audience:** (apprx. 800 words)

• For this assignment you will write a paper concerning Social Media (e.g. Facebook). Recently there were some concerns regarding the impact of social media on young people. You will search in the peer-reviewed literature for 3 or 4 studies in this area, and write an article that is geared toward general audience, rather than at scholastic publication.
• On canvas you will find a handout describing the structure of such a paper and criteria for grading.
• **Date Due: Thursday, September 15, 2016,** on-line via Canvas and bring a printed copy to class.
• This assignment consists of max 8% of your course grade.
  Please submit to Turnitin prior to class.
D. Summary/Dissecting an Empirical Article (appx. 1000-1500 words including references)

- A second major paper you will be writing for this course is an APA style research report (approximately 1000 - 1500 words including references). The goal of a report is to describe an empirical study.


- On canvas you will find a handout describing the structure of such a paper and criteria for grading.

- This assignment consists of max 10% of your grade.

- **Date due: Thursday, September 22, 2016** via canvas and bring a printed copy to class. Please submit to Turnitin prior to class.

E. Classroom presentations using power-points – attendance required

- In addition to improving your written communication skills, this course will provide you with the opportunity to practice your verbal communication skills. Near the end of the semester each student give an oral presentation on his or her literature review topic.

- You should expect to give a 5-8 minute long presentation incorporating some visual aids (preferably power-points) that clearly and concisely describe your research findings.

- This assignment counts for max 5% of your final grade.

- Dates: December 1, 6, 8, 2016

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**Pre-10-Post Skills Tests and APA Style Mastery Tests**

1. Writing Skills Tests:
   - During the first week of class, students will take an online pre-test of their Writing Skills; at the end of the semester, an online Writing Skills post-test will be taken. Both are required. You can not pass the class without taking both and passing the post-test.

   - You NEED to take the pretest by September 6, 2016
   - You NEED to take the post-test by December 6, 2016
   - Not graded.
   - The website for the pre-test is linked on the class website on Canvas
   - http://tiny.cc/psycskills

2. APA Master Tests

   - APA Mastery Test first trial in class Sept, 22, 2016 open-manual (make sure to bring it to class)
   - APA Mastery Test final trial Take by December 1, 2016 (you can take 3 times)
   - Not graded but need to be passed 85%
3. **Plagiarism Tutorial (also linked on the class Canvas website)**

- Take until you score 85% or better

### Summary and Chronological Order of Tests and Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Word Count</th>
<th>% of Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills Pre-Test /Post-test</td>
<td>N/A</td>
<td>N/A</td>
<td>Sept 6/Dec 6</td>
</tr>
<tr>
<td>Plagiarism tutorial</td>
<td>N/A</td>
<td>N/A</td>
<td>Sept 13</td>
</tr>
<tr>
<td>Reflection Paper (in-class)</td>
<td>500</td>
<td>5%</td>
<td>Sept 1</td>
</tr>
<tr>
<td>General Audience paper</td>
<td>800</td>
<td>8%</td>
<td>Sept 15</td>
</tr>
<tr>
<td>Summary Empirical Article</td>
<td>1000</td>
<td>10%</td>
<td>Sept 22</td>
</tr>
<tr>
<td>Lit. review Question</td>
<td>500</td>
<td>5%</td>
<td>Sept 29</td>
</tr>
<tr>
<td>Lit. Review Data Base</td>
<td>500</td>
<td>5%</td>
<td>Oct 11</td>
</tr>
<tr>
<td>Lit. Review Outline &amp; Microsummary</td>
<td>1200</td>
<td>12%</td>
<td>Oct 25</td>
</tr>
<tr>
<td>Lit. Review 1st draft</td>
<td>2100</td>
<td>10%</td>
<td>Nov 3</td>
</tr>
<tr>
<td>Lit. Review Final Draft</td>
<td>2100</td>
<td>40%</td>
<td>Nov 29</td>
</tr>
<tr>
<td>Classroom Presentation</td>
<td>10-12 PPT</td>
<td>5%</td>
<td>Dec 1,6,8</td>
</tr>
<tr>
<td>APA Mastery Test</td>
<td>Pass/fail</td>
<td></td>
<td>Sept 22/Dec 1</td>
</tr>
</tbody>
</table>

| Total                               | 8200       | 100%       |              |

**Final Examination or Evaluation**

The final evaluation for this course is the oral presentation of students’ literature review. Due to time constraints, these presentations are scheduled over several class periods at the end of the semester – including during the time of the final exam.
Course grades will be based on the number of points accumulated throughout the semester. The table on the previous page summarizes percentage points assigned to each assignment.

Rubrics for all major assignments can be found on the course Canvas shell.

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

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 – 93</td>
<td>A</td>
<td>82 – 80</td>
<td>B-</td>
</tr>
<tr>
<td>92 – 90</td>
<td>A-</td>
<td>79 – 78</td>
<td>C+</td>
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<tr>
<td>89 – 88</td>
<td>B+</td>
<td>77 – 73</td>
<td>C</td>
</tr>
<tr>
<td>87 – 83</td>
<td>B</td>
<td>72 or less</td>
<td>NC</td>
</tr>
</tbody>
</table>

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.
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 Mail:** [Naomi.wagner@sjsu.edu](mailto:Naomi.wagner@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. Wagner or Professor Wagner)
   
   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 encourage if you have not heard from me in a reasonable amount of time.

Example email correspondence

**Subject:** Psyc 100W (11) Assignment due date question

Dear Professor Wagner (or Dr. Wagner),

My name is Miranda Jackson and I am in your 100W (11) class that meets T/Th 1:30 - 2:45 PM. I am not sure when the xxxxx assignment is due because of conflicting information. The syllabus schedule says (date), but the assignment sheet itself says (date).

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 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:
Adrianna Poo
Adrianna.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*

The Rosnow book is a most valuable resource for this class and the following schedule is just a sequential list of the reading. Some chapters will be covered in more weeks than specified below, but all the chapters assigned need to be carefully read by the student.

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due**</th>
</tr>
</thead>
</table>
| 1    | Th  | August 25  | Course introduction  
Discuss Evaluating Sources of Information Outline  
APA Style Basics Power Points APA Style | Bring APA Manual to every class  
Log onto course Canvas site  
Reading: Rosnow: Chapter 1  
Appendix A (Research report (for the Empirical Article assignment); Appendix B (for the Literature (for the Literature Review assignment) Review assignment) |
|      |     |            |                                                                      |                   |
| 2    | T   | August 30  | Discuss Reflection Paper Outline                                    | APA Manual pp 9-20 |
|      |     |            |                                                                      | Reading: Rosnow Chapter 1, Appendices A and B (cont-d) |
|      | Th  | Sept 1     | Types of sources (empirical studies, theoretical articles, literature reviews, etc.)  
APA style basics Power-Points | Reflection Paper due on Canvas and print copy /Turnitin |
|      |     |            |                                                                      | Reading: Rosnow Chapter 2 (Identifying sources of information ) |
| 3    | T   | Sept 6     | APA Style and plagiarism exercises  
Discuss General Audience paper handout | Skills Pre-Test on Line Required!! See link in the body of the syllabus  
Reading: Rosnow Chapter 3 pp. 57-68 (Ideas for the Literature Review assignment) |
<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due**</th>
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<tr>
<td></td>
<td>Th</td>
<td>Sept 8</td>
<td>Research Skills &amp; Library Tutorial</td>
<td>Meet in MLK Room 125. Be on time! No food! Reading: Rosnow Chapter 4 (for the Empirical Article assignment)</td>
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</table>
| 4    | T   | Sept 13| Discuss Research Question for your Literature review                | Mini-Literature Review  
Plagiarism Tutorial  
Reading: Rosnow Chapter 4 cont-d  
Microsummaries (in class) |
|      | Th  | Sept 15| Dissecting an empirical article outline and research questions       | General Audience Paper due. Canvas and Turnitin  
Reading: Rosnow chapter 5: Organizing a (Literature) Review paper : for the literature review assignment |
| 5    | T   | Sept 20| Research Question Feedback and in-class literature search          | Exploring research questions for the Lit Review  
Reading: Rosnow Chapter 5 cont-d |
|      | Th  | Sept 22| APA Style Mastery Test                                              | APA Style Mastery Test (1st attempt, in class)  
Summary Empirical Article Due  
Rosnow chapter 7: Writing First draft  
For the literature Review assignment |
| 6    | T   | Sept 27| Exploring research questions                                        | Continue APA manual  
Reading: Rosnow chapter 7 cont-d |
|      | Th  | Sept 29| Discuss Dissecting a Literature Review Outline                     | Literature Review Research Question Assignment due  
Reading: Rosnow Chapter 7 cont-d |
| 7    | T   | Oct 4 No Class | Teacher Out                                           | Continue work on your Literature Review  
Reading: Rosnow Chapter 8  
For the Literature Review Assignment |
|      | Th  | Oct 6  | Literature Review Development Meetings                             | |
| 8    | T   | Oct 11 | Literature Review Development Meetings                             | Literature Review Data Base assignment due  
Reading: Rosnow Chapter 8 cont-d |
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<tr>
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<td>T</td>
<td>Oct 13</td>
<td>Literature Review Development Meetings</td>
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<td>Th</td>
<td>Oct 18</td>
<td>Literature Review Development Meetings</td>
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<td>Oct 20</td>
<td>Literature Review Development Meetings</td>
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<td>10</td>
<td>T</td>
<td>Oct 25</td>
<td>Review APA Style</td>
<td>Literature Review Outline and Microsummary</td>
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<td>Assignment Due Canvas and Turnitin</td>
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<td>Th</td>
<td>Oct 27</td>
<td>Review APA Style and Plagiarism Examples</td>
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<td>11</td>
<td>T</td>
<td>Nov 1</td>
<td>Overview of Literature review</td>
<td>Literature Review 1st Draft due Canvas and</td>
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<td>Th</td>
<td>Nov 3</td>
<td>APA Style Basics</td>
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<td>Nov 8</td>
<td>Literature Review Conferences</td>
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<td>Th</td>
<td>Nov 24</td>
<td>Thanksgiving Holiday No School</td>
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<td>15</td>
<td>T</td>
<td>Nov 29</td>
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<td>Peer Review (in class)</td>
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<td>Th</td>
<td>Dec 1</td>
<td>Oral Presentations</td>
<td>Attendance mandatory</td>
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<td>16</td>
<td>T</td>
<td>Dec 6</td>
<td>Oral Presentations</td>
<td>Attendance mandatory</td>
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<td>Th</td>
<td>Dec 8</td>
<td>Oral Presentations and <strong>Class Summary</strong></td>
<td>Attendance mandatory</td>
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<td>17</td>
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<td>Final Exam Scheduled for Friday, December 16, 2016,</td>
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<td>from 12:15-2:30 PM</td>
<td>Instead of an Exam we will use Class Evaluation</td>
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* 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.