OFFICE: DMH 232

OFFICE HOURS: Thursdays, 11:15 a.m. – 12:00 p.m. and Tuesdays, 4:30 p.m. – 5:45 p.m.

OFFICE PHONE: (408) 924-5607

EMAIL: tina.foley@sjsu.edu

CLASSROOM: DMH 356

GE/SJSU Studies Category: Area Z

REQUIRED TEXT:

OPTIONAL:
ISBN: 978-1-4338-0557-8

All students must have Internet access. Assignments, handouts, and lecture outlines may be found on Canvas. Students are responsible for regularly checking the Canvas website.

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

PREREQUISITES:
Satisfaction of the Writing Skills Test (WST); upper division standing (60 units completed); completion of Core GE; grade of C or better in English 1B: PSYC 1;
STAT 95 or senior standing

COURSE DESCRIPTION:
The general goals of 100W are that students will develop advanced proficiency in college-level writing and appropriate contemporary research strategies and methodologies to communicate effectively to both specialized and general audiences. Written Communication II should reinforce and advance the abilities in Written Communication IA and IB, and broaden and deepen these to include mastery of the discourse peculiar to the discipline in which the course is taught.

In Psychology 100W, students are given the opportunity to develop writing skills appropriate to the broad field of psychology, including essays, reports, and scholarly communication.
LEARNING OUTCOMES

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

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

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

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

**GE/SJSU STUDIES STUDENT LEARNING OUTCOMES (SLOs):**
SLO1 – Students will produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression.

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

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

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

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

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

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

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

CLO4 – Students will write for a general audience [SLO 1, 2, 3].
CLO5 – Students will organize and develop a literature review, or other appropriate major paper (e.g., research report) in an area of psychology [SLO 1, 2, 3, 4, 5].

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

PROGRAM LEARNING OUTCOMES (PLOs):
PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

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

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

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

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

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

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

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

ASSIGNMENTS AND GRADING POLICY:
The GE requirements for 100W stipulate that students shall write a minimum of 8000 words in the course of the semester, and that they shall be provided with frequent practice and feedback.
for improving their communication skills. One page is roughly 300 words; however, you should use the tools menu on your computer to check your word count. All written assignments must be typewritten, double-spaced, 11-12 point font, with 1” APA margins.

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:
  ~ each develops a skill necessary for successful completion of major assignments.
  ~ cumulatively “credit/no credit” assignments account for approximately 20% of your total grade.
  ~ completion of some are required for the course (pre- and posttest; plagiarism tutorial.)

- Missing a portion of these assignments can lower your course grade substantially.

“A minimum aggregate GPA of 2.0 SJSU Studies (R, S, & V) shall be required of all students as a graduation requirement.” To see full text, review University Policy S11-3 at http://www.sjsu.edu/senate/docs/S11-3.pdf

Pre-test, Posttest, and Plagiarism Tutorial
There will be a pre-test in the beginning of the semester and a posttest at the end of the semester. You are required to take both assessment tests; however, they will not be graded. The website for the pre-test is http://tinyurl.com/100W-pretest.

You are also required to take the University’s Plagiarism Tutorial. Take until you score 85% or better. Bring printed score to class. The website for the tutorial is http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm.

Essay
Each student will write a 600-word essay. The paper will present you with a subjective question relevant to your college experience at SJSU. This assignment is worth 20 points.

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

20-19 Point Paper - This is a superior piece of writing, which completes the assignment in an outstanding manner. It may have very minor grammatical or mechanical errors, but it will be organized, well developed, rich in examples, and well written.

18-17 Point Paper – This paper will also fulfill all parts of the assignment, but not to the same degree as a 20-19 paper. It will show less facility of expression, be less well organized, be less fully developed, and it will contain a few more grammatical and/or mechanical errors.

16-15 Point Paper – This paper will display major weaknesses in fundamentals and lack the development of the 20-17 papers. It may be repetitious and/or it may display a misunderstanding or lack of knowledge of essay format. However, it will demonstrate writing competence.
14-13 Point Paper – This paper will be superficial, too general, and will lack sufficient topic development. It may be simplistic or too short; or it may be rambling and repetitious. It will have major grammatical and/or mechanical errors. The writing is minimally adequate to pass 100W.

Papers receiving 12 and below are unsatisfactory scores.

General Audience Paper
Each student will write up the topic of their scholarly paper for a general audience. You will turn in a rough draft (600-words) and a final draft (600 words). This assignment is worth 20 points.

Article Summaries
Each student will write two 600-word article summaries. Your starter articles will be related to your research question and will be used in your final literature review. This assignment is worth 20 points each, for a total of 40 points.

In-Class Writing
There will be one in-class writing assignment. You will be presented with a question relevant to the course material. This assignment is worth 12 points. There are no make-ups. Missed in-class writings will receive a score of zero.

Literature Review – Rough Draft and Final Draft
The major paper you will be writing for this course is an APA style literature review (3000-word rough draft and a 3000-word final draft); 10-15 scholarly references. The goal of a literature review is to answer the research question by describing and synthesizing relevant empirical studies that psychologists have conducted on the topic. Students will also prepare an abstract (summary) for their literature review.

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.
- **Annotated References 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.

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

Oral Presentation
Each student will present an oral presentation to the class on the topic of his/her scholarly paper. More instruction will follow; however, the presentation should be approximately 6-7 minutes long, with time at the end for questions or comments from your peers. Your peers will provide written feedback and evaluation following each oral presentation. This assignment is worth 20 points.

Written Peer Critique of Student Presentations
Following each class in which there are oral presentations, each student will write a critique of the strengths and weaknesses of each presentation. There are three classes total. Each class critique will be approximately 250 words. This assignment is worth 15 points.
Grading Scale - 250 Points Maximum

250-243 = A+    200-193 = C+
242-234 = A      192-184 = C
233-226 = A-     183-below = No Credit
225-218 = B+    217-209 = B
208-201 = B-    Pre-test, posttest, and plagiarism tutorial – Required, but not graded
Research Question Assignment – Required, but not graded
Annotated References Assignment – 20 points
Essay - 20 points
General Audience Paper – 20 points
Article Summary 1 & 2 – 20 points each, for a total of 40 points
In-Class Writing – 15 points
Literature Review & Abstract - 100 points
Oral Presentation - 20 points
Critique of Student Presentations – 15 points

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

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

UNIVERSITY POLICIES:
Academic Integrity Policy
Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American with Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students requesting accommodations must register with the Accessible Education Center (AEC), formerly called the Disability Resource Center, at http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students’ Religious Holidays
San Jose State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing,
about such holidays before the add deadline at the start of each semester. If such holidays
occur before the add deadline, the student must notify the instructor, in writing, at least three
days before the date that he/she will be absent. It is the responsibility of the instructor to make
every reasonable effort to honor the student request without penalty, and of the student to make
up the work missed.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drops, grade
forgiveness, etc. Refer to the current semester’s Catalog Policies section at
http://www.info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the
current academic calendar web page located at
http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy
is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of
the current deadlines and penalties for dropping classes.
Information about the latest changes and news is available at the Advising Hub at
http://www.sjsu.edu/advising/.

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

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

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

MENTORING AND TUTORING:
King Library Research Services
Bernd Becker is the Reference Librarian assigned to assist Psychology students in using
databases, helping with key word searches, etc. He is available throughout the semester to
meet with individual students. His phone number is 408.808.2348, and his email address is
Bernd.Becker@sjsu.edu.

SJSU Writing Center
The SJSU Writing Center (http://sjsu.edu/writingcenter) is located in Clark Hall, Room 126. It is
staffed by professional instructors and upper-division or graduate-level writing specialists from
each of the seven SJSU colleges. These writing specialists have met a rigorous GPA
requirement, and they are well trained to assist students at all levels to become better writers.
Writing skills are increasingly becoming essential to academic effectiveness in virtually every
contemporary educational context. Please do not hesitate to pursue this valuable resource for
improvement. For additional resources and updated information, follow the Writing Center on
Twitter and become a fan of the SJSU Writing Center on Facebook.
SJSU Peer Connections
The Learning Assistance Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. The staff is there to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of these services, which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space is also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing, Building B. Visit the Peer Connections website at http://peerconnections.sjsu.edu for more information.

Student Technology Resources
Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

SJSU Counseling Services
The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
# Class Schedule

| Week 1 | January 28 | Class Meeting  
Course Overview |
|--------|------------|----------------|
| Week 2 | February 2 | Class Meeting  
Literature Review Discussion; APA Style; General Audience Paper Discussion |
|        | February 4 | Essay Due (5:00 p.m. on Canvas)  
Take Online Pre-test and Plagiarism Tutorial  
Bring printed Plagiarism score to class on February 9th. |
| Week 3 | February 9 | Class Meeting  
Library Tutorial with Bernd Becker – King Library, Room 217 |
|        | February 11 | Research Question Conferences |
| Week 4 | February 16 | Class Meeting  
General Audience Rough Draft Due (in Class)  
Outlines; Peer Review |
|        | February 18 | Class Meeting  
Article Summary Discussion; Headings and Grammar  
Research Question Due (in Class) |
| Week 5 | February 23 | Article Summary Conferences  
General Audience Paper Final Draft Due (5:00 p.m. on Canvas) |
|        | February 25 | Article Summary 1 Due (5:00 p.m. on Canvas) |
| Week 6 | March 1 | Class Meeting  
Annotated References Assignment Discussion  
APA Style Class Activity |
|        | March 3 | Article Summary 2 Due (5:00 p.m. on Canvas) |
| Week 7 | March 8 | Annotated References Assignment Due (5:00 p.m. on Canvas) |
|        | March 10 | Extra Credit Assignment Due  
Assignment will be posted on Canvas at 9:00 a.m.  
Due by 5:00 p.m. |
Week 8
March 15  Class Meeting
          Citations Discussion
          APA Style Activity

            March 17 Class Meeting
                      Literature Review Rough Draft #1 Due (in Class)
                      Peer Review
                      In-Class Writing

Week 9
March 22  Rough Draft Conferences
March 24  Rough Draft Conferences

Week 10
Spring Break
          March 28-April 1

Week 11
April 5   Class Meeting
          Literature Review Rough Draft #2 Due (in Class)
          Peer Review

            April 7 Class Meeting
                      Abstracts Discussion

Week 12
April 12  Rough Draft Conferences
April 14  Rough Draft Conferences

Week 13
April 19  Rough Draft Conferences
April 21  Rough Draft Conferences

Week 14
April 26  Class Meeting
          Literature Review Final Draft Due (in Class)
          Oral Presentations Discussion

            April 28 Extra Credit Assignment Due
                      Assignment will be posted on Canvas at 9:00 a.m.
                      Due by 5:00 p.m.
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<td>May 3</td>
<td><strong>Class Meeting</strong></td>
<td>Oral Presentations</td>
<td>Peer Critique of Student Presentations</td>
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<td>May 5</td>
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<td>May 12</td>
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