Instructor Information

Instructor  Simone Lundquist, Ph.D.
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Class Days/Time  Tuesdays & Thursdays, 13:30 - 14:45
Office Hours  Tuesdays 12:30-13:30
Classroom  DMH 347

Prerequisites  A grade of C or better (C- not accepted) in Area A3 (Critical Thinking and Writing)
Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C-not accepted)
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  Area Z

see Fall 2014 GE Guidelines (pp. 43 – 44) for a full description of Area Z goals and requirements
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.

Learning Outcomes and Required Course Content

Overview

Learning Outcomes (LOs) are specific, measurable goals and objectives that students have demonstrated upon successful completion of the course. 100W is designed to address 3 levels of Learning Outcomes:

GE/SJSU Course Learning Outcomes (CLOs). These are outcomes mandated by General Education and can be found, along with additional required course content, in the Fall 2014 GE Guidelines.

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

Program Learning Outcomes (PLOs). These outcomes refer to the broad goals of the SJSU Psychology Major program and can be found in Appendix A of this syllabus. The SJSU Psychology Major is designed to address 5 broad PLOs. These PLOs are outcomes students should be able to demonstrate after having successfully completed the Psychology Major.

GE/SJSU Student Learning Outcomes (SLOs)

Students shall write complete essays that demonstrate college-level proficiency. Students shall be able to:

SLO 1. produce discipline-specific written work that demonstrates upper-division proficiency in:
   a. language use
   b. grammar
   c. clarity of expression

SLO 2. explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse

SLO 3. organize and develop essays and documents for both professional and general audiences
SLO 4. organize and develop essays and documents according to appropriate editorial and citation standards

SLO 5. locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing

**Additional GE/SJSU Content Requirements**

- **This course must be passed with a C or better as a CSU graduation requirement.**
- **Diversity.** Issues of diversity shall be incorporated in an appropriate manner.
- **Writing.** Written assignments should include both in-class and out-of-class writing, giving students practice and feedback throughout the semester.
  - A single final term paper would not satisfy the requirement.
  - Assignments will total a minimum of 8000 words assigned throughout the semester, providing frequent practice and feedback for improving application skills.
  - Course syllabi must reflect assignments that meet the 8000 word minimum. *The last page of this syllabus summarizes for each course assignment the word totals, points totals, and relevant SLOs being assessed*

- **Reading.** Readings used in the course should be models of excellence.
- **Discipline.** Written Communication II courses are discipline specific. All courses will use language and forms of writing appropriate to the discipline.

**Psychology 100W Course Learning Outcomes (CLOs)**

For Psychology 100W, the general GE student learning outcomes (SLOs) for 100W (Area Z) will be fulfilled in the following discipline-specific Course Learning Outcomes (CLOs) [matched GE SLOs indicated in brackets]. Upon successful completion of this course students will:

**CLO 1.** 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]

**CLO 2.** have demonstrated competency in American Psychological Association (APA) writing style, including grammar, spelling, and syntax [SLO 1, 4]

**CLO 3.** have summarized and evaluated empirical research articles in an area of psychology [SLO 1, 2, 3, 4]

**CLO 4.** have written for a general audience [SLO 1, 2, 3]

**CLO 5.** 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]

**CLO 6.** 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 (PLOs)**

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 & Resources**

[APA Style Tutorial](#)

Owl APA style resource

[SJSU Library: Psychology-specific tutorials, resources](#)

**Other equipment/material requirements**

- 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.
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)
- Links to webpages that will be of use to you throughout the course
- Handouts and articles
- Assignment submission
- Assignment feedback from instructor
- Grade roster

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.

Assignments and Grading Policies

The assignments in Psychology 100W are designed to gradually build the writing and research skills necessary to write scholarly papers appropriate for the discipline of psychology. Assignments in 100W generally include (but are not limited to):

- Basic skills review (e.g., plagiarism tutorial, research skills tutorial, )
- Writing assignments (e.g., reflection pieces, article summaries, literature review, research report)
- APA style mastery assessments

The course schedule and assignment summary table at the end of this syllabus provide a timeline and the planned grading for each assignment. You are expected to come to class with the requisite materials and having completed the assigned readings and assignments.
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 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

* 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 complete the editing tasks outlined on page 2 of these instructions on Canvas.
• 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
  o rubric completion

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 below).

➢ 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 (~800 - 1000 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 800 – 1000 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
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 Choosing a topic for your Literature Review.

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.

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 PsychInfo
  - **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
  o describe your research topic/question. Be as specific as possible.
  o 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
• 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.
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
  - relevance of topic to psychology
  - quality of research question
  - accuracy in summarizing research
  - organization and coherence
  - quality of synthesis and critical evaluation pertinent to the paper question posed
  - clarity of writing (grammar, preciseness, etc.)
  - 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).
  - Powerpoint files should be emailed to the instructor and also brought on an USB flashdrive.
- During the presentation, the instructor will provide 2 signals to presenters:
  - 2 minutes left – still plenty of time left, but start moving to summary/main points of talk.
  - 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)

### Course Grade and Assignment Policies

Course grades will be based on the number of points accumulated throughout the semester. The assignment summary table at the end of this syllabus provides the points associated with each assignment. Final grades in this course will be assigned as indicated below. **According to SJSU GE policy, this course must be passed with a C or better as a CSU graduation requirement.**

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<thead>
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<th>Percent</th>
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<td>100 – 93</td>
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<td>92 – 90</td>
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<td>89 – 88</td>
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<td>C+</td>
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<td>77 – 73</td>
<td>C</td>
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<td>72 or less</td>
<td>NC</td>
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### 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. **Should such a circumstance 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. Should such a circumstance 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.
University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Academic Integrity

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

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

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/acc to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University’s continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Accommodation to Students’ Religious Holidays

San José 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. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

**Attendance and Grading**

Note that University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

**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 of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. More details about student workload can be found in University Policy S12-3.

As an example, the expectation of work for a 3-credit course is 2.5 hours of direct faculty instruction (i.e., time spent in the classroom) and six hours of out-of-class student work (e.g., reading, studying, doing assignments, doing research) each week.

**Consent for Recording of Class and Public Sharing of Instructor Material**

University Policy S12-7 requires students to obtain instructor’s permission to record the course.

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - 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.
Classroom Protocol and Policies

Contacting Instructor

1. **I will answer emails Mon - Thurs, 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 email.** Simone.Lundquist@sjsu.edu

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

4. **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)
   
   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 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 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.
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:** Bernd Becker
408.808.2348
Bernd.Becker@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.

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.
<table>
<thead>
<tr>
<th>Approximate Word Count*</th>
<th>Approximate Pages*</th>
<th>Points</th>
<th>% Course Grade</th>
<th>Assignment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>(R)</td>
<td>--</td>
<td>--</td>
<td>Research Skills Assessment Pretest</td>
<td>Required</td>
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<tr>
<td>--</td>
<td>(R)</td>
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<td>Plagiarism Tutorial</td>
<td>Required</td>
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<tr>
<td>1250 – 1500 (250-300 each)</td>
<td>5 – 6 (1 page each)</td>
<td>10</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>
</tr>
<tr>
<td>400 – 500</td>
<td>4</td>
<td>5</td>
<td>2.5</td>
<td>Evaluating Information Sources (SPRP-2 Points: 1 page)</td>
<td>Fulfills “General Audience Paper” GE requirement</td>
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<tr>
<td>400 - 500</td>
<td>4</td>
<td>5</td>
<td>2.5</td>
<td>Dissecting a Literature Review (SPRP-2 Points: 1 page)</td>
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<tr>
<td>600 - 750</td>
<td>4 – 5</td>
<td>10</td>
<td>5</td>
<td>Mini-Literature Review (Draft 1)</td>
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<tr>
<td>100 - 200</td>
<td>1</td>
<td>5</td>
<td>2.5</td>
<td>Microsummaries</td>
<td></td>
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<tr>
<td>600 - 750</td>
<td>4 – 5</td>
<td>15</td>
<td>7.5</td>
<td>Mini-Literature Review (Final) (SPRP-2 Points: 1 page)</td>
<td></td>
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<tr>
<td>100 - 200</td>
<td>1</td>
<td>1</td>
<td>0.5</td>
<td>Research Question Assignment</td>
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<tr>
<td>400 - 500</td>
<td>3 – 4</td>
<td>2</td>
<td>1</td>
<td>Annotated References Assignment</td>
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<tr>
<td>400 - 500</td>
<td>3 – 4</td>
<td>2</td>
<td>1</td>
<td>Outline Assignment</td>
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<tr>
<td>2000 – 2500</td>
<td>9 - 11</td>
<td>10</td>
<td>5 (R)</td>
<td>Literature Review (Draft) (SPRP-4 Points: 2-3 pages)</td>
<td>Required</td>
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<td>Final draft will not be evaluated unless this draft is turned in</td>
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<td>--</td>
<td>(R)</td>
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<td>Literature Review Conference</td>
<td>Required</td>
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<tr>
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<td>--</td>
<td>Literature Review (Draft 2)</td>
<td>For use in Peer Review Assignment</td>
</tr>
<tr>
<td>400 - 500</td>
<td>2 – 3</td>
<td>5</td>
<td>2.5</td>
<td>Peer Review: Literature Review</td>
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<tr>
<td>2000 - 2500</td>
<td>9 – 11</td>
<td>100</td>
<td>50</td>
<td>Literature Review (Final)</td>
<td></td>
</tr>
<tr>
<td>--</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>Oral Presentation (5 – 7 minutes on Literature Review topic)</td>
<td>Required</td>
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<tr>
<td>20</td>
<td>10</td>
<td></td>
<td></td>
<td>APA Style Test</td>
<td>Part of SJSU GE requirements</td>
</tr>
<tr>
<td>--</td>
<td>(R)</td>
<td>--</td>
<td>--</td>
<td>Research Skills Assessment Posttest</td>
<td>Required</td>
</tr>
</tbody>
</table>

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

Total Words, Pages, and Points

+8650
50 - 51
200
100
Psychology 100W (2) Writing Workshop
Course Schedule* Spring 2016 – Section 05

*NOTE: 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.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Th 1/28</td>
<td></td>
</tr>
</tbody>
</table>
|      |       | **Introduction**  
|      |       | □ Bring APA manual to all classes!  
|      |       | □ Take plagiarism tutorial. You must score 85% or better to receive credit. Turn in the score printout in class on 2/02  
|      |       | □ Take research skills pretest before class on 2/02: [http://tinyurl.com/100W-pretest](http://tinyurl.com/100W-pretest)  
|      |       | **Discuss Evaluating sources of information** (Due 2/02) |
| 2    | T 2/02 |  
|      | Th 2/04 | 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.  
|      |       | 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.  
|      |       | Turn in plagiarism print-out  
|      |       | Read APA manual pages 61-86 before class  
|      |       | 2 Sample Literature Reviews (Owl Purdue & Redding) in class  
|      |       | **Discuss Dissecting a Literature Review assignment** (Due 2/09) |
| 3    | T 2/09 |  
|      | Th 2/11 | Read APA Manual pages 87-111 before class  
|      |       | Bring 2 copies of your assignment, **Dissecting a Literature Review** to class.  
|      |       | Write a peer review on your classmate’s assignment paper.  
|      |       | 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.  
|      |       | Read APA Manual pages 169-192 before class  
<p>|      |       | <strong>Discuss Mini-Literature Review and Microsummaries assignment</strong> (Due 2/16) |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics and Assignments</th>
</tr>
</thead>
</table>
| 4    | T 2/16 Th 2/18 | - Read APA Manual pages 193-240 before class  
      |                                           | - Bring 2 copies of your assignment, *Mini-Literature Review (Draft 1) and the microsummaries* to class.  
      |                                           | - Write a peer review on your classmate’s assignment paper.  
      |                                           | - 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.  
      |                                           | **Library tutorial. King Library- Room 125** |
| 5    | T 2/23 Th 2/25 | - The *Mini-Literature Review (Draft 1)* feedback (from the instructor).  
      |                                           | - The *Mini-Literature Review (Final)* Due. Bring 2 copies of your assignment to class.  
      |                                           | - Write a peer review on your classmate’s assignment paper.  
      |                                           | - 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.  
      |                                           | - Discuss *Research Question and Annotated Reference* assignment (Due 2/25)  
      |                                           | - Literature Review Development Meetings |
| 6    | T 3/01 Th 3/03 | - Literature Review Development Meetings  
      |                                           | - Literature Review Development Meetings |
| 7    | T 3/08 Th 3/10 | - Literature Review Development Meetings  
      |                                           | - Literature Review Development Meetings |
| 8    | T 3/15 Th 3/17 | - Literature Review Development Meetings  
      |                                           | - Literature Review Development Meetings |
| 9    | T 3/22 Th 3/24 | - Literature Review (Draft 1) Due. Bring 2 copies of your assignment to class.  
      |                                           | - Start writing a peer review on your classmate’s assignment paper. Due on 3/24  
      |                                           | - Read your peer review and Revise your first draft accordingly.  
<pre><code>  |                                           | - 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. |
</code></pre>
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>T 3/29</td>
<td>NO CLASS SPRING BREAK</td>
</tr>
<tr>
<td></td>
<td>Th 3/31</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>T 4/05</td>
<td>Feedback from the instructor on 1st draft of your Literature Review 1st draft.</td>
</tr>
<tr>
<td></td>
<td>Th 4/07</td>
<td>Literature Review Conferences. You must meet with me individually. Do not miss your appointment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Literature Review Conferences</td>
</tr>
<tr>
<td>12</td>
<td>T 4/12</td>
<td>Literature Review Conferences</td>
</tr>
<tr>
<td></td>
<td>Th 4/14</td>
<td>Literature Review Conferences</td>
</tr>
<tr>
<td>13</td>
<td>T 4/19</td>
<td>Literature Review Conferences</td>
</tr>
<tr>
<td></td>
<td>Th 4/21</td>
<td>Literature Review Conferences</td>
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<tr>
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<td></td>
<td>Paper Exchange: Bring an extra copy of your final draft to exchange. Must be complete!</td>
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<tr>
<td></td>
<td></td>
<td>Peer Reviews Due on 4/26</td>
</tr>
<tr>
<td>14</td>
<td>T 4/26</td>
<td>Exchange Peer Reviews.</td>
</tr>
<tr>
<td></td>
<td>Th 4/28</td>
<td>Oral Presentations begin</td>
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<tr>
<td></td>
<td></td>
<td>Oral Presentations</td>
</tr>
<tr>
<td>15</td>
<td>T 5/03</td>
<td>Presentations</td>
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<tr>
<td></td>
<td>Th 5/05</td>
<td>APA STYLE TEST (in class)</td>
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<td></td>
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<td>Before 5/05, take research skills Posttest: <a href="http://tinyurl.com/100W-post-test">http://tinyurl.com/100W-post-test</a></td>
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<tr>
<td></td>
<td></td>
<td>Presentations</td>
</tr>
<tr>
<td>16</td>
<td>T 5/10</td>
<td>FINAL LITERATURE REVIEW DUE! Bring to class one copy of your paper atapled to the peer review on your paper. Leave them on my desk before you leave</td>
</tr>
<tr>
<td></td>
<td>Th 5/12</td>
<td>Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentations</td>
</tr>
</tbody>
</table>

**Final / Culminating Experience**