**Instructor Information**

**Instructor**  Bob Majzler

**Email**  robert.majzler@sjsu.edu or mail function through course Canvas site

**Class Days/Time**  Mondays, 6:00-8:45 pm

**Classroom**  DMH 358

**Office Hours**  Monday 4:30 – 5:30 pm, or by appointment

**Office Location**  DMH 232

**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

This course is designed to deepen your thinking and give you practical skills in writing in the field of psychology. 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. Yet, this course is also about critical thinking. It is also a goal that students not only learn how to write in these styles and conventions but also to develop critical thinking about these writing tools. 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 Student Learning Outcomes (SLOs).** These are outcomes mandated by General Education and can be found, along with additional required course content, in the Fall 2015 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.

**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]:

a. 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

b. carefully read the selected articles about the historical development of APA style, contribute to class discussion on these topics, and integrate this into their implications paper.

Additional GE/SJSU Content Requirements

- **This course must be passed with a C or better as a CSU graduation requirement.**

- **Diversity.** Diversity is a core principle of SJSU, and we will continually explore what diversity means in the context of psychology.

- **Critical Thinking.** It is not enough to learn how to use writing conventions, but we also need to examine why and what is the impact of our writing practices.

- **Writing.** Written assignments should include both in-class and out-of-class writing, giving students practice and feedback throughout the semester.

  o A single final term paper would not satisfy the requirement.

  o Assignments will total a minimum of 8000 words assigned throughout the semester, providing frequent practice and feedback for improving application skills.

  o 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.

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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<thead>
<tr>
<th>Required Texts/Readings</th>
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<tr>
<td><strong>APA Manual</strong></td>
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<tr>
<td><strong>Writing in Psychology</strong></td>
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<tr>
<td><strong>Other Readings &amp; Resources</strong></td>
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<tr>
<td>Outside articles and chapter found on the syllabus and in Canvas.</td>
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<tr>
<td><strong>APA Style Tutorial</strong></td>
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<tr>
<td>Owl APA style resource</td>
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<tr>
<td><strong>SJSU Library: Psychology-specific tutorials, resources</strong></td>
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**Other equipment/material requirements**

- A 100W binder or other organizational tool
- #2 Pencil & a black 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, 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
- Assignment feedback from instructor
- Grade roster

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

Accessing Course Canvas site

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

Username = SJSU 9-digit ID

Password = your current SJSUOne password

For additional information or help with logging in:

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

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

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. And for you to be thinking through the implications of writing scholarly papers.

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)
- 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
  - Reflections and “outside the box” thought assignments

**Participation**

Participation in class is a part (5%) of your overall grade. Participation includes coming to class prepared (coming with all materials and having done the readings and assignments), actively listening to the instructor and classmates, and discussing the topics with partners and the whole class. Participation will be evaluated with free writes. Most classes we will have a free write on a question related to the topics of that class. You will receive a participation grade based upon legibly and coherently demonstrating active engagement in the readings and discussion of the class.

**Literature Review**

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):

- **Research Question Assignment** in which you develop, with help from the instructor, a research question appropriate to psychology and to the requirements of the course.

- **Annotated References Assignment** in which you identify at least 10 sources relevant to your literature review topic using databases and other resources appropriate to psychological research.

- **Outline Assignment** in which you organize the main points of your literature review and indicate which sources will be used to support the main point, and how it will do so (e.g., full summary of the article vs. “microsummary” of the article)

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

**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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<tr>
<th>Percent</th>
<th>Grade</th>
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<tr>
<td>100 – 93</td>
<td>A</td>
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<tr>
<td>82 – 80</td>
<td>B-</td>
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Writing Workshop, Psyc 100W, Summer 2015  
Page 6 of 17
Extensions/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 on Canvas (except where otherwise indicated) 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. Extensions may be given in cases of reasonable 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.

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<td>89 – 88</td>
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<td>87 – 83</td>
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<td>79 – 78</td>
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<td>77 – 73</td>
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<td>72 or less</td>
<td>NC</td>
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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. To learn important campus information, view University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf and SJSU current semester’s Policies and Procedures, at http://info.sjsu.edu/static/catalog/policies.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 address the issue, it is recommended that the student contact the Department Chair as the next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. 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/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

• “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.”
  o It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  o In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
• “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at
http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic coursework. 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 plagiarizing (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.

**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.

### Classroom Protocol and Policies

#### Contacting Instructor

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

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

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

4. **Through regular email.** robert.majzler@sjsu.edu.

5. **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 Bob)
   
   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: Assignment due date question

Dear Bob,

My name is Miranda Jackson and I am in your 100W class that meets M 6-8:45. 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.
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: 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/ct/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.
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<tr>
<th>WEEK</th>
<th>DAY</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS DUE</th>
<th>ASSIGNMENTS DUE**</th>
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</table>
| 1    | M   | 2/1  | Course Introduction & Overview  
Syllabus  
What is writing in psychology?  
Go over Canvas | APA Manual, pp. 3-20  
Beins & Beins, Ch. 1  
Deutscher (2010)  
Freire & Macedo (1987) | Login to Canvas site  
Plagiarism Tutorial  
Research Skills Assessment Pretest  
Small quiz on readings in class |
| 2    | M   | 2/8  | Various perspectives on psychology  
and writing  
Writing as a practice  
Values activity | APA Manual, pp. 3-20  
Beins & Beins, Ch. 1  
Deutscher (2010)  
Freire & Macedo (1987) | Login to Canvas site  
Plagiarism Tutorial  
Research Skills Assessment Pretest  
Small quiz on readings in class |
| 3    | M   | 2/15 | APA Style Basics  
Research in Psychology (Quant. & Qual.) | Beins & Beins, Ch. 2;  
APA Manual, pp. 21-60;  
Achenbach (2015) | Values in Research assignment  
& Peer review on Canvas |
| 4    | M   | 2/22 | Clarity of language  
Argument mapping  
Learning the literature search | Beins & Beins, Ch. 3 & 4;  
APA Manual, pp. 61-86  
Almeida (2012) | Research Question Assignment  
Evaluating sources assignment |
| 5    | M   | 2/29 | Organizing a research  
Organizing a paper  
Discuss summaries | Beins & Beins, Ch. 5 & 6  
APA Manual, pp. 87-124  
Article on Canvas for assignment | Article Summary |
| 6    | M   | 3/7  | Understanding the Lit Review  
In class quiz: APA Mastery | Beins & Beins, Ch. 7  
APA Manual, pp. 169-224 | APA Style Mastery Test (1st attempt, in class)  
Writing center workshop visit due |
| 7    | M   | 3/14 | Organizing references  
The DSM  
*This American Life* | Beins & Beins, Ch. 9  
Lit. Review on Canvas for assignment  
Eidelson & Arrigo (2015) | Annotated References Assignment  
Dissecting Lit Review Assignment |
| 8    | M   | 3/21 | Developing argument  
Organizing a lit. review  
Discuss Implications paper | From here out, reading articles for  
your literature review and a few general  
articles based on your feedback | APA Style Mastery Test (2nd attempt)  
APA implications draft paper |
| 9    | M   | 3/28 | SPRING BREAK  
NO CLASS MEETING | | |
| 10   | M   | 4/4  | Literature review workshop in class  
Outlining the lit review | Beins & Beins, Ch. 10 | Final draft of Implications paper  
Outline Assignment |
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<th>READINGS DUE</th>
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<tr>
<td>11</td>
<td>M</td>
<td>4/11</td>
<td>Literature review workshop in class Discuss how your paper is coming along Back to the literature search</td>
<td></td>
<td>APA Style Mastery Test (Final attempt) One-on-one visit at writing center</td>
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<tr>
<td>12</td>
<td>M</td>
<td>4/18</td>
<td>No class meeting 1:1 Literature Review Conferences</td>
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<td>Literature Review (Draft #1)</td>
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<td>13</td>
<td>M</td>
<td>4/25</td>
<td>No class meeting 1:1 Literature Review Conferences</td>
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<td>14</td>
<td>M</td>
<td>5/2</td>
<td>Back in Class How to put together an oral presentation Peer Review</td>
<td></td>
<td>Literature Review (Draft #2)</td>
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<td>15</td>
<td>M</td>
<td>5/9</td>
<td>Oral Presentations</td>
<td>Beins &amp; Beins, Ch. 17</td>
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<tr>
<td>16</td>
<td>M</td>
<td>5/16</td>
<td>Oral Presentations</td>
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<td>Literature Review (Final draft)</td>
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<tr>
<td>Final</td>
<td>M</td>
<td>5/23</td>
<td>Oral Presentations Assessment turn-ins and discussion</td>
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<td>Research Skills Assessment Posttest Final Reflection paper</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.
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<tr>
<th>Word Count*</th>
<th>Approximate Pages*</th>
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