SAN JOSÉ STATE UNIVERSITY
PSYCHOLOGY DEPARTMENT
PSYCHOLOGY 100W: WRITING WORKSHOP
SECTION 10, FALL 2017

Course and Contact Information

Instructor  Jason X. Ventura
Office Location  Dudley Moorhead Hall 342
Telephone  (408) 924-5625
Email  jason.ventura@sjsu.edu
Office Hours  Mondays 9:00-10:00 am and after class 12:00-1:00 pm
  Tuesdays 12:00-1:00 pm and 3:00-4:00 pm
  Wednesdays 9:00-10:00 am
  Thursday 12:00-1:00 pm
  **Available by appointment (Days and time)
Classroom  Dudley Moorhead Hall 347
Prerequisites  A3 or equivalent second semester composition course (with a
grade of C- or better)
  Completion of core GE
  Upper division standing (60 units)
  Completion of Core GE
  PSYC 1
  STAT 95 or senior standing.
  Psychology Majors/Minors and Behavioral Science Majors only
GE/SJSU Studies Category  Area Z

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

In this class you will practice and improve writing skills appropriate to the broad field of psychology, including essays, reports and scholarly communication. The goals of 100W are that students will develop advanced proficiency in college-level writing and appropriate contemporary research strategies and methodologies to communicate effectively to both specialized and general audiences. This class reinforces and advances skills developed in Written Communication IA and IB, and then broaden and deepen these to include mastery of the discourse peculiar to the discipline in which the course is taught.

GE Learning Outcomes and Required Course Content

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

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

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

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

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

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

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

APA Manual

Other Readings and Resources

APA Style Tutorial
Owl APA style resource
SJSU Library: Psychology-specific tutorials, resources

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

Other technology requirements / equipment / material
Regular access to a computer and internet connection

Library Liaison
Adriana Poo, Adriana.poo@sjsu.edu

Course Canvas site
The course Canvas site is an online resource supplement for this course. Use of this site and the information provided is not a substitute for attending lectures. The site will be updated regularly throughout the semester. This site contains:

- Discussion Board (Course Announcements, student questions)
- Links to webpages that will be of use to you throughout the course
- Handouts and articles
- Lecture slides (generally posted after lecture is presented)
- Assignment submission
- Rubrics and feedback for major assignments
- Grade roster

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

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

Username = SJSU 9-digit ID
Password = your current SJSUOne password

For additional information or help with logging in:
Canvas Student Tutorial: http://www.sjsu.edu/at/ec/canvas/

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

Course Requirements and Assignments

The assignments in Psychology 100W are designed to gradually build the writing and research skills necessary to write scholarly papers appropriate for the discipline of psychology.

An assignment summary table appears at the end of this syllabus. Details for each assignment are provided in 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)
  - Dissecting a Literature Review
  - Article Summaries and Evaluations*
  - Literature Review* (see description below)
  - Literature Review development (see description below)
  - Peer Reviews
  - Brief Research Report* (see description below)

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

Mini-Literature Review

The major paper for this course is a literature review (see description below). To prepare you for this assignment you will write a “mini-literature review” (800 – 1000 words) that will help you to learn how to read, understand, and accurately report psychological research reports, develop synthesis skills by describing how studies build upon one another, and apply APA style.
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 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.
- **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.

Research Report

A second major paper you will be writing for this course is an *APA style research report* (approximately 1000 - 1500 words including references). The goal of a report is to describe the results of an empirical study. We will be conducting a simple study in class, and you will write the research report as if you were the experimenter.

Final Examination or Evaluation

The final evaluation for this course is the oral presentation of students' literature review. Due to time constraints, these presentations are scheduled over several class periods at the end of the semester – including during the time of the final exam.
Grading Information

Course grades will be based on the number of points accumulated throughout the semester. The table on the next page summarizes the points and percentage of course grade associated with each course assignments.

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

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

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

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

Make-up Exams

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

Late Assignments

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

Extra Credit

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

<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>--</td>
<td>(R)</td>
<td>--</td>
<td>Research Skills Assessment Pretest</td>
<td>Required</td>
</tr>
<tr>
<td></td>
<td>--</td>
<td>(R)</td>
<td>--</td>
<td>Plagiarism Tutorial</td>
<td>Required</td>
</tr>
<tr>
<td></td>
<td>--</td>
<td>15</td>
<td>7.5</td>
<td>APA Style Mastery Test</td>
<td>Take up to 3 times. Best score recorded</td>
</tr>
<tr>
<td>400 – 500</td>
<td>4</td>
<td>5</td>
<td>2.5</td>
<td>Evaluating Information Sources</td>
<td>Fulfills “General Audience Paper” GE requirement</td>
</tr>
<tr>
<td>400 - 500</td>
<td>4</td>
<td>5</td>
<td>2.5</td>
<td>Dissecting a Literature Review</td>
<td></td>
</tr>
<tr>
<td>100 - 200</td>
<td>1</td>
<td>5</td>
<td>2.5</td>
<td>Microsummaries</td>
<td></td>
</tr>
<tr>
<td>800 - 1000</td>
<td>6 - 7</td>
<td>5</td>
<td>2.5</td>
<td>Mini-Literature Review (Draft 1)</td>
<td></td>
</tr>
<tr>
<td>800 - 1000</td>
<td>6 - 7</td>
<td>15</td>
<td>7.5</td>
<td>Mini-Literature Review (Final)</td>
<td></td>
</tr>
<tr>
<td>100 - 200</td>
<td>1</td>
<td>1</td>
<td>0.5</td>
<td>Research Question Assignment</td>
<td></td>
</tr>
<tr>
<td>400 - 500</td>
<td>3 – 4</td>
<td>2</td>
<td>1</td>
<td>Annotated References Assignment</td>
<td></td>
</tr>
<tr>
<td>400 - 500</td>
<td>3 – 4</td>
<td>2</td>
<td>1</td>
<td>Outline Assignment</td>
<td></td>
</tr>
<tr>
<td>2000 – 2500</td>
<td>11 - 13</td>
<td>10</td>
<td>5</td>
<td>Literature Review (Draft)</td>
<td>Required</td>
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<tr>
<td></td>
<td>--</td>
<td>(R)</td>
<td>--</td>
<td>Literature Review Conference</td>
<td>Required</td>
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<tr>
<td>400 - 500</td>
<td>2 – 3</td>
<td>5</td>
<td>2.5</td>
<td>Literature Review (Draft 2)</td>
<td>For use in Peer Review Assignment</td>
</tr>
<tr>
<td>2000 – 2500</td>
<td>11 - 13</td>
<td>100</td>
<td>50</td>
<td>Literature Review (Final)</td>
<td></td>
</tr>
<tr>
<td>1250 - 1500</td>
<td>6 - 7</td>
<td>20</td>
<td>10</td>
<td>Research Report (Final)</td>
<td></td>
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<td></td>
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<td>10</td>
<td>5</td>
<td>Oral Presentation (5 – 7 minutes on Literature Review topic)</td>
<td>Required</td>
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<tr>
<td></td>
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<td>(R)</td>
<td>--</td>
<td>Research Skills Assessment Posttest</td>
<td>Part of SJSU GE requirements</td>
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<tr>
<td>+9000</td>
<td>55 - 68</td>
<td>200</td>
<td>100</td>
<td>Total Words, Pages, and Points</td>
<td>Required</td>
</tr>
</tbody>
</table>

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

Contacting Instructor

1. I will answer emails within 48 hours (except Sundays). If you email me Sunday, do not expect a response until Monday.

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. clifton.oyamot@sjsu.edu.

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

6. Consider emails for this course as professional correspondence (see sample correspondence at the end of the syllabus).
   a. Subject Line should include your class and a brief description of the issue (e.g., Subject: Psych 154: absence on 10-10-11).
   b. Greetings should be formal and use your instructor's title (e.g., Dear Dr. Oyamot or Professor Oyamot).
   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: Psy 100W: Assignment due date question

Dear Mr. Ventura,

My name is Miranda Jackson and I am in your 100W class that meets T/Th 1:30-2:45. 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.
University Policies (Required)

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/"

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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/at/asc/ located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

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

ACCESS Success Center

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

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

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

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

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

(Note: You need to have a QR Reader to scan this code.)

**SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DAY</th>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS DUE**</th>
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<tbody>
<tr>
<td>1</td>
<td>Th</td>
<td>08/24</td>
<td>Course introduction</td>
<td>Bring APA Manual to every class</td>
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<td></td>
<td>Log onto course Canvas site</td>
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<td>2</td>
<td>T</td>
<td>08/29</td>
<td>Discuss <em>Evaluating Sources of Information</em> assignment</td>
<td>Evaluating Sources of Information</td>
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<td><em>APA Style Basics</em></td>
<td>Research Skills Assessment Pretest</td>
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<td>Th</td>
<td>08/31</td>
<td>Discuss <em>Dissecting a Literature Review</em> assignment</td>
<td>Dissecting a Literature Review</td>
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<td></td>
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<td></td>
<td><em>APA Style Basics</em></td>
<td>APA Manual pp 9-20</td>
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<tr>
<td>3</td>
<td>T</td>
<td>09/05</td>
<td>Types of sources (empirical studies, theoretical articles, literature reviews, etc.)</td>
<td>Developing a research question</td>
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<td>09/07</td>
<td>Dissecting a Research Report</td>
<td>Research Question Assignment</td>
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<td><em>Basics</em></td>
<td><em>Aronson &amp; Mills (1959)</em></td>
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<td>Summarize article (in-class)</td>
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<td>Th</td>
<td>09/12</td>
<td>Discuss Mini-Literature Review assignment</td>
<td>Plagiarism Tutorial</td>
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<td><em>Transitions, Microsummaries</em></td>
<td>Microsummaries (in class)</td>
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<td><em>APA Style Basics</em></td>
<td><em>Word Processing Skills Review</em></td>
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<td>09/14</td>
<td><em>APA Style Mastery Test</em></td>
<td><em>APA Style Mastery Test</em> (1st attempt, in class)</td>
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<tr>
<td>4</td>
<td>T</td>
<td>09/19</td>
<td>Research Skills &amp; Library Tutorial</td>
<td>Meet in MLK Room TBD</td>
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<td>Be on time!</td>
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<td></td>
<td>Th</td>
<td>09/21</td>
<td>Research Question Feedback and <em>in-class literature search</em></td>
<td><em>Mini-Literature Review</em> (Draft 1)</td>
</tr>
<tr>
<td>5</td>
<td>T</td>
<td>09/26</td>
<td>Research Question Feedback and <em>in-class literature search</em></td>
<td>Annotated References Assignment</td>
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<tr>
<td></td>
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<td>09/28</td>
<td>Mini-Literature Review feedback</td>
<td><em>Mini-Literature Review</em> (Draft 2)</td>
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<tr>
<td></td>
<td>Th</td>
<td>10/03</td>
<td>Mini-Literature Review Peer Editing</td>
<td>Writing your literature review</td>
</tr>
<tr>
<td>7</td>
<td>T</td>
<td>10/10</td>
<td>Literature Review Development Meetings</td>
<td>Outline Assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10/12</td>
<td>Literature Review Development Meetings</td>
<td></td>
</tr>
</tbody>
</table>

Commented [J1]: Instructors should figure out what parts of the APA manual and Writing Psychology Papers book they would like to assign for each class (e.g., Rosnow et al., 2012)

Commented [J2]: This is the sample empirical article to dissect and work on summarizing in class.

I included a sample summary of this article in the Canvas *Dissecting a Research Report* module, but left it unpublished so students cannot access it until you decide to publish it for them.

You can choose whatever psychology research report(s) you feel comfortable with, but it is preferable to use one with an experimental design.

Commented [J3]: Some students do need these skills shown to them:

- Page break, header/footer & different first page, how to use margin rulers to create hanging indents easily
- Important if you edit their papers in word:
  - How to use track changes, comment functions

Commented [J4]: If you use the APA style mastery test I developed, I typically have them start in class the first time to get them going in the right direction (they should use the...

Commented [J5]: Arrange a library tutorial with Bernd Becker, Psychology Library Liaison

Commented [J6]: Consider having half class show up to each so I can personalize attention

Other half would have some other assignment…maybe in class?

Commented [J7]: Would require that class be scheduled in a computer lab

Commented [J8]: These can be individual meetings to go over progress as they write, and provide guidance (e.g., on the outline assignment)
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DAY</th>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS DUE**</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</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.

Commented [J9]: These can be individual meetings to go over progress as they write, and provide guidance (e.g., on the outline assignment) and can also be used to cover additional course material. This built in flexibility can also help if the schedule needs to be revised.