Instructor Information

**Instructor**  Laura Jones-Hagata

**Office Location**  DMH 232

**Email**  Mail function through course Canvas site or laura.jones@sjsu.edu

**Class Days/Time**
- Mondays and Wednesdays, 9:00 – 10:15am, Central Classroom Building 100 (section 01)
- Mondays and Wednesdays, 12:00 – 1:15pm, Central Classroom Building 100 (section 10)

**Office Hours**  Wednesdays 10:30 – 11:30 am or by appointment

**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

**Instructor**  Laura Jones-Hagata
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. 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.

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:

*CLO1* – have developed proficiency at using databases (e.g., PSYCHINFO and MEDLINE) to locate empirical research and research review articles in an area of psychology [*SLO 5*]

*CLO2* – have demonstrated competency in American Psychological Association (APA) writing style, including grammar, spelling, and syntax [*SLO 1, 4*]

*CLO3* – have summarized and evaluated empirical research articles in an area of psychology [*LO 1, 2, 3, 4*]

*CLO4* – have written for a general audience [*LO 1, 2, 3*]

*CLO5* – have organized and developed a literature review, or other appropriate major paper (e.g., research report) in an area of psychology [*LO 1, 2, 3, 4, 5*]
CLO6 – have begun to develop critical thinking skills in psychology including the ability to [LO 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

(b) 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.

Required Texts/Readings

APA Manual


APA Workbook


Other Readings

Additional course reading material will be posted on our course management website, Canvas [http://sjsu.instructure.com](http://sjsu.instructure.com)

Other 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**
- An editing pen (colors other than: blue, black, or yellow)
- A **stapler** to carry in your backpack
- Regular access to a computer and internet connection
- Paper for printing assignments (no emailed assignments are accepted; some assignments require posting on Canvas which is not the same as emailing an assignment)
- **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.

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### Course Canvas site

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

- Discussion Board (Course Announcements, student questions)
- Links to webpages that will be of use to you throughout the course
- Handouts and articles
- 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.**

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### Accessing Course Canvas site

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

**Username** = SJSU 9-digit ID

**Password** = your current SJSUOne password

For additional information or help with logging in:

**Canvas Student Tutorial:** [http://www.sjsu.edu/at/ec/canvas/](http://www.sjsu.edu/at/ec/canvas/)

**Note:** clearing your browsing history may help if you have trouble logging into the site.
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, formatting tips in Microsoft Word)
- **Writing assignments** (e.g., reflection pieces, article summaries, literature review)

The course schedule at the end of this syllabus provides a timeline 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.

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 workbook)
- **Writing assignments** (including, but not limited to)
  - Dissecting a Literature Review
  - Article Summaries and Evaluations
  - Annotated References and Outline
  - 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

Literature Review

The major paper you will be writing for this course is a **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.

• **Article Summaries** in which you will develop skills to read and summarize primary source, empirical articles. Use APA style in-text citations and referencing.

• **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.

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### Course Grade and Assignment Policies

Course grades will be based on the number of points accumulated throughout the semester. The assignment summary below 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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Evaluating Sources of Information</td>
<td>3</td>
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<tr>
<td>Dissecting a Literature Review</td>
<td>10</td>
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<tr>
<td>Research Question Assignment</td>
<td>3.1</td>
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<tr>
<td>Article Summary 1</td>
<td>5</td>
</tr>
<tr>
<td>Article Summary 2</td>
<td>5</td>
</tr>
<tr>
<td>Annotated Reference Assignment</td>
<td>10</td>
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<tr>
<td>Outline Assignment</td>
<td>5</td>
</tr>
<tr>
<td>Literature Review (Draft 1)</td>
<td>10.2</td>
</tr>
<tr>
<td>Literature Review (Draft 2)</td>
<td>5</td>
</tr>
<tr>
<td>Literature Review (Final)</td>
<td>100</td>
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<tr>
<td>Oral Presentations</td>
<td>20</td>
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<tr>
<td>Miscellaneous (e.g., peer edits, participation)</td>
<td>~10</td>
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<tr>
<td><strong>Total Possible</strong></td>
<td><strong>~186.3</strong></td>
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<tr>
<th>Percent</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100 – 93</td>
<td>A</td>
<td>79 – 78</td>
<td>C+</td>
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<tr>
<td>92 – 90</td>
<td>A-</td>
<td>77 – 73</td>
<td>C</td>
</tr>
<tr>
<td>89 – 88</td>
<td>B+</td>
<td>72 – 70</td>
<td>C-</td>
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<tr>
<td>87 – 83</td>
<td>B</td>
<td>69 – 60</td>
<td>D</td>
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<tr>
<td>82 – 80</td>
<td>B-</td>
<td>&gt;59</td>
<td>F</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. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.

Late Assignment Policy

Requests to submit late assignments need to be submitted before an extension is granted. Unless you have made prior arrangements, I only accept late assignments based on the 3 D's (deployment, disease, death). Because this class is scaffolded, all of the assignments and the feedback from those assignments build into the next assignment and therefore need to be submitted on time.

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.

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.

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/.

Expectation of Work Load: Senate Policy S12-3 on student work expectations
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, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

The credit hour is defined as "the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:
(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester
(2) A credit hour is assumed to be a 50-minute (not 60-minute) period.

As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and a minimum of six hours of out-of-class student work each week.

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.

- “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.”
  - The instructor’s process for granting permission is required, whether in writing or orally and whether 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.”

**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/aec 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.

**Grade Forgiveness (formerly “Academic Renewal”)**
An “F” in a course can trigger grade forgiveness when a course is repeated. An “NC” does not allow grade forgiveness. University policy re: grade forgiveness:

Undergraduate and post-baccalaureate students may repeat a maximum of 16 units of total Grade Forgiveness, consisting of a combination of up to 9 units (maximum) of lower division (numbered 0-99) course work, and up to 9 units (maximum) of upper division (numbered 100-199) course work.

1. Graduate (numbered 200-299) course work is not eligible for Grade Forgiveness. Graduate students are not eligible for Grade Forgiveness, but may repeat up to 9 units of upper division or graduate course work through Grade Averaging.

2. Grade Forgiveness will be assigned automatically for all eligible courses as soon as a student registers. Eligible courses include those courses with earned grades lower than a "C" (including "WU", "IC"; but excluding "NC"). Once the pool of available units is insufficient for the next repeated course, unused units may be applied to a future course of lower unit value or simply left unused in the pool. If a repeated course is dropped prior to the Drop Deadline or a "W" is recorded for a repeat ed course, then the Grade Forgiveness units return to the pool of available lower division or upper division units, as appropriate.

3. To opt out of grade forgiveness: A student may petition to have a repeated course NOT be granted Grade Forgiveness. Such petitions must be submitted prior to the Census Date for the term in which the course is repeated. See www.sjsu.edu/ugs for instructions and forms.

4. Students may repeat an individual course for Grade Forgiveness only once.
5. Grade Forgiveness shall not be applicable to courses for which the original grade was the result of a finding of academic dishonesty.

<table>
<thead>
<tr>
<th>Classroom Protocol and Policies</th>
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<tbody>
<tr>
<td><strong>Contacting Instructor</strong></td>
</tr>
<tr>
<td>1. <strong>I will answer emails M - TH, 9:00 - 5:00.</strong> If you email me at night or on the weekends, do not expect a response until the next weekday, at the earliest. If I do not respond in 48 hours during the wee, send a gentle reminder email.</td>
</tr>
<tr>
<td>2. <strong>Through Canvas (Canvas) mail function.</strong> Best for private questions and comments.</td>
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<tr>
<td>3. <strong>Through Canvas (Canvas) discussion board.</strong> Best for questions about the course that need not remain private. Chances are others have the same questions you have.</td>
</tr>
<tr>
<td>4. <strong>Through regular email.</strong> <a href="mailto:laura.jones@sjsu.edu">laura.jones@sjsu.edu</a>.</td>
</tr>
<tr>
<td>5. <strong>Consider emails for this course as professional correspondence (see sample correspondence at the end of the syllabus).</strong></td>
</tr>
<tr>
<td>a. <strong>Subject Line</strong> should include your class and a brief description of the issue (e.g., Subject: Psych 100W: absence on 10-10-11).</td>
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<tr>
<td>b. <strong>Greetings</strong> should be formal and use your instructors title</td>
</tr>
<tr>
<td>c. <strong>Identify yourself</strong> and the course/section you are in.</td>
</tr>
<tr>
<td>d. <strong>Issue or question</strong> should be stated clearly, concisely, respectfully, and with attention paid to grammar, complete sentences, and so forth.</td>
</tr>
<tr>
<td>e. <strong>Expect replies within 2 - 3 days.</strong> Polite follow-ups are encouraged if you have not heard from me in a reasonable amount of time.</td>
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</tbody>
</table>

**Example email correspondence**

**Subject:** Psyc 100W: Assignment due date question

Dear Professor Jones-Hagata,

My name is Doughnut Holschtein 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,

D.H.

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.
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.

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](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](http://www.sjsu.edu/counseling) 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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>W</td>
<td>1/24</td>
<td>Course introduction</td>
<td>Bring APA Manual to every class</td>
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<td>Log onto course Canvas site</td>
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<td>2</td>
<td>M</td>
<td>1/29</td>
<td>Discuss <em>Evaluating Sources of Information</em> assignment APA Style Basics</td>
<td>Evaluating Sources of Information</td>
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<td>Types of sources (empirical studies, theoretical articles,</td>
<td>Research Skills Assessment Pretest</td>
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<td></td>
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<td></td>
<td>literature reviews, etc.)</td>
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<tr>
<td></td>
<td>W</td>
<td>1/31</td>
<td>APA Style Basics</td>
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<td><em>Dissecting a Literature Review</em> assignment</td>
<td>Complete online <em>Plagiarism Tutorial</em></td>
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<td>3</td>
<td>M</td>
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<td>Discuss <em>Dissecting a Literature Review</em> assignment Developing a</td>
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<td>research question</td>
<td>1 hard copy of the “Students guide” essay. APA Manual pp 9-20</td>
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<td>W</td>
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<td>APA Style Basics</td>
<td>Research Question Assignment Due</td>
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<tr>
<td>4</td>
<td>M</td>
<td>2/12</td>
<td>Research Skills &amp; Library Tutorial</td>
<td>Meet in MLK Room 125. Be on time!</td>
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<td>2/14</td>
<td>APA Style Basics</td>
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<td>5</td>
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<td>2/19</td>
<td><em>Dissecting a Research Report &amp; Article Summaries</em></td>
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<td>W</td>
<td>2/21</td>
<td>Transitions, Microsummaries</td>
<td>1 hard copy Article Summary 1 (AS1)</td>
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<td>In-class literature search ARC</td>
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<td>APA Style Basics</td>
<td>2 hard copies of Annotated Reference Assignment</td>
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<td>W</td>
<td>2/28</td>
<td>Writing a literature review</td>
<td>1 hard copy AS2</td>
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<td>APA Style Basics ARC</td>
<td>Outline Assignment</td>
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<td>APA Style Basics Review</td>
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<td>Literature Review Development Meetings Peer Review</td>
<td>Literature Review (Draft 1)</td>
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<td>APA Basics Tips and Trends</td>
<td>Bring 2 hard copies</td>
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<td>3/19</td>
<td>Workshop MC</td>
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<td><em>Spring Recess</em></td>
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<td>Literature Review Development Meetings</td>
<td>Literature Review (Draft 2)</td>
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<td>Peer Review</td>
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<td>4/23</td>
<td>Literature Review Conferences</td>
<td>Research Skills Assessment Posttest due</td>
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<td>15</td>
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<td>4/30</td>
<td>Constructing an effective oral presentation</td>
<td>Literature Review (Final)</td>
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<td>Oral Presentations</td>
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<td><strong>Final / Culminating Experience</strong></td>
<td>Attendance mandatory</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.

** On class days covering APA Style Basics you are required to bring your APA workbook