Course and Contact Information

Instructor  Naomi Wagner, PhD
Office Location  DMH # 310
Class time:  Day/Time:  Mon-Wed  3:00-4:15 PM
Telephone  (408) 924-5646
Email  Naomi.wagner@sjsu.edu  or the Canvas inbox mail function
Office Hours  Mon-Wed 11:00 AM -12:00 Noon
Classroom  
DMH # 339

Prerequisites  
A 3 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.

“University Policies: The Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.”

You may find all syllabus related University Policies and resources information listed on GUP’s Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

Library Orientation:

- We are going to meet with Mr. Bernd Becker, the SJSU Library resource liaisons for psychology on Monday, January 29, at 3:00-4:15 PM. Kindly come time. We will learn how to conduct research using the psychology data base.
- **Attendance is mandatory.** Please no food or drinks. MLK Library #125
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 the development of advanced proficiency in college-level writing and in addition the establishment of familiarity with contemporary research strategies and methodologies. It is expected that upon the completion of this workshop students will be able to communicate effectively with both specialized and general audiences. This workshop reinforces and advances skills developed in Written Communication IA and IB, and then broaden and deepen these skills to include mastery of the discourse specifically related to the discipline in which the course is taught.

Skill Development Course

It is important that you understand that this class is a workshop on Skill Development and differs from a standard lecture class that teaches content.

I will provide a few lectures and am available for consultation, but I do not “teach” in the traditional lecture sense.

In a workshop you have primary responsibility for learning the material. I have posted on Canvas (under Modules) a large variety of sources to help you in your learning process.

I can answer any questions about the material you are learning and I provide feedback on your assignments. You are expected to take the initiative in mastering the material and skills in this class.

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 Posttests

### Psychology 100 W Course Learning Outcomes (CLO’s)

- 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:
  - 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]
  - have demonstrated competency in American Psychological Association (APA) writing style, including grammar, spelling, and syntax [SLO 1, 4]
    - have summarized and evaluated empirical research articles in an area of psychology [SLO 1, 2, 3, 4]
    - have written for a general audience [SLO 1, 2, 3]
    - 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]
    - have begun to develop critical thinking skills in psychology including the ability to [SLO 1, 2, 3, 4, 5]:

• synthesize disparate research findings into a coherent framework which addresses a question or topic relevant to the discipline of psychology, and/or
• compare and contrast differing theories and research findings

Program Learning Outcomes (PLO’s)

• 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


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: Bernd Becker** bernd.becker@sjsu.edu

(408) 808-2348

Mr. Becker is available to meet with you and answer questions. You would need to arrange for a meeting.

<table>
<thead>
<tr>
<th>Course Canvas site</th>
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<tbody>
<tr>
<td>The course Canvas site is an online resource supplement for this course. Use of this site and the information provided is <strong>not</strong> a substitute for attending lectures. The site will be updated regularly throughout the semester. This site contains:</td>
</tr>
<tr>
<td>• Discussion Board (Course Announcements, student questions)</td>
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<td>• Links to webpages that will be of use to you throughout the course</td>
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<td>• Handouts and articles</td>
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<td>• Lecture slides</td>
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<td>• Assignment submission</td>
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<td>• Rubrics and feedback for major assignments</td>
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<td>• Grade roster</td>
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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/](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.
The assignments in Psychology 100W are designed to \textit{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 posted on Canvas under Modules and also within the Assignments links as power-points and Word Doc. In the Assignments links you will find the rubric with grading criteria for each assignment.

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

All papers are due by the deadline on Canvas. No late papers or emailed assignments will be accepted. No exceptions unless in cases of \textit{documented} emergencies, serious illness, or a Dean’s excuse. Thus, be sure to obtain a doctor’s note, court notice, accident/police report, and so forth if you must miss class. Also, notify the instructor prior to missing class if capable, or immediately after the incident.

The written assignments in Psychology 100W are designed to \textit{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)

\textbf{Main Project of Seminar:}

- The major paper for this course is a literature review (see description below). To prepare you for this assignment we will analyze in class a literature review and identify its structure and its components. This class activity 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. At least 10 sources should be used.

- This project is further divided into step-by-step assignments as described below.
Writing assignments in Sequence: (see detailed description below)

1. Analysis of an empirical article: Due Sunday February 11, 2018 at 11:59 PM
2. Literature Review Topic: Due February 15, 2018 at 11:59PM
3. Literature Review Data Base Due: February 20, 2018, at 11:59 PM
4. General Audience paper: Due: February 28, 2018 at 11:59PM
5. Analysis of Literature Review (in class activity) TBA
6. Literature Review Outline: Due March 14, 2018 at 11:59PM
7. Literature Review First Draft Due: April 2, 2018, at 11:59 PM
8. Literature Review Final Draft Due: May 11, 2018, at 11;59 PM
9. Oral presentation based on PPT summary of the review Due: April 30, 2018 at 11:59 PM.

- Students will be given the opportunity to revise in response to instructor feedback and resubmit. The resubmitted work will NOT be regarded as the original work as it will be based on the instructor’s corrections, however, it WILL help you gain more points toward your final grade.

Assignments in Sequence:

1. Analysis of an Empirical Article (approximately 1000 words including references)
   - The goal of this assignment is to become familiar with the structure of empirical articles in psychology: Please view PPT instructions on Canvas (modules).
   - The article: Gender Differences: What We Seek in Romantic and Sexual Partners
     Authors: Allison Emond, Nina B. Eduljee
     http://www.hrpub.org DOI:10.13189/ujp.2014.020206

   - You would need to describe the research question and its background; the reason provided by the author (s) for conducting the study, that is- what information still needs to be searched in order to fully understand the question; the participants in the study, the method, the main results, and the discussion.

   - The article below is posted on Canvas (Modules) and should serve as an example of such summary/analysis.

• On canvas you will find PPT describing the structure of such a paper and criteria for grading.
• This assignment consists of max 10% of your grade.
• Due Date: Thursday, February 15, 2018, at 11:59 PM please submit on-line.

2. Literature Review Topic Assignment: (appx. 800 words)

• You will develop, with help from the instructor, a research question appropriate to the discipline of psychology and to the requirements of the course. This question will be the basis for your literature review.

SEE INSTRUCTIONS on CANVAS and list of suggested topics

• Due Date: Friday, February 9, 2018, 11:59PM
• This assignment consists of max 5% of your course grade; please submit on line.

Readings/Resources for Lit Review Topic Assignment:

APA Manual (6th Edition), chapters 1.02 -1.03

SJSU tutorial: Identify the Research Topic (Links to an external site.)

Psychology Information Source:

Psychology textbook(s) (preferred), or AllPsych (Links to an external site.) (free online textbook, but not very detailed).

3. Literature Review Data-Base Assignment: (appx. 800 words)

• You will identify at least 20 – 25 sources relevant to your literature review topic using databases and other resources appropriate to psychological research. On the basis of the references you have gathered you will compile a reference section of 10 potential “best fit” articles you are considering for your paper.
• Due Date: Tuesday, February 20, 2018, at 11:59PM
• Make sure that you choose articles that use terms you are familiar with.
• This assignment consists of max 5% of your grade; please submit on-line.
4. **Paper for General Audience Assignment**: (appx. 1200 words)

- For this assignment you will write a paper concerning the impact of Social Media (e.g., Facebook) on the life of young people. Recently there were some concerns regarding this issue. You will search in the peer-reviewed literature for 2-3 studies in this area, and will write an article (to be “published”) that is geared toward general audience, rather than at scholastic publication.
- On Canvas (Modules) you will find PPT describing the structure of such a paper and criteria for grading.
- **Due Date: Wednesday, February 28, 2018 at 11:59 PM**
- This assignment consists of max 10% of your course grade. Please submit online.

5. **Analysis of Literature Review: in-class activity see Modules**

6. **Literature Review Outline Assignment** (Appx. 1000 words)

- You will 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) and you will submit an outline of the proposed literature review. Instructions are posted on Canvas.
- Copy and paste the outline instructions on Canvas into a word processing program and insert relevant information. It is advisable to use “microsummaries” (1-2 sentence summaries of sources highlighting main points) see definition below. Such micro-summaries can appear in the body of the Literature Review itself.
- The instructor will conduct conferences with each student to go over the outline; these conferences will take place during class time. See schedule at the end of this syllabus.
- This assignment consists of 10% of your grade
- **Due Date: Wednesday, March 14, 2018, at 11:59 PM**
- The following example demonstrates a microsummary of an empirical study. (From Dr. Susan Syncerski)

- “With respect to non-prescription drugs, Levy et al. (2005) examined reasons for the initiation of MDMA (“ecstasy”) use in college students. Reported motivations for using ecstasy included positive effects on mood, desire for an altered state of mind, relief from boredom, desire to escape, desire to have fun, and self-medication. Interestingly, all of the participants were polydrug users who self-administered a number of additional substances with ecstasy.”
Literature Review Conferences and Drafts in which you receive feedback from a variety of sources and revise your paper as needed.

7. Literature Review First Draft (apx. 2100 words)

- APA Style manuscript format (including title page, abstract, main review, references section)
- Instructions and criteria for grading are on Canvas (Modules).
- Due date: Monday, April 2, 2018, at 11:59 PM
- This assignment counts for max 15% of your grade. Please submit via Canvas.

- Important! All students must turn in a literature review complete draft on the due date in order to qualify for the opportunity to turn in the final literature review; that is, no grade will be awarded to a final literature review paper unless a draft has been submitted on time.

7. Literature Review Final draft: (apx. 2100 words)

- Same instructions and criteria for grading as 1st draft.
- Due date: Friday, May 11, 2018, at 11:59 PM
- This assignment counts for max 35% of your grade. Please submit via canvas.

8. Classroom Presentation Assignment: (10-12 slides)

- In addition to improving your written communication skills, this course will provide you with the opportunity to practice your verbal communication skills. Near the end of the semester each student will give an oral presentation on his or her literature review topic.
- You should expect to give a 5-8 minute long presentation incorporating some visual aids (preferably power-points) that clearly and concisely describe your research findings.
- This assignment counts for max 5% toward your final grade.
- Due Date for submission the PPT on line: April 30, 2018, at 11:59 PM
- Dates of presentations: May 2, 7, 9, 14 2018, during class time. Attendance Mandatory
- Please post your PPT prior to your presentation so you can get feedback.

8

Pre- - 11 -Post Skills Tests and APA Style Mastery Tests

1. Writing Skills Tests:
• During the first week of class, students will take an online pre-test of their Writing Skills; at the end of the semester, an online Writing Skills post-test will be taken. Both are required. You can not pass the class without taking both and passing the post-test.

• You NEED to take the Skills pretest by February 7, 2018 at 11:59 PM
• You NEED to take the Skills post-test by May 4, 2018 at 11:59 PM
• Not graded.
• The Writing Skills Pre-Test and Post Test are found on Canvas under Assignments

2. APA Master Tests

• APA Mastery Test first trial in class February 21, 2018 open-manual (make sure to bring it to class)
• APA Mastery Test final trial: Take by May 11, 2018 at 11:59 PM
• Not graded but need to be passed 85% On your own (not in class).

3. Plagiarism Tutorial (also linked on the class Canvas website)

• Take until you score 85% or better
• http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm

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 previous page summarizes percentage point assigned to each assignment.

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

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

Grading Scale:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>93-100%</td>
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<tr>
<td>A</td>
<td>90-92</td>
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<tr>
<td>A-</td>
<td>87-89</td>
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<tr>
<td>B+</td>
<td>84-86</td>
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<tr>
<td>B</td>
<td>81-83</td>
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<tr>
<td>B-</td>
<td>78-80</td>
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<tr>
<td>C+</td>
<td>75-77</td>
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<tr>
<td>C</td>
<td>72-74</td>
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<tr>
<td>C-</td>
<td>69-71</td>
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<td>D+</td>
<td>66-68</td>
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<td>D</td>
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<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>&lt;60</td>
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</table>

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

Late Assignments

No extensions for the submission of the assignments 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.
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 Mail: Naomi.wagner@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 instructors title (e.g., Dear Dr. Wagner or Professor Wagner)
   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 (3) Assignment due date question

Dear Professor Wagner (or Dr. Wagner),

My name is Miranda Jackson and I am in your 100W (11) class that meets T/Th 1:30 - 2:45 PM. I am not sure when the xxxxx assignment is due because of conflicting information. The syllabus schedule says (date), but the assignment sheet itself says (date).

Thank you for your attention to this matter.

Regards,
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/

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
    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.
**100W (3) Course Schedule***

The Rosnow book is a most valuable resource for this class and the following schedule is just a sequential list of the reading. Some chapters will be covered in more weeks than specified below, but all the chapters assigned need to be carefully read by the student.

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due**</th>
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</thead>
</table>
| 1    | Wed   | January 24 | Course introduction  
Discuss Evaluating Sources of Information  
Outline  
APA Style Basics Power Points APA Style  
Explaining Plagiarism | Bring APA Manual to every class  
Log onto course Canvas site  
Reading: Rosnow: Chapter 1  
Appendix A (Research report (for the Empirical Article assignment); Appendix B (for the Literature (for the Literature Review assignment) Review assignment) |
| 2    | Mon   | January 29 | Meeting in the Library with Mr. Bernd Becker  
MLK # 125  
**Attendance Mandatory** | APA Manual pp 9-20  
Reading: Rosnow Chapter 1, Appendices A and B (cont-d) |
|      | Wed   | Jan 30     | Types of sources (empirical studies, theoretical articles, literature reviews, etc.)  
APA style basics Power-Points | Reading: Rosnow Chapter 2 (Identifying sources of information) |
| 3    | Mon   | Feb 5      | Analysis of an Empirical Article  
Correlational vs. Experimental studies | Skills Pre-Test on Line Required!!  
See link in the body of the syllabus  
Reading: Rosnow Chapter 3 pp. 57-68 (Ideas for the Literature Review assignment) |
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<tr>
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<tr>
<td>1</td>
<td>Wed</td>
<td>Feb 7</td>
<td>Continue Discussion APA Style Using Instructor’s PPT (On Canvas see Modules) Discussion of Citations Non-biased language Grammatical issues</td>
<td>Skills Pre-Test on Line Required!! See link in Assignments on Canvas  February 7 Reading: Rosnow Chapter 3 pp. 57-68 (Ideas for the Literature Review assignment) General Audience Paper Due Sept 10 by 11:59 PM</td>
</tr>
<tr>
<td>1</td>
<td>Mon</td>
<td>Feb 12</td>
<td>Discussion of literature review topics Class activity: dissection of Lit Review (based on Anderson article on Canvas) Purdue U PDF Attendance Mandatory</td>
<td>Analysis of Empirical Article due February 11 Plagiarism test required February 12, see on Assignments</td>
</tr>
<tr>
<td>1</td>
<td>Wed</td>
<td>Feb 14</td>
<td>APA style and language mechanisms Discussing data base</td>
<td>Lit Review topic due Feb 15, by 11:59PM Reading: Rosnow chapter 5: Organizing a (Literature) Review paper : for the literature review assignment</td>
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<td>2</td>
<td>Mon</td>
<td>Feb 19</td>
<td>APA Style (cont-d) Discussion of General Audience paper</td>
<td>Rosnow Chapter 5 cont-d Lit Review Data Base Due February 20, by 11:59 PM</td>
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<td>2</td>
<td>Wed</td>
<td>Feb 21</td>
<td>APA style: Age, numbers, past tense, gender issues, ethnic groups</td>
<td>APA pre-test required February 21 Rosnow chapter 7: Writing First draft For the literature Review assignment</td>
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<tr>
<td>3</td>
<td>Mon</td>
<td>Feb 26</td>
<td>Continuity in presentation of ideas Precision, who vs. whom, singular-plural, Attention to labels, Secondary sources and reference list</td>
<td>Continue APA manual Reading: Rosnow chapter 7 cont-d</td>
</tr>
<tr>
<td>3</td>
<td>Wed</td>
<td>Feb 28</td>
<td>Discuss Dissecting a Literature Review Outline Transitions and micro-summaries</td>
<td>General Audience paper sue February 28, by 11:59 PM</td>
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<tr>
<td>Week</td>
<td>Day</td>
<td>Date</td>
<td>Topic</td>
<td>Assignments Due**</td>
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<tr>
<td>7</td>
<td>Mon</td>
<td>Mar 5</td>
<td>Elements of Abstract</td>
<td>Continue work on your Literature Review</td>
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<td>Mar 5</td>
<td></td>
<td>Reading; Rosnow Chapter 7 cont-d</td>
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<tr>
<td></td>
<td>Wed</td>
<td>Mar 7</td>
<td>Literature Review Outline Development Meetings</td>
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<tr>
<td>8</td>
<td>Mon</td>
<td>Mar 12</td>
<td>Literature Review Outline Development Meetings</td>
<td>Reading: Rosnow Chapter 8 cont-d</td>
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<tr>
<td></td>
<td>Wed</td>
<td>Mar 14</td>
<td>Literature Review Development Meetings</td>
<td>Literature Review Outline due March 14, at 11:59 PM</td>
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<tr>
<td>9</td>
<td>Mon</td>
<td>Mar 19</td>
<td>Literature Review Development Meetings</td>
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<td></td>
<td>Wed</td>
<td>Mar 21</td>
<td>Literature Review Development Meetings</td>
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<td>10</td>
<td>Mon</td>
<td>Mar 26</td>
<td>Spring Break</td>
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<td>Wed</td>
<td>Mar 28</td>
<td>Spring Break</td>
<td></td>
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<tr>
<td>11</td>
<td>Mon</td>
<td>April 2</td>
<td>Conclusions and discussions</td>
<td>Literature review First draft due April 2, at 11:59 PM</td>
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<td></td>
<td>Wed</td>
<td>April 4</td>
<td>APA Style Basics</td>
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<td>12</td>
<td>Mon</td>
<td>April 9</td>
<td>Literature Review Conferences</td>
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<td></td>
<td>Wed</td>
<td>April 11</td>
<td>Literature Review Conferences</td>
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<td>13</td>
<td>Mon</td>
<td>April 16</td>
<td>Literature Review Conferences</td>
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<td>Wed</td>
<td>April 18</td>
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<td>Mon</td>
<td>April 23</td>
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<td>Wed</td>
<td>April 25</td>
<td>Literature Review Conferences</td>
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<tr>
<td>Week</td>
<td>Day</td>
<td>Date</td>
<td>Topic</td>
<td>Assignments Due**</td>
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<tr>
<td>15</td>
<td>Mon</td>
<td>April 30</td>
<td>Conferences</td>
<td>PPT for class presentations are due April 30 by 11:59PM</td>
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<tr>
<td></td>
<td>Wed</td>
<td>May 2</td>
<td>Summary of class; discussion of language mechanisms</td>
<td>Lit Review Final Draft due May 11, at 11:59 PM Skills post-test required May 4</td>
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<tr>
<td>16</td>
<td>Mon</td>
<td>May 7</td>
<td>Oral Presentations PPT APA Mastery Post-Test</td>
<td>Attendance mandatory</td>
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<td></td>
<td>Wed</td>
<td>May 9</td>
<td>Oral Presentations PPT</td>
<td>Attendance mandatory APA post test required May 11</td>
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<tr>
<td>17</td>
<td>Mon</td>
<td>May 14</td>
<td>Oral Presentations PPT</td>
<td>Attendance Mandatory</td>
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</table>

* 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.