San José State University
Department of Psychology
Psyc 100W–02, Writing Workshop, Spring 2019

Course and Contact Information
Instructor: Laura Jones-Hagata
Office Location: DM232
Email: Laura.jones@sjsu.edu
Office Hours: Wednesdays 8-9 am and 1:15-1:45 pm
Class Days/Time: Monday/Wednesday 10:30-11:45 am
Classroom: DMH 347
Prerequisites:
A grade of C or better (C-not accepted) in Area A3 (Critical Thinking and Writing)
Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C-not accepted)
Upper division standing (60 units)
Completion of Core GE
PSYC 1
STAT 95 or senior standing.
Psychology Majors/Minors and Behavioral Science Majors only

GE/SJSU Studies
Area Z

Course Format

Technology Intensive, Hybrid, and Online Courses
Psyc 100W requires searching for research articles to use in a literature review. In order to be successful in this class you will need access to the Internet and the SJSU Library. All assignments will be uploaded to Canvas to verify originality in writing; again, Internet access will be required to complete this requirement for the course.
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.

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

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

For additional information or help with logging in:

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

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 (GELO)

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
• **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 (CLO)

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 (PLO)

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 (Required)

Textbook
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)

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

Other technology requirements / equipment / material
- 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.

Library Liaison

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
Course Requirements and Assignments

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.

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

**Literature Review**

The major paper you will be writing for this course is an **APA style literature review** (approximately 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.

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction,
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.”

Final Evaluation

Your final evaluation will be an oral presentation of your topic to the class. Instructions can be found on Canvas. Audience participation is required for the 2 weeks of presentations; this is noted in the schedule as “attendance mandatory”.

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

Grading Information

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>
</tr>
<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>
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<tr>
<td>Literature Review (Draft 1)</td>
<td>10.2</td>
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<tr>
<td>Literature Review (Draft 2)</td>
<td>5</td>
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<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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<th>Assignment</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Orals</td>
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<tr>
<td>Miscellaneous (e.g., peer edits, participation)</td>
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<tr>
<td>Total Possible</td>
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<table>
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<tr>
<th>Percent</th>
<th>Grade</th>
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<tr>
<td>100 – 93</td>
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<td>92 – 90</td>
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<td>89 – 88</td>
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<td>87 – 83</td>
<td>B</td>
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<tr>
<td>82 – 80</td>
<td>B-</td>
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<th>Percent</th>
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<tbody>
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<td>79 – 78</td>
<td>C+</td>
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<td>77 – 73</td>
<td>C</td>
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<tr>
<td>72 – 70</td>
<td>C-</td>
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<td>69 – 60</td>
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<td>&gt;59</td>
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Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.”
Classroom Protocol

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.

Contacting Instructor

1. I will answer emails M - TH, 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. If I do not respond in 48 hours during the week, send a gentle reminder email. You can reach me through email or the canvas mail function.

2. Consider emails for this course as professional
   a. **Subject Line** should include your class and a brief description of the issue (e.g., Subject: Psych 100W: absence on 10-10-18).
   b. **Greetings** should be formal and use your instructors title
   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 2 - 3 days.** Polite follow-ups are encouraged if you have not heard from me in a reasonable amount of time.

Example email correspondence

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

Dear 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.

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
Per University Policy S16-9 ([http://www.sjsu.edu/senate/docs/S16-9.pdf](http://www.sjsu.edu/senate/docs/S16-9.pdf)), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs’ **Syllabus Information web page** at [http://www.sjsu.edu/gup/syllabusinfo/*]
<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>M</td>
<td>1/28</td>
<td>Course introduction</td>
<td>Bring APA Manual to every class Log onto course Canvas site</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>1/30</td>
<td>Discuss <em>Evaluating Sources of Information</em> assignment APA Style Basics Types of sources (empirical studies, theoretical articles, literature reviews, etc.)</td>
<td>Evaluating Sources of Information Research Skills Assessment Pretest</td>
</tr>
<tr>
<td>2</td>
<td>M</td>
<td>2/4</td>
<td>APA Style Basics</td>
<td>Complete online <a href="#">Plagiarism Tutorial</a></td>
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<tr>
<td></td>
<td>W</td>
<td>2/6</td>
<td>APA Manual and Directions <em>Dissecting a Literature Review</em> assignment</td>
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<tr>
<td>3</td>
<td>M</td>
<td>2/11</td>
<td>Discuss <em>Dissecting a Literature Review</em> assignment Developing a research question</td>
<td>Dissecting a Literature Review 1 hard copy of the “Students guide” essay APA Manual pp 9-20</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>2/13</td>
<td>Research Skills &amp; Library Tutorial</td>
<td>Research Question Assignment Due Meet in MLK Room 125. Be on time!</td>
</tr>
<tr>
<td>4</td>
<td>M</td>
<td>2/18</td>
<td>APA Style Basics</td>
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<td></td>
<td>W</td>
<td>2/20</td>
<td>Dissecting a Research Report &amp; Article Summaries</td>
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<tr>
<td>5</td>
<td>M</td>
<td>2/25</td>
<td>APA Style Basics In-class literature search ARC</td>
<td>2 hard copies Article Summary 1 (AS1)</td>
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<td></td>
<td>W</td>
<td>2/27</td>
<td>Transitions, Microsummaries</td>
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<tr>
<td>6</td>
<td>M</td>
<td>3/4</td>
<td>APA Style Basics</td>
<td>2 hard copies of Annotated Reference Assignment</td>
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<td></td>
<td>W</td>
<td>3/6</td>
<td>Writing a literature review</td>
<td>2 hard copies AS2 and 1 hard copy Outline Assignment</td>
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<tr>
<td>7</td>
<td>M</td>
<td>3/11</td>
<td>APA Style Basics ARC</td>
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<td>W</td>
<td>3/13</td>
<td>APA Style Basics Review</td>
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<tr>
<td>8</td>
<td>M</td>
<td>3/18</td>
<td>Literature Review Development Meetings Peer Review</td>
<td>Literature Review (Draft 1) Bring 2 hard copies</td>
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<tr>
<td></td>
<td>W</td>
<td>3/20</td>
<td>APA Basics Tips and Trends</td>
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<tr>
<td>9</td>
<td>M</td>
<td>3/15</td>
<td>Workshop MC</td>
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<tr>
<td></td>
<td>W</td>
<td>3/17</td>
<td>Literature Review Development Meetings</td>
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<tr>
<td>10</td>
<td>M</td>
<td>4/1</td>
<td>Spring Break (campus closed)</td>
<td></td>
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<tr>
<td></td>
<td>W</td>
<td>4/3</td>
<td>Spring Break (campus closed)</td>
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<tr>
<td>11</td>
<td>M</td>
<td>4/8</td>
<td>Peer Review</td>
<td>Literature Review (Draft 2) Bring 2 hard copies</td>
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<td></td>
<td>W</td>
<td>4/10</td>
<td>Literature Review Conferences</td>
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<td>12</td>
<td>M</td>
<td>4/15</td>
<td>Literature Review Conferences</td>
<td></td>
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<td></td>
<td>W</td>
<td>4/17</td>
<td>Literature Review Conferences</td>
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<tr>
<td>13</td>
<td>M</td>
<td>4/22</td>
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<td>W</td>
<td>4/24</td>
<td>Workshop</td>
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<td>TOPIC</td>
<td>ASSIGNMENTS DUE**</td>
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<tr>
<td>14</td>
<td>M</td>
<td>4/29</td>
<td>Constructing an effective oral presentation</td>
<td>Literature Review (Final)</td>
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<tr>
<td></td>
<td>W</td>
<td>5/1</td>
<td>Oral Presentations</td>
<td>Attendance mandatory</td>
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<tr>
<td>15</td>
<td>M</td>
<td>5/6</td>
<td>Oral Presentations</td>
<td>Attendance mandatory</td>
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<td>W</td>
<td>5/8</td>
<td>Oral Presentations</td>
<td>Attendance mandatory</td>
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<td>16</td>
<td>M</td>
<td>5/13</td>
<td>Oral Presentations</td>
<td>Attendance mandatory</td>
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<tr>
<td>17</td>
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<td>12/18</td>
<td>Final / Culminating Experience</td>
<td>Attendance mandatory</td>
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<tr>
<td></td>
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<td>9:45am</td>
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<td>Research Skills Assessment</td>
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<td>12/13</td>
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<td>Posttest due</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