San José State University  
Psychology Department  
Psychology 100W: Writing Workshop, Section 7, Spring 2019

Course and Contact Information

Instructor: Jason X. Ventura  
Office Location: Dudley Moorhead Hall 342  
Telephone: (408) 924-5625  
Email: jason.ventura@sjsu.edu  
Office Hours:  
Tuesday: 4:45 pm – 6:00 pm  
Thursday: 4:45 pm – 6:00 pm  
* available by appointment

Class Days/Time: Tuesdays/Thursdays 10:30 am - 11:45 am

Classroom: Dudley Moorhead Hall 348

Prerequisites: A3 or equivalent second semester composition course (with a grade of C- or better)

Completion of core GE

Upper division standing (60 units)

Completion of Core GE

PSYC 1

STAT 95 or senior standing.

Psychology Majors/Minors and Behavioral Science Majors only

GE/SJSU Studies Category: Area Z
Course Format

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Leaning Management System course login website.

Course Canvas site

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

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

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

Accessing Course Canvas site

To access the Canvas site go to http://www.sjsu.edu/at/ec/canvas/ and click on “Log in to Canvas”
Username = SJSU 9-digit ID
Password = your current SJSUOne password
For additional information or help with logging in:
Canvas Student Tutorial: http://www.sjsu.edu/at/ec/canvas/
Note: clearing your browsing history may help if you have trouble logging into the site.

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)

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

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

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

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

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

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

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

Course Learning Outcomes (CLO)

For Psychology 100W, the general GE Learning Outcomes (GELOs) for 100W (Area Z) will be fulfilled in the following discipline-specific Course Learning Outcomes (CLOs) [matched GELOs 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 [GELO 5]
• have demonstrated competency in American Psychological Association (APA) writing style, including grammar, spelling, and syntax [GELO 1, 4]
• have summarized and evaluated empirical research articles in an area of psychology [GELO 1, 2, 3, 4]
• have written for a general audience [GELO 1, 2, 3]
• have organized and developed a literature review, or other appropriate major paper (e.g., research report) in an area of psychology [GELO 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.

**Required Texts/Readings**

**Textbook**

**APA Manual**

**Other Readings**

Owl APA style resource
SJSU Library: Psychology-specific tutorials, resources
Other readings for the course will be posted on the course Canvas shell.

**Other technology requirements / equipment / material**

Regular access to a computer and internet connection

**Library Liaison**

Adriana Poo, Adriana.poo@sjsu.edu

**Course Requirements and Assignments**

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

An assignment summary table appears at the end of this syllabus. Details for each assignment are provided in lectures and in assignment information sheets. Assignment information sheets
(as well as other useful resources) can be found on the course Canvas site. You are expected to bring copies of each handout (paper or electronic) to the appropriate class.

The written assignments in Psychology 100W are designed to **gradually build the writing and research skills necessary to write scholarly papers** appropriate for the discipline of psychology. The major skills and associated assignments include (but are not limited to):

- **Basic skills review** (e.g., plagiarism tutorial, research skills tutorial, formatting tips in Microsoft Word)
- **APA style** (e.g., APA style Mastery test)
- **Writing assignments** (including, but not limited to)
  - Dissecting a Literature Review
  - Article Summaries and Evaluations*
    - Literature Review development (*see description below*)
  - Peer Reviews
  - Brief Research Report* (*see description below*)

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

**Mini-Literature Review**

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

**Literature Review**

The major paper you will be writing for this course is an **APA style literature review** (approximately 2000 - 2500 words including references; 10 or more scholarly references). The goal of a literature review is to answer a research question by describing and synthesizing relevant theory and research findings relevant to the question. You will be developing your final literature review in several assignments, including (but not limited to):

- **Research Question Assignment** in which you develop, with help from the instructor, a research question appropriate to the discipline of psychology and to the requirements of the course.
- **Annotated References Assignment** in which you identify at least 10 – 15 sources relevant to your literature review topic using databases and other resources appropriate to psychological research.
- **Outline Assignment** in which you organize the main points of your literature review and indicate which sources will be used to support the main point, and how it will do so (e.g., full summary of the article vs. “microsummary” of the article).
- **Literature Review Conferences** and **Drafts** in which you receive feedback from a variety of sources and revise your paper as needed.

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

The **University Policy S16-9, Course Syllabi** ([http://www.sjsu.edu/senate/docs/S16-9.pdf](http://www.sjsu.edu/senate/docs/S16-9.pdf)) requires the following language to be included in the syllabus:

“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 Examination or Evaluation**

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

**Grading Information**

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

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

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

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

- Grades will be determined by a rubric provided on Canvas. Students will have access to a “preview” of rubric before due date. Assignments will be uploaded onto Canvas AND a hard copy turned in at the beginning of class. **An uploaded copy on Canvas and hard copy must be turned in before the beginning of class to receive full credit.**
- If a hard copy is turned in and a copy has not been uploaded onto Canvas (or vice versa), it is considered late.
- Extra credit will not be offered in this course.
- List of the percentage weight assigned to various class assignments (see 100W Assignment Summary Sheet).
- Assignments turned in after the due date (and time) will not be considered. **There are no exceptions. This policy is set up so that no one falls behind.** To enforce this rule fairly, there can be no exceptions (except for extenuating circumstances of a catastrophic nature and even then, you must be extremely persuasive - - see below). So, turn in your assignments on time! I clearly note due dates on Canvas, syllabus, and will make in-class announcements well in advance. Take note of these dates and plan accordingly.
- 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.

**Grading Information for GE/100W**

*This course must be passed with a C or better as a CSU graduation requirement.*
<table>
<thead>
<tr>
<th>Approximate Word Count*</th>
<th>Approximate Pages*</th>
<th>Points</th>
<th>% Course Grade</th>
<th>Assignment</th>
<th>Notes</th>
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<td>(R)</td>
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<td>--</td>
<td>Research Skills Assessment Pretest</td>
<td>Required</td>
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<td>--</td>
<td>(R)</td>
<td>--</td>
<td>--</td>
<td>Plagiarism Tutorial</td>
<td>Required</td>
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<td>--</td>
<td>15</td>
<td>7.5</td>
<td>--</td>
<td>APA Style Mastery Test</td>
<td>Take up to 3 times. Best score recorded</td>
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<tr>
<td>400 – 500</td>
<td>4</td>
<td>5</td>
<td>2.5</td>
<td>Evaluating Information Sources</td>
<td>Fulfills “General Audience Paper” GE requirement</td>
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<tr>
<td>400 - 500</td>
<td>4</td>
<td>5</td>
<td>2.5</td>
<td>Dissecting a Literature Review</td>
<td></td>
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<tr>
<td>100 - 200</td>
<td>1</td>
<td>5</td>
<td>2.5</td>
<td>Microsummaries</td>
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<td>800 - 1000</td>
<td>6 - 7</td>
<td>5</td>
<td>2.5</td>
<td>Mini-Literature Review (Draft 1)</td>
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<tr>
<td>800 - 1000</td>
<td>6 - 7</td>
<td>15</td>
<td>7.5</td>
<td>Mini-Literature Review (Final)</td>
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<td>100 - 200</td>
<td>1</td>
<td>1</td>
<td>0.5</td>
<td>Research Question Assignment</td>
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<td>400 - 500</td>
<td>3 – 4</td>
<td>2</td>
<td>1</td>
<td>Annotated References Assignment</td>
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<td>400 - 500</td>
<td>3 – 4</td>
<td>2</td>
<td>1</td>
<td>Outline Assignment</td>
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<td>2000 – 2500</td>
<td>11 - 13</td>
<td>10</td>
<td>5</td>
<td>Literature Review (Draft)</td>
<td>Required</td>
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<td></td>
<td>(R)</td>
<td></td>
<td></td>
<td>Literature Review Conference</td>
<td>Required</td>
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<tr>
<td>400 - 500</td>
<td>2 – 3</td>
<td>5</td>
<td>2.5</td>
<td>Peer Review: Literature Review</td>
<td>For use in Peer Review Assignment</td>
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<tr>
<td>2000 – 2500</td>
<td>11 - 13</td>
<td>100</td>
<td>50</td>
<td>Literature Review (Final)</td>
<td></td>
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<tr>
<td>1250 - 1500</td>
<td>6 - 7</td>
<td>20</td>
<td>10</td>
<td>Research Report (Final)</td>
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<td></td>
<td>10</td>
<td>5</td>
<td></td>
<td>Oral Presentation (5 – 7 minutes on Literature Review topic)</td>
<td>Required</td>
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<td></td>
<td>(R)</td>
<td></td>
<td></td>
<td>Literature Review topic</td>
<td>Part of SJSU GE requirements</td>
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<td></td>
<td>Research Skills Assessment Posttest</td>
<td>Required</td>
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</tbody>
</table>

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

Total Words, Pages, and Points:
Classroom Protocol

Contacting Instructor

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

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

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

4. **Through regular email.** jason.ventura@sjsu.edu.

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

6. **Consider emails for this course as professional correspondence (see sample correspondence at the end of the syllabus).**
   a. **Subject Line** should include your class and a brief description of the issue (e.g., Subject: Psych 154: absence on 10-10-11).
   b. **Greetings** should be formal and use your instructor's title (e.g., Dear Mr. Ventura)
   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 - 2 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 Mr. Ventura,

My name is Miranda Jackson 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,

Miranda
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.

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.

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 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. 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 contents presented in the classroom and posted on the Canvas site.**

**University Policies**

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](http://www.sjsu.edu/gup/syllabusinfo/) Make sure to review these university policies and resources.

**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](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](http://www.sjsu.edu/studentconduct/) is available at http://www.sjsu.edu/studentconduct/.

**Student misconduct regarding academic dishonesty (a.k.a. “cheating”) will result in failure of the class** (University Academic Integrity Policy S07-2 at http://www.sjsu.edu/ senate/docs/S07-2.pdf; Academic Sanction 4.14)

**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](mailto:Bernd.Becker@sjsu.edu)
[http://libguides.sjsu.edu/psychology](http://libguides.sjsu.edu/psychology)
Student Technology Resources

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
SJSU Counseling Services
The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DAY</th>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS DUE**</th>
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<tbody>
<tr>
<td>1</td>
<td>Th</td>
<td>1/24</td>
<td>Discuss <em>Evaluating Sources of Information</em> assignment APA Style Basics</td>
<td>Evaluating Sources of Information Research Skills Assessment Pretest</td>
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<td>2</td>
<td>T</td>
<td>1/29</td>
<td>Discuss <em>Dissecting a Literature Review</em> assignment APA Style Basics</td>
<td>Dissecting a Literature Review APA Manual pp 9-20</td>
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<td></td>
<td>Th</td>
<td>1/31</td>
<td>Types of sources (empirical studies, theoretical articles, literature reviews, etc.) Developing a research question</td>
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<tr>
<td>3</td>
<td>T</td>
<td>2/5</td>
<td>Dissecting a Research Report Basics of Research Design APA Style Basics</td>
<td>Research Question Assignment Aronson &amp; Mills (1959) Summarize article (in-class)</td>
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<tr>
<td></td>
<td>Th</td>
<td>2/7</td>
<td>Discuss Mini-Literature Review assignment Transitions, Microsummaries APA Style Basics Word Processing Skills Review</td>
<td>Plagiarism Tutorial Microsummaries (in class)</td>
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<tr>
<td>4</td>
<td>T</td>
<td>2/12</td>
<td>APA Style Mastery Test</td>
<td>APA Style Mastery Test (1st attempt, in class)</td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>2/14</td>
<td>Research Skills &amp; Library Tutorial</td>
<td>Return APA Style Mastery Test (1st attempt; before tutorial) Meet in MLK Room 125 (first floor lab next to the entrance) Be on time!</td>
</tr>
<tr>
<td>5</td>
<td>T</td>
<td>2/19</td>
<td>Research Question Feedback and in-class literature search</td>
<td>Meet in computer lab (DMH 339) <em>Mini-Literature Review</em> (Draft 1)</td>
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<tr>
<td></td>
<td>Th</td>
<td>2/21</td>
<td>Research Question Feedback and in-class literature search</td>
<td>Meet in computer lab (DMH 339)</td>
</tr>
<tr>
<td>6</td>
<td>T</td>
<td>2/26</td>
<td>Mini-Literature Review feedback</td>
<td>APA Style Mastery Test grading (First attempt)</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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<td>Peer Review (in class)</td>
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<td>Annotated References Assignment</td>
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<tr>
<td>7</td>
<td>T</td>
<td>3/5</td>
<td>Writing your literature review</td>
<td>Mini-Literature Review (Final Draft)</td>
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<tr>
<td></td>
<td>Th</td>
<td>3/7</td>
<td>Literature Review Development Meetings</td>
<td>Outline Assignment</td>
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<td>8</td>
<td>T</td>
<td>3/12</td>
<td>Literature Review Development Meetings</td>
<td>Literature Review (Draft 1)</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.

**Instructor’s advice:** Print pages 9, 15 and 16 and keep in APA manual.