San José State University
Department of Psychology
PSYC 100W, Writing Workshop, Sec 09
Spring, 2019

Instructor: Dr. Sylvia Branca
Office Location: Dudley Moorehead Hall (DMH) 310
Telephone: Psychology Department (408) 924-5600 (messages only)
Email (preferred): sylvia.branca@sjsu.edu
Office Hours: Tuesdays and Thursdays, 10:30-11:30am or by appointment
Class Days/Time: Tuesdays and Thursdays, 9:00-10:15am
Classroom: Dudley Moorehead Hall (DMH) 163
Prerequisites: ENGL 1B (with a grade of C or better)
Completion of core GE Satisfaction of Writing Skills Test and upper division standing
PSYC 1
STAT 95 or senior standing
Psychology Majors/Minors and Behavioral Science Majors only

GE/SJSU Studies
Category: Area Z

Course Description
In Psychology 100W students are given the opportunity to develop writing skills appropriate to the broad field of psychology, including essays, reports and scholarly communication.

The general 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. Written Communication II should reinforce and advance the abilities developed in Written Communication IA and IB and 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. 100W is designed to address 3 levels of Learning Outcomes:

GE/SJSU Learning Outcomes (LOs). These are outcomes mandated by General Education.

Course Learning Outcomes (CLOs). These are outcomes for this specific course. For Psychology 100W, Course Learning Outcomes (CLOs) are the discipline-specific ways in which the general GE/SJSU learning outcomes (LOs) for 100W (Area Z) will be fulfilled. The specific CLOs for this course contribute to the overall
experience, learning opportunities, and Program Learning Outcomes (PLOs) students are exposed to when completing the SJSU Psychology Major.

**Program Learning Outcomes (PLOs).** These outcomes refer to the broad goals of the SJSU Psychology Major program. The SJSU Psychology Major is designed to address 5 broad PLOs. These PLOs are outcomes students should be able to demonstrate after having successfully completed the Psychology Major.

**GE/SJSU Student Learning Outcomes (SLOs)**
Students shall write complete essays that demonstrate college-level proficiency. Students shall be able to:

SLO 1. produce discipline-specific written work that demonstrates upper division proficiency in: a. language use b. grammar c. clarity of expression.

SLO 2. explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.

SLO 3. organize and develop essays and documents for both professional and general audiences.

SLO 4. organize and develop essays and documents according to appropriate editorial and citation standards.

SLO 5. locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.

**Course Learning Outcomes (CLOs)**
For Psychology 100W, the general GE student learning outcomes (SLOs) for 100W (Area Z) will be fulfilled in the following discipline-specific Course Learning Outcomes (CLOs) [matched GE SLOs indicated in brackets].

Upon successful completion of this course students will:

CLO 1. 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]

CLO 2. have demonstrated competency in American Psychological Association (APA) writing style, including grammar, spelling, and syntax [SLO 1, 4]

CLO 3. have summarized and evaluated empirical research articles in an area of psychology [SLO 1, 2, 3, 4]

CLO 4. have written for a general audience [SLO 1, 2, 3]

CLO 5. 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]

CLO 6. have begun to develop critical thinking skills in psychology including the ability to [SLO 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.

GE requirements for 100W stipulate that students shall write a minimum of 8000 words in the course of the semester, and that they shall be provided with frequent practice and feedback for improving their communication skills.

Required Texts/Readings

APA Manual

Equipment/Material Requirements
Regular access to a computer and internet connection

Other Readings and Resources
APA Style Tutorial
Owl APA style resource
SJSU Library: Psychology-specific tutorials, resources

King Library Research Services
Bernd Becker is the Reference Librarian assigned to assist Psychology students in using databases, helping with key word searches, etc. He will be available throughout the semester to meet with individual students. His phone number is 408-808-2348 and his email is bernd.becker@sjsu.edu

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. 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/](http://www.sjsu.edu/at/ec/canvas/)

**Course Requirements and Assignments**

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)

- **Writing assignments** (including, but not limited to)
  - Dissecting a Literature Review
  - Article Summaries and Evaluations
  - Literature Review* (see description below)
    - Literature Review development (see description below)
  - Peer Reviews
  - Brief Research Report (see description below)

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

**Mini-Literature Review**

One of the major papers for this course is a literature review (see description below). To prepare you for this assignment you will write a “mini-literature review” (app. 800 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 final major paper you will be writing for this course is an APA style literature review (approximately 2000 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 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 words including references). The goal of a report is to describe the results of an empirical study. We will be conducting a simple study in class, and you will write the research report as if you were the experimenter.

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

Grading Information
Course grades will be based on the number of points accumulated throughout the semester. The table on the next page summarizes the points and percentage of course grade associated with each course assignments. Rubrics for all major assignments can be found on the course Canvas shell. Final grades in this course will be assigned as indicated below.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>100 - 93</td>
<td>A</td>
</tr>
<tr>
<td>92 - 90</td>
<td>A-</td>
</tr>
<tr>
<td>89 - 88</td>
<td>B+</td>
</tr>
<tr>
<td>87 - 83</td>
<td>B</td>
</tr>
</tbody>
</table>

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

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

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

Extra Credit
Extra credit assignments are given at the **instructor’s discretion**. Should extra credit opportunities be extended, the total amount of extra credit points earned by a student cannot exceed 1 – 2% of the total number of points available in the course.
<table>
<thead>
<tr>
<th>Approximate Word Count*</th>
<th>Approximate Pages*</th>
<th>Points</th>
<th>% Course Grade</th>
<th>Assignment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 (R)</td>
<td>2.5%</td>
<td>Research Skills Assessment Pretest</td>
<td>Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 (R)</td>
<td>2.5%</td>
<td>Plagiarism Tutorial</td>
<td>Required</td>
<td></td>
<td></td>
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<tr>
<td>2.5%</td>
<td>Evaluating Information Sources</td>
<td>Take until you score 85% or better</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>500</td>
<td>200</td>
<td>1</td>
<td>2.5%</td>
<td>Dissecting a Literature Review</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>400</td>
<td>800</td>
<td>10</td>
<td>5%</td>
<td>Mini-Literature Review</td>
<td></td>
</tr>
<tr>
<td>200</td>
<td>1</td>
<td>3</td>
<td>1.5%</td>
<td>Research Question</td>
<td></td>
</tr>
<tr>
<td>400</td>
<td>4</td>
<td>2</td>
<td>1%</td>
<td>Annotated References</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>3</td>
<td>2</td>
<td>1.5%</td>
<td>Basic Editing APA Style</td>
<td>Edit document (provided) using APA style conventions</td>
</tr>
<tr>
<td>500</td>
<td>4</td>
<td>2</td>
<td>1%</td>
<td>Outline Assignment</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>11 – 12</td>
<td>10</td>
<td>5%</td>
<td>Literature Review (Draft)</td>
<td>Required - Final draft will not be evaluated unless this draft turned in</td>
</tr>
<tr>
<td>-</td>
<td>5 (R)</td>
<td>2.5%</td>
<td>Literature Review Conference</td>
<td>Required</td>
<td></td>
</tr>
<tr>
<td>400</td>
<td>2 – 3</td>
<td>5</td>
<td>2.5%</td>
<td>Peer Review (Literature Review)</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>11 – 12</td>
<td>100</td>
<td>50%</td>
<td>Literature Review (Final)</td>
<td></td>
</tr>
<tr>
<td>1000</td>
<td>6 – 7</td>
<td>20</td>
<td>10%</td>
<td>Research Report</td>
<td></td>
</tr>
<tr>
<td>10 (R)</td>
<td>5%</td>
<td>Oral Presentation (5 – 7 minutes on Literature Review topic)</td>
<td>Required</td>
<td></td>
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</tr>
<tr>
<td>5 (R)</td>
<td>2.5%</td>
<td>Research Skills Assessment Posttest</td>
<td>Required</td>
<td></td>
<td></td>
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<tr>
<td>8600</td>
<td>56 – 62</td>
<td>200</td>
<td>100</td>
<td>Total Words, Pages, and Points</td>
<td></td>
</tr>
</tbody>
</table>

*Includes title page and references page when applicable. (Approx. 250 double-spaced words = one page) (R) = Required element to complete 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 mail function.

3. Through regular email. sylvia.branca@sjsu.edu

Consider emails for this course as professional correspondence.

- **Subject Line** should include your class and a brief description of the issue (e.g., Subject: Psych 100W: absence on 10-10-11).

- **Greetings** should be formal and use your instructors title (e.g., Dear Dr. Branca or Professor Branca)

- **Identify yourself** and the course/section you are in.

- **Issue or question** should be stated clearly, concisely, respectfully, and with attention paid to grammar, complete sentences, and so forth.

- **Expect replies within 1 - 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 Branca (or Dr. Branca),

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
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.

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 content 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 at http://www.sjsu.edu/gup/syllabusinfo/’
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@sjtu.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 Psychology 100W, Writing Workshop, Fall 2016 Page 11 of 13 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.

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 Course Schedule*

*Note: This is a tentative timeline. We may find ourselves spending more time on specific topics due to student interest, or the need to clarify further information presented.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DAY</th>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS DUE / NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Th</td>
<td>1/24</td>
<td>Course Introduction</td>
<td>Bring APA Manual to every class.Log onto course Canvas site</td>
</tr>
<tr>
<td>2</td>
<td>T</td>
<td>1/29</td>
<td>Discuss <strong>Evaluating Sources of Information</strong> assignment APA Style Basics</td>
<td>Research Skills Assessment Pretest due</td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>1/31</td>
<td>Discuss <strong>Dissecting a Literature Review</strong> assignment APA Style Basics</td>
<td>Evaluating Sources of Information due</td>
</tr>
<tr>
<td>3</td>
<td>T</td>
<td>2/05</td>
<td>Types of Sources (empirical studies, theoretical articles, literature reviews, etc.) Developing a <strong>Research Question</strong></td>
<td>Dissecting a Literature Review due</td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>2/07</td>
<td>Dissecting a <strong>Research Report</strong> Basics of Research Design APA Style Basics</td>
<td>Research Question due Practice with Aronson &amp; Mills (1959) in-class</td>
</tr>
<tr>
<td>4</td>
<td>T</td>
<td>2/12</td>
<td>Research Skills &amp; Library Tutorial</td>
<td>Meet in MLK Library [MLK 125] Be on time! Plagiarism Tutorial due</td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>2/14</td>
<td>Discuss <strong>Mini-Literature Review</strong> assignment Transitions, Microsummaries <strong>Annotated References &amp; Editing</strong></td>
<td>Microsummaries (in class)</td>
</tr>
<tr>
<td>5</td>
<td>T</td>
<td>2/19</td>
<td><strong>Annotated References &amp; Basic Editing</strong>, cont.</td>
<td>Basic Editing due</td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>2/21</td>
<td>Research Question Feedback and In-Class literature Search / APA Style Basics</td>
<td>Mini-Literature Review due</td>
</tr>
<tr>
<td>6</td>
<td>T</td>
<td>2/26</td>
<td>Research Question Feedback and In-Class literature Search</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>2/28</td>
<td>Mini-Literature Review Feedback</td>
<td>Annotated References due</td>
</tr>
<tr>
<td>7</td>
<td>T</td>
<td>3/05</td>
<td>Mini-Literature Review Feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>3/07</td>
<td>Writing your literature review</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>T</td>
<td>3/12</td>
<td>Literature Review Development Meetings</td>
<td>Outline Assignment due</td>
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<tr>
<td></td>
<td>Th</td>
<td>3/14</td>
<td>Literature Review Development Meetings</td>
<td></td>
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<tr>
<td>9</td>
<td>T</td>
<td>3/19</td>
<td>Literature Review Development Meetings</td>
<td></td>
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<tr>
<td></td>
<td>Th</td>
<td>3/21</td>
<td>Literature Review Development Meetings <strong>Peer Review – In Class Literature Review</strong></td>
<td>*Bring 2 hard copies of Lit Review to class Must also Upload to Canvas by 9:00am</td>
</tr>
<tr>
<td>10</td>
<td>T</td>
<td>3/26</td>
<td>Literature Review Development Meetings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>3/28</td>
<td><strong>Research Report Demonstration – Do not miss!</strong> APA Style Basics</td>
<td>Literature Review (Draft due)</td>
</tr>
<tr>
<td>11</td>
<td>T</td>
<td>4/02</td>
<td><strong>SPRING BREAK – NO CLASSES</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>4/04</td>
<td></td>
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</table>
100W Course Schedule*, cont.
* 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.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DAY</th>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS DUE**</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>T</td>
<td>4/09</td>
<td>Literature Review Conferences</td>
<td>Must be signed up for a meeting time with Dr. Branca</td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>4/11</td>
<td>Literature Review Conferences</td>
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<tr>
<td>13</td>
<td>T</td>
<td>4/16</td>
<td>Literature Review Conferences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>4/18</td>
<td>Literature Review Conferences</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>T</td>
<td>4/23</td>
<td>Literature Review Conferences</td>
<td>Research Skills Assessment Posttest due</td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>4/25</td>
<td>Literature Review Conferences</td>
<td>Research Report (Final)</td>
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<td>Th</td>
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<td>Attendance mandatory, All Students Upload Presentation Materials to Canvas by 4/30</td>
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<td>5/17</td>
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