San José State University  
Psychology Department  
Writing Workshop, Psyc 100W, Section 8  
Fall, 2013

Contact Information

Instructor: Susan Snycerski, Ph.D.
Office Location: DMH 311
Telephone: (408) 924-5662 (I will only answer during office hours; do not leave voicemail. Use Canvas to contact me.)
Email: susan.snycerski@sjsu.edu
Office Hours: Mondays & Wednesdays 4:30-5:30 p.m.
Class Days/Time: Section 14: Tuesdays & Thursday 3:00-4:15 p.m.
Classroom: DMH 347
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

Contacting your instructor and course materials:

All course materials such as the syllabus, handouts, notes, assignment instructions, quizzes, excreta can be found on our Canvas website http://sjsu.instructure.com. This website should be checked prior to attending every class. If there is a need for me to cancel class, I will post a notice on Canvas “announcements” section.

All class-related questions regarding assignments, exams, or other course content must be posted to the “discussions” section on Canvas. That is, I will not answer content questions that are emailed to me. This policy will ensure that all students have access to content-related answers that I provide. Before posting a question, be sure to read through the posts to make sure your question is not redundant and has not already been answered. You may email the instructor through the Canvas website when you have personal, private questions, such as questions regarding your grade, the need and reason to miss a class, or cases of documented excuses from class. I will respond to website emails Monday through Thursday from 10:00 a.m. to 5:00 p.m.

Logging Into Canvas

Canvas Login URL: https://sjsu.instructure.com. You must first set up a SJSUOne account before accessing Canvas. To do so, go to http://its.sjsu.edu/services/sjsuone/ The Username for Canvas then is your 9 digit SID and your password is the one you chose when you established your SJSUOne account. You will see the courses you are taking (assuming the instructor is using Canvas).

• Further Assistance with Canvas- Students should go first to http://guides.instructure.com/m/4212 with problems and then to the University Help Desk for Canvas problems, including logging in (http://www.sjsu.edu/helpdesk/).
Course Description
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. 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.

Course Goals and Learning Objectives
Overview
Learning Outcomes (LOs) are specific, measurable goals and objectives that students have demonstrated upon successful completion of the course. 100W is designed to address 3 levels of Learning Outcomes:

GE/SJSU 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 Studies Learning Outcomes (LO)
Upon successful completion of this course, students will be able to:

The general GE student learning objective for 100W (Area Z) is that students shall write complete essays that demonstrate college-level proficiency. Students shall be able to:

   LO1 – refine the competencies established in Written Communication IA and IB

   LO2 – express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse

   LO3 – organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.

Course Learning Outcomes (CLOs)
For Psychology 100W, the general GE student learning outcomes (LOs) for 100W (Area Z) will be fulfilled in the following discipline-specific Course Learning Outcomes (CLOs) [matched GE LOs 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 [LO 1, 3]

   CLO2 – demonstrated competency in American Psychological Association (APA) writing style, including grammar, spelling, and syntax [LO 1, 3]

   CLO3 – summarized and evaluated empirical research articles in an area of psychology [LO 1, 2, 3]
CLO4 – written for a general audience [LO 1, 3]

CLO5 – organized and developed a literature review, or other appropriate major paper (e.g., research report) in an area of psychology [LO 1, 2, 3]

CLO6 – begun to develop critical thinking skills in psychology including the ability to [LO 1, 2, 3]:

(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

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.

Page 18 of this syllabus summarizes for each course assignment the word totals, points totals, and relevant SLOs being assessed.

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

Textbook

APA Manual

APA Workbook
Other Readings
Additional course reading material will be posted on our course management website, Canvas http://sjsu.instructure.com

Other equipment / material requirements
Students will need reliable access to a computer and to the internet. Writing assignments will require access to the SJSU/King Library PsychInfo databases. More information will be provided in class.

Other equipment/material requirements
- **A 100W binder or other organizational tool.** Please keep a dedicated 100w binder with you for the entire semester and keep all assignments in that binder. Bring it to each class. If there are any disputes regarding grading, you will need to have the original graded assignment to verify a grade. On some occasions the instructor will ask students to take out a previous assignment so be sure to bring all work to every class.
- #2 Pencil & a pen
- Four 882E scantrons
- a stapler to carry in your backpack (you will use this throughout the semester)
- a working voice recorder (tape or electronic) for individual meetings with instructor (optional)
- 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.**
- Having access to the Internet is your responsibility, so have backup plans in case you have problems with your primary computer. I will not accept excuses about technology problems as valid, unless the entire university network or the Learning Management System is offline.

Library Liaison
Bernd Becker
Phone: (408) 808-2348
Email: Bernd.becker@sjsu.edu

Please be professional and courteous when contacting Mr. Becker and allow some turnaround time if he does not respond right away.

Course Requirements and Assignments
SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu senate/docs/S12-3.pdf.
Assignments and Grading Policy Overview

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

- **Basic skills review** (e.g., plagiarism tutorial, research skills tutorial, etc.)
- **Writing assignments** (e.g., reflection pieces, article summaries, literature review, etc.)
- **APA style quizzes**

The course schedule and assignment summary table at the end of this syllabus provide 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 at the beginning of class or by the deadline on Canvas. No late papers or emailed assignments will be accepted. No exceptions unless in cases of 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.

**APA Style Tests (TPT and RRT)**

There will be two TPT and two RRT tests that are the subject matter of the APA Style Workbook. Although we will discuss the workbook in class and instruction on how to use the manual will be provided, it is the student’s responsibility to progress through the workbook in order to prepare for the APA Style tests given in class. For these tests students can use the manual while taking the test. If students do not bring the manual with them on the day of the test they will be required to take the test without the use of the manual; that is, there is no sharing of manuals during testing. Each type of test (TPT and RRT) will be given twice and the highest score will count toward the overall grade.

No make up exams will be given. There are no exceptions unless in cases of documented emergencies 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.

**Written 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 print and bring copies of each handout to the appropriate class. Not all assignments have an information sheet; some are discussed only in class. Therefore, attendance is crucial for obtaining instructions.

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 writing assignments for this work include (but are not limited to):

- Dissecting a Literature Review
- Article Summaries (#1 and 2 only)*
- Literature Review* (see detailed description below)
- Peer Reviews
• Brief Research Report Paper ("Methods Paper")

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

For all article summaries (i.e., AS#1, 2, and 3) students must bring three printed copies and the printed abstract or first page of the article that is reviewed. Articles must be empirical (they must be experiments). No literature reviews, meta-analyses, book chapters, dissertation abstracts, or non-peer reviewed articles will be accepted. Failure to turn in an empirical article will result in the grade of zero with no opportunity to rewrite the summary. Therefore, if you are unsure if your article is empirical, please see me in office hours and bring the article.

For an article summary to be complete it must meet all of the criteria above in addition to being uploaded to turnin.com prior to class. Summaries that are incomplete will earn a grade of zero. Therefore, be sure to double check that all parts of the assignment are submitted to the appropriate place and time to earn credit for the work.
Major Scholarly Paper: Literature Review

The major paper you will be writing for this course is an *APA style literature review* (approximately 2000 – 2200 words not including references; **minimum of 10 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.

- **Database Assignment** in which you identify at least 20 – 25 sources relevant to your literature review topic using databases and other resources appropriate to psychological research. An APA Style Reference section of 10 potential “best fit” articles you are considering for your paper.

- **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.

- **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.**

- **Details regarding assignments will be provided in class and/or on Canvas.**

- Although the instructor will remind students of upcoming assignments, it is the student’s responsibility to keep track of due dates that are listed in the course schedule.

**Course Grade**

Course grades will be based on the number of points accumulated throughout the semester.

The assignment summary table at the end of this syllabus provides the points associated with each assignment. **Bolded grades indicate the student does not meet passing criteria and will need to retake the course.**

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<tr>
<th>Percent</th>
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<tr>
<td>100 – 93</td>
<td>A</td>
<td>76 – 73</td>
<td>C</td>
</tr>
<tr>
<td>92 – 90</td>
<td>A-</td>
<td>72 – 70</td>
<td>C-</td>
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<tr>
<td>89 – 87</td>
<td>B+</td>
<td>69 – 67</td>
<td>D+</td>
</tr>
<tr>
<td>86 – 83</td>
<td>B</td>
<td>66 – 63</td>
<td>D</td>
</tr>
<tr>
<td>82 – 80</td>
<td>B-</td>
<td>62 – 60</td>
<td>D-</td>
</tr>
<tr>
<td>79 - 77</td>
<td>C+</td>
<td>59 or less</td>
<td>F</td>
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**Important Notes about Grading**

- **Beginning Spring 2012, 100W will be graded on an “A – F” system, as opposed to “A – C, NC” system**

- **In terms of GE the only passing course grades are C and above.**
• Although some assignments are essentially credit/no credit (i.e., worth up to 1 point), it is very important to complete all of them because:
  o each develops a skill necessary for successful completion of major assignments
  o cumulatively “credit/no credit” assignments contribute to your total grade
  o completion of some are required for the course (pre- and post-test; plagiarism tutorial; workbook chapters)
• Missing a portion of these assignments can lower your course grade substantially
• Any disputes over an awarded grade must be accompanied by the original graded assignment.
• Students should verify grades for each assignment on the Canvas website. There is a one-week period after each assignment grade is posted for students notify the instructor if they think there in an error in the posted grade. Grade challenges may result in a higher grade, lower grade, or no grade change based on the evaluation of the instructor.

Classroom behavior: Students are expected to respect their instructor and fellow classmates. Professional, courteous behavior and tolerance of different opinions are necessary for maintaining a comfortable classroom environment. Students should raise their hands when asking or answering questions (i.e., do not just shout an answer).

Students are expected to attend class and maintain a level of professional and courteous behavior in the classroom. Respect for the rights and opinion’s of others is expected. The free and open exchange of ideas is the cornerstone of higher education, but we must always remain respectful of others, even if we disagree strongly with them. Disagreement is acceptable, but discourteousness is not. Behavior that creates a threatening or harassing environment (either online or in class) will not be tolerated. Severe and pervasive disruptions of class activities are a violation of the Student Code of Conduct will be reported to the Office of Student Conduct and Ethical Development. In short, let’s all be kind to one another.

Make-up Exams
No extensions or make-up exams will be given except in cases of documented emergencies, serious illness, or a dean’s excuse. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.

Late Assignments
Late credit/no credit assignments will not be accepted except in cases of documented emergencies, serious illness, or a dean’s excuse. 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 % of the total number of points available in the course.

Classroom Protocol
Students are expected to attend class and maintain a level of professional and courteous behavior in the classroom. Respect for the rights and opinions of others is expected. The free and open exchange of ideas is the cornerstone of higher education, but we must always remain respectful of others, even if we disagree strongly with them. Disagreement is acceptable, but discourteousness is not. Behavior that creates a threatening or harassing environment (either online or in class) will not be tolerated. Severe and pervasive disruptions of class
activities are a violation of the Student Code of Conduct will be reported to the Office Student Conduct and Ethical Development. In short, be kind to one another.


Read the syllabus!

You are responsible for knowing the details in this green sheet. If you lose it, get another. I am happy to answer questions about the course as they arise, but I expect you will make some effort to find the answers in the syllabus and class materials, and to pay attention to the answers given.

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 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.

Time Management & Regular Attendance

Time management is a major issue for students in this class. As in the workplace, deadlines are real. Assignments are due one after another and you need to keep on top of them! You can fall quickly behind if you fail to turn every assignment in on time.

Laptops and Tablets

Students using laptops or tablets will sit in the first two rows (one table) on the left and right of the classroom only. No exceptions. Laptops/tablets should be charged prior to class. In-class laptops or tablets are restricted to course-related activities (i.e., taking notes). Other activities (e.g., checking email, Facebook®, MySpace®, surfing, etc.) distract both the instructor and students and will not be tolerated. Inappropriate laptop use during class will result in the student being dismissed for the remainder of the class session. Repeated inappropriate use may lead to loss of permission to use the device in class for the duration of the course.

Cell phones and other electronic devices

Please be certain to turn off or put in silent mode (not vibrate mode as that is still audible and is distracting) all cell phones, pagers, and any other devices that produce distraction prior to the start of class. Phones should not appear on the desktop: rather, they should be stored during class sessions in pockets, book bags, purses, and the like. DO NOT TEXT DURING LECTURE. It is rude and distracting to the instructor and fellow classmates. If I see you using a phone during class I will ask you to leave class for the remainder of the session. I expect your full attention for the duration of each 75-minute class session.

In addition, research shows that Websurfing/texting during class may lower your grade (and disrupts those around you). Go to: http://chronicle.com/blogs/wiredcampus/students-stop-surfing-after-being-shown-how-in-class-laptop-use-lowers-test-scores/4576
University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Expectation of Work Load: Senate Policy S12-3 on student work expectations

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course-related activities including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

The credit hour is defined as “the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester

2. A credit hour is assumed to be a 50-minute (not 60-minute) period.

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

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course.

“Common courtesy and professional behavior 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.”

“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.”

Therefore, neither recording of class lectures or discussions nor distribution of course materials are allowed. Failure to follow this policy will result in immediate expulsion from the class, a grade of F in the course, and reporting the student to the University and proper authorities for further sanctions/punishment.
Academic integrity
Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University’s continued advocacy and commitment to increasing accessibility and inclusivity on campus.

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 in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections
Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory,
alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website 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.
<table>
<thead>
<tr>
<th>DAY</th>
<th>DATE</th>
<th>TOPIC/ACTIVITY</th>
<th>ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>TH</td>
<td>08/22</td>
<td>Introduction to the course</td>
<td>Bring APA manual to all class sessions</td>
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<tr>
<td>T</td>
<td>08/27</td>
<td>Course Orientation &amp; Resource Use Developing a Research Question</td>
<td>Bring APA workbook (in addition to the manual)</td>
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<tr>
<td>TH</td>
<td>08/29</td>
<td>Developing a Research Question Understanding Empirical Articles Types of Articles</td>
<td>Chapter 1 of APA manual and APA workbook&lt;br&gt;Plagiarism Tutorial&lt;br&gt;Take until you score 85% or better&lt;br&gt;Bring printed score sheet to class&lt;br&gt;<a href="http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm">http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm</a></td>
</tr>
<tr>
<td>T</td>
<td>09/03</td>
<td>Developing a Research Question Understanding Empirical Articles Types of Articles</td>
<td>What is APA Style? Due upload to Canvas and be prepared to discuss in class&lt;br&gt;Research Skills Assessment – due today&lt;br&gt;URL: <a href="http://tiny.cc/psycskills">http://tiny.cc/psycskills</a></td>
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<tr>
<td>TH</td>
<td>09/05</td>
<td>Understanding Empirical Articles Types of Articles Database Assignment Instructions</td>
<td>APA quiz: Bring workbook to class</td>
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<tr>
<td>T</td>
<td>09/10</td>
<td>Searching the literature.</td>
<td>Meet in King Library room 125 for database instruction. Do not mi&lt;br&gt;No food or beverages allowed&lt;br&gt;Bring three possible research questions&lt;br&gt;Dissecting a literature review due. U</td>
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<tr>
<td>TH</td>
<td>09/12</td>
<td>Writing Article Summaries on Empirical Studies Elements of APA style</td>
<td>Final research question due. Upload to Canvas by 2:00 p.m.</td>
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<tr>
<td>T</td>
<td>09/17</td>
<td>Writing Article Summaries on Empirical Studies Elements of APA style</td>
<td>ARTICLE SUMMARY #1 DUE (AS#1)&lt;br&gt;This assignment is to be uploaded to turnitin.com prior to class; 3 hard copies are due at the beginning of class.&lt;br&gt;Print and bring the first page of the article to class (you will turn this in with your summary).</td>
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<tr>
<td>TH</td>
<td>09/19</td>
<td>Literature Review Development</td>
<td>APA Style Exercises &amp; Student meetings</td>
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This assignment is to be uploaded to turnitin.com prior to class; 3 hard copies are due at the beginning of class. Print and bring the first page of the article to class (you will turn this in with your summary).

DO NOT MISS THIS CLASS!!!
The schedule lists due dates for our major assignments. However, there will be unannounced in-class assignments and/or quizzes throughout the semester. All such assignments are only available to those students present on the day of the activity. There will be no make-up opportunities except in cases of documented emergencies, serious illness, or Dean’s excuse. These activities will aid in mastering APA style and in writing your literature review.

Use the table below to keep track of your progress in the class.

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*There will be points available for in-class assignments, take-home assignments, and/or quizzes. Some assignments and quizzes will be announced in advance; others will be unannounced. The number of activities and points available for each activity will be assigned at the discretion of the instructor. Total points possible = 120.