Instructor Information

**Instructor**  Joanna H. Fanos, Ph.D.
**Office Location**  DMH 320
**Telephone**  408-924-5622
**Email**  Joanna.Fanos@sjsu.edu
**Class Days/Time**  Mon & Wed 12:00 to 1:15 p.m.
**Office Hours**  Mon & Wed 3:30 to 4:30 p.m.
Other times by appointment
**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
STAT 95 or senior standing
**GE/SJSU Studies Category**  Area Z

Faculty Web Page

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at [http://www.sjsu.edu/people/joanna.fanos/](http://www.sjsu.edu/people/joanna.fanos/)

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.

### Learning Outcomes

#### 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:

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 5 of this syllabus summarizes for each course assignment the word totals, point totals, and relevant CLO’s 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 Text

APA Manual


Equipment/material requirements

Regular access to a computer and internet connection

Turnitin.com

Turnitin.com is a website that checks for plagiarism. You **must** submit the first and final drafts of the Research Paper to Turnitin.com by a deadline we will establish in class. The Class ID is 6538229 and the enrollment password is 100W01.

Assignments and Grading Policy

Pre- and Post-Test

During the first week of class, students will take an online pre-test of their writing skills; at the end of the semester, an online post-test will be taken. Both are required. The website for the pre-test is http://tiny.cc/psycskills If for some reason this link does not work, the longer version is: https://spreadsheets.google.com/viewform?formkey=dE9KbHc1c3pIRmNoT2x4N3dUNHdwbEE6MQ

In-class Assignment

In class, students will write one paper (500 words) explaining why you are in college and what you want to be doing in 5 years. Students will then write a paper (500 words) detailing the positive and negative effects of social media (Facebook) as a new technology.

Paper for General Audience

Each student will write up the topic of your research paper for a general audience. You will turn in a draft (500 words) and a final draft (500 words).

Major Scholarly Paper: Literature Review

The major paper you will be writing for this course is an APA style literature review (draft approximately 2500 words; final copy 2500 words; 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.

- **Database 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.

**Literature Review Conferences and Drafts** in which you receive feedback from a variety of sources and revise your paper as needed. You **must** submit the first and final drafts of the Research Paper to Turnitin.com by a deadline we will establish in class.

**Abstract**

Students will prepare an Abstract (summary) for their paper of 500 words (250 each draft).

**PowerPoint Presentation**

The student will present a PowerPoint presentation to the class on the topic of their research paper. The student will also responsible for providing the PowerPoint presentation, including a list of References, to other students in the group upon request. More instruction will follow, but the presentation should be approximately 6 minutes long, with time at the end for 3-5 minutes of questions or comments from your peers. Your peers will provide written feedback and evaluation following each oral presentation.

**Written Peer Critique of Student Presentations**

Following each class in which there are oral presentations, students will write a critique of the strengths and weaknesses of each. There are 4 classes total. Each class critique will be approximately 125 words; thus 500 word total.

**Word Count Requirements (8,000 word total)**

- Written papers in class (2) (500 each paper, 1,000 total words)
- Paper for General Audience (500 words draft, 500 words final) 1,000 total words
- Research paper (draft 2500 words, final copy 2500 words = 5,000 total words
- Abstract (250 each draft = 500 words)
- Critique of student presentations (500 words)
Course Grade

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

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<tr>
<th>Grade Points</th>
<th>CLO</th>
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<tbody>
<tr>
<td>Writing in class</td>
<td>5 points max</td>
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<tr>
<td>Paper for General Audience</td>
<td>10 points max</td>
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<tr>
<td>Research Paper &amp; Abstract</td>
<td>70 points max</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>10 points max</td>
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<tr>
<td>Critique of Oral Presentations</td>
<td>5 points max</td>
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<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
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<th>Grade</th>
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<tbody>
<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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<td>89 – 87</td>
<td>B+</td>
<td>69 – 67</td>
<td>D+</td>
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<tr>
<td>86 – 83</td>
<td>B</td>
<td>66 – 63</td>
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<td>82 – 80</td>
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<td>62 – 60</td>
<td>D-</td>
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<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:
    - each develops a skill necessary for successful completion of major assignments
    - cumulatively “credit/no credit” assignments account for approximately 20% of your total grade
    - completion of some are required for the course (pre- and post-test; plagiarism tutorial.
  - Missing a portion of these assignments can lower your course grade substantially

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.

Major assignments will lose a full letter grade (10%) for each day late. Graded assignments more than 3 days late will not be accepted.
University Policies

Academic Integrity

Students should know that the University’s Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require 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 website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

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 in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 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 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html. Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Policy on Recording of Lectures and Intellectual Property

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. Permission must be obtained in writing either on a class- by- class basis or for the whole semester.
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.

Definition of a Credit Hour

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 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, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

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

Classroom Protocol

Classroom Protocol

I expect that you will attend regularly and participate in class discussions. As you can see, most classes have required assignments, either to complete in-class or to turn in that session. Therefore it is essential that you attend each class.

Please arrive on time; it is disruptive to everyone else when someone arrives late.

Turn your cell phone off or, if absolutely necessary because of a family emergency, place in vibrate mode. Text messaging will not be tolerated. If you bring a laptop, surfing the web and checking emails will not be tolerated.

Contacting Instructor

1. Through regular email. joanna.fanos@sjsu.edu (the best way to reach me)
2. By phone. 408-924-5622
3. Consider emails for this course as professional correspondence.
   a. Subject Line should include your class and a brief description of the issue (e.g., Subject: Psych 100W: absence on 10-10-11).
   b. Greetings should be formal and use your instructor’s title (e.g., Dear Dr. Fanos or Professor Fanos)
   c. Identify yourself and the course/section you are in. I teach many classes and have many students, so do not assume I remember which section you are in.
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

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.

Cell phones 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.

I expect you to come to class prepared

“Prepared” means you have completed the readings and any assignment before class starts, and written down any questions you had from the assignment. You should be as prepared as you expect your professor to be.

Communication

Use email!! Use office hours! Talk to me!!
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 conducting a library tutorial in Library Lab 213 (King library) for this class, and is available throughout the semester to meet with individual students as well. His phone number is 408-808-2348 and his email is Bernd.Becker@sjsu.edu.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center 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.

SJSU Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our 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 Room 126 in Clark Hall. It is staffed by professional
instructors and upper-division or graduate-level writing specialists from each of the seven SJSU
colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained
to assist all students at all levels within all disciplines to become better writers. The Writing
Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Student Success and Wellness
Attending to your wellness is critical to your success at SJSU. I strongly encourage you to take
advantage of the workshops and programs offered through various Student Affairs Departments
on campus such as Counseling Services, the SJSU Student Health Center/Wellness & Health
Promotion Dept., and Career Center. See http://www.sjsu.edu/wellness or
http://www.sjsu.edu/counseling/Workshops/ for workshop/events schedule and links to many
other services on campus that support your wellness! You may go to http://events.sjsu.edu to
register for any one of the workshops.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 21</td>
<td>Introduction to class &amp; Pre-test</td>
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<tr>
<td>2</td>
<td>Aug 26 &amp; 28</td>
<td>Aug 26 <strong>1st in class writing assignment</strong>&lt;br&gt;Aug 28 Topic selection, how to approach theoretical background.</td>
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<tr>
<td>3</td>
<td>Sept 2 &amp; 4</td>
<td>Sept 2 <strong>Holiday</strong>—no class&lt;br&gt;Sept 4 Topics &amp; Gen Audience Paper Discussion</td>
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<tr>
<td>4</td>
<td>Sept 9 &amp; 11</td>
<td>Sept 9 – Library Tutorial w/Bernd Becker—King Library Lab 213&lt;br&gt;<strong>Sept 11 Topics due</strong>-- peer review discussion</td>
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<tr>
<td>5</td>
<td>Sept 16 &amp; 18</td>
<td>Sept 16 General Audience Discussion&lt;br&gt;Sept 18 <strong>General Audience draft due &amp; 2nd in class writing assignment</strong></td>
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<tr>
<td>6</td>
<td>Sept 23 &amp; 25</td>
<td>Individual Conferences (General Audience) &amp; Peer Review</td>
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<td>7</td>
<td>Sept 30 &amp; Oct 2</td>
<td>Sept 30 <strong>Final General Audience Paper due</strong>&lt;br&gt;Oct 2 APA Style References Discussion</td>
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<td>8</td>
<td>Oct 7 &amp; 9</td>
<td>Oct 7 <strong>References Due</strong> (Peer Review)&lt;br&gt;Oct 9 Abstract Discussion</td>
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<tr>
<td>9</td>
<td>Oct 14 &amp; 16</td>
<td>Oct 14 References Revisions Due &amp; Peer Review&lt;br&gt;Oct 16 <strong>Draft of Literature Review due</strong> &amp; Oral Presentation Discuss</td>
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<tr>
<td>10</td>
<td>Oct 21 &amp; 23</td>
<td>Individual Conferences</td>
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<td>11</td>
<td>Oct 28 &amp; 30</td>
<td>Individual Conferences</td>
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<tr>
<td>12</td>
<td>Nov 4 &amp; 6</td>
<td>Nov 4 Individual Conferences&lt;br&gt;Nov 6 Summary and Review of Paper Problems</td>
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<tr>
<td>13</td>
<td>Nov 11 &amp; 13</td>
<td>Nov 11 <strong>Holiday</strong>, no class&lt;br&gt;Nov 13 Oral Presentations &amp; <strong>Final Drafts Due</strong></td>
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<td>14</td>
<td>Nov 18 &amp; 20</td>
<td>Oral Presentations</td>
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<td>15</td>
<td>Nov 25 &amp; 27</td>
<td>Nov 25 Oral Presentations&lt;br&gt;Nov 27 Library Research</td>
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<tr>
<td>16</td>
<td>Dec 2 &amp; 4</td>
<td>Individual Conferences</td>
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<td>17</td>
<td>Dec 9</td>
<td>Post-Test Review</td>
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<td>Dec 12</td>
<td><strong>Online Post-Test</strong>&lt;br&gt;<strong>Final Exam</strong> 9:45 a.m.</td>
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*The schedule is subject to change with fair notice via announcement in class or email.*