San José State University
Department of Psychology
Psychology 100W, Writing Workshop (2)
Spring 2015

Contact Information

Instructor: Val Hoffman, PhD, MPH
Office Location: DMH 310
Telephone: Use mail in CANVAS
Email: valerie.hoffman@sjsu.edu
Office Hours: Tuesdays & Thursdays, 12:45--1:15 pm
Class Days/Time: Tuesdays & Thursdays, 3:00- 4:15 pm
Classroom: DMH 149B
Prerequisites: ENGL 1B (with a grade of C or better)
Completion of core GE
Satisfaction of Writing Skills Test and upper division standing
PSYC 01
STAT 95 or senior standing

GE/SJSU Studies Category: Area Z: Written Communication II

Description
Practice in improvement of writing skills appropriate to the broad field of psychology, including essays, reports, and scholarly communication. Psychology Majors and Minors and Behavioral Science Majors only.

**Note:** Must be passed with C or better to satisfy the CSU Graduation Writing Assessment requirement.

**Course Goals and Learning Objectives**

**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.

**GE/SJSU Studies Learning Outcomes (LO)**

*Learning Outcomes* (LOs) are specific, measurable goals and objectives that students have demonstrated upon successful completion of the course. 100W is designed to address three 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.

**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) 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 – communicate their research to a general audience through an oral presentation [LO 1, 3]

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

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.

The last page of this syllabus summarizes 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

Suggested Readings

This book is a “cookbook” for how to write a literature review. The author is a professor at CSULA. I have an older copy on reserve and one chapter is posted on CANVAS. Other useful books are on reserve also. You can find many of these on the Internet and I suggest you read as many as possible to help you with this class.

Additional books on writing in Psychology are on reserve in King Library.

Course readings are posted on Canvas.

You are expected to print articles and readings and bring to class.

Other equipment and materials:
- A 100W binder or other organizational tool
- #2 pencil and a red pen
- a stapler to carry in your backpack
- access to a computer, printer, and internet connection. Microsoft Word. You cannot submit papers in other formats!

Canvas
Canvas is used for course management. Some assignments and papers will be turned into Canvas, but you must also submit a printed copy. I will be posting announcements, grades, and assignments on Canvas and you will be turning in some assignments through the system. You need to check into Canvas daily for course updates. You can use the mail function to contact me. Canvas has enabled a Turnitin function to check papers for originality. Here is the login information:

Login URL: https://sjsu.instructure.com
Username: SJSU 9-digit ID
Password: SJSUOne Password


Library Liaison
The library liaison is Bernd Becker: Email: Bernd.becker@sjsu.edu. Bernd is available to assist you in locating journal articles and information for your papers.
We will be having a tutorial in the library during the first weeks (to be announced).

**Assignments and Grading Policy**

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).
- **Writing assignments** (e.g., Method paper, article summaries, peer critiques, literature review).

**You will be developing your final literature review in several assignments, including (but not limited to):**

- Research Question Assignment. You need a research question appropriate to the discipline of psychology and to the requirements of the course. You will be working with the instructor to identify and refine your research question as the semester progresses.
- Reference List. You will prepare a reference list and gather 10 – 15 peer-reviewed sources relevant to your literature review topic using academic databases and other resources appropriate to psychological research.
- Outline. You will write an outline for your literature review paper with guidance from the instructor.
- Literature Review Analysis. You will analyze the structure and content of literature reviews and write a short critique.
- Article Summary Assignments. You will write summaries of research articles that are part of your literature review. The summaries will be re-written with input from the instructor and peer reviews by other students.
- Method Paper. We will design a survey and you will be responsible for writing a Method section that describes the methodology using APA style. The Method Paper will help prepare you for Psychology 120.
- Literature Review Conferences and Drafts in which you receive feedback from fellow students, tutors at the Writing Center and Peer Connections, and the instructor. You will need to revise your paper several times based on feedback. Both the first and final drafts must be checked or originality through Canvas and submitted to Canvas. **A hard copy must also be submitted.** Your originality score must be less than 20% to pass this class!
- Peer Feedback Assignments. You will be editing papers and article summaries and providing comments on hard copies. In addition, you will write critiques of their literature review papers.
Final Presentation. You will present the results of your research using PowerPoint, Keynote, or Prezi. If you do not know how to use presentation software, you can find assistance at the computer center. Your presentation must be less than 10 minutes. You should try to capture the interest of your fellow students by incorporating videos and photos and also instruct them about what you found. I also like some discussion of your research process.

REQUIRED: Pre- and Post-Tests

- During the first week of class, you must take an online pre-test to measure your writing and research skills; at the end of the semester, an online post-test will be completed. **Both are required.**
- Pretest: [http://tinyurl.com/100W-pretest](http://tinyurl.com/100W-pretest)
- Post-test: [http://tinyurl.com/100W-post-test](http://tinyurl.com/100W-post-test)

Required: Tutorial on plagiarism. You must print out results and turn in by the second class meeting. You need a score lower than 85%. [http://tutorials.sjlibrary.org/tutorial](http://tutorials.sjlibrary.org/tutorial)

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.

For each assignment, an information sheet outlines the specifics of the assignment. Please print them off Canvas when they are available and have them with you on the appropriate lecture days. These information sheets are not a substitute for attending the lecture.

Attendance

University policy F69-24 states, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Your participation is important in this class! You will find that listening to questions from fellow students, discussing topic ideas, feedback on assignments, and peer reviewing will help you with your research and writing. Meeting with the instructor one-on-one is important for your success in the course. I expect students to keep their appointments and also come to my office hours!

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.

**Grading Policy**

**Late Assignments**
Late credit/no credit assignments will not be accepted except in cases of documented emergencies, serious illness, or a Dean’s letter. Should such a circumstance arise, please contact me as early as possible and be ready to provide documentation. It is your responsibility to plan, follow-up, and initiate alternative arrangements when such circumstances arise.

◆ Major assignments (10 or more points) will lose a full letter grade (10%) for each day late. Graded assignments more than three days late will not be accepted.
Assignments will not be accepted via email. If you miss an assignment that counts toward the final word total, you must see me for additional assignments to ensure you have written enough words to pass this class!

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 three hours per unit per week with one 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. 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 six hours of out-of-class student work each week."

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

**Assignment Summary** *

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Words</th>
<th>Assignments/ Papers</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>2500-3000</td>
<td>Literature Review Paper Final Draft</td>
</tr>
<tr>
<td>10</td>
<td>2500-3000</td>
<td>Literature Review- Draft and meeting</td>
</tr>
<tr>
<td>5</td>
<td>500-1000</td>
<td>Summary</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Final Presentation</td>
</tr>
</tbody>
</table>
5  |  500  |  Peer Reviews (2)  
10 |  1000+ |  Five summaries and rewrites  
0-5 |  1000+ |  Non-graded assignments-(word totals vary)  
100  |  8000+ |  TOTAL  

*Note: These are major assignments for the course. Other assignments will also count toward the total word requirement. A detailed summary sheet with learning objectives for each assignment is provided on the last page.

The assignment summary table at the end of this syllabus provides the points associated with each assignment.

Grades are determined using the following percentages:

<p>| | | |</p>
<table>
<thead>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>A+ = 100-97%</td>
<td>A = 96-93%</td>
<td>A- = 92-90%</td>
</tr>
<tr>
<td>B+ = 89-87%</td>
<td>B = 86-83%</td>
<td>B- = 82-80%</td>
</tr>
<tr>
<td>C+ = 79-77%</td>
<td>C = 76-73%</td>
<td>C- = 72-70%</td>
</tr>
<tr>
<td>D+ = 69-67%</td>
<td>D = 66-63%</td>
<td>D- = 62-60%</td>
</tr>
<tr>
<td>F = 59-0%  Unsatisfactory</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

“This course must be passed with a C or better as a CSU graduation requirement.”

Important Notes about Grading

- 100W is graded on an “A – F” system, as opposed to “A – C, NC” system
- In terms of GE only grades of C and above are considered passing grades. A C- is not considered a passing grade.
- 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 count for approximately 10% 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
  - These assignments count toward your total word requirement!
  - Persons missing assignments must satisfy the word requirement with additional assignments and papers!
Extra Credit
There is no extra credit.

Classroom Protocol

1. Contacting Instructor: The best way to reach me is via the mail function in Canvas or email: valerie.hoffman@sjsu.edu

2. I will answer email M - F, 9:00 - 5:00 pm. If you email me at night or on the weekends, do not expect a response until the next weekday, at the earliest.

   (see sample correspondence below).

   a. Subject Line should include your class section number and a brief description of the issue (e.g., Subject: Psych 100w Section 2: Absence on 1-24-14).

   b. Greetings should be formal: “Dear Dr. Hoffman”

   c. Identify yourself and the course/section you are in.

   d. The 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 - 3 days. Polite follow-ups are encouraged if you have not heard from me in a reasonable amount of time.

Textbook!
The APA Publication manual is required! You cannot do well in this class without the manual! Use the sixth edition only! You need to always bring the manual to class. You will be looking up just about everything! There is no substitute for the information in the manual! The APA has a webpage to answer questions that are not covered in the manual. We will be doing in-class exercises based on the manual. You will probably need the manual for other classes. Do not rely on webpages or the Internet or the Library for APA style. There is only one source: The APA Publication Manual- 6th edition!

| A copy of the Publication manual is on reserve at King library. There are also other books I have put on reserve. I will be posting a list of books that are suggested for helping you with your paper and writing. You should try to find copies of these books and read and refer to the books on reserve!

Read the syllabus! Check Canvas and your email daily!
You are responsible for knowing the details in the syllabus. If you lose it, get another. I expect you will make some effort to find the answers in the syllabus
and find the class materials on Canvas. The syllabus may change and I will announce any changes and post updates on Canvas.

**This class is a workshop! It is a skill-development course!**

It is important that you understand that this class is a *workshop* for skill development and differs from a standard lecture class. At the beginning of the semester, we will have lectures and assignments. At the same time, you will be developing your topic for your research paper. After a few weeks of formal instruction, the course becomes more of a workshop. You will be expected to work on your own and with others on proofreading and providing feedback. You are expected to use the campus resources available for help: The Writing Center, Peer Connections, and the reference librarians. I will be meeting with students individually to guide them on topic development, finding references, and reading drafts of papers. I am always available for consultation, but I will not be lecturing in the *traditional* sense during the second half of the semester.

**In a workshop, you have primary responsibility for learning the material**

I can answer any questions about the material you find and provide extensive feedback on your assignments. You are expected to take the initiative in mastering the material and skills in this class.

**Time management and 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. The assignments build toward developing skills for the final paper. If you haven’t found a research paper topic, you still must complete the assignments on a *temporary* topic. We will be working on temporary topics at the beginning of the semester.

You are expected to spend several hours a week outside class searching for research topics and articles. If you are taking other difficult classes or have work demands, be aware that this class requires hours of outside work. You must continuously conduct literature searches, read articles, write and re-write for this class! Even when there are individual meetings scheduled, it is best if you attend class to write and ask questions. You should get to know others in the class. In 100W, you will be a peer reviewer. The comments you write count toward the word requirement. You will find that input from your fellow students will be a valuable resource!

Although the course has an online resource you must attend lectures and participate in discussions. We will be discussing topic ideas. In the beginning of the semester your ideas may be vague and too broad. Through class discussion, we will help shape your focus so you can work toward defining your topic.
Communication

It is very important that you see me during your assigned appointment times and also during office hours. About half of the class instruction is one-on-one. You and I will be working on defining your topic, finding and discussing articles, and rewriting your paper. I will provide feedback through email also. You have to keep in touch and let me know what you are doing. Don’t wait until the end of the semester to discuss your papers. This class is different than classes you have taken before. We will be communicating often. It is your responsibility to check your email for updates and comments. Once I give you feedback, you need to make the changes I suggest. I am open to your input, but you must recognize that I am giving you feedback based on helping your succeed.

More than writing.....Critical analysis and reading!

Perhaps you are worried about the writing requirements for this class. Good news! You will be reading more than writing. By the time you write the first draft of your literature review paper, you will have narrowed your topic, know the key theories and terms related to your topic, and you will have found the best articles for your paper. You cannot do this without having spent many hours exploring a topic that you later change or reading articles that will not be in your final paper. You need to be actively reading, searching, exploring, and revising in order to complete your paper. The revising of your paper continues throughout the semester.

Revising

The literature review paper requires many revisions. The literature review paper is not something that you paste together the night before it is due! Therefore it is important that you allow enough time for several revisions. I need to have time to read your papers and provide feedback. You may end up changing your topic several times during the semester. Do not become “married” to your topic! Be open and willing to change. Do not worry if you need to change topics several times during the semester or change your focus!

Laptops

Laptops, ipads, and other similar devises may only be used during non-lecture days in class and only for writing and searching for articles. Other activities (e.g., web surfing) distract both the instructor and students and will not be tolerated. You will be asked to leave if you are engaged in non-class activities. Later in the semester, many students bring their computers to class to write while I am having individual meetings. Because this is a workshop, you should bring a laptop to work on your paper. However, if you want to show me an article or something you have written, print it out and don’t it to me on your laptop. If you do not have a laptop, you should seriously consider checking one out from
the library, 2nd floor. You can keep it for a week at a time. Ipads are also available to use.

**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. You may NOT use your phone or computer during class unless we have an exercise that requires Internet searching.

**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.

**I expect you to have your assignments and papers printed and stapled before class!**
It is your responsibility to print and staple your papers. Your papers must be in APA style or they will be returned. *All written assignments must be submitted on paper. No papers may be submitted via email. Many assignments must be submitted on paper AND on Canvas.*

You should also plan on printing articles for your paper. You may not use all of the articles you print, but you need to read more articles than you will end up using for your paper. Yes, printing can be expensive. It is one of the “costs” of taking this class. *Again, even if your paper is turned into CANVAS, you must submit a hard copy to me!* You must use Microsoft Word for drafts you turn in. If you use Google Docs, you need to save your paper in Word format. Then you need to review your paper’s format and make corrections. You will find that you may need to print several times before turning in a copy because your paper’s format may need to be adjusted.

**Finally…**
This class offers you the opportunity to explore a topic of your choice in depth. You will probably be able to use this paper as an example of a writing sample and you will become an expert on your topic! The skills you will master will be useful for applying to graduate programs or law or medical school. You can even get research jobs by adding the skills you will learn to your resume. I am looking forward to getting to know each of you! Talk to me!
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/.

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 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. Such 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 need to record or tape anything in class you must ask for permission from the instructor in writing prior to each class. If there is participation of others in the class or outside speakers, you must receive their permission to record or tape them.

- 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.

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](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](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](http://www.sjsu.edu/at/asc/) located on the 1st floor of Clark Hall and in the Associated Student’s 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. Go to the writing center early in the semester and get to know the writing specialists! Do not wait until the end of the semester because it becomes almost impossible to make an appointment. 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.
# Psychology 100W (2) Writing Workshop

## Course Schedule*
Spring 2015

*NOTE: Schedule is subject to change with fair notice and will be announced in class and on Canvas

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/22</td>
<td><strong>Introduction, critical thinking</strong>&lt;br&gt;⇒ Bring APA manual to all classes! Read pages 9-59.&lt;br&gt;⇒ Take plagiarism tutorial on King library. Website. Score must be less than 85.&lt;br&gt;⇒ Take research skills pre-test: <a href="http://tinyurl.com/100W-pretest">http://tinyurl.com/100W-pretest</a>&lt;br&gt;⇒ Print out: <a href="20090212013008_560.pdf">20090212013008_560.pdf</a> (available on Canvas). This is a sample paper from the OWL at Purdue University. You can use this paper as a reference to see how to format your final paper. We will discuss elements from this paper, so bring it to class.</td>
</tr>
<tr>
<td>2</td>
<td>1/27</td>
<td><strong>Topic development, APA style, title page</strong>&lt;br&gt;⇒ Read Anderson and hook-up articles&lt;br&gt;⇒ Write 500 word paper comparing their style&lt;br&gt;⇒ Load onto Canvas and bring copy to class&lt;br&gt;⇒ Title page- bring to next class&lt;br&gt;⇒ Read APA manual pages 61-86&lt;br&gt;⇒ Turn in plagiarism print-out</td>
</tr>
<tr>
<td></td>
<td>1/29</td>
<td><strong>Topic development, APA style, title page</strong>&lt;br&gt;⇒ Read Anderson and hook-up articles&lt;br&gt;⇒ Write 500 word paper comparing their style&lt;br&gt;⇒ Load onto Canvas and bring copy to class&lt;br&gt;⇒ Title page- bring to next class&lt;br&gt;⇒ Read APA manual pages 61-86&lt;br&gt;⇒ Turn in plagiarism print-out</td>
</tr>
<tr>
<td></td>
<td>2/3</td>
<td><strong>Topic analysis + Experimental Research -Gambling article</strong>&lt;br&gt;⇒ Turn into Canvas revised title page and bring to class.&lt;br&gt;⇒ Due: List of 5 references on temporary topic&lt;br&gt;⇒ Print Gambling article and bring to class</td>
</tr>
<tr>
<td></td>
<td>2/5</td>
<td><strong>Research Methodology &amp; Topic development</strong>&lt;br&gt;Gambling article lecture and discussion. Article Summaries&lt;br&gt;⇒ Gambling article summary due on Canvas&lt;br&gt;⇒ Read article summary assignment + write two summaries+ turn into Canvas. Bring copy of one summary to class</td>
</tr>
<tr>
<td>3</td>
<td>2/10</td>
<td><strong>LR development &amp; meetings</strong>&lt;br&gt;⇒ Gamble article summary due on Canvas&lt;br&gt;⇒ Read article summary assignment + write two summaries+ turn into Canvas. Bring copy of one summary to class</td>
</tr>
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<td>4</td>
<td>2/12</td>
<td><strong>LR development &amp; meetings</strong>&lt;br&gt;⇒ Gamble article summary due on Canvas&lt;br&gt;⇒ Read article summary assignment + write two summaries+ turn into Canvas. Bring copy of one summary to class</td>
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<td>5</td>
<td>2/17</td>
<td><strong>LR development &amp; meetings</strong>&lt;br&gt;⇒ Gamble article summary due on Canvas&lt;br&gt;⇒ Read article summary assignment + write two summaries+ turn into Canvas. Bring copy of one summary to class</td>
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<tr>
<td>6</td>
<td>2/24</td>
<td><strong>LR development &amp; meetings. Select final topic by 2/26!</strong>&lt;br&gt;⇒ Gamble article summary due on Canvas&lt;br&gt;⇒ Read article summary assignment + write two summaries+ turn into Canvas. Bring copy of one summary to class</td>
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<td>7</td>
<td>2/26</td>
<td><strong>LR development &amp; meetings. Select final topic by 2/26!</strong>&lt;br&gt;⇒ Gamble article summary due on Canvas&lt;br&gt;⇒ Read article summary assignment + write two summaries+ turn into Canvas. Bring copy of one summary to class</td>
</tr>
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Hoffman, Psychology 100W Spring 2015

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<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>3/10 3/12</td>
<td>LR development &amp; meetings</td>
</tr>
<tr>
<td>9</td>
<td>3/17 3/19</td>
<td>Focus paper (aka 5 summaries + citation for review article + rough draft of introduction) due! Hard copy &amp; on CANVAS!</td>
</tr>
<tr>
<td>10</td>
<td>3/24 3/26</td>
<td>SPRING BREAK! NO CLASS!</td>
</tr>
<tr>
<td>11</td>
<td>3/31 4/2</td>
<td>Cesar Chavez Day: Campus closed Literature Review Conferences</td>
</tr>
<tr>
<td>12</td>
<td>4/7 4/9</td>
<td>2nd draft of literature review due</td>
</tr>
<tr>
<td>13</td>
<td>4/14 4/16</td>
<td>Paper Exchange: Bring three copies. Must be 85% complete!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>🔴 Peer review comments due 4/16 to authors, on Canvas, and to me. Use form posted on Canvas and write one paragraph about EACH paper you reviewed</td>
</tr>
<tr>
<td>14</td>
<td>4/21 4/23</td>
<td>Presentations – Attendance mandatory</td>
</tr>
<tr>
<td>15</td>
<td>4/28 4/30</td>
<td>Presentations – Attendance mandatory</td>
</tr>
<tr>
<td>16</td>
<td>5/5 5/7</td>
<td>Presentations – Attendance mandatory</td>
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<tr>
<td></td>
<td></td>
<td>Take skills post test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Link to: the 100W post test</td>
</tr>
<tr>
<td>17</td>
<td>5/12</td>
<td>Last day of class: Presentations</td>
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<tr>
<td></td>
<td></td>
<td>Final literature review due!</td>
</tr>
<tr>
<td>FINAL</td>
<td>5/18</td>
<td>FINAL EXAM: 2:45-5:00 pm</td>
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Check before EACH homework submission:

☐ Formatting: Times New Roman, 12-pt.; double-spaced, with 1" margins; numbered pages; and APA style for running head, in-text citations and references.

☐ Spell and grammar check! Your computer can find many of your errors!

☐ Check format of title page: your name, 100W, title, word count, running head

☐ Exchange with another person for technical editing (proofreading) before submission and show to a tutor at the writing center and/or peer connections. Perhaps go to Peer Connections or Writing Center.

☐ Keep copies of all papers and save all homework returned to you until you have verified your final course grade at the end of the semester.

☐ Email a copy of your assignment/paper to yourself or back-up to a flash drive.

☐ Check to see if you need to submit the assignment to Canvas.
<table>
<thead>
<tr>
<th>Words</th>
<th>Points</th>
<th>Assignment</th>
<th>Notes</th>
<th>Originality check</th>
<th>SLO</th>
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<tr>
<td></td>
<td>0 – 1</td>
<td>Pretest (Required)</td>
<td>Research Skills Assessment</td>
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<td>1,2,6</td>
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<tr>
<td></td>
<td>0 – 1</td>
<td>Plagiarism Tutorial</td>
<td><a href="http://tutorials.sjlibrary.org/tutorial/">http://tutorials.sjlibrary.org/tutorial/</a></td>
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<td>2</td>
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<tr>
<td>500</td>
<td>0 – 1</td>
<td>Dissecting a Literature Review</td>
<td>Take until you score 85% or better</td>
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<tr>
<td></td>
<td>300</td>
<td>Article Summary (Basic)</td>
<td>maximum 1 rewrite</td>
<td></td>
<td>2,3</td>
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<tr>
<td>300</td>
<td></td>
<td>Rewrite of Summary</td>
<td>Instructor Feedback</td>
<td></td>
<td>2,3,6</td>
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<tr>
<td>900</td>
<td>0 – 5</td>
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<td>Peer and other Feedback (e.g., Writing Center, online writing tutor)</td>
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<td>Research Question Assignment</td>
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<tr>
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<td>0 – 1</td>
<td>Database &amp; Outline Assignment</td>
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<td>0 – 10</td>
<td>Literature Review – draft</td>
<td>X</td>
<td>2,3,5,6</td>
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<td>0 – 1</td>
<td>Literature Review Conference</td>
<td>Bring recording device</td>
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<td>2,3,5,6</td>
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<tr>
<td>2000-2500</td>
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<td>Literature Review Draft 2</td>
<td>peer, instructor, outside feedback</td>
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<td>Peer Review: Literature Review</td>
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<tr>
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<td>0 – 50</td>
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<td>Oral Presentation (Required)</td>
<td>10 minutes on Literature Review topic</td>
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<td>GE 1, 2, 3</td>
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<tr>
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<td>Post-test (Required)</td>
<td>Research skills assessment</td>
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<td>GE 1, 2, 6</td>
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<td>URL: To be announced</td>
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