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 – 1:15 p.m.
**Office Hours**  Mon & Wed 11:30 to 12:00 p.m.; 4:00 to 4:30 p.m.
Other times by appointment

**Classroom**  DMH Room 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
Psychology Majors/Minors and Behavioral Science Majors only.

**GE/SJSU Studies**  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/joanna.fanos](http://www.sjsu.edu/joanna.fanos)

Course Description
In Psychology 100W students are given the opportunity to develop writing skills appropriate to the broad field of psychology, including essays, reports and scholarly communication.
The general goals of 100W are that students will develop advanced proficiency in college-level writing and appropriate contemporary research strategies and methodologies to communicate effectively to both specialized and general audiences. Written Communication II should reinforce and advance the abilities developed in Written Communication IA and IB, and broaden and deepen these to include mastery of the discourse peculiar to the discipline in which the course is taught.

### 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 Student Learning Outcomes (SLOs)

Students shall write complete essays that demonstrate college-level proficiency. Students shall be able to:

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

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

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

- **SLO 4.** organize and develop essays and documents according to appropriate editorial and citation standards
SLO 5. locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.

**Course Learning Outcomes (CLOs)**

For Psychology 100W, the general GE student learning outcomes (SLOs) for 100W (Area Z) will be fulfilled in the following discipline-specific Course Learning Outcomes (CLOs) [matched GE SLOs indicated in brackets]. Upon successful completion of this course students will:

CLO 1. have developed proficiency at using databases (e.g., PsycINFO and MEDLINE) to locate empirical research and research review articles in an area of psychology [SLO 5]

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

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

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

CLO 5. have organized and developed a literature review, or other appropriate major paper (e.g., research report) in an area of psychology [SLO 1, 2, 3, 4, 5]

CLO 6. have begun to develop critical thinking skills in psychology including the ability to [SLO 1, 2, 3, 4, 5]:
   a. synthesize disparate research findings into a coherent framework which addresses a question or topic relevant to the discipline of psychology, and/or
   b. compare and contrast differing theories and research findings.

**Program Learning Outcomes (PLO)**

Upon successful completion of the psychology major requirements…

*PLO1 – Knowledge Base of Psychology* – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

*PLO2 – Research Methods in Psychology* – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

*PLO3 – Critical Thinking Skills in Psychology* – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

*PLO4 – Application of Psychology* – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

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

Page 6 of this syllabus summarizes for each course assignment the word totals, point totals, and relevant CLO’s being assessed.

<table>
<thead>
<tr>
<th>Required Text</th>
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<tbody>
<tr>
<td>APA Manual</td>
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<tr>
<th>Equipment/material requirements</th>
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<tbody>
<tr>
<td>Regular access to a computer and internet connection</td>
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<tr>
<th>King Library Research Services</th>
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<tbody>
<tr>
<td>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 125 (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 <a href="mailto:Bernd.Becker@sjsu.edu">Bernd.Becker@sjsu.edu</a></td>
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<table>
<thead>
<tr>
<th>Course Requirements and Assignments</th>
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<tr>
<td>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 <a href="http://www.sjsu.edu/senate/docs/S12-3.pdf">http://www.sjsu.edu/senate/docs/S12-3.pdf</a></td>
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<tr>
<th>Turnitin.com</th>
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<tbody>
<tr>
<td>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 9150827 and the enrollment password is 100W04.</td>
</tr>
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</table>
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://tinyurl.com/100W-pretest

In-class Assignment

In class, students will write one paper (500 words) discussing your perception of your writing skills as well as any psychological impediments to doing well in this class (a love of procrastination, phobia of writing, etc. Students will then write one paper (500 words) explaining your motivation for college and major influences on your life thus far.

Paper for General Audience

Each student will write up the topic of your research paper for a general audience (1,000 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.

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 (1,000 total words)
Research paper (draft 2500 words, final copy 2500 words = 5,000 total words)
Power point presentation (500 words)
Critique of student presentations (500 words)

NOTE that University policy F69-24, “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.”

<table>
<thead>
<tr>
<th>Course Grade</th>
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<tbody>
<tr>
<td>Writing in class</td>
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<tr>
<td>Paper for General Audience</td>
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<td>Research Paper</td>
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<td>Oral Presentation</td>
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<td>Critique of Oral Presentations</td>
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<tr>
<th>Percent</th>
<th>Grade</th>
<th>Percent</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100 – 93</td>
<td>A</td>
<td>76 – 73</td>
<td>C</td>
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<tr>
<td>92 – 90</td>
<td>A-</td>
<td>72 – 70</td>
<td>C-</td>
</tr>
<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>
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<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**

Psychology 100W -04, Spring 2015
• **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 account for approximately 20% of your total grade
  o 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

“A minimum aggregate GPA of 2.0 SJSU Studies (R, S, & V) shall be required of all students as a graduation requirement.” To see full text, review University Policy S11-3 at [http://www.sjsu.edu/senate/docs/S11-3.pdf](http://www.sjsu.edu/senate/docs/S11-3.pdf)

**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.

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**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](mailto: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**
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/policieshtml. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://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, 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.”
  - It is suggested that the green sheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy SO7-2 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](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://sjsu.edu/aec](http://sjsu.edu/aec) to establish a record of your 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/](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 also are available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in two locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), and at the 1st floor entrance of Clark Hall. 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
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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</table>
| 1    | Jan 26 & 28| Jan 26 Introduction to class & Pre-test  
|      |            | Jan 28 Topic Discussion & 1st in-class writing assignment |
| 2    | Feb 2 & 4  | Feb 2 Topic Discussion                  
|      |            | Feb 4 APA elements. Good writing elements (grammar, accurate spelling, ethics (plagiarism). Topics discussion |
| 3    | Feb 9 & 11 | Feb 9 Topic Selection, how to approach theoretical background  
|      |            | Feb 11 Library Tutorial w/Bernd Becker—King Library Lab 125 |
| 4    | Feb 16 & 18| Feb 16 Topics Due—peer review discussion  
|      |            | Feb 18 General Audience Discussion & 2nd in-class writing assignment |
| 5    | Feb 23 & 25| Feb 23 Literature Review Discussion     
|      |            | Feb 25 Final General Audience Paper Due |
| 6    | March 2 & 4| Individual Conferences (General Audience) & Peer Review |
| 7    | March 9 & 11| March 9 APA Style References Discussion  
|      |            | March 11 APA Style References Due & Peer Review |
| 8    | March 16 & 18| March 16 Literature Review Discussion  
|      |            | March 18 Draft of Literature Review Due |
| 9    | March 23 & 25| Spring Break                              |
| 10   | March 30 & April 1 | Individual Conferences |
| 11   | April 6 & 8 | April 6 Individual Conferences  
|      |            | April 8 Oral Presentations Discussion |
| 12   | April 13 & 15| Individual Conferences |
| 13   | April 20 & 22| April 20 Final Literature Review Papers Due  
|      |            | April 22 Oral Presentations |
| 14   | April 27 & 29| Oral Presentations |
| 15   | May 4 & 6  | May 4 Oral Presentations   
|      |            | May 6 Literature Review Discussion |
Course Schedule
*The schedule is subject to change with fair notice via announcement in class or email.*

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<thead>
<tr>
<th>Date</th>
<th>Events</th>
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| 16 May 11 & 13 | May 11 Literature Review Discussion  
                    May 13 Post-test review |
| Thursday May 21 | Online Post-Test  
                    Final Discussion 9:45 a.m. |