San José State University
College of Social Sciences/Department of Psychology
PSYC 100W, Writing Workshop, Sections 91/92, Fall 2021

Course and Contact Information
Instructor(s): Mike Dillinger, Ph.D.
Office Location: available via Zoom
Telephone: n/a
Email: mike.dillinger@sjsu.edu
Office Hours: MW 3:30-4:00 pm or by appointment via Zoom
Class Days/Time: Section 91: MW 4:00-5:15 PM
Section 92: MW 5:45-7:00 PM
Classroom: https://sjsu.zoom.us/j/8789295869
Prerequisites: ENGL 1B or equivalent (with a grade of C- or better)
Completion of core GE
Satisfaction of Writing Skills Test, or ENGL 1A or equivalent (with a grade of C or better)
Upper division standing
PSYC 1
STAT 95 or senior standing
Psychology Majors/Minors and Behavioral Science Majors only

GE/SJSU Studies Category: Area Z

Course Description
In this class you will practice and improve writing skills appropriate to the broad field of Psychology, including general audience and scholarly communication. The goals of 100W are that students will develop advanced proficiency in college-level writing and appropriate research strategies and methods to communicate effectively to both specialized and general audiences. This class reinforces and advances skills developed in Written Communication IA and IB, then broadens and deepens these to include mastery of the discourse peculiar to Psychology.

Course Format
This is an online course. This means that teaching materials are posted online, and lectures will be provided via Zoom meetings at the regularly scheduled class times/dates. Additional Zoom meetings (group and individual) will be used throughout the semester to support student learning and progress. More information about these activities and materials will be provided via Canvas. You will need regular access to a stable internet connection that can sustain video to be able to access course content.
Learning Outcomes (LOs)
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:

1. **GE/SJSU Student Learning Outcomes (SLOs):** These are outcomes mandated by General Education.

2. **Course Learning Outcomes (CLOs):** 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.

3. **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 language use, grammar, and 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 SLOs indicated in brackets]. Upon successful completion of this course:

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

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

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

• CLO 5. Students will 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. Students will have begun to develop critical thinking skills in psychology including the abilities to 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. [SLO 1, 2, 3, 4, 5].

Program Learning Outcomes (PLOs)
Upon successful completion of the Psychology major requirements:

• PLO 1 – 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.

• PLO 2 – 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.

• PLO 3 – 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.

• PLO 4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

• PLO 5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as members of society.

GE requirements for 100W stipulate that students shall write a minimum of 8,000 words in the course of the semester, and that they shall be provided with frequent practice and feedback for improving their communication skills.

Required Texts/Readings

Textbook

APA Manual, 7th Edition
Other Readings

All other readings and activities will be posted on Canvas.

Other Technology Requirements / Equipment / Material

- Regular access to a computer and internet connection that will sustain video streaming.
- SJSU Library Resources:
  - Psychology-specific resources at [https://libguides.sjsu.edu/sb.php?subject_id=47560](https://libguides.sjsu.edu/sb.php?subject_id=47560)
  - Literature review tutorials [see 1, 2].
  - Database search tools
- To access the Canvas site: go to [http://www.sjsu.edu/at/ec/canvas/](http://www.sjsu.edu/at/ec/canvas/) and click on “Log in to Canvas”
  Username = SJSU 9-digit ID
  Password = your current SJSUOne password
For additional information or help with logging in, see the Canvas Student Tutorial at [http://www.sjsu.edu/at/ec/canvas/](http://www.sjsu.edu/at/ec/canvas/)

Library Liaison

Christa Bailey is the Reference Librarian assigned to assist Psychology students in using databases, helping with searches, etc. She will be available throughout the semester to meet virtually with individual students.
Contact information: phone (408) 808-2422; email christa.bailey@sjsu.edu

Course Requirements and Assignments

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

- Tutorials (e.g., online course readiness, plagiarism tutorial, research skills)
- Research Assignments (including, but not limited to):
  - Transforming a topic into a research problem
  - Identifying different kinds of relevant publications
  - Evaluating the reliability of different sources of information
  - Finding appropriate publications to support writing of each section of a literature review
- Writing Assignments (including, but not limited to):
  - In-class writing and discussion activities
  - Dissecting a literature review
  - Producing a paper for a general audience
Planning a literature review

Producing a literature review on a topic of your choice
  ○ Drafting and revising your literature review
  ○ Peer reviewing for content, style, and standards

General Audience Paper
One major paper you will be writing for this course is a description (final version approximately 1,000 words) of the research problem that you have chosen and researched, written for a general audience – not for researchers in Psychology. The goal of the general audience paper is to describe a research problem by describing and synthesizing theory and research findings relevant to the problem in language that is accessible to the non-specialist.

Literature Review Paper
The final major paper you will be writing for this course is an APA style literature review (final version approximately 2,500 words including references; more than 10 scholarly references in APA format), written for an audience of researchers in Psychology. The goal of a literature review is to describe a research problem by describing and synthesizing theory and research findings relevant to the problem. You will develop your final literature review piece by piece over several assignments, including (but not limited to):
  • Research Problem Assignments in which you develop, with help from the instructor, a research problem appropriate to the discipline of Psychology and to the requirements of the course.
  • Targeted Sources Assignments in which you identify at least 20 sources relevant to different sections of your literature review topic using databases and other resources appropriate to psychological research.
  • Outlining Assignments in which you organize the main points of your literature review and indicate which sources will be used to support each section.
  • Literature Review Conferences and Peer Review Sessions in which you receive feedback and revise your paper as needed.

Additional Class Activities
Throughout the semester, you will be asked to respond to additional assignments and prompts related to our course content using Canvas.

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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.
Final Examination
The culminating activity for this course is the final draft of the Literature Review paper. We will also have a Final Exam that will cover all of the material discussed over the course of the semester.

Grading Information
Your grade for this course will be calculated based on both credit/no credit assignments, on extra credit, and on graded assignments, as follows.

Credit/No Credit Assignments
You need to complete all of these credit/no credit assignments to pass the course:
- Research Skills Pre-test
- Research Skills Post-test
- Plagiarism Tutorial
- Written Task Definition
- Written Research Problem
- Written Peer Reviews for 2 or more documents
- The Final Exam

Graded Assignments
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Full Outline + Sources Assignment</td>
<td>20</td>
</tr>
<tr>
<td>Draft General Audience paper (&gt;1,500 words)</td>
<td>10</td>
</tr>
<tr>
<td>Final General Audience paper (&gt;1,000 words)</td>
<td>20</td>
</tr>
<tr>
<td>Full Draft Literature Review paper (&gt;3,000 words)</td>
<td>20</td>
</tr>
<tr>
<td>Final Literature Review paper (&gt;2,500 words)</td>
<td>30</td>
</tr>
</tbody>
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Extra Credit
A total of 5 points of extra credit per semester will be offered to any student in this course for a final paper that is more than 20% longer than required. Extra credit will not be offered to individual students by special request.
**Determination of Grades**

Course grades will be based on completion of all credit/no credit assignments and on the total number of points accumulated throughout the semester. Final grades in this course will be assigned as indicated below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent of total points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A plus</td>
<td>96 to 100%</td>
</tr>
<tr>
<td>A</td>
<td>93 to 95%</td>
</tr>
<tr>
<td>A minus</td>
<td>90 to 92%</td>
</tr>
<tr>
<td>B plus</td>
<td>86 to 89%</td>
</tr>
<tr>
<td>B</td>
<td>83 to 85%</td>
</tr>
<tr>
<td>B minus</td>
<td>80 to 82%</td>
</tr>
<tr>
<td>C plus</td>
<td>76 to 79%</td>
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<tr>
<td>C</td>
<td>73 to 75%</td>
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<tr>
<td>NC</td>
<td>72% or less</td>
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**Important Note:** This course must be passed with a C or better as an SJSU graduation requirement.

**Extensions, Make-Up Assignments, and Exams**

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

**Late Submissions**

Assignments are due (uploaded to Canvas) by the day/time specified on Canvas and in the course schedule. If due dates are changed, the new due date will be announced in a timely fashion via Canvas.

An assignment is considered “late” if it is not submitted by the time and date specified on Canvas.

- Assignments may be submitted up to three days late (weekend days are included in this 3-day period). The assignment grade will be reduced by 10% for each late day.
  - Example: If you score all 10 points on a 10-point assignment, but you submit it later than the time it is due or one day late, you'll be deducted 1 point for a final score of 9.
- **Assignments over three days late will not be accepted.**
Classroom Protocol

To create and maintain an environment conducive to learning, we require the following rules when engaging in online discussions and all course-related communication:

- Be professional – in other words, be polite and respectful to the other people in the class.
- Do not use biased language or profanity in posts.

Zoom Classroom Etiquette

- Mute Your Microphone: To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- Be Mindful of Background Noise and Distractions: Find a quiet place to “attend” class, to the greatest extent possible. Avoid video setups where people may be walking behind you, people talking/making noise, etc. Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- Position Your Camera Properly: Be sure your webcam is in a stable position and focused at eye level.
- Limit Your Distractions/Avoid Multitasking: You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- Use Appropriate Virtual Backgrounds: If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

Respect for the rights and opinions of others is required. The free and open exchange of ideas is the cornerstone of higher education, but we must always remain respectful of others, even if we disagree strongly with them. Disagreement is acceptable, but discourteousness is not. Behavior that creates a threatening or harassing environment will not be tolerated. Severe and pervasive disruptions of course activities are a violation of the Student Code of Conduct and will be reported to the Office of Student Conduct and Ethical Development:
http://www.sjsu.edu/studentconduct/docs/Student%20Conduct%20Code%202013.pdf

Thank you in advance for maintaining a positive and professional classroom climate.

University Policies

Per University Policy S16-9, relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.
PSYC 100W / Writing Workshop, Fall 2021 Course Schedule

- All assignments are due Wednesdays by 11:59pm, unless otherwise noted.
- Schedule and activities are subject to change with fair notice via Canvas

<table>
<thead>
<tr>
<th>Week Starting</th>
<th>Theme</th>
<th>What’s up on Monday</th>
<th>What’s up on Wednesday</th>
<th>What’s Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>23-Aug</td>
<td>Define the Task</td>
<td>First Class: Course Intro and Syllabus; Lecture: Why take 100W? TTT Framework</td>
<td>Lecture: Defining your Task; What's a Lit Review?</td>
<td>Research Skills Pre-test; Draft Task Definition</td>
</tr>
<tr>
<td>30-Aug</td>
<td>Develop your Topic</td>
<td>Lecture: Finding empirical research</td>
<td>Lecture: Evaluating sources of research</td>
<td>Written Task Definition; Choose your “mental action”</td>
</tr>
<tr>
<td>6-Sep</td>
<td>Develop your Topic</td>
<td></td>
<td>Research Problem Conferences</td>
<td>Choose your “slice”; Sources for your “mental action”</td>
</tr>
<tr>
<td>13-Sep</td>
<td>Develop your Topic</td>
<td>Research Sources Conferences</td>
<td>Research Problem Conferences</td>
<td>Choose your Factor 1; Sources for your “slice”</td>
</tr>
<tr>
<td>20-Sep</td>
<td>Develop your Topic</td>
<td>Research Sources Conferences</td>
<td>Research Problem Conferences</td>
<td>Choose your Factor 2; Sources for Factor 1 and Factor 2</td>
</tr>
<tr>
<td>27-Sep</td>
<td>Draft your Texts</td>
<td>Lecture: Writing for Different Audiences; The General Audience Paper; Doing Peer Review</td>
<td>General Audience paper outline peer review &amp; conferences</td>
<td>Written Research Problem; Full lit review outline with sources by section</td>
</tr>
<tr>
<td>4-Oct</td>
<td>Draft your Texts</td>
<td>Lecture: Writing Literature Reviews</td>
<td>General Audience paper peer review &amp; conferences</td>
<td>Draft General Audience paper; Plagiarism tutorial</td>
</tr>
<tr>
<td>11-Oct</td>
<td>Draft your Texts</td>
<td>Lecture: Planning with Paragraph-level Outlines</td>
<td>General Audience paper peer review &amp; conferences</td>
<td>Final General Audience paper</td>
</tr>
<tr>
<td>18-Oct</td>
<td>Draft your Texts</td>
<td>Lecture: Writing Openings, Closings</td>
<td>Lecture: Tools for Writers</td>
<td></td>
</tr>
<tr>
<td>1-Nov</td>
<td>Draft your Texts</td>
<td>Lecture: Revising and re-writing</td>
<td>Lit Review Draft Peer Review &amp; Conferences</td>
<td></td>
</tr>
<tr>
<td>8-Nov</td>
<td>Improve your Text</td>
<td>Lecture: Literature Review Checklist</td>
<td>Lit Review Draft Peer Review &amp; Conferences</td>
<td>Full Draft of Literature Review</td>
</tr>
<tr>
<td>15-Nov</td>
<td>Improve your Text</td>
<td>Lecture: The APA Writing Standard</td>
<td>Lecture: Re-writing with Paragraph-level Outlines</td>
<td></td>
</tr>
<tr>
<td>22-Nov</td>
<td>Improve your Text</td>
<td>Final Lit Review Peer Review &amp; Conferences</td>
<td>Non-instructional Day: No Class</td>
<td></td>
</tr>
<tr>
<td>29-Nov</td>
<td>Improve your Text</td>
<td>Final Lit Review Peer Review &amp; Conferences</td>
<td>Final Lit Review Peer Review &amp; Conferences</td>
<td>Research Skills Post-test</td>
</tr>
<tr>
<td>6-Dec</td>
<td>Deliver your Text</td>
<td>Last Day of Class: Literature Review Checklist</td>
<td>Final Exam</td>
<td>Final Literature Review paper due at Final Exam</td>
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</tbody>
</table>