In this class you will practice and improve writing skills appropriate to the broad field of psychology, including essays, reports and scholarly communication. The 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. This class reinforces and advances skills developed in Written Communication IA and IB, and then broaden and deepen these to include mastery of the discourse peculiar to the discipline in which the course is taught.

Course Format
This is a synchronous 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 in our course. More information about these, with advance notice, will be provided via Canvas messaging. You will need regular access to a stable internet connection that can sustain video to be able to access course content.
GE Learning Outcomes (GELOs)
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 (PLOs)
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.

Required Texts/Readings

**APA Manual**

Equipment/Material/Resource Requirements

- Regular access to a computer and internet connection.
- SJSU Library: Psychology-specific tutorials, database search, resources

To access the Canvas site: go to 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: Canvas Student Tutorial: http://www.sjsu.edu/at/ec/canvas/

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

**Online Course Readiness & Basic Skills Review** (e.g., online course readiness assessment, plagiarism tutorial, research skills tutorial)

**Writing Assignments** (including, but not limited to):

- Online Class Activities (discussion posts to help you reflect on/think critically about course content & your progress)
- Dissecting a Literature Review
- Article Summaries and Evaluations
- Literature Review on a topic of your choice (see descriptions below):*
  - Mini Literature Review
  - Peer Review(s)
  - Main Literature Review

*You will be given the opportunity to revise in response to instructor (and peer) feedback and resubmit.*
Mini-Literature Review
To prepare you for the major paper for this course (a literature review - see description below), you will write a “mini-literature review” (approximately 800 words) that will help you to learn how to read, understand, and accurately report psychological research findings, develop synthesis skills by describing how studies build upon one another, and apply APA style to your writing.

Peer Reviews
The best way to become a better writer is to review other people’s writing. (Trust me on this!) So during the semester we will have the opportunity to review each other’s work and give constructive feedback. You’ll be amazed how effective this is!

Main Literature Review
The final major paper you will be writing for this course is an APA style literature review (approximately 2000 words including references; 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.
- **Annotated References 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.
- **Outline Assignment** in which you organize the main points of your literature review and indicate which sources will be used to support the main point, and how it will do so (e.g., full summary of the article vs. “microsummary” of the article)
- **Literature Review Conferences and Drafts** in which you receive feedback and revise your paper as needed.

Class Activities
Throughout the semester, you will be asked to respond to prompts related to our course content using online Canvas discussion boards. You will post your reply to instructor-generated prompts as well as reply to fellow classmates’ postings. The goal of these activities is to help you think deeply and critically about psychological research, APA style writing, and your own progress through our course. More information about each activity will be available on Canvas.

Final Examination or Evaluation
The final evaluation for this course is the oral presentation (via Zoom or Audio Recording) of your literature review and a Reflection Activity which will include a peer review of some of your classmates’ presentations.

Grading Information*
Assignments in this course are not weighted. Course grades will be based on the number of points accumulated throughout the semester. The table on the next page summarizes the points associated with each course assignments. Rubrics for all major assignments can be found on Canvas. Final grades in this course will be assigned as indicated below.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 – 93</td>
<td>A</td>
</tr>
<tr>
<td>92 – 90</td>
<td>A-</td>
</tr>
<tr>
<td>89 - 88</td>
<td>B+</td>
</tr>
<tr>
<td>87 – 83</td>
<td>B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>82 – 80</td>
<td>B-</td>
</tr>
<tr>
<td>79 – 78</td>
<td>C+</td>
</tr>
<tr>
<td>77 – 73</td>
<td>C</td>
</tr>
<tr>
<td>72 or less</td>
<td>NC</td>
</tr>
</tbody>
</table>

*According to SJSU GE policy, this course must be passed with a C or better as a CSU graduation requirement.
Extensions / Make-Ups
No extensions or make-ups will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.

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

An assignment is considered “late” if it is not submitted at 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 one day late, you’ll be deducted 1 point for a final score of 9.
- Assignments over three days late will not be accepted.

Extra Credit
Up to 5 points of (optional) extra credit will be offered in this course. More information about these opportunities will be provided on Canvas. Extra credit will NOT be offered to individual students or upon request.

Course-Embedded Peer Mentor Writing Tutor
This semester, we are fortunate to have a dedicated student assistant for each section!

- Section 05 (9:00 class): Peer Mentor Javier Navarro (javier.navarro@sjsu.edu)
- Section 06 (10:30 class): Writing Tutor Ryan Tran (ryan.tran01@sjsu.edu)

After the semester starts, your section will meet your student assistant (Javier or Ryan) and learn more details about their roles. They will:

- Provide valuable resources to help you improve your writing skills
- Work directly with you to help with your success on assignments
- Not grade or evaluate student work in any way

We are very lucky to have both these skilled people on board for the semester!

Class Structure and “Classroom” Protocol
Each week of the semester will correspond to a module in Canvas. The modules will include items to read and homework assignments to upload to Canvas. You will also be required to post to discussion boards for “class participation” activities and respond to another student’s post. For each module, there may also be links to outside materials (videos, articles) that are relevant to the topic for the week.

This is a demanding course and will require you to time-manage and self-motivate appropriately. Each activity builds on the previous ones. Therefore, I strongly recommend that you schedule time each week to complete the required activities. It’s almost impossible to catch up if you wait to complete the entire set of activities right before something is due.

Honor Code
(Reference: Academic Integrity Policy at: http://www.sjsu.edu/studentconduct/Policies/)
In order to ensure fairness and have a single standard of representing knowledge acquired, all students participating in online SJSU courses must agree to abide by the following code of conduct.

1. My work will be my own in this online course, except where the assignment is to work in groups or teams (I will let you know which assignments allow group work).

2. I will not give any answers for individually graded assignments to anyone else or share assignments on the internet via course tutoring websites.

3. I will not engage in any other activities that will misrepresent my own work or improve my results falsely. I will not engage in any activities that will misrepresent others’ work.

4. I will not download, save, or otherwise retain materials from the course for anything but personal use.

Class Environment
In an effort to create an environment conducive to sharing one’s thoughts, I require the following etiquette when engaging in online discussions and all course-related communication:

- Be polite and respectful to the other people in the class.
- Do not use profanity in posts.

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 will be reported to the Office of Student Conduct and Ethical Development.

http://www.sjsu.edu/studentconduct/docs/Student%20Conduct%20Code%202013.pdf

If we all show each other courtesy and respect, we can maintain a pleasant classroom climate. Thank you.

Correspondence
Please email me, Dr. Jeffery, at karin.jeffery@sjsu.edu, if you have general questions about the course or course content. Include your name and the course title in all correspondence. I will make every attempt to respond within 24 hours during weekdays. I will not respond to emails on the weekend unless it is an urgent situation.

I’m happy to meet with you in my “virtual office” hours when you have additional questions or need help. I have scheduled office hours (Tu/Thu 12:00-1:00 pm) and I can also meet with you for individual appointments.

Consider emails for this course as professional correspondence. Just as you would communicate with a supervisor or colleague, consider the information you are presenting in your email as professional 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. Add/drop deadlines can be found on the current academic calendar. Please see the Late Drop Policy for information about the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub.

Course Web Page and Messaging
All materials for this course may be found in the course shell in Canvas. In the event I need to contact you for class purposes, I will send you a message via Canvas.

University Policies
Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

Librarian: Psychology
The SJSU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials. The library also has an abundance of resources for doing psychology research.

Christa Bailey is the Reference Librarian assigned to assist Psychology students in using databases, helping with keyword searches, etc. She will be available throughout the semester to meet virtually with individual students.

Contact information:
- (408) 808-2422
- christa.bailey@sjsu.edu

Student Resources

NOTE: Please see appropriate websites for available services during COVID-19.

Student Technology Resources
Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and 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.

The ACCESS Success Center is a resource for College of Social Sciences students, which includes psychology majors. This center provides mentoring, tutoring, and advising especially geared for social science majors. The center provides workshops and presentations on writing, statistics, graduate school applications, and so forth. Visit their webpage for more information, http://www.sjsu.edu/access/

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 in Psychology 100W, and other related topics.


**SJSU Writing Center**
The SJSU Writing Center is operating online throughout the pandemic. 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.

**SJSU Counseling Services**
It is not always easy getting through college! As students, you must all navigate the many demands on your time, resources, and interpersonal relationships. SJSU Counseling Services are available virtually. 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 the Counseling Services website at http://www.sjsu.edu/counseling or call (408) 924-5910.
<table>
<thead>
<tr>
<th>Approximate Word Count*</th>
<th>Approximate Pages*</th>
<th>Points</th>
<th>Assignment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>150</td>
<td>10</td>
<td>Discussion: “Introduce yourself”</td>
<td>Why did you choose psychology?</td>
</tr>
<tr>
<td>2</td>
<td>-</td>
<td>5 (R)</td>
<td>Pre-test: Research Skills Assessment</td>
<td>Required</td>
</tr>
<tr>
<td>3</td>
<td>-</td>
<td>18</td>
<td>Research Skills Tutorial</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>500</td>
<td>4</td>
<td>Evaluating Sources of Information</td>
<td>Fulfills “General Audience Paper” GE requirement</td>
</tr>
<tr>
<td>5</td>
<td>500</td>
<td>4</td>
<td>Dissecting a Literature Review</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>200</td>
<td>1</td>
<td>Research Question</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>800</td>
<td>10</td>
<td>Mini-Literature Review</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>12 (R)</td>
<td>Plagiarism Tutorial</td>
<td>Required - Take until you score 85% or better</td>
</tr>
<tr>
<td>9</td>
<td>200</td>
<td>1</td>
<td>Microsummaries</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>500</td>
<td>4</td>
<td>Annotated References</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>-</td>
<td>2</td>
<td>Basic Editing APA Style</td>
<td>Edit document (provided) using APA style conventions</td>
</tr>
<tr>
<td>12</td>
<td>500</td>
<td>4</td>
<td>Outline Assignment</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>375</td>
<td>2</td>
<td>Social Policy Report</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>2000</td>
<td>10 (R)</td>
<td>Literature Review (Draft 1)</td>
<td>Required - Final draft will not be evaluated unless this draft is turned in</td>
</tr>
<tr>
<td>15</td>
<td>-</td>
<td>10 (R)</td>
<td>Literature Review Conference</td>
<td>Required</td>
</tr>
<tr>
<td>16</td>
<td>400</td>
<td>10</td>
<td>Literature Review - Peer Review (Draft 2)</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>2000</td>
<td>100</td>
<td>Literature Review (Final)</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>-</td>
<td>10 (R)</td>
<td>Oral Presentation: 5-7 min. on Literature Review topic</td>
<td>Required Part of SJSU GE requirements</td>
</tr>
<tr>
<td>19</td>
<td>-</td>
<td>10</td>
<td>Reflection Activity/Peer Review of Presentations</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>-</td>
<td>5 (R)</td>
<td>Post-test: Research Skills Assessment</td>
<td>Required</td>
</tr>
<tr>
<td>8600</td>
<td>55 – 59</td>
<td>290</td>
<td>Total Words, Pages, and Points</td>
<td></td>
</tr>
</tbody>
</table>

*Includes title page and references page when applicable. [Approx. 250 double-spaced words = one page].

(R) = Required element to complete course.
All assignments are due on Sundays by 11:59pm, except as noted on the syllabus.
Note: Schedule is subject to change with fair notice – if changed, I will announce it in lecture and via Canvas messaging.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>What We’ll Cover</th>
<th>Assignments Due / Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/19-8/23</td>
<td>Course Intro &amp; Syllabus Research Skills Pre-test</td>
<td>*Discussion: Introduce Yourself</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Research Skills Assessment Pre-test</td>
</tr>
<tr>
<td>2</td>
<td>8/24-8/30</td>
<td>Research Skills Primary vs. Secondary Sources Evaluating Information Sources</td>
<td>*Research Skills: Tutorial + Test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Evaluating Information Sources</td>
</tr>
<tr>
<td>3</td>
<td>8/31-9/6</td>
<td>Understanding Research Articles Intro to Literature Reviews Finding an INTERESTING Topic</td>
<td>*Dissecting a Literature Review</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Developing a Literature Review Topic</td>
</tr>
<tr>
<td>4</td>
<td>9/7-9/13</td>
<td><strong>MON 9/7: No class – Labor Day</strong> Plagiarism Summarizing Articles Intro to RMIT Australia Collaboration</td>
<td>*Plagiarism Tutorial</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Microsummaries</td>
</tr>
<tr>
<td>5</td>
<td>9/14-9/20</td>
<td>Research Question Feedback Basic Editing Mini Literature Review RMIT Team Activities</td>
<td>*Basic Editing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Mini Literature Review</td>
</tr>
<tr>
<td>6</td>
<td>9/21-9/27</td>
<td>Annotated References Literature Search, cont. RMIT Team Activities</td>
<td>*Annotated References</td>
</tr>
<tr>
<td>7</td>
<td>9/28-10/4</td>
<td>Outlines RMIT Team Activities</td>
<td>*Outline Assignment</td>
</tr>
<tr>
<td>8-9</td>
<td>10/5-10/18</td>
<td>Literature Review Development Meetings RMIT Team Activities</td>
<td>Must be signed up for 1:1 Zoom meeting with Dr. Jeffery</td>
</tr>
<tr>
<td>10</td>
<td>10/19-10/25</td>
<td>Writing Your Literature Review Research &amp; Social Policy RMIT Team Activities</td>
<td>*Literature Review Draft 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Social Policy Report</td>
</tr>
<tr>
<td>14</td>
<td>11/16-11/22</td>
<td>*Literature Review – Peer Review (Draft 2)</td>
<td>*Peer Review Report</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Research Skills Assessment Post-Test</td>
</tr>
<tr>
<td>17</td>
<td>12/7</td>
<td>Monday 12/7: Final Day of Instruction Finish Oral Presentations</td>
<td>*Oral Presentations via Large Group Zoom</td>
</tr>
<tr>
<td>Finals</td>
<td>12/14-12/15</td>
<td><strong>9:00 am class:</strong> Tues 12/15, 7:15-9:30 am <strong>10:30 am class:</strong> Mon 12/14, 9:45 am-noon</td>
<td>Finish Oral Presentations if necessary (to be confirmed)</td>
</tr>
</tbody>
</table>