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 hybrid 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 (GELO)

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 Learning Outcomes (SLOs):** These are outcomes mandated by General Education.

2. **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.

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: 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
Other Readings

All other readings will be posted on Canvas.

Other technology requirements / equipment / material

- 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/

Library Liaison

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

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

Course Requirements and Assignments

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.

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

Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.
Determination of Grades

Assignments in this course are not weighted. Course grades will be based on the 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>Percentage</th>
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<tbody>
<tr>
<td>A plus</td>
<td>96 to 100%</td>
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<tr>
<td>A</td>
<td>93 to 95%</td>
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<tr>
<td>A minus</td>
<td>90 to 92%</td>
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<tr>
<td>B plus</td>
<td>86 to 89%</td>
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<tr>
<td>B</td>
<td>83 to 85%</td>
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<tr>
<td>B minus</td>
<td>80 to 82%</td>
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<td>C plus</td>
<td>76 to 79%</td>
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<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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This course must be passed with a C or better as an SJSU 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) 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 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 Writing Tutor

This semester, we are very fortunate to have an Embedded Writing Tutor to assist us!
• Kaylin Schirmer (kaylin.schirmer@sjsu.edu)

Kaylin 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

You will have at least one individual meeting with Kaylin during the semester so she can help you with your specific writing needs. We are lucky to have her on board for the semester - not all 100W classes have someone like Kaylin helping out!

Classroom Protocol

To create and maintain an environment conducive to learning, I require the following etiquette 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.

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 (http://www.sjsu.edu/senate/docs/S16-9.pdf), 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 the 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, Spring 2021 Course Schedule

**Notes:**
- All assignments are due Wednesdays by 11:59pm, unless otherwise noted.
- Schedule is subject to change with fair notice via lecture and Canvas.
- More activities may be added to this schedule, with fair notice, depending on class needs.

<table>
<thead>
<tr>
<th>Wk/Module</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>1/27-1/31</td>
<td>Course Intro &amp; Syllabus</td>
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<tr>
<td></td>
<td></td>
<td>Intro activities: Discussions, survey, Research Skills Pre-Test</td>
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<tr>
<td>2</td>
<td>2/1-2/7</td>
<td>Research Skills</td>
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<td>Primary vs. Secondary Sources</td>
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<td>Evaluating Information Sources</td>
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<td>3</td>
<td>2/8-2/14</td>
<td>Understanding Research Articles</td>
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<td>Intro to Literature Reviews</td>
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<td></td>
<td></td>
<td>Finding an INTERESTING Topic</td>
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<td>4</td>
<td>2/15-2/21</td>
<td>Summarizing Articles without Plagiarism</td>
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<tr>
<td>5</td>
<td>2/22-2/28</td>
<td>Research Question Feedback</td>
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<td>Basic Editing</td>
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<td>Mini Literature Review</td>
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<td>6</td>
<td>3/1-3/7</td>
<td>Annotated References</td>
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<td></td>
<td></td>
<td>Literature Search, cont.</td>
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<tr>
<td>7</td>
<td>3/8-3/14</td>
<td>Outlines</td>
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<tr>
<td>8</td>
<td>3/15-3/21</td>
<td>Literature Review Development Meetings</td>
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<tr>
<td>9</td>
<td>3/22-3/28</td>
<td>Writing Your Literature Review</td>
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<td>Research &amp; Social Policy</td>
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<td>10</td>
<td>3/29-4/4</td>
<td>NO CLASS — SPRING BREAK</td>
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<td>11</td>
<td>4/5-4/11</td>
<td>Literature Review Individual Conferences</td>
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<td>Literature Review Prep</td>
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<td></td>
<td>Oral Presentations Prep</td>
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<tr>
<td>12</td>
<td>4/12-4/18</td>
<td>*Literature Review – Peer Review (Draft 2)</td>
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<tr>
<td>13</td>
<td>4/19-4/25</td>
<td>Oral Presentations</td>
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<tr>
<td>14</td>
<td>4/26-5/2</td>
<td>Oral Presentations</td>
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<tr>
<td>15</td>
<td>5/3-5/9</td>
<td>Oral Presentations</td>
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<tr>
<td>16</td>
<td>5/10-5/16</td>
<td>Oral Presentations</td>
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<tr>
<td>17</td>
<td>5/17-5/23</td>
<td>5/17: Last day of instruction: Finish oral presentations</td>
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<td>5/19: First day of finals</td>
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<td>5/21: Last day to submit late work for this class</td>
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