San José State University  
College of Social Sciences, Department of Psychology  
Psychology 100W Sec 06 – Writing Workshop  
Spring 2021

### Instructor Information

**Instructor**  
Anna N. Lewis, LMFT, Faculty Lecturer

**Office Location**  
Zoom

**Telephone**  
(please email me instead)

**Email**  
anna.lewis@sjsu.edu

**Office Hours**  
Thursdays 10:20 AM to 11:45 AM online only  
Other times by appointment

**Class Days/Time**  
Online, asynchronous

**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

### 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:

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

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

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

4. organize and develop essays and documents according to appropriate editorial and citation standards

5. locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.

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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:

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]
2. have demonstrated competency in American Psychological Association (APA) writing style, including grammar, spelling, and syntax [SLO 1, 4]
3. have summarized and evaluated empirical research articles in an area of psychology [SLO 1, 2, 3, 4]
4. have written for a general audience [SLO 1, 2, 3]
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]
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.

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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.

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

<table>
<thead>
<tr>
<th>Required Text</th>
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<tbody>
<tr>
<td><em>The Little Seagull Handbook, 3rd edition</em> with InQuizitive includes all necessary and current APA topics. Please watch this instructional video on how to access your ebook with InQuizitive:</td>
</tr>
</tbody>
</table>

https://www.youtube.com/watch?v=EgNkg9YI6cg&feature=youtu.be

Begin in Canvas to access your purchase of these materials by selecting any link in Canvas. For example, start with the “How to Use InQuizitive” assignment, and it will take you to the page that will prompt you to enter payment information and create an account. Please do not access the materials outside of Canvas. Doing so means that the management learning system can recognize you as a student in my course.

Equipment/material requirements
Regular access to a computer and Internet connection

King Library Research Services
Christa Bailey is the Reference Librarian assigned to assist Psychology students in using databases, helping with key word searches, etc. She is available throughout the semester to meet with individual students virtually. Please arrange appointments with her at christa.bailey@sjsu.edu

Course Requirements and Assignments
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 week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practicum. Other course structures will have equivalent workload expectations as described in the syllabus.
Assignments and Grading Policy

**Pre- and Post-Test**

During the first week of class, students will take a pre-test of their writing skills; at the end of the semester, a post-test will be taken. Both are required and not graded.

**Assignments**

- 10 Discussion posts (200 words/post; 2 points each). Discussion topics range from writing for a general audience to writing for a scholarly audience.
- 20 InQuizitive Assessments (1 points each) accessible in Canvas after purchasing *The Little Seagull Handout, 3rd edition*.
- Midterm 1 Research Question Assignment (500 words; 20 points)
- Midterm 2 Reference Page Assignment (10 sources minimum; 20 points)
- Midterm 3 Database Assignment (500 words; 20 points)
- Rough Draft Literature Review (2,500 words; 100 points)
- Final Literature Review (2,500 words; 100 points)

**Major Scholarly Paper: Literature Review**

The major paper you will be writing for this course is an APA style literature review (draft approximately 2,500 words; final copy 2,500 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):

- **Midterm 1 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.
- **Midterm 2 Reference Page 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.
- **Midterm 3 Database Assignment** in which you *evaluate* at least 10 – 15 sources relevant to your literature review topic using databases and other resources appropriate to psychological research.

**Literature Review Conferences** (extra credit) in which you receive feedback from a Writing Center Tutor.

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Word Count Requirements (8,000 word total)

10 Discussions (200 words each; 2,000 total words)
Midterm 1 (500 words)
Midterm 2 (minimum 10 scholarly sources)
Midterm 3 (500 words)
Literature Review Rough Draft (draft 2,500 words, excluding reference page)
Literature Review Final Exam (draft 2,500 words, excluding reference page)

Final Examination or Evaluation

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.

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Points</th>
<th>How many?</th>
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<tbody>
<tr>
<td>Discussions</td>
<td>1 (20 total)</td>
<td>10</td>
</tr>
<tr>
<td>Midterm 1</td>
<td>20</td>
<td>1</td>
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<tr>
<td>Midterm 2</td>
<td>20</td>
<td>1</td>
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<tr>
<td>Midterm 3</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>InQuizitive Activities</td>
<td>1 (20 total)</td>
<td>20</td>
</tr>
<tr>
<td>Literature Review R.D.</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>Literature Review Final</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>*Extra credit</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Course Grade

Course grades will be based on the number of points accumulated throughout the semester (300 possible)

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100 – 94</td>
<td>A</td>
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<tr>
<td>93 – 90</td>
<td>A minus</td>
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<tr>
<td>89 – 87</td>
<td>B+</td>
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<tr>
<td>86 – 83</td>
<td>B</td>
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<tr>
<td>82 – 80</td>
<td>B minus</td>
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<tr>
<td>79 – 77</td>
<td>C+</td>
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<tr>
<td>76 – 73</td>
<td>C</td>
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<td>72 – 70</td>
<td>C minus</td>
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<td>69 – 67</td>
<td>D+</td>
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<td>66 – 63</td>
<td>D</td>
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<tr>
<td>62 – 60</td>
<td>D minus</td>
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<tr>
<td>59 or less</td>
<td>F</td>
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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.

Classroom Protocol

Virtual Classroom Protocol

Netiquette

Communication and Netiquette Expectations

With freedom to voice your opinion and personal thoughts on the web comes responsibility. Keep the following guidelines in mind:

• **Identify yourself by your real name or explicitly state you have another name you would like us to use.** Be mindful of your personal safety, and avoid including personal information, such as phone numbers or addresses, in discussion forums. All online communications should be transmitted with the intent to inform, inspire, etc. - not to offend or breach personal privacy. Never use private information about other individuals and be sensitive to the information you share about yourself.

• **Write in the first person** (this is your opinion).

• **Use humor, joking, or sarcasm with caution.** We often rely on non-verbal cues such as facial expressions to communicate joking or sarcasm; but these cues are not always clear in an online environment. These cues can be simulated with emoticons to reduce misunderstandings.

• **What you write is public—respect your audience and be mindful of proper netiquette.** Netiquette, also known as 'net etiquette,' includes using language free of profanity, proper tone and mechanics (including full sentences), as well as courtesy and respect for others' opinions. Instructors may interpret breaches of netiquette as "disruptive behavior."

• **Be Professional, Clear and Respectful.** Clear and effective writing translates to clear and effective communication. Writing the way you would speak is a good rule of thumb, use a positive tone and adhere to the same rules you would follow in face-to-face communications. As well, use proper grammar, spelling and formatting - checking all communications before sending. Check messages and respond in a prompt manner. Your professional image is an important part of credibility and all of your communications will factor into the big picture.

• **Read and Formulate Communications Carefully.** Take the time to think about the information contained in all of your online communications. This will allow you to thoughtfully consider all points, reduces confusion and prepares you for a valid
response. You can in return, research your facts and provide citations for information stated within your communications. This promotes a robust academic environment and adds credibility to any course. Re-read all communications before sending to avoid emotional and or "all capital letter" statements and keep communications meaningful and to the point.

- **Be Tolerant and Cooperative.** Keep in mind that every student is participating to learn and anyone can make a simple mistake in research, knowledge or communication. Address the idea/concept, not the person. Keep an open mind and focus on the task at hand - learning. When adverse conditions arise and communications get strained - try to help rather than hinder. True cooperation means working together to the same end - everyone wants to be successful in any given course.

- **Remember, This Course is Online.** Your instructor and fellow students may be located around the world or have very different schedules than you do. You may not always receive an immediate response. Make sure you plan for this and don’t put things off until the last moment.

- **Use Proper Headings and Subject Lines.** Emails and Discussion Forum topics should have subject lines that reflect the content of your message. “My Week 1 Reflections” is better than “submission” and “Week 3 Reading is Missing” is better than “Help!” Provide Context For Your Responses. If you are sending a reply to a message or a posting be sure you summarize the original at the top of the message, or include just enough text of the original to give a context. This will make sure readers understand when they start to read your response. Giving context helps everyone.

- **Provide Enough Detail in Your Messages.** When asking for help, either from your instructor or from technical support, be sure to provide as much information as possible in order to help resolve the issue. Make sure to include the course name and activity name, what you were attempting to do, the full text of error messages and your browser/version information (if a technical issue), a screenshot displaying the problem, and any other relevant information. It may take a little more time up-front to compose your question, but it can help to eliminate some of the back and forth communication.

**Contacting Instructor**

1. Through regular email anna.lewis@sjsu.edu (the best way to reach me)
2. 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 polite (e.g., Dear Instructor Lewis or Hi Anna – is also fine)
   c. **Identify yourself** and the course/section you are in. This is helpful to me because I teach many classes and have many students, thank you!
Syllabus

I am happy to answer questions about the course as they arise, but hopefully most of your questions are answered here, so please refer to this syllabus frequently.

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 Online 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. Please reach out to me if you are struggling with time management.

Communication

The most efficient way for students to get in contact with me is through my university email account: anna.lewis@sjsu.edu. I return emails within a 24 hour period if not sooner, 5 days a week between 10 AM and 6PM. My office hours are held once a week. I welcome student contact and your continued participation in online learning!

The Office of Graduate and Undergraduate Programs host university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.

University Policies

Per University Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”

SJSU Peer Connections

COVID-19 RESTRICTIONS LIMIT CAMPUS ACCESSIBILITY AND WHILE MOST OF THESE SERVICES STILL EXIST AT THE DESIGNATED LOCATION ON SJSU CAMPUS, ALL ARE ONLINE NOW:

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

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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.

**ACCESS Success Center**

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/

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**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. 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.) Phone: 408-924-2308, email writingcenter@sjsu.edu

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**SJSU Counseling Services**

The SJSU Counseling and Psychological Services is located in Room 300B, third floor of the Student Wellness Center (corner of 7th and San Carlos St., across from the Event Center. Professional psychologists, social workers, and counselors are available to

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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 or email counseling services@sjsu.edu

**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 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) to establish a record of their disability.

**Psychology 100W- Writing Workshop Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Due</th>
<th>Topics, Readings, Assignments, Deadlines also appear in Modules 1-10 on Canvas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01/31</td>
<td>Orientation Module: “Start Here – Things you need to know about the Course”</td>
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<tr>
<td></td>
<td></td>
<td>• Introductory Discussion Getting to know You (0 points)</td>
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<td></td>
<td>• Orientation Quiz (0 points)</td>
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<td></td>
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<td>• Plagiarism Tutorial and Quiz (0 points)</td>
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<td></td>
<td></td>
<td>• 100W Research Skills Pretest (0 points)</td>
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<tr>
<td></td>
<td></td>
<td>• InQuizitive for Writers: How to use InQuizitive (1 point)</td>
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<tr>
<td>2</td>
<td>02/07</td>
<td>Module 1 provides students with opportunities to connect with one another, think about, practice and review basic written rules of English grammar. It also emphasizes the different kinds of writing contexts, for example writing for professional and general audiences.</td>
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<tr>
<td></td>
<td></td>
<td>• InQuizitive for Writers: Sentence Fragments</td>
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<td>• InQuizitive for Writers: Comma Splices</td>
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<td></td>
<td>• InQuizitive for Writers: Fused (Run on) Sentences</td>
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<td></td>
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<td>• InQuizitive for Writers: Mixed Constructions</td>
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<td></td>
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<td>• Discussion One – Cultivating a Growth Mindset</td>
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<tr>
<td>3</td>
<td>02/14</td>
<td>Module 2 Students will continue to build a virtual classroom community, explore in more depth the different kinds of writing contexts, and demonstrate proficiency with more basic written rules of English grammar. New topics include introduction to the writing process, argumentation and rhetorical analysis.</td>
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<tr>
<td></td>
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<td>• InQuizitive for Writers: Pronouns in the Wrong Case</td>
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<td>• InQuizitive for Writers: Pronouns that Don't Agree with Their Antecedents</td>
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<td></td>
<td>• InQuizitive for Writers: Pronouns with Unclear Reference</td>
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<td></td>
<td></td>
<td>• InQuizitive for Writers: Omitted Commas</td>
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<td></td>
<td></td>
<td>• Discussion Two—What is Psychology, and How is it Applicable in Different Contexts?</td>
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<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Module</th>
<th>Content</th>
</tr>
</thead>
</table>
| 4    | 02/21| Module 3 | Students will continue to build a virtual classroom community, explore the different kinds of writing contexts, and demonstrate proficiency with basic written rules of English grammar, the writing process, argumentation and rhetorical analysis. New topics include diversity in the classroom, equity and inclusion in online learning, and the virtual, academic and psychological writing contexts.  
- InQuizitive for Writers: Subject-Verb Agreement Errors  
- InQuizitive for Writers: Verb Tense and Verb Form Errors  
- InQuizitive for Writers: Pronouns with Unclear Reference  
- InQuizitive for Writers: Unnecessary Commas  
- Discussion Three—Diversity in the Classroom |
| 5    | 02/28| Module 4 | Students will continue to build a virtual community, finish the grammar InQuizitive activities, read and understanding APA styled research articles and writing structures and analyze Yosso's “Community Cultural Wealth Model.”  
- InQuizitive for Writers: Misplaced/Dangling Modifiers  
- InQuizitive for Writers: Editing the Errors that Matter (A Comprehensive Activity)  
- Discussion Four—Identifying Cultural Wealth (200+ words) |
| 6    | 03/07| Module 5 | Students focus on building 100W research skills. Develop help-seeking behavior by reaching out to fellow students on the discussion board and Psychology Librarian, Christa Bailey. This module is especially important for preparing you to write Midterm 1.  
- InQuizitive for Writers - Finding Sources  
- InQuizitive for Writers - Evaluating Sources  
- Discussion Five—Identifying Potential Topics for your Lit Review (200+ words)  
- Christa Bailey's Instruction Introduction (6:00)  
- Christa Bailey’s Database Search Instruction Lab Activity (33:43)  
- Christa Bailey’s Session Wrap-up (2:40) |
| 7    | 03/14| Midterm Exam 1—Topic and Research Question Proposal (500+ words) |
| 8    | 03/21| Module 6 | Continue building 100W research skills while also reading further in The Little Seagull Handbook and finishing two more activities in InQuizitive designed to have you practice with synthesizing ideas and integrating sources for your literature review paper assignment.  
- InQuizitive for Writers - Integrating Sources  
- InQuizitive for Writers - Synthesizing Ideas  
- Discussion Six—Assessing Your Research Skills & Sharing Wisdom (200+ words) |
| 9    | 03/28| Module 7 | Prepare for Midterm 2, a research report. Develop mastery of research skills specific to using the different psychology databases, including but not limited to PsycINFO. Use The Little Seagull Handbook, 3rd edition ebook and review former SJSU Psychology Librarian, Bernd Becker’s video on youtube. Continue supporting each other on our virtual discussion board.  
https://www.youtube.com/watch?v=gr6opg5pXlI&feature=youtu.be |

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<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>10</td>
<td>04/04</td>
<td>Midterm Exam 2—Reference Page (minimum 10 scholarly sources formatted in APA)</td>
</tr>
<tr>
<td>11</td>
<td>04/11</td>
<td>Midterm Exam 3—Research Report (500 + words)</td>
</tr>
</tbody>
</table>
| 12   | 04/18 | Module 8 Students need to read, summarize and evaluate empirical research articles for the purpose of writing the first draft of their APA style literature review. Students will continue to read in The Little Seagull Handbook, ebook and complete the following required activities:  
  - InQuizitive for Writers: Documenting Sources: APA Style (7th Edition)  
  - Discussion Eight—APA Style Importance & Pitfalls (200 + words) |
| 13   | 04/25 | Module 9 Reinforces students' mastery of APA style guidelines and use of critical thinking skills to synthesize disparate research finds into a coherent framework while also comparing and contrasting different theories and research findings. Additional time should be spend continuing to write the first draft of the 2000 - 2500 words, APA Style literature review paper assignment (including title page, abstract, main review, references section). Students will also read and critique a sample literature review on the community discussion board.  
  - InQuizitive for Writers: Incorporating Quotations  
  - Discussion Nine—Read and Critique Sample Literature Review (200+ words) |
| 14   | 05/02 | Module 10 The final learning module requires students finish Draft 1 of their literature review paper assignment in APA format. Students will continue collaborating on the discussion board and complete the following activities  
  - InQuizitive for Writers: Punctuating Quotations  
  - Discussion Ten—Reflections and Parting Words of Wisdom  
  - Draft 1 of Literature Review (2,500) |
| 15   | 05/09 | Conferences—option to meet with Writing Center tutor |
| 16   | 05/17 | Final Exam DUE MAY 17, 2021 NOEXCEPTIONS! |
| 17   | 05/23 | Final Examination Week May 19 – 27th |

*The schedule is subject to change with fair notice via announcement in class or email*