Instructor: Karin Jeffery, Ph.D. (she/her/hers)
Office Location: DMH 230
Telephone: N/A
Email: karin.jeffery@sjsu.edu
Office Hours: Mon/Wed 10:30 - 11:30 am or by appointment
DMH 230 or https://sjsu.zoom.us/j/600581904
Class Days/Time: Section 01: MW 12:00-1:15 pm
                Section 02: MW 1:30-2:45 pm
Classroom:     Section 01: DMH 359 (as of 2/14)
                Section 02: DMH 353 (as of 2/14)
                https://sjsu.zoom.us/j/600581904
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 Category: Area Z

Important Note about Course Grade:
This course must be passed with a C or better as an SJSU graduation requirement.

Course Description
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 broadens and deepens these to include mastery of the discourse peculiar to the discipline in which the course is taught.
Course Format

This is an in-person course but we will begin online (until Feb. 14). 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 e-Text

APA Academic Writer (available directly through APA)
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 incrementally 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. (Really.) So during the semester we will have the opportunity to review each other’s work and give constructive feedback. You’ll be amazed at 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.
- **Microsummaries Assignments** in which you identify and summarize at least 10 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 Evaluation
This course does not have a final exam. The final evaluation is the oral presentation of your literature review plus a Reflection Activity which will include a peer review of some of your classmates’ presentations.
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</td>
<td>93 to 100%</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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<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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</tbody>
</table>

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 lectures and via Canvas in a timely fashion.

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

- Assignments may be submitted up to 10 days late (weekend days and holidays are included in this 10-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 will be deducted 1 point for a final score of 9.
- Assignments over 10 days late will not be accepted.

*No extensions 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.*

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.
Classroom Protocol

To create and maintain an environment conducive to learning, I require the following etiquette when engaging in in-person or 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, Sections 01/02 - Spring 2022 Course Schedule**

All assignments are due on Thursdays by 11:59 pm, except as noted on the syllabus.  
*Schedule is subject to change with fair notice. Changes will be announced in class and via Canvas Notifications.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>What We’ll Cover</th>
<th>Due this Week</th>
</tr>
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</table>
| 1    | W 1/26| Course welcome; syllabus review; intro to APA Academic Writer (AW) | *Start-of-semester survey  
*Video: Why this course?  
*Set your Canvas notifications |
| 2    | M 1/31, W 2/2 | Monday: Evaluating information sources; types of info sources for 100W; reading research articles using the SpongeBob Method (SQ3R); finding INTERESTING topics  
Wednesday: Academic Writer Orientation | *Getting Started with APA Academic Writer (AW)  
*AW Tutorial: Finding reliable sources |
| 3    | M 2/7, W 2/9 | Brainstorming a topic and narrowing it down | *Research skills assessment pre-test  
*AW Tutorial: Basics of APA Style  
*AW Quick Guide: Types of Journal Articles  
*AW Quiz: Types of Journal Articles |
| 4    | M 2/14, W 2/16 | Starting your paper | *Mini-paper draft with 2 research sources |
| 5    | M 2/21, W 2/23 | Summarizing and comparing research | *AW Quick Guide: Citing references in text  
*AW Quiz: Citing references in text  
*Sign up for 1:1 Meeting #1 with Dr. J |
| 6-7  | M 2/28- F 3/11 | 1:1 Paper Development Meeting #1 (Zoom only; no class) | *1:1 Meeting #1 with Dr. J (Zoom only!)  
*Outline for main lit review |
| 8    | M 3/14, W 3/16 | Paper format; writing and organizing microsummaries | *Microsummaries #1 assignment  
*AW Quick Guide: Heading levels |
| 9    | M 3/21, W 3/23 | Writing quality: conciseness, verb tense, clarity, continuity | *AW Quick Guides: Conciseness, verb tense, clarity, continuity |
| 10   | M 3/28 | SPRING BREAK | |
| 11   | M 4/4, W 4/6 | Microsummaries, continued; developing your reference list | *Microsummaries #2 assignment |
| 12-13| M 4/11 to F 4/22 | 1:1 Paper Development Meeting #2 (Zoom only; no class) | *1:1 Meeting #2 with Dr. J (Zoom only!)  
*Outline for main lit review |
| 14   | M 4/25, W 4/27 | Peer review: Lit review drafts | *Peer review of your partner’s draft  
*Your draft as submitted to your partner |
| 15   | M 5/2, W 5/4 | Research & Social Policy | *Social Policy Essay |
| 16   | 5/9, 5/11 | Avoiding language bias | *AW Quick Guide: Age  
*AW Quick Guide: Disability  
*AW Quick Guide: Gender  
*AW Quick Guide: Sexual Orientation  
*AW Quick Guide: Racial & Ethnic Identity |
| 17   | 5/16 | Last day of instruction  
NOTE: Grades due from faculty Friday May 27 | *Final research paper |