Hello and Welcome to PSYC 100 W - Writing Workshop!

My name is Anna Lewis, and I am very excited to teach you over the coming semester.

- In this class you will practice and improve writing skills appropriate to the broad field of psychology, including essays, posts 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 Writing Communication IA and IB, and then broadens and deepens these to include mastery of the discourse particular to the discipline in which the course is taught.
- This is an asynchronous course instruction, meaning we "meet" completely online at different times through discussion posts, assignments, email (anna.lewis@sjsu.edu) and other course related activities. Commit to at least 3 hours of online course work per week until the end of the term.
- My office hours are synchronous, meaning I am available for meeting students at the same time over Zoom on Sundays from 07:00 PM - 8PM (PST) and I enjoy doing this very much, so please drop in and see me someday!
- APA style guide, 7th edition is required, but students are only asked to purchase an abridged ebook version with InQuizitive published by W.W.Norton called The Little Seagull Handbook, 3rd edition. Aside from that, we are using Canvas and other virtual services provided generously through the friendly and well-qualified staff at The Writing Center and our own Psychology Librarian, Christa Bailey.
- The course is centered on themes of diversity, equity, inclusion and a growth-mindset, so expect readings and discussion posts that reflect each of these themes.
● Also expect that each of you is responsible for helping to build our writing community and that building a writing community in PSYCH 100W means learning your peer’s names and engaging one another with interest and respect. I expect students to “show up” with the intention of being proactive about the coursework and patient with yourselves and your peers, as well as your instructor. Along with all of SJSU faculty and staff, I am passionate about supporting your success, so let's go for it together!

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
1. explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse
2. organize and develop essays and documents for both professional and general audiences
3. organize and develop essays and documents according to appropriate editorial and citation standards
4. 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:

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.

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.**

**Required Text**

*The Little Seagull Handbook, 4th edition* with InQuizitive includes all necessary and current APA topics. Please watch this instructional video on how to access your ebook with InQuizitive:

https://www.youtube.com/watch?v=EgNkg9Yi6cq&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 keyword 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.
- 18 InQuizitive Assessments (1 point each) accessible in Canvas after purchasing The Little Seagull Handout, 4th edition.
- Assignments 1 - 6 (1,000 words/10 points each)
- Two Workshops (1 point each)
- 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 address a researched topic 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):

- InQuizitive activities
- Discussion posts
- Assignments
- Rough drafts
- Workshops

Word Count Requirements (8,000 word total)

10 Discussions (200 words each; 2,000 total words)
6 Assignments (1,000 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.

Course Grade

Course grades will be based on the number of points accumulated throughout the semester (300 possible)
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<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>
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<tr>
<td>Assignments</td>
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<tr>
<td>Workshops</td>
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<td>2</td>
</tr>
<tr>
<td>InQuizitive Activities</td>
<td>1 (18 total)</td>
<td>18</td>
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<tr>
<td>Literature Review R.D.</td>
<td>100</td>
<td>1</td>
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<tr>
<td>Literature Review Final</td>
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<th>Percent</th>
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<td>62 – 60</td>
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<td>59 or less</td>
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**Late Assignments**

Late credit/no credit assignments will not be accepted except with a request from the student to use a “pass.” Students are allotted two passes per semester; a pass extends the deadline three days with penalty. Major assignments will be penalized a full letter grade (10%) for the late submission. 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!
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 style.

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 on Sundays, 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, MANY ARE ALSO 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 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 10 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/](http://www.sjsu.edu/access/)

**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](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

**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 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](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**

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<th>Week</th>
<th>Due</th>
<th>Topics, Readings, Assignments, Deadlines also appear in Modules 1-10 on Canvas</th>
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<td>1 SU</td>
<td>1/30</td>
<td>Orientation Module: “Start Here – Things you need to know about the Course”</td>
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<td>2/6</td>
<td>Module 1</td>
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<td>2/20</td>
<td>Module 3</td>
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<td>SU 3/20</td>
<td>Module 7</td>
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<td>14</td>
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<td>5/8</td>
<td>Literature Review due</td>
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<td>16</td>
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<td>Last week of instruction</td>
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<tr>
<td>17</td>
<td>5/15</td>
<td>Final Examination Week</td>
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The schedule is subject to change with fair notice via announcement in class or email.