

**San José State University**  
**College of Social Sciences/Department of Psychology**  
**PSYC 100W, Writing Workshop, Sections 01/61, Summer 2022**

**Course and Contact Information**

Instructor:	Karin Jeffery, Ph.D. (she/her/hers)
Office Location:	N/A – Online Course
Telephone:	N/A
Email:	karin.jeffery@sjsu.edu
Office Hours:	Tuesdays 12:00 pm - 2:00 pm or by appointment <a href="https://sjsu.zoom.us/j/600581904">https://sjsu.zoom.us/j/600581904</a>
Class Days/Time:	MW 12:00 pm - 2:15 pm
Classroom:	<a href="https://sjsu.zoom.us/j/600581904">https://sjsu.zoom.us/j/600581904</a>
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 broaden and deepen these to include mastery of the discourse peculiar to the discipline in which the course is taught.

**Course Format**

This is an 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 e-Text: APA's Academic Writer (AW)

Several of our assignments will come from the APA Academic Writer (AW) e-text. To order, simply click on any APA Academic Writer assignment on our Canvas website. You will be taken to the page where you can create your account and start using AW.

## Additional Recommended Text: APA Manual

American Psychological Assoc. (2020). *Publication Manual of the American Psychological Association* (7th Ed.)

## 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 SJSU One 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](mailto: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)
- Article Summaries and Evaluations
- Literature Review on a topic of your choice (see descriptions below):\*
  - Multiple incremental assignments to complete parts of the final Literature Review
  - Peer Review

- Final Literature Review

*\*You will be given the opportunity to revise in response to instructor (and peer) feedback and resubmit.*

### **Incremental Literature Review Assignments**

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):

- **Literature Review Topic 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 scholarly, peer-reviewed sources relevant to your literature review topic using databases and other resources appropriate to psychological research.
- **1:1 Required Meetings with Instructor** in which you brainstorm and organize the main points of your literature review, i.e. the aspects of your topic that you will focus on.
- **Literature Review Preliminary Drafts** in which you receive feedback and revise your paper as needed.
- **Literature Review Final Draft:** Must be 2000 words (including title page and references list) with 10 (minimum) scholarly, peer-reviewed sources

### **Class Activities**

During the semester, you will be asked to respond to prompts related to our course content using online Canvas discussion boards. You will also participate in a variety of in-class activities, some of which will be for course credit, such as the Peer Review in which you and a classmate will review each other’s paper drafts.

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 final draft of your literature review.

## 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.

<i>Grade</i>	<i>Percentage</i>
<i>A</i>	<i>93 to 100%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>86 to 89 %</i>
<i>B</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>76 to 79%</i>
<i>C</i>	<i>73 to 75%</i>
<i>NC</i>	<i>72% or less</i>

**This course must be passed with a C or better as an SJSU graduation requirement.**

The Assignment Summary Sheet table summarizes the points associated with each course assignment. Rubrics for all major assignments can be found on Canvas.

### 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 five days late will not be accepted.**

### 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.*

### 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 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) (<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) (<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, Summer 2022 Course Schedule

All assignments are due on Thursdays by 11:59 pm unless noted otherwise on Canvas.

Schedule is subject to change with fair notice. Changes will be announced in class and via Canvas messaging.

Wk/ Module	Date	Topics, Readings, Assignments, Deadlines
1	June 1	Course intro, self-intro, and research interests Reading research articles using the SQ3R “SpongeBob” method Intro to APA Academic Writer
2	June 6, 8	In-class activity: Popular press vs. scholarly, peer-reviewed sources Finding an <b>interesting</b> topic; the “Funnel Approach” “Fantastic Information Sources and Where to Find Them” (on Google Scholar) Academic Writer: Finding reliable sources, APA style basics
3	June 13, 15	Literature review examples and templates Summarizing articles using microsummaries First literature review 1:1 meetings Academic Writer: Citing references in text; writing clearly
4	June 20, 22	Literature review 1:1 meetings, continued Microsummaries, Part 1 Spreadsheets for tracking your 10 scholarly sources Academic Writer: Heading levels, capitalization
5	June 27, 29	Submit Draft 1: Topic overview, outline, and two microsummaries ( <b>about 700 words</b> ) Academic Writer: Conciseness, avoiding language bias
6	July 6	<b>[Monday July 4: No class]</b> Microsummaries, Part 2 The three-point method and transitions between sections Academic Writer: Continuity, verb tense
7	July 11, 13	Plagiarism and paraphrasing Literature review checklists Submit Draft 2 ( <b>includes Draft 1; about 1200 words total</b> ) Academic Writer: Avoiding plagiarism and self-plagiarism
8	July 18, 20	Second literature review 1:1 meeting (meetings only, no class) Academic Writer quick guides: Reference lists, abbreviations
9	July 25, 27	Submit Draft 3 for Peer Review ( <b>includes Drafts 1 &amp; 2; about 1800 words total</b> ) Peer reviews Academic Writer: Avoiding language bias
10	August 1, 3	Last week of instruction Literature review final draft due ( <b>includes all previous drafts; 2000 words</b> )