San José State University

Department of Psychology

Psychology 100W (11) Section 45045

 Writing Workshop

Fall SEMESTER 2016

Instructor Information

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| Instructor | Naomi Wagner, PhD |
| Office Location | Clark Hall (CL) # 140  |
| Telephone | (408) 924-5646 |
| Email | Naomi.wagner@sjsu.edu or the e-mail function on CanvasAdditional: psychprof1@yaho.com  |
| Class Days/TimeLocation  | Tues.-Thurs. 1;30-2:45 PMWashington Square Hall (WSQ) #111Important: I will NOT be in school on Tuesday, October 4, 2016  |
| Office Hours  | Mon-Wed 08:45-10:30 Thursday: 3:00-4:00 PMOr by appointment  |
| Prerequisites | A grade of C or better (C‐ not accepted) in Area A3 (Critical Thinking and Writing)  |
|  | Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C‐not accepted) |
|  | Upper division standing (60 units) |
|  | Completion of Core GE |
|  | PSYC 1 |
|  | STAT 95 or senior standing.  |
|  | Psychology Majors/Minors and Behavioral Science Majors only |
| GE/SJSU Studies | Area Zsee [Fall 2014 GE Guidelines](http://www.sjsu.edu/senate/docs/2014geguidelines.pdf) (pp. 43 – 44) for a full description of Area Z goals and requirements |

Library resource Visit:

We are going to meet with Ms. Adriana Poo, the SJSU Library resource liaisons for psychology on Thursday, September 8, 2016, at 1:30-2:45 PM at room #125

Attendance is mandatory. Please no food or drinks.

## 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.

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.

## Learning Outcomes and Required Course Content

### 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 Course Learning Outcomes (CLOs)**. These are outcomes mandated by General Education and can be found, along with additional required course content, in the [Fall 2014 GE Guidelines](http://www.sjsu.edu/senate/docs/2014geguidelines.pdf).

**Psychology 100W 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 (SLOs) 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)**](http://www.sjsu.edu/psych/plo/index.html)**.** These outcomes refer to the broad goals of the SJSU Psychology Major program and can be found in Appendix A of this syllabus. 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:

Produce discipline-specific written work that demonstrates upper-division proficiency in:

language use

grammar

clarity of expression

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

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

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

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

Additional GE/SJSU Content Requirements

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

**Diversity**. Issues of diversity shall be incorporated in an appropriate manner.

**Writing**. Written assignments should include both in‐class and out‐of‐class writing, giving students practice and feedback throughout the semester.

A single final term paper would not satisfy the requirement.

Assignments will total a minimum of 8000 words assigned throughout the semester, providing frequent practice and feedback for improving application skills.

Course syllabi must reflect assignments that meet the 8000 word minimum. The last page of this syllabus summarizes for each course assignment the word totals, points totals, and relevant SLOs being assessed

**Reading**. Readings used in the course should be models of excellence.

**Discipline**. Written Communication II courses are discipline specific. All courses will use language and forms of writing appropriate to the discipline.

Psychology 100W 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 *SLO*s indicated in brackets]. Upon successful completion of this course students will:

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]

have demonstrated competency in American Psychological Association (APA) writing style, including grammar, spelling, and syntax [*SLO* 1, 4]

have summarized and evaluated empirical research articles in an area of psychology [*SLO*  1, 2, 3, 4]

have written for a general audience [*SLO* 1, 2, 3]

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]

have begun to develop critical thinking skills in psychology including the ability to [*SLO* 1, 2, 3, 4, 5]:

synthesize disparate research findings into a coherent framework which addresses a question or topic relevant to the discipline of psychology, and/or

 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.

## Required Texts/Readings

APA Manual

American Psychological Association. (2010) *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN 978-1-4338-0561-5

Undergraduate Writing in Psychology

Rosnow, , R. L., Rosnow, M., & Kuther, T. L. (2012). *Writing Papers in Psychology* 9th ed.). Mason, OH: Cengage. ISBN 9781133529771

### Other Readings & Resources

[*APA Style Tutorial*](http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx)

[Owl APA style resource](https://owl.english.purdue.edu/owl/resource/560/01/)

[SJSU Library: Psychology-specific tutorials, resources](http://libguides.sjsu.edu/psychology?hs=a)

### Other equipment/material requirements

A 100W binder or other organizational tool

#2 Pencil & a black pen

A **stapler** to carry in your backpack

Regular access to a computer and internet connection

**Handouts will be made available in a timely manner via Canvas.** It is your responsibility to print out and bring copies of handouts to the appropriate lecture.

## Course Canvas Site

The course Canvas site is an online resource supplement for this course. Use of this site and the information provided is **not** a substitute for attending lectures. The site will be updated regularly throughout the semester. This site contains:

Discussion Board (Course Announcements, student questions)

Links to webpages that will be of use to you throughout the course

Handouts and articles

Lecture slides (generally posted after lecture is presented)

Assignment submission

Assignment feedback from instructor

Grade roster

My intention is that the site will become an additional forum, outside of class, in which we can debate, discuss, and raise questions about the course material. **Check this site regularly for course announcements, articles, assignments, and other course materials.**

## Accessing Course Canvas site

To access the [**Canvas**](http://www.sjsu.edu/at/ec/canvas/) site go to [**http://www.sjsu.edu/at/ec/canvas/**](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/>

**Note:** clearing your browsing history may help if you have trouble logging into the site.

## Assignments and Grading Policies

The assignments in Psychology 100W are designed to **gradually build the writing and research skills necessary to write scholarly papers** appropriate for the discipline of psychology. Assignments in 100W generally include (but are not limited to):

**Basic skills review** (e.g., plagiarism tutorial, research skills tutorial, )

**Writing assignments** (e.g., reflection pieces, article summaries, literature review, research report)

APA style mastery assessments

The course schedule and assignment summary table at the end of this syllabus provide a timeline and the planned grading for each assignment. You are expected to come to class with the requisite materials and having completed the assigned readings and assignments.

## **Assignments**

The assignments in Psychology 100W are designed to **gradually build the writing and research skills necessary to write scholarly papers** appropriate for the discipline of psychology.

An assignment summary table appears at the end of this syllabus. Details for each assignment are provided in lectures and in assignment information sheets. Assignment information sheets (as well as other useful resources) can be found on the course Canvas site. You are expected to bring copies of each handout (paper or electronic) to the appropriate class.

 The major skills and associated assignments include (but are not limited to):

**Basic skills review** (e.g., plagiarism tutorial, research skills tutorial, formatting tips in Microsoft Word)

**APA style** (e.g., APA style Mastery test)

**Writing assignments (**including, but not limited to)

Dissecting a Literature Review

Article Summaries and Evaluations\*

Literature Review\* (*see description below*)

Literature Review development (*see description below*)

Peer Reviews

Brief Research Report\* (*see description below*)

Students will be given the opportunity to revise in response to instructor feedback and resubmit

The course schedule and assignment summary table at the end of this syllabus provides a timeline and the planned grading for each assignment. You are expected to come to class with the requisite materials and having completed the assigned readings and assignments.

All papers are due at the beginning of class or by the deadline on Canvas. No late papers or emailed assignments will be accepted. No exceptions unless in cases of *documented* emergencies, serious illness, or a Dean’s excuse. Thus, be sure to obtain a doctor’s note, court notice, accident/police report, and so forth if you must miss class. Also, notify the instructor prior to missing class if capable, or immediately after the incident.

APA Style tests

There will an APA-style test at the end of semester.

Although will discuss in class how to use the APA manual, it is the student’s responsibility to progress through the workbook in order to prepare for the APA Style test given in class. Students can use the manual while taking the test. If students do not bring the manual with them on the day of the test they will be required to take the test without the use of the manual; that is, there is no sharing of manuals during testing. Each type of test (TPT and RRT) will be given twice and the highest score will count toward the overall grade.

No make up exams will be given. There are no exceptions unless in cases of *documented* emergencies or a Dean’s excuse. Thus, be sure to obtain a doctor’s note, court notice, accident/police report, and so forth if you must miss class.

 Assignments, Due Dates and Grading in this Class:

1. Pre and Post Skills tests:

During the first week of class, students will take an online pretest of their writing skills; at the end of the semester, an online post test will be taken. Both are required. You can not pass the class without taking both and passing the post-test.

You NEED to take the pretest by September 6, 2016

You NEED to take the post-test by December 6, 2016

Not graded.

 The website for the pre- test is

http://tiny.cc/psycskills

If for some reason this link does not work, the longer version

is:

<https://spreadsheets.google.com/viewform?formkey=dE9KbHc1c3pIRmNoT2x4N3dUNHdnb> E6MQ

APA Mastery Test first trial in class Sept, 22, open-manual (make sure to bring it to class)

2. Plagiarism Tutorial

Take until you score 85% or better

Not graded but needs to be passed as above.

Bring printed score sheet to class by September 13, 2016

http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm

3. In-Class Assignment: A Reflection Paper (appx. 500 words)

In a reflection paper you are observing your own experiences, primarily in terms of academic and professional experiences, analyzing your development as a student, including your strengths and weaknesses, and applying this analysis toward future goals, academically and professionally. An underlying directive for the paper is an attempt to answer the question of where do you see yourself 20 years from today (professionally, not necessarily family, though the two can be intertwined).

Date due: Thursday, September 1, 2016 via canvas and bring a printed copy to class.

On Canvas you will find general framework to organize this paper and criteria for grading.

This assignment consists of max 5% of your course grade.

Needs to be submitted to Turnitin prior to class.

 4. Paper for General Audience: (appx. 800 words)

For this assignment you will write a paper concerning Social Media (e.g. Facebook). Recently there were some concerns regarding the impact of social media on young people. You will search in the peer-reviewed literature for 3 or 4 studies in this area, and write an article that is geared toward general audience, rather than at scholastic publication.

 On canvas there is a handout describing the structure of such a paper and criteria for grading.

Date Due: Thursday, September 15, 2016, on line via Canvas and bring a printed copy to class.

This assignment consists of max 8 % of your course grade.

Needs to be submitted to Turnitin prior to class.

 5. Summary/Dissecting an empirical article (appx. 1000 words)

Aronson, E. & Mills, J. (1959).  The effect of severity of initiation on liking for a group.  *Journal of Abnormal and Social Psychology*, *59*, 177-181. (linked on Canvas and my website)

On canvas and my website there is a handout describing the structure of such a paper and criteria for grading.

This assignment consists of max 10% of your grade.

Date due: Thursday, September 22, 2016 via canvas and bring a printed copy to class.

Needs to be submitted to Turnitin prior to class.

 6. Literature Review (appx. 2100 words including references in final draft)

The major paper you will be writing for this course is an ***APA style*** ***literature review*** (approximately 2000 - 2500 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, **all in APA style**, each assignment is rated by points including (but not limited to):

Literature Review Research Question Assignment ( appx. 500 words)

You will develop, with help from the instructor, a research question appropriate to the discipline of psychology and to the requirements of the course. This question will be the basis for your literature review. **Describe 3 research questions/topics that interest you and may eventually form the basis for your literature review assignment, listed in order of interest.**

SEE INSTRUCTIONSON on CANVAS and my website.

This assignment consists of max 5% of your grade.

Due date: Thursday, Sept 29, 2016 send via Canvas

**Readings/Resources for Research Question Assignment**

APA Manual (6th Edition), chapters 1.02 -1.03

[SJSU tutorial: Identify the Research Topic (Links to an external site.)](http://libguides.sjsu.edu/content.php?pid=53743&sid=2481606)

Psychology Information Source:

Psychology textbook(s) (preferred), or [AllPsych (Links to an external site.)](http://allpsych.com/about/#.VW-KukbQ4mc) (free online textboo, but not very detailed),

Literature Review Database Assignment: (appx. 500 words)

You will identify at least 20 – 25 sources relevant to your literature review topic using databases and other resources appropriate to psychological research. **An APA Style Reference section of 10 potential “best fit” articles you are considering for your paper.**

This assignment consists of max 5% of your grade.

Due Date: October 11, 2016

(We meet with the librarian on Thursday, September 8, 2016 1:30-2:45 PM at MLK Library # 125)

Literature review Outline Assignment: (appx. Max 1200 words)

You will 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)

You will submit an outline of the proposed literature review.

Instructions are posted on Canvas and my website.

Copy and paste the outline instructions on Canvas (also on my website) into a word processing program and insert relevant information.

It is advisable to use “micro-summaries” (1 - 2 sentence summaries of sources highlighting main points) see definition below. Such micro-summaries can appear in the body of the Literature Review itself.

The instructor will conduct conferences with each student to go over the outline; these conferences will take place during class time. See schedule at the end of this syllabus).

This assignment consists of 12% of your grade

Due date: October 25, 2016

The following example demonstrates a microsummary of an empirical study. (From Dr. Susan Syncerski)

With respect to non-prescription drugs, Levy et al. (2005) examined reasons for the initiation of MDMA (“ecstasy”) use in college students. Reported motivations for using ecstasy included positive effects on mood, desire for an altered state of mind, relief from boredom, desire to escape, desire to have fun, and self-medication. Interestingly, all of the participants were polydrug users who self-administered a number of additional substances with ecstasy.

Literature Review First Draft (appx. 2100 words)

APA Style manuscript format (including title page, abstract, main review, references section)

 **Literature Review Conferences** and **Drafts** in which you receive feedback from a variety of sources and revise your paper as needed.

Instructions and criteria for grading are on Canvas and my website.

Due date for draft: November 3, 2016

This assignment counts for max 10% of your grade.

Via Canvas and Turnitin prior to class.

 Important! All students must turn in a literature review complete draft on the due date in order to qualify for the opportunity to turn in the final literature review; that is, no grade will be awarded to a final literature review paper unless a draft has been submitted on time.

Literature review Final draft: (appx. 2100 words)

Same instructions and criteria for grading as 1st draft.

Due date: November 29, 2016

This assignment counts for max 40% of your grade

Via canvas and Turnitin in prior to class and bring a print copy to class.

Classroom presentations using power-points –attendance required

In addition to improving your written communication skills, this course will provide you with the opportunity to practice your verbal communication skills. Near the end of the semester each student give an oral presentation on his or her literature review topic.

You should expect to give a 5-8 minute long presentation incorporating some visual aids (preferably power-points) that clearly and concisely describe your research findings.

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This assignment counts for max 5% of your final grade.

Dates: December 1,6,8, 2016

APA Mastery Test: see link on Canvas website: (5% of your grade)

Take by December 1, 2016

## Course Grade and Assignment Policies

Course grades will be based on the number of points accumulated throughout the semester. The assignment summary table at the end of this syllabus provides the points associated with each assignment. Final grades in this course will be assigned as indicated below. **According to SJSU GE policy, this course must be passed with a C or better as a CSU graduation requirement.**

Overall count of words and % in course assignments:

|  |  |  |  |
| --- | --- | --- | --- |
| Assignment  | Word Count  | % of Grade | Due Date  |
|  |  |  |  |
| Skills Pre-Test /Post-test | N/A | N/A | Sept 6/Dec 6 |
| Plagiarism tutorial | N/A | N/A | Sept 13 |
| Reflection Paper(in-class)  | 500 |  5%  | Sept 1 |
| General Audience paper  | 800 |  8% | Sept 15  |
| Summary Empirical Article | 1000 |  10 % | Sept 22 |
| Lit. review Question  |  500 |  5% | Sept 29 |
| Lit . Review Data Base  |  500 |  5% | Oct 11 |
| Lit. Review Outline &Microsummary |  1200  |  12% | Oct 25 |
| Lit. Review 1st draft  |  2100 |  10% | Nov 3 |
| Lit. Review Final Draft  |  2100 |  40% | Nov 29 |
| Classroom Presentation  | 10-12 PPT |  5% | Dec 1,6,8  |
| APA Mastery Test  |  |  Pass/fail  | Sept 22/Dec 1  |
|  |  |  |  |
| Total |  8200 |  100% |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Percent | Grade |  | Percent | Grade |
| 100 – 93 | A |  | 82 – 80 | B- |
| 92 – 90 | A- |  | 79 - 78 | C+ |
| 89 – 88 | B+ |  | 77 – 73 | C |
| 87 – 83 | B |  | 72 or less | NC |

### Make-up Exams

No extensions or make-up exams 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 at the start of class (turned in during class or uploaded to Canvas) on the day indicated on the course schedule. If due dates are changed, the new due date will be announced in lecture and posted on Canvas in a timely fashion. ***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

Extra credit assignments are given at the *instructor’s discretion*. Should extra credit opportunities be extended, the total amount of extra credit points earned by a student cannot exceed 1 – 2 % of the total number of points available in the course.

## University Policies

### Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](file:///C%3A%5CUsers%5CClifton%20Oyamot%5CDocuments%5CTeaching%5C154%20Social%20Psychology%5CAppData%5CLocal%5CDownloads%5CUniversity%20Academic%20Integrity%20Policy%20S07-2) at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

### 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD\_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at http://www.sjsu.edu/aec to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities.  The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

### Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at http://www.sjsu.edu/senate/docs/S14-7.pdf.

### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic\_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at http://www.sjsu.edu/aars/policies/latedrops/policy/**.** Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Attendance and Grading

Note that University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Definition of a Credit Hour

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf).

As an example, the expectation of work for a 3-credit course is 2.5 hours of direct faculty instruction (i.e., time spent in the classroom) and six hours of out-of-class student work (e.g., reading, studying, doing assignments, doing research) each week.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf) requires students to obtain instructor’s permission to record the course.

“Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

If you wish to record lectures for your private, study purposes, please discuss this with the instructor. ***Written permission*** to record lectures will need to be granted for the whole semester or on a class-by-class basis.

In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

## Classroom Protocol and Policies

Contacting Instructor

**I will answer emails M - F, 9:00 - 5:00.** If you email me at night or on the weekends, do not expect a response until the next weekday, at the earliest.

**Through Canvas (Canvas) mail function.** Best for private questions and comments.

**Through Canvas (Canvas) discussion board.** Best for questions about the course that need not remain private. Chances are others have the same questions you have.

Through regular e-mail: **Naomi.wagner@sjsu.edu**

**By phone.** Best if you need to contact me quickly and cannot use email at the time.

Consider emails for this course as professional correspondence (see sample correspondence at the end of the syllabus).

***Subject Line*** should include your class and a brief description of the issue (e.g., Subject: Psych 154: absence on 10-10-11).

***Greetings*** should be formal and use your instructors title (e.g., Dear Dr. Wagner or Professor Wagner)

***Identify yourself*** and the course/section you are in.

***Issue or question*** should be stated clearly, concisely, respectfully, and with attention paid to grammar, complete sentences, and so forth.

***Expect replies within 1 - 3 days***. Polite follow-ups are encourage if you have not heard from me in a reasonable amount of time.

Example email correspondence

**Subject**: Psyc 100W: Assignment due date question

Dear Professor Wagner (or Dr. Wagner),

My name is Miranda Jackson and I am in your 100W class that meets T/Th 10:30 - 11:45. I am not sure when the Response Journal assignment is due because of conflicting information. The syllabus schedule says Nov. 5, but the assignment sheet itself says Nov 9. Thank you for your attention to this matter.

Regards,

Miranda

student id # 001234567

Regular attendance is necessary to do well in the course.

Although the course has an online resource, this resource is not a substitute for attending lectures.

Laptops

In-class laptop use should be restricted to course-related activities (e.g., taking notes). Other activities (e.g., web surfing) distract both the instructor and students and will not be tolerated. You will be asked to turn off your laptop is you are engaged in non-class activities. You will be asked to refrain from laptop use for the duration of the course if this behavior continues.

Cell-phones and other electronic devices

Please be certain to turn off or put in silent mode all cell phones, pagers, and any other devices that produce distraction prior to entering the classroom.

Late arrivals

If you must arrive late or leave early, please do so quietly and with a minimum of distraction.

Be respectful of others

Respect differing points of view offered by students. Independent discussions should not be happening when someone is addressing the class.

I expect you to come to class prepared

“Prepared” means you have completed the readings and any assignment before class starts, and written down any questions you had from the assignment. You should be as prepared as you expect your professor to be.

Communication

Use email!! Use office hours! Talk to me!!

Check the course Canvas site regularly

If I become ill, I will inform you the night before that I will be absent. Please email me before class if you will not be in class. Please set your spam controls to accept my email address.

Recording of Class Lectures & Sharing/Distribution of Course Content

Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

If you wish to record lectures for your private, study purposes, please discuss this with the instructor. ***Written permission*** to record lectures will need to be granted for the whole semester or on a class-by-class basis.

In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent. **This policy extends to both content presented in the classroom and posted on the Canvas site.**

## Student Resources

### Librarian: Psychology

### The SJSU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials. The library also has an abundance of resources for doing psychology research:

### Psychology Librarian: Adriana Poo

### 408.808. 2019

### Adriana.poo@sjsu.edu

### <http://libguides.sjsu.edu/psychology>

 The class will meet with Ms. Poo on Thursday, September 8, 2016, at 1:30-2:45 PM at room 125 in library. Attendance is required.

### Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

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 are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All 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) 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.) 

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. 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) at <http://www.sjsu.edu/counseling>**.**

## 100W Course Schedule\*

**The Rosnow book is a most valuable resource for this class and the following schedule is just a sequential list of the reading. Some chapters will be covered in more weeks than specified below, but all the chapters assigned need to be carefully read by the student.**

| Week | Day | Date | Topic | Assignments Due\*\* |
| --- | --- | --- | --- | --- |
| 1 | Th | August 25  | Course introduction Discuss Evaluating Sources of Information OutlineAPA Style Basics Power Points APA Style | Bring APA Manual to every classLog onto course Canvas siteReading: Rosnow: Chapter 1Appendix A (Research report (for the Empirical Article assignment); Appendix B (for the Literature (for the Literature Review assignment) Review assignment)  |
| 2 | T  | August 30 | Discuss Reflection Paper Outline  | APA Manual pp 9-20Reading: Rosnow Chapter 1, Appendices A and B (cont-d) |
| Th | Sept 1 | Types of sources (empirical studies, theoretical articles, literature reviews, etc.)APA style basics Power-Points  | **Reflection Paper due** on Canvas and print copy /TurnitinReading: Rosnow Chapter 2 (Identifying sources of information )  |
| 3 | T |  Sept 6 | APA Style and plagiarism exercises Discuss General Audience paper handout  | Skills Pre-Test on Line Required!! See link in the body of the syllabus Reading: Rosnow Chapter 3 pp. 57-68 (Ideas for the Literature Review assignment)  |
| Th | Sept 8 | Research Skills & Library Tutorial  | Meet in MLK Room 125. Be on time! No food!Reading: Rosnow Chapter 4 (for the Empirical Article assignment)  |
| 4 | T | Sept 13 | Discuss Research Question for your Literature review | Mini-Literature Review [Plagiarism Tutorial](http://tutorials.sjlibrary.org/tutorial/)Reading: Rosnow Chapter 4 cont-d Microsummaries (in class) |
| Th | Sept 15  | Dissecting an empirical article outline and research questions  | General Audience Paper due. Canvas and TurnitinReading: Rosnow chapter 5: Organizing a (Literature) Review paper : for the literature review assignment  |
| 5 | T | Sept 20 | Research Question Feedback and in-class literature search | Exploring research questions for the Lit Review Reading: Rosnow Chapter 5 cont-d |
| Th | Sept 22 | APA Style Mastery Test  | APA Style Mastery Test (1st attempt, in class)Summary Empirical Article Due Rosnow chapter 7: Writing First draft For the literature Review assignment  |
| 6 | T | Sept 27  | Exploring research questions APA Style Basics | Continue APA manual Reading: Rosnow chapter 7 cont-d  |
| Th | Sept 29 | Discuss Dissecting a Literature Review Outline  | Literature Review Research Question Assignment dueReading: Rosnow Chapter7 cont-d  |
| 7 | T | Oct 4 No Class | Teacher Out  | Continue work on your Literature Review Reading; Rosnow Chapter 8 For the Literature Review Assignment  |
| Th | Oct 6  | Literature Review Development Meetings |  |
| 8 | T | Oct 11 | Literature Review Development Meetings | Literature Review Data Base assignment due Reading: Rosnow Chapter 8 cont-d  |
| Th | Oct 13 | Literature Review Development Meetings |  |
| 9 | T | Oct 18 | Literature Review Development Meetings |  |
|  | Th | Oct 20 | Literature Review Development Meetings |  |
| 10 | T | Oct 25 | Review APA Style  | Literature Review Outline and Microsummary Assignment Due Canvas and Turnitin  |
| Th | Oct 27 | Review APA Style and Plagiarism Examples  |  |
| 11 | T | Nov 1 | Overview of Literature review  |  |
| Th | Nov 3 | APA Style Basics | Literature Review 1st Draft due Canvas and Turnitin  |
| 12 | T | Nov 8 | Literature Review Conferences |  |
| Th | Nov 10  | Literature Review Conferences |  |
| 13 | T | Nov 15 | Literature Review Conferences |  |
| Th | Nov 17 | Literature Review Conferences |  |
| 14 | T | Nov 22 | Literature Review Conferences |  |
| Th | Nov 24  | Thanksgiving Holiday No School  |  |
| 15 | T | Nov 29  |  | Peer Review (in class) |
| Th | Dec 1 | Oral Presentations | Attendance mandatory |
| 16 | T | Dec 6 | Oral Presentations | Attendance mandatory |
| Th | Dec 8  | Oral Presentations and **Class Summary**  | Attendance mandatory |
| 17 |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |

\* This is a tentative timeline. We may find ourselves spending more time on particular topics due to student interest, or the need to clarify further information presented.