

**San José State University**  
**College of Social Sciences/Department of Psychology**  
**PSYC 100W, Writing Workshop, Sections 08/10, Fall 2024**

**Course and Contact Information**

Instructor	Karin Jeffery, Ph.D. (she/her)
Office Location	Dudley Moorhead Hall (DMH) 230
Telephone	–
Email	karin.jeffery@sjsu.edu
Office Hours	Tuesdays 10:30 - 11:45 am or by appointment
Class Days/Time	Section 08: TTH 7:30-8:45 am Section 10: TTH 9:00-10:15 am
Classroom	DMH 167
Prerequisites	ENGL 1B (with a grade of C or better) Completion of core GE Satisfaction of Writing Skills Test (or equivalent) and upper-division standing PSYC 1 STAT 95 or senior standing Psychology Majors/Minors and Behavioral Science Majors only
SJSU Studies Category	WID (Writing in the Discipline)

**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, with an emphasis on scholarly communication (we'll talk more about what this means in class). You will develop advanced proficiency in college-level writing and learn to communicate effectively to both specialized and general audiences. You'll improve the skills developed in Written Communication IA and IB, and then use them to master the discourse specific to the psychology (I call this "Psych-speak" – more about this in class!)

**Course Format**

This syllabus is for **PSYC 100W Sections 08 and 10**.

**This is an in-person course.** We will meet every Tuesday/Thursday in DMH 167 unless otherwise announced.

Note: The research indicates that students do better when they attend as many classes as possible. I know

that can be difficult in modern life, but **please make attendance a priority!**

## **WID Learning Outcomes**

WID 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.

## **WID Learning Outcomes (LOs)**

Upon successful completion of a Writing in the Disciplines course, students should be able to:

- WID LO1: Explain, analyze, develop, and critique ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.  
This LO is satisfied by the following major assignments (there are other assignments that also address this LO): Microsummaries (Research Article Summaries), Literature Review Drafts 1-3 and Final Draft, and Peer Reviews.
- WID LO2: Organize and develop complete discipline-specific texts and other documents for both professional and general audiences, using appropriate editorial and citation standards.  
This LO is satisfied by the following major assignments (there are other assignments that also address this LO): Microsummaries (Research Article Summaries), Literature Review Drafts 1-3 and Final Draft, Peer Reviews, and Academic Writer assignments.
- WID LO3: Locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.  
This LO is satisfied by the following major assignments (there are other assignments that also address this LO): Research Skills Pretest and Posttest, Literature Review Outline, Microsummaries (Research Article Summaries), and Literature Review Drafts 1-3 and Final Draft, Peer Reviews, and Academic Writer assignments.
- WID LO4: Produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression.  
This LO is satisfied by the following major assignments (there are other assignments that also address this LO): Microsummaries (Research Article Summaries), and Literature Review Drafts 1-3 and Final Draft, Peer Reviews, and Academic Writer assignments.

## 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 in 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 that 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 over the course of the semester and that they shall be provided with frequent practice and feedback for improving their communication skills.

## Required Texts:

- **APA's Academic Writer (AW) (e-text):** Cost: \$24.99 for 150-day access after 2-week free trial. Create your account [here: https://askpubs.apa.org/s/article/Where-can-I-enter-my-access-code](https://askpubs.apa.org/s/article/Where-can-I-enter-my-access-code)  
**\*\*\* USE YOUR SJSU EMAIL ADDRESS!!!**
- **Our Canvas course website:** This is our other e-text. More details below!

## Additional Recommended Readings and Resources

### Online:

- APA Style website: <https://apastyle.apa.org/>
- APA Style Tutorial at <https://extras.apa.org/apastyle/basics-7e/>
- Purdue Owl APA Style Resource at <https://owl.purdue.edu/>

### Print:

- American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th Ed.).
- Condensed version of the 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

## Library Liaison

**Christa Bailey** is the **Reference Librarian** assigned to assist Psychology students in using databases, helping with keyword searches, etc. She will be available throughout the semester to meet with individual students.

### Contact information:

- (408) 808-2422
- [christa.bailey@sjsu.edu](mailto:christa.bailey@sjsu.edu)

## Course Canvas Site

As I said above, this is our other online textbook for this course.

### What's on the site?

- You'll see one Module for each week of the semester. These modules are our textbook "chapters." *You are responsible for reading and learning all content in each week's module!*

### What exactly is in each module?

- Lecture slides, lovingly created by yours truly.
- Handouts and articles

What else can I find on Canvas?

- Assignment descriptions – read them!!
- Assignment submission inboxes
- Course announcements
- Links to campus resources and events
- Oh yes, one more thing - your grades

To access the Canvas site: go to [one.sjsu.edu](http://one.sjsu.edu) and log in:

- **Username** = *SJSU 9-digit ID*
- **Password** = *your current SJSUOne password*

Then click the Canvas tile. For additional information or help with logging in: **Canvas Student Tutorial:**  
<http://www.sjsu.edu/at/ec/canvas/>

### **Course Requirements and 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.

Details for each assignment are provided in lectures and in assignment descriptions on Canvas. Assignment descriptions (as well as other useful resources) can be found on the course Canvas site. The major skills and associated assignments include (but are not limited to):

- **Basic skills review** (e.g., plagiarism tutorials, research skills tutorials, APA formatting)
- **Evaluating information sources**
- **APA style**
- **Article summaries and evaluations**
- **Literature review on a topic of your choice, including the following components:**
  - Multiple incremental assignments to complete parts of the final Literature Review
  - Instructor meetings to review progress and clarify questions
  - Peer Reviews at incremental stages
  - Final Literature Review

*\*You will be able to revise and resubmit your work in response to feedback from the instructor (me) and peer reviewer (classmate) 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 various drafts 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 - I know this from experience. So a regular part of our class will involve reviewing each other's work and giving constructive feedback. You'll be surprised at how helpful this is!

## Major Paper for this Course

The major paper you will be writing for this course is an **APA-style literature review** (at least 2000 words including title page and references, with 10 or more scholarly, peer-reviewed 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 Proposal** in which you develop, with help from me, a research question appropriate to the discipline of psychology and to the requirements of the course.
- **Microsummaries Assignment** in which you summarize and compare two 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 (that's me, Dr. J)** 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 instructor and peer reviewer feedback and revise your paper as needed:
  - Draft 1: 600 words, synthesizing 3-4 scholarly resources
  - Draft 2: 1200 words (including your revised Draft 1), synthesizing 6-7 scholarly resources total
  - Draft 3: 1800 words (including your revised Drafts 1 & 2), synthesizing 9-10 scholarly resources total
- **Peer Reviews** in which you receive feedback from your in-classmate partner and revise your paper as needed.
- **Literature Review Final Draft:** Must be at least 2000 words (including title page and references list) with at least 10 scholarly, peer-reviewed sources

## Success in this Course

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.

## Course Assignment Summary and Point Values (assignments are not weighted)

> **Self-Intro Discussion:** 10 points (7 points for your post + 3 points for 1 response)

> **Literature Review writing assignments:** 170 points total:

1. Paper proposal - 5 points
2. Microsummaries #1 - 10 points
3. Your peer review of your partner's Draft 1 - 15 points
4. Draft 1 (use Perfect Paper Checklist + peer review partner's feedback to fix any issues before submitting) - 20 points
5. Your peer review of your partner's Draft 2 - 15 points
6. Draft 2 (use Perfect Paper Checklist + peer review partner's feedback to fix any issues before submitting) - 20 points
7. Your peer review of your partner's Draft 3 - 15 points

8. Draft 3 (use Perfect Paper Checklist + peer review partner's feedback to fix any issues before submitting) - 20 points
9. Final Draft - 50 points

> **Academic Writer Assignments:** 11 assignments @10 points each; 110 points total

> **Instructor meetings with me:** 3 meetings @10 points each; 30 points possible

> **In-class quizzes on APA style and format:** 10 quizzes @3 points each; 30 points possible

**Total Points Possible for the Semester: 350**

### Final Evaluation

This course does not have a final exam (sorry to disappoint you) The final evaluation is the final draft of your literature review.

### Final Letter Grade Scale

Grade	Percentage
A	93 to 100%
A minus	90 to 92%
B plus	86 to 89 %
B	83 to 85%
B minus	80 to 82%
C plus	76 to 79%
C	73 to 75%
C minus	70 to 72%
D plus	66 to 69%
D	63 to 65%
D minus	60 to 62%

**According to SJSU GE policy, this course must be passed with a C or better as a CSU graduation requirement.**

- **Formatting requirements for all assignments:** All submissions must adhere to APA format (7<sup>th</sup> edition), including the following: Be double-spaced, use 1-inch margins, use an 11- or 12-point font that is accessible to all users (examples: 11-point Arial, Calibri, or Georgia; 12-point Times New Roman).
- **IMPORTANT: Use [Grammarly](#) or another grammar/spelling checker to double-check for grammar and spelling errors before turning in your assignments.**
- **Extra credit:** Some extra credit opportunities will become available during the semester. These opportunities will be announced on Canvas as they become available.
- **Extensions:** 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.*

IMPORTANT: If you have an ongoing issue that affects your ability to keep up with our class, please let me know as soon as possible and stay in touch with me. **Don't wait!!!**

**Late Assignments Policy:** Assignments must be uploaded to Canvas by the day/time specified on Canvas and in the course schedule (usually Thursdays at 11:59 pm). An assignment is considered “late” if it is not uploaded by the time and date specified on Canvas.

- Assignments can be submitted up to 10 days late (weekend days 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'll be deducted 1 point for a final score of 9.
- Assignments over 10 days late will receive 0 points.
- If due dates are changed, I'll announce the new due date in lectures and via Canvas promptly.

**Grade changes:** Final grades will only be changed if there was a clerical error.

**Academic integrity:** Plagiarism, cheating, and any other forms of academic dishonesty will not be tolerated. The [University Academic Integrity Policy F15-7 \[pdf\]](#) requires you to be honest in all your academic coursework. If evidence of academic misconduct is found, you will receive a zero on the assignment(s) in question and I will file a report with the Office of Student Conduct and Ethical Development. Visit the [Student Conduct and Ethical Development](#) website for more information.

### **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>), 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.



## One More Thing... Using AI

Generative artificial intelligence tools—software that creates new text, images, computer code, audio, video, and other content—have become widely available. Well-known examples include ChatGPT for text and DALL•E for images. This policy governs all such tools, including those released during our semester together:

- You **may** use generative AI tools to brainstorm initial ideas and outlines on assignments in this course.
- You **may** use these tools to write prompts for you when you're feeling "stuck" or "paralyzed" on a writing assignment.
- You **may not use these tools to write your assignments for you!**
- If you do use generative AI tools on assignments in this class, you must properly document and credit the tools themselves. Cite the tool you used, following the pattern for computer software given in the specified style guide. Additionally, please include a brief (25-100 word) description of how you used the tool. Add this as a separate paragraph at the end of your text body, before the References list. (Note: This paragraph is not included in the word count!)

If you choose to use generative AI tools, please remember that they are typically trained on limited datasets that may be out of date. Additionally, generative AI datasets are trained on pre-existing material, including copyrighted material; therefore, relying on a generative AI tool may result in plagiarism or copyright violations.

Finally, keep in mind that the goal of generative AI tools is to produce content that seems to have been produced by a human, not to produce accurate or reliable content; therefore, relying on a generative AI tool may result in your submission of inaccurate content. It is your responsibility—not the tool's—to assure the quality, integrity, and accuracy of work you submit in any college course.

As specified elsewhere in the syllabus, this course requires electronic submission of essays, papers, and other written projects through the originality assessment service Turnitin. Turnitin will also attempt to detect AI-generated text.

If you use generative AI tools to complete assignments in this course, in ways that I have not explicitly authorized, I will apply the Seaver College Code of Academic Integrity as appropriate to your specific case. In addition, you must be wary of unintentional plagiarism or fabrication of data. Depending on the specific circumstances, a first offense academic integrity violation related to misuse of generative AI could range anywhere from Level 1 to Level 3 under the Code of Academic Integrity. Repeated offenses could raise the violation to Level 4. Please act with integrity, for the sake of both your personal character and your academic record.

## PSYC 100W Writing Workshop, Fall 2024 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 via Canvas messaging.*

Module	Class Dates	Topics, Readings, Assignments, Deadlines	Learning Outcomes
1	8/22	<ul style="list-style-type: none"> <li>Course intro and welcome</li> <li><b>Self-Intro Discussion: Your post + 1 response (due Tuesday 8/27)</b></li> </ul>	CLO 1, 4, 5
2	8/27, 8/29	<ul style="list-style-type: none"> <li>Mass media vs. scholarly, peer-reviewed research sources</li> <li>Reading research using the SQ3R "SpongeBob" method</li> <li><b>Set your Canvas notifications for the semester (due 8/29)</b></li> <li><b>Academic Writer (AW): Getting started (due 8/29)</b></li> </ul>	CLO 2, 4, 5
3	9/3, 9/5	<ul style="list-style-type: none"> <li>"Fantastic Scholarly Research and Where to Find It (on Google Scholar)"</li> <li>Finding an <b>interesting</b> topic (brainstorming)</li> <li>Literature review examples and templates</li> <li>Narrowing topics down with the "Funnel Method"</li> <li><b>First 1:1 meeting to discuss your research paper</b></li> </ul>	CLO 2, 4, 5
4	9/10, 9/12	<ul style="list-style-type: none"> <li><b>First 1:1 meeting to discuss your research paper continued</b></li> <li><b>Paper proposal: Main topic + 3 possible subtopics (due 2/15)</b></li> <li><b>AW: Finding reliable sources (due 9/12)</b></li> <li><b>AW: Basics of APA style (due 9/12)</b></li> </ul>	CLO 1, 2, 3, 4, 5
5	9/17, 9/19	<ul style="list-style-type: none"> <li>Summarizing articles using microsummaries</li> <li>Writing your first microsummary</li> <li><b>AW: Writing clearly (due 9/19)</b></li> <li><b>Submit Microsummaries (due 9/19)</b></li> </ul>	CLO 2, 4, 5
6	9/24, 9/26	<ul style="list-style-type: none"> <li>Starting Draft 1: Microsummaries and paraphrasing</li> <li>How to write Draft 1 and what to include</li> <li>Introducing the "Perfect Paper" Checklist</li> <li><b>AW: Citing References in Text (due 9/26)</b></li> </ul>	CLO 1, 2, 3, 4, 5
7	10/1, 10/3	<ul style="list-style-type: none"> <li><b>Give your Draft 1 to your Peer Review Partner (due 10/3)</b></li> <li><b>AW: Reference lists (due 10/3)</b></li> <li><b>AW: Alphabetizing the Reference list (due 10/3)</b></li> </ul>	CLO 2, 4, 5
8	10/8, 10/10	<ul style="list-style-type: none"> <li>The 3-point method for organizing papers</li> <li><b>Submit "Perfect Paper" Checklist for your Partner's Draft 1 (due 10/10)</b></li> </ul>	CLO 2, 4, 5
9	10/15, 10/17	<ul style="list-style-type: none"> <li>Latin abbreviations (et al., e.g., etc.)</li> <li><b>Submit finalized Draft 1 (600 words) - use partner's feedback (due 10/17)</b></li> </ul>	CLO 2, 4, 5
10	10/22, 10/24	<ul style="list-style-type: none"> <li><b>Second 1:1 research paper meetings</b></li> <li><b>Give your Draft 2 to your Peer Review Partner (due 10/24)</b></li> <li><b>AW: Reducing language bias (due 10/24)</b></li> </ul>	CLO 1, 2, 3, 4, 5
11	10/29, 10/31	<ul style="list-style-type: none"> <li><b>Second 1:1 research paper meetings continued</b></li> <li><b>Submit "Perfect Paper" Checklist for your partner's Draft 2 (due 10/31)</b></li> <li><b>AW: Capitalization (due 10/31)</b></li> </ul>	CLO 1, 2, 3, 4, 5
12	11/5, 11/7	<ul style="list-style-type: none"> <li>Plagiarism</li> <li>Sentence fragments</li> </ul>	CLO 2, 4, 5

		<ul style="list-style-type: none"> <li>● <b>Submit finalized Draft 2 (1200 words) - use partner's feedback (due 11/7)</b></li> <li>● <b>AW: Avoiding plagiarism and self-plagiarism (due 11/7)</b></li> </ul>	
13	11/12, 11/14	<ul style="list-style-type: none"> <li>● <b>Third 1:1 research paper meetings</b></li> <li>● Objectivity in scholarly writing</li> <li>● Overview: Final paper format</li> <li>● <b>Give your Draft 3 to your Peer Review Partner (due 11/14)</b></li> </ul>	CLO 1, 2, 3, 4, 5
14	11/19, 11/21	<ul style="list-style-type: none"> <li>● <b>Third research paper 1:1 meetings continued</b></li> <li>● Verb tense (why do we care?)</li> <li>● <b>Submit "Perfect Paper" Checklist for your partner's Draft 3 (11/21)</b></li> </ul>	CLO 1, 2, 3, 4, 5
15	11/26 ONLY	<ul style="list-style-type: none"> <li>● <b>THANKSGIVING WEEK</b></li> <li>● <b>Submit finalized Draft 3 (1800 words) - use partner's feedback (due 11/26)</b></li> </ul>	CLO 1, 2, 3, 4, 5
16	12/3, 12/5	<ul style="list-style-type: none"> <li>● <b>LAST DAY OF OUR CLASS IS THURSDAY 12/5</b></li> <li>● Review APA style issues that are unclear and/or difficult</li> </ul>	CLO 1, 2, 3, 4, 5
17	12/12	<ul style="list-style-type: none"> <li>● <b>Final research paper (2000 words minimum, 10 scholarly, peer-reviewed references) (due 12/12 @11:59 pm)</b></li> </ul>	CLO 1, 2, 3, 4, 5