

**San José State University**  
**College of Social Sciences/Department of Psychology**  
**PSYC 100W, Writing Workshop, Sections 03/04, Fall 2022**

**Course and Contact Information**

Instructor:	Karin Jeffery, Ph.D. (she/her/hers)
Office Location:	DMH 230
Telephone:	–
Email:	karin.jeffery@sjsu.edu
Office Hours:	MW 10:30 - 11:45 am or by appointment
Class Days/Time:	Section 03: TTH 7:30-8:45 am Section 04: TTH 9:00-10:15 am
Classroom:	DMH 359
Prerequisites:	ENGL 1B (with a grade of C or better) Completion of core GE Satisfaction of Writing Skills Test and upper-division standing PSYC 1 STAT 95 or senior standing Psychology Majors/Minors and Behavioral Science Majors only
GE/SJSU Studies Category:	Area Z

**Important Note about Course Grade:**

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

**Course Description**

In this class, you will practice and improve writing skills appropriate to the broad field of psychology, including essays, reports, and scholarly communication. The goals of 100W are that students will develop advanced proficiency in college-level writing and appropriate contemporary research strategies and methodologies to communicate effectively to both specialized and general audiences. This class reinforces and advances skills developed in Written Communication IA and IB, and then broadens and deepens these to include mastery of the discourse specific 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 AW:

1. Just click on any APA Academic Writer assignment on our Canvas website.
2. You will be taken to the page where you can create your account and start using AW.

Note: You will have a 2-week free trial, but you **must** buy AW after it expires.

## 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 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):

- 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 able to revise and resubmit your work in response to feedback from instructor, Peer Educator, and peer reviewer (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 at how effective this is!

### **Main Literature Review**

The final major paper you will be writing for this course is an **APA-style literature review** (approximately 2000 words including references; 10 or more scholarly references). The goal of a literature review is to *answer a research question* by describing and *synthesizing* relevant theory and research findings relevant to the question. You will be developing your final literature review in several assignments, including (but not limited to):

- **Literature Review Outline and Topic** 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

### **In-Class Activities**

During the semester, *you will participate in several in-class activities 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.

### **Course Assignment Summary**

This list summarizes the course assignments and their point values (assignments are not weighted):

> In-class activities: 10 points each (you can miss one); 50 points total

1. Popular press vs. scholarly, peer-reviewed sources
2. Writing your first microsummary
3. Paraphrasing
4. Sentence fragments
5. Numbers and numerals
6. Verb tense, heading levels

> Literature Review writing assignments: 150 points total

1. Outline - 10 points
2. Microsummaries #1 - 15 points
3. Draft 1 - 15 points
4. Microsummaries 2 - 15 points
5. Draft 2 - 15 points
6. Draft 3 (for peer review) - 15 points
7. Peer review of your partner's draft -15 points
8. Literature Review Final Draft - 50 points

> Academic Writer Assignments: 10 points each (11 assignments total, you can miss one); 100 points total

> **Total Points Possible: 300**

### **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.**

### **Late Assignments**

Assignments are due (uploaded to Canvas) by the day/time specified on Canvas and in the course schedule. If due dates are changed, the new due date will be announced in lectures and via Canvas in a timely fashion.

An assignment is considered “late” if it is not submitted 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.

### **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 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, Fall 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	–	(Classes start Friday 8/19 so we will not meet until Week 2)
2	Aug 23, 25	<ul style="list-style-type: none"> <li>● Course intro (“the Big Picture”), self-intro, your research interests</li> <li>● Reading research articles using the SQ3R “SpongeBob” method</li> <li>● <b>Academic Writer (AW):</b> Intro to Academic Writer</li> </ul>
3	Aug 30, Sep 1	<ul style="list-style-type: none"> <li>● In-class activity: Popular press vs. scholarly, peer-reviewed sources</li> <li>● Literature review examples and templates</li> <li>● Finding an <b>interesting</b> topic (brainstorming); narrowing it down with the “Funnel Approach”</li> <li>● <b>AW:</b> APA style basics, finding reliable sources</li> </ul>
4	Sep 6, 8	<ul style="list-style-type: none"> <li>● “Fantastic Information Sources and Where to Find Them (on Google Scholar)”</li> <li>● Summarizing articles using microsummaries</li> <li>● In-class activity: Writing your first microsummary</li> <li>● <b>AW:</b> In-text citations</li> </ul>
5	Sep 13, 15	<ul style="list-style-type: none"> <li>● First literature review 1:1 meetings (no lectures)</li> <li>● <b>Submit Outline with main topic and 2-4 possible subtopics</b></li> </ul>
6	Sep 20, 22	<ul style="list-style-type: none"> <li>● Review the Big Picture: Literature review examples and templates</li> <li>● Latin abbreviations and how to use them</li> <li>● Review microsummaries and in-text citations</li> <li>● <b>AW:</b> Reference lists, alphabetizing your reference list</li> </ul>
7	Sep 27, 29	<ul style="list-style-type: none"> <li>● “Tone” in scholarly writing; objectivity; creating distance</li> <li>● <b>Submit Draft 1: Topic overview, outline, and two microsummaries (about 700 words)</b></li> </ul>
8	Oct 4, 6	<ul style="list-style-type: none"> <li>● Spreadsheets for tracking your 10 scholarly sources</li> <li>● Review: Microsummaries template</li> <li>● <b>Submit Microsummaries, Part 1</b></li> </ul>
9	Oct 11, 13	<ul style="list-style-type: none"> <li>● The three-point method and transitions between sections</li> <li>● Review: Latin abbreviations</li> <li>● <b>AW:</b> Writing clearly</li> </ul>
10	Oct 18, 20	<ul style="list-style-type: none"> <li>● Plagiarism and paraphrasing</li> <li>● Literature review checklists</li> <li>● <b>Submit Microsummaries, Part 2</b></li> </ul>
11	Oct 25, 27	<ul style="list-style-type: none"> <li>● In-class activity: Paraphrasing</li> <li>● <b>Submit Draft 2 (1200 words)</b></li> </ul>



12	Nov 1, 3	<ul style="list-style-type: none"> <li>● Second literature review 1:1 meeting (meetings only, no class)</li> </ul>
13	Nov 8, 10	<ul style="list-style-type: none"> <li>● Review: The three-point method (macro- and micro-level organization)</li> <li>● In-class activity: Sentence fragments</li> <li>● <b>AW:</b> Avoiding plagiarism and self-plagiarism</li> </ul>
14	Nov 15, 17	<ul style="list-style-type: none"> <li>● Review the Big Picture: Literature review examples and templates</li> <li>● In-class activity: Numbers and numerals</li> <li>● <b>AW:</b> Avoiding language bias</li> </ul>
15	Nov 22	<ul style="list-style-type: none"> <li>● In-class activity: Verb tense, heading levels</li> <li>● Review: Literature review checklists</li> <li>● <b>AW:</b> Heading levels, capitalization</li> </ul>
16	Nov 29, Dec 1	<ul style="list-style-type: none"> <li>● Peer reviews: In-class activity (mandatory)</li> <li>● <b>Submit your Draft 3 for Peer Review (1800 words)</b></li> <li>● <b>Submit your peer review of your partner's draft (use checklist)</b></li> </ul>
17	Dec 6	<ul style="list-style-type: none"> <li>● Last day of class: Tuesday Dec. 6</li> <li>● <b>Submit final literature review (includes all previous drafts; 2000 words)</b></li> <li>● <b>LAST DAY TO SUBMIT WORK: FRIDAY DEC. 9, 11:59 pm</b></li> </ul>