

**San José State University**  
**College of Social Sciences/Department of Psychology**  
**PSYC 100W, Writing Workshop, Sections 03/80, Fall 2023**

**Course and Contact Information**

Instructor:	Karin Jeffery, Ph.D. (she/her)
Office Location:	DMH 230
Telephone:	–
Email:	karin.jeffery@sjsu.edu
Office Hours:	Thursdays 12:00 - 2:00 pm or by appointment
Embedded Writing Tutor:	Mr. Paul Loeb
Email:	paul.loeb@sjsu.edu
Class Days/Time:	Section 03: TTH 7:30-8:45 am Section 80: Asynchronous (no regularly scheduled class meetings)
Section 03 Classroom	Clark Building 243
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
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 syllabus is for PSYC 100W Sections 03 and 80:

- Section 03 is an in-person course. We will meet every Tuesday/Thursday at 7:30 am in Clark 243 unless otherwise announced.
- Section 80 is an asynchronous course with no regularly scheduled class meetings.

BUT: Both courses have two required meetings with the instructor (Dr. Jeffery) or Writing Tutor (Paul Loeb). These meetings can be either in-person or via Zoom and will be scheduled individually with each student.

### **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 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 e-Text: APA's Academic Writer (AW)

Our required e-text is APA Academic Writer (AW) e-text. There are two ways you can order AW:

Directly from APA:

- Please click on the assignment Academic Writer (AW): Getting Started (due 8/24) in Module 1 of our Canvas website.
- You will be taken to the page where you can create an AW account and start using it.
- You will get a **2-week** free trial, but you must buy AW after it expires (this e-text is required).

OR through the [SJSU bookstore website](#):

- Please search for "Academic Writer" and buy "APA ACADEMIC WRITER-ACCESS CODE".

## Additional Recommended Readings and Resources

- 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.)
- 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/>

## 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

The course Canvas site is your online resource for this course. This site includes:

- Course announcements
- Links to web pages that will be of use to you throughout the course
- Lecture slides, handouts, and articles
- Assignment submission inboxes

- Rubrics and feedback for major assignments
- 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, Writing Tutor, 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 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 amazed 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 the instructor and Writing Tutor, 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 or Writing Tutor** 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/tutor 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)

Literature Review writing assignments: 200 points total

1. Paper proposal - 10 points
2. Instructor/tutor meeting 1 - 10 points
3. Microsummaries #1 - 15 points
4. Your peer review of your partner's Draft 1 - 15 points
5. Your Draft 1 (use your peer review partner's feedback to fix any issues before submitting) - 20 points
6. Instructor/tutor meeting 2 - 10 points
7. Your peer review of your partner's Draft 2 - 15 points
8. Your Draft 2 (use your peer review partner's feedback to fix any issues before submitting) - 20 points
9. Your peer review of your partner's Draft 3 - 15 points
10. Your Draft 3 (use your peer review partner's feedback to fix any issues before submitting) - 20 points
11. Your Final Draft - 50 points

> Academic Writer Assignments: 10 assignments @10 points each; 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.

## Final Letter Grade Scale

<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>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>66 to 69%</i>
<i>D</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>60 to 62%</i>

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.

### **Possible Work Stoppage during the Semester**

The California Faculty Association (the labor union of Lecturers, Professors, Coaches, Counselors, and Librarians across the 23 CSU campuses) is in a difficult contract dispute with California State University CSU management. It is possible that we will call a strike or other work stoppage this term. I promise to promptly inform you of any schedule disruption. Our working conditions are your learning conditions; we seek to protect both. For further information go to [www.CFABargaining.org](http://www.CFABargaining.org).

### **Possible Tuition Hike for Students**

The CSU also proposes increasing student tuition every year for the next five years. FYI, CA's Lieutenant Governor, Eleni Kounalakis, started a petition to oppose these proposed increases (I won't know whether you sign it or not, and it in no way affects your grade in this class):

**ADD YOUR NAME**



## PSYC 100W / Writing Workshop, Fall 2023 Course Schedule

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

*The schedule is subject to change with fair notice. Changes will be announced via Canvas messaging.*

Module	Week Start Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
1	8/21	<ul style="list-style-type: none"> <li>● Course intro and welcome</li> <li>● Mass media vs. scholarly, peer-reviewed research sources</li> <li>● Reading research using the SQ3R “SpongeBob” method</li> <li>● <b>Academic Writer (AW): Getting started (due 8/24)</b></li> </ul>	CLO 2, 4, 5
2	8/28	<ul style="list-style-type: none"> <li>● Finding scholarly research articles</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>AW: Finding reliable sources (due 8/31)</b></li> </ul>	CLO 2, 4, 5
3	9/4	<ul style="list-style-type: none"> <li>● First 1:1 meeting to discuss your literature review</li> <li>● <b>Submit proposal: Main topic + 2-4 possible subtopics (due 9/7)</b></li> <li>● <b>AW: Writing clearly (due 9/7)</b></li> </ul>	CLO 1, 2, 3, 4, 5
4	9/11	<ul style="list-style-type: none"> <li>● “Fantastic Research and Where to Find It (on Google Scholar)”</li> <li>● Summarizing articles using microsummaries</li> <li>● Writing your first microsummary</li> <li>● <b>Submit Microsummaries #1 (due 9/14)</b></li> <li>● <b>AW: Citing references in text (due 9/14)</b></li> </ul>	CLO 2, 4, 55
5	9/18	<ul style="list-style-type: none"> <li>● Starting your paper: Microsummaries and paraphrasing</li> <li>● <b>AW: Paraphrasing (due 9/21)</b></li> </ul>	CLO 1, 2, 3, 4, 5
6	9/25	<ul style="list-style-type: none"> <li>● How to write Draft 1; what to include</li> <li>● Finding help on YouTube</li> <li>● <b>Submit your Draft 1 to your Peer Review Partner (due 9/28)</b></li> <li>● <b>AW: Reference lists (due 9/28)</b></li> </ul>	CLO 2, 4, 5
7	10/2	<ul style="list-style-type: none"> <li>● The 3-point method for organizing papers</li> <li>● Introducing the Perfect Paper Checklist</li> <li>● <b>Submit your Peer Review of your Partner's Draft 1 (due 10/5)</b></li> </ul>	CLO 2, 4, 5
8	10/9	<ul style="list-style-type: none"> <li>● Latin abbreviations (et al., e.g.)</li> <li>● Reference list format</li> <li>● <b>Submit your Draft 1 (600 words) - use your partner’s feedback (due 10/12)</b></li> </ul>	CLO 2, 4, 5
9	10/16	<ul style="list-style-type: none"> <li>● Second literature review 1:1 meetings</li> <li>● Comparing results from different research studies</li> <li>● Review: Example paper, “Perfect Paper” Checklist, the 3-point method</li> </ul>	CLO 1, 2, 3, 4, 5

		<ul style="list-style-type: none"> <li>● <b>Submit your Draft 2 to your Peer Review Partner (due 10/19)</b></li> <li>● <b>AW: Capitalization (due 10/19)</b></li> </ul>	
10	10/23	<ul style="list-style-type: none"> <li>● Plagiarism</li> <li>● Sentence fragments</li> <li>● <b>Submit your Draft 2 (1200 words) - use your partner's feedback (due 10/26)</b></li> <li>● <b>AW: Reducing language bias (due Apr. 13)</b></li> </ul>	CLO 1, 2, 3, 4, 5
11	10/30	<ul style="list-style-type: none"> <li>● Plagiarism</li> <li>● Sentence fragments</li> <li>● <b>Submit your Draft 3 to your Peer Review Partner (due 11/2)</b></li> </ul>	CLO 2, 4, 5
12	11/6	<ul style="list-style-type: none"> <li>● Objectivity in scholarly writing</li> <li>● Overview: Final paper format</li> <li>● <b>AW: Numerals versus words (due 11/9)</b></li> <li>● <b>Submit your Peer Review of your Partner's Draft 3 (1800 words) (due 11/9)</b></li> </ul>	CLO 1, 2, 3, 4, 5
13	11/13	<ul style="list-style-type: none"> <li>● Verb tense (why do we care?)</li> <li>● <b>Submit your Draft 3 (1800 words) - use your partner's feedback (due 11/16)</b></li> <li>● <b>AW: Alphabetizing the reference list (due 11/16)</b></li> </ul>	CLO 1, 2, 3, 4, 5
14	11/20	<ul style="list-style-type: none"> <li>● Thanksgiving week: *Classes on Mon/Tues only*</li> <li>● Review APA style issues that are unclear and/or difficult</li> </ul>	CLO 1, 2, 3, 4, 5
15	11/27	<ul style="list-style-type: none"> <li>● Catch-up week</li> <li>● Clarification of any areas of writing difficulty</li> </ul>	CLO 1, 2, 3, 4, 5
16	12/4	<ul style="list-style-type: none"> <li>● <b>LAST DAY OF INSTRUCTION FOR FALL SEMESTER: Wed 12/6</b></li> <li>● <b>Final literature review (2000 words minimum, 10 scholarly, peer-reviewed references) (due Thursday 12/7 @11:59 pm)</b></li> </ul>	CLO 1, 2, 3, 4, 5