

Writing Workshop Section 09

PSYC 100W

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/24/2024

Contact Information

Instructor: Jason X. Ventura

Office Location: Dudley Moorhead Hall 352

Telephone: (408) 924-5625

Email: jason.ventura@sjsu.edu

- Canvas Learning Management system
- Available by Zoom appointments
- **NOTE:** When contacting me by email, please put "PSYC 100W" in the subject line. Replies within 48 hours (except Sundays).
- If I do not reply within the specified 48 hours, kindly, resend email.

Student Drop-In Hours:

- Mondays (Zoom only) and Thursdays (in-person & Zoom) 2:00 - 3:00 PM
- Students DO NOT need to schedule an appointment during these days and time; just show up.
- I will take students on a "first come; first serve" basis. Outside of scheduled office hours will require an appointment.

Class Days/Time: Tuesdays (online) and Thursdays (in-person) / 9:00 – 10:15 AM

Classroom: Dudley Moorhead Hall 308

Prerequisites:

A3 or equivalent second semester composition course (with a grade of C- or better)

Completion of core GE

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 Category:

Writing in the Disciplines (previously titled, "Area Z")

Course Description and Requisites

Practice in improvement of writing skills appropriate to the broad field of psychology, including essays, reports and scholarly communication.

Writing in the Disciplines: Satisfies the CSU Graduation Writing Assessment Requirement (GWAR) if passed with "C" or better.

Prerequisite(s): PSYC 1; STAT 95 or senior standing; A3 or equivalent second semester composition course (with a grade of "C-" or better); completion of core GE; and upper division standing. Or Graduate or Postbaccalaureate level. Allowed Declared Majors: Psychology Majors/Minors and Behavioral Science Majors only.

Letter Graded

Classroom Protocols

Contacting Instructor

1. I will answer emails within 48 hours (except Sundays).
2. Through Canvas mail function. Best for private questions and comments.
3. Through Canvas discussion board. Best for questions about the course that need not remain private. Chances are others have the same questions you have.
4. Through regular email. jason.ventura@sjsu.edu.
5. Zoom appointments (scheduled office hours or make an appointment)
6. Consider emails for this course as professional correspondence (see sample correspondence at the end of the syllabus).
 - a. Subject Line should include your class and a brief description of the issue (e.g., Subject: Psych 100W: Absence on 10/10/20).
 - b. Greetings should be formal and use your instructors title (e.g., Dear Mr. Ventura)
 - c. Identify yourself and the course/section you are in.

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

e. Expect replies within 1 - 2 days. Polite follow-ups are encouraged if you have not heard from me in a reasonable amount of time.

Example email correspondence

Subject: PSYC 100W: Assignment due date question

Dear Mr. Ventura,

My name is Miranda Jackson and I am in your 100W class that meets T/Th 9:00-10:15 AM. 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.

- Attendance is crucial to success and this course will have an online resource.

Laptops

- In-class laptop use should be restricted to course-related activities (e.g., taking notes).

Electronic devices

- Please turn off, or put in silent mode, any electronic 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.
- Success in this class comes with preparation. The instructor highly recommends completing any assigned readings and assignments before class begins. Furthermore, writing down any questions and addressing them to the instructor will also benefit the student, classmates, and success in the course.

Communication

- I want students to succeed, and encourage the use of student drop-in hours, and individualized meetings (in-person or through Zoom). Feel free to set up an appointment with the instructor if student drop-in hours do not accommodate your schedule. I am here to assist.

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.

Program Information

Writing in the Disciplines (WID) courses develop students' abilities to communicate effectively in their major course of study and in their careers. With an emphasis on critical thinking, these upper-division core courses advance students' understanding of the genres, audiences, and purposes of college writing while preparing them for successful communication in their chosen professions. Completing Writing in the Disciplines with a C or better is an SJSU graduation requirement.

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

1. explain, analyze, develop, and critique ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse;
2. organize and develop complete discipline-specific texts and other documents for both professional and general audiences, using appropriate editorial and citation standards; and
3. locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing;
4. produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression.

Writing Practice: Students will write a minimum of 8000 words, at least 4000 of which must be in revised final draft form.

Course Goals

Course Description

Thank you for enrolling in our course, and I look forward to the opportunity of working with each, and every, one of you. This is what we learn in this course:

In this class we 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 1A and 1B, and then broaden and deepen these to include mastery of the discourse peculiar to the discipline in which the course is taught.

This course is also designed to get students to think and write like psychologists. If students can write like a psychologist, students will think like a psychologist.

Course Canvas Site

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website at <http://sjsu.instructure.com> (<http://sjsu.instructure.com>). You are responsible for regularly checking with the messaging system through MySJSU on Spartan App Portal <http://one.sjsu.edu> (<http://one.sjsu.edu>) (or other communication system as indicated by the instructor) to learn of any updates. For help with using Canvas visit the SJSU ecampus website <https://www.sjsu.edu/ecampus/> (<https://www.sjsu.edu/ecampus/>).

The 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
- Rubrics and feedback for major assignments
- 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.

Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLO)

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 have demonstrated competency in American Psychological Association (APA) writing style, including grammar, spelling, and syntax.
- Have summarized and evaluated empirical research articles in an area of psychology
- Have written for a general audience
- Have organized and developed a literature review, or other appropriate major paper (e.g., research report) in an area of psychology

- Have begun to develop critical thinking skills in psychology including the ability to
 - 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.

Course Materials

Required Texts/Readings

Textbook:

American Psychological Association. (2020). *Publication manual of the American Psychological Association 2020: The official guide to APA style (7th ed.)*. American Psychological Association.

Other Readings

https://owl.purdue.edu/owl/research_and_citation/apa_style/index.html
(https://owl.purdue.edu/owl/research_and_citation/apa_style/index.html)

<https://libguides.sjsu.edu/psychology?hs=a> (<https://libguides.sjsu.edu/psychology?hs=a>)

Other readings for the course will be posted on the course Canvas shell.

Other technology requirements / equipment / material

- Regular access to a computer and internet connection and possession of a word processor program (MS Word, Pages, or Googledocs).
- Microsoft Office 365 and Microsoft Office Mobile are available at no cost to SJSU students. Visit Microsoft Office 365 Portal. Students can access the Office 365 Portal with your SJSU Email address and SJSUOne Password as long as you are an enrolled student. [Click on this link for details](https://ischool.sjsu.edu/post/microsoft-office) (<https://ischool.sjsu.edu/post/microsoft-office>).
- Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students. Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See [Learn Anywhere](https://www.sjsu.edu/learnanywhere/equipment/index.php) (<https://www.sjsu.edu/learnanywhere/equipment/index.php>) website for current Wi-Fi options on campus.

Library Liaison

Christa Bailey (408) 808-2422

christa.bailey@sjsu.edu

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.

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

- **Basic skills review** (e.g., plagiarism tutorial, research skills tutorial, and formatting tips)
- **APA style**

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
 - Research Report assignment (see description below)

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

Mini-Literature Review

The major paper for this course is a literature review (see description below). To prepare you for this assignment you will write a “mini-literature review” (800 – 1000 words) that will help you to learn how to read, understand, and accurately report psychological research reports, develop synthesis skills by describing how studies build upon one another, and apply APA style.

Literature Review

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, including (but not limited to):

- **Research Question Assignment** in which you develop, with help from the instructor, a research question appropriate to the discipline of psychology and to the requirements of the course.

- **Annotated References Assignment** in which you identify at least 10 – 15 sources relevant to your literature review topic using databases and other resources appropriate to psychological research. Retrieving articles from researchers of color will be emphasized in this assignment.
- **Outline Assignment** in which you 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).
- **Literature Review Conferences and Drafts** in which you receive feedback from a variety of sources and revise your paper as needed. If first draft is not submitted on time, it will result in failure of the course.

Research Report

A second major paper you will be writing for this course is an APA style research report (approximately 1000 - 1500 words including references). The goal of a report is to describe the results of an empirical study. We will be conducting a simple study in class, and you will write the research report as if you were the experimenter.

APA Mastery Exams (3 attempts)

The Psychology 100W APA Master Test has 100 APA style editing questions. Exams will be fill-in, and students are welcome to use their 7th edition APA Manual while taking the test. **The first attempt** will be administered in class and students will complete, and return, the exam on the date specified on the course schedule. **The second attempt** will be take-home, and returned, on the date specified on the course schedule. **The third attempt will be held on our scheduled final exam day, and will be completed in class.** We will devote two class sessions reviewing questions and making corrections. Students’ best score out of three attempts will be recorded and counted toward final grade. Students must take three attempts to receive credit.

IMPORTANT NOTES REGARDING ASSIGNMENTS

Please refer to the "100W Assignment Summary Sheet" under the "SYLLABUS" module.

Assignments that do not meet the minimum, or exceed the maximum, word count will result in point deduction.

Most assignments will be due before midnight on their respective date (see course schedule).

- Assignments turned in after the due date (and time) will not be considered. **This policy is set up so that no one falls behind.** I clearly note due dates on Canvas, syllabus, and will make in-class announcements in advance. Take note of these dates and plan accordingly.
- Extensions will be given except in cases of reasonable academic reasons, emergencies, serious illness, or similar seriously disruptive events.

- **Communication is key! I understand “things happen.”** If such an incident should arise, I must have an email in my inbox, at least, 12 hours before the assignment is due. I will take your e-mail into consideration when evaluating assignments.

- We all come from different backgrounds and education levels. If students feel intimidated about the course, and/or writing skills, the instructor will provide personal assistance and resources.

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination or Evaluation

Friday, May 17th from 7:15-9:30 AM.

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

✓ Grading Information

Course grades will be based on the number of points accumulated throughout the semester. **Please refer to the 100W Assignment Summary Sheet on the "SYLLABUS" module on Canvas.** The table summarizes the points and percentage of course grade associated with each course assignments.

Rubrics for all major assignments can be found on the course Canvas shell.
Final grades in this course will be assigned as indicated below.

Percent Grade Percent Grade

100 - 93 A

92 – 90 A-

89 – 88 B+

87 – 83 B

82 - 80 B-

79 - 78 C+

77 – 73 C

72 or less NC

Determination of Grades

- Grades will be determined by a rubric provided on Canvas. Students will have access to a “preview” of rubric before due date. Assignments will be uploaded onto Canvas.
- Extra credit will be offered in this course.
- Grading Information for GE/100W: **This course must be passed with a C or better as a CSU graduation requirement.**

University Policies

Per [University Policy S16-9 \(PDF\)](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](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Psychology 100W: Writing Workshop, Section 9, Spring 2024 Course Schedule

Course Schedule

Week	Day	Date	Topic	Assignments Due**
1	Thurs	1/25	Course introduction	Bring APA Manual to every class Log onto course Canvas site
2	Tues	1/30	Discuss <i>Evaluating Sources of Information</i> assignment APA Style Basics	<i>Evaluating Sources of Information</i> (assignment due before the beginning of class) <i>Research Skills Assessment Pretest</i> (extra credit assignment due before midnight)

Week	Day	Date	Topic	Assignments Due**
2	Thurs	2/1	Discuss <i>Dissecting a Literature Review</i> assignment APA Style Basics	APA Manual pp 4-10 <i>Dissecting a Literature Review</i> (assignment due before the beginning of class)
3	Tues	2/6	Types of sources (empirical studies, theoretical articles, literature reviews, etc.) Developing a research question Read Aronson & Mills (1959) for next two class meetings	
	Thurs	2/8	Dissecting a Research Report Basics of Research Design APA Style Basics	Aronson & Mills (1959) Summarize article during class session; turn in at end of class meeting) <i>Research Question Assignment</i> <i>Due before midnight</i>

Week	Day	Date	Topic	Assignments Due**
4	Tues	2/13	<p>Discuss Mini-Literature Review assignment</p> <p>Transitions, Microsummaries</p> <p>APA Style Basics</p> <p>Word Processing Skills Review</p>	<p>Plagiarism Tutorial Due before midnight</p> <p>Microsummaries (Summarize Aronson & Mills ((1959)) article during class session;</p>
	Thurs	2/15	<p>APA Style Mastery Test</p> <p>Discuss "Annotated Reference" and "Outline" assignments.</p>	<p>APA Style Mastery Test (1st attempt, in class)</p> <p>Sign up for "Research Question Feedback" meeting</p>

Week	Day	Date	Topic	Assignments Due**
5	Tues	2/20	Research Skills & Library Tutorial	Turn in APA Style Mastery Test (1st attempt; before tutorial). Meet in the MLK library, and please be on time!
	Thurs	2/22	Research Question Feedback and literature search	<p>Meet at scheduled time in classroom.</p> <p>If students are not scheduled to meet with instructor, utilize research skills from tutorial to complete "Annotated References Assignment." In addition, continue working on "Outline" assignment.</p> <p><i>Mini-Literature Review (Draft 1)</i></p> <p><i>Due before midnight</i></p>

Week	Day	Date	Topic	Assignments Due**
6	Tues	2/27	Research Question Feedback and literature search	<p>Meet at scheduled time in classroom.</p> <p>If students are not scheduled to meet with instructor, utilize research skills from tutorial to complete "Annotated References Assignment." In addition, continue working on "Outline" assignment.</p> <p><i>Annotated References Assignment</i></p> <p><i>Due before midnight</i></p>
	Thurs	2/29	Research Question Feedback and literature search	<p>Meet at scheduled time in classroom.</p> <p>If students are not scheduled to meet with instructor, continue working on the "Outline" assignment.</p>

Week	Day	Date	Topic	Assignments Due**
7	Tues	3/5	APA Style Mastery Test grading (First attempt) · APA Style Basics	<i>Outline Assignment</i> <i>Due before midnight</i>
	Thurs	3/7	Mini-Literature Review feedback and Peer Editing	Peer Review
8	Tues	3/12	Writing your literature review	Sign up for "Literature Review Development Meetings" <i>Mini-Literature Review (Final Draft)</i> <i>Due before midnight</i>
	Thurs	3/14	Literature Review Development Meetings	
9	Tues	3/19	Literature Review Development Meetings	
	Thurs	3/21	Literature Review Development Meetings	
10	Tues	3/26	Literature Review Development Meetings	

Week	Day	Date	Topic	Assignments Due**
	Thurs	3/28	<p>ATTENDANCE MANDATORY</p> <ul style="list-style-type: none"> · Research Report Demonstration – Do not miss! “Research Report Basics” · APA Style Basics · <p>Introduce “Research Report” assignment</p>	<p>APA Style Mastery Test (Second attempt)</p> <p>Sign up for “Literature Review Conferences”</p> <p>Sign up for oral presentations.</p> <p><i>Literature Review (Draft 1)</i></p> <p><i>Due before midnight (refer to page 6 and 8 in syllabus)</i></p>
11	Tues	4/2	SPRING RECESS	
	Thurs	4/4	SPRING RECESS	
12	Tues	4/9	Literature Review Conferences	
	Thurs	4/11	Literature Review Conferences	Turn in APA Style Mastery Test (Second attempt)
13	Tues	4/16	Literature Review Conferences	
	Thurs	4/18	Literature Review Conferences	<p><i>Research report</i></p> <p><i>Due before midnight</i></p>
14	Tues	4/23	Literature Review Conferences	
	Thurs	4/25	<p>Discuss second, and final, draft of literature review and oral presentations</p> <p>Peer Reviews & Editing</p>	

Week	Day	Date	Topic	Assignments Due**
15	Tues	4/30	Oral Presentations	Attendance mandatory Literature Review (Draft 2) Due before midnight
	Thurs	5/2	Oral Presentations	Attendance mandatory
16	Tues	5/7	Oral Presentations	Attendance mandatory Literature Review (Final Draft) Due before midnight Attendance mandatory
	Thurs	5/9	LAST DAY OF INSTRUCTION Oral Presentations	Attendance mandatory
Final Exam meeting date	Friday	May 17th 7:15-9:30 AM	Oral Presentations	Attendance mandatory APA Mastery test (3rd and final attempt) Research skills posttest

* 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.