

San José State University
College of Social Sciences, Department of Psychology
Psychology 100W Sec 01 - Writing Workshop Spring 2023

Course and Contact Information

Instructor: Maipeng Wei
Telephone: (408) (924-5628)
Office hours: M **10:30-11:30 am**
Classroom: DMH 347

Office Location: DMH 230
Email: maipeng.wei@sjsu.edu
Class Days/Time: **MW 9:00AM - 10:15AM**
GE/SJSU Studies Category: Aera Z

Prerequisites:

- ENGL 1B (with a grade of C or better)
- Completion of core GE
- Satisfaction of Writing Skills Test
- Upper division standing
- PSYC 1
- STAT 95 or senior standing
- Psychology Majors/Minors and Behavioral Science Majors only

Course Description

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

Course Format

This is an in-person course. We will meet in-person in Dudley Moorhead Hall (DMH) 347 during our scheduled class days/times.

Learning Outcomes

Learning Outcomes (LOs) are specific, measurable goals and objectives that students have demonstrated upon successful completion of the course. 100W is designed to address 3 levels of Learning Outcomes:

- GE/SJSU Learning Outcomes (LOs). These are outcomes mandated by General Education.
- 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.
- 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 (PLO)

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 Texts/Readings

Textbook: American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th Ed.).

Other Readings: All other readings and activities 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 SJSUOne 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 searches, etc. She will be available throughout the semester to meet virtually with individual students.

Contact information: email christa.bailey@sjsu.edu

Course Requirements and Assignments

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.

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 information sheets.

Assignment information sheets (as well as other useful resources) can be found on the course Canvas site.

The major skills and associated assignments include (*not all assignments are graded, grading information can be found on Page 5*):

- Basic skills (e.g., plagiarism tutorial)
You will do a plagiarism tutorial online. Though this assignment does not count toward the final grade, this is an important and required skill. This is a required element to complete course.
- APA style: 5 APA worksheets
- Writing assignments associated with writing and research skills include:
 1. Evaluating Information Sources
 2. Literature Review
 3. Analyzing a research report (in-class assignment)

Evaluating Information Sources

You will write an essay (400-500 words) that addresses the credibility and accuracy of claims made in an assigned article about psychological research. The essay should include your answers to some given questions.

Literature review

This is the major paper that you will be writing for this course. The major paper you will be writing for this course is an *APA style literature review* (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. This project will require completing:

- **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.
- **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.
- **Microsummaries:** 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.
- **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.
- **Peer Review Assignment** in which you will be assigned a partner and give each other feedback.
- **Literature review draft 1** describing and synthesizing relevant theory and research findings relevant to a research question.
- **Literature review draft 2** describing and synthesizing relevant theory and research findings relevant to a research question.
- **A final paper** describing and synthesizing relevant theory and research findings relevant to a research question.

Analyzing a research report

The instructor will present a research report to students. Students will be asked to analyze the report by answering the instructor's questions. This is an in-class assignment. The purpose is to help students understand the structure of a research report.

Final Examination or Evaluation

As per University policy S17-1 (<http://www.sjsu.edu/senate/docs/S17-1.pdf>) which states that "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."

The final evaluation for this course is the oral presentation (about 10 minutes) of students' literature review. Due to time constraints, these presentations are scheduled over several class periods at the end of the semester – including the time of the final exam.

Grading Information

Your grade for this course will be calculated based on the number of points accumulated throughout the semester.

The points and percentage of course grade associated with each assignment.

Skills and Associated Projects	Activity	Total Points	%
APA	APA Style Worksheets	15	7.5%
Writing and research skills- Project 1	Evaluating Information Sources	5	2.5%
Writing and research skills- Project 2	Research Question Assignment	2	1%
	References	5	2.5%
	Outline assignment	5	2.5%
	Microsummary Part1	10	1%
	Microsummary Part 2	10	5%
	Literature Review (Draft1)	15	7.5%
	Literature Review (Draft2)	15	7.5%
	Peer review	8	4%
	Literature Review (Final)	80	40%
Analyzing a research report	In-class analysis	20	10%
Final exam	Oral Presentation (10 minutes) on Literature Review topic)	10	5%
Total		200	100%

Determination of Grades

Final grades in this course will be assigned as indicated below.

Important Note: You must pass this course with a C or better as an SJSU graduation requirement.

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>96 to 100%</i>
<i>A</i>	<i>93 to 95%</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>

Late Assignments

Assignments are due on the day indicated on the course schedule. If due dates are changed, the new due date will be announced in lecture and posted on Canvas in a timely fashion. No extensions will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation. Consideration will also be given to students whose dependent children experience serious illness. You may submit a late assignment without reasonable and documented reasons, but you will receive a 10%-point deduction.

Extra Credit

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

Classroom Protocol

Regular attendance is necessary to do well in the course.

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

Laptops

In-class laptop use should be restricted to course-related activities (e.g., taking notes). You will be asked to turn off your laptop if you are engaged in non-class activities.

Cellphones and other electronic devices

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

Late arrivals

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

Be respectful of others

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

I expect you to come to class prepared

“Prepared” means you have completed the readings before class starts and written down any questions you had. Be prepared to take notes.

Communication

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

Check the course Canvas site regularly

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

University Policies

Per [University Policy S16-9](#), 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 [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.

Student Resources

Librarian: Psychology

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

Psychology Librarian: Christa Bailey (408) 808-2422 christa.bailey@sjsu.edu

<http://libguides.sjsu.edu/psychology> The library also has an abundance of resources for doing psychology research.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](#) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and on the 2nd floor of the Student

Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

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

ACCESS Success Center

The [ACCESS Success Center](http://www.sjsu.edu/access/) is a resource for College of Social Sciences students, which includes psychology majors. This center provides mentoring, tutoring, and advising especially geared for social science majors. The center provides workshops and presentations on writing, statistics, graduate school applications, and so forth. Visit their webpage for more information,

<http://www.sjsu.edu/access/>

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

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

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing



Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an

appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

PSYC 100W/Writing Workshop, Spring 2023, Course Schedule

This is a tentative timeline. The schedule is subject to change with fair notice.
Changes will be announced in class and via Canvas Notifications

Week	Date	Day	Topics	Assignments due
1	1/25	W	Course Introduction; Syllabus review	
2	1/30	M	Discuss: What academic writing is Discuss: What a literature review is Discuss: What a research report is	Plagiarism tutorial (due Friday, 2/3) https://libguides.sjsu.edu/plagiarism
	2/1	W	Discuss: Types of sources (empirical studies, theoretical articles, literature reviews, etc.) In-class activity: Evaluating Sources of Information	Take until you score 85% or better
3	2/6	M	Brainstorming a topic and narrowing it down APA Style worksheet Part1	Evaluating Sources of Information assignment (due Friday, 2/10)
	2/8	W	Research Skills & Library Tutorial Library Visit - Christa Bailey, Meet in MLK	
4	2/13	M	How to write a literature review	-APA Style worksheet Part1 (due Friday, 2/17)
	2/15	W	In-class literature search Summarizing articles using microsummaries In-class activity: writing your first microsummary	-Research Question due (due Friday, 2/17)
5	2/20	M	Topic: Writing skills and quality APA Style Worksheet 2	References (due Friday, 2/24)
	2/22	W	Topic: Writing skills and quality	
6	2/27	M	Topic: Writing skills and quality APA Style Worksheet 3	-APA Style Worksheet Part 2 (due Friday, 3/3) -Microsummaries Part 1 due Friday, 3/3)
	3/1	W	Topic: Writing skills and quality Discuss: Paraphrasing and plagiarism	
7	3/6	M	Topic: Writing skills and quality APA Style Worksheet 4	-APA Style Worksheet 3 (due Friday, 3/10)
	3/8	W	Literature review development meetings (Individual; required meetings with the instructor)	
8	3/13	M	Literature review development meetings (Individual; required meetings with the instructor)	-APA Style Worksheet 4 -Microsummaries Part 2 (due Friday, 3/17)
	3/15	W	Literature review development meetings (Individual; required meetings with the instructor)	
9	3/20	M	Literature review development meetings (Individual; required meetings with the instructor)	Outline assignment (due Friday, 3/24)

Week	Date	Day	Topics	Assignments due
	3/22	W	Literature review development meetings (Individual; required meetings with the instructor)	
10	<i>Mar 27-31 (Monday to Friday) Spring Recess - no classes</i>			
11	3/27	M	Topic: Writing skills and quality: telling a “story” APA style Worksheet 5	Literature review Draft 1 (due Friday, 3/31)
	3/29	W	Topic: Writing skills and quality	
12	4/3	M	Literature review checklists	APA Style Worksheet 5 (due Friday, 4/7)
	4/5	W	Literature Review Conferences (Individual; required meetings with the instructor)	
13	4/10	M	Literature Review Conferences (Individual; required meetings with the instructor)	
	4/12	W	Literature Review Conferences (Individual; required meetings with the instructor)	
14	4/17	M	Literature Review Conferences (Individual; required meetings with the instructor)	
	4/19	W	Literature Review Conferences (Individual; required meetings with the instructor)	
15	4/24	M	Topic: Basics of research design	Literature review Draft 2 due (4/30, Sunday)
	4/26	W	Topic: how to write a research report In-class activity: analyzing a research report	
16	5/1	M	Peer Review of Literature Review (Mandatory)	Peer Review: - Upload Literature Review Draft 2 to Canvas before class start - Submit your feedback by the end of the class.
	5/3	W	Oral Presentations and peer reviews	
17	5/8	M	Oral Presentations and peer reviews	
	5/10	W	Oral Presentations and peer reviews	
	5/15	M	Oral Presentations and peer reviews	
Final Exam	5/18	Thu	7:15-9:30 AM Oral Presentations and peer reviews (if needed)	Literature Review (Final, due Friday, 5/19)