

San José State University
Psychology Department
PSYC 100W Sec. 84/85, Writing Workshop, Spring 2023

Course and Contact Information

Instructor: Karin Jeffery, Ph.D.

Office Location: DMH 230

Email: karin.jeffery@sjsu.edu

Office Hours:

- In person: TTH 9:00 - 10:15am
- By appointment: <https://calendly.com/karin-jeffery/meeting>

Class Days/Times: N/A; This class is asynchronous. There are no scheduled meetings.

Classroom: N/A

Prerequisites:

- A3 or equivalent second semester composition course (with a grade of C- or better)
- Completion of core GE
- Upper division standing (60 units)
- PSYC 1 and STAT 95 or senior standing
- Psychology Majors/Minors and Behavioral Science Majors only

GE/SJSU Studies Category: Area Z

Important Note about Course Grade: According to SJSU GE policy, this course must be passed with a C or better as a CSU 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 asynchronous course. We will not have regularly scheduled class lectures. However, we will meet 1:1 this semester to talk about your research paper. I'm happy to have additional meetings with you too if that will be helpful - just let me know via Canvas messaging, email, or by signing up via [my online scheduler](#).

Canvas

Course materials such as the syllabus, handouts, notes, assignment instructions, etc. can be found on the [Canvas Learning Management System course login website](#). You are responsible for regularly checking Canvas to learn of any updates. For help with using Canvas, see [Canvas Student Resources page](#) at <https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php>.

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.

Course Learning Outcomes (CLOs)

Learning Outcomes (LOs) are specific, measurable goals and objectives that students have demonstrated upon successful completion of the course. **GE/SJSU Course Learning Outcomes (GELOs)** are course outcomes mandated by General Education and can be found, along with additional required course content, in the [Fall 2014 GE Guidelines](http://www.sjsu.edu/senate/docs/2014geguidelines.pdf), which can be found here: <http://www.sjsu.edu/senate/docs/2014geguidelines.pdf>

Students shall write complete essays that demonstrate college-level proficiency. Upon successful completion of this course, students will be able to:

- CLO 1. produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, clarity of expression satisfied by the following major assignments (there are other assignments that also address this CLO): *Literature Review, Mini-Literature Review, APA Style Mastery Test*
- CLO 2. explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse satisfied by the following major assignments (there are other assignments that also address this CLO): *Literature Review, Mini-Literature Review, Research Report, Research Article Summaries and Evaluations*
- CLO 3. organize and develop essays and documents for both professional and general audiences satisfied by the following major assignments (there are other assignments that also address this CLO): *Literature Review, Mini-Literature Review*
- CLO 4. organize and develop essays and documents according to appropriate editorial and citation standards satisfied by the following major assignments (there are other assignments that also address this CLO): *Literature Review, Mini-Literature Review, Research Report, APA Style Mastery Test*
- CLO 5. locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing satisfied by the following major assignments (there are other assignments that also address this CLO): *Literature Review, Mini-Literature Review, Annotated References, Literature Review Outline, Research Skills Pretest and Posttest*

GE requirements for 100W require that students 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-Texts

Several of our assignments will come from the American Psychological Association's e-text, Academic Writer (AW).

To order AW:

- Just click on any APA Academic Writer assignment on our Canvas website.
- 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.

2. Writing Workbook: [Character Planning Workbook for Novels and Other Writing Projects](#)

We will use this downloadable workbook to work on personal statements and to develop a more positive attitude toward writing in general - yes, it can happen! [Here is a tutorial on how to use the workbook.](#)

Additional Recommended Readings and Resources:

- Condensed version of the American Psychological Assoc. (2020). *Publication Manual of the American Psychological Association* (7th Ed.)
- <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/>
- [SJSU Library: Psychology-specific tutorials, resources](#) at <https://libguides.sjsu.edu/psychology?hs=a>

Additional readings for the course will be posted on Canvas.

Our Psychology Librarian

Our official psychology librarian, Christa Bailey, christa.bailey@sjsu.edu, can help you find research articles for this class and other classes. She can also help you learn how to navigate the library databases to find research sources.

Course Canvas Site

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

- Course announcements
- Links to web pages that will be of use to you throughout the course
- Handouts and articles
- Lecture slides
- Assignment submission inboxes
- Rubrics and feedback for major assignments
- Grade roster

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 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 (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 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 a regular part of our class will involve reviewing each other’s work and giving constructive feedback. You’ll be amazed at how effective this is!

Main Literature Review

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 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 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** 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 feedback and revise your paper as needed.
- **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

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

Literature Review writing assignments: 150 points total

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

> Academic Writer Assignments: 10 assignments @10 points each; 100 points total

> Writing Workbook Assignments: 5 assignments @10 points each; 50 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>Points</i> | <i>Percentage</i> |
|----------------|--------------------|-------------------|
| <i>A</i> | <i>930 to 1000</i> | <i>93 to 100%</i> |
| <i>A minus</i> | <i>900 to 929</i> | <i>90 to 92%</i> |
| <i>B plus</i> | <i>860 to 899</i> | <i>86 to 89 %</i> |
| <i>B</i> | <i>830 to 859</i> | <i>83 to 85%</i> |
| <i>B minus</i> | <i>800 to 829</i> | <i>80 to 82%</i> |
| <i>C plus</i> | <i>760 to 799</i> | <i>76 to 79%</i> |
| <i>C</i> | <i>730 to 759</i> | <i>73 to 75%</i> |
| <i>C minus</i> | <i>700 to 729</i> | <i>70 to 72%</i> |
| <i>D plus</i> | <i>660 to 699</i> | <i>66 to 69%</i> |
| <i>D</i> | <i>630 to 659</i> | <i>63 to 65%</i> |
| <i>D minus</i> | <i>600 to 629</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 papers must be typed, 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), and adhere to APA format (7th edition).
- **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, the new due date will be announced in lectures and via Canvas in a timely fashion.

Grade changes: Final grades will not be changed unless 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.

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.

Additional Information

Writing Center: The SJSU Writing Center offers a variety of free resources to help students become better writers. The center offers writing resources, workshops, and one-on-one and small-group tutoring sessions. Services support writing for students in all disciplines and at all levels. The SJSU Writing Center is located in the MLK library on the 2nd floor. Workshops and tutoring are also available through online platforms. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at sjsu.edu/writingcenter.

Academic Counseling Center for Excellence (ACCESS): ACCESS in the Social Sciences provides General Education advising, academic planning, graduation planning, mandatory freshman advising, probation advising, reinstatement and former student returning advising, career counseling, and tutoring (Statistics & Writing) for undergraduate students majoring or intending to major in any of the departments in the College of Social Sciences (CoSS). To schedule an appointment, visit the ACCESS website at <https://www.sjsu.edu/access/>.

Student Technology Resources: The [SJSU Learn Anywhere](#) site (<https://www.sjsu.edu/learnanywhere>) has a number of helpful resources for learning in an online environment, including help with Zoom and Canvas, finding free or affordable internet and computer resources, FAQs, workshops, and more. Additionally, a wide variety of audio-visual equipment is available for student checkout from [Collaboration & Academic Technology Services](#) located in IRC Building. These items include, but are not limited to: Laptops, wifi hotspots, webcams, and wireless microphones.

Counseling and Psychological Services: The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential 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 the Counseling and Psychological Services website at sjsu.edu/counseling, call 408-924-5910, or email counseling.services@sjsu.edu.

Peer Connections: [Peer Connections](#) is your campus-wide resource for mentoring (time management, note taking, learning strategies, adjusting to college, etc.) and tutoring (including over 120 different courses and undergraduate writing). In addition, Peer Connections provides classroom support through Supplemental Instruction Leaders, Learning Assistants, Peer Mentors, and Embedded Tutors. Your instructor will announce if a Peer Educator is in your class. Peer Connections also has space for studying and offers breakfast snacks for students each day while supplies last. All services are FREE to SJSU students. For more information on services, hours, locations, or a list of current student success workshops, please visit the website at peerconnections.sjsu.edu.

SJSU Cares: Students experiencing challenges meeting their basic needs including, but not limited to, access to food, shelter, and a safe space are encouraged to contact [SJSU Cares](#). Students who feel that their class performance may be affected by these challenges are encouraged to notify their professors, if comfortable doing so. Faculty members may be able to provide flexibility within the course for students working with a case manager.

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 via Canvas messaging.

| Wk/ Module | Week Start Date | Topics, Readings, Assignments, Deadlines | Learning Outcomes |
|---------------|-----------------------|--|----------------------|
| 2 | Jan 30 | <ul style="list-style-type: none"> ● Mass media vs. scholarly, peer-reviewed research sources ● Reading research using the SQ3R “SpongeBob” method ● Academic Writer (AW): Getting started (due Feb. 2) | CLO 2, 4, 5 |
| 3 | Feb 6 | <ul style="list-style-type: none"> ● Finding scholarly research articles ● Finding an interesting topic (brainstorming) ● Literature review examples and templates ● Narrowing topics down with the “Funnel Method” ● Writing Workbook Activity #1 (due Feb. 9) ● AW: Finding reliable sources (due Feb. 9) | CLO 2, 4, 5 |
| 4 | Feb 13 | <ul style="list-style-type: none"> ● First 1:1 meeting to discuss your literature review ● Submit Outline with main topic and 2-4 possible subtopics ● AW: Writing clearly (due Feb. 23) ● Writing Workbook #2 (due Feb. 23) | CLO 1, 2, 3, 4, 5 |
| 5 | Feb 20 | <ul style="list-style-type: none"> ● “Fantastic Research Sources and Where to Find Them (on Google Scholar)” ● Summarizing articles using microsummaries ● Writing your first microsummary ● AW: Citing references in text (due Feb. 16) | CLO 2, 4, 5 |
| 6 | Feb 27 | <ul style="list-style-type: none"> ● Starting your paper: Microsummaries and paraphrasing ● AW: Paraphrasing (due Mar. 2) | CLO 1, 2, 3, 4, 5 |
| 7 | Mar 6 | <ul style="list-style-type: none"> ● Finding help on YouTube ● Submit Microsummaries #1 (due Mar. 9) ● AW: Reference lists (due Mar. 9) | CLO 2, 4, 5 |

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|----|------------|--|-------------------|
| 8 | Mar 13 | <ul style="list-style-type: none"> ● Roadmap for rest of semester ● The 3-point method for organizing papers ● How to write Draft 1; what to include | CLO 2, 4, 5 |
| 9 | Mar 20 | <ul style="list-style-type: none"> ● Introducing the Perfect Paper Checklist ● Latin abbreviations (et al., e.g.) ● Reference list format ● Submit Peer Review of Partner's Draft 1 (due Mar. 23) ● Submit Draft 1 (600 words) (due Mar. 23) | CLO 2, 4, 5 |
| 10 | Mar 27 | <ul style="list-style-type: none"> ● SPRING BREAK Y'ALL | |
| 11 | Apr 3 | <ul style="list-style-type: none"> ● Second literature review 1:1 meetings ● AW: Capitalization (due Apr. 6) ● Writing Workbook Activity #3 (due Apr. 6) | CLO 2, 4, 5 |
| 12 | Apr 10 | <ul style="list-style-type: none"> ● Comparing results from different research studies ● Review: Example paper, "Perfect Paper" Checklist, the 3-point method ● AW: Reducing language bias (due Apr. 13) | CLO 1, 2, 3, 4, 5 |
| 13 | Apr 17, 19 | <ul style="list-style-type: none"> ● Plagiarism ● Sentence fragments ● Writing Workbook Activity #4 (due Apr. 20) | CLO 2, 4, 5 |
| 14 | Apr 24 | <ul style="list-style-type: none"> ● Objectivity in scholarly writing ● Overview: Final paper format ● AW: Numerals versus words (due Apr. 27) ● Submit Peer Review of Partner's Draft 2 (due Apr. 27) ● Submit Draft 2 (1200 words) (due Apr. 27) | CLO 1, 2, 3, 4, 5 |
| 15 | May 1 | <ul style="list-style-type: none"> ● Verb tense (why do we care?) ● AW: Alphabetizing the reference list (due May 4) | CLO 1, 2, 3, 4, 5 |
| 16 | May 8 | <ul style="list-style-type: none"> ● Final peer reviews ● Submit Peer Review of Partner's Draft 3 (due May 11) ● Submit Draft 3 (1800 words) (due May 11) | CLO 1, 2, 3, 4, 5 |
| 17 | May 15 | <ul style="list-style-type: none"> ● LAST DAY OF INSTRUCTION FOR SPRING SEMESTER ● Writing Workbook Activity #5 (due May 15) ● Final literature review (2000 words minimum, 10 scholarly, peer-reviewed references) (due Thursday May 18 @11:59 pm) | CLO 1, 2, 3, 4, 5 |