**SJSU SAN JOSÉ STATE UNIVERSITY**

**College of Social Sciences · Psychology**

# Writing Workshop

## PSYC 100W

Fall 2025   Section 08   In Person   3 Unit(s)   08/20/2025 to 12/08/2025   Modified 08/22/2025

# 🕐 Course Information

| | |
|---|---|
| Instructor | Ángel Villicaña, M.S. |
| Email | Angel.villicana@sjsu.edu |
| Office Hours | Fridays, 2:00pm - 3:30pm or by appointment (DMH #230 or Zoom) |
| Class Days/Time | PSYC 100W-08: Monday/Wednesday, 1:30pm – 2:45pm in ENG #327 |
| Course Format | In-person in ENG #327, unless otherwise specified |

# 💻 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

## Communication

Please reach out whenever you have questions, concerns, or curiosities. You may contact me via email (angel.villicana@sjsu.edu) or Canvas messaging. Please include the class and section number in the subject line. I aim to respond within 1–2 business days. Messages sent over the weekend may not receive a response until Monday.

I encourage you all to reach out **often and early**. Your presence and contributions to this class matter. Please let me know if there is anything I can do to help improve your learning experience.

## Office Hours

My regular office hours are Fridays from 2pm - 3:30pm in DMH #230. I am also available by appointment, either in person or via Zoom (depending on your schedules). I encourage you to use office hours to discuss course material, assignments, or any questions about your progress in the class.

## Respectful Learning Environment

We strive for a classroom where all students feel safe, supported, and heard. Please:

- Listen when others are speaking and contribute constructively.
- Avoid side conversations during class and labs.
- Respect diverse perspectives and experiences.

## Accessibility & Accommodations

San José State University is committed to providing equitable access to learning for all students. The Accessible Education Center (AEC) will notify me of students with documented accommodations. However, it is your responsibility to meet with me if you would like to discuss how your accommodations may apply in this course, especially since there are no traditional exams. Please reach out early in the semester so we can plan together and ensure your needs are met.

## AI Policy

Generative artificial intelligence tools—software that creates new text, images, computer code, audio, video, and other content—are widely available. Well-known examples include ChatGPT (text) and DALL·E (images). This policy governs all such tools, including those released during our semester together.

- You **may use generative AI tools to brainstorm initial ideas, create outlines, or revise drafts** for assignments in this course.
- You **may not use AI tools to write your assignments for you**.
- If you use AI on assignments, you must **document and credit the tool**. Cite the tool using APA format (as software), and include a brief (25–100 word) description of how you used it. Add this paragraph at the end of your text, before the References list; it is **not included in** *the word count.*

*Important considerations:*

- AI tools are trained on limited, pre-existing datasets that may be out-of-date or include copyrighted material. Reliance on AI can result in plagiarism, copyright violations, or inaccurate content.
- You are responsible for ensuring that all submitted work reflects your own understanding, is accurate, and maintains academic integrity.

- Unauthorized or improper use of AI will be addressed under the **SJSU Academic Integrity Policy**. Consequences for a first offense may range in severity; repeated offenses may result in more serious academic review.

# 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 Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)
Building on the WID/GE outcomes, students in this course will specifically be able to:

1. Formulate research questions in psychology and articulate them in writing.
2. Write in APA Style with attention to clarity, organization, and evidence-based reasoning.
3. Summarize, critique, and synthesize psychological research articles.
4. Develop, revise, and present components of an empirical research report (abstract, introduction, method, results, discussion).
5. Effectively incorporate feedback to improve drafts and final products,

Program Learning Objectives (PLOs)
Upon successful completion of this course, students will be able to:

1. 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.

2. 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.
3. 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.
4. Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
5. Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as members of society.

# 📘 Course Materials

### Required Texts
No textbooks or supplemental materials are required for this class. We will be using open-source materials, all of which will be posted on Canvas for you to access.

### Recommended Texts
These are not required for you to purchase, but will be useful throughout the course. Specific excerpts and resources will be linked and posted on Canvas. If there is a resource you'd like to share and add to the class, please message me privately and ensure it is in a shareable format (e.g., NOT a private file or broken link).

- APA Style website: [https://apastyle.apa.org/](https://apastyle.apa.org/)
- APA Style Tutorial at [https://extras.apa.org/apastyle/basics-7e/](https://extras.apa.org/apastyle/basics-7e/)
- Purdue Owl APA Style Resource at [https://owl.purdue.edu/](https://owl.purdue.edu/)
- American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th Ed.).
- Condensed version of the American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th Ed.)

### PSYC Librarian
If you'd like more direct support for literature searches or need help navigating resources, please reach out to our reference librarian, Christa Bailey. Christa is here to assist students enrolled in psychology courses in using databases, literature searches, etc. Info here:

- Phone: (408) 808-2422
- [Christa.Bailey@sjsu.edu](mailto: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. More in-depth instructions and rubrics will be made available on Canvas for each assignment.

### Participation & Weekly Activities (15%)

Participation grades reflect active engagement in class and on Canvas via short, low-stakes activities, such as:

- Answering reflection prompts
- Responding to a "Question of the Day" (QOTD)
- Short knowledge checks or mini activities
- Participation reflections: a short note on how students plan to apply peer or instructor feedback to their work

*Expectations for earning participation credit:* Students are expected to attend all class meetings, as they are responsible for the material discussed in lectures and labs. Active participation is essential for your learning and for supporting your peers' learning. Participation will be assessed based on contributions to discussions, completion of in-class activities, and collaboration with peers. Given the nature of these activities, you must be present in class to earn participation credit. Credit is based on effort and completion, not perfection.

*Guidelines:*

- Completed in-class or submitted via Canvas by Friday 11:59 PM
- Maximum 3 points per assignment
- To allow flexibility, the two lowest participation grades will be dropped when calculating the final participation score.
- Assignments will vary in format but will generally involve writing about 150–250 words
- Across the semester, there will be approximately 15 participation assignments (one most weeks)

*Grading basis:* Participation assignments are graded on effort, engagement, and completion. A detailed rubric is posted on Canvas.

### Writing Exercises (25%)
A total of six short (1–2 pages, 250–500 words) targeted skill-building assignments designed to reinforce lecture content and research skills:

- Paraphrasing practice
- APA formatting drills
- Outlining and thesis statements
- Annotated bibliography entries
- Microsummaries

*Submission:* Canvas, by assigned due dates
*Grading basis:* Writing exercises are graded based on responsiveness to instructions, accurate implementation of APA style, writing clarity, and mechanics. Detailed rubrics are posted on Canvas.

### Major Paper: Literature Review (45%)
Scaffolded into multiple stages to support gradual development:

1. Draft 1 (5%) (600 words, 3 sources) – Incorporates peer and instructor feedback via in-class or Canvas discussion

2. Draft 2 (10%) (1200 words, 6–7 sources) – Peer/instructor feedback integrated; revision work reflected in participation activities
3. Draft 3 (10%) (1800 words, 9–10 sources) – Peer/instructor feedback integrated; participation reflections on revisions
4. Final Draft (20%) (2000+ words, 10+ sources) – Incorporates all feedback and polished for final submission

*Note:* Tutor meetings are optional and recommended only for additional support; no separate revision memos are required.
*Grading basis:* Literature review drafts and the final paper are graded on clarity, organization, synthesis of sources, APA style, and responsiveness to feedback. Detailed rubrics are available on Canvas.

### Final Reflection & Portfolio (15%)

This is the culminating experience of the course where you will submit a curated portfolio of revised work accompanied by a short reflective essay (500–1000 words) covering:

- Writing growth
- Research skill development
- Future writing goals

Portfolio planning will occur during class (Week 16), giving you extra time and direct feedback.
*Submission:* Mon, Dec 15, 3:00 PM on Canvas.
*Grading basis:* Portfolio and reflection are graded on completeness, integration of revisions, reflection on learning, and writing clarity. Detailed rubrics are posted on Canvas.

### Participation/Weekly Activities Integration

Short reflections on feedback from peers and the instructor will be counted under participation (as noted above). These reflections give students accountability for incorporating revisions without requiring separate assignments.

### Workload Expectation

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) on instruction, preparation/studying, or other course-related activities. This includes, but is not limited to, participation in class, completion of assignments, research, and any required labs or practica. Other course structures will have equivalent workload expectations as described in the syllabus.

# ✔ Grading Information

### Grading Breakdown

| Category | Description | % of Grade |
| --- | --- | --- |
| Participation & Weekly Activities | Low-stakes in-class and Canvas assignments, including short reflections on revisions and peer review. The two lowest assignment grades are dropped. | 15% |

| Category | Description | % of Grade |
|---|---|---|
| Writing Exercises | Skill-building assignments (topic brainstorming, source evaluation, microsummaries, paraphrasing, APA practice) | 25% |
| Major Paper: Literature Review | Scaffolded drafts leading to final literature review (Drafts count for completion/feedback; final draft graded fully) | 45% |
| Final Reflection & Portfolio | Curated portfolio of revised work + reflective essay; includes in-class portfolio planning | 15% |
| Total | | 100% |

## Grading Scale

| Letter Grade | Percent |
|---|---|
| A+ | 97 or higher |
| A | 93 to 96.99 |
| A- | 90 to 92.99 |
| B+ | 87 to 89.99 |
| B | 83 to 86.99 |
| B- | 80 to 82.99 |
| C+ | 77 to 79.99 |
| C | 73 to 76.99 |
| C- | 70 to 72.99 |
| D+ | 67 to 69.99 |

| | |
|---|---|
| D | 63 to 66.99 |
| D- | 60 to 62.99 |
| F | <60 |

### Late Work

All individual assignments may be submitted up to 48 hours after the deadline with no penalty. After 48 hours, an automatic 10% deduction per day applies.

Please reach out **early or as soon as possible** if you anticipate difficulty meeting a deadline. Communication before the due date can often prevent penalties and allow for alternative arrangements when appropriate.

### Extra Credit – 2%

Opportunities may be provided for students up to two percentage points of the total course grade. These may range from one-page literature reviews, video essays, or research event summaries submitted. Submission portals with further instructions will be provided on Canvas.

# 🏛 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

PSYC 100W – Adv. Research Methods in Psychology, Fall 2025 Schedule

This schedule is subject to change with fair notice. You will be notified via Canvas if syllabus updates are made.

| Week & Date | Class Topic | Due Dates / Assignments |
|---|---|---|
| 1 – Aug 20 | Course intro, syllabus, Canvas setup | Participation: Self-introduction post on Canvas. Due by 8/22/25, 11:59pm |

| Week | Topic | Assignments |
|---|---|---|
| 2 – Aug 25 & 27 | Choosing a research topic; intro to databases; SQ3R reading | Writing Exercise #1: Topic brainstorming; Participation: Writing strengths & challenges reflection (short post on Canvas) |
| 3 – Sep 3 *(Mon holiday)* | Refining research questions; mass media vs. scholarly sources | Writing Exercise #2: Source evaluation (1 popular vs. 1 scholarly article; compare credibility); Participation: weekly reflection |
| 4 – Sep 8 & 10 | Summarizing & paraphrasing; microsummaries | Writing Exercise #3: Microsummary (200–300 words); Participation: QOTD / reflection |
| 5 – Sep 15 & 17 | Draft 1 prep; narrowing focus & early sources | Due 9/17: **Draft 1** (600 words, 3 scholarly sources); Participation: weekly reflection; *Tutor meetings optional/recommended* |
| 6 – Sep 22 & 24 | Draft 1 feedback & revision workshop | Peer review + instructor feedback (in-class/Canvas); Participation: short revision reflection |
| 7 – Sep 29 & Oct 1 | Organizing papers; outlining Draft 2 | Writing Exercise #4: Draft 2 outline; Participation: QOTD |
| 8 – Oct 6 & 8 | Draft 2 development | Due 10/8: **Draft 2** (1000–1200 words, 5 scholarly sources); Participation: weekly reflection |
| 9 – Oct 13 & 15 | Draft 2 feedback; integrating sources effectively | Peer review + instructor feedback; Participation: weekly reflection |
| 10 – Oct 20 & 22 | Style & synthesis workshop; paraphrasing practice | Writing Exercise #5: Quotation/paraphrasing practice; Participation: QOTD |
| 11 – Oct 27 & 29 | Draft 3 development | Due 10/29: **Draft 3** (1500–1800 words, 6–8 scholarly sources); Participation: weekly reflection |

| | | |
|---|---|---|
| 12 – Nov 3 & 5 | Writing in psychology: APA structure, Methods/Results conventions | Instructor feedback on Draft 3 (Canvas/in-class); Participation: QOTD |
| 13 – Nov 10 & 12 | APA review; avoiding plagiarism; sentence clarity | Writing Exercise #6: APA skills practice; Participation: weekly reflection |
| 14 – Nov 17 & 19 | Final revision strategies; formatting | Due 11/19: **Final Literature Review Draft** (2000+ words, 10+ sources); Participation: QOTD |
| 15 – Nov 24 *(Mon only)* | Thanksgiving week – review APA & verb tense | Participation: review exercise |
| 16 – Dec 1 & 3 | Portfolio planning workshop; peer support | In-class: Portfolio planning activity; Due 12/3: Final Reflection Draft (500–1000 words); Participation: weekly reflection |
| 17 – Dec 8 | Course wrap-up, reflection discussion | Participation: final check-in; Optional office hour meetings to finalize portfolio |
| Finals Week – Dec 15 | — | **Final Portfolio + Reflection due on Canvas** Due: Mon, Dec 15, 3:00 PM due on Canvas |