

# Writing Workshop

## PSYC 100W

Fall 2025 Fully Online 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/25/2025

### Contact Information

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Instructor: Chelsie O. Burchett Ph.D.

Email: [chelsie.burchett@sjsu.edu](mailto:chelsie.burchett@sjsu.edu)

Office: Dudley Moorhead Hall (DMH) 232

Website: <https://sjsu.zoom.us/j/4995957645> (<https://sjsu.zoom.us/j/4995957645>)

### Office Hours

(In person or zoom)

Monday, Wednesday, 12:00 PM to 1:00 PM, DMH 232

### Course Information

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This course will be asynchronous. All instruction will be provided via Canvas.

### Classroom Protocols

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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.

## Program Information

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**Program learning outcomes (PLOs)** are skills and knowledge that students will have achieved upon completion of the Psychology BA degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the Psychology BA degree are:

1. Knowledge Base of Psychology. Students will be able to demonstrate familiarity with 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. 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. Applications of Psychology. Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
- 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)

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*Course. Learning Outcomes (CLOs)* are specific, measurable goals and objectives that students have demonstrated upon successful completion of the course. **SJSU Writing in the Discipline Learning Outcomes** are course outcomes mandated by General Education and can be found, along with additional required course content, in the [Fall 2022 GE Guidelines](https://sjsu.edu/general-education/docs/GE%20Guidelines_Oct_2022.pdf), which can be found here: [https://sjsu.edu/general-education/docs/GE%20Guidelines\\_Oct\\_2022.pdf](https://sjsu.edu/general-education/docs/GE%20Guidelines_Oct_2022.pdf)

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

CLO 1. explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse. *This CLO is satisfied by the following major assignments (there are other assignments that also address this CLO): Literature Review, Research Report, Research Article Summaries and Evaluations.*

CLO 2. organize and develop complete discipline-specific texts and other documents for both professional and general audiences, using appropriate editorial and citation standards. *This CLO is satisfied by the following major assignments (there are other assignments that also address this CLO): Literature Review, Research Report, APA Style Mastery Test.*

CLO3. locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing. *This CLO is satisfied by the following major assignments (there are other assignments that also address this CLO): Literature Review, Annotated References, Literature Review Outline, Research Report, Research Skills Pretest and Posttest.*

CLO4. produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression. *This CLO is satisfied by the following major assignments (there are other assignments that also address this CLO): Literature Review, Research Report, APA Style Mastery Test.*

## Course Materials

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Our Canvas course website is our only All our learning materials will be posted there.

### Additional Recommended Readings and Resources

Online resources:

- 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/>

Print 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.)

### Other Technology Requirements/Equipment/Materials

- Regular access to a computer and internet connection
- SJSU Library: Psychology-specific tutorials, database search, resources

### Our PSYC Librarian

**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
- [bailey@sjsu.edu](mailto:bailey@sjsu.edu)

## Course Requirements and Assignments

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### 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.

### Major Project for this Course

Your major project for this course is an **APA-style literature review**. We'll work on this lit review for the whole semester. The goal of a literature review is to *describe and synthesize* relevant scholarly research findings about a research topic of your choice.

#### Paper requirements:

- At least 2000 words including the title page and References list
- 10 or more scholarly, peer-reviewed references
- Correct APA format

You'll write your final literature review in several assignments, including (but not limited to):

- **Proposal for your topic:** You'll develop, with help from me, a research question appropriate to the discipline of psychology and to the requirements of the course.
- **Microsummaries assignment:** You'll summarize and compare two scholarly, peer-reviewed sources relevant to your literature review topic using databases and other resources appropriate to psychological research.
- **Three preliminary drafts of your lit review** to get instructor and peer reviewer feedback and revise your paper as needed:

1. Draft 1: 600 words, synthesizing 3-4 scholarly resources
2. Draft 2: 1200 words (including your revised Draft 1), synthesizing 6-7 scholarly resources total
3. Draft 3: 1800 words (including your revised Drafts 1 & 2), synthesizing 9-10 scholarly resources total

- **Literature Review Final Draft:** Must be at least 2000 words (including title page and references list) with at least 10 scholarly, peer-reviewed sources

You won't be doing this alone! Throughout the semester you'll get support from:

- **ME:** We'll have three 1:1 required meetings to discuss your progress, answer any questions, and focus on next steps. We'll meet in a friendly, supportive setting and chocolate will be provided.
- **Writing tutors:** Three required meetings with writing tutors at the [SJSU Writing Center](#), [Peer Connections](#), and/or the [Communications Center](#): Same as your meetings with me, but with fresh sets of eyes.

## ✓ Grading Information

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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)

Assignment	Possible Points (pts)	Deadline
Self-intro discussion	5 pts for posting 5 pts for responding to 1 other post	8/29
Literature review proposal	10 pts	9/5
Microsummaries	15 pts	9/12
Draft 1 meeting with writing tutor	10 pts for submitting meeting takeaways	By 9/19
Draft 1 deadline	15 pts	9/19
Draft 1 feedback meeting with Dr. B	10 pts for submitting meeting takeaways	9/22-9/26
Draft 2 meeting with writing tutor	10 pts for submitting meeting takeaways	By 10/10
Draft 2 deadline	20 pts	10/10
Draft 2 feedback meeting with Dr. B	10 pts for submitting meeting takeaways	10/13-10/17
Draft 3 meeting with writing tutor	5 pts for showing up 5 pts for submitting meeting takeaways	By 10/31
Draft 3 deadline	20 points	10/31
Draft 3 meeting with Dr. B	10 pts for submitting meeting takeaways	11/3-11/7
<b>FINAL DRAFT [2000 words, 10 scholarly sources]</b>	50 pts	11/21

Extra credit: "Final draft" meeting with Dr. B	Extra credit	By 12/5
Extra credit: "Final draft" meeting with writing tutor		

Total Points Possible for the Semester: 200

## Breakdown

We have no final exam in this class. 😊 We'll use the final draft of your literature review as our final.

<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 be in correct APA format (7<sup>th</sup> edition), including:

- Be double-spaced
- Use 1-inch margins
- Use an 11- or 12-point font that is accessible for all users (examples: 11-point Arial, Calibri, or Georgia; 12-point Times New Roman)
- Examples: <https://apastyle.apa.org/style-grammar-guidelines/paper-format/sample-papers>

\*\*USE [Grammarly](#) or another grammar/spelling checker to double-check for grammar and spelling errors before turning in your assignments.

*Yes, you can and should use Grammarly in my class! We will explore other AI tools also.*

## 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 (including weekend days).
- The score 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.

## Extensions

No extensions will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. *If this happens to you, please contact me as early as possible and be ready to provide documentation.*

## Extra Credit

Some extra credit opportunities will become available during the semester. These opportunities will be announced in class and on Canvas as they become available.

NOTE: You can earn a maximum of 4 extra credit points this semester (2% of the 200 total points available for this course).

## Final Grade Changes

Final grades will only be changed if there was a clerical error.

## Using AI

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

- You **may** use generative AI tools to brainstorm initial ideas and outlines on assignments in this course.
- You **may** use these tools to write prompts for you when you're feeling "stuck" or "paralyzed" on a writing assignment.

**You may not use these tools to write your assignments for you!**

- If you do use generative AI tools on assignments in this class, you must properly document and credit the tools themselves. Cite the tool you used, following the pattern for computer software given in the specified style guide. Additionally, please include a brief (25-100 word) description of how you used the tool. Add this as a separate paragraph at the end of your text body, before the References list. (Note: This paragraph is not included in the word count!)

If you choose to use generative AI tools, please remember that they are typically trained on limited datasets that may be out-of-date. In addition, generative AI datasets are trained on pre-existing material, including copyrighted material, so relying on a generative AI tool may result in plagiarism or copyright violations.

Finally, keep in mind that the goal of generative AI tools is to produce content that seems to have been produced by a human, not to produce accurate or reliable content. This means that relying on a generative AI tool may result in your submission of inaccurate content. It is **your** responsibility—not the tool's—to assure the quality, integrity, and accuracy of work you submit in any college course.

If you use generative AI tools to complete assignments in this course, in ways that I have not explicitly authorized, I will apply the [Seaver College Code of Academic Integrity](#), as appropriate to your specific case. In addition, you must be wary of unintentional plagiarism or fabrication of data. Depending on the specific circumstances, a first offense academic integrity violation related to misuse of generative AI could range anywhere from Level 1 to Level 3 under the Code of Academic Integrity. Repeated offenses could raise the violation to Level 4. Please act with integrity, both for your academic record and your personal character.

## University Policies

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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

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## PSYC 100W Writing Workshop, Fall 2025 Course Schedule

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

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

Module/Week	Dates	Topics, Readings, Assignments, Deadlines	Learning Outcomes
1	8/25	<ul style="list-style-type: none"><li>● Course intro and welcome</li><li>● Set your Canvas notifications for the semester</li></ul>	CLO 1, 4, 5
2	8/25- 8/29	<ul style="list-style-type: none"><li>● Finding an <b>interesting</b> research topic (brainstorming)</li><li>● Mass media vs. scholarly, peer-reviewed research sources</li><li>● Reading research using the SQ3R method</li><li>● Reading research with AI help</li><li>● <b>Due 8/29: Self-intro discussion: Your post + 1 response</b></li></ul>	CLO 2, 4, 5
3	9/2- 9/5	<ul style="list-style-type: none"><li>● Bailey</li><li>● Narrowing topics down with the "Funnel Method"</li><li>● Narrowing topics down with AI</li><li>● <b>Due 9/5:</b><ul style="list-style-type: none"><li>• <b>Literature review proposal: Main topic + 3 possible subtopics</b></li></ul></li></ul>	CLO 2, 4, 5

<b>Module/Week</b>	<b>Dates</b>	<b>Topics, Readings, Assignments, Deadlines</b>	<b>Learning Outcomes</b>
4	9/8 - 9/12	<ul style="list-style-type: none"> <li>● Summarizing articles using microsummaries</li> <li>● Writing your first microsummary</li> <li>● Finding scholarly research on Google Scholar</li> <li>● How to start Draft 1: Microsummaries and paraphrasing</li> <li>● <b>Due 9/12: Microsummaries</b></li> </ul>	CLO 2, 4, 5
5	9/15 - 9/19	<ul style="list-style-type: none"> <li>● Literature review examples and templates</li> <li>● How to start Draft 1: Microsummaries and paraphrasing</li> <li>● <b>Due 9/19:</b> <ul style="list-style-type: none"> <li>• Takeaways from Draft 1 meeting with writing tutor</li> <li>• Draft 1 (600 words, 3 scholarly sources)</li> </ul> </li> </ul>	CLO 1, 2, 3, 4, 5
6	9/22 - 9/26	<ul style="list-style-type: none"> <li>● Draft 1 individual meetings with Dr. B – no class</li> <li>● Start writing Draft 2 to stay on schedule</li> <li>● <b>Due 9/26: Takeaways from Dr. B meeting</b></li> </ul>	CLO 1, 2, 3, 4, 5
7	9/29 - 10/3	<ul style="list-style-type: none"> <li>● The 3-point method for organizing papers</li> <li>● Start scheduling 2nd meeting with a writing tutor</li> </ul>	CLO 2, 4, 5
8	10/6, 10/10	<ul style="list-style-type: none"> <li>● <b>Due 10/10:</b> <ul style="list-style-type: none"> <li>• Takeaways from Draft 2 meeting with writing tutor</li> <li>• Draft 2 (1200 words, 6-7 scholarly sources)</li> </ul> </li> </ul>	CLO 2, 4, 5

<b>Module/Week</b>	<b>Dates</b>	<b>Topics, Readings, Assignments, Deadlines</b>	<b>Learning Outcomes</b>
9	10/13 - 10/17	<ul style="list-style-type: none"> <li>● Draft 2 individual meetings with Dr. B</li> <li>● Start writing Draft 3 to stay on schedule</li> <li>• Due 10/17: Takeaways from Dr. B meeting</li> </ul>	CLO 1, 2, 3, 4, 5
10	10/20 - 10/24	<ul style="list-style-type: none"> <li>● Latin abbreviations</li> <li>● AI tools to help you write</li> </ul>	CLO 1, 2, 3, 4,
11	10/27 - 10/31	<ul style="list-style-type: none"> <li>● Due 10/31:</li> <li>• Takeaways from Draft 3 meeting with writing tutor</li> <li>• Draft 3 (1200 words, 9-10 scholarly sources)</li> </ul>	CLO 2, 4, 5
12	11/3 - 11/7	<ul style="list-style-type: none"> <li>● Draft 3 individual meetings with Dr. B</li> <li>● Start working on final draft to stay on schedule</li> </ul>	CLO 2, 4, 5
13	11/10 - 11/14	<ul style="list-style-type: none"> <li>● Plagiarism</li> <li>● Sentence fragments</li> </ul>	CLO 2, 4, 5
14	11/17 - 11/21	<ul style="list-style-type: none"> <li>● Objectivity in scholarly writing</li> <li>● Overview: Final paper format</li> <li>● Due 11/24: Final draft (2000 words, 10 scholarly sources)</li> </ul>	CLO 1, 2, 3, 4, 5
15	11/24 - 11/26	<ul style="list-style-type: none"> <li>● Verb tense (why do we care?)</li> <li>● Review APA style issues that are unclear and/or difficult</li> </ul>	CLO 1, 2, 3, 4, 5

Module/Week	Dates	Topics, Readings, Assignments, Deadlines	Learning Outcomes
16	12/1 - 12/5	<ul style="list-style-type: none"> <li>● Last week of Dr. B's official office hours</li> <li>● Due by 12/5:               <ul style="list-style-type: none"> <li>• Extra credit meeting with writing tutor</li> <li>• Extra credit meeting with me</li> </ul> </li> </ul>	CLO 1, 2, 3, 4, 5