

San José State University
College of Social Sciences/Department of Psychology
PSYC 100W, Writing Workshop, Section 84, Fall 2023

Course and Contact Information

Instructor:	Greg Savage, M.A. (he/him)
Office Location:	Online / Zoom
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Email:	gregory.savage@sjsu.edu
Office Hours:	Tuesdays and Thursdays 12:00 - 1:00 pm or by appointment
Embedded Writing Tutor:	Mr. Paul Loeb
Email:	paul.loeb@sjsu.edu
Class Days/Time:	Asynchronous (no regularly scheduled class meetings)
Classroom	N/A
Prerequisites:	ENGL 1B (with a grade of C or better) Completion of core GE Satisfaction of Writing Skills Test (or equivalent) and upper-division standing PSYC 1 STAT 95 or senior standing Psychology Majors/Minors and Behavioral Science Majors only
GE/SJSU Studies Category:	Area Z

Important Note about Course Grade:

This course must be passed with a C or better as an SJSU 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 course is asynchronous with no scheduled class meetings. In this course, I plan to create a feeling of connectness by sending a weekly announcement at the beginning of each week as well as by providing regular feedback on assignments and paper drafts.

GE Learning Outcomes (GELO)

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

1. **GE/SJSU Learning Outcomes (SLOs):** These are outcomes mandated by General Education.
2. **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.
3. **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 in 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 that 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 (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.

GE requirements for 100W stipulate that students shall write a minimum of 8000 words over the course of the semester and that they shall be provided with frequent practice and feedback for improving their communication skills.

Recommended Readings and 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.)

- 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/>

Other Readings

All other readings 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

Library Liaison

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
- christa.bailey@sjsu.edu

Course Canvas Site

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

- Course announcements
- Links to web pages that will be of use to you throughout the course
- Lecture slides and handouts
- Assignment files and submission inboxes
- Your grades

To access the Canvas site: go to one.sjsu.edu and log in:

- **Username** = *SJSU 9-digit ID*
- **Password** = *your current SJSUOne password*

Then click the Canvas tile. For additional information or help with logging in: **Canvas Student Tutorial:**
<http://www.sjsu.edu/at/ec/canvas/>

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 under Files and in assignment descriptions on Canvas. Assignment descriptions (as well as other useful resources) can be found on the course Canvas site. The assignments in this course include:

- **Quizzes**
- **Discussion Sets**

- **Paraphrasing Assignment**
- **Research Question Assignment**
- **Annotated References Assignment**
- **Literature Review Outline Assignment**
- **Literature review on a topic of your choice, including the following components:**
 - Multiple incremental assignments to complete parts of the final Literature Review
 - Instructor feedback and student responses to feedback
 - Peer Reviews at incremental stages
 - Final Literature Review

Quizzes

During Weeks 1 to 7, you will complete 8 weekly quizzes. Each quiz is due on Sunday at midnight. Each quiz will be based on one or more PowerPoint slideshows (or other types of documents) posted in that week's Canvas module. You will be able to take each quiz up to 3 times. Your highest score will be recorded. Each quiz will be open-notes, so you can access and use the sources of information posted on Canvas while completing a quiz. My general expectation is for you to complete each quiz without help from another person. If you are stuck on a particular question, please reach out to me rather than asking another student about the question.

Discussion Sets

During Weeks 2 to 13, you will respond to 12 weekly discussion sets. Each discussion set will be posted on the Canvas discussion board. This will give you an opportunity to interact with your peers.

During Weeks 2 to 7, you will be completing the discussion set in a discussion group of up to 5 students. During these weeks, each discussion set will include 3 questions, and you will be required to respond to all 3 of them. Each of the 3 questions might ask you to reflect on a particular issue or concept, to think critically about a particular issue or concept, to practice one or more writing skills, to evaluate a piece of writing, or to quiz the other students in your group on one or more writing skills.

During Weeks 8 to 13, the purpose of each weekly discussion set will be to provide peer feedback to the other people within your discussion group. During each of these weeks, you will be providing and receiving feedback on a particular draft of your literature review paper.

Paraphrasing Assignment

To prepare you to write article summaries, you will complete an assignment in which you practice translating sections of text into your own words.

Incremental Literature Review Assignments

To prepare you for the major paper for this course (a literature review - see description below), you will write various drafts 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 - I know this from experience. So a regular part of our class will involve reviewing each other's work and giving constructive feedback. You'll be amazed at how helpful this is!

Major Paper for this Course

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, peer-reviewed 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 summarize and compare three scholarly, peer-reviewed sources relevant to your literature review topic
- **Literature Review Outline Assignment** in which you structure and organize the information you will include in the final draft of your literature review paper
- **Sharing Drafts via Google Docs** so that you receive feedback on each draft via Google Docs before making your submission (Note: I might delay or limit certain types of feedback to make room for peer reviews. Also, please share each Google Doc with me via my SJSU email address: Gregory.Savage@sisu.edu.)
- **Feedback Responses** in which you reflect upon and answer questions about the feedback you received from the instructor on a particular assignment
- **Literature Review Preliminary Drafts** in which you receive instructor/peer feedback and revise your paper as needed:
 - Draft 1: 600 words, synthesizing 3-4 scholarly sources
 - Draft 2: 1200 words (including your revised Draft 1), synthesizing 6-7 scholarly sources
 - Draft 3: 1800 words (including your revised Drafts 1 & 2), synthesizing 9-10 scholarly sources
- **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 and Point Values (assignments are not weighted)

1. Research Question Assignment - 10 points
2. Paraphrasing Assignment - 10 points
3. Annotated References Assignment - 10 points
4. Literature Review Outline Assignment – 15 points
5. Quizzes (8 total) – 20 points
6. Discussion Sets 1 to 6 – 20 points
7. Discussion Sets 7 to 12 – 40 points
8. Feedback Responses (5 total) – 20 points
9. Sharing Google Doc of each draft in advance with instructor (3 total) – 15 points
10. Your Draft 1 (use peer and instructor feedback to fix any issues before submitting) - 20 points

- 11. Your Draft 2 (use peer and instructor feedback to fix any issues before submitting) - 20 points
- 12. Your Draft 3 (use peer and instructor feedback to fix any issues before submitting) - 20 points
- 13. Your Final Draft - 50 points

> **Total Points Possible: 270**

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>Percentage</i>
A	93 to 100%
A minus	90 to 92%
B plus	86 to 89 %
B	83 to 85%
B minus	80 to 82%
C plus	76 to 79%
C	73 to 75%
C minus	70 to 72%
D plus	66 to 69%
D	63 to 65%
D minus	60 to 62%

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 adhere to APA format (7th edition), including the following: Be 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).
- **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 submitted via Canvas by the day/time specified on Canvas. Otherwise, they are considered late.

- 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 a due date is changed, I'll promptly announce the new due date in a Canvas announcement.

Grade changes: Final grades will only be changed if 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.

Classroom Protocol

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.

University Policies

Per [University Policy S16-9](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 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.

Possible Work Stoppage during the Semester

The California Faculty Association (the labor union of Lecturers, Professors, Coaches, Counselors, and Librarians across the 23 CSU campuses) is in a difficult contract dispute with California State University CSU management. It is possible that we will call a strike or other work stoppage this term. I promise to promptly inform you of any schedule disruption. Our working conditions are your learning conditions; we seek to protect both. For further information go to www.CFAbargaining.org.

PSYC 100W / Writing Workshop, Fall 2023 Course Schedule

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

The schedule is subject to change with fair notice. Changes will be announced via Canvas messaging.

Module	Week Start Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
1	8/21	<ul style="list-style-type: none"> ● Course intro and welcome ● Mass media vs. scholarly, peer-reviewed research sources ● Reading research using the SQ3R “SpongeBob” method ● Quiz 1: Getting Started (due 08/27) ● Quiz 2: Evaluating Sources and Reading Research (due 08/27) 	CLO 2, 4, 5
2	8/28	<ul style="list-style-type: none"> ● Finding scholarly research articles using PsychInfo ● Finding an interesting topic (brainstorming) ● Narrowing topics down with the “Funnel Method” ● What is APA style and why do we need it? ● APA Style 7 Basics (In-text citations) ● APA Style 7 Basics (Reference List) ● Discussion Set 1 (due 08/31) ● Quiz 3: Intro to APA Style, Finding Sources, In-text citations, and Reference List (due 09/03) 	CLO 2, 4, 5
3	9/4	<ul style="list-style-type: none"> ● APA Style 7 Basics (Numbers) ● APA Style 7 Basics (Capitalization) ● Discussion Set 2 (due 09/07) ● Quiz 4: Numbers and Capitalization (due 09/10) ● Research Question Assignment (due 09/10) 	CLO 1, 2, 3, 4, 5
4	9/11	<ul style="list-style-type: none"> ● Paraphrasing Information ● Summarizing articles ● APA Style 7 Basics (Grammar) ● APA Style 7 Basics (Punctuation) ● Look for instructor feedback on your Research Question Assignment ● Discussion Set 3 (due 09/14) ● Quiz 5: Paraphrasing, Grammar, Punctuation (due 09/17) ● Paraphrasing Assignment (due 09/17) ● Research Question Feedback Response (due 09/17) 	CLO 2, 4, 5
5	9/18	<ul style="list-style-type: none"> ● Writing a Literature Review Outline ● APA 7 Basics (Verb Tense) ● APA 7 Basics (Abbreviations) ● Look for instructor feedback on your Paraphrasing Assignment ● Discussion Set 4 (due 09/21) ● Quiz 6: Verb Tense and Abbreviations (due 09/24) ● Annotated References Assignment (due 09/24) 	CLO 1, 2, 3, 4, 5

6	9/25	<ul style="list-style-type: none"> ● Finding help on YouTube ● APA 7 Basics (Reducing Bias in Language) ● Look for instructor feedback on your Annotated References Assignment ● Discussion Set 5 (due 09/28) ● Quiz 7: Reducing Bias in Language (due 10/01) ● Literature Review Outline Assignment (due 10/01) 	CLO 2, 4, 5
7	10/2	<ul style="list-style-type: none"> ● Writing the first draft of your Lit Review (Directions Provided) ● Introducing the Perfect Paper Checklist ● Comparing results from different research studies ● Look for instructor feedback on your Annotated References Assignment and Outline Assignment ● Discussion Set 6 (due 10/05) ● Quiz 8: Literature Review Organization and Content (due 10/08) ● Annotated References Feedback Response (due 10/08) ● Share Draft 1 Google Doc with instructor (due 10/08) 	CLO 2, 4, 5
8	10/9	<ul style="list-style-type: none"> ● Look for Draft 1 and Outline feedback from instructor ● Discussion Set 7: Peer Review Activity for Draft 1 (due 10/12) 	CLO 2, 4, 5
9	10/16	<ul style="list-style-type: none"> ● Writing the second draft of your Lit Review (Directions Provided) ● Look for Draft 1 feedback from instructor ● Discussion Set 8: Peer Review Activity for Draft 1 (due 10/19) ● Share Draft 2 Google Doc with instructor (due 10/22) 	CLO 1, 2, 3, 4, 5
10	10/23	<ul style="list-style-type: none"> ● Look for Draft 2 feedback from instructor ● Discussion Set 9: Peer Review Activity for Draft 2 (due 10/26) ● Submit your Draft 1 (600 words; due 10/29) ● Draft 1 Feedback Response (due 10/29) 	CLO 1, 2, 3, 4, 5
11	10/30	<ul style="list-style-type: none"> ● Writing the third draft of your Lit Review (Directions Provided) ● Look for Draft 2 feedback from instructor ● Discussion Set 10: Peer Review Activity for Draft 2 (due 11/02) ● Share Draft 3 Google Doc with instructor (due 11/05) 	CLO 2, 4, 5
12	11/6	<ul style="list-style-type: none"> ● Look for Draft 3 feedback from instructor ● Discussion Set 11: Peer Review Activity for Draft 3 (due 11/09) ● Submit your Draft 2 (1,200 words; due 11/12) ● Draft 2 Feedback Response (due 11/12) 	CLO 1, 2, 3, 4, 5
13	11/13	<ul style="list-style-type: none"> ● Writing Final Draft of your Lit Review (Directions Provided) ● Look for Draft 3 feedback from instructor ● Discussion Set 12: Peer Review Activity for Draft 3 (due 11/16) 	CLO 1, 2, 3, 4, 5
14	11/20	<ul style="list-style-type: none"> ● Thanksgiving week: *Classes on Mon/Tues only* ● Review APA style issues that are unclear and/or difficult 	CLO 1, 2, 3, 4, 5

15	11/27	<ul style="list-style-type: none"> ● Catch-up week ● Clarification of any areas of writing difficulty ● Submit your Draft 3 (1,800 words; due 11/30) ● Draft 3 Feedback Response (due 11/30) 	CLO 1, 2, 3, 4, 5
16	12/4	<ul style="list-style-type: none"> ● LAST DAY OF INSTRUCTION FOR FALL SEMESTER: Wed 12/06 ● Submit final literature review (2,000 words minimum; due 12/10) 	CLO 1, 2, 3, 4, 5