

San José State University
College of Social Sciences/Psychology Department
Psychology 100W (Writing Workshop), Section 7, Fall 2022

Course and Contact Information

Instructor(s):	Jason X. Ventura
Office Location:	Dudley Moorhead Hall 352
Telephone:	(408) 924-5625
Email:	jason.ventura@sjsu.edu
Office Hours:	Students do not need to schedule an appointment for office hours; just show up. I will take students on a “first come; first serve” basis. Outside of scheduled office hours will require an appointment. Mondays and Wednesdays 3:00 – 4:00 pm **Available by appointment (in person or Zoom)
Class Days/Time:	Tuesdays and Thursdays 1:30 – 2:45 pm
Classroom:	Dudley Moorhead Hall 359
Prerequisites:	A3 or equivalent second semester composition course (with a grade of C- or better) Completion of core GE Upper division standing (60 units) Completion of Core GE PSYC 1 STAT 95 or senior standing. Psychology Majors/Minors and Behavioral Science Majors only
GE/SJSU Studies Category:	Writing in the Disciplines (previously titled, “Area Z”)

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 1A and 1B, and then broaden and deepen these to include mastery of the

discourse peculiar to the discipline in which the course is taught.

Faculty Web Page and MYSJSU

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/firstname.lastname> and/or on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through MySJSU on [Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. *For help with using Canvas see [Canvas Student Resources page \(http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources\)](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)*

Course Canvas Site

The course Canvas site is an online resource supplement for this course. Use of this site and the information provided is not a substitute for attending lectures. The site will be updated regularly throughout the semester. This site contains:

- Discussion Board (Course Announcements, student questions)
- Links to webpages that will be of use to you throughout the course
- Handouts and articles
- Lecture slides (generally posted after lecture is presented)
- Assignment submission
- Rubrics and feedback for major assignments
- Grade roster

My intention is that the site will become an additional forum, outside of class, in which we can debate, discuss, and raise questions about the course material. Check this site regularly for course announcements, articles, assignments, and other course materials.

GE Learning Outcomes (GELO)

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, 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:

GELO 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 GELO): Literature Review, Mini-Literature Review

GELO 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 GELO): Literature Review, Mini-Literature Review, Research Report, Research Article Summaries and Evaluations

GELO 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 GELO): Literature Review, Mini-Literature Review

GELO 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 GELO): Literature Review, Mini-Literature Review, Research Report

GELO 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 GELO): Literature Review, Mini-Literature Review, Annotated References, Literature Review Outline, Research Skills Pretest and Posttest

Course Learning Outcomes (CLO)

For Psychology 100W, the general GE Learning Outcomes (GELOs) for 100W (Area Z) will be fulfilled in the following discipline-specific Course Learning Outcomes (CLOs) [matched GELOs indicated in brackets]. **Upon successful completion of this course students will:**

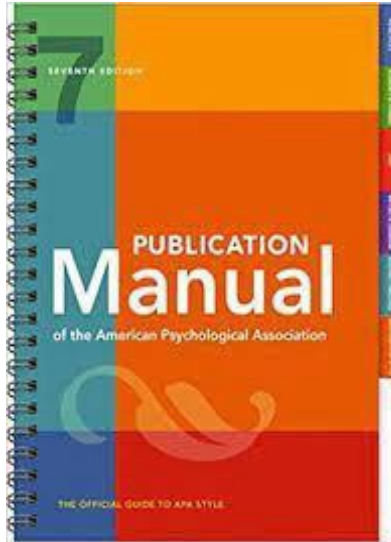
- Have developed proficiency at using databases (e.g., PsycINFO and MEDLINE) to locate empirical research and research review articles in an area of psychology [GELO 5] have demonstrated competency in American Psychological Association (APA) writing style, including grammar, spelling, and syntax [GELO 1, 4]
- Have summarized and evaluated empirical research articles in an area of psychology [GELO 1, 2, 3, 4]
- Have written for a general audience [GELO 1, 2, 3]
- Have organized and developed a literature review, or other appropriate major paper (e.g., research report) in an area of psychology [GELO 1, 2, 3, 4, 5]
- Have begun to develop critical thinking skills in psychology including the ability to [SLO 1, 2, 3, 4, 5]:
 - synthesize disparate research findings into a coherent framework which addresses a question or topic relevant to the discipline of psychology, and/or
 - compare and contrast differing theories and research findings.

Required Texts/Readings

Textbook

APA Manual (7th edition)

American Psychological Association. (2020) Publication Manual of the American Psychological Association (7th ed.). Washington, DC. ISBN: 978-1-4338-3217-8



Other Readings

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

<https://libguides.sjsu.edu/psychology?hs=a>

Other readings for the course will be posted on the course Canvas shell.

Other technology requirements / equipment / material

- Regular access to a computer and internet connection
- Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. **SJSU has a free equipment loan program available for students (see the link below titled “Learn Anywhere”).** Students are responsible for ensuring that they have access to reliable Wi-Fi.

If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible. See [Learn Anywhere](#) website for current Wi-Fi options on campus.

Library Liaison

Christa Bailey (408) 808-2422
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.

An assignment summary table appears at the end of this syllabus. 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 written 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. The major skills and associated assignments include (but are not limited to):

- **Basic skills review** (e.g., plagiarism tutorial, research skills tutorial, formatting tips in Microsoft Word)
- **APA style**
- **Writing assignments** (including, but not limited to)
 - o Dissecting a Literature Review
 - o Article Summaries and Evaluations*
 - o Literature Review* (see description below)
 - Literature Review development (see description below)
 - o Peer Reviews
 - o Research Report assignment (see description below)

* Students will be given the opportunity to revise in response to instructor feedback and resubmit

Mini-Literature Review

The major paper for this course is a literature review (see description below). To prepare you for this assignment you will write a “mini-literature review” (800 – 1000 words) that will help you to learn how to read, understand, and accurately report psychological research reports, develop synthesis skills by describing how studies build upon one another, and apply APA style.

Literature Review

The major paper you will be writing for this course is an APA style literature review (approximately 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. 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 identify at least 10 – 15 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, and how it will do so (e.g., full summary of the article vs. “microsummary” of the article).

- **Literature Review Conferences and Drafts** in which you receive feedback from a variety of sources and revise your paper as needed. **If first draft is not submitted on time, it will result in failure of the course.**

Research Report

A second major paper you will be writing for this course is an APA style research report (approximately 1000 - 1500 words including references). The goal of a report is to describe the results of an empirical study. We will be conducting a simple study in class, and you will write the research report as if you were the experimenter.

APA Mastery Exams (3 attempts)

The Psychology 100W APA Master Test has 100 APA style editing questions. Exams will be fill-in, and students are welcome to use their 7th edition APA Manual while taking the test. **The first attempt** will be administered in class and students will complete, and return, the exam on the date specified on the course schedule. **The second attempt** will be take-home, and returned, on the date specified on the course schedule. **The third attempt will be held on our scheduled final exam day, and will be completed in class.** We will devote two class sessions reviewing questions and making corrections. Students' best score out of three attempts will be recorded and counted toward final grade. **Students must take three attempts to receive credit.**

IMPORTANT NOTES REGARDING ASSIGNMENTS

Assignments that do not meet the minimum, or exceed the maximum, word count will result in point deduction.

Most assignments will be due before midnight on their respective date (see course schedule).

- Assignments turned in after the due date (and time) will not be considered. **There are no exceptions. This policy is set up so that no one falls behind.** To enforce this rule fairly, there can be no exceptions (except for extenuating circumstances of a catastrophic nature and even then, you must be extremely persuasive - - see below). So, turn in your assignments on time! I clearly note due dates on Canvas, syllabus, and will make in-class announcements well in advance. Take note of these dates and plan accordingly.
- No extensions or make-up exams will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events.
- **Communication is key! I understand “things happen,” and if such an incident should arise, I must have an email in my inbox at least 12 hours before the assignment is due. I will take your e-mail into consideration, and be ready to provide documentation.**

“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.”

Final Examination or Evaluation

Wednesday, December 14th from 12:15 - 2:30 pm

“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.”

Grading Information

Course grades will be based on the number of points accumulated throughout the semester. The table on the next page summarizes the points and percentage of course grade associated with each course assignments.

Rubrics for all major assignments can be found on the course Canvas shell.
Final grades in this course will be assigned as indicated below.

<i>Percent</i>	<i>Grade</i>
100 – 93	A
92 – 90	A-
89 – 88	B+
87 – 83	B

<i>Percent</i>	<i>Grade</i>
82 – 80	B-
79 - 78	C+
77 – 73	C
72 or less	NC

Determination of Grades

- Grades will be determined by a rubric provided on Canvas. Students will have access to a “preview” of rubric before due date. Assignments will be uploaded onto Canvas.
- Extra credit will be offered in this course.
- List of the percentage weight assigned to various class assignments (see 100W Assignment Summary Sheet).
- Assignments turned in after the due date (and time) will not be considered. There are no exceptions. This policy is set up so that no one falls behind. To enforce this rule fairly, there can be no exceptions (except for extenuating circumstances of a catastrophic nature and even then, you must be extremely persuasive - - see below). So, turn in your assignments on time! I clearly note due dates on Canvas, syllabus, and will make in-class announcements well in advance. Take note of these dates and plan accordingly.
- No extensions or make-up exams 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.

Grading Information for GE/100W

This course must be passed with a C or better as a CSU graduation requirement.

Assignment Summary Sheet

Approximate Word Count*	Approximate Pages*	Points	Assignment	Notes
	--	(R)	Research Skills Assessment Pretest	Required 5 pts XT credit
	--	(R)	Plagiarism Tutorial	Required Take until you score 85% or better
		15	APA Style Mastery Test	Take up to 3 times. Best score recorded
400 – 500	4	10	Evaluating Information Sources	Fulfills “General Audience Paper” GE requirement
400 - 500	4	10	Dissecting a Literature Review	
400-600	3 - 4	5	Article summary	
100 - 200	1	5	Microsummaries	
800 - 1000	6 - 7	10	Mini-Literature Review (Draft 1)	
800 - 1000	6 - 7	25	Mini-Literature Review (Final)	
100 - 200	1	10	Research Question Assignment	
400 - 500	3 – 4	15	Annotated References Assignment	
400 - 500	3 – 4	20	Outline Assignment	
2000 – 2500	11 - 13	20 (R)	Literature Review (Draft)	Required Final draft will not be evaluated unless this draft is turned in at the specified date and time. Late assignment will result in failure of course.
	--	(R)	Literature Review Conference	Required
			Literature Review (Draft 2)	For use in Peer Review Assignment
400 - 500	2 – 3	15	Peer Review: Literature Review	
2000 – 2500	11 - 13	100	Literature Review (Final)	
1250 - 1500	6 - 7	25	Research Report (Final)	
	--	10 (R)	Oral Presentation (5 – 7 minutes on Literature Review topic)	Required Part of SJSU GE requirements
	--	(R)	Research Skills Assessment Posttest	Required 5 pts XT credit
+9000	55 - 68	280	Total Words, Pages, and Points	

* includes title page and references page when applicable (R) = Required element to complete course

Classroom Protocol

Contacting Instructor

1. **I will answer emails within 48 hours (except Sundays).**
2. **Through Canvas mail function.** Best for private questions and comments.
3. **Through Canvas discussion board.** Best for questions about the course that need not remain private. Chances are others have the same questions you have.
4. **Through regular email.** jason.ventura@sjsu.edu.
5. **Zoom appointments** (scheduled office hours or make an appointment)
6. **Consider emails for this course as professional correspondence (see sample correspondence at the end of the syllabus).**
 - a. **Subject Line** should include your class and a brief description of the issue (e.g., Subject: Psych 100W: Absence on 10/10/20).
 - b. **Greetings** should be formal and use your instructors title (e.g., Dear Mr.Ventura)
 - c. **Identify yourself** and the course/section you are in.
 - d. **Issue or question** should be stated clearly, concisely, respectfully, and with attention paid to grammar, complete sentences, and so forth.
 - e. **Expect replies within 1 - 2 days.** Polite follow-ups are encouraged if you have not heard from me in a reasonable amount of time.

Example email correspondence

Subject: PSYC 100W: Assignment due date question

Dear Mr. Ventura,

My name is Miranda Jackson and I am in your 100W class that meets T/Th 2:15-3:30 pm. I am not sure when the Response Journal assignment is due because of conflicting information. The syllabus schedule says Nov. 5, but the assignment sheet itself says Nov 9. Thank you for your attention to this matter.

Regards,

Miranda

student id # 001234567

7. **Due to San Jose State University's mask mandate, no food will be allowed in our classroom. Drinks are permissible.**

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).

Electronic devices

Please turn off, or put in silent mode, any electronic 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 and any assignment before class starts, and written down any questions you had from the assignment.

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.

Recording of Class Lectures & Sharing/Distribution of Course Content

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

- If you wish to record lectures for your private, study purposes, please discuss this with the instructor. **Written permission** to record lectures will need to be granted for the whole semester or on a class-by-class basis.

- In classes where, active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent. This policy extends to both contents presented in the classroom and posted on the Canvas site.

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 [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<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.

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Student misconduct regarding academic dishonesty (a.k.a. “cheating”) will result in failure of the class (University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf>; Academic Sanction 4.14)

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements, please make an appointment with me as soon as possible, or see me during office hours. Students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

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 and Psychological Services

SJSU Counseling and Psychological Services invites “all students to come into Counseling and Psychological Services, located at the Student Wellness Center, room 300B, for any support needed.” 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>.

Psychology 100W: Writing Workshop, Section 7, Fall 2022 Course Schedule

Course Schedule

WEEK	DAY	DATE	TOPIC	ASSIGNMENTS DUE**
1	Tues	8/23	Course introduction	Bring APA Manual to every class Log onto course Canvas site
1	Thurs	8/25	Discuss <i>Evaluating Sources of Information</i> assignment APA Style Basics	<i>Evaluating Sources of Information Research Skills Assessment Pretest</i>
2	Tues	8/30	Discuss <i>Dissecting a Literature Review</i> assignment APA Style Basics	APA Manual pp 4-10 <i>Dissecting a Literature Review</i>
	Thurs	9/1	Types of sources (empirical studies, theoretical articles, literature reviews, etc.) Developing a research question Read Aronson & Mills (1959) for next two class meetings	
3	Tues	9/6	Dissecting a Research Report Basics of Research Design APA Style Basics	Aronson & Mills (1959) Summarize article during class session; turn in at end of class meeting) <i>Research Question Assignment</i> <i>Due before midnight</i>
	Thurs	9/8	Discuss Mini-Literature Review assignment Transitions, Microsummaries APA Style Basics Word Processing Skills Review	<u>Plagiarism Tutorial</u> <i>Due before midnight</i> Microsummaries (Summarize Aronson & Mills ((1959)) article during class session;

WEEK	DAY	DATE	TOPIC	ASSIGNMENTS DUE**
4	Tues	9/13	APA Style Mastery Test Discuss Annotated Reference Assignment	APA Style Mastery Test (1st attempt, in class)
	Thurs	9/15	Research Skills & Library Tutorial	Turn in APA Style Mastery Test (1st attempt; before tutorial). Meet in MLK Room 125 (first floor lab next to the entrance) Be on time!
5	Tues	9/20	Research Question Feedback and literature search	Meet at scheduled time in classroom. If students are not scheduled to meet with instructor, utilize research skills from tutorial to complete “Annotated References Assignment” Sign up for “Literature Review Development Meeting” <i>Mini-Literature Review (Draft 1)</i> <i>Due before midnight</i>
	Thurs	9/22	Research Question Feedback and literature search	Meet at scheduled time on Zoom. If students are not scheduled to meet with instructor, utilize research skills from tutorial to complete “Annotated References Assignment:
6	Tues	9/27	APA Style Mastery Test grading (First attempt) APA Style Basics	<i>Annotated References Assignment</i> <i>Due before midnight</i>

WEEK	DAY	DATE	TOPIC	ASSIGNMENTS DUE**
	Thurs	9/29	Mini-Literature Review feedback and Peer Editing	Peer Review <i>Outline Assignment</i> <i>Due before midnight</i>
7	Tues	10/4	Writing your literature review	Sign up for “Literature Review Development Meetings” <i>Mini-Literature Review (Final Draft)</i> <i>Due before midnight</i>
	Thurs	10/6	NO CLASS MEETING – Class is reserved for independent work on first draft of literature review and meeting preparations	
8	Tues	10/11	Literature Review Development Meetings	
	Thurs	10/13	Literature Review Development Meetings	
9	Tues	10/18	Literature Review Development Meetings	
	Thurs	10/20	Literature Review Development Meetings	
10	Tues	10/25	ATTENDANCE MANDATORY Research Report Demonstration – Do not miss! “Research Report Basics” -APA Style Basics Introduce “Research Report” assignment	APA Style Mastery Test (Second attempt) Sign up for “Literature Review Conferences” Sign up for oral presentations <i>Literature Review (Draft 1)</i> <i>Due before midnight (refer to page 6 and 8 in syllabus)</i>
	Thurs	10/27	Literature Review Conferences	
11	Tues	11/1	Literature Review Conferences	Turn in APA Style Mastery Test (Second attempt)
	Thurs	11/3	Literature Review Conferences	

WEEK	DAY	DATE	TOPIC	ASSIGNMENTS DUE**
12	Tues	11/8	Literature Review Conferences	<i>Research report</i> <i>Due before midnight</i>
	Thurs	11/10	Literature Review Conferences	
13	Tues	11/15	APA Style Mastery Test grading (Second attempt) Discuss second, and final, draft of literature review and oral presentations	
	Thurs	11/17	Peer Reviews & Editing	<i>Literature Review (Draft 2)</i> <i>Due before midnight</i>
14	Tues	11/22		
	Thurs	11/24	THANKSGIVING HOLIDAY: NON-INSTRUCTIONAL DAY	
15	Tues	11/29	Oral Presentations	Literature Review (Final Draft) <i>Due before midnight</i> Attendance mandatory
	Thurs	12/1	Oral Presentations	Attendance mandatory
16	Tues	12/6	LAST DAY OF INSTRUCTION	Attendance mandatory
			Oral Presentations	
FINAL EXAM	Wednesday, December 14 th 12:15 - 2:30 pm		Oral Presentations	Attendance mandatory Research skills posttest APA Mastery test (3rd and final attempt)

* This is a tentative timeline. We may find ourselves spending more time on particular topics due to student interest, or the need to clarify further information presented.