San José State University
College of Social Sciences/Department of Psychology
PSYC 100W, Writing Workshop, Sections 61, Summer 2024

Course and Contact Information

Instructor:	Thomas A. Shirley
Office Location:	Business Tower (BT) 656
Teaching Assistant:	Not Applicable
Email:	Canvas Email (Preferred) Please check the email you entered into your MySJSU account, because it is the one loaded into Canvas.
Office Hours:	Wednesdays, 11:30 AM to 1:00 PM or when convenient for student and professor via Zoom
Class Days/Time:	Not Applicable (Asynchronous Online)
Classroom:	Not Applicable
Prerequisites:	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. Allowed Declared Majors: Psychology Majors/Minors and Behavioral Science Majors only. Or Graduate or Postbaccalaureate level.
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 is an **asynchronous** course with no regularly scheduled class meetings.

BUT: Both courses have two required meetings with the instructor *or* Writing Tutor (see Writing Center Online or In-Person Tutoring). These meetings can be either in-person or via Zoom and will be scheduled individually with each student.

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.

Required e-Text: APA's Academic Writer (AW)

Our required e-text is APA Academic Writer (AW) e-text. There are two ways you can order AW:

Directly from APA:

- Please click on the assignment Academic Writer (AW): Getting Started in the first week's module of our Canvas website.
- You will be taken to the page where you can create an AW account and start using it.
- You will get a **2-week** free trial, but you must buy AW after it expires (this e-text is required).

OR through the SJSU bookstore website:
- Please search for "Academic Writer" and buy "APA ACADEMIC WRITER-ACCESS CODE".

Additional 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, handouts, and articles
- Assignment submission inboxes

- Rubrics and feedback for major assignments
- 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 in assignment descriptions on Canvas. Assignment descriptions (as well as other useful resources) can be found on the course Canvas site. The major skills and associated assignments include (but are not limited to):

- **Basic skills review** (e.g., plagiarism tutorials, research skills tutorials, APA formatting)
- **Evaluating information sources**
- **APA style**
- **Article summaries and evaluations**
- **Literature review on a topic of your choice, including the following components:**
    - Multiple incremental assignments to complete parts of the final Literature Review
    - Instructor meetings to review progress and clarify questions
    - Peer Reviews at incremental stages
    - Final Literature Review

You will be able to revise and resubmit your work in response to feedback from the instructor, Writing Tutor, and peer reviewer (and peer) feedback and resubmit.

Incremental Literature Review Assignments
To prepare you for the major paper for this course (a literature review - see description below), you will write 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):

- **Literature Review Proposal** in which you develop, with help from the instructor and Writing Tutor, a research question appropriate to the discipline of psychology and to the requirements of the course.
- **Microsummaries Assignment** in which you summarize and compare two scholarly, peer-reviewed sources relevant to your literature review topic using databases and other resources appropriate to psychological research.
- **1:1 Required Meetings with Instructor *or* Writing Tutor** in which you brainstorm and organize the main points of your literature review, i.e. the aspects of your topic that you will focus on.
- **Literature Review Preliminary Drafts** in which you receive instructor/tutor feedback and revise your paper as needed:
    - o Draft 1: 600 words, synthesizing 3-4 scholarly resources
    - o Draft 2: 1200 words (including your revised Draft 1), synthesizing 6-7 scholarly resources total
    - o Draft 3: 1800 words (including your revised Drafts 1 & 2), synthesizing 9-10 scholarly resources total
- **Peer Reviews** in which you receive feedback from your in-classmate partner and revise your paper as needed.
- **Literature Review Final Draft:** Must be at least 2000 words (including title page and references list) with at least 10 scholarly, peer-reviewed sources

Success in this Course

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course-related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Note: This means, for our 3 unit course, students will be expected to spend a total of ***135 hours*** over the length of the course (normally ***9 hours per week***)

Course Assignment Summary and Point Values (assignments are not weighted)

Getting Started assignments: 5 points total
1. Introductory Discussion-Getting to Know You - 3 points
2. Activity 1: Scholarly Research vs. the Mass Media - 2 points

Literature Review writing assignments: 195 points total
1. Paper proposal - 10 points
2. Instructor/tutor meetings 1 - 10 points (cumulative)
3. Microsummaries - 15 points
4. Your peer review of your partner's Draft 1 - 15 points
5. Your Draft 1 (use your peer review partner's feedback to fix any issues before submitting) - 25 points
6. Instructor/tutor meeting 2 - 10 points (to be scheduled whenever you need it during the semester)
7. Your peer review of your partner's Draft 2 - 15 points
8. Your Draft 2 (use your peer review partner's feedback to fix any issues before submitting) - 25 points

9. Your Draft 3 - 25 points
10. Your Final Draft - 50 points

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

> **Total Points Possible: 300**

Final Evaluation

This course does not have a final exam. The final evaluation is the final draft of your literature review.

Final Letter Grade Scale

Grade	Range
A	94% to 100%
A (minus)	90% to 93%
B (plus)	87% to 89%
B	83% to 86%
B– (minus)	80% to 82%
C+	77% to 79%
C	73% to 76%
C– (minus)	70% to 72%
D+	67% to 69%
D	63% to 66%
D– (minus)	60% to 62%
F	≤59% ≤

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 term. 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 on Canvas by the day/time specified on Canvas and in the course schedule. An assignment is considered "late" if it is not submitted by the time and date specified on Canvas.

- Assignments can be submitted up to 10 days late (weekend days are included in this 10-day period). The assignment grade will be reduced by 10% for each late day.
- Example: If you score all 10 points on a 10-point assignment, but you submit it one day late, you'll be deducted 1 point for a final score of 9.
- Assignments over 10 days late will receive 0 points.
- If due dates are changed, I'll announce the new due date via Canvas promptly.

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.

> **AI Technology Tools:**
>
> You may use AI technology tools, e.g., ChatGPT, Elicit, etc. to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.
>
> Assignment grades will be based on students' own 'original' work. Therefore, the great majority of submitted assignments should be created by students, not AI tools. You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor).
>
> Per section 1.2 of the SJSU's Academic Integrity Policy (https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf), San José State University defines plagiarism as the act of representing the work of another as one's own without giving appropriate credit, regardless of how that work was obtained, and submitting it to fulfill academic requirements. This policy highlights a couple of important things:

- Doing academic work requires that the work you turn in is your own. A paper, even partially, that is written by AI is not considered your own original work.
- It doesn't matter which AI program/software you use. Using any of these to write your papers is considered a form of plagiarism.

The whole point of writing a paper for a class is to learn and practice how to write better. So, if a student is using AI to do any significant part of that paper, it defeats this purpose.

Students are permitted to use AI tools for simple purposes, such as a thesaurus, spell checker or grammar checker. However, using any AI tools to paraphrase, reword, reorder/restructure, and/or rephrase sentences is not appropriate.

Examples of AI technology tools that may be used inappropriately include, but are not limited to:

ChatGPT or similar tool
Grammarly (beyond just grammar corrections)
QuillBot
Scribbr
Paraphrasing Tool
Language Tool
EditPad

Any plagiarism or other forms of cheating will be dealt with severely under relevant university policies.

Avoiding Plagiarism:

Yes, you can use someone's words or AI tools if you reference or cite the source, especially if they are definitions, quotes from experts, company slogans, etc. The trouble comes when you start to use someone else's words or AI tools all throughout your paper. Pretty soon your paper looks like nothing but a bunch of quoted or copied and pasted or AI-created words and phrases with a few of your own sentences connecting them. This does not represent very much intellectual work on your part. You have 'assembled' a presentation or paper rather than 'writing' one.

Some people set out to deliberately plagiarize, but I am not talking about them. I am talking about how you will get yourself into trouble by adopting the vocabulary words and phrases of an author or AI tool, using them throughout your paper, and not thinking that you have to put quotation marks around each phrase or keyword.

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)*, 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.

PSYC 100W / Writing Workshop Course Schedule

All assignments are due on Thursdays 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.

Week Start Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
June 3	- Course intro and welcome - Mass media vs. scholarly, peer-reviewed research sources - Reading research using the SQ3R "SpongeBob" method **Academic Writer (AW): Getting started**	CLO 2, 4, 5
June 3	- Finding scholarly research articles - Finding an **interesting** topic (brainstorming) - Literature review examples and templates - Narrowing topics down with the "Funnel Method" **AW: Finding reliable sources**	CLO 2, 4, 5
June 10	**First 1:1 meeting to discuss your literature review** **Submit proposal: Main topic + 2-4 possible subtopics** **AW: Writing clearly**	CLO 1, 2, 3, 4, 5
June 10	"Fantastic Research and Where to Find It (on Google Scholar)" - Summarizing articles using microsummaries - Writing your first microsummary **Submit Microsummaries** **AW: Basics of APA style** **AW: Citing references in text**	CLO 2, 4, 55
June 17	- Starting your paper: Microsummaries and paraphrasing - Latin abbreviations **Give your Draft 1 to your Peer Review partners** **AW: Reference lists** **AW: Alphabetizing the reference list**	CLO 1, 2, 3, 4, 5
June 24	- The 3-point method for organizing papers - Introducing the Perfect Paper Checklist **Submit your Peer Review of your partner's Draft 1**	CLO 2, 4, 5
July 1	- Reference list format **Submit your Draft 1 (600 words) - use your partner's feedback**	CLO 2, 4, 5
July 8	**Give your Draft 2 to your Peer Review Partner**	CLO 2, 4, 5

July 15	1. Comparing results from different research studies 2. Review: Example paper, "Perfect Paper" Checklist, the 3-point method **3. Second literature review 1:1 meetings** **4. Submit your Peer Review of your partner's Draft 2** **5. AW: Reducing language bias** **6. AW: Capitalization**	CLO 1, 2, 3, 4, 5
July 22	7. Plagiarism 8. Sentence fragments 9. Latin abbreviations (et al., e.g.) **10. Submit your Draft 2 (1200 words) - use your partner's feedback** **11. AW: Avoiding plagiarism and self-plagiarism**	CLO 1, 2, 3, 4, 5
July 29	● Objectivity in scholarly writing ● **Submit your Draft 3 (1800 words) - use your partner's feedback**	CLO 1, 2, 3, 4, 5
Aug. 5	● **LAST WEEK OF INSTRUCTION FOR SEMESTER** ● **Submit final literature review (2000 words minimum)**	CLO 1, 2, 3, 4, 5