

San José State University
College of Social Sciences/Department of Psychology
PSYC 100W, Writing Workshop, Sections 05/08, Spring 2025

Course and Contact Information

Instructor	Karin Jeffery, Ph.D. (she/her)
Office Location	Dudley Moorhead Hall (DMH) 230
Telephone	–
Email	karin.jeffery@sjsu.edu
Office Hours	Tuesdays 10:30 - 11:45 am or by appointment
Class Days/Time	Section 08: TTH 7:30-8:45 am Section 10: TTH 9:00-10:15 am
Classroom	DMH 167
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
SJSU Studies Category	WID (Writing in the Discipline)

Important Note about Course Grade:

You must pass this course with a C or better as an SJSU graduation requirement.

If you don't get a C or better, you'll have to re-take it, and it can be hard to enroll a second time.

*So if you're having trouble keeping up with class, **don't wait – talk to me asap!***

Course Description

In this class, you will practice and improve writing skills appropriate to the broad field of psychology, with an emphasis on scholarly communication (we'll talk more about what this means in class). You will develop advanced proficiency in college-level writing and learn to communicate effectively to both specialized and general audiences. You'll improve the skills developed in Written Communication IA and IB, and then use them to master the discourse specific to the psychology (I call this "Psych-speak" – more about this in class!)

Course Format

This syllabus is for **PSYC 100W Sections 05 and 08, Spring 2025.**

This is an in-person course. We will meet every Tues/Thurs in DMH 167 unless otherwise announced.

The research indicates that students do better when they attend as many classes as possible.

*I know that's not always easy, but **please do your best to come to class.***

And if you can't come regularly for some reason, TELL ME! I CARE WHAT HAPPENS TO YOU!!

WID Learning Outcomes

WID 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 the outcomes mandated by General Education (GE).
2. **Course Learning Outcomes (CLOs):** These are the 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.

WID Learning Outcomes (LOs)

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

- WID LO1: Explain, analyze, develop, and critique ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.
This LO is satisfied by the following major assignments (there are other assignments that also address this LO): Microsummaries (Research Article Summaries), Literature Review Drafts 1-3 and Final Draft, and Peer Reviews.
- WID LO2: Organize and develop complete discipline-specific texts and other documents for both professional and general audiences, using appropriate editorial and citation standards.
This LO is satisfied by the following major assignments (there are other assignments that also address this LO): Microsummaries (Research Article Summaries), Literature Review Drafts 1-3 and Final Draft, Peer Reviews, and Academic Writer assignments.
- WID LO3: Locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.
This LO is satisfied by the following major assignments (there are other assignments that also address this LO): Research Skills Pretest and Posttest, Literature Review Outline, Microsummaries (Research Article Summaries), and Literature Review Drafts 1-3 and Final Draft, Peer Reviews, and Academic Writer assignments.
- WID LO4: Produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression.
This LO is satisfied by the following major assignments (there are other assignments that also address this LO): Microsummaries (Research Article Summaries), and Literature Review Drafts 1-3 and Final Draft, Peer Reviews, and Academic Writer assignments.

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 Text

- **Our Canvas course website is our e-textbook. NO, REALLY: TREAT CANVAS AS YOUR TEXTBOOK FOR THIS SEMESTER. YOU ARE RESPONSIBLE FOR KNOWING EVERYTHING IN EVERY MODULE FOR EACH WEEK.**

Additional Recommended Readings and Resources

Online:

- 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:

- 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 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

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
- christa.bailey@sjsu.edu

Course Canvas Site

Our Canvas site is our other online textbook for this course. What's on it?

- There's one Module for each week of the semester. These Modules are our textbook "chapters." *As I already stated, you are expected to read and learn everything in each week's module.*

Each module has the following:

- Lecture slides, lovingly created by yours truly
- Handouts and articles
- Assignment descriptions – read them!!
- Assignment submission inboxes
- Course announcements
- Links to campus resources and events
- Oh yes, one more thing - 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.

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

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 your progress in a friendly, supportive setting and focus on next steps.
- **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.
- **Peer Reviews:** You'll be partnered with 1-2 classmates to give and receive feedback throughout the semester.

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)

Assignment	Possible Points (pts)	Deadline
Self-intro discussion	7 pts for posting 3 pts for responding to 1 other post	1/28
Literature review proposal	5 pts	2/6
Librarian presentation: 3 takeaways	5 pts	2/13
Microsummaries	10 pts	2/20
Start writing DRAFT 1 [300 words, 45 pts total]	<i>Start by 2/20 to stay on schedule</i>	2/20
• Share Draft 1 with partner	0 pts (complete/incomplete only)	2/27
• Peer review of partner's draft	10 pts: Must submit Perfect Paper Checklist on Canvas AND share it with your partner	3/6
• 1st meeting with writing tutor	10 pts for submitting meeting takeaways	By 3/13
• Draft 1 due to me	15 pts	3/13
• 1st meeting with me	5 pts for showing up 5 pts for submitting meeting takeaways	3/13-3/20
Start writing DRAFT 2 [600 words, 45 points total]	<i>Start by 3/13 to stay on schedule</i>	3/13
• Share Draft 2 with partner	0 pts (complete/incomplete only)	3/20
• Peer review of partner's draft	10 pts: Must submit Perfect Paper Checklist on Canvas AND share it with your partner	3/27
• 2nd meeting with writing tutor	10 pts for submitting meeting takeaways	By 4/10
• Draft 2 due to me	15 pts	4/10
• 2nd meeting with me	5 pts for showing up 5 pts for submitting meeting takeaways	4/10-4/17
Start writing DRAFT 3 [1800 words, 45 pts total]	<i>Start by 4/10 to stay on schedule</i>	4/10
• Share Draft 3 with partner	0 pts (complete/incomplete only)	4/17
• Peer review of partner's draft	10 pts: Must submit Perfect Paper Checklist on Canvas AND share it with your partner	4/24
• 3rd meeting with writing tutor	10 pts for submitting meeting takeaways	By 5/1
• Draft 3 due to me	15 pts	5/1
• 3rd meeting with me	5 pts for showing up 5 pts for submitting meeting takeaways	By 5/8
FINAL DRAFT [2000 words, 10 scholarly sources]	50 pts	5/15

Total Points Possible for the Semester: 215

Final Evaluation

You may have noticed that there's no Final Exam in the table above (I hope no one is too disappointed about that) The final draft of your literature review is our "final exam."

Final Letter Grade Scale

Grade	Percentage
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. (Does this sound familiar? Yes, I already said this on p. 1 – so if you remember reading it earlier, good work!)

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).

**** PLEASE USE [Grammarly](#) or another grammar/spelling checker to double-check for grammar and spelling errors before turning in your assignments. YES, YOU CAN USE AND SHOULD GRAMMARLY IN MY CLASS.**

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 (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 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 on Canvas as they become available.

Final Grade Changes

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

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.

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.

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.

One More Thing... My AI Policy for Our Class

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.

The following paragraphs describe my instructor policy regarding the use of AI in our class. **Please be aware that other faculty may have very different policies, and be sure to follow their specific guidelines in their classes!**

I believe generative AI tools can be very useful to help your learning, as long as you observe the following guidelines:

- 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 APA 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!)

Here's another excellent resource to help guide you as you use these tools: [the SJSU Writing Center's AI Writer Toolbox](#).

If you choose to use generative AI tools, 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; therefore, 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.

As specified elsewhere in the syllabus, this course requires electronic submission of essays, papers, and other written projects through the originality assessment service Turnitin. Turnitin will also attempt to detect AI-generated text.

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.

PSYC 100W Writing Workshop, Spring 2025 Course Schedule

All assignments are due on Thursdays 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	Class Dates	Topics, Readings, Assignments, Deadlines	Learning Outcomes
1	1/23	<ul style="list-style-type: none"> Course intro and welcome Due Tuesday 1/28: Self-Intro Discussion: Your post + 1 response 	CLO 1, 4, 5
2	1/28, 1/30	<ul style="list-style-type: none"> Mass media vs. scholarly, peer-reviewed research sources Reading research using the SQ3R method Finding an interesting topic (brainstorming) Due 1/30: Set your Canvas notifications for the semester 	CLO 2, 4, 5
3	2/4, 2/6	<ul style="list-style-type: none"> Using AI to help brainstorm Narrowing topics down with the “Funnel Method” THURS 2/6: SPECIAL GUEST PRESENTER, LIBRARIAN CHRISTA BAILEY Due 2/6: Literature review proposal: Main topic + 3 possible subtopics 	CLO 2, 4, 5
4	2/11, 2/13	<ul style="list-style-type: none"> Summarizing articles using microsummaries “Scholarly Research and Where to Find It (on Google Scholar)” Writing your first microsummary Writing your first References list Due 2/13: Librarian Presentation: 3 Takeaways 	CLO 1, 2, 3, 4, 5
5	2/18, 2/20	<ul style="list-style-type: none"> Literature review examples and templates How to start Draft 1: Microsummaries and paraphrasing Start writing Draft 1 Due 2/20: Microsummaries 	CLO 2, 4, 5
6	2/25, 2/27	<ul style="list-style-type: none"> Introducing the “Perfect Paper” Checklist Start scheduling your 1st meeting with a writing tutor Due 2/27: Give your Draft 1 to your Peer Review Partner 	CLO 1, 2, 3, 4, 5
7	3/4, 3/6	<ul style="list-style-type: none"> The 3-point method for organizing papers Due 3/6: Submit “Perfect Paper” Checklist for your Partner's Draft 1 	CLO 2, 4, 5
8	3/11, 3/13	<ul style="list-style-type: none"> Latin abbreviations (et al., e.g., etc.) Start writing Draft 2 to stay on schedule Start scheduling 2nd meeting with a writing tutor Due 3/13: <ul style="list-style-type: none"> Submit Draft 1 (600 words) Submit “takeaways” from 1st meeting with a writing tutor 	CLO 2, 4, 5
9	3/18, 3/20	<ul style="list-style-type: none"> First round of 1:1 meetings with Dr. J – NO LECTURES Due 3/20: <ul style="list-style-type: none"> Deadline for 1st meeting with me Give your Draft 2 to your Peer Review Partner 	CLO 2, 4, 5
10	3/25, 3/27	<ul style="list-style-type: none"> Due 3/27: Submit “Perfect Paper” Checklist for your Partner's Draft 2 	CLO 1, 2, 3, 4, 5
11	3/31 to 4/4	*** SPRING BREAK – NO CLASSES ***	CLO 1, 2, 3, 4, 5

12	4/8, 4/10	<ul style="list-style-type: none"> ● Second round of 1:1 meetings with Dr. J – NO LECTURES ● Start writing Draft 3 to stay on schedule ● Start scheduling 3rd meeting with a writing tutor ● Due 4/10: <ul style="list-style-type: none"> ● Submit “takeaways” from 2nd meeting with a writing tutor ● Submit Draft 2 (1200 words) 	CLO 2, 4, 5
13	4/15, 4/17	<ul style="list-style-type: none"> ● Plagiarism ● Sentence fragments ● Due 4/17: <ul style="list-style-type: none"> ● Give your Draft 3 to your Peer Review Partner ● Deadline for 2nd meeting with me 	CLO 1, 2, 3, 4, 5
14	4/22, 4/24	<ul style="list-style-type: none"> ● Objectivity in scholarly writing ● Overview: Final paper format ● Due 4/24: Submit “Perfect Paper” Checklist for your partner’s Draft 3 	CLO 1, 2, 3, 4, 5
15	4/29, 5/1	<ul style="list-style-type: none"> ● Thursday 5/1: Third round of 1:1 meetings with Dr. J – NO LECTURE ● Verb tense (why do we care?) ● Review APA style issues that are unclear and/or difficult ● Due 5/1: <ul style="list-style-type: none"> ● Submit “takeaways” from 3rd meeting with a writing tutor ● Submit Draft 3 (1800 words) 	CLO 1, 2, 3, 4, 5
16	5/6, 5/8	<ul style="list-style-type: none"> ● Tuesday 5/2: Third round of 1:1 meetings with Dr. J, continued – NO LECTURE ● Thursday 5/8: LAST DAY OF CLASS - END-OF-SEMESTER POTLUCK! ● Due by 5/8: Writeup from 3rd meeting with me 	CLO 1, 2, 3, 4, 5
17	5/15	<ul style="list-style-type: none"> ● Due by 5/15: <ul style="list-style-type: none"> ● Final literature review paper <ul style="list-style-type: none"> ● 2000 words minimum ● 10 scholarly, peer-reviewed references 	CLO 1, 2, 3, 4, 5