

**San José State University**  
**College of Social Sciences, Department of Psychology**  
**Psychology 100W Sec 02 - Writing Workshop Fall 2023**

**Course and Contact Information**

Instructor: Maipeng Wei  
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Classroom: DMH 356

Office Location: DMH 230  
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Class Days/Time: **MW 4:30PM - 5:45PM**  
GE/SJSU Studies Category: Aera Z

**Prerequisites:**

- ENGL 1B (with a grade of C or better)
- Completion of core GE
- Satisfaction of Writing Skills Test
- Upper division standing
- PSYC 1
- STAT 95 or senior standing
- Psychology Majors/Minors and Behavioral Science Majors only

**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 broaden and deepen these to include mastery of the discourse peculiar to the discipline in which the course is taught.

**Course Format**

This is an in-person course. We will meet in-person in Dudley Moorhead Hall (DMH) 347 during our scheduled class days/times.

**Learning Outcomes**

Learning Outcomes (LOs) are specific, measurable goals and objectives that students have demonstrated upon successful completion of the course. 100W is designed to address 3 levels of Learning Outcomes:

- GE/SJSU Learning Outcomes (LOs). These are outcomes mandated by General Education.
- 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.
- 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 at 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 which 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 (PLO)

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 in the course of the semester, and that they shall be provided with frequent practice and feedback for improving their communication skills.

### **Required Texts/Readings**

#### Academic Writer (e-text)

Some assignments will come from the APA Academic Writer (AW).

To order Academic Writer:

1. Please click on the assignment “Creating your AW account” on our Canvas website.
2. You will be taken to the page where you can create an AW account and start using it.
- 3 You will have a **1-month** free trial (from 8/21-9/19), but you must buy AW after it expires.
- 4 You can buy AW through the SJSU bookstore website. Please search for “Academic Writer” and buy “APA ACADEMIC WRITER-ACCESS CODE”.

#### **Recommended Readings and Resources:**

- American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th Ed.).
- 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 and activities 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

To access the Canvas site: go to <http://www.sjsu.edu/at/ec/canvas/> and click on “Log in to Canvas”

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

For additional information or help with logging in: **Canvas Student Tutorial:**

<http://www.sjsu.edu/at/ec/canvas/>

### **Library Liaison**

Christa Bailey is the Reference Librarian assigned to assist Psychology students in using databases, helping with searches, etc. She will be available throughout the semester to meet virtually with individual students.

Contact information: email [christa.bailey@sjsu.edu](mailto: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.

The major skills and associated assignments include (*not all assignments are graded, grading information can be found on Page 5*):

- Basic skills (e.g., plagiarism tutorial)

You will do a plagiarism tutorial online. Though this assignment does not count toward the final grade, this is an important and required skill. This is a required element to complete course.

- APA style: Academic Writer (Assignments and quizzes). Assignments will be done during class time, with the instructor's help. Quizzes will be done after class. You can try the quiz multiple times until you earn the full points.
- Writing assignments associated with writing and research skills include:
  1. Literature Review
  2. Analyzing a research report (in-class assignment)

### ***Literature review***

This is the major paper that you will be writing for this course. The major paper you will be writing for this course is an ***APA style literature review*** (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. This project will require completing:

- **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.
- **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.
- **Microsummaries:** You identify and summarize at least 10 scholarly, peer-reviewed sources relevant to your literature review topic.
- **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.
- **Literature review draft 1** describing and synthesizing relevant theory and research findings relevant to a research question.
- **Literature review draft 2** describing and synthesizing relevant theory and research findings relevant to a research question.
- **A final paper** describing and synthesizing relevant theory and research findings relevant to a research question.

### ***Analyzing a research report***

The instructor will present a research report to students. Students will be asked to analyze the report by answering the instructor's questions. This is an in-class assignment. The purpose is to help students understand the structure of a research report.

### **Final Examination or Evaluation**

As per University policy S17-1 (<http://www.sjsu.edu/senate/docs/S17-1.pdf>) which states that "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."

The final evaluation for this course is the oral presentation (about 5-8 minutes) of students' literature review. Due to time constraints, these presentations are scheduled over several class periods at the end of the semester – including the time of the final exam.

## Grading Information

Your grade for this course will be calculated based on the number of points accumulated throughout the semester.

The points and percentage of course grade associated with each assignment.

| Skills and Associated Projects | Activity   | Total Points | %           |
|--------------------------------|--|--------------|-------------|
| APA                            | APA Assignments (5*15)   | 75           | 25%         |
|                                | APA quizzes (5*15)   | 75           | 25%         |
| Writing and research skills    | Research Question Assignment                                   | 3            | 1%          |
|                                | References   | 6            | 2%          |
|                                | Outline assignment   | 6            | 2%          |
|                                | Microsummaries   | 10           | 3.3%        |
|                                | Literature Review (Draft1)                                     | 15           | 5%          |
|                                | Literature Review (Draft2)                                     | 15           | 5%          |
|                                | Literature Review (Final)                                      | 60           | 20%         |
|                                | Instructor meeting 1   | 5            | 1.7%        |
|                                | Instructor meeting 2   | 5            | 1.7%        |
| Analyzing a research report    | In-class assignment  | 15           | 5%          |
| Final exam                     | Oral Presentation (5-8 minutes)<br>on Literature Review topic) | 10           | 3.3%        |
| <b>Total</b>                   |  | <b>300</b>   | <b>100%</b> |

## Determination of Grades

Final grades in this course will be assigned as indicated below.

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

| <i>Grade</i>   | <i>Percentage</i> |
|----------------|-------------------|
| <i>A plus</i>  | <i>96 to 100%</i> |
| <i>A</i>       | <i>93 to 95%</i>  |
| <i>A minus</i> | <i>90 to 92%</i>  |
| <i>B plus</i>  | <i>86 to 89 %</i> |
| <i>B</i>       | <i>83 to 85%</i>  |
| <i>B minus</i> | <i>80 to 82%</i>  |
| <i>C plus</i>  | <i>76 to 79%</i>  |
| <i>C</i>       | <i>73 to 75%</i>  |
| <i>C minus</i> | <i>70 to 72%</i>  |
| <i>D plus</i>  | <i>66 to 69%</i>  |
| <i>D</i>       | <i>63 to 65%</i>  |
| <i>D minus</i> | <i>60 to 62%</i>  |

## Late Assignments

Assignments are due on the day indicated on the course schedule. If due dates are changed, the new due date will be announced in lecture and posted on Canvas in a timely fashion. 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. Consideration will also be given to students whose dependent children experience serious illness. You may submit a late assignment without reasonable and documented reasons, but you will **receive a 10%-point deduction AND the late work must be submitted within one week of the original due date.**

### **Extra Credit**

Extra credit assignments are given at the *instructor's discretion*. Should extra credit opportunities be extended, the total amount of extra credit points earned by a student cannot exceed 1 – 2 % of the total number of points available in the course

### **Classroom Protocol**

**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). You will be asked to turn off your laptop if you are engaged in non-class activities.

#### **Cellphones and other electronic devices**

Please be certain to turn off or put in silent mode all cell phones, pagers, and any other 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 before class starts and written down any questions you had. Be prepared to take notes.

#### **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.

### **University Policies**

Per [University Policy S16-9](#) , 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>). Make sure to visit this page to review and be aware of these university policies and resources.

### **Student Resources**

#### **Librarian: Psychology**

The SJSU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials. The library also has an abundance of resources for doing psychology research:

Psychology Librarian: Christa Bailey (408) 808-2422 [christa.bailey@sjsu.edu](mailto:christa.bailey@sjsu.edu)  
<http://libguides.sjsu.edu/psychology> The library also has an abundance of resources for doing psychology research.

### **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](#) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

### **ACCESS Success Center**

The [ACCESS Success Center](#) is a resource for College of Social Sciences students, which includes psychology majors. This center provides mentoring, tutoring, and advising especially geared for social science majors. The center provides workshops and presentations on writing, statistics, graduate school applications, and so forth. Visit their webpage for more information, <http://www.sjsu.edu/access/>

### **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 10<sup>th</sup> 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](#) 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](#) 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 Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. 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>.

## PSYC 100W/Writing Workshop, Fall 2023, Course Schedule

This is a tentative timeline. The schedule is subject to change with fair notice.

Changes will be announced in class and via Canvas Notifications

| Week | Date | Day | Topics  | Assignments due  |
|------|------|-----|---|--|
| 1    | 8/21 | M   | Course Introduction; Syllabus review  |  |
|      | 8/23 | W   | Discuss: What academic writing is<br>Discuss: What a literature review is<br>Discuss: What a research report is   | Plagiarism tutorial (due Sunday, 8/27)<br><a href="https://libguides.sjsu.edu/plagiarism">https://libguides.sjsu.edu/plagiarism</a><br>Take until you score 85% or better<br>Create your Academic Writer account |
| 2    | 8/28 | M   | Discuss: Types of sources (empirical studies, theoretical articles, literature reviews, etc.)<br>In-class activity (evaluating information sources)           | Extra credit: Evaluating sources of information  |
|      | 8/30 | W   | Brainstorming a topic and narrowing it down<br>AW-getting started.  |  |
| 3    | 9/4  | M   | <i>Labor day-No class</i>   | Research Question due (due Sunday, 9/10)   |
|      | 9/6  | W   | Research Skills & Library Tutorial<br>Library Visit - Christa Bailey, Meet in MLK   |  |
| 4    | 9/11 | M   | How to write a literature review<br>APA-AW: Citing (Direct quotations and paraphrasing)<br>APA-AW: Citing in-text citations                                   | 1 Academic Writer Quiz-Direct quotations and paraphrasing(due Sunday, 9/17)<br>2 Academic Writer Quiz-in-text citations (due Sunday, 9/17)   |
|      | 9/13 | W   | Discuss: Microsummaries<br>Paraphrase and Summarizing articles using microsummaries<br>In-class search.<br>In-class activity: writing your first microsummary |  |
| 5    | 9/18 | M   | Topic: Writing skills and quality (organization; verb tense and voice)<br>APA AW: Verb-tense  | 1 Academic Writer Quiz-Verb tense (due Sunday, 9/24)<br>2 Academic Writer Quiz-References_ 1 (due Sunday, 9/24)  |
|      | 9/20 | W   | Topic: Writing skills and quality (Cohesion and coherence)<br>Academic Writer -References_ 1<br>Academic Writer-References-2                                  |  |

| Week | Date  | Day | Topics  | Assignments due  |
|------|-------|-----|---|--|
|      |       |     |   | 3 Academic Writer Quiz-References-2 (due Sunday, 9/24)   |
| 6    | 9/25  | M   | Topic: Writing skills and quality (Precision and clarity)<br>Academic Writer-References-3<br>Academic Writer-References-4         | 1 Academic Writer Quiz-References_3 (due Sunday, 9/31)<br>2 Academic Writer Quiz-3 References_4 (due Sunday, 10/1)   |
|      | 9/27  | W   | Topic: Writing skills and quality (Conciseness)<br>Academic Writer-References-5<br>Academic Writer-References-6                   | 3 Academic Writer Quiz-References_5 (due Sunday, 10/1)<br>4 Academic Writer Quiz-References_6 (due Sunday, 10/1)<br>5 Reference assignment (due Sunday, 10/1)  |
| 7    | 10/2  | M   | Topic: Writing skills and quality (Paraphrasing)<br>Academic Writer-Title page and running head                                   | 1 Academic Writer-Quiz-Title page (due Sunday, 10/8)   |
|      | 10/4  | W   | Topic: Writing skills and quality (Telling a story)<br>Academic Writer-headings<br>Academic Writer-abstract and keywords          | 2 Academic Writer-Quiz-running head (due Sunday, 10/8)<br>3 Academic Writer-Quiz-headings (due Sunday, 10/8)<br>4 Academic Writer-abstract and keywords (due, Sunday, 10/8)<br>5 Microsummaries (due Sunday, 10/8) |
| 8    | 10/9  | M   | Topic: Writing skills and quality (literature templates, checklists)<br>In-class activity: review<br>Academic Writer-basic set-up | 1 Academic Writer-Quiz-basic set-up (due Sunday, 10/15)  |
|      | 10/11 | W   | Literature review development meetings (Individual; required meetings with the instructor)  |  |
| 9    | 10/16 | M   | Literature review development meetings (Individual; required meetings with the instructor)  |  |
|      | 10/18 | W   | Literature review development meetings (Individual; required meetings with the instructor)  |  |
| 10   | 10/23 | M   | Literature review development meetings (Individual; required meetings with the instructor)  | 1 Outline assignment (due Sunday, 10/29)   |
|      | 10/25 | W   | Literature review development meetings (Individual; required meetings with the instructor)  |  |

| Week       | Date  | Day | Topics   | Assignments due   |
|------------|-------|-----|--|---|
| 11         | 10/30 | M   | Research design and analyzing a research report (Part 1)<br>Quiz AW: numbers             | 1 Academic Writer-Quiz-numbers (due 11/5, Sunday)<br>2 Literature review Draft 1 (due 11/5, Sunday) |
|            | 11/1  | W   | Research design and analyzing a research report (Part 2, in-class assignment, Mandatory) |   |
| 12         | 11/6  | M   | Literature Review Conferences (Individual; required meetings with the instructor)        |   |
|            | 11/8  | W   | Literature Review Conferences (Individual; required meetings with the instructor)        |   |
| 13         | 11/13 | M   | Literature Review Conferences (Individual; required meetings with the instructor)        |   |
|            | 11/15 | W   | Literature Review Conferences (Individual; required meetings with the instructor)        |   |
| 14         | 11/20 | M   | Literature Review Conferences (Individual; required meetings with the instructor)        | 1 Literature review Draft 2 due (11/26, Sunday)   |
|            | 11/22 | W   | <i>Non-Instructional Day – (NI)</i><br><i>Thanksgiving Holiday</i>                       |   |
| 15         | 11/27 | M   | Oral Presentations and peer reviews  |   |
|            | 11/29 | W   | Oral Presentations and peer reviews  |   |
| 16         | 12/4  | M   | Oral Presentations and peer reviews  |   |
|            | 12/6  | W   | Oral Presentations and peer reviews<br>LAST DAY OF INSTRUCTION                           |   |
| Final Exam | 12/14 | Th  | Oral Presentations and peer reviews (if needed)  | Literature Review (Final, due Tuesday, 12/14)   |