

San José State University
Psychology Department
Psychology 100W: Writing Workshop, Section 11, Fall 2020

Course and Contact Information

Instructor(s): Jason X. Ventura

Email: jason.ventura@sjsu.edu

Office Hours: Tuesdays and Thursdays 12:00-1:00 pm
Canvas Learning Management system
Available by Zoom appointments

Replies within 48 hours (except Sundays). If you e-mail on Sunday, I will reply Monday. If I do not reply, kindly, resend email.

Class Days/Time: Mondays and Wednesdays 3:00-4:15 pm

Classroom: Class sessions will be conducted through Zoom

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: 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.

Course Format

This course will follow a hybrid format using both a combination of lecture delivery and also accompanied by online delivery of instructional material which will entail reading the chapters from the prescribed text, reading supplemental material provided by your instructor, and viewing PowerPoint slides. By way of preparing you for online readiness, we will meet in person on most of the Mondays and Wednesdays, and on those days, each new topic to be covered will be introduced. For purposes of clarity, the course schedule gives a detailed information of the material that will be covered in person and material you are required to read online. Hence this course seeks to provide you with an exciting educational experience through varied techniques. Evaluation and feedback will be provided through online means.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com). at <http://sjsu.instructure.com>.

Students 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. Weekly modules will be set up through Canvas and assignment requirements will be available within each week.

Accessing Course Canvas site

To access the [Canvas](http://www.sjsu.edu/at/ec/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 SJSUOne password*

For additional information or help with logging in:

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

Note: clearing your browsing history may help if you have trouble logging into the site.

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](http://www.sjsu.edu/senate/docs/2014geguidelines.pdf), 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

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

Other Readings

[Owl APA style resource](#)

[SJSU Library: Psychology-specific tutorials, resources](#)

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. Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. 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)
 - Dissecting a Literature Review
 - Article Summaries and Evaluations*
 - Literature Review* (*see description below*)
 - Literature Review development (*see description below*)

- Peer Reviews
- Social Policy 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.**

Social Policy Research Report assignment

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.

IMPORTANT NOTES REGARDING ASSIGNMENTS

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

Papers are 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.**

The [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf), Course Syllabi (<http://www.sjsu.edu/senate/docs/S16-9.pdf>) requires the following language to be included in the syllabus:

“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

Thursday, December 10th from 12:15 – 2:30 pm

The final evaluation for this course is the oral presentation of students’ literature review. Due to time constraints, these presentations are scheduled over several class periods at the end of the semester – including during the time of the final exam.

“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.

100W Assignment Summary Sheet

Approximate Word Count*	Approximate Pages*	% course grade	Points	Assignment	Notes
	--		(R)	Research Skills Assessment Pretest	Required 5 pts XT credit
	--		(R)	Plagiarism Tutorial	Required Take until you score 85% or better
400 – 500	4	3%	10	Evaluating Information Sources	Fulfills “General Audience Paper” GE requirement
400 - 500	4	3%	10	Dissecting a Literature Review	
400-600	3 - 4	2%	5	Article summary	
100 - 200	1	2%	5	Microsummaries	
800 - 1000	6 - 7	4%	10	Mini-Literature Review (Draft 1)	
800 - 1000	6 - 7	9%	25	Mini-Literature Review (Final)	
100 - 200	1	4%	10	Research Question Assignment	
400 - 500	3 – 4	5%	15	Annotated References Assignment	
400 - 500	3 – 4	7%	20	Outline Assignment	
2000 – 2500	11 - 13	7%	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	5%	15	Peer Review: Literature Review	
2000 – 2500	11 - 13	36%	100	Literature Review (Final)	
1250 - 1500	6 - 7	9%	25	Research Report (Final)	
	--	4%	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	100%	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).** If you email me Sunday, do not expect a response until Monday.
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 4:30-5:45. 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

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.

Please practice the following guidelines during our Zoom class meetings/discussions.

ZOOM CLASS MEETINGS/DISCUSSIONS

- Please do not talk when your instructor or other students are speaking. Please “mute” your microphone when your instructor is talking and/or when other students are asking questions.
- Students are ENCOURAGED (but not required) to turn on their video camera during Zoom class meetings. Turning on your video camera allows your instructor and classmates to see you and helps to simulate more of an “in-person” experience. BUT, again, you are NOT REQUIRED to turn on your video camera during these meetings if you choose not to or feel uncomfortable about doing so.
- Please be respectful of other people’s experiences, comments, thoughts, opinions, etc. even if you might not agree with what they are saying.
- I hope these class discussions can be a “safe” place where all students feel comfortable to share their own thoughts, experiences, and beliefs without being “judged” by others.
- As educated adults, we should be able to engage in thoughtful debate and discussion with one another without any fear of personal attacks/judgments from others.

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.**

- **Recording Zoom Classes:** This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).
 - Students are not allowed to record without instructor permission
- Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/> **Make sure to review 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)

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
<http://libguides.sjsu.edu/psychology>

Student Technology Resources

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](http://www.sjsu.edu/access/) 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 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 11, Fall 2020 Course Schedule

Course Schedule

WEEK	DAY	DATE	TOPIC	ASSIGNMENTS DUE**
1	Wed	8/19	CLASS CANCELLED	
2	Mon	8/24	Course introduction	Log onto course Canvas site
	Wed	8/26	Discuss <i>Evaluating Sources of Information</i> assignment APA Style Basics	<i>Evaluating Sources of Information Research Skills Assessment Pretest</i>
3	Mon	8/31	Discuss <i>Dissecting a Literature Review</i> assignment APA Style Basics	APA Manual pp 4-10 <i>Dissecting a Literature Review</i>
	Wed	9/2	Types of sources (empirical studies, theoretical articles, literature reviews, etc.) Developing a research question	Read Aronson & Mills (1959) for next two class meetings
4	Mon	9/7	LABOR DAY: NON-INSTRUCTIONAL DAY	
	Wed	9/9	Discuss Mini-Literature Review assignment APA Style Basics	Aronson & Mills (1959) Summarize article during Zoom session; upload at end of class meeting) <i>Research Question Assignment Due before midnight</i>
5	Mon	9/14	Introduce Annotated References assignment Dissecting a Research Report APA Style Basics	Plagiarism Tutorial <i>Due before midnight</i> Microsummaries (Summarize Aronson & Mills ((1959)) article during Zoom session; upload at end of class meeting)

WEEK	DAY	DATE	TOPIC	ASSIGNMENTS DUE**
	Wed	9/16	Research Skills & Library Tutorial	Psychology librarian (Christa Bailey) will join our Zoom session for tutorial
6	Mon	9/21	Research Question Feedback and literature search	Meet at scheduled time. If students are not scheduled to meet with instructor, utilize research skills from tutorial to complete “Annotated References Assignment” <i>Mini-Literature Review (Draft 1)</i> <i>Due before midnight</i>
	Wed	9/23	Research Question Feedback and literature search	Meet at scheduled time If students are not scheduled to meet with instructor, utilize research skills from tutorial to complete “Annotated References Assignment: <i>Annotated References Assignment</i> <i>Due before midnight</i>
7	Mon	9/28	Basics of Research Design APA Style Basics	Sign up for “Literature Review Development Meeting”
	Wed	9/30	Mini-Literature Review feedback and Peer Editing	Peer Review <i>Outline Assignment</i> <i>Due before midnight</i>
8	Mon	10/5	Writing your literature review	<i>Mini-Literature Review (Final Draft)</i> <i>Due before midnight</i>
	Wed	10/7	NO CLASS MEETING (Work on first draft of literature review)	
9	Mon	10/12	Literature Review Development Meetings	
	Wed	10/14	Literature Review Development Meetings	
10	Mon	10/19	Literature Review Development Meetings	

WEEK	DAY	DATE	TOPIC	ASSIGNMENTS DUE**
	Wed	10/21	Literature Review Development Meetings	
11	Mon	10/26	“Research Report Basics” APA Style Basics Introduce “Social Report Policy” assignment	Sign up for “Literature Review Conferences” Sign up for oral presentations Literature Review (Draft 1) <i>Due before midnight</i>
	Wed	10/28	Literature Review Conferences	
12	Mon	11/2	Literature Review Conferences	
	Wed	11/4	Literature Review Conferences	
13	Mon	11/9	Literature Review Conferences	Social Report Policy assignment <i>Due before midnight</i>
	Wed	11/11	VETERAN’S DAY: NON-INSTRUCTIONAL DAY	
14	Mon	11/16	Literature Review Conferences	
	Wed	11/18	Peer Reviews & Editing	Peer Review (in class)
15	Mon	11/23	Discuss second, and final, draft of literature review and oral presentations	Literature Review (Draft 2) <i>Due before midnight</i>
	Wed	11/25	NON-INSTRUCTIONAL DAY	
16	Mon	11/30	Oral Presentations	Literature Review (Final Draft) <i>Due before midnight</i>
	Wed	12/2	Oral Presentations	
	Mon	12/7	LAST DAY OF INSTRUCTION Oral Presentations	

WEEK	DAY	DATE	TOPIC	ASSIGNMENTS DUE**
FINAL EXAM	Th	12/10	Thursday, December 10 12:15-2:30 Oral Presentations	

* 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.