# San José State University

# Psychology 100W: Writing Workshop Section 01

# Spring Semester 2014

## Instructor Information

|  |  |
| --- | --- |
| **Instructor** | Jeffrey W. Danese |
| **Office Location** | Clarke Hall 412F |
| **Telephone** | (408) 924-4726 |
| **Email** | [jeffrey.danese@sjsu.edu](mailto:clifton.oyamot@sjsu.edu) or Mail function through Canvas |
| **Class Days/Time** | **Section 01**, Thursdays, 6:00 - 8:45 |
| **Office Hours** | Tues & Thurs 2:00-4:00 & Wed 1:00 - 3:00, or by appointment |
| **Classroom** | DMH 308 |
| **Prerequisites** | ENGL 1B (with a grade of C or better)  Completion of core GE  satisfaction of Writing Skills Test and upper division standing  PSYC 1  STAT 95 or senior standing Note: Although SJSU may or may not enforce prerequisites during registration, the lack of a prerequisite is not sufficient to justify a course drop after the drop deadline.  Please contact the instructor if you do not have the listed prerequisites. |
| **GE/SJSU Studies** | Area Z |

## Faculty Web Pages

[Instructor’s faculty web page](http://www.sjsu.edu/people/jeffrey.danese/) @ <http://www.sjsu.edu/people/jeffrey.danese/> with background and courses taught.

[Instructor’s youtube channel](http://www.youtube.com/user/euromut555) @ http://www.youtube.com/user/euromut555 with course playlists and more.

## Course Description

The general 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. Written Communication II should reinforce and advance the abilities developed in Written Communication IA and IB, and broaden and deepen these to include mastery of the discourse peculiar to the discipline in which the course is taught.

In Psychology 100W students are given the opportunity to develop writing skills appropriate to the broad field of psychology, including essays, reports and scholarly communication.

## Learning Outcomes

### Overview

*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 Studies Learning Outcomes (LO)

Upon successful completion of this course, students will be able to:

The general GE student learning objective for 100W (Area Z) is that students shall write complete essays that demonstrate college-level proficiency. Students shall be able to:

*LO1 –* refine the competencies established in Written Communication IA and IB

*LO2 –* express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse

*LO3 –* organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.

**Course Learning Outcomes (CLOs)**

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

*CLO1 –* have developed proficiency at using databases (e.g., PSYCHINFO and MEDLINE) to locate empirical research and research review articles in an area of psychology [*LO* 1, 3]

*CLO2 –* demonstrated competency in American Psychological Association (APA) writing style, including grammar, spelling, and syntax [*LO* 1, 3]

*CLO3 –* summarized and evaluated empirical research articles in an area of psychology [*LO* 1, 2, 3]

*CLO4 –* written for a general audience [*LO* 1, 3]

*CLO5 –* organized and developed a literature review, or other appropriate major paper (e.g., research report) in an area of psychology [*LO* 1, 2, 3]

*CLO6 –* begun to develop critical thinking skills in psychology including the ability to [*LO* 1, 2, 3]:

(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

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.

### 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.

## Required Texts/Readings

### APA Manual

American Psychological Association. (2010) *Publication Manual of the American Psychological Association (6th ed.)*. Washington, DC. ISBN-13: 978-1-4338-0561-5

Galvan, Jose L. (2012) *Writing Literature Reviews: A Guide for Students in the Social and Behavioral Sciences (5th ed.)*. Pyrczak Publishing. ISBN-978-1-9365-2303-0

### Other equipment/material requirements

* Regular access to a computer and internet connection
* **Handouts will be made available in a timely manner via Canvass. *It is your responsibility to print out and bring copies of handouts to the appropriate lecture*.**

## 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 (student-to-student questions, discussion)
* Links to webpages that will be of use to you throughout the course
* Handouts and articles
* Lecture slides (generally posted after lecture is presented)
* News Items (on course home page)

**Check this site regularly for course announcements.**

## Accessing Course Canvas site

**To access the** [**course Canvass site**](https://sjsu.instructure.com) **go to** http:// https://sjsu.instructure.com

**Username =** *firstname.lastname*, but may have an appended number (e.g., *joshua.doe*2)

**Password =** Your initial Canvass password is your 9 digit SJSU ID number.

See the online tutorial for additional login and usage information:

[**Canvas Student Resources**](http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial_Complete.pdf)**:** http:// http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial\_Complete.pdf

## Assignments and Grading Policy Overview

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. Assignments in 100W generally include (but are not limited to):

* **Basic skills review** (e.g., plagiarism tutorial, research skills tutorial, grammar handouts)
* **Writing assignments** (e.g., homework assignments, article summaries, compare/contrast paper, literature review)
* **APA style mastery assessment (Mastery Test = 20 pts; 14 = passing)**

The **course schedule** and **assignment guidelines** provide a timeline and the planned grading for each assignment. **You are expected to come to class with the requisite materials and having completed the assigned handouts and assignments**.

For each assignment, an information sheet outlines the specifics of the assignment. **Please print them off the web site when they are available and have them with you on the appropriate lecture days**. These information sheets are **not** a substitute for the lecture.

## Written Assignments

Details for each assignment are provided in lectures and in assignment information sheets or guidelines. Assignment Guidelines (as well as other useful resources) can be found on the course Canvas site. You are expected to print and bring copies of each handout to the appropriate class.

**The major writing assignments for this course include (but are not limited to):**

* Dissecting a Literature Review\* (5 pts)
* Article Summaries\* (1x5 and 2x10 pts = 25 pts)
* Literature Review\* (*see detailed description below*)
* Peer Reviews (5 pts ea = 10 pts)
* Compare/Contrast Paper\* (10 + 15 = 25 pts)

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

### Major Scholarly Paper: Literature Review

The major paper you will be writing for this course is an ***APA style*** ***literature review*** (approximately 2500 - 3000 words including references; 15 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. (5 pts)
* **Database Assignment (Annotated Bibliography)** in which you identify at least 20 sources relevant to your literature review topic using databases and other resources appropriate to psychological research. (10 pts)
* **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) (10 pts)
* **Literature Review Conferences** and **Drafts** in which you receive feedback from a variety of sources and revise your paper as needed. (Draft 1 = 20 pts; 2nd Draft = 10 pts; Final Draft = 50 pts)
* **Oral Presentation and PPT** during the Final Exam period, each student will present his LR as a brief power point presentation of 7-10 minutes with time for questions and comments. (5 pts)

## Course Grade

**Course grades will be based on the number of points accumulated throughout the semester = 170 pts in formal assignments (see guidelines) plus another 10-20 pts of homework assignments and 20 pts for participation = 200-210 pts total for the course.**

The assignment summary table at the end of this syllabus provides the points associated with each assignment.

**A=93-100%; A-=90-92%; B+=87-89%; B=83-86%; B-=80-82%; C+=77-79%;**

**C=73-76%; C-=70-72%; D+=67-69%; D=63-66%; D-=60-62%; F=59% or less.**

### Important Notes about Grading

* **100W will be graded on an “A – F” system, as opposed to “A – C, NC” system**
* **In terms of GE the only passing course grades are C and above.**
* Although some assignments are essentially credit/no credit (i.e., worth up to 5 points), it is very important to complete **ALL** of them because:
  + each develops a skill necessary for successful completion of major assignments
  + cumulatively “credit/no credit” assignments account for 50% of your participation grade
* Missing a portion of these assignments can lower your course grade substantially

### Late Assignments

**Late homework or any assignments will not be accepted for full credit except in cases of documented emergencies, serious illness, or a dean’s excuse.** If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation. **Late work will lose 10% for each day late. Assignments more than 7 days late will not be accepted.**

### 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.

## University Policies

### Academic Integrity

Students should know that the University’s Academic Integrity Policy can be seen at: <http://www.sjsu.edu/senate/S07-2.pdf> . Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require 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 website for Student Conduct and Ethical Development is available at <http://www.sjsu.edu/studentconduct/> .

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

### Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/provost/Academic_Calendars/) web page at http://www.sjsu.edu/provost/Academic\_Calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at http://www.sjsu.edu/aars/policies/latedrops/policy/**.** Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at http://www.sjsu.edu/advising/.

**Definition of a Credit Hour**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

## Classroom and Course Protocol

### Class Participation:

This is key to a successful class. It means more than merely attending and listening - it means being prepared and taking responsibility for your own learning and the general tone of classroom discussions. We teachers are often at our best when students are engaged, curious, and ask questions - *relevant* to course topics. My job is NOT to entertain you in this class – though I may crack some jokes at times, my passion for knowledge and my desire for you to learn may sometimes get lost – and so, it is your responsibility to at least TRY – because we are in this together.

Some students fall behind in this writing workshop and their timing is usually off for the rest of the semester. Some students find the lack of traditional lecture to be jarring, loose interest and drop out. DO NOT WASTE THIS OPPORTUNITY!

### Time Management & Regular Attendance

Time management is a major issue for students in this class. As in the workplace, deadlines are real. Assignments are due one after another and you need to keep on top of them! You can fall quickly behind if you fail to turn every assignment in on time. Although the course has an online resource, this resource is not a substitute for attending class.

While it is against SJSU policy for attendance to directly affect academic evaluation, it is expected that students will make their BEST EFFORT to attend ALL class sessions. Notify the instructor in advance when you will not be attending and why. School-sponsored events and personal issues that we BOTH agree are important enough will be excused, but absences WILL count against your participation grade. If you miss a homework assignment, DO NOT ASK ME (feel free to ask fellow students) about it. It is not my job to make up for your absence. I consider attendance (and attention) to be ESSENTIAL to learning and to completing any of my courses successfully – and homework assignments, unscheduled quizzes, and class participation.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus. The credit hour is defined as "the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester – where a credit hour is assumed to be a 50-minute (not 60-minute) period.

### Laptops, Cell Phones, and Any Other Electronic Devices

*None at all are permitted to be used in this class.* There may be rare exceptions to this rule under special circumstances, for some people with special needs, HOWEVER, for most students, my advice is to simply leave your cell phones, PDA’s, and/or laptops in your dorm room or in your car because I reserve the right to confiscate the offending item (…to be returned after class is over) should its operation interfere with the classroom process IN EVEN THE SLIGHTEST WAY. I have well-reasoned and empirically-grounded arguments for this rule which I will be happy to share.

### Social Encounters:

Generally, when I encounter a student outside of class, at a local bar, around town, or online – consistent with my training as a mental health counselor – I will only recognize and respond AFTER the student greets or says hello to me, first. This protects confidentiality and puts students in the social driver’s seat so-to-speak. It also prevents any dual relationship that could in any way distort or be construed to distort my professional role as Lecturer and instructor. As a rule I do not “friend” or even recognize students on Facebook, LinkedIn, or on any other social web site…until well after the semester’s, and/or if we have some mutually recognized common interest or research project – in which case do please stay in touch!!

### Contacting the Instructor

1. **I will answer emails Tues - Thurs, 9:00 - 5:00.** Allow 1-2 business days for a response. If you email me from Thursday night or on the weekends, do not expect a response until the following Tuesday (and possibly Monday).
2. **Through Canvas discussion board.** Best for questions about the course that need not remain private and that other students can likely answer faster than I. Chances are others have the same questions you have.
3. **Through regular email**. [Jeffrey.danese@sjsu.edu](mailto:Jeffrey.danese@sjsu.edu) .
4. **By phone.** Best if you need to contact me quickly and cannot use email at the time. Leave a short clear message and repeat any important information (like your phone number). If a reply is warranted, I should get back to you – like emails – within 1-2 business days.
5. **Consider emails for this course as professional correspondence**.
   1. ***Subject Line*** should include your class and a brief description of the issue (e.g., Subject: Psych 154: absence on 10-10-11).
   2. ***Greetings*** should be formal and use your instructors title (e.g., Dear Prof. Danese or Mr. Danese)
   3. ***Identify yourself*** and the course/section you are in (cuz I often teach many different classes!).
   4. ***Issue or question*** should be stated clearly, concisely, respectfully, and with attention paid to grammar, complete sentences, and so forth.
   5. ***Expect replies within 1 – 2 business days***. Polite follow-ups are encouraged if you have not heard from me in that period of time!

### Example email correspondence

**Subject**: PSYC 154: Assignment due date question

Dear Professor Danese (or Mr. Danese),

My name is Maggie Jackson and I am in your T/Th 154 class. 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, (or Best, or Cheers, or Sincerely, or In Solidarity, or Respectfully, …or be creative!)

Maggie

student id # 123456789

### Read the syllabus!

You are responsible for knowing the details in this green sheet. If you lose it, get another. I am happy to answer questions about the course as they arise, but I expect you will make some effort to find the answers in the syllabus and class materials, and to pay attention to the answers given.

### Skill-Development Course (100W)

It is important that you understand that this class is a **workshop on skill** **development** and differs from a standard lecture class that teaches content. I will provide a few lectures and am available for consultation, but I do not “teach” in the traditional lecture sense.

In a **workshop**, **you have primary responsibility for learning the material**. I can answer any questions about the material you are learning and I provide feedback on your assignments. You are expected to take the initiative in mastering the material and skills in this class.

Late arrivals

Strongly discouraged but if you really must arrive late or leave early, let me know in advance if possible, and please do so quietly and with a minimum of distraction.

Check the course Canvas site regularly

If I become ill, I will inform you the night before that I will be absent – if at all possible. Please email me before class if you will not be in class. Please set your spam controls to accept my email address.

Recording and Copying Course Materials

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. 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, powerpoints, or homework solutions without instructor consent.

## Student Resources

### Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### Student Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our 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 Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center staff](http://www.sjsu.edu/writingcenter/about/staff/) can be found at http://www.sjsu.edu/writingcenter/about/staff/.

### Library Liaison for Psychology

Berndt Becker, King Library: Phone: 408.808.2348 Email: [Bernd.Becker@sjsu.edu](mailto:Bernd.Becker@sjsu.edu) Psychology LibGuide: <http://libguides.sjsu.edu/psychology>

### Web Sites:

[SJSU Library Guide for Psychology](http://libguides.sjsu.edu/content.php?pid=53743&hs=a): http://libguides.sjsu.edu/content.php?pid=53743&hs=a

[Grammar Bites](http://www.chompchomp.com/menu.htm): http://www.chompchomp.com/menu.htm

[APA Writing Resources](http://www.apastyle.org/): http://www.apastyle.org/

[Purdue Online APA Writing Lab](http://owl.english.purdue.edu/owl/resource/560/01/): http://owl.english.purdue.edu/owl/resource/560/01/

[Wikipedia – Psychology](http://en.wikipedia.org/wiki/Psychology): http://en.wikipedia.org/wiki/Psychology

## Spring 2014 - 100W Section 1 - Course Schedule (subject to change)

| WEEK | DAY | DATE | **TOPIC & READINGS** | **ASSIGNMENTS & TASKS** |
| --- | --- | --- | --- | --- |
| 1 | Thurs | Jan 23 | Course Introduction  Introductions  Basics of APA Style  Writing Article Summaries  **Galvan: Ch 1-2: Reviews and Purposes** | Registration – Orientation to Course    Dr. D’s Hit List and “Things to Look Out For”    Take the [online Pre-Test](http://tiny.cc/psycskills): <http://tiny.cc/psycskills>    Caterino & Polak (1999) |
| 2 | Thurs | Jan 30 | Reading Research Articles  **Galvan:  Ch 4: Analyzing Literature** | Article Summary #1 Due (Caterino & Polak)    “Things to Look out For” Essay Due |
|  |  | Lit Reviews | Receive "Suzie Student" assignment |
| 3 | Thurs | Feb 6 | Research Methods  **Galvan:  Ch 5: Quantitative Research** | Dissecting a Lit Review Assignment Due (Anderson)    "Suzie Student" Assignment Due |
|  |  |  |  |
| 4 | Thurs | Feb 13 | Developing a Research Question  **Galvan:  Ch 3: Selecting a Topic**  **Galvan:  Ch 6: Qualitative Research** | Article Summary #2 Due (Baron & Bell) |
|  |  | Basic Critical Analysis in Psychology |  |
| 5 | Thurs | 20 | *(Tentative: Research and Inquiry Meet at Lib Room 213 4:300 pm – Bernd Becker)*  **Galvan:  Ch 8: Synthesizing Literature** | Article Summary #3 Due (Cohen et al.)  **LR: Research Question Assignment Due** |
|  |  | Comparison and Contrast Analysis |  |
| 6 | Thurs | 27 | Annotated Bibliographies  **Galvan Ch 13: Reference List** | **Compare and Contrast (First Draft) Due** |
|  |  | Compare and Contrast paper discussion |  |
| 7 | Thurs | March 6 | Critical Analysis in Psychology | **LR: Database Assignment Due** |
|  |  | **Galvan Ch 10: Developing a Coherent Essay** | Practice Mastery Test |
| 8 | Thurs | March 13 | Database Feedback | **Compare and Contrast (Final Draft) Due** |
|  |  | **Galvan:  Ch 11: Language, Style, Mechanics** | APA Mastery Test (First Attempt) |
| 9 | Thurs | 20 | Compare and Contrast Feedback | APA Mastery Test (Second Attempt) |
|  |  |  | (Spring Break!!) |
|  | Thurs | April 3 | **Galvan:  Ch 9: Writing the First Draft** | **LR: Outline Assignment Due** |
|  |  |  |  |
| 11 | Thurs | April 10 | Peer Review  Sign up for Consultation Time | **LR: First Draft Assignment Due** (Bring 2 hard copies) |
|  |  | **Galvan:  Ch 12: Feedback and Refining First Draft** |  |
| 12 | Thurs | 17 | \*\*\*No Class Meeting\*\*\* | **LR:  Peer Review Feedback Assignment Due** (in my office) |
|  |  | Consultations |  |
| 13 | Thurs | 24 | \*\*\*No Class Meeting\*\*\* | **LR:  Paper Draft 2 Assignment Due** |
|  |  | Consultations |  |
| 14 | Thurs | May 1 | \*\*\*No Class Meeting\*\*\* |  |
| 15 | Thurs | May 8 | Psych Research Poster Sessions & PPT  **Galvan:  Ch 14: Checklist Final Draft** | **Literature Review Paper Final Draft Due**    Complete online Research Skills Post-Test at:  <http://bit.ly/psyc100w> |
| FINAL  EXAM | Thurs | May 15 | 5:15 - 7:30  DMH 308 (Oral Presentations, Final Draft Returns, Course Conclusion) | |