

Writing Workshop

PSYC 100W

Spring 2026 Section 09 In Person 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/15/2026

Contact Information

Instructor: Jason X. Ventura

Office Location: Dudley Moorhead Hall 352

Telephone: (408) 924-5625

Email: jason.ventura@sjsu.edu

Students can also contact me through the Canvas Learning Management system

- **NOTE:** When contacting me by email, please put "PSYC 100W" in the subject line.
- Replies within 48 hours (except Sundays).
- If I do not reply within the specified 48 hours, kindly, resend email.

Student Drop-In Hours (a.k.a. office hours):

- Tuesdays: 10:30-11:30 AM (in-person & online)
- Wednesdays: 12:30-1:30 PM (online only)
 - Students DO NOT need to schedule an appointment during these days and time; just show up.
 - I will take students on a "first come; first serve" basis.
 - Outside of scheduled student drop-in hours will require an appointment.
- Class Days/Time: Tuesdays and Thursdays / 12:00 - 1:15 PM / Sweeney Hall 346

Course Description and Requisites

Practice in improvement of writing skills appropriate to the broad field of psychology, including essays, reports and scholarly communication.

Writing in the Disciplines: Satisfies the CSU Graduation Writing Assessment Requirement (GWAR) if passed with "C" or better.

Prerequisite(s): PSYC 1; STAT 95 or senior standing; A3 or equivalent second semester composition course (with a grade of "C-" or better); completion of core GE; and upper division standing. Or Graduate or Postbaccalaureate level. Allowed Declared Majors: Psychology Majors/Minors and Behavioral Science Majors only.

Letter Graded

* Classroom Protocols

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

- Please do not talk when your instructor or other students are speaking.
- Please be respectful of other people's experiences, comments, thoughts, opinions, etc. even if you might not agree with what they are saying. Remember...they are not YOU!
 - I hope these class discussions can be a "safe" place where all students feel comfortable to ask questions without being "judged" by others.
 - As educated adults, we should be able to engage in thoughtful debate and discussion with one another for the sake of learning.

Contacting Instructor

1. I will answer emails within 48 hours (except Sundays).
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 12:00-1:15 PM. I am not sure when the Response Journal assignment is due because of conflicting information. The syllabus schedule says March 5, but the assignment sheet itself says March 7. Thank you for your attention to this matter.

Regards,

Miranda

student id # 001234567

Regular attendance is necessary to do well in the course.

- Attendance is crucial to success and this course will have an online resource.
- Success in this class comes with preparation. The instructor highly recommends completing any assigned readings and assignments before class begins. Furthermore, writing down any questions and addressing them to the instructor will also benefit the student, classmates, and success in the course.

Communication

- I want students to succeed, and encourage the use of student drop-in hours, and individualized meetings (in-person or through Zoom). Feel free to set up an appointment with the instructor if student drop-in hours do not accommodate your schedule. I am here to assist.

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.

Program Information

Writing in the Disciplines (WID) courses develop students' abilities to communicate effectively in their major course of study and in their careers. With an emphasis on critical thinking, these upper-division core courses advance students' understanding of the genres, audiences, and purposes of college writing while preparing them for successful communication in their chosen professions. Completing Writing in the Disciplines with a C or better is an SJSU graduation requirement.

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

1. explain, analyze, develop, and critique ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse;
2. organize and develop complete discipline-specific texts and other documents for both professional and general audiences, using appropriate editorial and citation standards; and
3. locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing;
4. produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression.

Writing Practice: Students will write a minimum of 8000 words, at least 4000 of which must be in revised final draft form.

Course Goals

Course Description

Thank you for enrolling in our course, and I look forward to the opportunity of working with each, and every, one of you. This is what we learn in this course:

In this class we 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.

This course is also designed to get students to think and write like psychologists. If students can write like a psychologist, students will think like a psychologist.

Course Canvas Site

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on on the Canvas Learning Management System course login website at <http://sjsu.instructure.com> (<http://sjsu.instructure.com>). You 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 visit the SJSU ecampus website <https://www.sjsu.edu/cfeti/software/canvas/index.php> (<https://www.sjsu.edu/cfeti/software/canvas/index.php>)

The 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.

Instructional Mode and Course Structure: In-Person

This course will follow an in-person format. Lecture and instructional material delivery will entail reading the chapters from the prescribed text, supplemental material provided by the instructor, and viewing PowerPoint slides. For purposes of clarity, the course schedule gives detailed information of the material that will be covered and material you are required to read. Evaluation and feedback will be provided online (via Canvas) and through meetings and conferences.

Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLO)

Upon successful completion of this course students will:

- Have developed proficiency at using databases (e.g., PsycINFO) to locate empirical research and research review articles in an area of psychology have demonstrated competency in American Psychological Association (APA) writing style, including grammar, spelling, and syntax.
- Have summarized and evaluated empirical research articles in an area of psychology
- Have written for a general audience
- Have organized and developed a literature review, or other appropriate major paper (e.g., research report) in an area of psychology
- Have begun to develop critical thinking skills in psychology including the ability to
 - 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.

Course Materials

Required Texts/Readings

Textbook:

American Psychological Association. (2020). *Publication manual of the American Psychological Association 2020: The official guide to APA style (7th ed.)*. American Psychological Association.

A free digital copy will be posted on our Canvas course page.

Other Readings

https://owl.purdue.edu/owl/research_and_citation/apa_style/index.html
(https://owl.purdue.edu/owl/research_and_citation/apa_style/index.html)

<https://libguides.sjsu.edu/psychology?hs=a> (<https://libguides.sjsu.edu/psychology?hs=a>)

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 and possession of a word processor program (MS Word, Pages, or Googledocs).
- Microsoft Office 365 and Microsoft Office Mobile are available at no cost to SJSU students. Visit Microsoft Office 365 Portal. Students can access the Office 365 Portal with your SJSU Email address and SJSUOne Password as long as you are an enrolled student. [Click on this link for details](https://ischool.sjsu.edu/post/microsoft-office) (<https://ischool.sjsu.edu/post/microsoft-office>).
- 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](https://www.sjsu.edu/learnanywhere/equipment/index.php) (<https://www.sjsu.edu/learnanywhere/equipment/index.php>) 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 will be available as a separate document under the "SYLLABUS" module on our Canvas course page. 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, and research skills tutorial)

- 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
 - 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. Retrieving articles from researchers of color will be emphasized in this assignment.
- **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. **IMPORTANT NOTE: If the first draft of the literature review is incomplete or late it will result in failure of the course.**

Research Report

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. We will be conducting a simple study in class, and you will write the research report as if you were the experimenter.

APA Mastery Exams (3 attempts)

The Psychology 100W APA Master Test has 100 APA style editing questions. Exams will be fill-in, and students are welcome to use their 7th edition APA Manual while taking the test. **The first attempt** will be administered in class and students will complete, and return, the exam on the date specified on the course schedule. **The second attempt** will be take-home, and returned, on the date specified on the course schedule. **The third attempt will be held on our scheduled final exam day, and will be completed in class.** We will devote two class sessions reviewing questions and making corrections. Students' best score out of three attempts will be recorded and counted toward final grade. Students must take three attempts to receive credit.

IMPORTANT NOTES REGARDING ASSIGNMENTS

Please refer to the "100W Assignment Summary Sheet" under the "SYLLABUS" module.

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

Most assignments will be due before midnight on their respective date (see course schedule).

- Assignments turned in after the due date (and time) will not be considered. **This policy is set up so that no one falls behind.** I clearly note due dates on Canvas, syllabus, and will make in-class announcements in advance. Take note of these dates and plan accordingly.
- Extensions will be given except in cases of reasonable academic reasons, emergencies, serious illness, or similar seriously disruptive events.

- **Communication is key! I understand "things happen."** 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 when evaluating assignments.

- We all come from different backgrounds and education levels. If students feel intimidated about the course, and/or writing skills, the instructor will provide personal assistance and resources.

"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

Wednesday, May 14th from 10:45 AM-12:45 PM

“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.”

Generative AI policy

Generative artificial intelligence tools—software that creates new text, images, computer code, audio, video, and other content—have become widely available. Well-known examples include ChatGPT for text and DALL•E for images. This policy governs all such tools, including those released during our semester together.

You may use generative AI tools on assignments in this course when I explicitly permit you to do so. Otherwise, you should refrain from using such tools.

If you do use generative AI tools on assignments in this class, you must properly document and credit the tools themselves. Cite the tool you used, following the pattern for computer software given in the specified style guide. Additionally, please include a brief description of how you used the tool. If you choose to use generative AI tools, please remember that they are typically trained on limited datasets that may be out of date. Additionally, generative AI datasets are trained on pre-existing material, including copyrighted material; therefore, relying on a generative AI tool may result in plagiarism or copyright violations.

[How to cite ChatGPT \(https://apastyle.apa.org/blog/how-to-cite-chatgpt\)](https://apastyle.apa.org/blog/how-to-cite-chatgpt)

Finally, keep in mind that the goal of generative AI tools is to produce content that seems to have been produced by a human, not to produce accurate or reliable content; therefore, relying on a generative AI tool may result in your submission of inaccurate content. **It is your responsibility—not the tool’s—to assure the quality, integrity, and accuracy of work you submit in any college course.** As specified elsewhere in the syllabus, this course may require electronic submission of essays, papers, or other written projects through the originality assessment service Turnitin. Turnitin will also attempt to detect AI-generated text.

If you use generative AI tools to complete assignments in this course, in ways that I have not explicitly authorized, I will apply the San Jose State University Code of Academic Integrity as appropriate to your specific case. In addition, you must be wary of unintentional plagiarism or fabrication of data. **Please act with integrity, for the sake of both your personal character and your academic record.**

✓ Grading Information

Course grades will be based on the number of points accumulated throughout the semester. **Please refer to the 100W Assignment Summary Sheet on the "SYLLABUS" module on Canvas.** The table 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.

Percent Grade Percent Grade

100 - 93 A

92 – 90 A minus

89 – 88 B plus

87 – 83 B

82 - 80 B minus

79 - 78 C plus

77 – 73 C

72 or less will result in no credit (NC) for the course.

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.
- Grading Information for GE/100W: **This course must be passed with a C or better as a CSU graduation requirement.**

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Week	Day	Date	Topic	Assignments due
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0	Thurs	1/22	Course introduction	Log onto course Canvas site Begin reading chapter of the APA Manual
1	Tues	1/27	Discuss "Evaluating Sources of Information" assignment APA Style Basics	Evaluating Sources of Information (assignment due before the beginning of class) Research Skills Assessment Pretest (extra credit assignment due before midnight)
1	Thurs	1/29	Discuss "Dissecting a Literature Review" assignment APA Style Basics Types of sources (empirical studies, theoretical articles, literature reviews, etc.) Developing a research question Read Aronson & Mills (1959) for next two class meetings	APA Manual pp 4-10 Dissecting a Literature Review (assignment due before midnight)
2	Tues	2/3	Discuss "Dissecting a Literature Review" assignment APA Style Basics Types of sources (empirical studies, theoretical articles, literature reviews, etc.) Developing a research question Read Aronson & Mills (1959) for next two class meetings	

2	Thurs	2/5	<p>Discuss Mini-Literature Review assignment</p> <p>Transitions, Microsummaries</p> <p>APA Style Basics</p>	<p>Aronson & Mills (1959)</p> <p>Summarize article during class session; turn in at end of class meeting</p> <p>Plagiarism tutorial (https://library.sjsu.edu/az/tutorials/plagiarism). Due before midnight</p>
3	Tues	2/10	<p>APA Style Mastery Test</p> <p>Discuss "Annotated Reference" and "Outline" assignments.</p>	<p>APA Style Mastery Test (1st attempt, in class)</p> <p>Microsummaries (Summarize Aronson & Mills ((1959)) article during class session</p> <p>Sign up for "Research Question Feedback" meeting</p> <p>Research Question Assignment - due before midnight</p>
3	Thurs	2/12	<p>MANDATORY CLASS MEETING</p> <p>Research Skills & Library Tutorial</p>	<p>Meet in the MLK library for this tutorial with our psychology librarian Christa Bailey.</p>

4	Tues	2/17	<p>Research Question Feedback and literature search</p>	<p>Class session reserved for conferences.</p> <p>If students are not scheduled to meet with instructor, utilize research skills from tutorial to complete "Annotated References Assignment." In addition, continue working on "Outline" assignment and the first attempt of the APA Mastery exam.</p> <p>Mini-Literature Review (Draft 1) Due before midnight</p>
4	Thurs	2/19	<p>Research Question Feedback and literature search</p>	<p>Class session reserved for conferences.</p> <p>If students are not scheduled to meet with instructor, utilize research skills from tutorial to complete "Annotated References Assignment." In addition, continue working on "Outline" assignment and the first attempt of the APA Mastery exam.</p> <p>APA Mastery exam (1st attempt) due before 12:00 PM</p>
5	Tues	2/24	<p>Research Question Feedback and literature search</p>	<p>Class session reserved for conferences.</p> <p>If students are not scheduled to meet with instructor, continue working on the "Annotated References" and "Outline" assignments.</p>
5	Thurs	2/26	<p>APA Style Mastery Test grading (first attempt)</p> <p>APA Style Basics</p>	<p>Annotated References Assignment (due before midnight)</p>

6	Tues	3/3	<p>Mini-Literature Review feedback and Peer Editing</p> <p>Writing your literature review</p>	<p>Peer Review</p> <p>Outline Assignment (due before midnight)</p> <p>Sign up for "Literature Review Development Meetings"</p> <p>Sign up for "Literature Review Conferences"</p>
6	Thurs	3/5	<p>No class meeting</p> <ul style="list-style-type: none"> • Independent workday • No class meeting or conferences. • Please use the time to work on the second and final draft of the "Mini-Literature Review," and the first draft of the literature review. 	
7	Tues	3/10	Literature Review Development Meetings	
7	Thurs	3/12	Literature Review Development Meetings	Class session reserved for conferences.
8	Tues	3/17	Literature Review Development Meetings	Class session reserved for conferences.
8	Thurs	3/19	Literature Review Development Meetings	Class session reserved for conferences.

9	Tues	3/24	Literature Review Development Meetings	<p>Class session reserved for conferences</p> <p>Literature Review (Draft 1)</p> <ul style="list-style-type: none"> • Due before midnight. • Refer to the section in the syllabus titled, "Course Requirements and Assignments." Please read the important note under "Literature Review Conferences and Drafts."
9	Thurs	3/26	<p>ATTENDANCE MANDATORY</p> <ul style="list-style-type: none"> • Research Report Demonstration – Do not miss! "Research Report Basics" • APA Style Basics • Introduce "Research Report" assignment 	<p>APA Style Mastery Test (Second attempt)</p> <p>Sign up for oral presentations.</p>
10	Tues	3/31	NO CLASS MEETING -- SPRING BREAK	
10	Thurs	4/2	NO CLASS MEETING -- SPRING BREAK	
11	Tues	4/7	Literature Review Conferences	
11	Thurs	4/9	Literature Review Conferences	Turn in APA Style Mastery Test (Second attempt) before midnight
12	Tues	4/14	Literature Review Conferences	
12	Thurs	4/16	Literature Review Conferences	

13	Tues	4/21	Literature Review Conferences	Research report Due before midnight
13	Thurs	4/23	APA Style Mastery Test grading (second attempt) APA Style Basics	
14	Tues	4/28	Discuss second, and final, draft of literature review and oral presentations Peer Reviews & Editing	
14	Thurs	4/30	ATTENDANCE MANDATORY Oral Presentations	Literature Review (Draft 2) due before midnight
15	Tues	5/5	ATTENDANCE MANDATORY Oral Presentations	Literature Review (Final Draft) due before midnight
15	Thurs	5/7	LAST DAY OF INSTRUCTION ATTENDANCE MANDATORY Oral Presentations	
Final exam	Wed	5/14	ATTENDANCE MANDATORY Oral Presentations Tue, May 19 10:45 AM-12:45 PM	Slide presentations for literature review oral presentations due before midnight. Research skills posttest

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.