

Writing Workshop

PSYC 100W

Fall 2026 Section 04 In Person 3 Unit(s) 08/19/2026 to 12/07/2026 Modified 08/19/2026

Contact Information

Instructor	Ángel Villicaña, M.S.
Email	Angel.villicana@sjsu.edu (mailto:Angel.villicana@sjsu.edu)
Office Hours	Mondays and Wednesdays, 1:30pm - 2:30pm or by appointment (in-person or via Zoom with link request) Located in Dudley Moorhead Hall (DMH) in room #230
Class Days/Time	PSYC 100W-04: Tuesdays and Thursdays, 1:30pm - 2:45pm in DMH #359 PSYC 100W-09: Tuesdays and Thursdays, 3:00pm - 4:15pm in DMH #359
Course Format	In-person in Dudley Moorhead Hall (DMH) in room #359, unless otherwise specified

Course Description and Requisites

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

Satisfies Writing in the Disciplines (WID).

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

Grading: Letter Graded

Note(s): Must be passed with C or better to satisfy the CSU Graduation Writing Assessment Requirement (GWAR).

* Classroom Protocols

Communication

Please reach out whenever you have questions, concerns, or curiosities! Meeting after lecture or during office hours is a great way to get to know your instructors, ask questions about the field, and share any course-related concerns. For in-person interactions, please speak directly and follow-up via email or Canvas messages when possible.

You may contact me via email (angel.villicana@sjsu.edu) or Canvas messaging. Please include the class and section number in the subject line. I aim to respond within 1–2 business days. Messages sent over the weekend may not receive a response until Monday. Out of respect for your own time, I do not expect a response outside of these hours as well.

I encourage you all to reach out often and early. Your presence and contributions to this class matter. Please let me know if there is anything I can do to help improve your learning experience.

Office Hours

My regular office hours are Mondays and Wednesdays from 1:30pm - 2:30pm in DMH #230. I am also available by appointment, either in person or via Zoom (depending on your schedules). I encourage you to use office hours to discuss course material, assignments, or any questions about your progress in the class.

Respectful Learning Environment

We strive for a classroom where all students feel safe, supported, and heard. This class may cover some sensitive topics or shared personal experiences. Please:

- Listen when others are speaking and contribute constructively.
- Respect diverse perspectives and shared experiences.
- Treat the class like a community and collaborative space.

These guidelines are not final and are subject to student feedback and shared input.

Accessibility & Accommodations

San José State University is committed to providing equitable access to learning for all students. The Accessible Education Center (AEC) (<https://www.sjsu.edu/aec/index.php>) will notify me of students with documented accommodations. However, it is your responsibility to meet with me if you would like to discuss how your accommodations may apply in this course, especially since there are no traditional exams.

With that said: This class does not require formal documentation in order for your learning needs to be met. Students may have pending AEC approval or experience unexpected emergencies. Please reach out early in the semester so we can plan together and ensure your academic success.

AI Policy

Generative artificial intelligence tools—software that creates new text, images, computer code, audio, video, and other content—are widely available. Well-known examples include ChatGPT (text) and DALL·E (images). This policy governs all such tools, including those released during our semester together. AI tools are generally not allowed but may be approved for specific tasks or activities with prior instructor consent.

Conditions and Contexts:

- *Who and When* - Students may feel compelled to use AI tools when their academic needs are not being met. This may be due to unexpected time constraints, translation or language barriers, or lack of instructional support. In this class, you will have multiple opportunities to demonstrate learning growth. Perfectionism is not expected from you, but *learning* is.
- *Specific Tools* - Students may use only the following AI tools: Grammarly, Hemingway Editor, Antidote, or Litmaps (best paired with Zotero). The use of unapproved tools is prohibited (e.g., ChatGPT, Claude, Thesify, Scite, Quillbot, etc.).
- *Process* - Students must disclose their use of AI tools in all submitted work. If you use AI on assignments, you must document and credit the tool. Cite the tool using APA format (as software), and include a brief (25–100 word) description of how you used it. Add this paragraph at the end of your text, before the References list; it is not included in the word count.

Important considerations: AI tools are trained on limited, pre-existing datasets that may be out-of-date or include copyrighted material. Reliance on AI can result in plagiarism, copyright violations, or inaccurate content. You are responsible for ensuring that all submitted work reflects your own understanding, is accurate, and maintains academic integrity. Unauthorized or improper use of AI will be addressed under the SJSU Academic Integrity Policy. Consequences for a first offense may range in severity; repeated offenses may result in more serious academic review.

Consequences: If you use generative AI tools to complete assignments in this course in ways that I have not explicitly authorized, your grade on the assignment will be a zero, and I will report the violation to the Office of Student Conduct and Ethical Development (SCED). For repeated violations, your grade on the assignment will be a zero, you may be given a deduction of an entire letter grade in the course, and each violation will be reported to SCED. Depending on the specific circumstances, the Office of Student Conduct and Ethical Development (SCED) will determine the ultimate outcome of the academic integrity violation and whether further investigation is necessary.

Attendance

According to University Policy F15-12, “Students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the

class. Attendance is the responsibility of the student. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated." Please see the assignments section in the syllabus to see how participation is scored in this class.

Credit Hour Definition

To be successful in courses at SJSU, it is expected that students will spend a minimum of forty-five hours for each unit of credit (a 3-unit class would be approximately 9 hours per week), including preparing for class, participating in course activities, and completing assignments. More details about student workload can be found in University Policy (<http://www.sjsu.edu/senate/docs/S12-3.pdf>).

Campus Closures or Class Cancellations

We've been here before. Sometimes the world has a sudden way of changing our future plans and we may experience some temporary stops or changes to the course schedule. In such events, the class will be moved online to Zoom with notice and link available. Any changes to the course schedule or syllabi will be announced via Canvas.

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 Learning Outcomes (CLOs)

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Building on the WID/GE outcomes, students in this course will specifically be able to:

1. Formulate research questions in psychology and articulate them in writing.
2. Write in APA Style with attention to clarity, organization, and evidence-based reasoning.
3. Summarize, critique, and synthesize psychological research articles.
4. Develop and revise a literature review that demonstrates critical analysis and integration of sources.
5. Effectively incorporate feedback to improve drafts and final products,

Program Learning Objectives (PLOs)

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

1. 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.
2. 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.
3. 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.
4. Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
5. Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as members of society.

Course Materials

Required Readings and Class Materials

Textbook

No textbook purchase is required for this class. Review articles & resources shared in class and posted on Canvas.

Computer Access

Students will need access to the internet and the online Canvas site to submit assignments:

<https://sjsu.instructure.com/courses/1629961>

Submission of assignments may occur during class periods with an electronic device that can access the Canvas site (phone, tablet, or laptop). Courses with lab sections will have access to a desktop computer lab room during class time. If you do not have a laptop but would like one, you may borrow one from the [Student Computing Center in the SJSU library \(https://library.sjsu.edu/student-computing-services\)](https://library.sjsu.edu/student-computing-services).

Recommended Texts

These are not required for you to purchase, but will be useful throughout the course. Specific excerpts and resources will be linked and posted on Canvas regularly. If you have a resource you'd like to share and add to the class, please message me privately and ensure it is in a shareable format (e.g., not a private file or a broken link).

- APA Style website: <https://apastyle.apa.org/>

- APA Style Tutorial at <https://extras.apa.org/apastyle/basics-7e/>
- Purdue Owl APA Style Resource at <https://owl.purdue.edu/>
- American Psychological Association (2020). Publication Manual of the American Psychological Association (7th Ed.).
- Condensed version of the American Psychological Association (2020). Publication Manual of the American Psychological Association (7th Ed.)

Additional Readings and Materials

Supplemental articles, podcasts, and videos will be provided on Canvas as part of our learning materials. Please read all materials before the given lecture time. Documentaries or overly lengthy webinars will be implemented into class time.

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. More in-depth instructions and rubrics will be made available on Canvas for each assignment.

Tutor Consultations (2%)

Three required meetings with writing tutors at the SJSU Writing Center, Peer Connections, and/or the Communications Center. These consultations will be similar to your meetings with me, but with a fresh sets of eyes.

Submission: Consultation ticket (provided by the instructor) completed during the meeting and submitted via Canvas by the subsequent Friday 11:59 PM

Grading basis: Writing exercises are graded based on responsiveness to instructions, accurate implementation of APA style, writing clarity, and mechanics. Detailed rubrics are posted on Canvas.

Participation Activities (10%)

Participation grades reflect active engagement in class and on Canvas via short, low-stakes activities, such as:

- Answering reflection prompts
- Responding to a "Question of the Day" (QOTD)
- Short knowledge checks (quizzes)
- Participation reflections: a short note on how students plan to apply peer or instructor feedback to their work

Expectations for earning participation credit: Students are expected to attend all class meetings, as they are responsible for the material discussed in lectures and labs. Active participation is essential for your learning and for supporting your peers' learning. Participation will be assessed based on contributions to

discussions, completion of in-class activities, and collaboration with peers. Given the nature of these activities, you must be present in class to earn participation credit. Credit is based on effort and completion, not perfection.

Guidelines:

- Completed in-class or submitted via Canvas by Friday 11:59 PM
- Approximately 2-5 points per participation assignment
- Assignments will vary in format but will generally involve writing about 150–250 words
- Across the semester, there will be approximately 15 participation assignments (one most weeks)

Grading basis: Participation assignments are graded on effort, engagement, and completion. A detailed rubric is posted on Canvas.

Individual Consultations (10%)

You will be asked to meet with me a few times throughout the semester on an individual basis. This allows me to better understand your writing goals and how to better support you. This also allows you to receive immediate feedback. These are required as a form of assessment review and consultations. See grading basis below.

Guidelines:

- Completed together in-class, in my office, or via Zoom and submitted via Canvas by Friday 11:59 PM
- Across the semester, there will be approximately 4 consultation days (one before or after most drafts).
- These may begin as early as Week 2 or 3.

Grading basis: Check-in days and submitted check-in materials are graded on effort, engagement, and ultimately, presence. A detailed rubric is posted on Canvas with details on scheduling options.

Writing Exercises (20%)

A total of six short (1–2 pages, 250–500 words) targeted skill-building assignments designed to reinforce lecture content and research skills:

- Paraphrasing practice
- APA formatting drills
- Outlining and thesis statements
- Annotated bibliography entries
- Microsummaries

Submission: Completed in-class or submitted via Canvas by Friday 11:59 PM

Grading basis: Writing exercises are graded based on responsiveness to instructions, accurate implementation of APA style, writing clarity, and mechanics. Detailed rubrics are posted on Canvas.

Major Paper: Literature Review (50%)

Scaffolded into multiple stages to support gradual development:

1. Draft 1 (5%): (250-500 words, 3-5 sources) – Incorporates peer and instructor feedback via in-class or Canvas discussion using *only* scholarly sources
2. Draft 2 (10%): (500-1000 words, 6–8 sources) – Peer/instructor feedback integrated; revision work reflected in participation activities
3. Draft 3 (15%): (1000-1500 words, 8–10 sources) – Peer/instructor feedback integrated; participation reflections on revisions
4. Final Draft - (20%): (1500-2000 words, 10+ sources) – Incorporates all feedback and polished for final submission

Grading basis: Literature review drafts and the final paper are graded on clarity, organization, synthesis of sources, APA style, and responsiveness to feedback. Detailed rubrics are available on Canvas.

Final Reflection & Portfolio (8%)

This is the culminating experience of the course where you will submit a curated portfolio of all revised work for your final paper (including final paper feedback) accompanied by a short reflective essay (500–1000 words) covering:

- Writing growth
- Research skill development
- Future writing goals

Portfolio planning will occur during class (Week 16), giving you extra time and direct feedback.

Submission: Mon, Dec 15, 3:00 PM on Canvas.

Grading basis: Portfolio and reflection are graded on completeness, integration of revisions, reflection on learning, and writing clarity. Detailed rubrics are posted on Canvas.

Participation/Weekly Activities Integration

Short reflections on feedback from peers and the instructor will be counted under participation (as noted above). These reflections give students accountability for incorporating revisions without requiring separate assignments.

Workload Expectation

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) on instruction, preparation/studying, or other course-related activities. This includes, but is not limited to, participation in class, completion of assignments, research, and any required labs or practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Grading Information

Grading Breakdown

Category	Description	% of Grade
Tutor Consultations	Writing support received from on campus resources, such as the SJSU Writing Center, Peer Connections, and/or the Communications Center.	2%
Individual Consultations	Writing consultations with the instructor, scheduled throughout the semester on an individual basis.	10%
Participation	Low-stakes in-class and Canvas assignments, including short reflections on revisions and peer review.	10%
Writing Exercises	Skill-building assignments (topic brainstorming, source evaluation, microsummaries, paraphrasing, APA practice)	20%
Major Paper: Literature Review	Scaffolded drafts leading to final literature review (Drafts count for completion/feedback; final draft graded fully)	50%
Final Reflection & Portfolio	Curated portfolio of revised work + reflective essay; includes in-class portfolio planning	8%
Total		100%

Grading Scale

Letter Grade	Percent
A+	97 or higher
A	93 to 96.99
A-	90 to 92.99
B+	87 to 89.99
B	83 to 86.99
B-	80 to 82.99
C+	77 to 79.99

C	73 to 76.99
C-	70 to 72.99
D+	67 to 69.99
D	63 to 66.99
D-	60 to 62.99
F	<60

Late Work

All individual assignments may be submitted up to 48 hours after the deadline with no penalty. After 48 hours, an automatic 10% deduction per day applies.

Please reach out **early or as soon as possible** if you anticipate difficulty meeting a deadline. Communication before the due date can often prevent penalties and allow for alternative arrangements when appropriate.

Extra Credit – 2%

Opportunities may be provided for students up to two percentage points of the total course grade. These may range from one-page literature reviews, video essays, or research event summaries submitted. Submission portals with further instructions will be provided on Canvas.

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

PSYC 100W – Adv. Research Methods in Psychology, Fall 2025 Schedule

This schedule is subject to change with fair notice. You will be notified via Canvas if syllabus updates are made.

Week & Date	Class Topic	Due Dates / Assignments
1 – Aug 20	Course intro, syllabus, Canvas setup	N/A
2 – Aug 25 & 27	Intro to APA writing; Choosing a research topic	Participation: Topic Brainstorming in Class Individual Consultations #1 in DMH 230. Schedule on Canvas. Participation: Self-introduction post on Canvas. Due by Friday, 11:59pm
3 – Sep 1 & 3	Intro to sources and databases; mass media vs. scholarly sources	Writing Exercise #1: Source evaluation (1 social media vs. 1 popular vs. 1 scholarly article; compare credibility); Participation: weekly reflection. Due by Friday, 11:59pm
4 – Sep 10 only	Refining research questions; SQ3R reading	Writing Exercise #2: SQ3R Practice Participation: In-class tasks Due by Friday, 11:59pm
5 – Sep 15 & 17	Summarizing & Paraphrasing through Microsummaries	Writing Exercise #3: Microsummaries Participation: Literature search tasks Due by Friday, 11:59pm
6 – Sep 22 & 24	Draft 1: narrowing focus & early sources	Peer review + instructor feedback (in-class/Canvas); Participation: short revision reflection Draft 1 (250-500 words, 3 scholarly sources) Due by Friday, 11:59pm
7 – Sep 29 & Oct 1	Organizing papers; outlining Draft 2	Individual Consultations #2 in DMH 230. Schedule on Canvas; Participation tasks Due by Friday, 11:59pm
8 – Oct 6 & 8	Synthesizing multiple sources	Writing Exercise #4: Quotation vs. Paraphrasing vs. Synthesizing; Participation: QOTD Due by Friday, 11:59pm
9 – Oct 13 & 15	Draft 2 development	Draft 2 (1000–1200 words, min 6 scholarly sources); Participation: weekly reflection Due by Friday, 11:59pm

10 – Oct 20 & 22	Style & synthesis workshop; paraphrasing practice	Individual Consultations #3 in DMH 230. Schedule on Canvas; Participation tasks Due by Friday, 11:59pm
11 – Oct 27 & 29	Writing in psychology: APA structure & conventions	Writing Exercise #5: Integrating Additional Sources; Participation: QOTD Due by Friday, 11:59pm
12 – Nov 3 & 5	Draft 2 feedback & revision workshop (Asynchronous)	Due 10/31: Draft 3 (1600–1800 words, 8+ scholarly sources); Participation: weekly reflection Due by Friday, 11:59pm
13 – Nov 10 & 12	APA review; avoiding plagiarism; sentence clarity	Individual Consultations #4 in DMH 230. Schedule on Canvas; Participation tasks Due by Friday, 11:59pm
14 – Nov 17 & 19	Final revision strategies; formatting	Writing Exercise #6: Final Stages of Editing!; Participation: weekly reflection Due by Friday, 11:59pm
15 – Nov 24 (<i>Tues only</i>)	Thanksgiving week – review APA & verb tense	Final Literature Review Draft (1800-2000 words, 10+ sources); Participation: QOTD Due by Friday, 11:59pm
16 – Dec 1 & 3	Portfolio planning workshop; peer support	In-class: Portfolio planning activity; Participation: weekly reflection Due by Friday, 11:59pm
17 – Dec 8	Course wrap-up, reflection discussion	Open workshop to complete remaining tasks.
Finals Week – Dec 15	—	Final Portfolio + Reflection due on Canvas Due: Tues, Dec 15, 3:00 PM due on Canvas