

San José State University
College of Social Sciences/Department of Sociology
SOCI 100W, Writing Workshop, Section 01/03/04, Spring 2023

Course and Contact Information

Instructor: Karin Jeffery, Ph.D.

Office Location: DMH 230

Email: karin.jeffery@sjsu.edu

Office Hours: TTH 9:00 - 10:15am or by appointment

Class Days/Times/Classrooms:

- Sec. 01: MW 9:00 – 10:15am - DMH 162
- Sec. 03: TTH 10:30 - 11:45am - DMH 162
- Sec. 04: TTH 12:00 - 1:15pm - Clark 243

Prerequisites: Completion of Core GE, WST or ENGL/LLD 100A, Area A3, SOCI 1, and upper-division standing

GE/SJSU Studies Category: Area Z: Written Communication II

Important Note about Course Grade:

This course must be passed with a C or better as an SJSU graduation requirement.

Course Description

The purpose of this course is to help students become confident and effective writers. Students will develop skills essential for any writer, but we will focus specifically on sociological writing conventions and applications. We will examine and implement rhetorical strategies that are appropriate for specific purposes and audiences through a series of formal writing assignments. In addition to these formal assignments, our class will be organized around continuous informal writing assignments, some completed in class and others outside of class.

Our objective will be continuous improvement of writing skills, which will involve regular reflection on the writing process (through informal assignments, discussions, and completion of multiple drafts) and reliance on one another to provide and evaluate models of writing (through discussions, group activities, and peer review).

Course Format

This syllabus covers three sections of SOCI 100W for Spring 2023:

- **Sections 01 and 02 are in-person.** We will meet as scheduled unless otherwise announced.
- **Section 80 is an asynchronous online course.** This means that teaching materials are posted online, and lectures will be provided via Zoom meetings. Additional individual Zoom meetings will be used throughout the semester to support student learning and progress in our course. More information about these, with advance notice, will be provided via Canvas messaging. You will need regular access to a stable internet connection that can sustain video to be able to access course content.

Course Goals

Learning Objectives (LO)

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

LO 1: Produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression

Related assignments and activities:

- Grammar and punctuation lectures/activities
- Writing exercises/handouts
- Assignment feedback

LO 2: Explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse

Related assignments and activities:

- Sociological imagination essay & related lectures/activities
- Annotated bibliography & related lectures/activities
- Research paper & related lectures/activities
- Public sociology blog & related lectures/activities

LO 3: Explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse

Related assignments and activities:

- Sociological imagination essay & related workshops
- Annotated bibliography & related workshops
- Research paper & related workshops
- Public sociology blog & related workshops

LO 4: Organize and develop essays and documents for both professional and general audiences

Related assignments and activities:

- *Professional academic audiences:* Sociological imagination essay, annotated bibliography, research paper
- *General audiences:* Public sociology blog

LO 5: Organize and develop essays and documents according to appropriate editorial and citation standards

Related assignments and activities:

- All major assignments

LO 6: Locate, organize, and synthesize information effectively to accomplish a specific purpose and to communicate that purpose in writing

Related assignments and activities:

- Research paper
- Public sociology blog

Course Learning Outcomes (CLO)

1. Students will be able to think sociologically about the relationship between social structure, interaction, identities, and inequalities.
2. Students will be able to identify and explain major sociological theories and apply them to everyday life.
3. Students will be proficient in qualitative and quantitative research design, data collection, and data analysis.
4. Students will be proficient in oral and written communication skills appropriate to the discipline.
5. Students will be able to practice sociology as educated and civically engaged persons.

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.

1. Academic Writer (AW)

Several of our assignments will come from the American Psychological Association's e-text, Academic Writer (AW).

To order AW:

- Just click on any APA Academic Writer assignment on our Canvas website.
- You will be taken to the page where you can create your account and start using AW.
Note: You will have a 2-week free trial, but you **must** buy AW after it expires.

2. Writing Workbook: [Character Planning Workbook for Novels and Other Writing Projects](#)

We will use this downloadable workbook to work on personal statements and to develop a more positive attitude toward writing in general - yes, it can happen!

Other technology requirements/equipment/material

- Regular access to a computer and internet connection.
- SJSU Library: Tutorials, database search, other resources

To access our Canvas site: log in to one.sjsu.edu using your SJSU 9-digit ID and current SJSU One password.

Library Liaison

Sociology 100W requires students to conduct scholarly research. Our Sociology librarian is Michael Aguilar (michael.aguilar@sjsu.edu).

Course Canvas Site

The course Canvas site is an online resource supplement for this course. This site includes:

- Course announcements
- Links to web pages that will be of use to you throughout the course
- Handouts and articles
- Lecture slides (generally posted after lecture is presented)
- Assignment submission inboxes
- Rubrics and feedback for major assignments
- Grade roster

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3.

Assignments will be evaluated in terms of your ability to express a focused idea clearly and persuasively. This will require a clear thesis, careful organization, appropriate diction and sentence structure, substantial support for one's points, polished expression, and an awareness of one's audience. Library research will form a key component of several assignments.

The assignments in Sociology 100W are designed to **gradually build the writing and research skills necessary to write scholarly papers** appropriate for the discipline of psychology.

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 major skills and associated assignments include (but are not limited to):

- **Basic skills review** (e.g., plagiarism tutorials, research skills tutorials, APA formatting)
- **Evaluating information sources**
- **ASA style**
- **Article summaries and evaluations**
- **Literature review on a topic of your choice, including the following components:**
 - Multiple incremental assignments to complete parts of the final Literature Review
 - Instructor meetings to review progress and clarify questions
 - Peer Reviews at incremental stages
 - Final Literature Review

**You will be able to revise and resubmit your work in response to feedback from instructor, Peer Educator, and peer reviewer (and peer) feedback and resubmit.*

Peer Reviews

The best way to become a better writer is to review other people's writing. (Trust me on this. 😊) So a regular part of our class will involve reviewing each other's work and giving constructive feedback. You'll be amazed at how effective this is!

Main Research Paper

The major paper you will be writing for this course is an **ASA-style literature review** (at least 2000 words including title page and references, with 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):

- **Literature Review Outline and Topic** 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.
- **Microsummaries Assignment** in which you summarize and compare two scholarly, peer-reviewed sources relevant to your literature review topic using databases and other resources appropriate to psychological research.
- **1:1 Required Meetings with Instructor** in which you brainstorm and organize the main points of your literature review, i.e. the aspects of your topic that you will focus on.
- **Literature Review Preliminary Drafts** in which you receive instructor feedback and revise your paper as needed.
- **Peer Reviews** in which you receive feedback from your in-classmate partner and revise your paper as needed.
- **Literature Review Final Draft:** Must be at least 2000 words (including title page and references list) with at least 10 scholarly, peer-reviewed sources

In-Class Activities

During the semester *you will participate in several in-class activities for course credit*, such as the Peer Reviews in which you and a classmate will review each other's paper drafts.

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.

Course Assignment Summary

This list summarizes the course assignments and their point values (assignments are not weighted):

Research Paper writing assignments: 150 points total

1. Outline - 5 points
2. Instructor meeting 1: 5 points
3. Microsummaries #1 - 10 points
4. Draft 1 - 15 points
5. Peer review of your partner's Draft 1 - 10 points
6. Instructor meeting 2: 5 points
7. Draft 2 - 15 points
8. Peer review of your partner's Draft 1 - 10 points
9. Draft 3 (for peer review) - 15 points
10. Peer review of your partner's draft -10 points
11. Literature Review Final Draft - 50 points

> Sociology Blog: 50 points total

1. Four posts on sociological issues of your choice @10 points each

2. Four responses to posts by your classmates @2.5 points each

> Academic Writer Assignments: 10 assignments @10 points each; 100 points total

> Writing Workbook Assignments: 5 assignments @10 points each; 50 points total

> **Total Points Possible for the Semester: 350**

Final Examination/Culminating Experience

This class has no exams. Your culminating experience will be the research paper as described above.

Late Assignment Policy

Assignments are due (uploaded to Canvas) by the day/time specified on Canvas and in the course schedule. If due dates are changed, the new due date will be announced in lectures and via Canvas in a timely fashion.

An assignment is considered “late” if it is not submitted at the time and date specified on Canvas (usually, 11:59 pm on Thursday night).

- Assignments may be submitted up to ten days late (weekend days are included in this 10-day period). The assignment grade will be reduced by 10% for each late day.
 - Example: If you score all 10 points on a 10-point assignment, but you submit it one day late, you'll be deducted 1 point for a final score of 9.
- Assignments over 10 days late will receive 0 points.

If you have an ongoing issue that affects your ability to keep up with our class, please let me know as soon as possible and stay in touch with me.

How to Submit Assignments

All assignments must be submitted via Canvas (i.e., not by email).

Research Paper Format

Format your assignments according to ASA formatting guidelines as specified on https://owl.purdue.edu/owl/research_and_citation/asa_style/index.html. More information and examples will be provided on Canvas and during lectures. Your papers must also follow ASA conventions for citations and references.

Formal assignments must include a title page, including the word count.

- **Word count:** This is an essential requirement for passing the class (see “Workload and Requirements” below).

Workload and Requirements

You will spend a considerable amount of time writing and reading for this class. In order to satisfy the requirement for SJSU Studies area Z, you must write a minimum of 8,000 words in this class. This requirement will be met through the assignments listed above as well as the informal assignments you

complete as homework. Thus, it is essential that you complete all of the formal and informal assignments and include a word count on all assignments completed outside of class.

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

Determination of Grades

Your final course evaluation will be based on your total points for all assignments.

Point values for assignments are as follows (assignments will **not** be weighted):

Point values for each assignment are listed in the **Course Assignment Summary** above.

> **Total Points Possible: 350**

Final Examination or Culminating Activity

The final draft of your research paper will fulfill the required SJSU culminating activity.

Grading Information for GE/100W

The grading scale for 100W courses is A through F. In order to pass the course, students must receive an overall grade of C or better (a C- is not a passing grade).

Final course grades will be assigned based on the following scale; grades below 60% will be considered failing ("F"):

A = 92 – 100%

A minus = 90 – 91.9%

B plus = 88 – 89.9%

B = 82 – 87.9%

B minus = 80 – 81.9%

C plus = 78 – 79.9%

C = 72 – 77.9%

C minus = 70 – 71.9%

D plus = 68 – 69.9%

D = 62 – 67.9%

D minus = 60 – 61.9%

Grade Symbols and Values:

A plus: 4.0

A: 4.0

A minus: 3.

B plus: 3.3

B: 3.0

B minus: 2.7

C plus: 2.3

C: 2.0

C minus: 1.7
D plus: 1.3
D: 1.0
D minus: .7
F: 0

Contacting Dr. Jeffery

You can reach me at karin.jeffery@sjsu.edu or via Canvas messaging. I will respond within 48 hours on weekdays. *E-mails/messages received between Friday 5:00 pm and Sunday evening will be answered the following Monday.*

Office Hours

I strongly encourage you to visit me during my office hours and/or schedule appointments with me. You're welcome to stop by for clarification on any course materials/concepts, further discussion of course topics, guidance as you prepare for upcoming assignments, questions about feedback on previous assignments, or just to check in.

Peer Connections

Peer Connections' free tutoring, mentoring, and supplemental instruction is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower-division courses (some upper-division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. In addition, Peer Connections supplemental instruction (SI) leaders assist professors in select courses by running study groups and review sessions. Peer Connections also has a study space, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit Peer Connections' website at <http://peerconnections.sjsu.edu> for more information.

Classroom Protocol

To create and maintain an environment conducive to learning, I require the following etiquette when engaging in all discussions and course-related communication:

- Be professional – in other words, be polite and respectful to the other people in the class.
- Do not use biased language or profanity in posts.

Respect for the rights and opinions of others is required. The free and open exchange of ideas is the cornerstone of higher education, but we must always remain respectful of others, even if we disagree strongly with them. Disagreement is acceptable, but discourteousness is not. Behavior that creates a threatening or harassing environment will not be tolerated. Severe and pervasive disruptions of course activities are a violation of the Student Code of Conduct and will be reported to the Office of Student Conduct and Ethical Development:

<http://www.sjsu.edu/studentconduct/docs/Student%20Conduct%20Code%202013.pdf>

Thank you in advance for maintaining a positive and professional classroom climate.

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 the Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

SOC1 100W / Writing Workshop, Spring 2023 Course Schedule

All assignments are due on Thursdays by 11:59pm, unless noted otherwise.

The schedule is subject to change with fair notice; any changes will be announced in lecture and via Canvas.

Wk/ Module	Week Start Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
1	Jan 23	<ul style="list-style-type: none"> ● Course intro and welcome! ● Intro to Academic Writer (AW) ● Intro to Writing Workbook 	CLO 5
2	Jan 30	<ul style="list-style-type: none"> ● Mass media vs. scholarly, peer-reviewed research sources ● Reading research using the SQ3R “SpongeBob” method ● Academic Writer (AW): Getting started (due Feb. 2) 	CLO 2, 4, 5
3	Feb 6	<ul style="list-style-type: none"> ● Finding scholarly research articles ● Finding an interesting topic (brainstorming) ● Literature review examples and templates ● Narrowing topics down with the “Funnel Method” ● Writing Workbook Activity #1: Finding an interesting topic (due Feb. 9) ● AW: Finding reliable sources (due Feb. 9) 	CLO 2, 4, 5
4	Feb 13	<ul style="list-style-type: none"> ● “Fantastic Research Sources and Where to Find Them (on Google Scholar)” ● Summarizing articles using microsummaries ● In-class activity: Writing your first microsummary ● AW: Citing references in text (due Feb. 16) 	CLO 2, 4, 5
5	Feb 20	<ul style="list-style-type: none"> ● First literature review 1:1 meetings (meetings only, no class) ● Submit Outline with main topic and 2-4 possible subtopics ● AW: Writing clearly (due Feb. 23) ● Writing Workbook #2 (due Feb. 23) 	CLO 1, 2, 3, 4, 5
6	Feb 27	<ul style="list-style-type: none"> ● Starting your paper: Microsummaries and paraphrasing ● AW: Paraphrasing (due Mar. 2) 	CLO 1, 2, 3, 4, 5
7	Mar 6	<ul style="list-style-type: none"> ● Finding help on YouTube ● Submit Microsummaries #1 (due Mar. 9) ● AW: Reference lists (due Mar. 9) 	CLO 2, 4, 5
8	Mar 13	<ul style="list-style-type: none"> ● Roadmap for rest of semester ● The 3-point method for organizing papers ● How to write Draft 1; what to include 	CLO 2, 4, 5
9	Mar 20	<ul style="list-style-type: none"> ● Introducing the Perfect Paper Checklist ● Latin abbreviations (et al., e.g.) 	CLO 2, 4, 5

		<ul style="list-style-type: none"> ● Reference list format ● Submit Peer Review of Partner's Draft 1 (due Mar. 23) ● Submit Draft 1 (600 words) (due Mar. 23) 	
10	Mar 27	<ul style="list-style-type: none"> ● SPRING BREAK Y'ALL 	
11	Apr 3	<ul style="list-style-type: none"> ● Second literature review 1:1 meetings (meetings only, no class) ● AW: Capitalization (due Apr. 6) ● Writing Workbook Activity #3 (due Apr. 6) 	CLO 2, 4, 5
12	Apr 10	<ul style="list-style-type: none"> ● Comparing results from different research studies ● Review: Example paper, "Perfect Paper" Checklist, the 3-point method ● AW: Reducing language bias (due Apr. 13) 	CLO 1, 2, 3, 4, 5
13	Apr 17	<ul style="list-style-type: none"> ● Plagiarism and sentence fragments ● In-class activity: Sentence fragments ● Writing Workbook Activity #4 (due Apr. 20) 	CLO 2, 4, 5
14	Apr 24	<ul style="list-style-type: none"> ● Objectivity in scholarly writing ● Overview: Final paper format ● AW: Numerals versus words (due Apr. 27) ● Submit Peer Review of Partner's Draft 2 (due Apr. 27) ● Submit Draft 2 (1200 words) (due Apr. 27) 	CLO 1, 2, 3, 4, 5
15	May 1	<ul style="list-style-type: none"> ● Verb tense (why do we care?) ● AW: Alphabetizing the reference list (due May 4) 	CLO 1, 2, 3, 4, 5
16	May 8	<ul style="list-style-type: none"> ● Final peer reviews ● Submit Peer Review of Partner's Draft 3 (due May 11) ● Submit Draft 3 (1800 words) (due May 11) 	CLO 1, 2, 3, 4, 5
17	May 15	<ul style="list-style-type: none"> ● LAST DAY OF INSTRUCTION ● Writing Workbook Activity #5 (due May 15) ● Final literature review (2000 words minimum, 10 scholarly, peer-reviewed references) (due Thursday May 18 @11:59 pm) 	CLO 1, 2, 3, 4, 5