San José State University
College of Social Sciences / Social Science Department
Socs 100W: Writing Workshop, Sec: 01, Spring 2010

Instructor: Professor María Ochoa
Office Location: Dudley Moorehead Hall (DMH) 213
Telephone: 408.924.5591
Email: maria.ochoa@sjsu.edu OR professor.ochoa@gmail.com
Office Hours: Monday/Wednesday, 9:15 – 10:15 a.m.; 3 – 3:30 p.m.; by appt.
Class Days/Time: Monday/Wednesday, 12 noon – 1:15 p.m.
Classroom: Clark 303
Prerequisites: Engl 1B (with a grade of C or better); completion of core GE, satisfaction of Writing Skills Test and upper division standing.
GE/SJSU Studies Category: General Education: Z

Faculty Web Page and MYSJSU Messaging
Copies of the course materials such as the syllabus, assignment handouts, additional reading materials, and examination study guides may be found at http://www.sjsu.edu/people/maria.ochoa or accessed through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU. Please make sure that your email information as listed with SJSU is current.

Course Description
Practice in improvement of writing skills appropriate to the broad field of social science. Includes essays, reports and scholarly communication.

Course Goals and Student Learning Objectives
1. Demonstrate knowledge and understanding of theoretical concepts, research methodologies and their application to current issues.
2. Demonstrate knowledge of interdisciplinary Social Science assumptions, questions and methodologies.
3. Acquire an understanding of social change and individual agency within diverse communities, including race, class, and gender in historical and contemporary contexts.
4. Critically evaluate social science theories in explaining race, class, and gender issues in national and global contexts.
5. Apply interdisciplinary, theoretical concepts and reflective processes to current social/political issues and problems in their communities or in diverse classrooms in local public K-12 schools through internship/fieldwork assignments.

GE/SJSU Studies Learning Outcomes

Upon successful completion of this course, students will:

1. Develop advanced proficiency in college-level writing and appropriate contemporary research strategies and methodologies
2. Communicate effectively to both specialized and general audiences.

Course Content Learning Outcomes

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

1. Develop familiarity and competency in written forms common to the social sciences
2. Enhance individual aptitude for intellectual inquiry by reading critically in order to identify the types of writing common in the social sciences
3. Acquire the ability to express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.
4. Students shall be able to organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.
5. Acquire and apply information literacy skills through the use of reference materials, primary and secondary sources, and computer databases
6. Learn how to lay the foundation for intellectual research by developing a thesis statement and building an essay based on the statement
7. Acquire and apply skills in a variety of investigative forms by preparing summaries, reviews, and a secondary research paper
8. Present ideas and findings in written and oral forms of communication
9. Practice peer editing and proofreading
10. Learn cohort team research and presentation skills

Required Texts/Readings

Texts (required)

- A Manual for Writers of Term Papers, Theses, and Dissertations, Eighth Edition, Kate L. Turabian, University of Chicago Press, 2007 (Social Science majors)

**Additional texts (recommended)**
- Up-to-date dictionary, thesaurus, and word processing software

**Online resources**

**Other Readings (required reading that is found on my faculty web page)**
- Commencement keynote
- It’s never too late
- High school choices molded a lifetime
- My secret education

**Library Liaisons**
- Bernice Redfern, Anthropology, Sociology, Economics and Social Science/Women's Studies Librarian; Email: Bernice.Redfern@sjsu.edu; Telephone: 408.808.2038
- Kathryn Blackmer Reyes, Director, Cultural Heritage Center, MLK Jr. Library/San Jose State University; Email: Kathryn.BlackmerReyes@sjsu.edu; Telephone: 408.808.2097

**Assignments and Grading Policy**

**Class Format**

Students identify, define, and refine their writing to reflect their personal intellectual interests and particular fields of study. In the process of developing the writing assignments, each student explores and situates her/his critical motivation, intellectual intent, and proposed outcome. By reading, writing, and discussing the work of social scientists, as well as the work of popular writers who take a critical approach to the presentation of their ideas, students have the opportunity to reflect on their own intellectual responses to such material and determine which styles best fit their particular interests and can be applied within their field of study. Presentations by professionals in the field and media presentations supplement students’ opportunities for critical analysis provided by the assigned readings and classroom discussions. Students participate in ongoing group discussion with peers in order to reflect on their writing and to offer constructive critique regarding style, clarity, and relevance. Students also learn a range of research skills including approaches to information literacy and how to effectively access, evaluate, and apply sources.

**Writing Assignments**
There are six graded writing assignments of varying lengths from two to ten pages and two oral presentations:

- Exploring words and their meanings with presentation – two pages
- Intellectual influences essay – five pages
- Observations from public presentation – three pages
- Cohort discussion paper with presentation – five pages
- Annotated bibliography – five pages
- Final paper - ten pages

In addition, there are required assignments, such as drafts, outlines, and in class writing, whose purpose is to provide students with opportunities for self-reflection regarding the processes that they apply in the development of their work for this class. Although a specific grade is not assigned to such work, the effort offered by students is reflected as class participation, as well as in the grade assigned to the paper in development.

**Oral Presentations**

Throughout the semester, each student will have the opportunity to present her/his work to the class. The two specific assignments that will require all students to present their work aloud are “exploring words and their meanings” and the “cohort discussions.” Students who are absent on days that they are assigned to present will see their non-performance reflected in their grade for that specific assignment, as well as in the assessment of the students’ class presentation grade.

**Assignment Format**

- Assignments are typed in a readable font (Arial, Courier, Palatino, Times), 12-point size with double spacing between lines; 1.0” inch margins, top and bottom; 1.25” margins, sides
- Student name, course with assignment due date in the upper right hand corner of the first page, and stapled in the upper left-hand corner. Number each page.

**Important Details**

- Assignments are due in class on days indicated and handed in person to the instructor.
- Assignments are considered late if they do not meet the above two criteria.
- Assignments lose one full grade for each class session that the assignment is late.
- If you are absent on the day that an assignment is due, obtain documentation for the absence, i.e., doctor’s note, jury duty paper work, or coach’s note, and submit that material along with your assignment. This is the only method by which assignments will not be considered late.
- Hand written assignments are not accepted.
• This course is a writing intensive workshop. If you expect to miss class a due to other commitments, such as athletic travel or practice, job related responsibilities, or personal schedule, consider enrolling in this course at a time when you have fewer pressing obligations.
• Relevant topical information is frequently provided in class and you may be asked to respond in writing about these in-class activities.
• If you miss class, ask a cohort what occurred. You are not able to “make-up” such absences, and if an assignment is based on such information, you place yourself at a distinct disadvantage.
• Class participation is an important aspect of this course. Providing peer review, being able to address issues raised in the assigned reading materials, as well as joining in class discussions are all part of your responsibilities as a student.

Grading

Your final grade takes into account the following assignments and activities:

• Exploring words and their meanings with presentation – 10%
• Intellectual influences essay – 10%
• Observations from public presentation – 10%
• Cohort discussion paper with presentation – 20%
• Annotated bibliography – 20%
• Final paper – 20%
• Class participation: offering useful remarks and/or queries during classroom discussions, supporting peers when in-class cohort work occurs, coming to class prepared to discuss reading and writing assignments; bring texts, drafts, and other materials to class – 10%

ABC/NC grades notations are administered as follows:
• A = the assignment is a display of exceptional effort as demonstrated by its intellectual analysis and creative presentation. The writing includes grammatically and typographically correct expression. The ideas, arguments, and/or queries are fully developed. When necessary, there is an appropriate use of notations and citations. The assignment indicates that the writer is highly knowledgeable about the ideas applied in her/his analysis. There is a high degree of detail that indicates a well-considered approach to the form and content of the writing.
• B = the assignment is above average in presentation. The writing contains few grammatical, typographical, or format errors or omissions. Ideas might be more clearly explored with a more attention to detail. There are errors in the use of citations or notations. The writer has an uneven grasp of the ideas applied in her/his analysis.
• C = the assignment is average which means that there are no outstanding characteristics that place the work at a level higher than acceptable. Some ideas, arguments, or queries are incomplete, unanswered, or not addressed. Grammatical and typographical errors are such that they seem to stem from lack of attentiveness to detail.
• **NC** = the assignment contains obvious research, grammatical and/or typographical errors, may be partially completed, and as a result does not address the minimal criteria of the assignments. Students may or may not be offered opportunities to re-do such assignments.

**Extra Credit**
There will be opportunities for students to attend activities outside of regular classroom meeting times in order to illuminate certain elements of our coursework. These activities will be offered as optional extra credit for the factoring of students’ final grades. A handout that delineates the specific required areas of discussion that students will be expected to address in a written summary analysis of the activity is available on my faculty webpage. Students are welcome to participate in up to two such activities during a semester. If such analyses are well developed, students are able to enhance their final grades by 5 to 10%.

**Classroom Protocol**
- **Class participation:** is an important aspect of this course. Providing peer review, being able to address issues raised in the assigned reading materials, as well as joining in class discussion are all part of your responsibilities as a student.
- **Your grade:** will be positively affected, if you attend class and during that class time are able to speak or write with an understanding of and acquaintance with the lectures, readings, films, and other assigned materials.
- **QUIETLY sit in the rear seats,** if you arrive after the start of class.
- **Late arrival:** to this class may sometimes occur due to circumstances beyond your control. However, if you are continually late this tardiness will have a negative effect on your performance in this class and, of course, on your final grade. I issue assignments and updates immediately at the start of class and do not review such information for students who arrive late. Check with other students to see what you missed by being late.
- **If you expect to miss class:** due to your other commitments, such as athletic travel or practice, job related responsibilities, or personal schedule, please consult with me. I may recommend that you consider taking this course at a time when you will have fewer pressing obligations.
- **Mobile electronic equipment:** all devices are to be turned off and not at all in use during class for phoning, texting, or otherwise communicating with others.
- **Laptop computers:** are permitted during lectures for the purpose of taking notes. At all other times, laptop computers should not be in use. If you are found to be surfing the Internet or working on an assignment for another course, you will be asked to halt all computer use during this class for the remainder of the semester.

**University Policies**

**Academic integrity**
Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The **University’s Academic Integrity policy**, located at
http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic coursework. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sa.sjsu.edu/judicial_affairs/index.html. 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 your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 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 Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ 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 section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop 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 at http://www.sjsu.edu/advising/.

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

**Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and
to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The [LARC website](http://www.sjsu.edu/larc/) is located at http://www.sjsu.edu/larc/.

**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 website](http://www.sjsu.edu/writingcenter/about/staff/) is located at http://www.sjsu.edu/writingcenter/about/staff/.

**Peer Mentor Center**

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at http://www.sjsu.edu/muse/peermentor/
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<td>Hansen: Chpt. 1, 2; Commencement keynote</td>
<td>In class writing</td>
<td>Richard Brautigan; Sandra Cisneros</td>
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<td>02/01 Intellectual influences</td>
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<td>Guest speaker: Debra Y. Griffith, Judicial Affairs Officer</td>
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<td>It’s never too late; High school choices</td>
<td>Draft of intellectual influences</td>
<td>Discus student writing</td>
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<td>Hansen: Chpt. 3</td>
<td>Final version of intellectual influences</td>
<td>Discuss student writing</td>
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<td>Furlough Day</td>
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<td>02/17 Writing from your base: citations, references</td>
<td>Hansen: Chpt. 12</td>
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<td>Discuss cohort presentation assignment</td>
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<td>Hansen: Chpt. 12</td>
<td>Final presentation analysis</td>
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<td>Hansen: Chpts. 16, 18</td>
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<td>03/08 Cohort consults</td>
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<td>03/17 Cohort presentations</td>
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<td>03/24 Furlough Day</td>
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<td>03/29 Spring Recess</td>
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<td>03/31 Spring Recess</td>
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<td>04/05 Furlough Day</td>
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<td>04/07 Annotated bibliography</td>
<td>Hansen: Chpts. 4, 9, 10</td>
<td>In class writing</td>
<td>Overview of upcoming segments</td>
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<td>04/12 Student pressures and agency</td>
<td>My secret education</td>
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<td>04/14 Student pressures and agency</td>
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<td>Screen: Spellbound</td>
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<td>04/19 Library research</td>
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<td>04/21 Furlough Day</td>
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<td>04/26 Individual consults</td>
<td>Draft – annotated bibliography</td>
<td>Meet with professor</td>
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<td>04/28 Individual consults</td>
<td>Draft – annotated bibliography</td>
<td>Meet with professor</td>
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<td>05/03 Mapping your intellectual influences</td>
<td>Annotated bibliography due</td>
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<td>Discuss student work</td>
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<td>05/05 Furlough Day</td>
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<td>05/10 Individual consults</td>
<td>Draft-final paper due</td>
<td>Meet with professor</td>
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<td>05/25 9:45 a.m. Final paper</td>
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