San José State University
Department of Kinesiology
KIN 100W, Writing Workshop, Section 3, Spring 2016

Instructor: Arman P. Medina
Office Location: SPX 170
Telephone: (650) 302-6824
Email: arman.medina@sjtu.edu
Office Hours: By appointment
Class Days/Time: Monday and Wednesday 12:00pm – 1:15pm
Classroom: Sweeny Hall 242
Prerequisites: (a) Grade of C or better (C- not accepted) in Area A3 (Critical Thinking and Writing), (b) Passage of the Writing Skills Test (WST) or ENGL/LLD 1A with a C or better (C- not accepted), (c) Upper division standing (60 units), (d) Completion of Core GE

GE/SJSU Studies Category: (Area Z)

Faculty Web Page and MYSJSU Messaging (Optional)
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on Canvas. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

Course Description
Advanced skills in writing. Generalized and specialized forms of writing. Development of advanced writing skills and creation or organized, persuasive and analytical prose. The course will involve generalized and specialized forms of writing. Students will be required to write critical reviews of published writings, a business letter, scholarly paper, equity/diversity paper, reflective papers involving PRJA analysis and on topics in the health fields, and abstract of a journal article. Oral presentations will also be required.
Course Goals and Student Learning Objectives

Students will develop advanced proficiency in college-level writing and appropriate contemporary research strategies and methodologies to communicate effectively to both specialized and general audiences. Written Communication II should reinforce and advance the abilities developed in Written Communication IA and IB, and broaden and deepen these to include mastery of the discourse peculiar to the discipline in which the course is taught. Courses to meet Areas R,S, and V of SJSU Studies must be taken from three different departments or distinct academic units.

Students shall write complete essays that demonstrate college-level proficiency. Students shall be able to:

(SLO 1) produce discipline-specific written work that demonstrates upper-division proficiency in: language use, grammar, clarity of expression

(SLO 2) explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse

(SLO 3) organize and develop essays and documents for both professional and general audiences

(SLO 4) organize and develop essays and documents according to appropriate editorial and citation standards

(SLO 5) locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing

Objectives for SJSU Studies - Area Z:

Upon successful completion of KIN 100W, the student will be able to:

a. perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).
b. express (explain, analyze, develop, and criticize) ideas effectively.
c. use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.
d. write for different audiences (both specialized and general).
e. use (locate, analyze, and evaluate) supporting materials, including independent library research.
f. synthesize ideas encountered in multiple readings.
g. construct effective arguments.
h. express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.
i. organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.
Course Objectives

Upon successful completion of KIN 100W, the student will be able to:

a. write with brevity and precision of expression.
b. recognize and produce different styles and levels of writing.
c. write in business letter format.
d. prepare a resume and cover letter.
e. locate and effectively use appropriate resources.
f. write a cohesive expository response with correct grammar and punctuation.
g. write an abstract for a journal article.
h. critique a journal article.
i. write an article for a professional publication using APA format.

Required Texts/Readings


A comprehensive dictionary and college-level thesaurus are seriously recommended.

Classroom Protocol

Students are expected to be courteous during class. Any student engaging in disruptive behavior may be asked to leave. Please turn off all cell phones, pagers, PDAs or other electronic devices. The use of anything that beeps or vibrates during class is disruptive and will not be tolerated. Using a device, even silently, such as texting or websurfing, is distracting and students who engage in these actions may be asked to leave. Further disruption may be cause for the student’s behavior being reported to the SJSU Office of Student Conduct and Ethical Development.

1. All materials must be original works of the student and typed with text and references in APA format.

2. Assignments are due at the beginning of class on the assigned date. Papers are to be used for this class only. LATE PAPERS OR ASSIGNMENTS WILL NOT BE ACCEPTED. Instructor may make exceptions for family emergencies and will be on a case by case basis.

3. Only under extreme circumstances will an “incomplete” grade be assessed. “I’ve had a tough semester” will not cut it.
4. Finally, students are encouraged to periodically check out various websites and other information (e.g. quiz/exam hints, current events) related to writing.

**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/

**Assignments and Grading Policy**

Topics covered in the course

1. Research Basics
2. Writing Style
3. Grammar
4. Agreement
5. Parallel construction
6. Possessives
7. Punctuation
8. Reference lists
9. Citation format/style
10. Bias free communication
11. Capitalization, hyphenation, seriation
12. Numbers
13. Accessing scholarly journal articles from the internet
14. Critiquing journal articles
15. Writing abstracts
16. Theses, dissertations, and student papers
17. Manuscript preparation
18. Manuscript acceptance and production
19. Ethics
20. Writing resumes

**Assignment and Test Specifics - Total class points class = 100.**

a. **Pre Topic Proposal (1%) & Topic Proposal (4%) (5% pts.)**
   This assignment should be 3-4 pages in length and address the following questions: 1) What is your research question? *Is it problematic?* 2) What is your personal relationship
to this question? What drew you to this question? How will your relationship to it affect your research and writing process? 3) What is the larger significance of your topic? Who or what could benefit from your research? 5) How will your topic address/include multicultural perspectives? 6) What research sources will you use and where will you find them? Will you need to look outside of the MLK Library? Who, specifically, are the key experts you’ll need to cite?

Length: 2-4 pp. Satisfies student learning objectives a, b, c, e, and f.

b. Annotated Bibliography (10% pts.)
Submit an annotated bibliography for 10 scholarly sources published within the past 10 years. At least 3 of these sources must illuminate multicultural considerations of your topic. Web sites are not acceptable unless they are online versions of print academic journals. It must also include 3-5 .gov or non-profit websites. For each source, include a correct APA reference citation. Under each reference citation, provide a paragraph of 5-8 sentences that: 1) summarizes the main argument of the source; 3) relays the implications of the research; 3) identifies the intended audience; 4) compares and/or contrasts the source to another, specific, source in the bibliography; 5) explains how this source will be helpful in answering your research question.

Length: 5-6 pp. Satisfies student learning objectives a, b, c, e, and f.

c. Outline (10% pts.)
The purpose of this assignment is to come up with a plan for your paper that will help you organize your thoughts before you begin writing. Rather than specify a particular format for the outline, please choose one that works for your particular writing process and learning style. No matter how your outline is formatted, it is required that you include the major points you intend to make and use complete sentences rather than key words (don’t just list the general concepts you will cover, articulate what you plan to say about those concepts). See example on page 518 in the text.

Length: 2-4 pp. Satisfies student learning objectives a, b, c, e, and f.

d. Problem Statement (10% pts.)
Students are required to write the introduction of an empirical article which must include the statement of the problem, related background information from two scholarly and empirical journal articles, a problem statement, and a hypothesis. Points will be based on organization, logic, clarity, grammar (includes use of active voice), punctuation, and APA format. Detailed information on this assignment will be provided.

Length: 2-4 pages. Satisfies student learning objectives a, b, c, d, e, f, g, h, and i.

e. Abstract (5% pts.)
Students must write an abstract for an empirical, scholarly journal article. Points will be based on clarity, organization, brevity (includes use of abbreviations), grammar (includes
use of active voice), punctuation, and APA format. Detailed information will be
provided.

Length: 1 page. Satisfies student learning objectives a, b, c, d, g, and i.

f. Final Paper Drafts (2.5% X 2) of Scholarly Research Paper (5% pts.)
The draft 1 of the final research paper must contain the following: 1-3 pp. of text, a
working thesis statement, a working forecasting statement, clearly defined section
headings, and a working references page. To receive credit for this assignment, it must be
submitted in class during the peer review session. Draft 2 includes the same, but includes
pages 4-6; Draft 3 pages 7-10.

g. Final Scholarly Research Paper (20% pts.)
The final research paper must include the following:
1. 9-12 pages of text, not including the title page and references page.
2. A focused and thoughtful research question and thesis that involved challenging
   significant research.
3. Integrate multicultural and interdisciplinary considerations and perspectives.
4. Synthesize information from a wide range of relevant sources, both print and
electronic, relevant to the thesis, balanced, and critically evaluated for credibility
   and objectivity.
5. Logical organization with unity developed from the thesis and clear connections
   among ideas.
6. Researcher’s ideas integrated smoothly with paraphrased and quoted material, and
   all conclusions clearly supported by relevant, convincing evidence.
7. Effectively communicated the results of research to convey an original
   understanding (researcher's voice) with clear, unified concluding ideas.
8. Student papers demonstrate clear writing that exhibits mostly proper grammar,
   word choice, spelling, and consistently accurate APA format and citation style.

Length: 9 - 12 pages for each draft. Satisfies student learning objectives a, b, c, d, e, f, g,
h, and i.

h. Final Paper Presentation (5% pts.)
All students are required to present their research project on the last day of class.
Presentations must be 10 minutes in length and must address what they discovered in the
research and how they contributed to the academic discourse surrounding their topic.
Students must present one point of grammar to the class, and they must provide handouts
that clarify the points made in the presentation and that include a short quiz. Points will
be based on accuracy of information and organization of the presentation. Points will
also be based on accuracy, organization, grammar, punctuation, and APA format of the
handouts.

Length: 1-2 pages each. Satisfies student learning objectives a, b, c, d, e, f, g, h, and i.

i. Examinations (10% pts.)
Midterm worth 5% points; Final Exam worth 5% points of final grade. The midterm exam format will consist of multiple-choice questions and editing challenges. The final exam will consist of multiple-choice questions, short answers, and essay. Students are responsible for all material assigned in the book and presented in lecture. Although the lecture and book assignments will overlap to a great extent, some material in the lectures may not appear in the book and some of the material in the book may not be presented in lecture. The examinations will be based on both lecture and book material. A Scantron T&E 200 and large blue/green book is required for both exams.

j. Resume and Cover Letter Assignment (10% pts.)
Students must write a cover letter and a resume, which are specific to a job announcement. Points will be based on organization, clarity, brevity, grammar (including use of action verbs), punctuation, and marketing effectiveness. Details will be provided. Students are required to sign up with the SJSU Career Center with Sparta Jobs. Students are to bring to class on day assigned, copy of job/internship they intend to “apply for” as a part of the assignment. The copy of the job and all pertinent information used to “target” the resume for the specific position will be turned in along with the cover letter and resume. The assignment will be peer reviewed prior to final copy being turned in to the instructor. Web link is: http://careercenter.sjsu.edu/.

The specific link to the job search function on the Career Center web site is: http://careercenter.sjsu.edu/jobsearchtips/jobsearchtips.html.

Length: 10 approx. pages. Satisfies student learning objectives a, b, c, d, and g.

k. Group Presentations (10% pts.)
- Your group will make presentations seven times
- 4 from MAS, 2 from PM and 1 from TGP
- Your group leads the discussion
- Everyone should read the chapter and have one question for the discussion
- Your group will lead the discussion on your assigned chapter
  - Recap chapter
  - Explain key concepts
  - Review new vocabulary
  - Presentation slides are not necessary
  - Handouts are not necessary
  - See Course Schedule for dates
  - 0 points if you miss class when your group is presenting the chapter
  - Instructor may make exceptions for family emergencies and will be on a case by case basis.
    - If approve by instructor you may submit a video in your absence but your team is responsible for showing it

k. In-Class-Writing: 0%/0points
Students will write essays in class to be peer reviewed. Emphasis will be placed on organization, logic, clarity, grammar, and punctuation. Emphasis for peer reviews will be placed on constructive criticism, logic, clarity, grammar, and punctuation. Detailed information will be provided.

Length: 4-6 pages. Satisfies student learning objectives a, b, c, d, f, g, h, and i.

Note: Students must use New Times Roman with a size 12 font for all submitted work in APA format.

**Evaluation**

To convert total points into a letter grade, use the following scale:

- 96-100 points = A
- 93-96 points = A-
- 90-92 points = A- 
- 87-89 points = B+
- 83-86 points = B
- 80-82 points = B-
- 77-79 points = C+
- 73-76 points = C
- 70-72 points = C-
- 67-69 points = D+
- 63-66 points = D
- 60-62 points = D-
- below 60 points = F

**Note:** University Policy S11-5 ([http://www.sjsu.edu/senate/S11-5.htm](http://www.sjsu.edu/senate/S11-5.htm)) goes into effect Spring 2012 semester.

The ABC/NC grading will be replaced by full letter grading (A-F) for all 100W courses, retaining the need for all such courses to be passed with a C or better (C– not accepted) when satisfying the CSU Graduation Writing.

**Research Presentation**

Information regard to submitting student work for presentation at the WSKW conference:

- You will complete a critique of a research article this semester as part of the requirements for this course. If you do well on this assignment you are encouraged to submit your work for review and presentation at the WSKW (Western Society for Kinesiology & Wellness) conference ([http://www.wskw.org/](http://www.wskw.org/)). The deadline for submitting work is June 15, 2016. The conference is on October 12-14, 2016 at Harrah’s in Reno, Nevada. Conference registration is $45 for students. This is a great opportunity to get experience presenting at a professional conference, strengthen your resume, and begin networking with students from other campuses. Here is a link where you’ll find directions, the evaluation form that will be used to review submissions, and a sample to follow. ([http://wskw.org/guidelines-r-d-peavy-papers](http://wskw.org/guidelines-r-d-peavy-papers)). For more information contact Dr. Shifflett ([bethany.shifflett@sjsu.edu](mailto:bethany.shifflett@sjsu.edu)).
Assessment Requirement

Your grade in this course will be determined by the following:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Pre Topic Proposal (1%) &amp; Topic Proposal (4%)</td>
<td>5%</td>
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<tr>
<td>Annotated Bibliography</td>
<td>10%</td>
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<tr>
<td>Outline</td>
<td>10%</td>
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<tr>
<td>Problem Statement</td>
<td>10%</td>
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<tr>
<td>Abstract</td>
<td>5%</td>
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<tr>
<td>Final Paper Drafts (2.5% X 2) of Scholarly Research Paper</td>
<td>5%</td>
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<tr>
<td>Final Scholarly Research Paper</td>
<td>20%</td>
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<tr>
<td>Final Paper Presentation</td>
<td>5%</td>
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<tr>
<td>Midterm and Final Examination (5% each)</td>
<td>10%</td>
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<tr>
<td>Resume and cover letter</td>
<td>10%</td>
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<tr>
<td>Group Presentation</td>
<td>10%</td>
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There will be no make-up allowed for any missed examination. Assignments will not be accepted late except in cases of documented “extreme” emergency. See the course calendar for special dates.

The course will be taught as a workshop. This means students and instructor will work one-on-one at times and in small groups. Your work may be reviewed by your peers.

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 course work. 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.

**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 inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information 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 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 is located at http://www.sjsu.edu/muse/peermentor/
# KIN 100W / Writing Workshop, Fall 2015

## Course Schedule.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Group</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>02/01/16</td>
<td></td>
<td>Introduction</td>
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<td></td>
<td>02/03/16</td>
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<td>Review Syllabus</td>
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<td>2</td>
<td>02/08/16</td>
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<td>Resume</td>
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<td>Bring in Rough Draft of Resume</td>
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<td>02/10/16</td>
<td>1</td>
<td>PM Ch 1</td>
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<td><strong>Resume and Cover Letter Due</strong></td>
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<td>3</td>
<td>02/15/16</td>
<td>1</td>
<td>MAS Ch1</td>
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<td><strong>PreTopic Proposal Due</strong></td>
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<td>02/17/16</td>
<td>2</td>
<td>PM Ch 2</td>
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<td>4</td>
<td>02/22/16</td>
<td>2</td>
<td>MAS Parts of a Manuscript p32</td>
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<td>MAS Heading and Series p38</td>
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<td><strong>Topic Proposal Due</strong></td>
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<td>02/24/16</td>
<td>3</td>
<td>PM Ch 3</td>
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<td>5</td>
<td>02/29/16</td>
<td>4</td>
<td>MAS Guidelines to Reduce Bias in Language p42</td>
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<td>5 &amp;1</td>
<td>MAS Grammar p48</td>
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<td>03/02/16</td>
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<td>PM Ch 4 Punctuation</td>
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<td>PM Ch 4 Spelling &amp; Capitalization</td>
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<td>PM Ch 4 Italics &amp; Abbreviations</td>
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<td>PM Ch 4 Numbers &amp; Metrication</td>
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<td>PM Ch 4 Stats &amp; Math Copy and Equations</td>
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<td>6</td>
<td>03/07/16</td>
<td>2 &amp; 3 MAS Punctuation p58</td>
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<td>4 MAS Spelling and Hyphenation p70</td>
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<td>Annotated Bibliography Due</td>
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<td>03/09/16</td>
<td>4 PM Ch 5</td>
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<td>7</td>
<td>03/14/16</td>
<td>5 MAS Capitalization 74</td>
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<td>1 MAS Italic p78</td>
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<td>2 MAS Abbrevations p80</td>
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<td>03/16/16</td>
<td>5 PM Ch 6</td>
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<td>3 MAS Quotations p84</td>
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<td>4 MAS Reference Citation in Text p88</td>
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<td>03/21/16</td>
<td>PM Ch 7</td>
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<td>Review for Midterm</td>
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<td>Abstract Due</td>
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<td>03/23/16</td>
<td>Midterm</td>
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<td>9</td>
<td>03/28/16</td>
<td>Spring Recess</td>
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<td>03/30/16</td>
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<td>04/04/16</td>
<td>5 TGP Goof# 1-8</td>
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<td>Problem Statement Due</td>
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<td>04/06/16</td>
<td>5 MAS Reference List p144</td>
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<td>1 MAS Heading and Series p154</td>
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<td>04/11/16</td>
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<td>Outlines Due</td>
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<td>04/13/16</td>
<td>2 MAS Abbrevations p156</td>
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<td>3 MAS Metrication p166</td>
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<td>12</td>
<td>04/18/16</td>
<td>3 TGP Goof# 17-24</td>
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<td>Final Paper Rough Draft Part 2 Due</td>
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**Online Handouts (Bring to Class)**

- Taking notes from Research Reading
- Scholarly Sources
- Transitional Expressions
- Critical Analysis Section
- 7 EGs of Concepts
- Concept Map
- How to write a CAR
- Weaving Sources
- Paraphrasing
- Sample Concept Map
- Most Used APA PP.