

**San José State University**  
**Department of Kinesiology**  
**KIN 100W, Writing Workshop, Section 01, Fall 2018**

<b>Instructor:</b>	Daniel Bohigian
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<b>Office Hours:</b>	Monday and Wednesday, 7:45 AM - 8:45 AM
<b>Class Days/Time:</b>	Monday and Wednesday, 10:30 AM - 11:45 AM
<b>Classroom:</b>	Sweeny Hall 242
<b>Prerequisites:</b>	(a) Grade of C or better (C- not accepted) in Area A3 (CriticalThinking 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
<b>GE/SJSU Studies Category:</b>	Area Z

### **Course Description**

Advanced skills in writing. Development of writing style and creation of organized, persuasive and analytical prose. Generalized and specialized forms of writing. GE Area: Z Prerequisite: A3 or equivalent second semester composition course (with a grade of C- or better); Completion of core GE, satisfaction of Writing Skills Test and upper division standing. KIN 70 for major/minors only or instructor consent. Allowed Declared Major: Kinesiology. Note: Must be passed with C or better to satisfy the CSU Graduation Writing Assessment requirement (GWAR).

### **MySJSU & Canvas Learning Management System**

All course materials can be found on the Canvas Learning Management System, which can be accessed at <http://www.sjsu.instructure.com>. You are responsible for regularly checking Canvas and the messaging system through MySJSU.

## **General Education Learning Objectives (GELOs)**

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:

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

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

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

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

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

## **Kinesiology Undergraduate Degree Student Program Learning Outcomes (PLOs)**

(PLO 1). Students will be able to explain, identify, and/or demonstrate the theoretical and/or scientific principles that can be used to address issues or problems in the sub-disciplines in kinesiology.

(PLO 2). Students will be able to effectively communicate in writing (clear, concise and coherent) on topics in kinesiology.

(PLO 3). Students will be able to effectively communicate through an oral presentation (clear, concise and coherent) on topics in kinesiology.

(PLO 4). Students will be able to utilize their experiences across a variety of health related and skill-based activities to inform their scholarship and practice in the sub disciplines in kinesiology.

(PLO 5.) Students will be able to identify and analyze social justice and equity issues related to kinesiology for diverse populations.

### **Course Learning Outcomes (CLOs)**

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

(CLO 1). Perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).

(CLO 2). Express (explain, analyze, develop, and criticize) ideas effectively.

(CLO 3). Use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.

(CLO 4). Write for different audiences (both specialized and general).

(CLO 5). Use (locate, analyze, and evaluate) supporting materials, including independent library research.

(CLO 6). Synthesize ideas encountered in multiple readings.

(CLO 7). Construct effective arguments.

(CLO 8). Express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.

(CLO 9). Organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources

### **Required Texts/Readings**

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

American Psychological Association. (2010). *Mastering APA Style: Student's Workbook and Training Guide* (6th ed.). Washington, DC: American Psychological Association.

**NOTE:** Please bring your blue APA manual and orange APA workbook to class every day. We refer to both often throughout the semester.

## **Optional Texts**

Manhard, S.J. (1998). *The Goof Proofer*. New York: Fireside.

A comprehensive dictionary and college-level thesaurus are recommended.

## **Additional Readings**

Other course reading materials, including various articles and short instructional handouts, will be available via SJSU Canvas when applicable and with prior notice.

## **Kinesiology Department Library Liaison**

Adriana Poo

Email: [ariana.poo@sjsu.edu](mailto:ariana.poo@sjsu.edu)

## **Usage of Technology**

Students are encouraged to bring laptops and tablets for use during in-class exercises and peer-editing/writing. Use your devices responsibly.

## **Classroom Protocol**

1. Since much of the learning in class occurs during in-class discussions, it is vital that students attend class. You will be working with your peers, along with your instructor during class.
2. Make-up exams will not be given except in cases of serious documented illness or unforeseen emergencies.
3. Promptness is required to maintain a positive and productive learning atmosphere.
4. Papers are expected by the class meeting time on the due-date. Late papers will be penalized one half letter-grade per day late (i.e. From an "A" to an "A-").
5. Please put away cell phones (and switch them to silent) – use of these devices during class time is not appropriate.
6. Laptops will only be permitted for class related activities – if computers are not being used for classroom activities, you will be asked to discontinue use.
7. Email correspondence should include your full name and the class you are inquiring about (KIN 100W). For policy or assignment questions, please check the syllabus and/or SJSU Canvas first before sending a message to the instructor.
8. All materials must be original works of the student and typed with text and references in APA format. Plagiarism will not be tolerated.

## Assignments and Grading Policy

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

Topic Proposal	10 points
Critique of Scientific Literature	10 points
Annotated Bibliography	20 points
Outline	10 points
Abstract	10 points
Midterm	20 points
Resume Packet	10 points
Drafts of Scholarly Literature Review (x3 - 10 points each )	30 points
Scholarly Literature Review (Final Paper)	50 points
Presentation	10 points

Total Points Available: 180

The course will be taught as a workshop. This means students and instructor will work one-on-one and in small groups. Your work will be reviewed by your instructor and your peers often. Be sure to bring your laptop (or any other device you draft your work on) to each meeting, since the **majority of your work is done in class**. Come prepared every day and you will see the results.

### Assignment and Test Specifics

#### ***Topic Proposal (10 points)***

This assignment will be 2-3 pages in length and address the following questions: 1. What is your research question? ***Is it problematic?*** 2. What is the larger significance of your topic? ***Who or what could benefit from your research?*** 3. What is the purpose of your research? What do you think you will find when doing your research? ***What is your thesis?*** 4. Why did you choose this topic? How and where do you plan on finding legitimate, scholarly, peer reviewed sources?

Length: 2-3 pages

#### ***Critique of Scientific Literature (10 points)***

Students will write a 1-2-page critique of a peer-reviewed study related to the student's final paper topic. The critique should briefly summarize the study in the student's own words before analyzing the study's components in light of the student's research topic. This should include

critical discussion of the study's rationale, methodology, results, and overall conclusions. Further details will be posted on Canvas.

Length: 1-2 pages.  
Satisfies GELO #2

### ***Annotated Bibliography (20 points)***

Submit an annotated bibliography for **10 scholarly sources** published within the past 10 years. Web sites are not acceptable unless they are online versions of print academic journals, .gov's or .org's. 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; 2) relays the conclusions and implications of the research; 3) compares and/or contrasts the source to another specific source in the bibliography (weave source to another in your annotated bibliography).

Length: 5-6 pages.  
Satisfies GELO #4

### ***Outline (10 points)***

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. You are required to produce an alphanumeric outline of your entire paper, start to finish. ***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). A complete outline will cover details for each of the 4 main sections of your paper: introduction, method, results, and discussion. **A minimum of 3 properly formatted citations to literature contained in your annotated bibliography are required.**

Length: 2-4 pages.  
Satisfies GELO #5

### ***Midterm Examination (20 points)***

The midterm exam will require an 882 - E scantron form and a No. 2 pencil. The examinations will be based on both lecture and book material. The midterm is open note and open book.

### ***Abstract (10 points)***

Students will 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. **NOTE:** the abstract being submitted is NOT the abstract

being written for your own final paper. Detailed information on this assignment will be provided and posted on Canvas.

Length: 1 paragraph.

Satisfies PLO #3

***Resume Packet (10 points)***

Students will write a cover letter and a resume for a specific real-world job announcement. Find a job or internship posting by searching relevant job-posting sites, beginning with the SJSU Career Center. You may also search job boards specific to your chosen career field, such as the National Strength and Conditioning Association or American Physical Therapy Association. Once you have found a job listing, prepare a 1-page cover letter and a 1-page resume tailored to that specific job. Additional guidelines will be posted on Canvas.

Length: 2 pages

Satisfies GELO #3

***Drafts of Scholarly Literature Review (10 points each /30 points total)***

The **first draft** (2-3 pages of text) of the final research paper must contain the following:

1. A working cover page.
2. A working introduction, complete with a clear thesis statement.
3. A working methods section.
4. Clearly defined section headings and in text citations
5. A working references page.
6. 2-3 pages of text, **not** including the cover page and working references page.

To receive credit for this draft, a hard copy must be submitted in class during the peer review session. If peer review is missed, you will be docked 2 points immediately. **NOTE:** For each element of the draft that is left incomplete, or not included in the draft at all, a full point deduction will result. **Example:** a first draft submitted without a title page or a working reference page, with only 2 pages total of text, will immediately be docked -3 points.

The **second draft** (5-7 pages of text) must contain the following:

1. A refined cover page.
2. A refined introduction section, complete with a clear thesis statement.
3. A refined methods section
4. A working results section.
5. An expanded and refined working references page.
6. 5-7 pages of text, **not** including the cover page and working references pages.

To receive credit for this draft, a hard copy must be submitted in class during the peer review session. If peer review is missed, you will be docked 2 points immediately **NOTE:** For each element of the draft that is left incomplete, or not included in the draft at all, a full point deduction will result.

The **third draft** (7-9 pages of text), must contain the following.

1. A finalized cover page
2. A working abstract.
3. A refined introduction section, complete with a clear thesis statement.
4. A refined methods section.
5. A refined results section.
6. A working discussion section, complete with a working conclusion.
7. A refined references page.
8. 7-9 pages of text, **not** including the cover page, the working abstract, and reference pages.

To receive credit for this draft, a hard copy must be submitted in class during the peer review session. If peer review is missed, you will be docked 2 points immediately. **NOTE:** For each element of the draft that is left incomplete, or not included in the draft at all, a full point deduction will result.

### ***Scholarly Literature Review (50 points)***

The final research paper must include the following:

1. 10-12 pages of text, **not including** the cover page, abstract and references pages.
2. A focused and thoughtful research question and thesis that involves challenging significant research.
3. Integration of multicultural and interdisciplinary considerations and perspectives.
4. A synthesis of 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 own 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. Demonstration of clear writing that exhibits mostly proper grammar, word choice, spelling, and consistently accurate APA format and citation style.
9. A *minimum* of 12 scholarly, peer reviewed, academic sources cited and discussed within the literature (.gov's and .org's are appropriate to supplement the discussion).

Length: **10 - 12 pages of text** (will be more literal pages including the title page, abstract, and reference pages)

Satisfies GELO #1, PLO #1, PLO #2

### ***Final Paper Presentations (10 points)***

All students are required to present their research project on the last day of class. Presentations must be roughly 3 minutes in length (give or take 15 seconds) and must address what they discovered in the research and how they contributed to the academic discourse surrounding their topic. No powerpoint is necessary. Feel free to bring notes for reference.

Points and grading will be based on effective communication of the following:

1. Appropriate **length of presentation** - minimum 2 minutes and 45 seconds, maximum 3 minutes and 15 seconds. A full point deduction will result if the presentation does not fit within specified time frame.
2. Clear and thorough explanation of the **research question**.
3. Clear and thorough explanation of the **thesis**.
4. Clear and thorough explanation of the **support or non-support of your thesis** yielded by your research and results - was your prediction correct or incorrect?
5. A clear statement on what the **future holds** for your research itself - what ought to be done moving forward?

**NOTE:** For each element of the presentation that is not addressed, or not included in the presentation at all, a full point deduction will result.

### **Grading**

Traditional 90-80-70-60 scale with plus and minuses: 87 is B+, 72 is C-, etc.

Example:

A+ (97 % - 100%)

A (93% - 96 %)

A- (90% - 92%)

**Notes:** “.5” and above in final grade calculations are rounded-up. Also, this course must be passed with a C or better as an SJSU graduation requirement.

### **San José State 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 Office of Graduate and

Undergraduate Programs' Syllabus Information web page. For more information on general university policies, visit the following link:

<http://www.sjsu.edu/gup/syllabusinfo>

## KIN 100W / Writing Workshop - Fall 2018 Course Schedule

Changes to course material or assignment due dates, if applicable, will be communicated with prior notice.

Week	Date	Topics, Assignments, Deadlines	APA Manual Reading
1	8/22 W  8/27 M	Introduction and Expectations - Topic Brainstorm  <b>In Class Workshop - Topic Proposal</b>  APA Manual Chapter 1: Writing for the Behavioral and Social Sciences	P. 1 - 20
2	8/29 W  9/3 M (No Class)	<b>Library Research Tutorial - King Library, Room 217</b>  <b>Labor Day - No Class</b>	
3	9/5 W  9/10 M	<b><i>Topic Proposal is Due</i></b>  APA Manual Chapter 1: Writing for the Behavioral and Social Sciences  APA Manual Chapter 2: Manuscript Structure and Content  (Last day to drop courses without an entry on students permanent record)	P. 1-20  P. 21-60
4	9/12 W  9/17 M	<b>In Class Workshop - Critique of Scientific Literature</b>  APA Manual Chapter 2: Manuscript Structure and Content  <b><i>Critique of Scientific Literature Due</i></b>  APA Manual Chapter 3: Writing Clearly and Concisely	P. 21-60  P. 61 - 86

<b>Week</b>	<b>Date</b>	<b>Topics, Assignments, Deadlines</b>	<b>APA Manual Reading</b>
5	9/19 W	<b>In Class Workshop - Annotated Bibliography</b> APA Manual Chapter 7: Reference Examples	P. 193-224
	9/24 M	APA Manual Chapter 4: The Mechanics of Style	P. 87 - 124
6	9/26 W	APA Manual Chapter 4: The Mechanics of Style <b>In Class Workshop - Annotated Bibliography Peer Review and Editing</b>	P. 87 - 124
	10/1 M	<i>Annotated Bibliography Due</i> APA Manual Chapter 7: Reference Examples & APA Manual Chapter 6: Displaying Results	P. 169 - 192 P. 193 - 224
7	10/3 W	APA Manual Chapter 6: Displaying Results	P. 193 - 224
	10/8 M	<b>In Class Workshop - Outline and Thesis Drafting</b>	
8	10/10 W	<b>In Class Workshop - Outline Editing/Peer Review</b> Bring in a hard copy rough draft of your outline!	
	10/15 M	<i>Outline is Due</i> <b>In Class Midterm Review</b> Be sure to bring in your APA Manual and APA Workbook!	
9	10/17 W	<i>Midterm Examination</i> Bring an 882 - E scantron and a No. 2 pencil	
	10/22 M	<b>In Class Workshop - Resume Packet</b> Be sure to bring in a preliminary draft of your resume, along with finding an appropriate job posting to respond to.	

<b>Week</b>	<b>Date</b>	<b>Topics, Assignments, Deadlines</b>	<b>APA Manual Reading</b>
10	10/24 W  10/29 M	<i>Resume Packet is Due</i>  <b>In Class Workshop - Abstract</b>  <i>Abstract is Due</i>  <b>In Class First Draft Workshop - Introduction and Method Sections</b>  APA Manual Chapter 8: The Publication Process	P. 225 - 253
11	10/31 W  11/5 M	<i>First Draft of Paper is Due</i>  In Class Workshop - Peer Review  <b>In Class Draft Editing: First Draft</b>  Your graded first drafts will be handed back to you at the beginning of class.	
12	11/7 W  11/12 M (No Class)	<b>In Class Second Draft Workshop - Results Section</b>  <b>Veterans Day - No Class</b>	
13	11/14 W  11/19 M	<i>Second Draft of Paper is Due</i>  In Class Workshop - Peer Review  <b>In Class Draft Editing: Second Draft</b>  Your graded second drafts will be handed back to you at the beginning of class.	
14	11/21 W (No Class)  11/26 M	<b>Thanksgiving Break - No Class</b>  <b>In Class Third Draft Workshop - Discussion Section</b>	

<b>Week</b>	<b>Date</b>	<b>Topics, Assignments, Deadlines</b>	<b>APA Manual Reading</b>
15	11/28 W  12/3 M	<i>Third Draft of Paper Due</i>  In Class Workshop - Peer Review  <b>In Class Draft Editing - Third Draft</b>  Your graded third drafts will be handed back to you at the beginning of class.	
16	12/5 W  12/10 M (Last Class)	<b>In Class Final Paper Workshop</b>  <b>Last Class Meeting - In Class Final Paper Workshop</b>  Come in with questions focused on polishing your final paper!	
17	12/18 T (Final)	<b>Final Examination Period - 9:45 AM - 12:00 PM</b>  <i>Final Paper is Due &amp; In-Class Presentations</i>	