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).

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

Department Statement of Core Values

The faculty and staff of the Department of Kinesiology adopt the following Core Values in support of our overall mission:

- Physically active and healthy lifestyles
- Efficacy of human movement
- Quality programs, curriculum, teaching, research, and service
- Regard for high academic standards
- Mutual support, shared responsibility and collegiality in the workplace
- Collaboration between and respect for our sub-disciplines
- Democratic governance
- Equity, fairness, and social justice
- Sensitivity to diversity
- Life/work balance

Undergraduate Degree Student Program Learning Outcomes

(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.

**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. locate and effectively use appropriate resources.
d. write a cohesive expository response with correct grammar and punctuation.
e. write an abstract for a journal article.
f. critique a journal article.
g. write an article for a professional publication using APA format.

**Required Texts/Readings**


KIN 100w Course Reader - Posted on Canvas

**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**


A comprehensive dictionary and college-level thesaurus are recommended.

**Kinesiology Department Library Liaison**

Adriana Poo
Email: ariana.poo@sjsu.edu

**Classroom Protocol**

1. Since much of the learning in class occurs during in-class discussions, it is vital that students attend 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. In-class & homework assignments may not be made up unless there are serious and compelling circumstances.

6. Please put away cell phones (and switch them to silent) – use of these devices during class time is not appropriate. **NOTE:** if you use a tablet for note taking/drafting, use will be allowed.

7. 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.
8. 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 first before sending a message to the instructor.

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

Assignments and Grading Policy

Your grade in this course will be determined by the following: Total Points Available - 160

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Topic Proposal</td>
<td>10</td>
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<tr>
<td>Annotated Bibliography</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>10</td>
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<tr>
<td>Final Paper Drafts (x3 - 10 points each)</td>
<td>30</td>
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<tr>
<td>Final Paper</td>
<td>50</td>
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<tr>
<td>Presentation</td>
<td>10</td>
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<td>Midterm</td>
<td>20</td>
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</table>

There will be no make-ups 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 will be reviewed by 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.

Assignment and Test Specifics

**Topic Proposal (10 points)**

This assignment should be 1-2 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 do you think you will find when doing your research? *What is your thesis statement?*

Length: 2-4 pages. Satisfies student learning objectives a, b, c, e, and f.
**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 or “.gov’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 implications of the research; 3) compares and/or contrasts the source to another specific source in the bibliography; 4) explains how this source will be helpful in answering your research question.

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

**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.

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

**Problem Statement (10 points)**

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.

**Abstract (10 points)**

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. **NOTE:** the abstract being submitted is NOT the abstract being written for your own final paper. Detailed information on this assignment will be provided.

Length: 1 paragraph. Satisfies student learning objectives a, b, c, d, g, and i.
Drafts of Scholarly Research Paper (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, working 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, refined 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, finalized 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 Research Paper (50 points)**

The final research paper must include the following:

1. 9-12 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 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.

**Length:** *9 - 12 pages of text* (will be more literal pages including the title page, abstract, and reference pages) Satisfies student learning objectives a, b, c, d, e, f, g, h, and i.

**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.

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.

Satisfies student learning objectives a, b, c, d, e, f, g, h, and i.

**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. Electronic devices will not be allowed.

**Grading**

Traditional 90-80-70-60 scale with plus and minuses: 88 is B+, 72 is C-, etc.

Note: “.5” and above in final grade calculations are rounded-up

Example: A final tally of 87.5% rounds-up to 88%, a B+, whereas a final score of 87.4% will not be rounded up, and will result in a B for the course.

**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](http://www.sjsu.edu/gup/syllabusinfo)
KIN 100W / Writing Workshop - Spring 2018 Course Schedule

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Assignments, Deadlines</th>
<th>APA Manual Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/24 W</td>
<td>Introduction and Expectations</td>
<td>Pg. 1 - 20</td>
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<tr>
<td></td>
<td>1/29 M</td>
<td>APA Manual Chapter 1: Writing for the Behavioral and Social Sciences</td>
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<tr>
<td>2</td>
<td>1/31 W</td>
<td><strong>Library Research Tutorial - King Library, Room 219</strong></td>
<td>Pg. 1 - 20</td>
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<tr>
<td></td>
<td>2/5 M</td>
<td><em>Topic Proposal is Due</em></td>
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<td>APA Manual Chapter 1: Writing for the Behavioral and Social Sciences</td>
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<tr>
<td>3</td>
<td>2/7 W</td>
<td>APA Manual Chapter 2: Manuscript Structure and Content</td>
<td>Pg. 21 - 60</td>
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<tr>
<td></td>
<td>2/12 M</td>
<td>APA Manual Chapter 2: Manuscript Structure and Content</td>
<td>Pg. 21-60</td>
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<tr>
<td>4</td>
<td>2/14 W</td>
<td><strong>Problem Statement Due</strong></td>
<td>Pg. 61 - 86</td>
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<tr>
<td></td>
<td>2/19 M</td>
<td>APA Manual Chapter 3: Writing Clearly and Concisely</td>
<td>Pg. 61 - 86</td>
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<tr>
<td>5</td>
<td>2/21 W</td>
<td><strong>In Class Annotated Bibliography Workshop</strong></td>
<td>Pg. 193-224</td>
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<td></td>
<td>2/26 M</td>
<td>APA Manual Chapter 4: The Mechanics of Style</td>
<td>Pg. 87 - 124</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Assignments, Deadlines</td>
<td>APA Manual Reading</td>
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<td>6</td>
<td>2/28 W</td>
<td><strong>APA Manual Chapter 4: The Mechanics of Style</strong>&lt;br&gt;<strong>In Class Annotated Bibliography Workshop - Peer Review and Editing</strong></td>
<td>Pg. 87 - 124</td>
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<td></td>
<td>3/5 M</td>
<td>Annotated Bibliography Due&lt;br&gt;APA Manual Chapter 7: Reference Examples &amp; APA Manual Chapter 6: Displaying Results</td>
<td>Pg. 169 - 192&lt;br&gt;Pg. 193 - 224</td>
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<td>7</td>
<td>3/7 W</td>
<td><strong>APA Manual Chapter 6: Displaying Results</strong>&lt;br&gt;<strong>In Class Outline and Thesis Drafting Workshop</strong></td>
<td>Pg. 193 - 224</td>
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<td>3/12 M</td>
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<td>8</td>
<td>3/14 W</td>
<td><strong>In Class Workshop - Outline Editing/Peer Review</strong>&lt;br&gt;Bring in a hard copy rough draft of your outline!</td>
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<td></td>
<td>3/19 M</td>
<td><strong>Outline is Due</strong>&lt;br&gt;<strong>In Class Midterm Review</strong>&lt;br&gt;Be sure to bring in your APA Manual and APA Workbook!</td>
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<td>9</td>
<td>3/21 W</td>
<td><strong>Midterm Examination</strong>&lt;br&gt;Bring an 882 - E scantron and a No. 2 pencil</td>
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<td>3/26 M</td>
<td>Spring Break - No Class</td>
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<td>10</td>
<td>3/28 W</td>
<td>Spring Break - No Class</td>
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<td>(No Class)</td>
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<td>4/2 M</td>
<td><strong>In Class Abstract Workshop</strong></td>
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<td>11</td>
<td>4/4 W</td>
<td><strong>Abstract is Due</strong>&lt;br&gt;APA Manual Chapter 8: The Publication Process</td>
<td>Pg. 225 - 253</td>
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<td></td>
<td>4/9 M</td>
<td><strong>In Class First Draft Workshop - Introduction and Method Sections</strong></td>
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<td>Week</td>
<td>Date</td>
<td>Topics, Assignments, Deadlines</td>
<td>APA Manual Reading</td>
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<td>12</td>
<td>4/11 W</td>
<td><em>First Draft of Paper is Due</em></td>
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<td>4/16 M</td>
<td>In Class Workshop - Peer Review</td>
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<td><strong>In Class Draft Editing: First Draft</strong></td>
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<tr>
<td>13</td>
<td>4/18 W</td>
<td>APA Manual Chapter 2: Manuscript Structure and Content (Review) and APA Manual Chapter 3: Writing Clearly and Concisely (Review)</td>
<td>Pg. 21 - 60 Pg. 61 - 86</td>
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<tr>
<td></td>
<td>4/23 M</td>
<td><strong>In Class Results Section Workshop</strong></td>
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<tr>
<td>14</td>
<td>4/25 W</td>
<td><em>Second Draft of Paper is Due</em></td>
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<td>4/30 M</td>
<td>In Class Workshop - Peer Review</td>
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<td><strong>In Class Draft Editing: Second Draft</strong></td>
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<tr>
<td>15</td>
<td>5/2 W</td>
<td><strong>In Class Discussion Section Workshop</strong></td>
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<td>5/7 M</td>
<td><em>Third Draft of Paper Due</em></td>
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<td>In Class Workshop - Peer Review</td>
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<td>16</td>
<td>5/9 W</td>
<td><strong>In Class Draft Editing: Third Draft</strong></td>
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<td></td>
<td>5/14 M (Last Class)</td>
<td>Last Class Meeting - In Class Final Paper Workshop</td>
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<td>Come in with questions focused on polishing your final paper!</td>
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<td>17</td>
<td>5/22 T (Final)</td>
<td>*Final Exam Period</td>
<td>7:15 AM– 9:30 AM</td>
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<td><strong>Final Paper is Due &amp; In Class Presentations</strong></td>
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