

San José State University
Department of Kinesiology
KIN 100W, Writing Workshop, Section 2, Spring 2013

Instructor:	(Daniel Murphy)
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Office Hours:	(M-Th 12 – 1 pm.)
Class Days/Time:	(TTh 10:30 – 11:45am.)
Classroom:	(SCC 68)
Prerequisites:	Grade of C or better in English 1B; completion of Core GE, satisfaction of Writing Skills Test, and upper division standing. A,B,C/NC grading. 3 units).
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. Apr be found on desire2learn.com. 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.

(SLO 1) To practice comprehension and analysis of advanced scholarly and professional material, to identify the thesis and supporting points of that material, and to incorporate it appropriately into writing and other forms of communication

(SLO 2) Expressing (explain, analyze, develop and criticize) ideas effectively, including ideas encountered in different forms of discourse.

(SLO3) Organizing and developing essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.

(SLO 4) Demonstrated ability to express issues related to diversity (equity and social justice) in written and/or oral form(s).

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

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
ISBN 978-1-4338-0561-5

American Psychological Association. (2010). *Mastering APA Style: Student's Workbook and Training Guide* (6th ed.). Washington, DC: American Psychological Association.
ISBN-10: 143380557X

KIN 100W Course Reader – Available at SJSU AS Print Shop.

Manhard, S.J. (1998). *The goof proofers*. New York: Fireside. ISBN-10: 0684838265

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 Apr 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 Apr be asked to leave. Further disruption Apr 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 (beginning the day following due date) will be penalized 1/3 letter per day. No papers will be accepted more than 1 week late. Also, NO papers will be accepted electronically, so if it's not in my hands or box in the KIN office, it does not exist.

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](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/) 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. Topic Proposal (10% 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. Draft 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. 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. Presentations (10% 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 Apr not appear in the book and some of the material in the book Apr not be presented in lecture. The examinations will be based on both lecture and book material. A scantron 882-E 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. 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	73-76 points = C
93-96 points = A	70-72 points = C-
90-92 points = A-	67-69 points = D+
87-89 points = B+	63-66 points = D
83-86 points = B	60-62 points = D-
80-82 points = B-	below 60 points = F
77-79 points = C+	

Note: University Policy S11-5 (<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/>). The deadline for submitting work is mid-June. The conference is on October 9-11, 2013 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>. For more information contact Dr. Shifflett (bethany.shifflett@sjsu.edu).

Assessment Requirement

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

Topic Proposal	10%
Annotated Bibliography	10%
Outline	10%.
Problem statement	10%.
Abstract	5%.
Final Paper Drafts (x2)	5%
Final Paper	20%.
Resume and cover letter	10%.
Presentations (1)	10%.
Midterm and Final examination	(5% each) 10%.

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 Apr 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](http://www.sjsu.edu/senate/S07-2.htm), 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](http://www.sa.sjsu.edu/judicial_affairs/index.html) 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](http://www.drc.sjsu.edu/) (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 are 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](http://www.sjsu.edu/larc/) 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](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/>

KIN 100W / Writing Workshop, Spring 2013

Course Schedule

WEEK	DATE	TOPIC / ASSIGNMENTS	APA MANUAL READING
1	Jan. 24	Course Introduction. Introduction, expectations, assignments	
2	Jan. 29 Jan. 31	Research Basics LN1. APA Style Summary LN2.	Foreword, Preface, 3-20 21 – 40
3	Feb. 5 Feb. 7	APA Section Development LN3-A. APA Section Development LN3-A.	61 – 63 63 - 70
4	Feb. 12 Feb. 14	APA Headers LN3-B. Writing Style LN4. Topic Proposal Due	77 – 111
5	Feb. 19 Feb. 21	How to critique a journal article LN6 Punctuation LN7.	77 - 111 77-111
6	Feb. 26 Feb. 28	Crediting Sources LN 10 Quotes. Crediting Sources LN11: References. Crediting Sources LN11 cont'd. Annotated Bibliography Due	111 – 124
7	Mar. 5 Mar. 7	Writing an Abstract LN8. Abstract due. Grammar LN9 .	169- 173
8	Mar. 12 Mar. 14	Grammar LN9 Grammar LN9	174 – 224
9	Mar. 16 Mar. 18	Capitalization, Italics, Abbreviations. Problem Statement due.	
10	Mar. 19 Mar. 21	Midterm review/Bring APA workbook. Midterm examination.	
11	Mar. 26 Mar. 28	Spring Recess – No Class	174 – 224
12	Apr 2 Apr 4	Capitalization, Italics, Abbreviations, Hyphenation Resume and Cover Letter due.	
13	Apr 9 Apr 11	Numbers	
14	Apr 16 Apr 18	Reducing Bias LN5 Outlines Due	70 – 76
15	Apr 23 Apr 25	Paraphrasing/Plagiarism/Ethics. Manuscript Preparation.	225 – 240

16	Apr. 30	Open Topics	
	May 2	Article workshop - Draft 2 pp.1-3 Due.	
	May 7	Article workshop - Draft 2 pp.4-6 Due.	
	May 9	Final Exam Review Final Paper Presentations Last Day of Instruction. Final Paper Due	
18	May 21	Final Exam: May 21 9:45am. – 12:00pm.	

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.