

San José State University
Department of Linguistics & Language Development
LLD 100W, Writing Workshop, Sec. 01
Fall 2018

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| Instructor: | Dr. Sharmin Khan |
| Office location: | Clark Hall 406B |
| Telephone: | 408- 924-1332 |
| Email: | Sharmin.Khan@sjsu.edu Preferred mode of contact is via email |
| Office Hours: | MW: 10:30-11:30 and by appointment TTh: 12:00-1:00 and by appointment |
| Class Days/Time: | TTh: 9:00-10:15 |
| Classroom: | Sweeney Hall 414 |
| Prerequisites: | Completion of Core GE, completion of English 1B or its equivalent with a C or better, satisfaction of Writing Skills Test, and upper division standing. ABCDF grading. 3 units. |
| GE/SJSU Studies Category: | Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments, or distinct academic units. |

Course Description

Advanced composition. Instruction and practice in reading, discussing, and writing about issues germane to the student's major field of study.

General Education Learning Objectives (GELO)

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

1. Produce discipline-specific written work that demonstrates upper-division proficiency in:
 - Language use
 - Grammar
 - Clarity of expression
2. Explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.
3. Organize and develop essays and documents for both professional and general audiences.
4. Organize and develop essays and documents according to appropriate editorial and citation standards.
5. Locate, organize, and synthesize information effectively to accomplish a specific purpose and to communicate that purpose in writing.

Course Learning Objectives (CLO)

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

1. Write competently at an advanced university level, including the ability to:
 - recognize, select, and use basic writing activities: prewriting (brainstorming & clustering), organizing (outlining & labeling), drafting, revising, editing, and reflecting on personal and peer composing processes
 - identify and use surface-structure conventions of written English
 - identify and formulate objective theses
 - produce fully developed paragraphs with internal coherence, sentence variety, and lexical sophistication
 - identify and use effective textual organization, including cohesive devices and subheadings
 - use discipline-specific vocabulary effectively
2. Distinguish between scholarly and non-scholarly published literature as well as define the characteristics of good scholarly writing in terms of content, format, and style.
3. Read and critically evaluate scholarly literature in their field from a variety of sources.
4. Produce a critical summary of a piece of published scholarly literature.
5. Write a synthesis paper where they draw from various sources to present a cogent argument.
6. Determine the difference between plagiarized and non-plagiarized text.
7. Effectively use library resources and electronic databases pertaining to their discipline.
8. Organize and write an effective research paper, including the ability to:
 - select and refine a research topic
 - develop research questions
 - prepare an annotated bibliography
 - formulate a thesis or main argument
 - engage in efficient note-taking strategies
 - use multiple scholarly sources to support or refute assertions/propositions
 - employ APA editorial standards for citations, references, and general formatting

Required Texts/Materials

- i. American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.
- ii. Course Reader: Available at Maple Press, 330 S. 10th St. Phone: 297-1000. Please note that Maple Press does not accept credit cards; cash and personal checks only.

Credit Hours Compliance Policy

The SJSU Senate Policy S 12-3 requires the university to be compliant with the Federal Regulation of the definition of credit hour. Therefore: “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Assignments and Grading Policy

Grading

| | <u>GELO</u> | <u>CLO</u> | <u>POINTS</u> |
|---|---------------|------------------|--------------------|
| 1. Class participation | | | 75 points |
| 2. Critical summary, 4 pp. | 1, 3, 4 | 1, 2, 4 | 100 points |
| 3. Synthesis, 4 pp. | 1, 2, 3, 4 | 1, 2, 3, 5, 6, 7 | 100 points |
| Reading groups (15 points) | | | |
| Paper (85 points) | | | |
| 4. Writing exercises 10 pp. | 1 | 1, 2, 6, 7 | 100 points |
| 5. Research paper, 8-10 pp. | 1, 2, 3, 4, 5 | 1, 2, 3, 7, 8 | 375 points |
| Annotated bibliography (100 points) | | | |
| Outline of paper (25 points) | | | |
| 1 st draft for peer review (25 points) | | | |
| 2 nd draft (50 points) | | | |
| 3 rd draft (75 points) | | | |
| Final version (100 points) | | | |
| 6. Final in-class writing | 1, 3 | 1 | 50 points |
| 7. Final exam | 1,4 | 1,7 | 200 points |
| Total points | | | 1000 points |
| Extra credit | | | 25 points |

Assignments

1. Class participation (75 points):

F15-12, University Policy, Attendance and Participation states:

“Students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class.”

While students may not be graded on attendance, they may be graded on class participation. Points (divided according to # of sessions) will be awarded for in-class task completion such as group/pair work, discussions, exercises, etc. To get participation points, students must be actively engaged and not just physically present in the room. Students will get half credit for that session if they are more than 15 minutes late or fail to stay for the entire period without offering a valid reason.

2. Critical summary (100 points)

Students will have one reading assignment (for a professional audience available in the Reader. It will be their responsibility to do analytical in-depth reading of the article and submit a critical summary of it.

3. Synthesis (100 points):

Students will write a synthesis paper where they draw upon evidence from several sources in an attempt to persuade readers of the validity of a claim. The required readings are available in the Reader. Students will engage in an in-class, round-robin group reading exercise before they write the paper.

4. Writing exercises on grammar, mechanics, editorial style (100 points):

There will be a number of brief exercises throughout the semester focusing on various aspects of academic writing. These will be completed primarily as homework.

5. Research paper (375 points):

Students will write one major research paper during the semester of 8-10 pages on a topic of their choice. The paper will include an annotated bibliography, an introductory outline, citations, references, and multiple drafts.

6. Final in-class writing (50 points):

There will be a final essay to be written the last day of class. This will be a paper which reflects on your experience in the class and what you have learned about scholarly/academic writing.

7. Final exam (200 points):

There will be an open book final exam on APA style, mechanics and research skills. The exam is at the officially scheduled time on Thursday, **December 13, 7:15-9:30 a.m.**

Extra credit (25 points):

Students can earn 25 extra bonus points by attending workshops (5 points per workshop) offered by The Writing Center (located in Clark Hall, Suite 126). You must provide proof of attendance to the instructor no later than a week after the conclusion of the workshop. The extra credit will be added to the student's final grade total at the very end of the semester. Please check the Writing Center website for current topics and dates of workshops: www.sjsu.edu/writingcenter

Grading Percentage Breakdown

| | | | | | |
|------------------|--------------|---------------|---------------|--------------|---------------|
| 98% and above=A+ | 94% to 97%=A | 90% to 93%=A- | 87% to 89%=B+ | 84% to 86%=B | 80% to 83%=B- |
| 77% to 79%=C+ | 74% to 76%=C | 70% to 73%=C- | 67% to 69%=D+ | 64% to 66%=D | 60% to 63%=D- |

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Late Work

Assignments turned in late will receive a lower grade. 5 points will be deducted for each day that the assignment is late, up to a week. After a week, the assignment will be accepted for half credit only. However, students will not be penalized if they can show extenuating circumstances beyond their control.

Mode of Instruction

Class will often be conducted like a workshop so that students may get a lot of individualized feedback on their academic writing. A major aspect of this class is regular one-on-one conferences with the instructor on specified dates and times as well as frequent peer review sessions during class times. Students will be expected to revise their writing several times and must be prepared to write multiple drafts of each required piece. They will also be expected to respond to other students' work and provide them meaningful feedback.

Individual Conferences

You will be scheduled for at least *two* individual conferences with the instructor during the semester. You are encouraged to visit during office hours or make an appointment to see me at other times.

Canvas website component of the class

All out of class assignments are to be submitted through the Canvas website program. Go to <http://www.sjsu.edu/ecampus/students/> to begin your Canvas login. Please make sure that you submit papers in the following formats only: **Ms Word, Word Perfect, Post Script, Acrobat PDF, HTML, RTF, Plain text**. In addition, students must submit a hard copy of all written assignments. Students will need to enter the website to gain access to assignment guidelines and sample student papers.

Classroom Protocol/Policies

- i. Please arrive to class on time. Late entrances are highly distracting to both your fellow students and the instructor.
- ii. Absence from class may not be used as an excuse for failing to submit assignments on time.
- iii. In-class assignments cannot be made up unless there are extenuating circumstances.
- iv. Make-up exams will be given only under truly extraordinary circumstances such as an illness or an accident. A doctor's note or other evidence must be provided in these cases.
- v. Courtesy and respect towards one's fellow students and the instructor are expected at all times. Therefore, while in class, please do not web surf on the computer, read unrelated materials, or do homework for another class.

Electronic gadgets in class

You are allowed to use a laptop only for purposes of note taking, provided you have a documented disability that prevents you from taking notes by hand. Students who use their computers for other activities or who abuse the equipment in any way will be asked to leave the room and will lose participation points for the session. Please also refrain from interacting with your smartphone or other handheld devices.

Formatting standards

In-class writings are to be neatly written in blue or black ink on standard, lined white paper. All papers written outside of class must be typed, double spaced, using a size 12 font similar to Times New Roman and formatted according to APA guidelines.

Instructor Absences

Emergencies do happen. If your instructor fails to appear in class within five minutes after the starting time, please notify the LLD office immediately. You can do this by picking up the phone in your classroom and dialing 4-4413. If someone answers, please give that person information about your class: which section, which instructor, which room. If there is no answer, please leave a message with the same information. If no one comes to assist

your class within fifteen minutes (your instructor or someone else) you may then leave the classroom.

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arise. See [University Policy S90-5](#) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](#), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

University Policies

This link contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, religious holidays, etc.:

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

SJSU Writing Center

"The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website: www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook."

You are encouraged to use the tutoring services on campus if you or your instructor feels that you need additional support, but all work is expected to be your own. If the instructor has reason to believe otherwise, then he or she has the right to require additional evidence that the work is your own.

LLD 100W Section 01: Fall 2018 Semester Schedule

Subject to change with fair notice at least one class period in advance

| Dates | Tuesday | Thursday |
|--------------------------|---|---|
| Day 1-2 8/21-8/23 | Introduction to the class | In-class writing sample |
| Day 3-4 8/28-8/30 | Characteristic features of scholarly writing Read “Thoughts on scholarly writing” (Reader & Canvas Module) | Introduction to critical summary article: “The pen is mightier than the keyboard...” (Reader) |
| Day 5-6 9/4-9/6 | How to write a critical summary Actively read and annotate critical summary article: “The pen is mightier than the keyboard...” (Reader) | How to write a critical summary |
| Day 7-8 9/11-9/13 | How to write a critical summary Read APA Manual Chapter 1: “Types of Articles” (pp. 9-11) | Transition matters! |
| Day 9-10 9/18-9/20 | Punctuation matters! Draft #1 of critical summary turned in (no Canvas submission) | Punctuation matters! Read APA Manual, Ch. 4: “The mechanics of style” (pp. 87-114) |
| Day 11-12 9/25-9/27 | Synthesis paper Draft # 1 of critical summary returned | Synthesis paper: work on readings in groups Introduction to research paper Read articles on language and gender (Reader) |
| Day 13-14 10/2-10/4 | Synthesis paper: work on readings in groups Final draft of critical summary turned in (submit in Canvas, also) | How to write a synthesis paper Read articles on language and gender (Reader) |
| Day 15-16 10/9-10/11 | What is a scholarly source? Read “Evaluating Web Pages” (Reader) Draft #1 of synthesis paper turned in (no Canvas submission) | Library orientation: meet in King Library Rm. TBA |
| Day 17-18 10/16-10/18 | Writing an annotated bibliography APA editorial style Read APA Manual, Ch. 7: “Reference Examples” (pp. 193-215) Turn in topic for research paper Draft #1 of synthesis paper returned | Academic integrity/plagiarism; Practical strategies for research Read APA Manual Ch. 1 “Plagiarism and Self-Plagiarism” (pp.15-16) |

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| Day 19-20 10/23-10/25 | Integrating sources; structure of research papers Read APA Manual Read APA Manual Ch. 6: "Citing References in Text" (pp. 174-179) Ch. 6 "Quoting and Paraphrasing" (pp.170-173) (submit in Canvas, also) Final draft of synthesis paper turned in (submit in Canvas, also) | Narrowing a subject; forming research questions |
| Day 21-22 10/30-11/1 | Thesis statements/forecasting statements Annotated bibliography turned in Read APA Manual, Ch. 6: "Reference List" (pp. 180-192) | Analyzing sample research papers |
| Day 23-24 11/6-11/8 | Providing evidence Integrating sources Research paper introduction turned in | APA editorial style In-text formatting issues Research paper introduction returned |
| Day 25-26 11/13-11/15 | Peer review of research paper draft #1 Writing conclusions Draft #1 of research paper due in class | APA editorial style Draft #2 of research paper turned in |
| Day 27-28 11/20-11/22 | Individual conferences | THANKSGIVING HOLIDAY! |
| Day 29-30 11/27-11/29 | Individual conferences | Writing the abstract |
| Day 31-32 12/4-12/6 | Practice finals in class Research paper draft #3 turned in | Final in-class essay LAST DAY OF CLASS! |
| Thurs. 12/13 | Final exam 7:15-9:30 am Draft #3 returned | Tue. 12/18 Final draft of research paper due in Canvas No hard copy! |