San José State University
Sociology Department
SOCIOLOGY 100w, Writing Workshop (Z) (3 units) (course# 48661), Sect. 04
FALL 2013

Instructor: Dr. Nava, S.
Office Location: DMH 223
Telephone: (408) 924-2942 or (831)295-3645
Email: navasociology@gmail.com
Office Hours: Monday through Thursday 2:45-3:45pm or by appointment

Class Days/Time: MW 12:00pm-1:15pm
Classroom: 327 Engineering BLDG
Prerequisites: Completion of Core GE, WST, SOCI 1, ENGL 1B, and Junior class standing
GE/SJSU Studies Category: Area Z: Written Communication II

Final Exam: Thursday Dec. 12th, 2013, 9:45am-12:00pm
Course website: https://sites.google.com/site/100wnavaworkshop/home

Course Description:
The purpose of this course is to help students develop writing practices that they can carry into graduate studies or other professional research settings. Students will develop skills essential for writing in the field of sociology, but the skills we will practice can be used in various professional settings. We will engage in research from beginning proposals to the finished research paper, step by step and with daily reflection on the process.

The course is designed to promote independent research practices as well as group, or ‘research cluster’ work, peer reviews, group activities, and critical discussions. We will also engage in close readings of sociology-specific writing manuals by weekly topic and practice our reading skills through reading academic journal articles and other online resources.

GE COURSE GOALS AND STUDENT LEARNING OBJECTIVES
Upon successful completion of this course, students will have improved in these areas:

- Be able to move from recognizing a social problem to operationalizing theoretical terms towards developing a research agenda.
- Analyze, synthesize, and evaluate a topic of their choice and present it in a professional setting.
- Develop appropriate professional styles of writing for sociology and other fields of interest.
- Further skills learned in Core GE: English 1A and B

Required:


Other Readings:

Supplementary Readings will be on our course website as under ‘Supplementary Readings’ pdf. Files
https://sites.google.com/site/100wnavaworkshop/home

You will also need a pack of 10 small ten-question scantrons and 2 green e-882 Scantrons for popquizzes and exams.

Classroom Protocol:

Come to class with your books, notebooks, writing implements, and preferably a dictionary. Being prepared for class means having all of the tools you need to participate. Have your daily readings and notebooks out on your desk and be ready to write before class begins.

- **No cell phone usage** during lecture and small group discussions. I will take away a point from your participation grade each instance. I will not warn you of this rule. It is your responsibility to follow the class rules.
- **No sleeping** or heads down in class. You will be asked to leave the class if you violate this rule.
- **No demeaning treatment** of anyone in the class or you will be asked to have a short meeting with the professor before you can return to class. I encourage debate, but I am intolerant of disrespectful behavior of any kind.
- **Do not miss the deadline for assignments.** Any late work will automatically receive a 20% lower grade and will not be accepted after a week has passed from the due date. Exceptions to this rule will be made only in cases of severe and documented hardship and only if you have contacted me immediately. Examples of documentation include court documents, doctor’s notes, receipts for car repairs, etc.)

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/.

**DESCRIPTION OF MAJOR ASSIGNMENTS**

4-Page Research Proposal (10%): You will trade your research proposal with a member of your Research Cluster for feedback. Then you will make revisions and turn in the final draft to me on the date noted on our course schedule. I will give you a prompt on how to write a Research Proposal. See the sample PROPOSAL on our website under supplemental readings: https://sites.google.com/site/100wnavaworkshop/home

Annotated Bibliography (15%): You will write a 10-entry Annotated Bibliography. You will choose 10 sociological journal articles in your SJSU library sociology 'academic article database' related to your Research Cluster's topic and (following the provided format) complete the bibliography. No non-peer-reviewed academic sources will be accepted on this assignment. Check with me if you are not certain your source is legitimate.

Include:


2. Question: What is the author’s main research question? Paraphrase their key arguments.

3. Method: How does the author go about answering their main question (do they use surveys, historical research, oral interviews, etc.)? Location(s) of the research? Was their evidence and argument convincing? Was their research significant in the broader scheme of things happening in the world today? Why or why not?

4. Findings: What are the author's main unique findings, contribution to all the literature you have read on this topic? Explain how it helps you answer your research question in some detail.

“WHAT IS AN ANNOTATED BIBLIOGRAPHY?”

1 A research cluster is a group of researchers who share a research topic and share ideas and reading materials on their topic. These clusters periodically do research together and present at academic conferences together on professional research panels.
An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.

**ANNOTATIONS VS. ABSTRACTS**

Abstracts are the purely descriptive summaries often found at the beginning of scholarly journal articles or in periodical indexes. Annotations are descriptive and critical; they expose the author’s point of view, clarity and appropriateness of expression, and authority.

**THE PROCESS**

Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise exposition, succinct analysis, and informed library research.

First, locate and record citations to books, periodicals, and documents that may contain useful information and ideas on your topic. Briefly examine and review the actual items. Then choose those works that provide a variety of perspectives on your topic.

Cite the book, article, or document using the appropriate style.

Write a concise annotation that summarizes the central theme and scope of the book or article. Include one or more sentences that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with another you have cited, or (d) explain how this work illuminates your bibliography topic.2

**Midterm: (10%):** Multiple Choice, True and False and Short Essay.

**10-Page Research Paper (15%):** Each individual student will write a 10-page library research paper (double space, 12 point font, Times Roman). Include cover sheet with Abstract (read Ch. 8 in Yellin p. 159), and a correctly formatted Reference Page (only include Academic articles used in your paper and Annotated Bibliography).

**Research Paper Mock Conference Presentations (10%):** During the final weeks we will have a mock-conference in which your panels of 4 students will present their papers either as a powerpoint presentation, a reading of their paper, or a discussion of their research and findings. You will decide how you can best share your paper with the class.

**Reading Quizzes (5 total) (10%):**
Reading quizzes will be weekly so don’t miss class meetings. I will drop one quiz only (a missed quiz or the lowest grade). Quizzes will be over particular writing rules or tips within the current readings for the week (and sometimes from previous weeks). It is your responsibility to know the material before the class meeting for the current week.

**1-Page Weekly Reading Response Portfolio (x4) (20%):**
You will type a 1-page (single-spaced, 12 pt. font) Reading Response to the week’s readings and turn it in on Monday before class begins. I will collect them and give them back to you at the Midterm Exam stapled together. This is a crucial part of your grade and most importantly, your learning so be sure to turn these in on time.

Answer the following questions in each Response pertaining to the Yellin reading and your chosen sociology journal articles3 which you will collect and use for your Annotated Bibliography.

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2 Source: http://guides.library.uncc.edu/content.php?pid=155236&sid=1315835
3 Use your SJSU library for online sociology journal articles. Ask your librarian for help: Email: Kathryn.BlackmerReyes@sjsu.edu
Bibliography:

1) What 3 new ‘rules or useful tips’ did you learn in this week’s readings (in Yellins, A Sociology Writer’s Guide) that will improve your writing and/or research skills. Be thorough in your descriptions and quote directly from the text with author and page reference.

2) Explain how the author of the sociological journal (you chose from the online SJSU library holdings to read this week) accomplished one of the ‘writing or research tips’ we read about this week in the Yellin book. Provide the example from the journal article in your response. Make sure to cite the source in the reading response. Note: the journal articles you will find and read each week will be in your annotated bibliography so, choose articles that you really feel will contribute to your research paper.

Final Exam: (10%): Multiple Choice, True and False and Short Essay.

Personal Research Journal: (10%): Students will turn in a copy of their class and research journal notes at the end of the semester for a grade. The journaling will be ongoing from beginning to the end of the research writing process. You will include ideas for your topic, sketches of your outline, important realizations or facts that contribute to your research project.

Evaluating your performance:

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<tr>
<th>Grade</th>
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<th>Description</th>
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<tr>
<td>A</td>
<td>95+</td>
<td>C</td>
<td>74-79</td>
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<tr>
<td>A-</td>
<td>90-94</td>
<td>C-</td>
<td>70-73</td>
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<td>B+</td>
<td>87-89</td>
<td>D+</td>
<td>67-69</td>
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<td>B</td>
<td>84-86</td>
<td>D</td>
<td>64-69</td>
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<tr>
<td>B-</td>
<td>80-83</td>
<td>D-</td>
<td>60-63</td>
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<tr>
<td>C+</td>
<td>77-79</td>
<td>F</td>
<td>59 or less</td>
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Students that tend to make A’s in my courses do the following consistently with few exceptions: A) Turn in work on time; B) Raise their hands daily and offer insightful comments on the material at hand; C) Consistently act professionally towards students and myself; D) Consistently turn in topnotch work with few exceptions.

Students that tend to make B’s in my courses do the following consistently with few exceptions: A) Turn in work on time; B) Raise their hands often offering insightful comments on the material at hand; C) Consistently act professionally towards students and myself; D) Consistently turn in good work with few exceptions. These students sometimes turn in topnotch work, but not consistently.

Students that tend to make C’s in my courses do the following consistently with few exceptions: A) Turn in work on time; B) Raise their hands infrequently; C) Consistently act professionally towards students and myself; D) Consistently turn in passing work with few exceptions. Once in a while a student gets a C even though they do good work because of their frequent absences and lateness.

D’s and F’s are for students that fail to accomplish these criteria (late papers, sleeping in class, rude behavior, use of cell phone in class, web surfing in class, frequent sidebar
conversations, etc.). I give few Ds and Fs but, when I do, they are well earned.

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.sjsu.edu/studentconduct/.

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 (Optional):

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 (Optional):

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 (Optional):

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 (Optional):

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/

Counseling Services link

**Before turning in your paper read this check list of Common Writing Mistakes:**

☐ Did not cite sources properly\(^2\) by including the last name of the author, year of publication and page number where a quote from whence the quote is referenced
☐ Dropped in a quote without addressing the implications of the quote and did not offer an example to support the point made in the quote.
☐ Did not use effective transitions from thought to thought.
☐ Did not start a new paragraph once a complete thought has been expressed.
☐ Did not indent when starting a new paragraph.
☐ Did not include a correctly formatted reference page
☐ Failed to provide a conclusion that briefly sums up the main thesis and offers either a needed direction for further research, or suggestions on how to effectively deal with the subject matter given the lessons explored in the paper.
☐ Did not use course sources or sociological references to support my claims
☐ Began the paper with too general an introduction to be effective in hooking the reader. Avoid: “Since the Beginning of time…” or “Throughout history…”

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SOCI 100w Writing Workshop Spring Course Schedule: The following schedule (on next page) is subject to change. You will be informed in advance of any changes.

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4. Correct example:
(Readings are listed by the date they are discussed in class and tested on. Do your weekly readings before the week begins.) For exams, students are responsible for knowing the main thesis, a supporting fact, titles, and author/director’s names of all readings and films we read and analyze in this course. Supplementary Readings and Syllabus found on ‘100w Nava Workshop’ website:
https://sites.google.com/site/100wnavaworkshop/home
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Reading and Activity Schedule</th>
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<tbody>
<tr>
<td>1</td>
<td>Wed Aug 21</td>
<td>Introduction to <strong>Course Syllabus</strong>, <strong>Key terms</strong> defined. <strong>Personal Introductions</strong> and tentative <strong>Research Clusters</strong> chosen. H.W. Read the following website content: Internet for Sociology Tutorial.(^5)</td>
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<td>2</td>
<td>Mon Aug 26</td>
<td>Mon Aug 26&lt;br&gt;Wed Aug 28 Quiz 1 and Quiz 2 (cancelled) &lt;br&gt;<strong>Quiz 1</strong>&lt;br&gt;Read: C. Wright Mills, <em>The Sociological Imagination</em>, “On Intellectual Craftsmanship,” (search google) (p.1-10)&lt;br&gt;Discuss: Reading Tips Sheet (I will provide on Monday)&lt;br&gt;<strong>Watch: The Sociological Imagination Lecture, by Harvey Molotch</strong></td>
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<td>3</td>
<td>Mon Sep 2</td>
<td>Mon Sep 2 [labor day off]&lt;br&gt;Wed Sep 4 Quiz 2 (cancelled)&lt;br&gt;<strong>Quiz 2</strong>&lt;br&gt;response 1 due Wed Sep 4&lt;br&gt;Read: Yellin, Ch. 1 Starting Your Paper&lt;br&gt;<strong>Research Cluster Workshop (honning a research question)</strong></td>
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<td>4</td>
<td>Mon Sep 9</td>
<td>Mon Sep 9&lt;br&gt;Wed Sep 11 Quiz 3&lt;br&gt;<strong>Quiz 3</strong>&lt;br&gt;Response 2 due Mon Sep 9&lt;br&gt;Read: Yellin, Ch. 2 Structure and Style in Writing&lt;br&gt;<strong>Research Cluster Workshop (honning a research question)</strong>&lt;br&gt;3. Read Sample Research Proposal [in Supplementary Readings section of our website] Your proposal is due in 3 weeks.</td>
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<td>5</td>
<td>Mon Sep 16</td>
<td>Mon Sep 16&lt;br&gt;Wed Sep 18 Quiz 4&lt;br&gt;<strong>Quiz 4</strong>&lt;br&gt;Response 3 due Monday Sept 16&lt;br&gt;For Monday Discussion Read: Yellin, Ch. 3 Library and Internet Search&lt;br&gt;<strong>Wednesday Visit Blackmer-Reyes in Library for Research Source Orientation: room 125 first floor right by the campus library entrance</strong>&lt;br&gt;H.W. Refined <strong>Research topic</strong>: Formally submit to me by email by Friday midnight. Use your best writing. Be clear in logic and make your goals for the paper clear. Include your RESEARCH QUESTION.</td>
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\(^5\) [http://www.vtstutorials.co.uk/ws/tracking/launchcontent.aspx?cv=6671C519-B715-408B-995C-D0BCED7A7004&c=A0000&c=CF4D51C0-2909-40A5-A153-4EF91A872660&SID=ce197ccd4-9298-483e-8d6c-7b002b1ae6cc](http://www.vtstutorials.co.uk/ws/tracking/launchcontent.aspx?cv=6671C519-B715-408B-995C-D0BCED7A7004&c=A0000&c=CF4D51C0-2909-40A5-A153-4EF91A872660&SID=ce197ccd4-9298-483e-8d6c-7b002b1ae6cc)
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<thead>
<tr>
<th>Date</th>
<th>Assignments</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Mon Sep 23</td>
<td>Monday Discuss: Yellin, Ch 8 Writing an Abstract.</td>
<td>Wednesday: In-class Writing: <em>My Library Research Paper Abstract, then</em> Bring your best 3 journal abstracts about your topic to share with the class.</td>
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<td>Wed Sep 25</td>
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<td>Quiz 5</td>
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<td>Mon Sep 30</td>
<td>Monday: Final draft of your Abstract Due Today.</td>
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<tr>
<td>Wed Oct 2</td>
<td>Lecture: Writing a Research Proposal</td>
<td>Wednesday MIDTERM. Bring 2 E882 (Green) Scantrons. 50 question. (OCT 2nd)</td>
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<td>MIDTERM</td>
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<td>Mon Oct 7</td>
<td>Read: Yellin, Ch. 4 Citations and References</td>
<td>Turn in your Formal 4-Page <em>Research Proposal</em> October 9th, Wednesday.</td>
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<tr>
<td>Proposal</td>
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<td>Due Wed Oct 9</td>
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<td>Mon Oct 14</td>
<td>Networking and <em>Mock Job Interviews</em> (see extra credit signup sheet)</td>
<td>Read the following tips in preparation for this week's oral test: <a href="http://www.sjsu.edu/careercenter/students/find-a-job-internship/networking/index.html">http://www.sjsu.edu/careercenter/students/find-a-job-internship/networking/index.html</a></td>
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<td>Wed Oct 16</td>
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<td>Mon Oct 21</td>
<td>Read and Discuss Writing Tips: Yellin, &quot;Ch 5. Writing a Library Research Paper or Term Paper&quot; + one article of your choice (analyze this article in addition to your reading analysis)</td>
<td>Discussion: Career Paths and Why We Chose Our Path: Finding Meaning in Work</td>
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<tr>
<td>Wed Oct 23</td>
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<td>Response 4</td>
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<td>due Mon Oct 21</td>
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<td>Mon Oct 28</td>
<td><em>10-entry Annotated Bibliography</em> Due today Oct 30th, Wednesday</td>
<td>The Importance of Social Research Lecture and Discussion: Why go to graduate school? Website on income inequality to discuss: <a href="http://inequality.is/personal">http://inequality.is/personal</a></td>
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<tr>
<td>Wed Oct 30</td>
<td></td>
<td>Activity: Presentation Day: Annotated Bibliography Presentations: Choose three of your entries to share: Share 3 key points from three of your key journal articles. Bring 3 of your key articles to class. Be ready to present them when I call on you in class.</td>
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<tr>
<td>Mon Nov 4</td>
<td><em>Monday: Outline of Final Library Research Paper Due</em></td>
<td>Research Group Workshop (trading outlines and planning) Wednesdays: Presentation: Share 5 key findings from your research thus far.</td>
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<td>Wed Nov 6</td>
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Paper Format

Please format your papers according to the formatting guidelines Yellin establishes in Chapter 2. Your papers must also follow ASA conventions for citations and references.

ASA STYLE CITATION SAMPLE:

Journal article:


<table>
<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Library Research Paper Presentations (7 presenters)</th>
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<tbody>
<tr>
<td>14 Mon Nov 18 Wed Nov 20</td>
<td>Library Research Paper Presentations (7 presenters) Activity: Peer Evaluation: Use the Evaluation sheet I hand to you and evaluate one of the Research Paper Presentations. Then, when the presentations are done, turn in your evaluations with the name of the presenter on the front of the sheet. Do not write your name on the evaluation. Your Instructor will then read the evaluations for each presenter to them one by one and we will discuss how each presenter could improve.</td>
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<tr>
<td>15 Mon Nov 25 Wed Nov 27</td>
<td>Library Research Paper Presentations (7 presenters) Activity: Peer Evaluation: Use the Evaluation sheet I hand to you and evaluate one of the Research Paper Presentations. Then, when the presentations are done, turn in your evaluations with the name of the presenter on the front of the sheet. Do not write your name on the evaluation. Your Instructor will then read the evaluations for each presenter to them one by one and we will discuss how each presenter could improve.</td>
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<tr>
<td>Thu Dec 12 Final Exam: Research Paper Due at Final</td>
<td><strong><strong>Thursday</strong></strong> December 12th time: 9:45am-12pm Final Exam Bring 2 e-882 Scantrons Turn in your final Research Paper with all final corrections as well as your previous draft.</td>
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Book:


Note: For an explanation on how to analyze a journal article critically, see this webpage: http://anthroniche.com/media/pdfs/how_to_critically_analyze_information_sources.pdf