Writing Workshop
SJSU Soci 100W
Fall 2014

Soci 100W Instructor: Saul Cohn Ph.D.
August 26th – Dec 18th
email: saul.cohn@sjsu.edu

Class Days/Time: Section 4: TuTh 4:30PM - 5:45 PM DMH 161
Prerequisites: Completion of Core GE, WST, and Junior class standing

GE/SJSU Studies Category: Area Z: Written Communication: Minimum of 8000 written words

Office Location, Hrs, & Ph.: DMH 237A TuTh 10:30–11:30 p.m. & Th 5:45–7:00 p.m. Ph: 924-5338
Course website: http://www.sjsu.edu/people/saul.cohn/courses/100W/
Canvas: https://sjsu.instructure.com

Required Material:

Other Recommended Readings
Thurman, S. 2003. The Only Grammar Book You’ Ever Need: A One-Stop Source for Every Writing Assignment
Avon, MA: Adams Media

Course Description:
This course promotes writing skills while emphasizing their sociological applications. It includes the generic
elements of writing including organization, thesis statements, sentence structure, proofreading skills, and grammar.
Students learn how sociological and professional manuscripts are prepared through in-class exercises, out of class writing
assignments, and research exercises.

My goal is to see student’s writing evolve over the semester, enhancing students’ personal, academic, and
professional achievement. You may not be a professional writer during your life, but adequate writing skills are important
for informal writing, your sociological course work, and your future career opportunities. Current competitive job markets
require students to differentiate themselves from others, possessing adequate writing skills are essential. Writing is hard
work, yet not so hard that you cannot master the basics. Most of writing is editing and revision; this passage has been
edited multiple times. This lecturer’s mantra is “cut, cut, cut, and use active verbs.” (Read the previous passage out
loud AT LEAST 5 X per day). Edit by eye—edit by ear—how does your sentence look, and how does it sound?—be NOT
afraid to vocalize a sentence.

Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary
sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary
parts. This requires not that the writer make all sentences short or avoid all detail and treat subjects only in outline, but that every word tell (Strunk and White 2000: xv–xvi).

Suggested study commitment: In addition to time spent in class, you should expect to spend 5-6 hours a week studying (reading, doing research, writing, rewriting, editing, and reflecting on the readings).

GE Course Goals and Student Learning Objectives (SLO’s)
Students will develop proficiency in college writing, focusing on the following goals and how they are met:

SLO 1: Produce discipline-specific written work that demonstrates upper-division proficiency in: language use, grammar, and clarity of expression (e.g., constructing theories and hypotheses in sociology; qualitative vs. quantitative research; Assignment: “Declaring War on Passive Verbs”; connecting written work with the following sociological concepts: sociological imagination, role strain and role conflict, master status, and the “McDonaldization of Society”

SLO 2: Express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse (e.g., “Isolated Children”; “Body Ritual of the Nacirema”; “Indianapolis Family Study”).

SLO 3: Organize and develop essays and documents for both professional and general audiences, (e.g., research paper, cover letters and resumes, portfolio assignments, Rate My Professor Bivariate Correlation).

SLO 4: Organize and develop essays and documents according to appropriate editorial and citation standards for (e.g., understanding primary versus secondary sources; quoting correctly to avoid grammatical errors and plagiarism)

SLO 5: Locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing (e.g., literature review, quantitative research paper, portfolio assignments, research paper)

COURSE EVALUATION

Written assignments................................................................................................................................ 45% final grade
Final Paper.............................................................................................................................................. 20% final grade
Quizzes (2) ........................................................................................................................................... 15% final grade
Final Quiz................................................................................................................................................ 10% final grade
In-Class Work……………………………………………………………………………………………………..10% final grade

Assignment Breakdown

<table>
<thead>
<tr>
<th>Written Assignments (Portfolio) (7)</th>
<th>i. What is @ the Center of Your Universe?: SJSU Student Life 750+ (5 %)</th>
<th>45 percent</th>
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<td>ii. “Body Ritual of the Nacirema 750+ (5%)</td>
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<td></td>
<td>iii. Quantitative Correlation: How accurate is Rate My Professor (RMP)? 500+ (10%)</td>
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<td></td>
<td>iv. Resume and Cover Letter 500+ (5%)</td>
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<td></td>
<td>v. Literature Review and Conceptual Framework 750+</td>
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1 Minimum word count per assignment. Papers with below minimum word count will lose points.
### Final Paper
Students write a 2500+ word research paper based on an aspect of the “Sociological Imagination” students find interesting. Total: 5000 words

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Description</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Final Paper</td>
<td>Students write a 2500+ word research paper based on an aspect of the “Sociological Imagination” students find interesting.</td>
<td>20 percent</td>
</tr>
<tr>
<td>Quizzes &amp; Final Quiz</td>
<td>Final quiz stresses the second half of the semester</td>
<td>25 percent</td>
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<tr>
<td>In-ClassWork and Out-of-class assignments</td>
<td>In-class peer review and Assessing Scholarly Articles</td>
<td>10 percent</td>
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**Grading Criteria**

An A through F grading is used in this course and in order to graduate you must have a grade of “C” or better in 100w. A “C−”or below is not passing and you will have to re-enroll in the class. Once you pass the class with a grade of “C” or better, your higher grade will replace the lower grade (i.e., grade forgiveness).

**“A” work includes** An OPENING HOOK, perhaps a relevant anecdote or quotation or statistic that pulls the reader in and hints at the larger importance of the subject matter. A few sentences of wikipedia-level summary of the relevant facts (e.g., unauthorized immigration has increased dramatically since the 1970s) that then leads into an introduction of the central questions/scholarly problem and then a summary of what you learned, and a working title stating your paper’s findings. A strong thesis statement stating the main idea of your paper and connects most of the other paragraphs. Strong topic sentences connect sentences that follow and transitions/headings connect paragraphs. Paper is factually correct and meets the minimum word requirements. Regarding style, you guide the intelligent but uninformed reader, and quotations are seamlessly integrated. Paper contains scholarly sources that are cited correctly, uses active verbs, good spelling and word choice, and paper is grammatically correct.

**“B” work is** a reasonably competent and grammatically adequate expression of the writer’s arguments with only a few errors or omissions. The reader understands the central purpose of your research and why the research is important, but some paragraphs do not conform to the central thesis and/or some sentences do not conform to the topic sentence; some transitions between paragraphs are missing. Writer could have provided more signposts for the reader. Minimal structural errors but some quotations are not seamlessly integrated into paper. Verbs are varied, proper spelling, but some sentences are wordy. Paper sometimes editorializes (i.e., inserts your opinion)

**“C” work is** completion of the assignment at an acceptable level, but not all arguments connected to the central thesis; some areas need further development, and some material is factually incorrect. Paper has a generic (Immigration) than a

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2 This grading criterion is primarily for the final research paper. Assumes student meets or exceeds minimum word requirement for each assignment.
working title ("Kick That Population Committee in the Ass"). Structural errors with some quotations not seamlessly integrated into paper and improper citations. The reader has a difficult time some of your ideas. Transitions between paragraphs are lacking. Writer uses many “to be” verbs, does not vary verbs, and word choice is suspect. There are spelling and grammatical errors and sources are not cited correctly, but the paper is readable.

“C–” Student fails to revise their paper appropriate to college-level scholarship.

“D” work is partial or incomplete response to the assignment: incomplete, poorly reasoned, and poorly-expressed ideas or arguments; consistent structural and grammar errors, failure to submit any assignment, and is not worthy of college-level scholarship. Final paper does not express the goals and learning objectives of the Advanced Writing Requirement. Final Paper does not utilize academic sources appropriate to the discipline; improper citation or inability to document academic sources.

“F” level work is generally not enough work, often missing assignments, doing work below the minimum word requirements, not demonstrating any critical thinking skills or sociological imagination, engaging in academic dishonesty (i.e., plagiarism), or is otherwise unacceptable for credit. “F” level work is failing.

Please bear in mind that this lecturer will adjust the syllabus according to class needs. That is, if we need to spend a longer time on some areas, we will rearrange the topics.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100%</td>
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<tr>
<td>A</td>
<td>91-97%</td>
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<tr>
<td>A–</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>81-87%</td>
</tr>
<tr>
<td>B–</td>
<td>80%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>71-77%</td>
</tr>
<tr>
<td>C–</td>
<td>70%</td>
</tr>
<tr>
<td>D+</td>
<td>68-69%</td>
</tr>
<tr>
<td>D</td>
<td>61-67%</td>
</tr>
<tr>
<td>D–</td>
<td>60%</td>
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<tr>
<td>F</td>
<td>59% or below</td>
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SJSU’s University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html. Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Academic integrity

1.2 Plagiarism

At SJSU plagiarism is the act of representing the work of another as one’s own without giving appropriate credit, regardless of how that work was obtained, and/or submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

1.2.1 The act of incorporating the ideas, words, sentences, paragraphs, or parts of, and/or the specific substance of another’s work, without giving appropriate credit, and/or representing the product as one’s own work; Students should know that the University’s Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require 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 website for Student Conduct and Ethical Development 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 in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 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 DRC (Disability Resource Center) to establish a record of their disability.

Campus Non-Discrimination Policy
Please be advised that I am committed to upholding the following S89-15 Policy: Non-Discrimination: In our classroom there shall be resolute and unambiguous action to eliminate discrimination on the basis of race, color, religion, national origin, sex, sexual preference, gender identity and expression, marital status, pregnancy, age, disability, or veteran status.

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 motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located 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 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 is located at http://www.sjsu.edu/muse/peermentor/.

Class Policies
**Online.** Please check Canvas for various kinds of information usually provided in handouts or other kinds of feedback. It is your responsibility to check these sources for any announcements or information pertinent to class and class assignments.

**Late papers:** *UNLESS* you have made arrangements for an extension *in advance* or have a documented illness or family emergency, late papers and other assignments (except the final paper) will be accepted up to five days after the due date *and will be marked down three points for each class session passing after due date.* The final research paper *MAY NOT be turned in late without a documented medical or family emergency.*

**Incompletes.** A grade of incomplete will be considered only under extraordinary (emergency) circumstances; an expected incomplete must be arranged prior to the end of the semester. In no case will an incomplete be given to a student who simply fails to attend class and complete assignments. To qualify for an Incomplete, a student must have completed 70 percent of the class with a C or better.

**Class attendance.** While it is impermissible to grade based on attendance, this lecturer believes that students who have regular attendance and participate are entitled to receive the benefit of the doubt on border line grades. Please show your respect by arriving on time and not leaving early. Please turn off cell phones and other electronic equipment during class. Do not leave class early without a valid reason; this is rude to both students and Instructor!

**Curves, and other grade inflators.** Grades for this course will not be curved. I do not grade on the basis of need. Do not come to me and ask me to change your final grade unless you suspect a mathematical error has been made. Results of individual assignments may be discussed during office hours.

**Makeup work.** No makeups for exams or other assignments will be given unless you have a university-approved reason, in writing; prior approval, except in dire emergency, must be arranged.

**Student rights.** Information regarding your rights and responsibilities may be found in the undergraduate general catalog. If you have any condition, such as physical or learning disabilities, which will make it difficult for you to carry out the work as outlined, and/or require special accommodations, please notify me during the first two weeks of class.

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### Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Reading Assignment</th>
<th>Exams/Assignments Due/In-class Activities</th>
</tr>
</thead>
</table>
| 1    | 08/26-08/28 | Introduction to Writing Workshop Narrowing Your Topic; Organization Content, and Grammar | Yellin, Preface, pp. xi-xii & Yellin, Ch. 1: 1a–1c  
Ch. 5: 5a–5c                 | Discuss course requirements  
“Student Stressors”: SJSU Student Life  
Handout: "Contrasting Behavioral Styles’’  
Structural-Functionalist Theory; role strain; role conflict; master status;  
“What is in the Center of Your Universe?”; |
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<th>Assignments</th>
<th>Reading</th>
<th>Notes</th>
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</table>
| 2    | 09/02; 09/04 | Literature Review; Developing a Conceptual Framework; Linking Problem, purpose, and research question(s) to the literature | Yellin: Ch. 1 1d
Yellin: Chapter 3 pp. 54–64 | From Questions to Problems; From Problems to Sources
Reading: “Final Note on Case of Extreme Isolation” [pdf]
In-Class Peer Review Sept 2nd
Homework #1 Due Sept. 2nd
Draft #1: “Student Stressors”; Due Sept 4th ³ |
| 3    | 09/09; 09/11 | Thesis Statement; Organizational Tools: Outline; Cognitive Maps and Mapping Arguments | Yellin : Ch: 1e–1f
Ch: 5d–5f
Reading: "Body Ritual of the Nacirema" | Homework #2 Due Sept. 9th |
| 4    | 09/16; 09/18 | Making and Supporting Claims Using Active verbs | Homework #3 Due Sept. 16th
In-Class Peer Review Sept. 16th
Draft #2: “Nacirema” Due Sep 18th ⁴ |
| 5    | 09/23; 09/25 | Structure and Writing Style: The 10 Revision Cycles | Yellin, Chapter 2a–2h (pp. 9–31) | Homework #4 Due Sept. 23rd |
| 6    | 09/30; 10/02 | Writing a Quantitative Research Paper Abstracts | Yellin, Chapter 6
Yellin, Chapter 8
PDF: “Family Size and Occupational Mobility, Indianapolis: 1860–1880” | Homework #5 Due Sept. 30th AND Quiz #1 Review
Quiz #1 Oct. 2nd
Classroom Activity: “Indianapolis” Family Study
The Structure of a Quantitative paper
Statistics Overview including Bivariate Correlation |
| 7    | 10/07; 10/09 | Grammar Review: Polishing Your Writing Quoting Correctly to | Yellin, Chapter 2 (i) (pp.31–42) | In-Class Peer Review Oct. 7th
Draft #3: Quantitative Paper Due Oct 9th
Word Choice, Punctuation, Comma Rules, |

³ Electronic submission
⁴ Electronic submission
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<th>Topic</th>
<th>Assignment</th>
<th>Notes</th>
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| 8    | 10/14; 10/16 | Writing an Essay Exam  
Grammar: Subject-verb agreement and Capitalization | Yellin, Chapter 12  
Yellin 2i | In-Class Peer Review Oct. 21st  
Draft #4: Resume and Cover Letter  
Due Oct 23rd |
| 9    | 10/21; 10/23 | Citing/Quoting Sources  
Avoiding Plagiarism | Yellin, Chapter 4  
Reading: “Writing Introductions and Literature Reviews” | In-Class Peer Review Oct. 21st  
Draft #4: Resume and Cover Letter  
Due Oct 23rd |
| 10   | 10/28; 10/30 | Information Overload: How does one evaluate sources from the Internet?  
Grammar: Semi-colons, and Colons  
Peer Review | Yellin, Chapter 3 pp. 64–70  
Yellin 2i | Draft #5: Literature review of final research paper including topic, intellectual rationale, working title, research question, and thesis  
Due Oct. 30th |
| 11   | 11/04/11/06 | Grammar: Hyphens,  
En dashes,  
and Em Dashes | SJSU Writing Center:  
“Homegrown Handout” | Quiz #2 Review  
Quiz #2 Nov. 6th |
| 12   | 11/11;11/13 | Qualitative Research  
Writing Book Reviews | Yellin, Chapter 7  
Yellin, Chapter 10 | In-Class Peer Review Nov. 11th  
Draft #6 “McDonaldization”  
Due Nov 13th |
| 13   | 11/18;11/20 | Revisiting the  
Sociological Imagination | | In-Class Peer Review Oct. 18th  
Draft #7 Analysis Due Nov. 20th⁵ |

⁵ Electronic submission
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<tr>
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<th>Date</th>
<th>Activity Description</th>
<th>Notes</th>
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<tbody>
<tr>
<td>14</td>
<td>11/25;11/27</td>
<td>Catch Up</td>
<td>Final research paper draft due May Nov. 25&lt;sup&gt;th&lt;/sup&gt; 6</td>
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<td></td>
<td>Proofreading With Your Eyes and Your Ears</td>
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<td></td>
<td>In-text citations and constructing works cited pages</td>
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<tr>
<td>15</td>
<td>12/02;12/04</td>
<td>Revising drafts and work on final research paper</td>
<td>Student Conferences&lt;sup&gt;7&lt;/sup&gt;</td>
</tr>
<tr>
<td>16</td>
<td>12/09</td>
<td>Work on final research paper</td>
<td>Student Conferences</td>
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<td></td>
<td>Due: Portfolio Assignments (Revised) 1–7</td>
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<td>Turn into Office</td>
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<td>17</td>
<td>Final</td>
<td>Quiz</td>
<td>Thursday, Dec 18</td>
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<td>2:45–5 p.m.</td>
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<td>Revised final research paper due/copy submitted electronically&lt;sup&gt;8&lt;/sup&gt;</td>
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<sup>*This outline provides a tentative schedule. We may find it necessary or beneficial to change the course outline from time to time. Any changes will be to the benefit of both student and teacher.*</sup>

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<sup>6 Electronic AND hard copy submission
7 Discuss with each student final research paper
8 Electronic AND hard copy submission</sup>