San José State University
College of Social Sciences
Department of Sociology and Interdisciplinary Social Sciences
SOCI 100-W, Writing Workshop, Section 06 (Code 49131) Fall 2016

Course and Contact Information
Instructor: Susan Miller
Office Location: SH-333
Email: susan.g.miller@sjsu.edu
Office Hours: Thursdays, 1:30pm – 3:00pm
Class Days/Time: TTh 12:00pm – 1:00pm
Classroom: Dwight Bentel Hall 202
Prerequisites: SOCI 1, A3 or equivalent second semester composition course; completion of core GE, satisfaction of Writing Skills Test and upper division standing

GE/SJSU Studies
Category: Area Z: Written Communication II

Course Description
This course is designed to help students build their writing skills. Students will reflect on their own thinking and writing, engage productively with perspectives other than their own, generate ideas and build arguments, and get practice in revising their writing. To these ends, the course is in a workshop format, including formal and informal writing assignments in and out of class as well as peer review.

A key lesson in this course is that social context matters for how and what one writes. Therefore, while the class is aimed mainly at helping students grow as academic writers, students also will have opportunities to practice and polish writing for their personal and professional lives.

GE Course Goals and Student Learning Objectives
Upon successful completion of this course, students will be able to do the following:

1. Produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression

Course activities and assignments to reach these goals and objectives:
• Mechanics workshops
• Writing exercises/handouts
• Feedback on assignments

1 This syllabus prepared with grateful acknowledgment to Rachel Bryant-Anderson.
2. Explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse
   - 2 formal essays and related workshops
   - Annotated bibliography and related workshops
   - Public sociology blog and related workshops

3. Organize and develop essays and documents for both professional and general audiences
   - Professional academic audiences:
     - 2 formal essays, source summaries, annotated bibliography and related workshops
   - Professional audiences: resume, cover letter and related workshops
   - General audiences: public sociology blog and related workshops

4. Organize and develop essays and documents according to appropriate editorial and citation standards
   - All major assignments
   - Professional writing workshops
   - Public sociology blog workshops

5. Locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing
   - Research paper
   - Public sociology blog
   - Library workshop

6. Read from sociological and popular literature from different sources.
   - Assigned reading from sociological texts
   - Works selected for research paper
   - Assigned reading from blogs

**Required Readings and Other Course Technology**


Other readings will be posted on Canvas.

Each student will need access to an internet-capable computer and printer so that they can retrieve weekly assignments and print assignments to turn in.

**Course Requirements and Assignments**

*Homework Assignments*

Homework will be due in many classes. Some homework assignments are listed below and will be detailed on Canvas; I may assign other homework.

*Class Participation*

Since this class is in a workshop format, active participation from all students is necessary for everyone to get the most out of class. Classes are structured around shared activities; if a student does not participate they will impede their own and other students’ learning. Therefore, students are expected to attend all classes, arrive on time, and come prepared to discuss the readings and take part in in-class exercises. Students are expected to share what they think about the readings, what they are learning about writing, how their research and writing process is going, and what is unclear or difficult for them. Writing is challenging work, and it is a mark of appropriate engagement in this
work that students will ask questions and say when they are stuck. Students are expected to bring hard copies of their readings to every class for which reading is assigned.

Major Assignments
More details about the following assignments will be given on Canvas:

- Self in Society essay (approx. 1000 words) – After reading from *The Sociological Imagination* and related work on sociological vision, students will write an essay entailing close reading of one of the works and using it to explore a topic that interests them.

- Resume and Cover Letter (approx. 750 words) – Students will create a resume and cover letter for a job application.

- Public Sociology Blog and Responses (blog post: approx. 500 words; responses: approx. 250 words each) – Students will write a blog entry about a social issue aimed at a public audience as well as two responses to classmates’ blog postings.

- Library Research Paper (approx. 2000 words) – Most of the work in the class will involve assignments that lead to the production of this paper. Students will be expected to turn in all portions of this assignment as listed below.

- Research Presentation – In this presentation, students will share what they have learned in the course of preparing their library research papers.

Grades
Assignments will count toward the final grade as follows:
Homework 15%
Class Participation 15%
(includes discussion and in-class activities)

Major Assignments
  Self in Society Essay
    First Draft 5%
    Second Draft 5%
  Resume 5%
  Cover Letter 5%
  Public Sociology Blog and Responses 5%
  Final Research Paper
    Reading Summaries/Responses 5%
    Annotated Bibliography 5%
    First Draft 10%
    Second Draft 10%
    Oral Presentation 5%
    Final Draft 10%
Grades will be based on the scale below. Any grade below 60% will be an F. This course must be passed with a C or better as an SJSU graduation requirement (a C- is not a passing grade). To pass 100W, students also must write a minimum of 8,000 words over the course of the semester.

A+ = 98-100%  B+ = 88-89%  C+ = 78-79%  D+ = 68-69%
A  = 93-97%    B  = 83-87%    C  = 73-77%    D  = 63-67%
A-  = 90-92%   B-  = 80-82%   C-  = 70-72%   D-  = 60-62%

Final course grades are determined based on quality of work, attention to instructions and feedback, participation in class and timeliness, as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality</th>
<th>Attention to instructions and feedback; class participation</th>
<th>Timeliness</th>
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</thead>
<tbody>
<tr>
<td>A+/-</td>
<td>Work is excellent</td>
<td>Work goes beyond the assignment to explore topics in greater depth or in a particularly insightful way. Work shows a nuanced grasp of sociological principles and applies them well. Assignments consistently reflect assigned reading as well as class discussion. Assignment guidelines are closely followed. Student participates consistently and collegially in class. The student writes 8,000 words or more over the course of the semester.</td>
<td>Assignments completed and turned in on time. When extenuating circumstances prevent timely submission, student discusses those circumstances with instructor and receives instructor approval for lateness.</td>
</tr>
<tr>
<td>B+/-</td>
<td>Work is of good quality</td>
<td>Work meets the parameters of assignments but one or more important areas are still in need of work. Assignments consistently reflect assigned reading as well as class discussion. B work is clear and coherent. Student participates consistently and collegially in class. The student writes 8,000 words or more over the course of the semester.</td>
<td>Assignments completed and generally turned in on time. When extenuating circumstances prevent timely submission, student discusses those circumstances with instructor and receives instructor approval for lateness.</td>
</tr>
<tr>
<td>C, C+</td>
<td>Work is of inconsistent quality</td>
<td>Assignments show some evidence of assigned reading and/or class discussion. These essays show potential but have significant flaws as well. Assignment guidelines are inconsistently followed. Inconsistent evidence of incorporation of feedback where given. Student participates intermittently in class. The student writes 8,000 words or more over the course of the semester.</td>
<td>When extenuating circumstances prevent timely submission, student discusses those circumstances with instructor and receives instructor approval for lateness.</td>
</tr>
</tbody>
</table>
Due Dates, Late Work and Absences
Assignments are due to the instructor at the beginning of class on the days they are due. Some assignments are due on paper to the instructor in person; other assignments are due by email or on Canvas; these things are marked on Canvas and below on the schedule.

Lateness: Major assignments will be marked down a full letter grade for every 24 hours they are late (for example, work that would have received an A-, were it on time, will receive a B- after 24 hours). Homework assignments may not be turned in late, but each student is allowed to miss one homework assignment without penalty to their grade.

In-Class Work: Students may not make up work they miss in class.

Absence: If a student misses a class, they should check with a classmate for any notes that were missed and look at Canvas for any new postings. If a student is going to be absent on the day an assignment is due, that assignment is still due and it must be emailed in (if the assignment is designated to be turned in electronically) or the student must make an arrangement with the instructor to turn the assignment in early. Any student who expects to miss class several times should contact the instructor ASAP. The class is not designed for students who do not expect to attend all classes.

Extenuating Circumstances: In exceptional circumstances, if a student notifies the instructor of an issue before a major assignment is due, she may grant additional time to turn in the assignment. If that occurs, the instructor will give a new deadline, and the above guidelines for lateness apply to the new deadline.

Classroom Protocol
As noted above, students are expected to attend all classes, arrive on time, and come prepared to discuss the readings and take part in in-class exercises. Students are allowed to miss two classes during the semester without penalty to their grade.

Students must have cell phones and other electronic devices (e.g. laptops, tablets) turned off (not on vibrate) during class, except as specified by the instructor. This means that students will not have electronic access to readings during class and should bring paper copies, along with paper to take notes.

Respect for Diversity and the Potential for Discomfort in the Classroom
Collegial and supportive discussion is expected for the class; a key resource to student and faculty scholarship is the respectful exchange of ideas. At times issues or comments may surface that can cause offense or be hurtful to others. They may be made by either students or faculty, or sometimes raised in reading assignments. Such comments need to be discussed. It is important that we all commit to addressing issues as they arise. Students should let the instructor know if they are concerned about anything said in class or raised in the readings. One process we may use to facilitate discussions is **HEALS**.

- **Halt** – Halt the discussion. Options include:
  - Pause to consider the comment. Ask for clarification.
  - Express appreciation for raising the issue.
Focus on the idea. Deconstruct the comment without placing the individual on the defensive.

Engage with the issue.
- Self check, check the room, look for body language.
- Go there. Discuss the issue.

Allow exchange of opinions, stories, perspective, and reactions.
- Let others express their thoughts, beliefs, feelings, and opinions.

Learn – Listen to one another.
- Can we learn from one another’s experiences or observations?

Synthesis – Why does this discussion matter?
- How does this matter for writing well, and for success in school?
- How did the discussion itself work?

University Policies
Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/.

Course Schedule
The schedule below is subject to change with fair notice. Changes will be announced in class and/or posted on Canvas.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings</th>
<th>Assignments due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 25</td>
<td>Introductions, syllabus discussion</td>
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</tbody>
</table>
| 2    | Aug 30 | The sociological imagination  
Reading:  
- *The Sociological Imagination*, ch.1  
- Examples of research journal entries | Syllabus quiz on Canvas                              |
|      | Sept 1 | The sociological imagination, cont’d  
Reading:  
- Collins, “Learning from the Outsider Within” | Research journal entry (by email; also bring a paper copy to class) |
| 3    | Sept 6 | The research process; developing a research question  
Reading:  
- Yellin, ch. 1  
- O’Leary, “Developing Your Research Question” |                                                      |
|      | Sept 8 | Critical analysis of text: reading like a writer  
Read one of the following:  
- Qualitative reading  
- Quantitative reading | • Preliminary research question (by email)  
• Paper copy of a paper you wrote in a previous sociology class |
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<th>Assignments due</th>
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<tbody>
<tr>
<td>4</td>
<td>Sept 13</td>
<td>Critical analysis of text: annotating your own writing</td>
<td>First draft of Self in Society essay (by email)</td>
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<td></td>
<td>Sept 15</td>
<td>Style and mechanics, part 1</td>
<td>Bring in paper copy of Self and Society essay</td>
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<td></td>
<td></td>
<td>Readings:</td>
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<td></td>
<td></td>
<td>• Lamott, “Shitty First Drafts”</td>
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<tr>
<td></td>
<td></td>
<td>• Yellin, ch. 2, pp. 9-20</td>
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| 5    | Sept 20 | Library research – meet in the library  
Readings:                           |                                                      |
|      |         | • Yellin, chs. 3 and 5                                                           |                                                      |
|      |         | • Article from Wikipedia founder on using Wikipedia in college:                 |                                                      |
|      | Sept 22 | Shaping/narrowing a paper topic  
Reading:                                 |                                                      |
|      |         | • Abbott, “A Library Ethnography”                                               |                                                      |
|      |         | • Library search sheet (format TBD)                                              |                                                      |
|      |         | • A summary of one source for the final paper                                   |                                                      |
| 6    | Sept 27 | Generating ideas, part 1  
Reading:                                      |                                                      |
|      |         | • Situational analysis reading                                                   |                                                      |
|      | Sept 29 | Generating ideas, part 2                                                         |                                                      |
|      |         | • A summary and response for one source for the final paper                     |                                                      |
| 7    | Oct 4   | Style and mechanics, part 2  
Reading:                                     |                                                      |
|      |         | • Yellin, ch. 2, pp.21- 53                                                       |                                                      |
|      | Oct 6   | Synthesizing evidence  
Reading:                                              |                                                      |
|      |         | • Becker, “Terrorized by the Literature”                                         |                                                      |
|      |         | • Annotated bibliography example                                                  |                                                      |
|      |         | • Synthesis matrix example                                                       |                                                      |
| 8    | Oct 11  | Professional writing: applying for a job  
Reading TBD                         |                                                      |
|      | Oct 13  | Applying for a job, continued                                                    |                                                      |
|      |         | • A job announcement in hard copy                                                |                                                      |
|      |         | • Cover letter and resume (on paper)                                             |                                                      |
| 9    | Oct 18  | Structuring the paper  
Reading:                                               |                                                      |
<p>|      |         | • Williams, Colomb and Booth, chs.7-9                                            |                                                      |
|      |         | • Pager, “The Mark of a Criminal Record”                                         |                                                      |
|      |         | • Annotated bibliography                                                         |                                                      |
|      |         | • Revised cover letter and resume (by email)                                     |                                                      |</p>
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<tbody>
<tr>
<td>9</td>
<td>Oct 20</td>
<td>Structuring the paper</td>
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<td></td>
<td></td>
<td>• Reading TBD</td>
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<tr>
<td>10</td>
<td>Oct 25</td>
<td>Working with evidence: Citing sources</td>
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<tr>
<td></td>
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<td>Reading:</td>
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<td>• Yellin, ch. 4</td>
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<td>• Purdue OWL on quoting, paraphrasing and summarizing:</td>
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<td><a href="https://owl.english.purdue.edu/owl/resource/563/1/">https://owl.english.purdue.edu/owl/resource/563/1/</a></td>
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<td>• ASA code of ethics</td>
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<td>• SJSU Academic Integrity policy</td>
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<td></td>
<td>Oct 27</td>
<td>Working with evidence: Citing sources</td>
<td>• Plagiarism quiz on Canvas</td>
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<td>• Paper outline by email</td>
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<td>• Bring to class one of the sources that you intend to summarize, paraphrase or</td>
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<td>quote in your paper</td>
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<tr>
<td>11</td>
<td>Nov 1</td>
<td>In-class peer review of first draft of library research paper</td>
<td>First draft of library research paper (due by email and on paper)</td>
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<td>Nov 3</td>
<td>Public sociology</td>
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<td>Reading:</td>
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<td></td>
<td>• Fox, “The Politics of Prevention”</td>
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<td>• Blog examples on Canvas</td>
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<tr>
<td>12</td>
<td>Nov 8</td>
<td>Election Day – no class</td>
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<td>Nov 10</td>
<td>Writing conferences – each student should only come to class on the day of their conference</td>
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<tr>
<td>13</td>
<td>Nov 15</td>
<td>Writing conferences – each student should only come to class on the day of their conference</td>
<td>Second draft of library research paper (due by email)</td>
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<td>Nov 17</td>
<td>Writing conferences – each student should only come to class on the day of their conference</td>
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<tr>
<td>14</td>
<td>Nov 22</td>
<td>Writing conferences – each student should only come to class on the day of their conference</td>
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<td></td>
<td>Nov 24</td>
<td>Thanksgiving – no class</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings</td>
<td>Assignments due</td>
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<tr>
<td>15</td>
<td>Nov 29</td>
<td>Writing an introduction and conclusion</td>
<td>Draft introduction and conclusion of final paper (hard copy)</td>
</tr>
</tbody>
</table>
|      | Dec 1  | In-class presentations – each student should only come to class on the day of their presentation | • Blog entry (on Canvas)  
• Presentation review (by email) |
| 16   | Dec 6  | In-class presentations - each student should only come to class on the day of their presentation | • Blog response (on Canvas)  
• Presentation review (by email) |
|      | Dec 8  | In-class presentations – each student should only come to class on the day of their presentation | • Blog response (on Canvas)  
• Presentation review (by email) |
| Finals Week | Dec. 16 |                          | Final draft of research paper due by email |

**Recommended Books**

This list is provided for your reference; there is no need to buy these books for the class.


