San José State University
College of Social Sciences/ Sociology Department
Sociology 100W-03 (48185), Writing Workshop, Fall ‘17

Course and Contact Information

Instructor: Raymand Buyco
Office Location: DMH-237B
Telephone: (408) 924-5517
Email: raymand.buyco@sjsu.edu
Office Hours: Tuesdays, 3:15-4:15pm
Availability for Appointments: T 4:15-6pm, Th 3:15-6pm,
MW 9-10:30am, 12-1pm, F 10am-1pm
Class Days/Time: Tuesday, Thursday, 9-10:15am
Classroom: DMH-226A
Prerequisites: Completion of Core GE, WST or ENGL/LLD 100A, Area A3,
SOCI 1, and upper division standing
GE/SJSU Studies Category: Area Z: Written Communication II

Course Description

The purpose of this course is to help students become confident and effective writers. Students will
develop skills essential for any writer, but we will focus specifically on sociological writing conventions
and applications. We will examine and implement rhetorical strategies that are appropriate for specific
purposes and audiences through a series of formal writing assignments. In addition to these formal
assignments, our class will be organized around continuous informal writing assignments, some
completed in class and others outside of class.

Our objective will be continuous improvement of writing skills, which will involve regular reflection on
the writing process (through informal assignments, discussions, and completion of multiple drafts) and
reliance on one another to provide and evaluate models of writing (through discussions, group activities,
and peer review).
GE Course Goals and Learning Objectives

SOCI 100W Learning Objectives

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

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

6. Read from sociological and popular literature from different sources.

How We’ll Address These Objectives

Main course activities and assignments that will address these goals:

• Grammar & Punctuation workshop
• Writing Exercises and handouts
• Feedback on Assignments

• Sociological imagination essay & related workshops
• Annotated bibliography & related workshops
• Research paper & related workshops
• Public sociology blog & related workshops

• Professional academic audiences: sociological imagination essay, annotated bibliography, & research paper & related workshops
• Professional audiences: resume, cover letter, & professional correspondence & related workshops
• General audiences: public sociology blog & related workshops

• All major assignments
• ASA workshops
• Professional writing workshops
• Public sociology blog workshops

• Research paper
• Public sociology blog
• Library workshop

• Assigned reading from classic sociological text
• Assigned reading from sociological journal article
• Journal articles selected/read for research paper
• Assigned reading from Op-Ed
• Assigned reading from blogs
Course Learning Outcomes (CLO)

1. Students will be able to think sociologically about the relationship between social structure, interaction, identities, and inequalities;

2. Students will be able to identify and explain major sociological theories and apply them to everyday life;

3. Students will be proficient in qualitative and quantitative research design, data collection and data analysis;

4. Students will be proficient in oral and written communication skills appropriate to the discipline;

5. Students will be able to practice sociology as educated and civically engaged persons.

Required Texts/Readings


Other Readings

Articles available on Canvas

Library Liaison

Sociology 100W requires students to conduct scholarly research. Kathryn Blackmer Reyes is the Sociology Dept. library liaison who can assist students for this course.

Phone: (408) 808-2097 Email: Kathryn.BlackmerReyes@sjsu.edu

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3.

Homework Assignments

I will regularly assign homework. These will be opportunities for you to practice writing and build writing skills in a low-pressure format. I have listed some, but not all, of these homework assignments on the course schedule. I will announce homework assignments in class, and you can check the Canvas website for detailed homework instructions.

Please note: you will have a “free pass” for one of the homework assignments, but I will not accept homework assignments that are submitted late or outside of class.

Assignments will be evaluated in terms of a student’s ability to express a focused idea clearly and persuasively. This will require a clear thesis, careful organization, appropriate diction and sentence structure, substantial support for one's points, polished expression, and an awareness of one’s audience. Library research will form a key component of several assignments.

Sociological Imagination Essay
Your first formal writing assignment will be an essay (approximately 1000 words) applying C. Wright Mills’s concept of “the sociological imagination” to some aspect of your life.

Resume, Cover Letter, and Job Interview
As part of the course’s focus on professionalization, you will prepare a resume and cover letter (approximately 500 words). In class, you will participate in mock job interviews as an interviewee and interviewer.

Public Sociology Blog
You will write a blog entry addressing a pressing social issue to a public audience (approximately 750 words).

Library Research Paper
Your major assignment for this class will be a research paper (approximately 2000 words) on a sociological topic of particular interest to you. You will complete this paper in several stages throughout the quarter, and it will go through multiple drafts before you turn in the final version (see the major steps/assignments below):
• Research proposal
• Annotated bibliography
• Outline
• Draft 1 (for peer review)
• Draft 2 (for graded feedback)
• Final draft (for final grade)

Research Presentation
Another aspect of your professionalization training in this course will be a presentation of the research you do for your final paper.

Participation
Our learning in this class will take part largely through discussion. Thus, your participation in class is vital to its success, as well as to the quality of your overall performance. Your participation grade will be based on the frequency and quality of your contributions to large group and small group discussions, as well as evidence of your completion of the readings and engagement with course themes. Excellent (A-level) participation involves:
• Excellent punctuality
• Respectful, engaged listening during lectures and discussions
• Frequent contributions to large and small group discussions
• Contributions that make specific reference to course materials
• Thoughtful completing of in-class activities

Late Assignment and Make-up Work Policy

Major Assignments: I will accept late papers for up to one week after the due date. Late papers will be marked down one full letter grade. They will also receive the lowest priority in terms of the amount of feedback and turnaround time. In order to be considered on-time, your paper must be submitted in class on the due date, or in class or office hours before the due date.

Homework: You may not turn in homework assignments late. If the submission format is hard copy, you must be present in class on the due date in order to turn your homework assignments in; this is because the homework assignments are designed to facilitate in-class activities. You will receive one “free pass” for a missed homework assignment (no points deducted for missing), and I strongly suggest saving this for unforeseen circumstances that arise during the semester.
In-class Work: You may not make up work you miss in class.

What to Do if You’re Absent
If you are a student who has frequent absences, this will not be an appropriate course for you: you will need to attend class in order to get participation credit, submit homework, and learn material that is not presented in the course readings. However, I recognize that absences are sometimes unavoidable. If you miss a class, you should:

- Check with a classmate for notes about what you missed.
- Check Canvas to see if anything has been posted.
- Make arrangements to submit any major assignments to me early.

Please note that you will NOT be able to:

- Make up any homework assignments or in-class activities (you may miss one homework assignment with no grade penalty).
- Receive a review of missed materials from me.

If you have an ongoing issue that will require multiple absences, it’s important that you let me know as soon as possible and stay in touch with me.

Submitting Papers
Papers must be submitted to me in class or office hours. I do not accept e-mailed papers, and the Sociology office will not accept papers you try to turn in there. Some assignments will be submitted electronically (through Canvas or other online formats); when this is the case, it will be specifically noted on the assignment instructions.

Paper Format
Format your major assignments according to the formatting guidelines Yellin establishes in Chpt. 2. Your papers must also follow ASA conventions for citations and references. All assignments must be typed and (when relevant) stapled. If you would like to receive credit for a handwritten homework assignment, you must show it to me before class (if you’re late for class, you will not get credit for your handwritten assignment). Pages may be double- or single-sided.

Formal assignments must include:

- Title page (be sure to include the word count)
- Completed, typed assignment cover page (which will be posted on Canvas)
- Previous drafts with completed peer-review sheets

Informal assignments (homework) should include a header at the top of the first page with:
- Your name
- SOCI 100W
- Prof. Buyco
- Date
- Word count; this is an essential requirement for passing the class (see “workload and requirements” note below)

Workload and Requirements
You will spend a considerable amount of time writing and reading outside of class. You will have an assignment due almost every day. In order to satisfy the requirement for SJSU Studies area Z, you must write a minimum of 8,000 words in this class. This requirement will be met through the assignments listed above as well as the informal assignments you complete as homework. Thus, it is essential that you complete all of the formal and informal assignments and include a word count on all assignments completed outside of class.

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

**Grading Information**

Final course grades will be assigned based on the following scale; grades below 60% will be considered failing ("F"):

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<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>92 – 97.9%</td>
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<td>A-</td>
<td>90 – 91.9%</td>
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<td>B+</td>
<td>88 – 89.9%</td>
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<tr>
<td>B</td>
<td>82 – 87.9%</td>
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<tr>
<td>B-</td>
<td>80 – 81.9%</td>
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<td>C+</td>
<td>78 – 79.9%</td>
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<tr>
<td>C</td>
<td>72 – 77.9%</td>
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<tr>
<td>C-</td>
<td>70 – 71.9%</td>
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<tr>
<td>D+</td>
<td>68 – 69.9%</td>
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<tr>
<td>D</td>
<td>62 – 67.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 61.9%</td>
</tr>
</tbody>
</table>

**Determination of Grades**

Your final course evaluation will be based on your performance on the above assignments. These assignments will be weighted as follows:

- Sociological Imagination Essay, 15%
- Resume & Cover Letter, 5%
- Public Sociology Blog, 10%
- Final Research Paper Project, 40%
  - Research Proposal, 2%
  - Annotated Bibliography, 6%
  - Outline, 2%
  - Very Polished Draft, 10% (the result of many revisions)
  - Final Paper, 20%
- Homework, 15%
- In-Class Activities & Participation, 10%
- Oral Presentation, 5%

**Grading Information for GE/100W**

The grading scale for 100W courses is A-F. In order to pass the course, students must write a minimum of 8,000 words and receive an overall grade of C or better (a C- is not a passing grade).
A Grades
Grades in the A range will be granted only for exceptional work. Exceptional, or A, work refers to exemplary work that goes above and beyond basic requirements, demonstrating critical thinking, clarity, and sophistication in form (e.g., language use, structure, format) as well as substance (e.g., logically developed arguments, use of appropriate examples). This is work that could serve as a model for other students. To receive an A as a course grade, the student must write 8,000 words or more over the semester.

B Grades
Grades in the B range are earned with work submitted on time that is of good quality. B work meets all the requirements and involves clear, coherent, carefully edited writing; for oral presentations, it involves executing a clear, informative, and engaging presentation. The work has a clear purpose and appropriate development, but may lack in originality or insightfulness. Written work demonstrates careful editing and a solid grasp on grammar and mechanics. To receive a B as a course grade, the student must write 8,000 words or more over the semester.

C Grades
Grades in the C range are earned with work submitted on time that fulfills basic requirements and is of satisfactory quality. This work is competent: the author establishes a purpose and supporting ideas, but argument may be somewhat vague, unclear, or uneven. There may be structural issues and problems with the clarity of prose and incorrect use of grammar. To receive a C as a course grade, the student must write 8,000 words or more over the semester.

Grade Checks
In general, you should keep track of your own grade by keeping your returned assignments, noting the scores, and using the course grading breakdown listed above. If you need formal verification of your grade (for paperwork associated with a scholarship, student organization, etc.), you should e-mail me at least 24 hours ahead of time to let me know you’ll be bringing grade check paperwork to class or to office hours or to make an appointment. If you ask me in class with no advance notice, I will not be able to provide a grade estimate for you. I do not discuss grades by email.

Contacting Professor Buyco

Office Hours
I strongly encourage you to visit me during my office hours. You’re welcome to stop by for clarification on any course materials/concepts, further discussion of course topics, guidance as you prepare for upcoming assignments, questions about feedback on previous assignments, or just to check in. Please note that I do not provide reviews of material you missed due to absences (check with your classmates for notes if you are absent).

E-mail
You are welcome to e-mail me, but please note that I do not provide assignment/draft feedback or grade checks over e-mail. Before you send your e-mail, please check to make sure that you: have:
- Included the course and section (SOCI 100W-03) in the subject line.
- Followed general correspondence guidelines, such as including a salutation.
- Included a message (don’t send an attachment with no message).
- Proofread your message.
- Reviewed the course syllabus and any relevant assignment prompts to make sure your question hasn’t already been answered in one of those documents.
I will respond to your e-mail within 48 hours IF you follow the above guidelines. If your e-mail doesn’t follow these guidelines, I may ask you to review these guidelines and send a revised version.

*Canvas
Canvas is the preferred method of electronic communication. Because you are identified automatically, the usual business (email) formalities are waved.

I request that you post a profile photo on Canvas—this helps me learn your name more quickly.

I will respond to your e-mail or Canvas message within 48 hours IF you follow the above guidelines. If your e-mail doesn’t follow these guidelines, I may ask you to review these guidelines and send a revised version.

Classroom Protocol
Our class time will take a variety of formats, including lecture, large group discussion, small group discussion, and in-class exercises. I encourage you to ask questions during lectures. Because most of our time together will be interactive, your participation will be essential.

In order to make our class discussions and activities successful, you should complete all required readings and homework assignments before each class period, and bring these readings to class with you. To facilitate your respectful, engaged listening and active participation, cell phones, laptops, and other electronic devices must be turned off and put away during class time, unless needed for classwork.

University Policies

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 arises. To learn important campus information, view University Policy S16-15 and SJSU current semester’s Policies and Procedures. 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 address the issue, it is recommended that the student contact the Department Chair as the next step.

Accommodation to Students’ Religious Holidays
University Policy S14-7 states that San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/ she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

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/
Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy F15-7 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. Visit the Student Conduct and Ethical Development website for more information.

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 Accessible Education Center (AEC) to establish a record of their disability.

Student Technology Resources

Computer labs and other resources for student use are available in:

- Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall
- Academic Technology Computer Center at http://www.sjsu.edu/at/hd/ on the 1st floor of Clark Hall
- Associated Students Computer Services Center at http://as.sjsu.edu/ascsc/ on the 2nd floor of the Student Union
- Student Computing Services at http://library.sjsu.edu/student-computing-services/student-computing-services-center
Computers at the Martin Luther King Library for public at large at http://library.sjsu.edu/reserve-studymeeting-room/computers-king-library

Additional computer labs may be available in your department/college

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections’ free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

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 at http://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. (Note: You need to have a QR Reader to scan the code on the next page.)

SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at http://www.sjsu.edu/counseling
# Sociology 100W-03 (48185), Writing Workshop, Fall ‘17

## Course Schedule

The schedule is subject to change with fair notice via email and in class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Th 8/24</td>
<td>Introduction to the Course:</td>
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<td></td>
<td></td>
<td>“The Syllabus Explained”</td>
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<td></td>
<td></td>
<td>Introductions</td>
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<td>2</td>
<td>T 8/29</td>
<td><strong>Discussion/Presentations:</strong> Public Issues</td>
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<td></td>
<td></td>
<td><strong>Reading:</strong> Yellin, Chapter 1</td>
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<td></td>
<td></td>
<td>Read an article of your choice on a sociological “public issue” and bring it to class (either electronically, or print) and be prepared to discuss. The “public issue” should be something you may be interested to write about.</td>
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<td></td>
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<td><strong>Due:</strong> Writer’s Autobiography (Canvas)</td>
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<td></td>
<td>Th 8/31</td>
<td><strong>Discussion/Presentations:</strong> Public Issues (continued)/What is a Scholarly Research Question?</td>
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<td></td>
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<td><strong>Reading:</strong> Yellin, Chapter 2, pp. 9-16, Chapter 5</td>
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<td></td>
<td>Have access to your article from Tuesday for continued discussion</td>
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<td>3</td>
<td>T 9/5</td>
<td><strong>Workshop:</strong> How to Write a Research Proposal</td>
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<td><strong>Discussion:</strong> Breaking Down an Argument</td>
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<td></td>
<td><strong>Reading:</strong> Canvas: The Homeless Adjunct, “How the American University Was Killed, in Five Easy Steps.”</td>
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<td><strong>Due:</strong> Preliminary Research Question (Canvas)</td>
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<td>Three Sociological Aspects of the Issue of the Homeless Adjunct (Canvas)</td>
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<td></td>
<td>Th 9/7</td>
<td><strong>Reading:</strong> Canvas: Mills, “The Promise” from <em>The Sociological Imagination</em> (read through section 2 only, to top of p. 11)</td>
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<td><em>Sociological Imagination</em> Summary (Canvas)</td>
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<tr>
<td>4</td>
<td>T 9/12</td>
<td><strong>Workshop:</strong> How to Interpret a Scholarly Article</td>
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<td></td>
<td><strong>Reading:</strong> Canvas, Example Journal Article</td>
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<td><strong>Due:</strong> Journal Article Synopsis (Canvas)</td>
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<td>Canvas: Roberts, “A Sociology of Writing”</td>
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<td></td>
<td>Th 9/14</td>
<td><strong>Reading:</strong> Yellin, Chapter 3</td>
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<td><strong>Due:</strong> Plagiarism Quiz (Canvas)</td>
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<td>Polished Draft: Research Proposal (Canvas)</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<tr>
<td>5</td>
<td>T 9/19</td>
<td><strong>Library Research Seminar (Meet in MLK 217)</strong>&lt;br&gt;<strong>Reading:</strong> Canvas, Example Student Paper&lt;br&gt;<strong>Due:</strong> Feedback on Student Paper (Canvas)&lt;br&gt;Library Worksheet (Canvas) 11:59pm</td>
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<tr>
<td></td>
<td>Th 9/21</td>
<td><strong>Workshop:</strong> Peer Review on very polished Sociological Imagination Paper&lt;br&gt;<strong>Reading:</strong> Yellin, Chapter 2, pp. 45-53&lt;br&gt;<strong>Due:</strong> Completed Draft of Sociological Imagination Essay with Peer Review Cover Sheet (Two Hard Copies and Canvas)</td>
</tr>
<tr>
<td>6</td>
<td>T 9/26</td>
<td><strong>Writing Conferences (class does not meet)</strong>&lt;br&gt;<strong>Reading:</strong> Yellin, Chapter 4, pp. 71-87</td>
</tr>
<tr>
<td></td>
<td>Th 9/28</td>
<td><strong>Writing Conferences (class does not meet)</strong>&lt;br&gt;<strong>Reading:</strong> Canvas: ASA Style Guide</td>
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<tr>
<td>7</td>
<td>T 10/3</td>
<td><strong>Workshop:</strong> ASA Citation Style&lt;br&gt;<strong>Reading:</strong> Yellin, Chapter 4, pp. 87-101</td>
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<td></td>
<td>Th 10/5</td>
<td><strong>Workshop:</strong> The Annotated Bibliography&lt;br&gt;<strong>Reading:</strong> Canvas: “Annotated Bibliographies 1 &amp; 2”&lt;br&gt;Canvas: “Comparing the Annotated Bibliography to the Literature Review”</td>
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<tr>
<td>8</td>
<td>Su 10/8 (11:59pm)</td>
<td>Due: Final Draft of Sociological Imagination with Assignment Cover Sheet (Hard Copy and all drafts stapled together and Final Draft only on Canvas)</td>
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<td></td>
<td>T 10/10</td>
<td><strong>Career Center Presentation in Class:</strong> Guest Lecturer Sandra Deleon&lt;br&gt;<strong>Reading:</strong> Canvas: “Begin Your Search”&lt;br&gt;Canvas: “A Spartan’s Guide to SpartaJobs”&lt;br&gt;<strong>Reading:</strong> Canvas: “Effective Outlining”</td>
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<td></td>
<td>Th 10/12</td>
<td><strong>Workshop:</strong> Resume &amp; Cover Letters&lt;br&gt;<strong>Reading:</strong> Canvas: “Resume and Letter Writing”&lt;br&gt;<strong>Due:</strong> Job announcement (Canvas)&lt;br&gt;<strong>Due:</strong> Annotated Bibliography (Canvas)</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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| 9    | T 10/17 | **Workshop:** Peer Review, Resume & Cover Letter  
**Due:** Completed Draft of Resume & Cover Letter with Peer Review Cover Sheet (2 Hard Copies and Canvas)  
Research Paper Outline (Canvas) |
|      | W 10/18 | **Due:** Job Application E-mail |
|      | Th 10/19 | **Workshop:** How to Write Research Papers  
**Reading:** Canvas: “Successful Interviewing”  
**Due:** Final Draft: Research Proposal (Canvas) |
| 10   | T 10/24 | **Workshop:** In class mock interviews  
**Due:** Final Draft of Resume & Cover Letter with Assignment Cover Sheet (Canvas), Interview Questions (Canvas) |
|      | Th 10/26 | **Class Meeting:** Q&A and Writing Conference Sign Up  
**Due:** E: Post-interview Thank-you E-mail  
E: Interview Assessment E-mail |
| 11   | T 10/31 | **Workshop:** Research Paper Peer Review  
**Due:** Completed Draft of Research Paper with Peer Review Cover Sheet (2 Hard Copies and Canvas) |
|      | Th 11/2 | **Workshop:** How to Blog  
**Reading:** Canvas: Sociological Blog Example  
**Reading:** Canvas: Medium Guides  
**Due:** E: Set up Medium account  
**Due:** Revised Draft of Research Paper with Assignment Cover Sheet (Hard Copy and Canvas) |
| 12   | T 11/7  | **Writing Conferences (class does not meet)** |
|      | Th 11/9 | **Writing Conferences (class does not meet)** |
| 13   | T 11/14 | **Writing Conferences (class does not meet)** |
|      | Th 11/16 | **Writing Conferences (class does not meet)**  
Blogging Peer Review (Canvas: exchange drafts of your blog with members of your blog peer review group, and have the reviews done by Saturday, 11/18 at midnight)  
**Due:** Canvas: Post-conference Reflection & Plan  
Canvas: Completed Draft of Public Sociology Blog Post on Peer Review Group Home Page  
Canvas: Peer Review Worksheet (sent back and forth to each of your group members to fill out) |
<table>
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<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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| 14   | T 11/21 | **Workshop:** Ideas on Giving Presentations  
**Canvas:** “An Introvert’s Guide to Better Presentations”  
**Reading:** Yellin, Chapter 8  
**Due:** Online on medium.com (see instructions): Final Draft of Public Sociology Blog Entry  
Comment on others’ blog entries (see blog assignment instructions on Canvas)  
Th 11/23 **THANKSGIVING/CLASS DOES NOT MEET** |
| 15   | T 11/28 | **Oral Presentations**  
**Due:** Abstract (Canvas)  
Online: (see blog instructions)  
**Oral Presentations**  
**Due:** Abstract (Canvas)  
Online: Blog Response  
Th 11/30 |
| 16   | T 12/5  | **Oral Presentations**  
**Due:** Abstract (Canvas)  
Online: Blog Response  
**Oral Presentations**  
**Due:** Abstract (Canvas)  
Blog Reflection (Canvas)  
Th 12/7 |
| 17   | T 12/19 | **Final Exam:** 7:15am-9:45am  
**Due:** Final Revision: Research Paper (Hard Copy and Canvas)  
Presentation Reviews (Canvas)  
T 12/19 |