COURSE AND CONTACT INFORMATION

Instructor: Christie McCullen
Office Location: DMH 237A
Telephone: 517-525-1403 (please only use if I’ve asked to have a phone meeting)
Email: Through the Canvas Inbox (preferred) or christie.mccullen@sjsu.edu
Office Hours: Monday 12:00-1:00PM or by appointment
Class Days/Time: Mondays & Wednesdays/10:30-11:45 AM
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

CANVAS AND MJSJSU
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through MySJSU at http://my.sjsu.edu to learn of any updates.

Sociological Writing 100W 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, in-class exercises, and completion of multiple drafts) and reliance on one another to provide and evaluate models of writing (through peer reviews).

GE COURSE GOALS AND STUDENT LEARNING OBJECTIVES (SLO)

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

REQUIRED MATERIALS FOR CLASS

All-Class Texts

- Dude, You’re a Fag: Masculinity and Sexuality in High School, by C.J. Pascoe, available for free through SJSU’s Library website or for purchase at the Spartan Bookstore
- Other readings to be posted on Canvas (in the Readings folder in the Files tab)

Individual Readings

- As part of the research process, you will also be required to read articles and book chapters that relate to your specific research question. You will learn how to locate these in class.

Other technology requirements / equipment / material

- Paper or electronic copies of the readings assigned for each class
- Loose leaf paper for in-class writing assignments
- A small stapler
- A charged laptop computer or tablet (I will give you 48-hour notice when you need this)

KEYS TO SUCCESS AND WELL-BEING IN SCHOOL

- **Come to class prepared.** Coming to class prepared means showing up on time, completing all homework assignments before class starts, and bringing all homework and reading assignments to class.
- **Participate, participate, participate during class!** Because this is a writing workshop where you’ll be learning collaboratively and building off of the skills gained in previous classes, participation is key! Participation means coming to class on time, putting your phone somewhere out of reach 😊, only using electronic devises for accessing relevant materials, giving your all to classroom exercises, asking questions when you think you’ve completed an exercise, supporting your peers’ success, and listening carefully to your instructor and peers.
- **Come to office hours.** Few students take advantage of office hours, but those who do have the best results. I want you to succeed, and I can best support your writing process when we meet to discuss your questions and concerns one-on-one. If you cannot make my scheduled office hours, send me an email to schedule an alternative time to meet. It’s helpful to come to office hours even when you don’t have a specific question. Just drop by and try it out!
- **Clock in to write every day.** We get better at writing by writing a little bit every day. Instead of writing all at once (e.g., the mythical all-nighter), write every day. Moreover, rather than writing for hours straight, schedule 2-3 “writing blocks” per day and write for 20-40 minutes during each of those blocks.
- **Utilize campus resources.** Here’s a list of invaluable resources on campus (but please contact me if you find that you’re struggling with an issue these resources don’t address):
  - The Writing Center offers writing one-on-one writing tutoring, group workshops, and video tutorials.
  - The Student Success Portal offers a variety of online workshops to foster academic success (including one on tips for being successful in an online class).
  - Peer Connections offer mentoring, tutoring, and workshops.
  - Counseling Services offer educational counseling in addition to general counseling and workshops.
  - Student Success Center offers writing assistance in addition to general advising.
- **eCampus** offers workshops (including on how to use Canvas) and can help with technical questions/problems.

- **Self and community care!** Life--in general--is often difficult, and life as a student has particular challenges. You’ll do better in school and feel better about life if you make time to **rest, relax, recreate**, and **commune with others**. If you’re feeling **depressed** or struggling with something in life, please know that these things are treatable and that we have **free counseling services on campus**. They are compassionate folks who can give you tools for coping.

### CLASSROOM PROTOCOL

- **Participation** is an indispensable part of a **writing workshop** (i.e., classes where you learn by doing, not by listening to lecture). I will be grading your participation each day on an excellent/satisfactory/unsatisfactory basis. Excellent participation means actively engaging in an exercise, fully completing it, asking questions if confused, and alerting me when you’re done. Satisfactory participation means that you engage in the exercise, but your attention veers away at some point. Unsatisfactory participation means that your attention is scantily focused on the exercise or you provide cursory work during the exercise. When confused or finished, raise your hand to for me to check your work and prompt you with further instruction. If you are not actively engaged in the exercise, it is your responsibility to let me know so that you need further instruction. You should never pull out your phone or computer when you think you are done.

- **Deadlines** must be honored to maximize learning. Because each class uses exercises that build off of homework assignments and drafts, you cannot participate in the exercises without homework assignments or drafts. As such, **assignments are due at the beginning of class and you will earn an unsatisfactory participation grade for every class where you miss a deadline**. Please let me know if you anticipate difficulty reaching a particular deadline.

- **Sickness/Missed Class.** If you are sick and cannot turn in work to class, please **email me with your homework attached**. Then, read through the slides posted on Canvas for that day (the last slide will always include homework for the following class). To keep up on the exercises for class, contact a homework buddy immediately or come see me in office hours. Please do not ask me to explain what you missed in an email.
  
  - Homework Buddy #1: ____________________________
  
  - Homework Buddy #2: ____________________________

- **Laptops/tablets/phones**: Please take them out when I ask you to work on specific assignments or to access slides. Using devises for non-educational purposes means that you are not actively participating, and I will mark your grade accordingly. If you anticipate an issue where you will need to be on a devise for a non-educational purpose, please let me know before class and I will instruct you on where to sit or where to go to minimize the distraction to others.

- **Email** is useful to schedule appointments or to advise me of an absence. I will use email to update you on schedule changes or to advise you of my absence. I cannot accept papers via email, nor is email a suitable vehicle for student-teacher conferencing. It’s **best to email through Canvas** (in the Conversations/Inbox). If you use SJSU email to contact me, please put the name of our class in the subject line so that it sticks out to me.

- **Arriving Late or Leaving Early**: Please don’t do it as its disruptive to your classmates. I also understand that life happens, so if you have an emergency and arrive late, please make sure you explain to me why you were late. If you have to leave early for some reason, make sure to tell me in advance and sit close to the door so you can leave without interrupting the class. **Traffic and parking are not going to get better and hence they are not an excuse to arrive late to class. Please keep traffic and parking conditions in mind and plan accordingly**

- **Expected workload.** SJSU classes are designed such that in order to be successful, you are expected to spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week). That time includes preparing for class, participating in course activities, completing assignments, and so on.
SOCIOLOGY 100W COURSE REQUIREMENTS AND ASSIGNMENTS

Participation in Pre-Writing and In-Class Exercises – 10 points of final grade

This class is a participatory workshop, meaning that in order for you to learn theory and skills, you need to practice writing during each class and in between classes. As such, each assignment below describes a larger project that includes a series of prewriting exercises including in-class activities, homework assignments, drafts, and final essays. You will be given more detailed descriptions of those exercises in class.

InfoPower and Plagiarism Tutorials from MLK Library – 5 points of final grade

You will take these tutorials to learn research skills and proper citational practices. At the end of the tutorial, you must take the test offered to receive credit for each of these tutorials. **Please make sure to enter your student ID number when you take the test so that I can see your results.** See the schedule at the end of the syllabus for the deadlines and links to these tutorials.

Annotation Memos – 10 points of final grade

These will teach you how to read like a sociologist and a writer. You should complete an Annotation Memo for Readings while reading/watching the assigned texts. Likewise, you should fill out an Annotation Memo for Research Sources every time you read an article or book chapter for your research project. You can handwrite or type out these memos, but either way, you should follow the format given in the appropriate file: “Annotation Memo for Readings” or “Annotation Memo for Research Sources” (both on Canvas in the “Files” tab). Most of these will be graded as part of your participation grade above, but I will grade two early in the semester according to a rubric. Also, because you are required to write at least 8000 words this semester, you must always include the word count on the top of your Annotation Memo. By the end of the semester, you should write between 2000-3000 words for these memos.

Academic Essay on Masculinizing Processes – 10 points of final grade

See the Prompts folder for this prompt as we get closer to that project (under the Files tab on Canvas)

Research Report – 20 points of final grade

See the Prompts folder for this prompt as we get closer to that project (under the Files tab on Canvas)

Cover Letter for Job Application – 5 points of final grade

See the Prompts folder for this prompt as we get closer to that project (under the Files tab on Canvas)

Resume for Job Application – 5 points of final grade

See the Prompts folder for this prompt as we get closer to that project (under the Files tab on Canvas)

Blog Post Essay – 10 points of final grade

See the Prompts folder for this prompt as we get closer to that project (under the Files tab on Canvas)

Job Interview – 5 points of final grade

See the Prompts folder for this prompt as we get closer to that project (under the Files tab on Canvas)

Job Application Email – 10 points of final grade

See the Prompts folder for this prompt as we get closer to that project (under the Files tab on Canvas)
Interview Follow-up Thank You Email – 10 points of final grade

See the Prompts folder for this prompt as we get closer to that project (under the Files tab on Canvas)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Word Count</th>
<th>SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prewriting and Revision Exercises</td>
<td>1000-1500</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>Annotation Memos</td>
<td>2000-3000</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>Academic Essay</td>
<td>1000-1250</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>Research Essay</td>
<td>2000-2500</td>
<td>1, 2, 3, 4, 5</td>
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<tr>
<td>Cover Letter</td>
<td>300-400</td>
<td>3, 5</td>
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<tr>
<td>Resume</td>
<td>300-400</td>
<td>3, 5</td>
</tr>
<tr>
<td>Blog</td>
<td>400-500</td>
<td>1, 2, 3, 4, 5, 6</td>
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<tr>
<td>Professional Emails</td>
<td>200-300</td>
<td>3, 5</td>
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**GRADING**

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). The weight of each essay/writing project is written above. Please also see the prompts for a rubric specific to that project. Final course grades will be assigned based on the following scale; grades below 60% will be considered failing (“F”):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>98 – 100%</td>
</tr>
<tr>
<td>A</td>
<td>92–97.9%</td>
</tr>
<tr>
<td>A-</td>
<td>90–91.9%</td>
</tr>
<tr>
<td>B+</td>
<td>88 – 89.9%</td>
</tr>
<tr>
<td>B</td>
<td>82–87.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80–81.9%</td>
</tr>
<tr>
<td>C+</td>
<td>78 – 79.9%</td>
</tr>
<tr>
<td>C</td>
<td>72–77.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70–71.9%</td>
</tr>
<tr>
<td>D+</td>
<td>68 – 69.9%</td>
</tr>
<tr>
<td>D</td>
<td>62–67.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60–61.9%</td>
</tr>
</tbody>
</table>

**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.
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 S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf and SJSU current semester’s Policies and Procedures, at http://info.sjsu.edu/static/catalog/policies.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

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 year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. 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/.

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. Common courtesy and professional behavior dictate that you notify someone when you are recording her/him. You must obtain the instructor’s written 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.

COURSE GRID SCHEDULE (NEXT PAGE)
### COURSE GRID SCHEDULE (NEXT PAGE)

**Note #1:** The readings and assignments described in a row should be completed by the start of class on the date listed in the same row.

**Note #2:** Always bring paper or electronic copies of the assigned readings for the day.

**Note #3:** The schedule is subject to change. I will give you notice through Canvas when changes are made.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/22</td>
<td><strong>SEMESTER BEGINS FOR ADMINISTRATIVE PURPOSES</strong></td>
</tr>
</tbody>
</table>
| 1    | 1/24   | **1ST DAY OF CLASS – INTRO TO COURSE AND EACH OTHER**  
*Read:* (before class): The syllabus  
*Bring:* (to class): Questions about the syllabus |
| 2    | 1/29   | **SHOWING AND TELLING ABOUT THE SOCIAL WORLD**  
*Read:* Rose: Hip Hop Wars excerpt  
*Listen:* Dissect Podcast on The Blacker the Berry by Kendrick Lamar [https://www.stitcher.com/podcast/city-scout/dissect/e/48522776](https://www.stitcher.com/podcast/city-scout/dissect/e/48522776)  
*Bring:* Kendrick Lamar Handout (see Handouts folder in Files tab on Canvas) |
| 2    | 1/31   | **READING LIKE A SOCIOLOGIST AND A WRITER**  
*Read:* Martin & Kazyak: Hetero-Romantic Love and Heterosexiness in Children’s G-Rated Films  
*Bring:* Annotation Memo for Readings |
| 3    | 2/5    | **OVERVIEW OF RESEARCH PROCESS**  
*Read:* Yellin: Ch. 1  
*Bring:* Annotation Memo for Readings |
| 3    | 2/7    | **RESEARCH TOPICS TO RESEARCH QUESTIONS**  
*Read:* Yellin: Ch. 5  
*Bring:* Annotation Memo for Readings |
| 4    | 2/12   | **FINDING SOURCES**  
*Due:* Research Proposal  
*Complete Online* (before class): InfoPower Research Skills Tutorial and Test (*make sure to enter your student ID # to start the test)  
[https://libguides.sjsu.edu/infopower/home](https://libguides.sjsu.edu/infopower/home) |
| 4    | 2/14   | **FINDING SOURCES**  
*Read:* Yellin: Ch. 3  
*Read/Watch:* SJSU Library Tutorial – How to Find Articles  
[https://libguides.sjsu.edu/c.php?g=230312&p=3741434](https://libguides.sjsu.edu/c.php?g=230312&p=3741434)  
*Read/Watch:* SJSU Library Tutorial – How to Find Books  
[https://libguides.sjsu.edu/c.php?g=230312&p=3741439](https://libguides.sjsu.edu/c.php?g=230312&p=3741439)  
*Bring:* Annotation Memo for Readings (and for tutorials) |
| 5    | 2/19   | **USING SOURCES TO ANALYZE ORIGINAL DATA**  
*Read:* Pascoe excerpts |
<table>
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| 5    | 2/21 | **USING SOURCES TO ANALYZE ORIGINAL DATA**  
Read: Pascoe excerpts  
Bring: Annotation Memo for Readings  
Read: 1 academic article or book chapter for your research project  
Bring: Research Source Annotation Memo |
| 6    | 2/26 | **INCORPORATING ANOTHER SCHOLAR’S WORK INTO YOUR OWN ARGUMENT**  
Read: 2 academic articles or book chapters for your research project  
Bring: Research Source Annotation Memos |
| 6    | 2/28 | **CITING WITH ASA AND AVOIDING PLAGIARISM**  
Due: 2 Paragraphs of Academic Essay that Cite Pascoe  
Read: Yellin: Ch. 4  
Bring: Annotation Memo for Reading (and for Tutorial)  
Complete Online (before class): Plagiarism Tutorial and Test (*make sure to enter your student ID # to start the test) [https://libguides.sjsu.edu/plagiarism/home-page](https://libguides.sjsu.edu/plagiarism/home-page) |
| 7    | 3/5  | **PEER REVIEW**  
Due: Draft of Academic Essay |
| 7    | 3/7  | **THEY SAY/I SAY**  
Read: 2 academic articles or book chapters for your research project  
Bring: Research Source Annotation Memos |
| 8    | 3/12 | **TRANSLATING ACADEMIC ARGUMENTS FOR A POPULAR AUDIENCE**  
Due: Final Draft of Academic Essay (to Christie for a grade) |
| 8    | 3/14 | **PEER REVIEW**  
Due: Draft of Blog Essay |
| 9    | 3/19 | **THEY SAY/I SAY AND ANNOTATING SOURCES**  
Due: Final Draft of Blog Essay (to Christie for a grade)  
Read: 2 academic articles or book chapters for your research project  
Bring: Research Source Annotation Memos |
| 9    | 3/21 | **THEY SAY/I SAY AND ANNOTATING SOURCES**  
Read: 2 academic articles or book chapters for your research project  
Bring: Research Source Annotation Memos |
| 10   | 3/26 | **SPRING RECESS: NO CLASS** |
| 10   | 3/28 | **SPRING RECESS: NO CLASS** |
| 11   | 4/2  | **TENTATIVE THESIS DEVELOPMENT**  
Read/Watch: Library Tutorial on Thesis Statements  
[https://libguides.sjsu.edu/c.php?g=230322&p=1528209](https://libguides.sjsu.edu/c.php?g=230322&p=1528209) |
<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
</table>
|      |      | Bring: Annotation Memo for Reading (and for Tutorial)  
Bring: Draft of Thesis Statement |
| 11   | 4/4  | SYNTHESIZING AND STRUCTURING ARGUMENTS  
Read: 2 academic articles or book chapters for your research project  
Bring: Research Source Annotation Memos |
| 12   | 4/9  | OUTLINING  
Read: 2 academic articles or book chapters for your research project  
Bring: Research Source Annotation Memos  
Read: Purdue OWL’s 4 Main Components of Outlining  
https://owl.english.purdue.edu/owl/resource/544/01/  
Bring: Reading Annotation Memo |
| 12   | 4/11 | DEVELOPING  
Due: Draft of Research Outline  
Read: Heinrichs: Excerpts from Thank You for Arguing  
Bring: Reading Annotation Memos |
| 13   | 4/16 | DRAFTING TO DEVELOP  
Due: Writer-Centered Draft of Research Essay |
| 13   | 4/18 | DEVELOPING  
Read: Yellin: Ch. 2  
Bring: Reading Annotation Memo |
| 14   | 4/23 | PEER REVIEW ON DEVELOPING IDEAS  
Due: Reader-Centered Draft of Research Essay |
| 14   | 4/25 | PEER REVIEW FOR GRAMMAR AND MECHANICS  
Due: Revised Reader-Centered Draft of Research Essay |
| 15   | 4/30 | JOB SEARCHING  
Due: Final Draft of Research Essay (to Christie for a grade)  
Read: TBD  
Bring: Reading Annotation Memos |
| 15   | 5/2  | WRITING COVER LETTERS AND RESUMES  
Read: TBD  
Bring: Reading Annotation Memos |
| 16   | 5/7  | PEER REVIEW  
Due: Draft of Cover Letter and Resume  
Read: TBD  
Bring: Reading Annotation Memos |
| 16   | 5/9  | INTERVIEWING TECHNIQUES AND WRITING PROFESSIONAL EMAILS  
Read: TBD  
Bring: Reading Annotation Memos |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>5/14</td>
<td><strong>GROUP IN-CLASS INTERVIEWS</strong>&lt;br&gt;Due: Final Draft of Cover Letter and Resume (to Christie for a grade)</td>
</tr>
<tr>
<td>Finals</td>
<td>5/21</td>
<td><strong>FINISHING INTERVIEWS</strong>&lt;br&gt;Due (by 9:45): Follow-Up Thank You Email (to Christie for a grade)</td>
</tr>
<tr>
<td></td>
<td>9:45-noon</td>
<td></td>
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</tbody>
</table>