San José State University  
School Of Social Work  
SCWK 100W Writing Workshop  
24633  Section 01  
Spring 2013

Instructor: Jennifer Hubbs, MSW LCSW

Office Location: Washington Square Hall

Telephone: (831) 359-7502

Email: Jennifer.hubbs@ssa.sccgov.org or babyscully@att.net

Office Hours: By appointment

Class Days/Time: Tuesday 6-8:45 pm

Classroom: Macquarrie Hall 322

Prerequisites: 1) Grade of C or better in English 1B; 2) Passing grade on the Writing Skills Test (WST), 3) upper division standing (completion of 60 units), and 4) completion of core GE.

GE/SJSU Studies Category: The course fulfills a University Studies requirement, the Junior-level Writing Workshop. (Area Z, Written Communication II, under the current SJSU Studies requirements.) “Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments.”

Faculty Web Page and MYSJSU Messaging
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at http://www.sjsu.edu/people/jennifer.hubbs or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).
Course Description
This course focuses on developing and enhancing writing and presentation skills vital to the social work profession in the following areas: clinical documentation, report writing, research and grant writing.

Course Goals and Student Learning Objectives

Goals for University Studies Area Z:
Students shall write complete reports and essays that demonstrate college-level proficiency. Students shall be able to:
- refine the competencies established in Written Communication IA and IB
- express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse; and
- organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.

LEARNING OBJECTIVES FOR SCWK 100W
Upon completion of this course students will be able to:

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Activities/ Methods of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate mastery over the mechanics of writing such as organization, composition, and grammar.</td>
<td>• Writing assignments such as Observation papers, Annotated bibliography, Journal article review.</td>
</tr>
<tr>
<td></td>
<td>• Court Report; Final Grant Proposal</td>
</tr>
<tr>
<td></td>
<td>• Quizzes</td>
</tr>
<tr>
<td>2. Demonstrate an ability to conduct and integrate an effective literature search using a variety of sources.</td>
<td>• Final Research Paper and Drafts</td>
</tr>
<tr>
<td></td>
<td>• Library Search &amp; Citation Skills Assignment</td>
</tr>
<tr>
<td>3. Demonstrate effective written communication through a synthesis and critique of ideas gathered from various sources to academic, professional, and lay audiences.</td>
<td>• Court Report</td>
</tr>
<tr>
<td></td>
<td>• Final Research Paper and Drafts</td>
</tr>
<tr>
<td></td>
<td>• Clinical documentation</td>
</tr>
<tr>
<td></td>
<td>• Peer review &amp; critique of presentations</td>
</tr>
<tr>
<td>4. Demonstrate effective oral communication of ideas to academic, professional, and lay audiences.</td>
<td>• Oral Presentation of Grant Paper</td>
</tr>
<tr>
<td>5. Demonstrate effective and appropriate use of the literature by quoting, paraphrasing, summarizing, documenting and citing using the APA style format.</td>
<td>• Library Search &amp; Citation Skills Assignment</td>
</tr>
<tr>
<td></td>
<td>• Writing assignments</td>
</tr>
<tr>
<td></td>
<td>• Final Grant Proposal</td>
</tr>
</tbody>
</table>
Required Texts/Readings

Required Textbooks


Grammar Website:  [http://grammar.ccc.commnet.edu/grammar/index.htm](http://grammar.ccc.commnet.edu/grammar/index.htm)

Recommended Readings:


Library Liaison

For assistance in the library go to the King Library Reference Desk (2nd floor; 808-2100) and/or utilize the Social Work Research Guide available at [http://libguides.sjsu.edu/scwk](http://libguides.sjsu.edu/scwk). The Social Work Library Liaison is: Teresa Slobuski, who may be reached by phone (408.808.2015) or email (Teresa.Slobuski@sjsu.edu).

Classroom Protocol

Learning Experiences

This course will utilize lectures, class discussion on readings, group work, in-class exercises, and peer review as teaching/learning tools.

Professional Behavior

Students are reminded that the BASW is a professional degree and appropriate professional behavior, e.g., punctuality in attendance, and timeliness in completing assignments is expected. Timely communication with the instructor is also expected. All class time is valuable, and if a student needs to leave due to illness or emergency, I expect to be informed.

Class Participation & Attendance

Each student is expected to attend all classes and participate interactively, which, in turn, shows that assigned readings were read and understood. The student should be able to support opinions with data and/or logical arguments, share ideas and listen to the ideas of others, maintain focused discussion and integrate class content with other courses in the major. Please note that you cannot participate in class if you are not in attendance.
Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

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

Assignments and Grading Policy

ASSIGNMENTS: The following assignments will be completed for this course: Total points possible = 100.

1. Baseline Testing: (not graded)
   In order to evaluate the effectiveness of this course, students are required to complete a baseline short quiz which will not be graded. The test is used solely for the purposes of establishing a baseline and to evaluate effectiveness of teaching strategies. There will be a follow-up on the last day of class as well.

2. Observation, Listening, Reporting, Writing Skills: Three (3) two - three page writing observations double spaced. Observe two or more people interacting in a social or professional setting. At least one playground situation is recommended. Describe their behaviors, conversations, etc. (3 points each). (Total 9 points).

3. Paper - journal article review- Review one professional journal article from a journal used in social work practice. (3 pages double space). (10 points).

4. Library Search & Citation skills: Annotated bibliography of research articles, and specific websites (government, research institutes, and associations). Search must include articles that address issues of diversity. Minimum of 5 sources. (5 points)

5. Two In-Class Quizzes – If you miss a quiz you will not be able to make it up. 3 points each. (Total = 6 points.)

6. Mid-Term (15 points)
7. Observation, Listening, Reporting, Writing Skills, and Clinical Documentation: **Court Report.** Prepare a report that can be submitted to Court. Minimum of 2 pages (5 points)

8. **Research paper (literature review – grant proposal):** research & review literature on a social problem and then develop a program as if competing for a grant. The paper will cover the research and the grant proposal. This is a group project – groups can be 2 – 4 people. Graphic presentation of data is required. Paper should be 7-10 pages (Final paper = 15 points).

9. **A presentation of the paper and grant proposal using visual aids (10 points).**

10. **Résumé writing** – Students will be asked to create a résumé and will bring it to class for a peer review and critique (in class). (10 points)

11. **Class Participation (15 points).** *Note: over two absences, excessive lateness, or leaving early without communication with the professor will reduce or eliminate points.

All writing assignments should be handed in on time. Extensions must be obtained in advance to avoid point deductions. Email submissions accepted with prior notification to instructor. All formal papers expected to be double spaced and APA format. Observations and résumé do not have to be APA.

**APA Format and Writing Requirements:**

Specific APA and writing requirements should be described. Wording should be determined base on sequence and should requirements (wording below is a sample, not required).

All papers must follow current American Psychological Association (APA) format guidelines (6th edition) with the following exceptions: *the use of running heads is optional.* All papers must use standard, 12-point fonts (e.g., Times Roman) and be free of typographical, formatting, spelling, and content errors, as the quality of the writing will be evaluated as part of the grade for all written assignments. Be sure to carefully review and edit all drafts prior to submission. All ideas, quotes, and information taken or derived from other sources must be appropriately cited and referenced in accordance with APA rules.

**Grading System:**
Grades are calculated based upon the scale below:

<table>
<thead>
<tr>
<th>98-100</th>
<th>A+</th>
<th>87-89</th>
<th>B+</th>
<th>77-79</th>
<th>C+</th>
<th>67-69</th>
<th>D+</th>
<th>59 or less</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-97</td>
<td>A</td>
<td>83-86</td>
<td>B</td>
<td>73-76</td>
<td>C</td>
<td>63-66</td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>80-82</td>
<td>B-</td>
<td>70-72</td>
<td>C-</td>
<td>60-62</td>
<td>D-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

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/.

SJSU Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.
# Course Schedule

**COURSE OUTLINE, READINGS, AND ASSIGNMENTS** (This is a general plan. Deviations may be necessary.)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 1. 1/29 | Introduction to course | | • Introductions  
• In-Class Baseline quiz  
• Small group discussion about Paper 1 |
| 2. 2/5 | • Written communication and language  
• Grammar review  
• Observation paper review | Text Chapter 1 and Chapter 2 | • Discussion of reading |
| 3. 2/12 | • Emails, Letters, and Newsletters  
• APA format  
• Annotated bibliography | Text Chapter 3 | • DUE: Observation paper #1 |
| 4. 2/19 | • Library trip lecture  
MLK Library room 217 | | • Trip to Library |
| 5. 2/26 | • Writing case records | Text Chapter 4 | • DUE: Annotated bibliography |
| 6. 3/5 | • Report writing  
• Role of Social Workers and records in Court | Text Chapter 5 | • DUE: Observation paper #2  
• DUE: Group member identification and topic proposal due |
<table>
<thead>
<tr>
<th>Week Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. 3/12</td>
<td>Midterm</td>
<td></td>
<td>• Midterm</td>
</tr>
<tr>
<td>8. 3/19</td>
<td>• Writing a literature review</td>
<td>Text Chapter 9</td>
<td>• DUE: Court report writing assignment</td>
</tr>
<tr>
<td>9. 3/26</td>
<td>Spring Break</td>
<td>Spring Break</td>
<td>Spring Break</td>
</tr>
<tr>
<td>10. 4/2</td>
<td>• Writing journal articles and conference papers</td>
<td>Text Chapter 10</td>
<td></td>
</tr>
<tr>
<td>11. 4/9</td>
<td>• Writing grant proposals</td>
<td>Text Chapter 7</td>
<td>• DUE: Journal article review</td>
</tr>
<tr>
<td>12. 4/16</td>
<td>• Resume writing</td>
<td></td>
<td>• DUE: Observation paper #3</td>
</tr>
<tr>
<td></td>
<td>• Curriculum vitae</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. 4/23</td>
<td>• Summary of class topics</td>
<td></td>
<td>• DUE: Résumé</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Peer Review of Résumé</td>
</tr>
<tr>
<td>14. 4/30</td>
<td>• Class Presentations &amp; Panel</td>
<td></td>
<td>• DUE: Final Research paper and Grant Project</td>
</tr>
<tr>
<td>15. 5/7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. 5/14</td>
<td>No class</td>
<td></td>
<td>• End of Course Quiz</td>
</tr>
</tbody>
</table>