

San José State University
Department of Environmental Studies, Global Studies Program
Department of Urban & Regional Planning
GLST/GEOG 100W: Writing Workshop
Fall 2022

Course and Contact Information

Instructor(s):	Nadine Ann Skinner
Email:	nadine.skinner@sjsu.edu
Office Hours:	On Zoom, held via appointment
Class Days/Time:	Tuesday/Thursday, 6:00-7:15pm
Classroom:	Online, See Canvas for Zoom instructions
Prerequisites:	A3 or equivalent second semester composition course (with a grade of C- or better); completion of core GE; satisfaction of Writing Skills Test or completion of ENGL 100A or LLD 100A with C or better; and upper division standing. Or Graduate or Postbaccalaureate level.
GE/SJSU Studies Category:	Z (C or better is required to pass this class)

Course Description

Development of skills required for geographical research and writing.

Course Format

This course adopts an online delivery format. Synchronized classes and office hours will be held on Zoom.

Class Site

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas. You are responsible for regularly checking with the messaging system through MySJSU on Spartan App Portal <http://one.sjsu.edu>.

GE Learning Outcomes (GELO)

1. Students shall be able to produce discipline-specific written work that demonstrates upper-division proficiency in: (a) Language Use, (b) Grammar, and (c) Clarity of Expression.
2. Students shall be able to explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.
3. Students shall be able to organize and develop essays and documents for both professional and general audiences.
4. Students shall be able to organize and develop essays and documents according to appropriate editorial and citation standards.
5. Students shall be able to locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.

Required Texts/Readings

All readings will be available on Canvas.

Library Liaison

Peggy Cabrera is the department liaison for Environmental Studies and Urban & Regional Planning. Reach her at: peggy.cabrera@sjsu.edu or via the MLK Library website. Nyle Monday is the Global Studies and Geography programs liaison. Reach him at: nyle.monday@sjsu.edu. They can help you refine your research searches, find sources, help with formatting citations, etc.

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

The following list of assignments may look long, but many of the assignments are designed to build on each other to create the final writing portfolio. All course assignments are described in the syllabus and more details are provided in Canvas. The assignments in the course are as follows:

Assignment	Points	Due Dates
Communicating Across Borders (Purpose Statement= 20 pts, Draft= 80 pts, Revision Plan= 20pts)	120	8/31, 9/15, 9/22
Grant Proposal (Need Statement=20pts, Action Plan=20pts, Goals & Objectives=20 pts, Draft= 80 pts, Revision Plan= 20pts)	160	9/29, 10/4, 10/6, 10/11, 10/18
Resume & Cover Letter (Draft)	40	10/18
Global Advocacy (Argument Map= 20 pts, Draft= 80 pts, Revision Plan= 20pts)	120	10/27, 11/1, 11/8
Reports from the Field (Research Questions= 20 pts, Draft= 80 pts, Revision Plan= 20pts)	120	11/10, 11/15, 11/22
Peer Reviews (5 reviews)	100	9/20, 10/13, 10/20, 11/3, 11/17
Participation (Attendance, in class participation, responses to prompts)	160	ongoing
Presentation of the Writing Portfolio	50	11/29, 12/1, 12/6
Writing Portfolio (Revised Communicating Across Borders, Revised Grant Proposal, Revised Resume & Cover Letter, Revised Global Advocacy, Revised Reports from the Field)	130	12/14

All assignments should be submitted on Canvas and grades will posted there as well. One point will be lost for each day an assignment is late. After ten days, late work will no longer be accepted. Extensions are available by request for final drafts only. Extensions are not available for first drafts or the writing portfolio and can be for no more than ten days.

Communicating Across Borders

In this assignment you should identify an issue that has local and global repercussions. Provide a brief overview of the impact of the issue in a specific region and how it connects to the larger world. In class we will develop a Purpose Statement (9/6). You will also need to submit a Draft (9/15) and a Revision Plan (9/22).

Grant Proposal

Based on a global issue you've identified, you will write grant proposal requesting funding for a project that seeks to address the issue. In class we will develop a Need Statement (9/29), an Action Plan (10/4), and Goals & Objectives (10/6) for the grant proposal. You will also need to submit a Draft (10/11) and a Revision Plan (10/18).

Resume & Cover Letter

During this assignment, you will create a carefully produced, professional cover letter and resume that you may use to apply for employment in your field in the future (10/18).

Global Advocacy

In this assignment you will write a brief, persuasive essay on a global issue you've identified in the style of an op-ed. In class we will develop Argument Maps (10/27). You will also need to submit a Draft (11/1) and a Revision Plan (11/8).

Reports from the Field

You will contact and interview a professional currently working in your future field, then translate the interview into a report about the field, and specific jobs in the field. In class we will develop Research Questions for the interview (11/10). You will also need to submit a Draft (11/15) and a Revision Plan (11/22).

Peer Reviews

For each draft assignment you will work in small peer groups to review each other's writing. The Peer Review is an in-class activity designed to support each other through the revision process. The goal is to provide each other with good, constructive feedback to support the revision process. Peer reviews are due 9/20, 10/13, 10/20, 11/3, and 11/17.

Presentation of the Writing Portfolio

The final presentation is an individual oral report of your Writing Portfolio. Your presentation should be both informative and persuasive. Presentation dates will be on 11/29, 12/1, and 12/6.

Final Examination or Evaluation

The final evaluation for the class will be the submission of the Writing Portfolio due by 5pm on Wednesday, December 14th. The Writing Portfolio will include revisions of your Communicating Across Borders assignment, Grant Proposal, Resume & Cover Letter, Global Advocacy, and Reports from the Field, as well as a brief reflection on your writing for the semester.

Grading Information

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

This course must be passed with a C or better as an SJSU graduation requirement.

Classroom Protocol

Attendance: You are expected to be present and punctual for every class session and stay for the duration of each class meeting. Notify the instructor of absences ahead of time. Students are responsible for all assignments and announcements presented in class. If you are late or absent, it is your responsibility to contact another student.

Participation: You are expected to participate fully and respectfully in discussions and peer reviews. Communication is especially important in online courses, and you will be using a variety of tools to communicate including Canvas Discussion Boards, Zoom Chats, Canvas Announcements, and discussions on Zoom. You are expected to participate in each of these various formats. I expect that you will come prepared to talk, write, and think critically about the readings assigned for each class period and the peer reviews. This means you must complete assigned reading before class.

Recording Zoom Classes

This course or portions of this course (i.e., lectures, discussions, student presentations) may be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

Students are not allowed to record without instructor permission

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12---7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Technology Requirements

- Students are required to have an electronic device (laptop, desktop, or tablet) with a camera and built-in microphone. SJSU has a free [equipment loan](#) program available for students.
- See [Learn Anywhere](#) website for current Wi-Fi options on campus.

Zoom Classroom Etiquette

- **Mute Your Microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- **Be Mindful of Background Noise and Distractions:** Find a quiet place to “attend” class, to the greatest extent possible.
 - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
 - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- **Position Your Camera Properly:** Be sure your webcam is in a stable position and focused at eye level.
- **Limit Your Distractions/Avoid Multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- **Use Appropriate Virtual Backgrounds:** If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

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/>

Plagiarism

Plagiarism means that you have appropriated material that someone else said or wrote and presented it as your own. Plagiarism and other acts of academic dishonesty will not be tolerated under any circumstances. Plagiarism will not be tolerated and is a serious offense. All references must be cited. Penalties for plagiarism range from an F in the course to expulsion from the university. Students suspected of plagiarism will be reported to the Office of Judicial Affairs for disciplinary action. For more information please see <http://tutorials.sjlibrary.org/plagiarism/>.

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) <http://www.sjsu.edu/aec/> to establish a record of their disability.

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 area, 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 the SJSU Writing Center on Facebook.

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Course Schedule

The schedule is subject to change with fair notice. Changes to the schedule will be sent via Canvas notifications.

Week	Date	Topics and Readings	Assignment Deadlines
Week 1	Tues 8/23	Introduction & Course Overview	
Week 1	Thurs 8/25	Communicating Across Borders: The World of Englishes <i>Readings:</i> <ul style="list-style-type: none"> • McCusker, Carloyn and Rhaina Cohen. 2021. "Tower Of Babble: Nonnative Speakers Navigate The World Of 'Good' And 'Bad' English." <i>NPR</i>. • Sorrel, Charlie. 2016. "On The Internet, The World's Diversity Of Languages Is Completely Absent." <i>Fast Company</i>. • Watch- "Writing Across Borders" (First 17 minutes) https://media.oregonstate.edu/media/0_v4s6xtpp 	
Week 2	Tues 8/29	Communicating Across Borders: Writing as a Process & Sharing Stories <i>Readings:</i> <ul style="list-style-type: none"> • Brazier, Chris. October 2016. Breaching the Borders. <i>New Internationalist</i>; Oxford Iss. 496, 13-15. • Watch: Adichie, Chimamanda Ngozi. 2009. "The Danger of a Single Story" TEDGlobal, 18:34, https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en. • Stubbs, Ben. 2022. "COVID Changed Travel Writing. Maybe That's Not a Bad Thing." <i>The Conversation</i>. 	
Week 2	Thurs 8/31	Communicating Across Borders: Brainstorming Purpose Statements <i>Readings:</i> <ul style="list-style-type: none"> • Creswell, John W. and J. David Creswell. 2018. <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i>, 5th ed. Thousand Oaks, CA: Sage Publications., Chapter 6, Purpose Statements. 	Communicating Across Borders: Purpose Statement due (in-class submission)
Week 3	Tues 9/6	Communicating Across Borders: Beginning Research & Interpreting Research Articles	

Week	Date	Topics and Readings	Assignment Deadlines
		<p><i>Readings:</i></p> <ul style="list-style-type: none"> • Watch- “Evaluating Sources for Credibility” https://www.youtube.com/watch?v=PLTOVoHbH5c&t=4s • “Critically Analyzing Information Sources: Critical Appraisal and Analysis.” Cornell University. https://guides.library.cornell.edu/critically_analyzing 	
Week 3	Thurs 9/8	<p>Communicating Across Borders: Citing Your Research and Staying Organized</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Elshater, Abeer and Hisham Abusaada. July 2022. “Citing blogs in academic publications: lessons from urban planning in COVID.” <i>The Conversation</i>. • Nolan, Ruari, Peter Taylor, Aarthi Rao, Howard Eissenstat, Eun-Ju Kim, Bonnie Glaser, Tsuneo Akaha, et al. “The Big Question: Setting Boundaries: How Should Borders be Drawn?” <i>World Policy Journal</i> 30, no. 1 (2013): 3–8. http://www.jstor.org/stable/43290388. 	<p>Prior to class: Check out Mendeley and Zotero</p> <p>If you are not already using a citation manager watch this workshop on Zotero: https://www.youtube.com/watch?v=hm81918EGUE&t=4s</p>
Week 4	Tues 9/13	<p>Communicating Across Borders: Defining Terms & Relevant Information</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Creswell, John W. and J. David Creswell. 2018. <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 5th ed. Thousand Oaks, CA: Sage Publications., Chapter 5, Introductions</i> • C.C. 2014. “How Google represents disputed borders between countries.” <i>The Economist</i>. 	
Week 4	Thurs 9/15	<p>Communicating Across Borders: Voice and the Peer Review Process</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • “Tips for Peer Feedback” • Draxler, Bridget. 2017. “Social Justice in the Writing Center.” <i>The Peer Review</i>. http://thepeerreview-iwca.org/issues/braver-spaces/social-justice-in-the-writing-center/ 	Communicating Across Borders Draft due
Week 5	Tues 9/20	Communicating Across Borders: Peer Review Session	Peer Review Feedback Due (in-class submission)

Week	Date	Topics and Readings	Assignment Deadlines
Week 5	Thurs 9/22	<p>Communicating Across Borders: Responding to Reviews with Grammar, Style, and Syntax</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> Sword, Helen. 2012. "Seven Secrets of Stylish Academic Writing." <i>The Conversation</i>. 	Communicating Across Borders Revision Plan due (in-class submission)
Week 6	Tues 9/27	<p>Grant Writing 101</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> "Elements of a Grant Proposal". http://www.hotwinds.com/Grant_Prop.html "Writing a Fellowship Proposal" https://funding.yale.edu/applying/writing-fellowship-proposal "Grant Proposals (or Give Me the Money!)". https://writingcenter.unc.edu/tips-and-tools/grant-proposals-or-give-me-the-money/ 	
Week 6	Thurs 9/29	<p>Grant Proposal Writing: Needs Statements</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> Alam, Shahidul. August 2007: "The Majority World Looks Back." <i>New Internationalist</i>, 4-9. May 2022. "Please Continue to Not Sponsor this Child." <i>New Internationalist</i>, 60-62 Barney, Timothy. March 2022. "Maps Show – and Hide – Key Information About Ukraine War." <i>The Conversation</i>. 	Grant Proposal Need Statement due (in-class submission)
Week 7	Tues 10/4	<p>Grant Proposal Writing: Action Plans</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> Sachs, Jeffrey. 2013. "Writing the Future." <i>Project Syndicate</i>. Verdier, Valérie, Olivier Dangles, Philippe Charvis, and Philippe Cury. February 2021. "Changing the way we conduct research: advocating for sustainability science." <i>The Conversation</i>. 	Grant Proposal Action Plan due (in-class submission)
Week 7	Thurs 10/6	<p>Grant Proposal Writing: Goals & Objectives</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> Transforming our world: the 2030 Agenda for Sustainable Development. https://sdgs.un.org/2030agenda 	Grant Proposal Goals & Objectives due (in-class submission)

Week	Date	Topics and Readings	Assignment Deadlines
Week 8	Tues 10/11	<p>Grant Proposal Writing: Using Visuals</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> Langton, Samuel. November 2019. "Even the most beautiful maps can be misleading." <i>The Conversation</i>. MacPherson-Krutsky, Carson. July 2020. "3 questions to ask yourself next time you see a graph, chart or map." <i>The Conversation</i>. Drakopoulos, Lauren and Shefali Juneja Lakhina. August 2018. "How 'story maps' redraw the world using people's real-life experiences." <i>The Conversation</i>. 	Grant Proposal Draft due
Week 8	Thurs 10/13	Grant Proposal Writing: Peer Review Session	Peer Review Feedback Due (in-class submission)
Week 9	Tues 10/18	<p>Resumes & Cover Letters</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> "Resume & Cover Letter Guide." SJSU. Farrell, Alison. 2017. "Dear Sir/Madam — How to Write a Winning Cover Letter." <i>The Conversation</i>. <p>Watch:</p> <ul style="list-style-type: none"> "The Purpose of a Resume." SJSU Career Center. "Formatting Your Resume." SJSU Career Center. "Purpose of a Cover Letter." SJSU Career Center. "Format and Organization." SJSU Career Center. "How to Write a Standout (and Outstanding) Cover Letter." SJSU Career Center. 	<ol style="list-style-type: none"> Grant Proposal Revision Plan due Resume & Cover Letter Draft due (in-class submission)
Week 9	Thurs 10/20	Resumes & Cover Letters: Peer Review Session	Peer Review Feedback Due (in-class submission)
Week 10	Tues 10/25	<p>Global Advocacy: Types of Argument</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> Farrell, Henry and Finnemore, Martha. Nov/Dec2013. "The End of Hypocrisy". <i>Foreign Affairs</i>. Vol. 92 Issue 6, p22-26. 5p. Cohen, Michael A. Mar/Apr2014. "Hypocrisy Hype". <i>Foreign Affairs</i>. Vol. 93 Issue 2, p161-163. 3p. Farrell, Henry and Finnemore, Martha. Mar/Apr2014. "Farrell and Finnemore Reply". <i>Foreign Affairs</i>. Vol. 93 Issue 2, p163-165. 3p. 	

Week	Date	Topics and Readings	Assignment Deadlines
Week 10	Thurs 10/27	Global Advocacy: Mapping Your Argument <ul style="list-style-type: none"> • Watch- Wagner, Hazel. “Want to learn better? Start mind mapping.” TEDxNaperville. • Linford, John. 2013. “Essay Planning: Visual Mapping” San José State University Writing Center. 	Global Advocacy Argument Map due (in-class submission)
Week 11	Tues 11/1	Global Advocacy: Constructing an Argument <i>Readings:</i> <ul style="list-style-type: none"> • Elliot, Kevin. November 2017. “Rather than being free of values, good science is transparent about them.” <i>The Conversation</i>. • Gambrell, Peter. 2009. “Effective Argumentation: Premises and Conclusions”. San José State University Writing Center. 	Global Advocacy Draft due
Week 11	Thurs 11/3	Global Advocacy: Peer Review Session	Peer Review Feedback Due (in-class submission)
Week 12	Tues 11/8	Reports from the field: Interviews <i>Readings:</i> <ul style="list-style-type: none"> • Yow, Valerie. “Interviewing techniques and strategies” <i>The Oral History Reader</i>. (2015). Ch. 11. United Kingdom: Taylor & Francis. • Watch- Graham R Gibbs. “How to do a research interview.” 	Global Advocacy Revision Plan due
Week 12	Thurs 11/10	Reports from the field: Research Questions <i>Readings:</i> <ul style="list-style-type: none"> • Moulthrop, Dan. 2015. “The Art Of Asking Questions.” TEDxSHHS. 	Reports from the Field Research Questions due (in-class submission)
Week 13	Tues 11/15	Reports from the field: Technical Writing <i>Readings:</i> <ul style="list-style-type: none"> • Patton, Michael Quinn. 2011. <i>Essentials of Utilization-Focused Evaluation</i>, Chapter 15. • Salem, Mahmoud, Anatoly Liberman, Thomas Hylland Eriksen, Saksith Saitasombut, Lee Bollinger, Adewale Maja-Pearce, Nazifullah Salarzai, Julia Hanne, and Leah Greenbaum. “The Big Question: Abusing Language: When Should Language be Restricted?” <i>World Policy Journal</i> 29, no. 1 (2012): 3–6. http://www.jstor.org/stable/41510485. 	Reports from the Field Draft due

Week	Date	Topics and Readings	Assignment Deadlines
Week 13	Thurs 11/17	Reports from the field: Peer Review Session	Peer Review Feedback Due (in-class submission)
Week 14	Tues 11/22	Portfolio Presentations: Preparing for Presentations <i>Readings:</i> <ul style="list-style-type: none"> • Nutor, Jerry John. April 2020. “Scientists must share research findings with participants. Here’s why.” <i>The Conversation</i>. • An Overview of Effective Speaking • PowerPointers • Wineburg, Sam. 2004. “Must It Be This Way? Ten Rules for Keeping Your Audience Awake During Conferences.” 	Reports from the Field Revision Plan due
Week 15	Tues 11/29	Portfolio Presentations	
Week 15	Thurs 12/1	Portfolio Presentations	
Week 16	Thurs 12/6	Portfolio Presentations	
Final	Weds 12/14	Online Submission of Final Portfolio	Final Portfolio Due

Recommended Writing/Research Resources

- Becker, Howard S. 1998. *Tricks of the Trade: How to Think about Your Research While You’re Doing It*. Chicago: University of Chicago Press.
- Becker, Howard S. 2007. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book or Article*, 2nd ed. Chicago: University of Chicago Press.
- Bullock, Richard, Michal Brody, and Francine Weinberg. 2014. *The Little Seagull Handbook*, 2nd ed. New York: W. W. Norton & Co.
- Creswell, John W. 2015. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 5th ed. Upper Saddle River, NJ: Pearson.
- Creswell, John W. and Vicki L. Plano Clark. 2011. *Designing and Conducting Mixed Methods Research Design*, 2nd ed. Thousand Oaks, CA: Sage Publications.
- Garner, Bryan A. 2016. *Garner’s Modern American Usage.*, 4th ed. New York: Oxford University Press.
- Graff, Gerald and Cathy Birkenstein. 2014. *They Say / I Say: The Moves that Matter in Academic Writing*, 3rd ed. New York: W.W. Norton & Co.
- Hoffman, Gary and Glynis Hoffman. 2011. *Adios, Strunk and White: A Handbook for the New Academic Essay*, 5th ed. Huntington Beach, CA: Verve Press.
- Hughes, Christina. 2007. “Feminist Research Methods: A Collection of Articles Drawn from the *International Journal of Social Research Methodology*” Available at <http://explore.tandfonline.com/page/bes/tsrm-vsi-feminist-methods>
- Ravitch, Sharon M. and Matthew Riggan. 2016. *Reason & Rigor: How Conceptual Frameworks Guide Research*. Thousand Oaks, CA: Sage Publications.
- Weston, Anthony. 2009. *A Rulebook for Arguments*, 4th ed. Indianapolis: Hackett Publishing.

Williams, Joseph M. and Joseph Bizup. 2013. *Style: Ten Lessons in Clarity and Grace*, 11th ed. New York: Pearson Longman.