

# ENVS 100W-01: Environmental Research & Writing – Fall 2015

## Environmental Studies Department San José State University

<b>Instructor:</b>	Shannon Bane
<b>Office Location:</b>	WSQ 115A
<b>Telephone:</b>	I don't have an office phone, sorry.
<b>Email:</b>	shannon.bane@sjsu.edu -This is the best way of reaching m, although you should be aware that I only check my emails once a day, and not on weekends until Sunday.
<b>Class Website:</b>	All course materials can be found on Canvas
<b>Office Hours:</b>	Tu 11:00-12:00, and by appointment
<b>Class Days/Time:</b>	Tu/Th noon-1:15pm (section 1), 1:30-2:45pm (section 4)
<b>Classroom:</b>	Clark 234 (both sections)
<b>Prerequisites:</b>	ENGL 1B, Completion of Core GE, satisfy Writing Skills Test, Upper division standing, declared Environmental Studies major
<b>GE/SJSU Studies Category:</b>	Z

### Course Description

In this course, you will develop advanced research and writing skills. We will focus on the drafting of a research question, the gathering and categorizing of support data and arguments, document organization, and paper development. You learn to be a good writer by writing, reading, and practicing. In this course, we will work on each of these areas in the context of both technical and general audiences.

### Course Goals and Student Learning Objectives

In written communication II courses, students will develop advanced proficiency in college-level writing and appropriate contemporary research strategies and methodologies to communicate effectively to both specialized and general audiences.

GE Student Learning Objective:

- SLO1: Refine the competencies established in Written Communication 1A and 1B
  - SLO1-1A: Perform essential steps in writing process, use correct grammar, form clear thesis statement (Assignments 1-8)
  - SLO1-1B: Locate/evaluate supporting materials, identify key terms/concepts, select effective/efficient methods for information retrieval, synthesize ideas from multiple readings, construct effective arguments (Assignments 1-8)

- SLO2: express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse (Assignments 1 and 8)
- SLO3: organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources (Assignments 1, 9, 11)
- Other: Writing (8000 words)—Feedback and Practice (Assignments 1-8)
- Other: Reading—Models of Research Excellence (Assignments 5 and 6)
- Other: Discipline Specific Writing Standards (Assignments 1 and 7)
- Other: Issues of Diversity (Student-specific topics for Assignment 1 may be pursued)

### **Texts/Readings**

Both the required and recommended textbooks are available at the SJSU bookstore or at <http://www.amazon.com>.

#### Required:

Turabian, Kate. 2013. *A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition (Chicago Guide to Writing, Editing, and Publishing)*. University of Chicago Press. ISBN-13: 978-0-226-81638-8 (paper), ISBN-13: 978-0-226-81639-5 (ebook). \*\* You will be responsible for knowing and implementing the style of this book in your papers.

#### Optional:

Lunsford, Andrea A. n.d. *The Everyday Writer*. Bedford St. Martin's. ISBN

### **Other Readings**

Other readings will be handed out in class or available on Canvas throughout the semester.

### **Classroom Protocol**

You are expected to be present and punctual for every class session, to participate respectfully in discussions. Computers may be used to take notes, but not for email/internet. Cell phones should be turned off during class, with an exception for parents who may receive emergency calls. I expect that you will come prepared to talk, write, and think critically about the readings assigned for each class period. This means you must complete assigned reading before class (you'll miss 95% of what we're talking about if you try to skim in class).

### **Dropping and Adding**

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. <http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html> . Information about late drop is available at <http://www.sjsu.edu/sac/advising/latedrops/policy/> . You should be aware of the current deadlines and penalties for adding and dropping classes.

## Assignments and Grading Policy

### Assignments

Writing assignments for this class cover a variety of styles, lengths, and approaches. Writing frequently is the best way to improve your writing craft, and so you will be completing both formal and informal writing assignments on a regular basis. The following list of assignments may look long, but many of the assignments are designed as steps to aid you in writing the final research paper (boldface type in the following table).

Assignment	Requirement	Points
1* <b>Research Paper (3 drafts)</b>	2,500+ words	500
2 <b>Passions</b>	500+ words	40
3* <b>Research Question (2 drafts)</b>	250 words	50
4 <b>Annotated Bibliography- Background</b>	Complete	50
5 <b>Annotated Bibliography- Peer-Review</b>	Complete	60
6 <b>Library</b>	Complete	50
7 <b>Critical Review</b>	600-800 words	50
8* <b>Outline (2 drafts)</b>	Complete	100
9* <b>Powerpoint (2 drafts), Presentation</b>	Complete	100
10 Resume & Cover Letter	2-3 pages	50
11 Op/Ed	150 words	50
Quizzes		60
Peer Reviews & Evaluation	6 total	160
<b>Total</b>		<b>1,320</b>

Some formal assignments will require you to submit your work using the turnitin.com feature on our class Canvas website. Directions for each assignment must be read carefully so you know how to turn in your assignments (hard copy vs electronic submission). Assignments due in hard copy are due at the beginning of class; assignments due via Canvas are often not due until midnight. Please check specific instructions for each assignment. Files must be in .doc, .docx, or .pdf format. Several assignments are submitted in multiple drafts or multiple parts. Explicit directions will be included in the instructions for those assignments.

Assignments marked with an asterisk (\*) will be used for in-class peer review; you must bring 1 **printed copy** to class on the dates when they are due (instructions will be included with your assignment). These assignments are due at the beginning of class, and due dates are noted in the class schedule.

All assignments must be typed. If you do not have access to a computer at home, you may use the following campus resources: Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Computers are also available in the Martin Luther King Library.

**Late Assignment Policy:** Assignments have specific instructions and due dates. They are posted on Canvas. You are responsible for making sure that you understand the requirements and due dates of each assignment, including when and where to turn them in. Anything not turned in per instructions will be considered late. Late assignments will be accepted with a 20% deduction until the end of the next class period, by hand or via email. Assignments more than 1 class period late will not be accepted.

### In-Class Assignments

Readings will be discussed in-class the day they are due (as noted in the class schedule). In-class assignments can only be completed on the day they are administered. No make-ups.

### **Letter Grades:**

**\*\* Please note the following change to grading in 100W classes (and please keep track of the points you earn in this class so you are aware of your grade at all times):**

**University Policy S11-5 (<http://www.sjsu.edu/senate/S11-5.htm>) took effect the Spring 2012 semester. The key resolved clause: [The] ABC/NC grading [will] be replaced by full letter grading (A-F) for all 100W courses, retaining the need for all such courses to be passed with a C or better (C- not accepted) when satisfying the CSU Graduation Writing Assessment Requirement.**

**A.** The grade of A is appropriately given to students whose preparation for and execution of all course assignments has been consistently thorough and thoughtful. These students have earned 90% or more of the available points in class. In addition, by the end of the quarter, students who earn an A are consistently producing work that is ambitiously and thoughtfully conceived, conscious of the demands of a particular assignment, purposeful, effectively developed, and effectively edited.

**B.** The grade of B is appropriately given to students who have satisfactorily completed all class assignments, although some of these efforts may have been more successful than others. These students have earned 80% or more of the available points in class. By the end of the quarter, students who earn a B are consistently producing work that is competent in that they meet the demands of assignments, have a clear purpose, are sufficiently developed, and are accurately edited.

**C.** The grade of C is appropriately given to students who have fulfilled course requirements although, in some instances, minimally so. These students have earned 70% or more of the available points in class. By the end of the quarter, students who have earned a C have provided sufficient evidence that they can produce focused, purposeful writing that satisfies the demands of an assignment, is adequately developed, and is carefully edited although, in some instances, achieving that standard depended on multiple revisions. **\*\* Note: a grade of C- (70-72%) will not allow you to “pass” the course for graduation requirements.**

**D and F.** D and F grades will be given to students whose work has been unsatisfactory in some significant ways; they have not completed all the course requirements and/or their essays have not yet achieved the level of competency required to satisfy the GE Z requirement. D scores are (60-69%); F scores are (50-59%). **\*\* Note: a grade of D or F will not allow you to “pass” the course for graduation requirements.**

### **Library Liaison**

Peggy Cabrera is our liaison for Environmental Studies. Reach her at: [peggy.cabrera@sjsu.edu](mailto:peggy.cabrera@sjsu.edu) or via the MLK Library website.

### **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. This can be a source of great help. <http://www.sjsu.edu/writingcenter>

## **University Policies**

### **Academic integrity**

You should know that the University's Academic Integrity Policy is available at [http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require 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 website for Student Conduct and Ethical Development is available at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

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 in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 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 DRC (Disability Resource Center) to establish a record of their disability.

### **Policy S12-3 regarding Definition of the Credit Hour**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

### **Policy S12-7 regarding Consent for Recording of Class and Public Sharing of Instructor Material**

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.

- Video recordings may not be taken of this class.
- Audio recordings are permissible, but may not be reproduced or distributed.

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.

# ENVS 100W: Environmental Research and Writing, Spring 2015

## Tentative Course Schedule

In-class assignments are not listed, but are included in each class. Topics, readings, assignment due dates are subject to change, depending on the needs of the course. Changes to this schedule will be announced in class.

Date	Topics	Readings – Before Class	Assignments
Th 8/20	Introduction & Course Overview; Lecture 1: Writing as a Process	Ch 1 & 7	Start: Research Paper (Assign 1) and Passions (Assign 2)
Tu 8/25	Lecture 2: How to Develop a Research Question and Write a Thesis Statement	Ch 2 & 5	Start: Research Question (Assign 3) <b>Due online: Passions (Assign 2)</b>
Th 8/27	Lecture 3: Turabian Style; <b>Peer Review: Research Question</b>	Ch 8, 15, 18, 19	Start: Annotated Bibliography- Background (Assign 4) <b>Due hard copy: Research Question (1<sup>st</sup> draft) (Assign 3)</b>
Tu 9/1	Lecture 4: Reading Research Articles	Ch 4	Start: Annotated Bibliography- Peer-Reviewed Literature (Assign 5); Critical Review (Assign 6)
Th 9/3	Meetings: Research Question Help		
Tu 9/8	Meetings: Research Question Help		<b>Due online: AnnBib-Background (Assign 4)</b>
Th 9/10	<b>Library Day: Searching for Sources</b>		Start: Library Assignment (Assign 7);
Tu 9/15	Meetings: Research Question Help		
Th 9/17	Meetings: Research Question Help		<b>Due online: Critical Review (Assign 6)</b>
Tu 9/22	Lecture 5: Outlines	Ch 4 & 8	Start: Outline (Assign 8) <b>Due hard copy: Library (Assign 7)</b> <b>Due online: Research Question (Final Draft) (Assign 3)</b>
Th 9/24	Lecture 6: Document Organization and Paper Development	Ch 12	<b>Due online: AnnBib-Peer (Assign 5)</b>
Tu 9/29	How to Peer Review; <b>Peer Review: Outline</b>	Ch 3	<b>Due hard copy: Outline (1<sup>st</sup> draft)(Assign 8)</b>
Th 10/1	Lecture 7: Interpreting and Explaining Data	Part III	
Tu 10/6	Lecture 8: Grammar, Style, and Syntax, part 1		
Th 10/8	Lecture 9: How to Write an Intro Paragraph	Ch 11 & 12	<b>Due online: Outline (Final draft)(Assign 8)</b>
Tu 10/13	TBD		
Th 10/15	<b>Peer Review: Research Paper</b>		<b>Due hard copy: Research Paper (1<sup>st</sup> draft) (Assign 1)</b>
Tu 10/20	Lecture 10: Revising		
Th 10/22	Lecture 11: Preparing Powerpoint Presentations		Start: Powerpoint Presentation (Assign 9) and Op/Ed (Assign 10)
Tu 10/27	Meetings: Review 1 <sup>st</sup> Drafts		
Th 10/29	Meetings: Review 1 <sup>st</sup> Drafts	Ch 13	
Tu 11/3	Meetings: Review 1 <sup>st</sup> Drafts		
Th 11/5	Meetings: Review 1 <sup>st</sup> Drafts		<b>Due online: Op/Ed (Assign 10)</b>
Tu 11/10	Meetings: Review 1 <sup>st</sup> Drafts (if needed)		
Th 11/12	<b>Peer Review Powerpoint Presentations</b>		<b>Due hard copy: Powerpoint Presentation (1<sup>st</sup> draft) (Assign 9)</b>
Tu 11/17	<b>Peer Review: Research Paper</b>		<b>Due hard copy: Research Paper (2<sup>nd</sup> draft) (Assign 1)</b>
Th 11/19	Lecture 12: Resume Writing	Handout	Start: Resume (Assign 11)
Tu 11/24	<b>Powerpoint Presentations</b>		<b>Due hard copy: Powerpoint Presentation (Final draft) (Assign 9)</b>
Th 11/26	<b>No Class- Thanksgiving</b>		
Tu 12/1	<b>Powerpoint Presentations</b>		<b>Due hard copy: Resume (Assign 11)</b>
Th 12/3	<b>Powerpoint Presentations</b>		
Tu 12/8	<b>Powerpoint Presentations</b>		<b>Due online: Research Paper (Final draft) (Assign 1)</b>