

**San José State University**  
**Department of Kinesiology**  
**KIN 100W, Section 01, Writing Workshop**  
**Spring 2021**

<b>Instructor:</b>	Daniel Bohigian
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<b>Phone:</b>	408-924-3010
<b>Office Hours:</b>	Tuesday and Thursday, 1:15 PM - 2:30 PM
<b>Class Days/Time:</b>	Monday and Wednesday, 7:30 AM - 8:45 AM
<b>Classroom:</b>	Online - Zoom - Synchronous (See course schedule for recorded asynchronous lectures/assignment walkthroughs)
<b>Prerequisites:</b>	(a) Grade of C or better (C- not accepted) in Area A3 (Critical Thinking and Writing), (b) Passage of the Writing Skills Test (WST) or ENGL/LLD 1A with a C or better (C- not accepted), (c) Upper division standing (60 units), (d) Completion of Core GE
<b>GE/SJSU Studies Category:</b>	Area Z

### **Course Description**

Advanced skills in writing. Development of writing style and creation of organized, persuasive, and analytical prose. Generalized and specialized forms of writing. GE Area: Z Prerequisite: A3 or equivalent second semester composition course (with a grade of C- or better); Completion of core GE, satisfaction of Writing Skills Test and upper division standing. KIN 70 for major/minors only or instructor consent. Allowed declared major: kinesiology.

**Remember:** KIN 100W Must be passed with C or better to satisfy the CSU Graduation Writing Assessment Requirement (GWAR).

## **Canvas Learning Management System and SJSU One**

All course materials can and will be found on the Canvas Learning Management System (<https://sjsu.instructure.com>). Be sure to consistently and actively check Canvas for announcements, assignment specifics and templates, assignment commentary and feedback, and posted grades. You are responsible for regularly checking Canvas and the messaging system through SJSU ONE. Also, feel free to send me messages through Canvas. Email is not the only effective means of communication for this course.

## **General Education Learning Objectives (GELOs)**

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. Written Communication II should reinforce and advance the abilities developed in Written Communication IA and IB, and broaden and deepen these to include mastery of the discourse particular to the discipline in which the course is taught. Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments or distinct academic units.

Students are expected to write complete essays that demonstrate college-level proficiency. Students will be able to:

**(GELO 1)** Produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression.

**(GELO 2)** Explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.

**(GELO 3)** Organize and develop essays and documents for both professional and general audiences.

**(GELO 4)** Organize and develop essays and documents according to appropriate editorial and citation standards.

**(GELO 5)** Locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.

### **Kinesiology Undergraduate Degree Student Program Learning Outcomes (PLOs)**

**(PLO 1)** Students will be able to explain, identify, and/or demonstrate the theoretical and/or scientific principles that can be used to address issues or problems in the sub-disciplines in kinesiology.

**(PLO 2)** Students will be able to effectively communicate in writing (clear, concise, and coherent) on topics in kinesiology.

**(PLO 3)** Students will be able to effectively communicate through an oral presentation (clear, concise, and coherent) on topics in kinesiology.

**(PLO 4)** Students will be able to utilize their experiences across a variety of health related and skill-based activities to inform their scholarship and practice in the sub disciplines in kinesiology.

**(PLO 5)** Students will be able to identify and analyze social justice and equity issues related to kinesiology for diverse populations.

### **Course Learning Outcomes (CLOs)**

Upon successful completion of KIN 100W, students will be able to:

**(CLO 1)** Perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).

**(CLO 2)** Express, explain, analyze, develop, and criticize ideas effectively.

**(CLO 3)** Use correct grammar, syntax, mechanics, and citation of sources at a college level of sophistication.

**(CLO 4)** Write for different audiences, both specialized and general.

**(CLO 5)** Use, locate, analyze, and evaluate, supporting materials, including independent library research.

**(CLO 6)** Synthesize ideas encountered in multiple readings.

**(CLO 7)** Construct effective arguments.

**(CLO 8)** Express, explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.

**(CLO 9)** Organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.

### **Required Texts/Readings**

American Psychological Association (2020). *Concise guide to APA Style* (7th ed.).

<https://doi.org/10.1037/0000173-000>

To purchase from the SJSU bookstore:

[https://sjsu.bncollege.com/shop/BNCB\\_TextbookDetailView?displayStoreId=65133&urlRequestType=Base&catalogId=10001&productId=600009188352&langId=-1&partNumber=MBS\\_2312297&storeId=65133&sectionId=99060729&item=N](https://sjsu.bncollege.com/shop/BNCB_TextbookDetailView?displayStoreId=65133&urlRequestType=Base&catalogId=10001&productId=600009188352&langId=-1&partNumber=MBS_2312297&storeId=65133&sectionId=99060729&item=N)

### **Optional Supplemental Texts**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

To purchase from the SJSU bookstore:

[https://sjsu.bncollege.com/shop/BNCB\\_TextbookDetailView?displayStoreId=65133&urlRequestType=Base&catalogId=10001&productId=600009131313&langId=-1&partNumber=MBS\\_2303636&storeId=65133&sectionId=99060729&item=N](https://sjsu.bncollege.com/shop/BNCB_TextbookDetailView?displayStoreId=65133&urlRequestType=Base&catalogId=10001&productId=600009131313&langId=-1&partNumber=MBS_2303636&storeId=65133&sectionId=99060729&item=N)

### **Additional Course Materials**

Other course materials, including lecture notes/slides, instructional handouts, and assignment prompts and templates will be posted on Canvas when applicable. See course schedule for additional information.

### **Kinesiology Department Library Liaison**

Adriana Poo [adriana.poo@sjsu.edu](mailto:adriana.poo@sjsu.edu)

### **Course Protocol**

1. Since much of the learning occurs during in-class discussions and exercises, it is vital that students attend class. You will be working with your peers and along with your instructor during class.
2. Make-up quizzes and/or submitting late assignment will not be an option, unless documented, severe, or compelling circumstances arise.
3. Assignments are expected by the posted due-date. Late assignments will be penalized a letter-grade immediately (i.e. From an "A" to an "B") and an additional half-letter grade per day late after the initial missing of deadline (i.e. From a "B" to a "B-"). Assignments not submitted within 5 days of the original posted due date will not be accepted unless documented, severe, or compelling circumstances arise, or if you have documented arrangements with the AEC.
4. Email correspondence should include your full name and the class you are inquiring about (KIN 100W Section 01). For policy or assignment questions, please check the syllabus and/or Canvas prior to sending a message to the instructor.
5. All materials must be original works of the student. Plagiarism will not be tolerated. Be honest.

### **Zoom Protocol**

\*Remember: This course will be taught synchronously for the majority of the semester, meaning lectures, quizzes, and group exercises will take place during scheduled and posted class days and times (Monday and Wednesday, 7:30AM - 8:45 AM). Synchronous lectures will not be recorded and posted as a result. See course schedule for dates regarding asynchronous/recorded lectures.

Zoom links for each class meeting will be sent through the Canvas messaging system the day prior (e.g., Zoom link will be sent out Tuesday for a Wednesday class meeting) until the last day to drop the course (Monday, February 15). A recurring Zoom meeting will be set up thereafter. If technical difficulties arise, message/email me as soon as possible.

### **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 (<https://www.sjsu.edu/senate/docs/S12-7.pdf>) 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 in order to participate in Zoom classes. SJSU has a free equipment loan program available for students. For more, visit the following: <https://www.sjsu.edu/it/services/academic-tech/equipment-loaning/index.php>.

Students are responsible for ensuring that they have access to reliable WiFi during tests. If students are unable to secure reliable WiFi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See Learn Anywhere website for current WiFi options on campus: <https://www.sjsu.edu/learnanywhere/>

### **Zoom Classroom Etiquette**

1. Mute your microphone: To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
2. Be mindful of background noise and distractions: Find a quiet place to attend class, to the greatest extent possible.

3. Avoid video setups where people may be walking behind you, people talking/making noise, etc.
4. Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
5. Position your camera properly: Be sure your webcam is in a stable position and focused at eye level.
6. 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).
7. If using a virtual background, it should be appropriate and professional and should not suggest or include content that is objectively offensive or demeaning.

## **Assignments and Grading Policy**

### ***General Assignments***

Quizzes (2 quizzes worth 15 points each)	30 points (18%)
Topic Proposal	5 points (3%)
Critique of Scholarly Scientific Literature	5 points (3%)
Annotated Bibliography	30 points (18%)
Outline	5 points (3%)
Abstract Writing Exercise (“Oversized vs Standard Racquets”)	5 points (3%)
Final Scholarly Literature Review	50 points (30%)

### ***In-Class Group Exercises (Synchronous)***

12 assignments - 3 points each (1.8%) - 36 points total (22%)

Group Exercise 1 - *Concise Guide Chapter to APA Style*: Chapter 2 material

Group Exercise 2 - *Concise Guide to APA Style*: Chapter 3 material

Group Exercise 3 - *Concise Guide to APA Style*: Chapter 8 material

Group Exercise 4 - Annotated Bibliography Scavenger Hunt

Group Exercise 5 - Annotated Bibliography Audit and Peer Review

Group Exercise 6 - *Concise Guide to APA Style*: Chapters 4 & 5 material  
Group Exercise 7 - Introduction and Method Section Scavenger Hunt  
Group Exercise 8 - Introduction and Method Section Audit and Peer Review  
Group Exercise 9 - Findings Section Scavenger Hunt  
Group Exercise 10 - Findings Section Audit and Peer Review  
Group Exercise 11 - Conclusion and Abstract Section Audit and Peer Review  
Group Exercise 12 - Final Literature Review Draft Audit and Peer Review

**Total Points Available:** 166

**Grading Scale:** Traditional 100-90-80-70-60-50 scale with plus and minuses: 87% is B+, 72% is C-, etc.

A+ 97% -100%  
A 93% - 96%  
A- 90% - 92%  
B+ 87% - 89%  
B 83% - 86%  
B- 80% - 82%  
C+ 77% - 79%  
C 73% - 76%  
C- 70% - 72%  
etc.

**Note:** “.5” and above in final grade calculations are rounded-up.

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

**Remember:** Assignments are expected by the posted due-date. Late assignments will be penalized a letter-grade per day late (i.e. From an “A” to an “B”). Assignments not submitted within 5 days of the original posted due date will not be accepted unless documented, severe, or compelling circumstances arise, or if you have documented arrangements with the AEC.



## **Assignment and Quiz Specifics**

### **Quizzes (15 points each - 30 points total)**

\*NOTE: Lockdown browsers and proctoring software will not be used for the course. Quizzes are open book and open note. Adopt and demonstrate academic and general personal integrity while taking quizzes. Be honest and take ownership of your academics. Quizzes will be taken through Canvas.

**Quiz 1** will cover material from chapters 2 and 3 of the *Concise Guide to APA Style*

**Quiz 2** will cover material from chapters 4, 5, 8, and 9 of the *Concise Guide to APA Style*

Satisfies PLO 1 & 2

### **Topic Proposal (5 points)**

A complete topic proposal will be roughly 2-3 pages in length and will require you to clarify the scope of your research. You will propose initial research questions, explain your personal connection to the topic itself, and offer preliminary thesis statements. A template and further details will be posted on Canvas.

Length: roughly 2-3 pages

Satisfies PLO 1, 2, & 4

### **Critique of Scientific Literature (5 points)**

You will write a critique of a scholarly peer-reviewed article related to your research topic. Consider the assignment a preview of expectations for the annotated bibliography assignment. A template and further details will be posted on Canvas.

Length: roughly 2-3 pages

Satisfies PLO 1, 2, & 4; GELO 2

### **Annotated Bibliography (30 points)**

You will submit an annotated bibliography for **10 scholarly peer-reviewed sources** published within the past 10 years. Primary sources are preferred. Avoid citing secondary sources too often. Web sites are not acceptable unless they are online versions of print academic journals, .gov's, or .org's. For each source, include a correct APA reference citation. Under each reference citation, provide a paragraph of roughly 8 - 10 sentences that: (a) summarizes the

research question/main argument of the source; (b) relays essential results, conclusions, and implications of the research; (c) compares and/or contrasts the source to another specific source in the bibliography (weave source to another in your annotated bibliography); and (d) offers a general evaluation of the source itself. Further details will be posted on Canvas.

Length: roughly 7-10 pages

Satisfies PLO 1, 2, 4, & 5; GELO 4

### **Outline (5 points)**

You will produce an alphanumeric outline of your entire paper, start to finish. It is required that you include the major points you intend to make and use complete sentences rather than key words. A complete outline will cover details for each of the 4 main sections of your paper: introduction, method, findings, and conclusion. A template and further details will be posted on Canvas.

Length: roughly 3-4 pages

Satisfies PLO 1, 2, 4, & 5; GELO 5

### **Abstract Writing Exercise (5 points)**

You will write the abstract for the single-experiment study entitled “Oversized vs. Standard Racquets: Does it Really Make a Difference?” Points will be based on clarity, brevity, inclusion of key details from the study itself, grammar, punctuation, and proper APA format. The abstract being submitted for this assignment is NOT the abstract being written for your own final paper. The article and detailed information on the assignment will be posted on Canvas.

Length: 1 paragraph

Satisfies PLO 1, 2, & 4

### **In-Class Group Exercises (3 points each - 12 assignments - 36 total points available)**

\*NOTE: Group exercises that are not draft audits/peer review will be turned in via Canvas by a single group member with individual member names reflected on the assignment itself. Credit will be applied manually. Draft audits/peer review templates will be turned in via file upload on Canvas for each individual student. Groups will be assigned randomly through break-out rooms on Zoom. In-class group assignments are due immediately at the end of the applicable class.

**General Group Exercises (3 points each - 4 assignments - 12 points total)**

General group exercises will ask you to identify and fix issues in writing based off specified chapters of the *Concise Guide to APA Style*. Fill in the blank, short answer questions, and longer form questions will be included. Prompts and templates will be posted on Canvas.

Satisfies PLO 1, 2, 3, 4, & 5

**Draft Audits and Peer Review (3 points each - 5 assignments - 15 points total)**

The annotated bibliography and each section of your paper will call for an objective self-audit of your work along with peer-reviewing a minimum of three to four (depending on group size) other writing samples from others in class. The peer-review process is an essential element of scholarly writing, so I expect thorough attention to detail, commentary, suggestions, and participation. Peer review sessions will be your primary means of receiving feedback, critique, and praise for drafts of major writing assignments. Students must come prepared for peer review sessions with complete work to share. Prompts, templates, and rubrics will be posted on Canvas.

Satisfies PLO 1, 2, 3, 4, & 5

**Introduction Section and Method Section Draft Peer Review Expectations**

A complete and thorough introduction section will include, but is not limited to, a clear establishing of context and background information regarding your research, along with offering a clear and focused thesis statement. A complete and thorough method section will detail the research process, along with offering key terms, journals titles, and number of articles referenced, etc. A working reference section is required. Further details will be clarified in class and posted on Canvas as we progress through the semester.

Length: roughly 2-3 pages

Satisfies PLO 1, 2, 3, 4, & 5

**Findings Section Draft Peer Review Expectations**

A complete and through findings section will include, but is not limited to, four distinct and informative subsections, along with effective in-text citations, objective weaving of sources, and objective detailing of specifics. Subjective evaluation, subjective commentary, or personal opinion is appropriate for the literature review section if applied correctly. A working references

list is required. Further details will be clarified in class and posted on Canvas as we progress through the semester.

Length: roughly 3-5 pages

Satisfies PLO 1, 2, 3, 4, & 5

### ***Conclusion Section and Abstract Section Draft Peer Review Expectations***

A complete and thorough conclusion section will include, but is not limited to, a clear statement of support or non-support of your thesis, along with disclosure of limitations in research (yours or the scientific field in general). Forecasting statements/directions for future research, along with objective evaluation and subjective evaluation, commentary, and citable/corroborated personal opinion is welcome in the conclusion. A complete and thorough abstract section will offer a comprehensive “preview” of the contents of your scholarly literature review. A working references section is required. Further details will be clarified in class and posted on Canvas as we progress through the semester.

Length: roughly 2-3 pages

Satisfies PLO 1, 2, 3, 4, & 5

### ***Final Literature Review Draft Peer Review Expectations***

A near-complete draft of your entire paper, from title page to references list, is expected of you in order to participate in the final peer review session of the semester. You are to include a refined title page, abstract, introduction section, method section, findings section, and conclusion sections, along with a complete references list. See the “Final Scholarly Literature Review” details below for additional information. Prompts and templates will be posted on Canvas.

Length: 9-12 pages

Satisfies PLO 1, 2, 3, 4, & 5

### ***Scavenger Hunts (3 points each - 3 assignments - 9 points total)***

The three “scavenger hunt” assignments are designed to test your knowledge regarding the expectations and requires of the annotated bibliography assignment; along with the introduction and method sections and the findings section of your literature review. Prompts and templates will be posted on Canvas.

Satisfies PLO 1, 2, 3, & 4

### **Final Scholarly Literature Review (50 points - Final Examination/Culminating Experience)**

The final scholarly literature review must include the following:

1. 9-12 pages of text, **not including** the title page and references pages.
2. A focused and thoughtful research question and thesis that involves challenging significant research.
3. Integration of multicultural and interdisciplinary considerations and perspectives.
4. A synthesis of information from a wide range of relevant sources, both print and electronic, relevant to the thesis, balanced, and critically evaluated for credibility and objectivity.
5. Logical organization with unity developed from the thesis and clear connections among ideas.
6. Researcher's own ideas integrated smoothly with summarized, paraphrased and quoted material (if necessary), and all conclusions clearly supported by relevant, convincing evidence.
7. Effectively communicated the results of research to convey an original understanding (researcher's voice) with clear, unified concluding ideas.
8. Demonstration of clear writing that exhibits mostly proper grammar, word choice, spelling, and consistently accurate APA format and citation style.
9. A *minimum* of 10 scholarly, peer reviewed, academic sources cited in the references section and cited/addressed/discussed within the literature review (.gov's and .org's are appropriate to supplement the discussion).

Length: **9 - 12 pages of text** (will be more literal pages including the title page and reference pages)

Satisfies PLO 1, 2, 4, & 5; GELO 1, 2, 4, & 5

### **Additional Assignment Feedback Protocol**

I suggest preparing two forms of documentation for each of your assignments: a Google doc and a Word doc. Ultimately, you will be submitting a word doc or PDF for your assignments on Canvas. However, in order to efficiently answer questions in real time, a Google doc should be

prepared, enabling the student to ask specific questions for specific parts of assignments. For example, regarding the section-specific drafts of the literature review, I expect clear and direct questions shall they arise throughout the process. I will be unable to simply look over your entire paper, but I am available to answer specific questions throughout the semester.

## San José State University Policies

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

### KIN 100W / Writing Workshop - Spring 2021 Course Schedule

If necessary, changes to course material or assignment due dates will be communicated with prior notice.

Week/ Module	Date	Topics, Assignments, Deadlines	Concise Guide (CG) Readings/ Additional Materials
1	1/27 W	<b>Lecture</b> - Course Syllabus, Introduction, and Expectations  <b>Workshop</b> - Research Topic Brainstorm	Course syllabus posted on Canvas
2	2/1 M	<b>Lecture</b> - <i>Concise Guide to APA Style</i> Chapter 1: Student Paper Types, Elements, and Format	CG pp. 1-32
	2/3 W	<b>Workshop</b> - SJSU Library Research and RefWorks Tutorial	Library & RefWorks handout posted on Canvas

<b>Week/ Module</b>	<b>Date</b>	<b>Topics, Assignments, Deadlines</b>	<b>Concise Guide (CG) Readings/ Additional Materials</b>
3	2/8 M          2/10 W	<p><b>Lecture</b> - Evaluating and Reading Scholarly Articles</p> <p><b>Workshop</b> - Topic Proposal</p> <p><b>Lecture</b> - <i>Concise Guide to APA Style</i> Chapter 2: Writing Style and Grammar</p> <p><b>Topic Proposal due via file upload on Canvas by 11:59 PM</b></p>	<p>Guide posted on Canvas</p> <p>Prompt posted on Canvas</p> <p>CG pp. 33-53</p>
4	2/15 M          2/17 W	<p><b>Group Exercise 1</b> - <i>Concise Guide to APA Style</i> Chapter 2 Material:</p> <p>Active vs. passive voice, agreement, subordinate conjunctions, and parallel construction.</p> <p><b>Lecture</b> - <i>Concise Guide to APA Style</i> Chapter 3: Bias-Free Language Guidelines</p> <p><b>Workshop</b> - Critique of Scientific Literature</p>	<p>CG pp. 33-53</p> <p>Prompt posted on Canvas</p> <p>CG pp. 55-80</p>
5	2/22 M          2/24 W	<p><b>Group Exercise 2</b> - <i>Concise Guide to APA Style</i> Chapter 3 Material:</p> <p>Reducing bias in language - age, disability, gender, racial and ethnic identify, sexual orientation, and socio-economic status.</p> <p><b>Critique of Scientific Literature due via file upload on Canvas by 11:59 PM</b></p> <p><b>Quiz 1 (On Canvas)</b> - <i>Concise Guide to APA Style</i> Chapters 2 &amp; 3 Material</p>	<p>Prompt posted on Canvas</p> <p>CG pp. 55-80</p>

Week/ Module	Date	Topics, Assignments, Deadlines	Concise Guide (CG) Readings/ Additional Materials
6	3/1 M	<b>Lecture</b> - <i>Concise Guide to APA Style</i> Chapter 8: Works Credited In Text	CG pp. 173-210
	3/3 W	<b>Group Exercise 3</b> - <i>Concise Guide to APA Style</i> Chapter 8 Material:  Summarizing, paraphrasing, in-text citations, narrative citations, and parenthetical citations.	CG pp. 173-210  Prompt posted on Canvas
7	3/8 M	<b>Asynchronous/Recorded Lecture</b> - <i>Concise Guide to APA Style</i> Chapter 9: Reference List & <i>Concise Guide to APA Style</i> Chapter 10: Reference Examples	CG pp. 211-242 & CG pp. 243-299
	3/10 W	<b>Asynchronous/Recorded Lecture</b> - Annotated Bibliography Essentials  <b>Lecture</b> - <i>Concise Guide to APA Style</i> Chapter 4: Punctuation, Lists, and Italics & <i>Concise Guide to APA Style</i> Chapter 5: Spelling, Capitalization, and Abbreviations	Prompt posted on Canvas  CG pp. 81-97 & CG pp. 99-117
8	3/15 M	<b>Group Exercise 4</b> - Annotated Bibliography Scavenger Hunt	Prompt posted on Canvas
	3/17 W	<b>Group Exercise 5</b> - Annotated Bibliography Audit and Peer Review	Prompt posted on Canvas
9	3/22 M	<b>Lecture</b> - <i>Concise Guide to APA Style</i> Chapter 6: Numbers and Statistics & <i>Concise Guide to APA Style</i> Chapter 7: Tables and Figures	CG pp. 119-129 & CG pp. 131-172
	3/24 W	<b>Group Exercise 6</b> - <i>Concise Guide to APA Style</i> Chapters 4 & 5 Material:  Punctuation, italics, spelling, capitalization, and abbreviations  <b>Quiz 2 (on Canvas)</b> - <i>Concise Guide to APA Style</i> Chapters 4, 5, 8, & 9 Material.  <b>Annotated Bibliography is due via file upload on Canvas by 11:59 PM</b>	CG pp. 81-97 & CG pp. 99-117  Prompt posted on Canvas



<b>Week/ Module</b>	<b>Date</b>	<b>Topics, Assignments, Deadlines</b>	<b>Concise Guide (CG) Readings/ Additional Materials</b>
10	3/29 M	<b>Spring Recess - No Class</b>	
	3/31 W	<b>Spring Recess - No Class</b>	
11	4/5 M	<b>Workshop</b> - Outline Assignment	Prompt posted on Canvas
	4/7 W	<b>Asynchronous/Recorded Lecture</b> - Introduction and Method Section Essentials	Prompt posted on Canvas
12	4/12 M	<b>Group Exercise 7</b> - Introduction and Method Section Scavenger Hunt	Prompt posted on Canvas
	4/14 W	<b>Group Exercise 8</b> - Introduction and Method Section Draft Audit and Peer Review	Prompt posted on Canvas
13	4/19 M	<b>Asynchronous/Recorded Lecture</b> - Findings Section Essentials	Prompt posted on Canvas
	4/21 W	<b>Group Exercise 9</b> - Findings Section Scavenger Hunt	Prompt posted on Canvas
14	4/26 M	<b>Group Exercise 10</b> - Findings Section Audit and Peer Review	Prompt posted on Canvas
	4/28 W	<b>Workshop</b> - Abstract Writing Exercise <i>Abstract writing exercise is due via file upload on Canvas by 11:59 PM</i>	Prompt posted on Canvas
15	5/3 M	<b>Asynchronous/Recorded Lecture</b> - Conclusion and Abstract Section Essentials	Prompt posted on Canvas
	5/5 W	<b>Open Q and A</b> - Come prepared with any questions in anticipation of the final draft of your literature review.	

Week/ Module	Date	Topics, Assignments, Deadlines	Concise Guide (CG) Readings/ Additional Materials
16	5/10 M	<b>Group Exercise 11</b> - Conclusion and Abstract Section Audit and Peer Review	Prompt posted on Canvas
	5/12 W	<b>Workshop</b> - Final Literature Review Construction	Prompt posted on Canvas
17	5/17 M	<b>Group Exercise 12</b> - Final Literature Review Draft Audit and Peer Review	Prompt posted on Canvas
	5/24 M	<b>Final Examination Period</b> - 7:15 AM - 9:30 AM  <i><b>Your complete and final literature review is due via file upload on Canvas by 9:30 AM</b></i>	