

**San José State University**  
**CASA/Department of Kinesiology**  
**KIN 100W, Writing Workshop, Section 5, Fall 2017**

<b>Instructor:</b>	Matt Crockett
<b>Office Location:</b>	SPX 170
<b>Telephone:</b>	650-759-7798
<b>Email:</b>	matt.crockett@sjsu.edu
<b>Office Hours:</b>	Tuesdays/Thursdays 11am-12pm
<b>Class Days/Time:</b>	Tuesdays & Thursdays, 1:30pm – 2:45pm
<b>Classroom:</b>	SH 242
<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

**MySJSU & Canvas Learning Management System**

All course materials can be found on the Canvas Learning Management System, which can be accessed at <http://www.sjsu.instructure.com>. You are responsible for regularly checking Canvas and the messaging system through MySJSU.

**Course Description**

Advanced skills in writing. Development of advanced writing skills and creation of organized, persuasive and analytical prose. The course will involve generalized and specialized forms of writing. Students will be required to practice writing skills in a variety of in- and out-of-class assignments, culminating in a scholarly review of literature. Oral presentations will also be required.

**Course Goals and Student Learning Objectives**

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 peculiar 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 shall write complete essays that demonstrate college-level proficiency. Students shall be able to:

(SLO 1). produce discipline-specific written work that demonstrates upper-division proficiency in: language use, grammar, clarity of expression

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

(SLO 3). organize and develop essays and documents for both professional and general audiences

(SLO 4). organize and develop essays and documents according to appropriate editorial and citation standards

(SLO 5). locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing

### **Department Statement of Core Values**

The faculty and staff of the Department of Kinesiology adopt the following Core Values in support of our overall mission:

- Physically active and healthy lifestyles
- Efficacy of human movement
- Quality programs, curriculum, teaching, research, and service
- Regard for high academic standards
- Mutual support, shared responsibility and collegiality in the workplace
- Collaboration between and respect for our subdisciplines
- Democratic governance
- Equity, fairness, and social justice
- Sensitivity to diversity
- Life/work balance

### **Undergraduate Degree Student Program Learning Outcomes**

(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.

## Objectives for SJSU Studies - Area Z:

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

- a. perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).
- b. express (explain, analyze, develop, and criticize) ideas effectively.
- c. use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.
- d. write for different audiences (both specialized and general).
- e. use (locate, analyze, and evaluate) supporting materials, including independent library research.
- f. synthesize ideas encountered in multiple readings.
- g. construct effective arguments.
- h. express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.
- i. organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.

## Course Objectives

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

- a. write with brevity and precision of expression.
- b. recognize and produce different styles and levels of writing.
- c. write in business letter format.
- d. prepare a resume and cover letter.
- e. locate and effectively use appropriate resources.
- f. write a cohesive expository response with correct grammar and punctuation.
- g. write an abstract for a journal article.
- h. critique a journal article.
- i. write an article for a professional publication using APA format.

## Required Texts/Readings

### Textbooks

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Hacker, D. (2012). *Rules for writers* (7th ed.). Boston: Bedford/St. Martin's.

### Other Readings

Other course reading materials, including various articles and short instructional handouts, are available via Canvas.

### Usage of technology

Students are encouraged to bring laptops and tablets for use during in-class exercises and peer-editing/writing. However, electronic devices should be used only for class-related activities. Should students use these devices

in a distracting manner – such as surfing social media or watching videos – they may be asked to leave the classroom immediately. Further disruptions will be reported to the SJSU Office of Student Conduct and Ethical Development.

## **Kinesiology Department Library Liaison**

Adriana Poo is the library liaison for the KIN department. You can reach her at 408-808-2019 or [Adriana.poo@sjsu.edu](mailto:Adriana.poo@sjsu.edu).

## **Course Requirements and Assignments**

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

Students will write a 3-4-page critique of a peer-reviewed study related to the student's final paper topic. The critique should briefly summarize the study in the student's own words before analyzing the study's components in light of the student's research topic. This should include critical discussion of the study's rationale, methodology, results, and overall conclusions. Additional details can be found on Canvas.

### **Topic Proposal (10%)**

Students will write a 3-4-page description of their proposed topic for the final literature review paper. The proposal should adequately explain and justify the research question with a short discussion of existing literature. Additionally, students should discuss why this topic was chosen and where/how legitimate sources will be found. Additional guidelines on this assignment can be found on Canvas.

Satisfies learning objectives a, b, c, e, and f

### **Annotated Bibliography (10%)**

Students will write an annotated bibliography for at least 12 scholarly sources published within the past 10 years. Done correctly, this assignment will serve as the research backbone of the final literature review. For each source, include a correct APA reference citation. Under each reference citation, write a paragraph of 5-10 sentences that: 1) summarizes the main argument of the source; 2) relays the implications of the research; 3) identifies the intended audience; 4) compares and/or contrasts the source to another, *specific*, source in the bibliography; 5) explains how this source will be helpful in answering your research question. Additional guidelines can be found on Canvas.

Satisfies learning objectives a, b, c, e, and f

### **Outline (10%)**

Students will write a detailed plan that will help organize ideas before the actual writing begins. Rather than specify a particular format for the outline, please choose one that works for your particular writing process and learning style. However, it is required that you include the major points you intend to make and use complete sentences rather than key words. Additional guidelines can be found on Canvas.

Satisfies learning objectives a, b, c, e, and f

### **Abstract (5%)**

Students will write an APA-formatted abstract for an assigned article. The abstract should be a one-paragraph, self-contained summary of the most important elements of the paper. Additional guidelines can be found on Canvas.

Satisfies learning objectives a, b, c, d, g, and i

### **Drafts of Scholarly Research Paper (5%)**

Prior to submission of the final paper, students will participate in two in-class editing workshops. During the first workshop, students are required to submit a polished draft of the first 5-6 pages of their final paper, and participate in peer editing. During the second workshop, students are required to submit the remaining 5-6 pages of their final paper, and participate in peer editing.

### **Scholarly Literature Review (20%)**

Students will write a 12-15-page scholarly paper summarizing and analyzing research on a specific topic related to Kinesiology. Papers must contain discussion of at least 20 academic sources. Papers must be in complete APA format. This is the culminating assignment for this class and therefore should incorporate work produced during previous assignments, including your topic proposal, annotated bibliography, outline, and paper drafts 1/2. Additional details can be found on Canvas.

Satisfies learning objectives a, b, c, d, e, f, g, h, and i

### **Presentation (10%)**

At the end of the semester each student will give an 8-10 minute PowerPoint presentation summarizing the main findings in your research paper. You should not attempt to present a comprehensive review of your paper, as that would take too long and be overly cumbersome. Rather, present only the most important points from your research and provide some practical recommendations and implications. Additional details can be found on Canvas.

Satisfies student learning objectives a, b, c, d, e, f, g, h, and i

### **Resume & Cover Letter (10%)**

Students will write a cover letter and a resume for a specific real-world job announcement. Find a job or internship posting by searching relevant job-posting sites, beginning with the SJSU Career Center. You may also search job boards specific to your chosen career field, such as the National Strength and Conditioning Association or American Physical Therapy Association. Once you have found a job listing, prepare a 1-page cover letter and a 1-page resume tailored to that specific job.

Satisfies student learning objectives a, b, c, d, e, f, g, h, and i

### **In-class Writing Exercises (10%)**

Students will participate in and complete a series of in-class exercises throughout the semester. Depending on the exercise, students may work in small-groups, as a whole class, or as individuals. Students must be present and participate in the exercise to receive credit. Because of the frequency of these exercises, late or make-up assignments will not be allowed.

Satisfies student learning objectives a, b, c, d, f, g, h, and i

### **Take Home Final Examination (5%)**

As this is a writing course, students will be asked to submit a 3-4-page research proposal as the final exam instead of sitting for a multiple choice test in class. The research proposal should discuss the design of an original study that the student could potentially conduct based on the knowledge accrued during the literature review process. This should include a succinct statement of the problem or question that the researcher is

seeking to answer, related background information from 5 scholarly journal articles, proposed methods of experimentation, and a hypothesis. Additional guidelines can be found on Canvas.

Satisfies learning objectives a, b, c, d, e, f, g, h, and i

### Grading Breakdown

Your Grade in this course will be determined by the following:

Topic Proposal	10%
Annotated Bibliography	10%
Outline	10%
Critique of Scientific Literature	5%
Abstract	5%
Final paper Draft #1	2.5%
Final Paper Draft #2	2.5%
Final Paper	20%
Presentation	10%
Resume & Cover Letter	10%
In-class Exercises/Quizzes	10%
Take Home Final Exam	5%

This course will be taught as a workshop. This means students and instructor will work one-on-one at times and in small groups. To succeed in this course, you will need to attend class on a regular basis and participate during in-class discussions and exercises.

### Final Grades

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

A plus	97-100%	A	93-96%	A minus	90-92%
B plus	87-89%	B	83-86%	B minus	80-82%
C plus	77-79%	C	73-76%	C minus	70-72%
D plus	67-69%	D	63-66%	D minus	60-62%
		F	Below 60%		

### Classroom Protocol

Students are expected to be courteous to fellow students and the instructor. This includes: being seated and ready to go when class starts; actively engaging in class discussions and lectures; and avoiding distracting behaviors, such as texting or social media. Students who are disruptive may be asked to leave and may be referred to the SJSU Office of Student Conduct and Ethical Development.

Policies regarding submission of assignments:

1. All submissions must be original works of the student and typed with text and references in APA format. Papers are to be used for this class only. Any suspicion of plagiarism, whether intentional or accidental, will be treated with the utmost seriousness.

2. NO ASSIGNMENTS WILL BE ACCEPTED ELECTRONICALLY. If it is not in my hands or in the box in the KIN office, it does not exist. I may ask students to upload specific assignments to Canvas for processing through the “Turn-It-In” service, but a duplicate hard copy is always required.
3. Assignments are due at the beginning of class on the assigned date.
4. NO PAPERS WILL BE ACCEPTED MORE THAN ONE WEEK LATE. For example, if an assignment is due on Tuesday, students will have only until the following Tuesday to submit a late assignment for reduced credit. Late assignments will be penalized 1/3 of a letter grade per day.
5. Only under extreme circumstances will an “incomplete” grade be assessed. “I’ve had a tough semester” will not cut it.

### 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](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>”

## KIN 100W, Fall 2017, Section 5

### Course Schedule

**(Subject to change with fair notice)**

<u>Day</u>	<u>Topic</u>	<u>Reading</u>	<u>Assignments Due</u>
Thursday, 8/24	Course Introduction; Research and Writing basics	APA Manual: 3-11	
Tuesday, 8/29	Exercise #1: Research Questions	Styles, Matthews, & Comfort (2015) Mierzwinski, Velija, & Malcom (2014)	
Thursday, 8/31	Developing a topic	APA Manual: 21-59	

Tuesday, 9/5	Exercise #3: Rationale & Purpose	Reid, Elliot, & Crespo (2013)	<b>Exercise #2: Topic Proposal Brainstorm</b>
Thursday, 9/7	Critiquing Literature	Willis et al. (2012)	
Tuesday, 9/12	APA style basics: Organization, Style, Common errors, etc.	APA Manual: 61-86; RFW: 60-58	<b>Critique of peer-reviewed research</b>
Thursday, 9/14	Style Basics Cont. Exercise #4: Style edits	King et al. (2015); RFW: 111-179	
Tuesday, 9/19	Review style Edits		
Thursday, 9/21	Discuss Annotated Bibliography APA references Exercise #5: Citation exercise	APA Manual: 169-193	<b>Topic Proposal</b>
Tuesday, 9/26	Proposal Workshop; finish class with at least 5 potential sources saved		
Thursday, 9/28	Annotated Bibliography Exercise #6		
Tuesday, 10/3	Grammar (parts of speech, sentence structure, modifiers)	Common Grammer Mistakes Sheet	<b>Source List (12 citations) plus first 2 annotations</b>

Thursday, 10/5	Grammar (modifiers & word choice)	For reference: RFW 179-250	
Tuesday, 10/10	Exercise #7: Grammar Quiz in Teams		
Thursday, 10/12	Bibliography Workshop		
Tuesday, 10/17	Effective Outlining	RFW: 420-456	<b>Annotated Bibliography</b>
Thursday, 10/19	Citing Source Material Exercise #8: To quote or not to Quote	"Quoting and paraphrasing"	
Tuesday, 10/24	Abstracts		<b>Outline</b>
Thursday, 10/26	Business Writing	APA manual: 125-166	
Tuesday, 10/31	Business Writing		<b>Abstract</b>
Thursday, 11/2	Exercise #9 Mock Interview	RFW: 412-417	<b>Resume/Cover letter</b>

Tuesday, 11/7	Exercise #10: Original research		
Thursday, 11/9	Final requirements for paper & presentation		
Tuesday, 11/14	Editing Workshop	APA Manual: 225-243	<b>Draft #1 Due (Pgs. 1-7)</b>
Thursday, 11/16	Editing Workshop		<b>Draft #2 Due (Pgs. 8-15)</b>
Tuesday, 11/21	<b>Presentations</b>		
<b>Thursday, 11/23</b>	<b>THANKSGIVING</b>	<b>NO CLASS</b>	<b>NO CLASS</b>
Tuesday, 11/28	<b>Presentations</b>		
Thursday, 11/30	<b>Presentations</b>		
Tuesday, 12/5	<b>Presentations</b>		

Thursday, 12/7	<b>Presentations</b>		<b>Final Paper Due</b>
<b>Friday, December 15</b>	<b>TAKE HOME FINAL "EXAM" DUE ON CANVAS</b>	See Final Exam Guidelines on Canvas: Proposal for Original Research	