

**San José State University**  
**Department of Kinesiology**  
**KIN 100W, Writing Workshop, Section 06, Fall 2017**

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<b>Office Hours:</b>	Monday and Wednesday, 7:45 AM - 8:45 AM (also by appt.)
<b>Class Days/Time:</b>	Monday and Wednesday, 9:00 AM - 10:15 AM
<b>Classroom:</b>	Hugh Gillis Hall 124
<b>Prerequisites:</b>	Grade of C or better in English 1B; completion of Core GE, satisfaction of Writing Skills Test, and upper division standing.
<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. Note: Must be passed with C or better to satisfy the CSU Graduation Writing Assessment requirement (GWAR).

### **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 sub-disciplines
- 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**

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

American Psychological Association. (2010). *Mastering APA Style: Student's Workbook and Training Guide* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

KIN 100w Course Reader - Posted on Canvas

NOTE: Please bring your blue APA manual and orange APA workbook to class every day. We refer to both often throughout the semester.

### **Optional Texts**

Manhard, S.J. (1998). *The Goof Proofer*. New York: Fireside.

A comprehensive dictionary and college-level thesaurus are recommended.

### **Kinesiology Department Library Liaison**

Adriana Poo

Email: [ariana.poo@sjsu.edu](mailto:ariana.poo@sjsu.edu)

### **Classroom Protocol**

1. Since much of the learning in class occurs during in-class discussions, it is vital that students attend class.
2. Make-up exams will not be given except in cases of serious documented illness or unforeseen emergencies.
3. Promptness is required to maintain a positive and productive learning atmosphere.
4. Papers are expected by the class meeting time on the due-date. Late papers will be penalized one half letter-grade per day late (i.e. From an "A" to an "A-").
5. In-class & homework assignments may not be made up unless there are serious and compelling circumstances.
6. Please put away cell phones (and switch them to silent) – use of these devices during class time is not appropriate. **NOTE:** if you use a tablet for note taking/drafting, use will be allowed.
7. Laptops will only be permitted for class related activities – if computers are not being used for classroom activities, you will be asked to discontinue use. **NOTE:** I highly, highly suggest bringing your laptop to every class meeting. We do a significant amount of work in class.

8. Email correspondence should include your full name and the class you are inquiring about (KIN 100W). For policy or assignment questions, please check the syllabus first before sending a message to the instructor.
9. All materials must be original works of the student and typed with text and references in APA format.

## **Assignments and Grading Policy**

**Your grade in this course will be determined by the following: Total Points Available - 180**

Topic Proposal	10 points
Annotated Bibliography	20 points
Outline	10 points
Problem statement	10 points
Abstract	10 points
Final Paper Drafts (x3 - 10 points each )	30 points
Final Paper	50 points
Resume and cover letter	10 points
Presentation	10 points
Midterm	20 points

There will be no make-ups allowed for any missed examination. Assignments will not be accepted late except in cases of documented “extreme” emergency. See the course calendar for special dates.

The course will be taught as a workshop. This means students and instructor will work one-on-one at times and in small groups. Your work will be reviewed by your peers often. Be sure to bring your laptop (or any other device you draft your work on) to each meeting, since the majority of your work is done in class.

## **Assignment and Test Specifics**

### ***Topic Proposal (10 points)***

This assignment should be 2-4 pages in length and address the following questions: 1) What is your research question? *Is it problematic?* 2) What is your personal relationship to this question? *What drew you to this question? How will your relationship to it affect your research and writing process?* 3) What is the larger significance of your topic? *Who or what could benefit from your research?* 4) How will your topic address/include multicultural perspectives? 5) What research

sources will you use and where will you find them? *Will you need to look outside of the MLK Library? Who, specifically, are the key experts you'll need to cite?*

Length: 2-4 pages. Satisfies student learning objectives a, b, c, e, and f.

### ***Annotated Bibliography (20 points)***

Submit an annotated bibliography for **10 scholarly sources** published within the past 10 years. Web sites are not acceptable unless they are online versions of print academic journals. It must also include 3 .gov or non-profit websites. For each source, include a correct APA reference citation. Under each reference citation, provide a paragraph of 5-8 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.

Length: 5-6 pages. Satisfies student learning objectives a, b, c, e, and f.

### ***Outline (10 points)***

The purpose of this assignment is to come up with a plan for your paper that will help you organize your thoughts before you begin writing. You are required to 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*** (don't just list the general concepts you will cover, articulate what you plan to say about those concepts).

Length: 2-4 pages. Satisfies student learning objectives a, b, c, e, and f.

### ***Problem Statement (10 points)***

Students are required to write the introduction of an empirical article which must include the statement of the problem, related background information from two scholarly and empirical journal articles, a problem statement, and a hypothesis. Points will be based on organization, logic, clarity, grammar (includes use of active voice), punctuation, and APA format. Detailed information on this assignment will be provided.

Length: 2-4 pages. Satisfies student learning objectives a, b, c, d, e, f, g, h, and i.

### ***Abstract (10 points)***

Students must write an abstract for an empirical, scholarly journal article. Points will be based on clarity, organization, brevity (includes use of abbreviations), grammar (includes use of active voice), punctuation, and APA format. Detailed information will be provided. **NOTE:** the abstract

being submitted is NOT the abstract being written for your own final paper. Detailed information on this assignment will be provided.

Length: 1 paragraph. Satisfies student learning objectives a, b, c, d, g, and i.

***Drafts of Scholarly Research Paper (10 points each /30 points total)***

The **first draft** (3 pages of text) of the final research paper must contain the following:

1. A working cover/title page.
2. A working introduction, complete with a clear, working thesis statement.
3. A working forecasting statement,
4. Clearly defined section headings and in text citations
5. A working references page.
6. 3 pages of text, **not** including the cover/title page and working references page.

To receive credit for this draft, a hard copy must be submitted in class during the peer review session. **NOTE:** For each element of the draft that is left incomplete, or not included in the draft at all, a full point deduction will result. **Example:** a first draft submitted without a title page or a working reference page, with only 2 pages total of text, will immediately be docked -3 points.

The **second draft** (5-7 pages of text) must contain the following:

1. A refined cover/title page.
2. A refined introduction section, complete with a clear, refined thesis statement.
3. A working methods section
4. A working results section.
5. An expanded and refined working references page and an updated forecasting statement.
6. 5-7 pages of text, **not** including the cover/title page and working references pages.

To receive credit for this draft, a hard copy must be submitted in class during the peer review session. **NOTE:** For each element of the draft that is left incomplete, or not included in the draft at all, a full point deduction will result.

The **third draft** (7-9 pages of text), must contain the following.

1. A finalized cover/title page
2. A working abstract.
3. A refined introduction section, complete with a clear, finalized thesis statement.
4. A refined methods section.
5. A refined results section.
6. A working discussion section, complete with a working conclusion.
7. A refined references page.
8. 7-9 pages of text, **not** including the cover/title page, the working abstract, and reference pages.

To receive credit for this draft, a hard copy must be submitted in class during the peer review session. **NOTE:** For each element of the draft that is left incomplete, or not included in the draft at all, a full point deduction will result.

### ***Scholarly Research Paper (50 points)***

The final research paper must include the following:

1. 9-12 pages of text, **not including** the title page, abstract 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 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 paraphrased and quoted material, 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.

Length: **9 - 12 pages of text** (will be more literal pages including the title page, abstract, and reference pages) Satisfies student learning objectives a, b, c, d, e, f, g, h, and i.

### ***Presentations (10 points)***

All students are required to present their research project on the last day of class. Presentations must be roughly 3 minutes in length (give or take 15 seconds) and must address what they discovered in the research and how they contributed to the academic discourse surrounding their topic.

Points and grading will be based on effective communication of the following:

1. Appropriate **length of presentation** - minimum 2 minutes and 45 seconds, maximum 3 minutes and 15 seconds. A full point deduction will result if the presentation does not fit within specified time frame.
2. Clear and thorough explanation of the **research question**.
3. Clear and thorough explanation of the **thesis**.
4. Clear and thorough explanation of the **support or non-support of your thesis** yielded by your research and results- was your prediction correct or incorrect?



5. A clear statement on what the **future holds** for your research itself - what ought to be done moving forward?

**NOTE:** For each element of the presentation that is not addressed, or not included in the presentation at all, a full point deduction will result.

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

### ***Midterm Examination (20 points)***

The midterm exam will require an 882 - E scantron form and a No. 2 pencil. Students are responsible for all material assigned in the book and presented in lecture. The examinations will be based on both lecture and book material. The midterm is open note and open book. Electronic devices will not be allowed.

### ***Resume and Cover Letter Assignment (10 points)***

Students must write a cover letter and a resume, which are specific to a job announcement. Points will be based on organization, clarity, brevity, grammar (including use of action verbs), punctuation, and marketing effectiveness.

Satisfies student learning objectives a, b, c, d, and g.

### **Grading**

Traditional 90-80-70-60 scale with plus and minuses: 88 is B+, 72 is C-, etc.

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

Example: A final tally of 87.5% rounds-up to 88%, a B+, whereas a final score of 87.4% will *not* be rounded up, and will result in a B for the course.

### **San José State 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. For more information on general university policies, visit the following link:

<http://www.sjsu.edu/gup/syllabusinfo>

## KIN 100W / Writing Workshop - Fall 2017 Course Schedule

Changes to course material or assignment due dates, if applicable, will be communicated with prior notice.

Week	Date	Topics, Assignments, Deadlines	APA Manual Reading
1	8/23 W	Introduction and Expectations	
	8/28 M	APA Manual Chapter 1: Writing for the Behavioral and Social Sciences	Pg. 1 - 20
2	8/30 W	<b>Library Research Tutorial - King Library, Room 217</b>	
	9/4 M (No Class)	<b>Labor Day Holiday - No Class</b>	
3	9/6 W	<b><i>Topic Proposal is Due</i></b>  APA Manual Chapter 1: Writing for the Behavioral and Social Sciences	Pg. 1 - 20
	9/11 M	APA Manual Chapter 2: Manuscript Structure and Content	Pg. 21 - 60
4	9/13 W	APA Manual Chapter 2: Manuscript Structure and Content	Pg. 21-60
	9/18 M	<b><i>Problem Statement Due</i></b>  APA Manual Chapter 3: Writing Clearly and Concisely	Pg. 61 - 86
5	9/20 W	APA Manual Chapter 3: Writing Clearly and Concisely	Pg. 61-86
	9/25 M	<b>In Class Annotated Bibliography Workshop</b>  APA Manual Chapter 7: Reference Examples	Pg. 193-224
6	9/27 W	APA Manual Chapter 4: The Mechanics of Style	Pg. 87 - 124
	10/2 M	APA Manual Chapter 4: The Mechanics of Style	Pg. 87 - 124

<b>Week</b>	<b>Date</b>	<b>Topics, Assignments, Deadlines</b>	<b>APA Manual Reading</b>
7	10/4 W  10/9 M	<b>In Class Annotated Bibliography Workshop - Peer Review</b>  APA Manual Chapter 7: Reference Examples & APA Manual Chapter 6: Displaying Results  <i>Annotated Bibliography Due</i>  APA Manual Chapter 6: Displaying Results	Pg. 169 - 192 Pg. 193 - 224     Pg. 193 - 224
8	10/11 W  10/16 M	<b>Midterm Review</b>  Be sure to bring in your APA Manual and APA Workbook!  <i>Midterm Examination</i>  Bring an 882 - E scantron and a No. 2 pencil	
9	10/18 W  10/23 M	<b>In Class Outline and Thesis Drafting Worksop</b>  <b>In Class Workshop - Outline Editing/Peer Review</b>  Bring in a hard copy rough draft of your outline!	
10	10/25 W  10/30 M	<i>Outline is Due</i>  <b>In Class Abstract Workshop</b>  <i>Abstract is Due</i>  APA Manual Chapter 8: The Publication Process	Pg. 225-253
11	11/1 W  11/6 M	<i>Resume and Cover Letter Due</i>  APA Manual Chapter 8: The Publication Process  <b>In Class First Draft Workshop</b>	Pg. 225 - 253
12	11/8 W  11/13 M	<i>First Draft of Paper is Due</i>  In Class Workshop - Peer Review  <b>In Class Draft Editing: First Draft</b>	

<b>Week</b>	<b>Date</b>	<b>Topics, Assignments, Deadlines</b>	<b>APA Manual Reading</b>
13	11/15 W	APA Manual Chapter 2: Manuscript Structure and Content (Review)	Pg. 21 - 60
	11/20 M	APA Manual Chapter 3: Writing Clearly and Concisely (Review)	Pg. 61 - 86
14	11/22 W (No Class)	<b>Thanksgiving Holiday - No Class</b>	
	11/27 M	<b><i>Second Draft of Paper is Due</i></b> In Class Workshop - Peer Review	
15	11/29 W	<b>In Class Draft Editing: Second Draft</b>	
	12/4 M	<b><i>Third Draft of Paper Due</i></b> In Class Workshop - Peer Review	
16	12/6 W	<b>In Class Draft Editing: Third Draft</b>	
	12/11 M (Last Class)	<b>Last Class Meeting - In Class Final Paper Workshop</b> Come in with questions focused on polishing your final paper!	
17	12/18 M (Final)	<b>Final Exam Period   7:15 AM– 9:30 AM</b> <b><i>Final Paper is Due &amp; In Class Presentations</i></b>	