

WRITING IN THE MAJOR
Pols100w – Fall 2016
San José State University



Where have you seen this before?

INSTRUCTOR: Professor Lawrence Quill

LECTURE TIMES: 9:00-10:15AM

LECTURE LOCATION: HGH 116

COURSE WEBSITE: CANVAS

OFFICE HOURS: T/TH 1-3PM

OFFICE LOCATION: CLARK HALL 455

TELEPHONE: (408) 924-5563

COURSE DESCRIPTION

This course is a workshop designed for political science majors. Quizzes are designed to enhance students understanding of grammar and punctuation. Short writing assignments are designed to foster critical thinking, reading, and writing skills. A research paper (divided into distinctive parts) on a topic of the student's choosing will form the main focus of the course. A minimum of 8000 written words is required for the completion of the course.

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

PREREQUISITES

Students should be aware that this is a reading and writing intensive course.

REQUIRED TEXTS

The Everyday Writer (5th Edition) by Andrea Lunsford. Available from the SJSU Bookstore.

Useful Resources

<http://www.sjsu.edu/writingcenter/onlineresources/>

<http://www.sjsu.edu/writingcenter/handouts/index.html>

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: www.sjsu.edu/writingcenter.

For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook."



STUDENT LEARNING OBJECTIVES

This course is a required "core" course for Political Science majors. It fulfills the Written Communication II (Z) General Education Requirement. Success in this course is dependent upon active engagement with the reading, research, and writing process. By the end of the course, students should feel comfortable writing short and long pieces, be comfortable revising and editing their own work and that of others, and be comfortable presenting their ideas to an audience.

Grading Scale

A+	97-100
A	93-96
A-	90-93
B+	86-89
B	83-85
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	66-69
D	63-65
D-	60-62
NP or F	59 or less

GENERAL EDUCATION LEARNING OUTCOMES (GELOs)

BY THE END OF THE COURSE STUDENTS SHOULD BE ABLE TO:

GELO 1: REFINES THE COMPETENCIES ESTABLISHED IN WRITTEN COMMUNICATION 1A AND 1B

GELO2: EXPRESS IDEAS EFFECTIVELY, INCLUDING IDEAS ENCOUNTERED IN MULTIPLE READINGS AND EXPRESSED IN DIFFERENT FORMS OF DISCOURSE

GELO3: ORGANIZE AND DEVELOP ESSAYS AND DOCUMENTS FOR BOTH PROFESSIONAL AND GENERAL AUDIENCES, INCLUDING APPROPRIATE EDITORIAL STANDARDS FOR CITING PRIMARY AND SECONDARY SOURCES.

COURSE LEARNING OUTCOMES (CLOs)

BY THE END OF THE COURSE STUDENTS SHOULD BE ABLE TO:

CLO1: PRODUCE DISCIPLINE-SPECIFIC WRITTEN WORK THAT DEMONSTRATES UPPER-DIVISION PROFICIENCY IN LANGUAGE USE, GRAMMAR, AND CLARITY OF EXPRESSION.

CLO2: EXPLAIN, ANALYZE, DEVELOP AND CRITICIZE IDEAS EFFECTIVELY, INCLUDING IDEAS ENCOUNTERED IN MULTIPLE READINGS AND EXPRESSED IN DIFFERENT FORMS OF DISCOURSE.

CLO3: ORGANIZE AND DEVELOP ESSAYS AND DOCUMENTS FOR BOTH PROFESSIONAL AND GENERAL AUDIENCES.

CLO4: ORGANIZE AND DEVELOP ESSAYS AND DOCUMENTS ACCORDING TO APPROPRIATE EDITORIAL AND CITATION STANDARDS.

CLO5: LOCATE, ORGANIZE, AND SYNTHESISE INFORMATION EFFECTIVELY TO ACCOMPLISH A SPECIFIC PURPOSE, AND TO COMMUNICATE THAT PURPOSE IN WRITING.

CLO	ASSIGNMENT	%	DUE DATE
CLO 1	GRAMMAR QUIZZES 1,2,3,4,5	15	VARIOUS
CLO 1,2,3,4, 5	SHORT WRITTEN RESPONSES 1,2,3	30	9/22, 10/4, 10/13
CLO 1,2,3,4 5	RESEARCH PROPOSAL	15	10/18
	RESEARCH PAPER	25	12/6
CLO 1,2,3,4, 5	CLASS PARTICIPATION	10	
CLO 2,3,4,5	POWER POINT PRESENTATION	5	12/6, 12/8

ASSIGNMENTS

Grammar Quizzes (5 X 3%) You are required to take 5 grammar quizzes over the course of the semester. These will be posted on the Canvas system.

Short Written Responses (3 X 5%) The short responses will each be 500 words in length. Students will learn how to develop an analysis, thesis statement, outline, draft, reverse outline, redraft, edit, revise, and submit for each short response.

Research Proposal

The research proposal is composed of four sections: the cover page, a proposed research topic, a literature review based on this topic, and a bibliography.

The cover page should contain the name of the student, the name of the class, the name of the professor, the institution's details, a space for the word count, the title of the research topic, the date. This is the 'standard information' part of the proposal.

The research topic outlines in detail the student's interest in the subject and its significance for the study of politics. This is the 'so what?' part of the proposal. (500 words)

The literature review situates the research topic in relation to the research topic. Relevant materials from scholarly sources are required. This is the 'I know what I am talking about' part of the proposal. (1000 words)

The bibliography is an accurate catalog of the materials to be used in the research paper. It is normally between 2-4 pages in length. This is the 'See, I know how to use MLA or APA' part of the proposal.

The materials from the research proposals will eventually be incorporated into the introduction to the research paper. This means that once you've perfected the proposal on the proposal, you've already written a good portion of the research paper and you've made an excellent plan for what you have left to do.

Research Paper

The research paper is 5000 words in length including the cover page, notes, and bibliography.

Students will submit multiple drafts for feedback over the course of the semester. The final version will be graded on the strength of the analysis, the elegance of the writing, the conventions of grammar and punctuation, and adherence to a citation style.

Power Point Presentation

At the very end of the course students will be required to present a summary of their research paper in PowerPoint or Keynote format to the class. Students will be limited to 5 slides, excluding a title slide, and a notes/bibliography slide. Each presentation will be limited to 4 minutes in duration, with one minute for Q & A (time permitting).

CALENDAR

Date	Subject
8/25	Introduction
<p>The goal of the course: recognizing the demands placed on writers today; different kinds of assignment in this course; writing resources on campus; keeping and maintaining a portfolio; journaling; developing strategies to improve your writing.</p> <p>Homework: http://www.cengage.com/devenglish/discipline_content/grammarquizzes.html</p>	
8/30	
<p>Topic: What do you want to get out of this course?</p> <p>Film: <i>Bad Writing</i>.</p> <p>Homework: Reading: ('At a Glance' p.11 in <i>The Everyday Writer (5th Edition)</i>).</p>	
9/1	
<p>Topic: Which areas of my writing need improvement?</p> <p>Writing Inventory – Bring 2 pages of your best writing to class (2 copies).</p> <p>Activity: Hand a copy of your best writing to two other people and ask for constructive feedback based on 'Peer Review' p.107-8 in <i>The Everyday Writer (5th Edition)</i>.</p> <p><i>Grammar Quiz 1 Online: Comma Splices and Fused Sentences</i> Reading: pp.385-396</p>	
9/6	
<p>Topic: Applying for jobs, internships, and scholarships. What are employers looking for?</p> <p>Bring 2 hard copies of your résumé, a job, internship, or scholarship posting, <i>The Everyday Writer (5th Edition)</i>, and a computer to class.</p> <p>Activity: Follow the instructions on Canvas.</p>	

9/8	<p>Topic: Common Grammar Mistakes</p> <p>Bring 2 hard copies of your résumé, a job, internship, or scholarship posting, <i>The Everyday Writer</i> (5th Edition), and a computer to class.</p> <p>Activity: Finalize your résumé and application/scholarship letter. Are you ready to send?</p> <p>Reading Assignment: TBA Reading: Critical Reading (pp.129-150) Summary or Analysis?</p> <p><i>Grammar Quiz 2 Online: Commas</i> Reading: pp.400-410</p>
9/13	<p>Topic: What's the difference between a summary and an analysis? Assignment 1</p> <p>Activity: Peer discussion and comparison of notes. Prepare your 500-word response for <i>Assignment 1</i>. Outlining.</p> <p>Reading Assignment: TBA Reading: Critical Reading (pp.129-150) Summary or Analysis?</p>
9/15	<p>Topic: Grammar Review</p> <p><i>Assignment 1 (DRAFT) due in class.</i></p> <p>Activity: <i>Meet the critics</i>. Bring two copies of your first draft to class. Peer review. (p. 106-8 in <i>The Everyday Writer</i> (5th Edition))</p> <p><i>Grammar Quiz 3 Online: Sentence Fragments</i> Reading: pp.392-396</p>
9/20	<p>Topic: What worked best in drafting the paper? What did not?</p> <p>Activity: Discussion. Reading aloud. Editing and Revising the draft. Reverse Outlining.</p>

Reading: Editing and Revising. (104-113). Reverse Outlining handout.

9/22

Topic: Assignment 2

Assignment 1 due in class

Assignment 2: Write a 500-word analysis of the article.

Reading: TBA
Reading: *The Writing Process*. 5 (esp. 5a-g)

Grammar Quiz 4 Online: Apostrophes
Reading: pp.419-422

9/27

Assignment 2 (DRAFT) due in class

Activity: Meet the critics. Bring two copies of the first draft of submission to class. Peer review. (P. 106 in *The Everyday Writer (5th Edition)*).

Activity: Preparing a submission to an outlet of your choice

Reading: Editing and Revising. (104-113).

9/29

Activity: Editing and Revising. Reverse Outlining.

Activity: Submit to an outlet of your choice. Place submission and any correspondence in your portfolio.

Grammar Quiz 5 Online: Semicolons.
Reading: pp. 412-415

10/4

Topic: 20 Years Hence.

Assignment 2 due in class
Submission due in class (include any correspondence).

Assignment 3: TBA. Write a 500-word analysis of the article.

Reading: Critical Reading (pp.129-150) Summary or Analysis?

Homework: TBA

10/6
Assignment 3 (DRAFT) due in class
Activity: Meet the critics. Bring two copies of the first draft of submission to class. Peer review. (p. 106 in *The Everyday Writer (5th Edition)*)

10/11 Grammar Point
Activity: Editing and Revising. Reverse Outlining.
Activity: Submit to an outlet of your choice. Place submission and any correspondence in your portfolio.
Reading: Preparing for a Research Project (pp. 187-241)

10/13
Topic: Your Research Proposal
Activity: Brainstorming Your Research Topic.
Assignment 3 due in class
Submission due in class (include any correspondence).
Reading: Preparing for a Research Project (pp. 187-241)

10/18
Topic: Your Literature Review
DRAFT Proposal due in class
Activity: Meet the critics. Bring two copies of the first draft of your proposal to class. Peer review. (p. 106 in *The Everyday Writer (5th Edition)*)
Reading: The Writing Process (pp. 48-113)

10/20
Topic: Your Bibliography
Activity: Editing and Revising your Proposal
Reading: The Writing Process (pp. 48-113)

10/25
Library Shelf Walk – research

Reading: Preparing for a Research Project (pp. 187-241)

Homework: Talk to a librarian (paul.kauppila@sjsu.edu). Identify good research strategies. Find good sources for your proposal.

10/27

Library Shelf Walk – research

Reading: Preparing for a Research Project (pp. 187-241)

Homework: Talk to a librarian. Identify good research strategies. Find good sources for your proposal. Write up your findings.

11/1

5 page draft of research paper due (Introduction)

Activity: Reverse Outlining the Redraft

11/3

Topic: What's working and what isn't?

Activity: Editing and Revising the Draft of research paper

Reverse Outlining the Draft

Reading: Preparing for a Research Project (pp. 187-241)

11/8

Topic: Developing Your Argument

Activity: Reading aloud

Bring 7 clean pages (2 copies) to class.

11/10

Topic: Developing Your Argument

Activity: Reading aloud

7 clean pages (2 copies) to class.

11/15

Writing the Draft (pp. 234-241)

	10 clean pages (2 copies) to class.
11/17	Writing the Draft (pp. 234-241) 10 clean pages (2 copies) to class.
11/22	Writing the Draft 15 clean pages (2 copies) to class.
11/24	Thanksgiving
11/29	Writing the Draft 20 clean pages (2 copies) to class.
12/1	Topic: the finishing line. And now...presentations. Finishing and Proofreading the Draft Power Point – some helpful tips. Edits and revisions.
12/6	Power Point Presentations Research Paper due.
12/8	Power Point Presentations

Course Requirements

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy SI2-3](http://www.sjsu.edu/senate/docs/SI2-3.pdf) at <http://www.sjsu.edu/senate/docs/SI2-3.pdf>.

Because this is a 3-unit course, students can expect to spend a minimum of 9 hours per week preparing for and attending classes and completing course assignments. Careful

time management will be required to keep up with readings and assignments in an intensive course such as this one.

Political Science Program Learning Outcomes

Upon completion of the Political Science major program, students should be able to demonstrate the following learning outcomes.

PSPLO1: Breadth

Students should possess a broad knowledge of the theory and methods of the various branches of the discipline.

PSPLO2: Application

Students should be able to apply a variety of techniques to identify, understand, and analyze domestic and international political issues and organizations.

PSPLO3: Disciplinary methods

Student should be able to formulate research questions, engage in systematic literature searches using primary and secondary sources, have competence in systematic data gathering using library sources, government documents, and data available through electronic sources, should be able to evaluate research studies, and should be able to critically analyze and interpret influential political texts.

PSPLO4: Communication Skills

Students should master basic competencies in oral and written communication skills and be able to apply these skills in the context of political science. This means communicating effectively about politics and/or public administration, public policy, and law.

PSPLO5: Citizenship

Students should acquire an understanding of the role of the citizen in local, state, national, and global contexts and appreciate the importance of lifelong participation in political processes.

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/>

ACADEMIC INTEGRITY STATEMENT

Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University's Academic Integrity Policy requires 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 policy on academic integrity can be found with the Office of Student Conduct and Ethical Development at http://sa.sjsu.edu/student_conduct

CAMPUS POLICY IN COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT

If you need course adaptations or accommodations because of a disability, or if you need 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 DRC to establish a record of their disability.

CLASSROOM BEHAVIOR: STUDENT RIGHTS & RESPONSIBILITIES

See <http://www.sjsu.edu/senate/s90-5.htm> about Academic Senate Policy S90-5

PLAGIARISM

See http://sa.sjsu.edu/student_conduct (Office of Student Conduct & Ethical Dev)

DEPARTMENTAL WRITING POLICY

Students of political science should develop the ability to write in clear, grammatical English. Spelling and grammar count! Students must take care that appropriate citations are used. Direct quotations must be so indicated with quotation marks and a specific reference to the page in the source from which it was taken. Failure to cite your sources constitutes academic misconduct which carries with it serious sanctions. A tutorial on citations is available at the library website at http://www.sjlibrary.org/services/literacy/info_comp/citing.htm.

Arguably the best way to improve your own writing is to read quality material on a regular basis. To that end, students are encouraged to read articles from scholarly sources but also newspapers such as The Wall Street Journal, The Financial Times, The New York Times, and The Economist. These publications also contain articles of direct relevance to their political science classes.

QUESTIONS?

Finally, if you get stuck, feel overwhelmed, or just want to clarify something from the reading, ask me. I am here to help.