SOCI 100W: Writing Workshop

Sociology100W.wordpress.com

Written Communication II – Advanced General Education (GE) Course in Area Z
SJSU, Fall 2021

SOCI 100W, Sec. 7 (47151): Tues/Thurs, 10:45 AM – 12 Noon in DMH 231

SOCI 100W, Sec. 8 (47228): Tues/Thurs, 4 – 5:15 PM in DMH 231

Professor: Dan Brook, PhD (brook @ brook . com) (no e, no s)
(When writing to me by email, please put something identifying in the subject line and be sure to specify what course/section you’re in.)
My Office Chat Hours: Tues/Thurs, 10 – 10:45 AM & 3:30 – 4 PM in DMH 237A (408-924-2914) on class days and by arrangement
Sociology Dept Office: DMH 240B (tel: 408-924-5320 / fax: 408-924-5322 / email: sociology@sjsu.edu), www.sjsu.edu/siss

I do not use Canvas.

My classroom will be, to the best of my ability, a sanctuary classroom (and my office is also a sanctuary), where anyone and everyone should feel safe and free to learn and to be a student, regardless of any other reason, identity, classification, or status. I will facilitate and protect that right as much as possible.

Course Description and Objectives:
The goal of writing is clear communication and, almost always, the best writing is prewriting and rewriting. According to the SJSU Catalog, “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.” In this course, we will do so within the context of sociology.

Required Readings:
2. other readings to be assigned

Recommended Relevant Readings:
William A. Johnson et al., The Sociology Student Writer’s Manual
Howard S. Becker, Writing for Social Scientists
The Sociology Writing Group, A Guide to Writing Sociology Papers
Gerald Graff et al., They Say, I Say: The Moves That Matter in Academic Writing
Harvard Writing Project
Dartmouth Writing Program
UW Madison, Writer’s Handbook
Prerequisites (all conditions must be met to take this course):
1. A passing grade on the Writing Skills Test (WST) (or waiver);
2. A grade of C or better in English 1B (or equivalent);
3. Upper Division standing (60 or more units);
4. Completion of Core GE (all) (might be able to be completed concurrently with this course; check with an advisor);
5. Willingness to think critically and sociologically; and
6. Willingness to participate in class discussions.

Student Learning Objectives (SLOs):
Upon successful completion of this course, students shall be able to:
1. Produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression;
2. Explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse;
3. Organize and develop essays and documents for both professional and general audiences;
4. Organize and develop essays and documents according to appropriate editorial and citation standards;
5. Locate, organize, and synthesize information effectively to accomplish a specific purpose and to communicate that purpose in writing; and
6. Read from sociological and popular literature from different sources.

GE Student Learning Objective

GELO 1: Students shall be able to produce discipline-specific written work that demonstrates upper-division proficiency in:

<table>
<thead>
<tr>
<th>Language use</th>
<th>Use rubric to assess for language use, grammar, and written clarity.</th>
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<tbody>
<tr>
<td>Grammar</td>
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<td>Clarity of expression</td>
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GELO 2: Students shall be able to explain, analyze, develop, and criticize

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<th>Use rubric to assess students’ competencies and ability to explain,</th>
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ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse

analyze, develop, criticize ideas found in multiple readings (e.g., peer-reviewed journal articles, scholarly books/chapters). Eligible assignments can be final paper, literature review, compare/contrast essay, annotated bibliography.

GELO 3: Students shall be able to organize and develop essays and documents for both professional and general audiences

Faculty randomly samples 5 papers from 2 types of written assignments: (1) professional (sociological) writing (same type assessed for GELO 2) and (2) general audiences writing (e.g. Resume, Blog, PowerPoint presentation). Assess using rubric.

GELO 4: Students shall be able to organize and develop essays and documents according to appropriate editorial and citation standards

Have students complete SJSU Library survey on citation styles and references. Collect data from Librarian.

GELO 5: Students shall be able to locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing

Use rubric to assess final research paper, annotated bibliography, or information literacy assignment.

Requirements:
You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. and for the information contained in this syllabus. This course must be passed with a C or better as a CSU graduation requirement.

Written work for this course must total a minimum of 8000 words and we will easily meet this goal. All submitted written work (other than in-class assignments) must be typed, preferably on both sides of the paper. Late assignments will be penalized one whole grade per week unless prior approval is given. Satisfactory completion of each and every requirement, whether in or out of class, is required. Any assignment missed, for any reason, is the responsibility of the student and must be completed and submitted as soon as possible. All major assignments will receive comments and revisions in addition to grades. Minimum requirements and minimum word counts for assignments in this SOCI 100W writing course are strictly enforced.

The assignments for this course, subject to change, will include: a plagiarism review 350+ words) and the library’s plagiarism module and test, a values socialization project (1200+ words), an interview assignment (~300 words), a research proposal (~200 words) and research paper (3000 words minimum) with an outline (~200 words) and rough draft (~2000 words) along with an oral presentation and oral presentation reviews (~500 words), as well as a final exam (~500-750 words). We will also conduct in-class and other writing assignments (~2000 words); oral and written class participation is required as is participation on the class listserv.
Each and all of these assignments will contribute to each and all of the learning objectives stated above. Final course grades of less than C receive no credit for this course.

On ALL assignments for this course that are required to be 1,000 words or longer, whether a draft or final version, please be sure to prominently type and sign in ink the following certification statement (with a word count):

“I certify that this paper complies with SJSU’s Academic Integrity Policy, does not contain plagiarized content, and exceeds the minimum length requirement.”

Extra credit will only be considered if all coursework is up to date.

Backup:
All written work for the course, as well as any other files that are important to you, should be saved and backed up (e.g., on a CD, on a flash drive or other external hard drive, on a web-based email account or otherwise online, with Carbonite.com, and/or printed out as a hard copy). If you do this and something unexpected happens before an assignment is due, you will still have a copy of your work and whatever else is corrupted or lost.

Academic Integrity:
Academic honesty (i.e., doing your own work and presenting your own ideas while crediting others for theirs) is important and will be enforced; academic dishonesty (e.g., plagiarism, other forms of cheating, etc.) is unacceptable. Please read and review Earl Babbie’s “How to Avoid Plagiarism” as well as SJSU’s Academic Integrity Policy.

According to SJSU’s Academic Integrity Policy, “cheating is the act of obtaining or attempting to obtain credit for academic work [or helping another to do so] through the use of any dishonest, deceptive, or fraudulent means”. Plagiarism is “the act of representing the work of another as one’s own without appropriate credit, regardless of how that work was obtained”. “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.” I take this very seriously as should you.

Please visit these two web sites and write a review of plagiarism, consisting of at least 350 words with a word count, due the second week of the course.

There should not be any plagiarism on ANY assignments, whether small or large, draft or final. As a first step, when plagiarism is suspected or detected, I will stop reading the assignment and assign no credit; further steps will be taken afterward. If you are ever unsure what plagiarism is or isn’t, it’s your responsibility to investigate and find out. Make sure it doesn’t happen.

On your cover page, please prominently place and sign the following certification statement:

“I certify that this paper complies with academic integrity standards, does not contain plagiarized content, and exceeds the minimum length requirement.”
**Required Email Subscription (Listserv):**
A listserv is a group email messaging system. Parallel to our actual class sessions, we will also have a “virtual classroom” consisting of online messages via our course email listserv. It is required that you be a member of this free listserv.

**Values Socialization Project:**
We are not born with values, beliefs, and viewpoints. Socialization is the way culture is transmitted and the way we learn the expectations of our society. Politics, broadly conceived, is essentially about power and values: who gets what, when, where, how, and why. Values are our beliefs about what is proper and improper, right and wrong, fair and unfair. People acquire their political values and social sensibilities through socialization. This is the way we become aware of beliefs and values, developing a worldview, forming frames and opinions about social and political issues, our social and political system, and power relations, indeed about everyday issues of fairness and justice, what’s right and wrong, what is and should be.

While closely related to values, politics and political socialization are not simply and periodically about issues related to politicians, political parties, governments, and elections, but rather about our sensibilities regarding how society works and should work. Values and politics are embedded into every group that we are a part of and every setting that we enter.

Discuss and analyze your own personal process of values socialization, both as a child and also as an adult, from your earliest memories to the present. Don’t simply tell what you think or believe, but rather why you believe it and where those beliefs may have originated.

Consider each of the following agents of socialization (though you don’t necessarily need to cite each), and give specific examples from your own life regarding how your past experiences may have affected your current beliefs and values:

- family (parents, grandparents, siblings, children, relatives)
- peers (work, school, social, etc.)
- other significant people (teachers, neighbors, politicians, coaches, clergy, etc.)
- region (where you were born, grew up, visited, and/or live now)
- school / education / training
- job / work / career
- class, race, ethnicity, sex, gender, sexuality, ability, nationality, and other identities
- religion / spirituality / philosophy / ideology
- community (neighborhood, group memberships, etc.)
- media (TV, radio, music, internet, movies, books, magazines, etc.)
- significant events, processes, or experiences, either in your own life or in society

You must discuss and analyze how some of these factors have influenced you (e.g., what is their impact on your social attitudes and political beliefs?). In terms of values, where do you come from? Leave abstractions aside, being concrete, specific, and explicit about how you’ve incorporated the beliefs and values you were taught into your life.

This paper should be no less than 1200 words; longer is OK. Please include the plagiarism certification statement and a word count on the top of your paper as well as creatively titling your values autobiography. We will also discuss our socialization processes and values socialization projects in class.

Please prominently place and sign the following certification statement on the top of your paper:
“I certify that this paper complies with academic integrity standards, does not contain plagiarized content, and exceeds the minimum length requirement.”

**Research Project:**
An original research paper on a sociological topic of your choosing (within certain constraints and after consultation with the instructor) will constitute the final project. This will give students the opportunity to explore in-depth a facet of sociology that fits with their personal interests. Be sure to explain, not just assert, how the chosen topic illustrates something about “society”. You cannot use a paper you have written for another class.

The final paper should be at least 3000 words of text (numbered, typed, double-spaced, 1-inch margins, regular 12-point Times New Roman font, without numbering the title page or leaving extra space between paragraphs and, preferably, double-sided pages), not including the title page, abstract, bibliography, and any other pages not part of the actual text of the paper, utilizing a minimum of ten sources (at least 5 books and at least 5 articles).

Those are acceptable minimums, however more might be useful, while less will be penalized. Do not number any pages, such as a cover page or abstract, that precede the paper (the first page of your paper is page 1). When you have a cover page, you should not repeat any information from the cover page on any other page (with the exception of optional headers).

All facts and ideas not your own (e.g. quotes, paraphrases, statistics, data, graphs, concepts, ideas) must be properly cited with any academically-recognized citation method, regardless of how you word it.

In addition to at least 3000 words of text, the paper should be titled and wrapped with a cover page and an annotated bibliography. Each annotation (for at least the minimum ten sources) should contain a very brief summary and a very brief evaluative comment, totaling, on average, a few sentences for each reference.

Each paper should also contain a single-spaced abstract, or author’s summary, on a separate page between the cover and the text of the paper. The final draft of the paper should be a portfolio, including all previously written work toward the paper (i.e., research proposal, outline with thesis statement, and draft), in addition to the final paper with all its components.

The paper can employ any social science methodology, any ideology, any perspective, be on any level of analysis, and cover any time period or geographical location. These are research papers and should not simply be book reports, literature reviews, personal reflections, opinion pieces, or the like. Feel free to take a strong position. What is most important, however, is how clearly you present the information, how well you write, how you support and defend your argument(s), and how you incorporate your research and your own sociological analysis, especially based on what we learn in this course.

It is highly recommended that you start the paper early: begin by thinking about and then choosing a topic, doing preliminary research, formulating some ideas, and making some notes.
Remember, good writing (and a good grade!) usually requires cycles of thinking, researching, outlining, writing, editing, and proofreading.

Your paper should have a thesis statement (or main argument) on the first page; you should also state here what your paper will cover. Correspondingly, your paper should end with a conclusion, one that ties the paper together and wraps up your main idea(s), bringing closure. Between the introduction and conclusion should be the story, e.g., support and defense of your arguments, evidence, examples, anecdotes, history, comparisons and contrasts, etc. Personal commentary and autobiography are only appropriate when accompanied by critical analysis and/or thoughtful synthesis, which can include linking it to the literature on your topic and/or placing it in a comparative or historical context.

Each final paper portfolio should include: your approved research proposal, outline, and draft as well as your cover page, abstract, text of paper (no less than 3000 words), and an annotated bibliography. Be sure not to omit any parts or to submit less than the required components and length.

Whether for the draft or final version, your paper should be reviewed by an external source, either online or on campus, with evidence submitted with your paper.

On your cover page of both the draft and final paper, please be sure to prominently place and sign the following certification statement:

“I certify that this paper complies with academic integrity standards, does not contain plagiarized content, and exceeds the minimum length requirement.”

**Research Proposal:**
If you do not choose a topic that really interests you, you have chosen the wrong topic. A research proposal should be comprised of (1) a short explanation of what you plan to research, (2) how it relates to sociology, and (3) why you chose that topic. A few sentences to a paragraph is the expected minimum length for this proposal. It is better to err by being too specific and analytical with your topic than by being too broad and scattered; depth is more important than breadth for this assignment, so focus and then dive in! If for any reason you choose to switch topics, you will need to submit a new research proposal and have it approved.

**Outline:**
The outline, which should be in proper outline form, should be a roadmap for your paper from beginning to end. Of course, it will be subject to change, so don’t get stuck on any of the details.

**Writing Tutor:**
At least once during the semester, each student is *recommended* to consult with a writing tutor (there are various possibilities on campus).

The SJSU Writing Center will be offering drop-in *tutoring* services in Clark Hall 126 and scheduled tutoring appointments in MLK Library, second floor.
Students can attend SJSU Writing Center workshops, visit for small-group or one-on-one tutoring, read the blog, and use handouts and videos. There is a full-time Coordinator of Multilingual Writing Support Services, Amy Russo, who is available to assist with initiatives to help multilingual writers.

Be sure to submit confirmation of consulting with a tutor and/or give the tutor permission to contact me.

**Presentations:**
At the end of the semester, each student will give a presentation on their research, so that they can gain more experience with oral presentation as well as share their research with the rest of the class, allowing us to all benefit from each student’s work.

Here are the guidelines: (1) each presentation should be 10 – 12 minutes with a brief question and answer period afterward; (2) although you can rely on notes, there should not be any reading, whether in notes, from papers, on screens, or otherwise, with occasional exceptions for brief quotes or statistics; (3) if you choose to use media as part of your presentation, it should be no longer than about a minute; (4) you must be responsible for any materials, props, media, or technology you choose to use (though it is optional and none are necessary), have it ready in advance, and be prepared to continue on if something isn’t available or working properly.

I recommend that you prepare and practice for your presentation. For more detailed advice, please see www.etsu.edu/scitech/langskil/oral.htm and other sources.

**Classroom Protocol (Attendance/Class Participation/Classroom Behavior):**
Sociology should be a “contact” activity, for participant-observers, not one simply for spectators or audience members. This is a seminar and, therefore, a discussion class in which the dialogues and exchanges between instructor and students, and among the students themselves, are essential for the full functioning of the “mini-society” of the classroom. Spirited, but friendly, debate, as well as active listening, is absolutely essential for critical analysis, intellectual development, mutual respect, human creativity, political pluralism, and civic participation in a democratic society. There will be an emphasis in this class on discussion and interactivity.

The purpose of discussion in our course is to provide a forum in which students can safely and supportively ask questions, present and debate their ideas, receive and interpret new information and perspectives, and develop and clarify their thinking and communication skills. Students are expected to prepare for, attend, and participate in discussions as actively as possible. Therefore, both attendance and participation are vitally important. Students are also strongly encouraged to share relevant items/stories/miscellanea as another form of class participation.

If you miss any classes, be sure to get notes and information about missed assignments, if any, from another student, as you are responsible for whatever happens in class, whether you are present or absent for any reason.

I expect students to be on time to class, to silence their electronics (e.g., computers, phones, iPods, etc.) while in the classroom and only use them for course purposes, and to be otherwise
respectful of the learning environment and fellow students. Coming to class late, leaving early,
texting, checking one’s phone too often, using a phone, tablet, or computer for non-class
activities, listening through earbuds/headphones, side conversations, and other distracting or
disruptive activities are negative forms of class participation.

Participation in this course is considered a required assignment.

**Grading Criteria:**
Assignments are graded holistically based on the following qualitative rubric:

“A” level work consists of cogent, well-articulated, and well-developed written and oral
presentation, demonstrating insight, originality, and complexity in both form (e.g., language,
expression, organization) and substance (e.g., logical argumentation, factual accuracy, and
appropriate examples); critical thinking skills are amply demonstrated; sociological imagination
is highly active; tasks are completed on time and according to the guidelines, often going “above
and beyond”. “A” level work is considered excellent.

“B” level work may be thoughtful and developed, but may not be original, particularly insightful,
or precise. While ideas might be clear, focused, and organized, they are less likely to be
comprehensive or dialectical. Critical thinking skills are satisfactory; sociological imagination is
active. “B” level work is considered good.

“C” level work is reasonably competent, yet may be unclear, inconsistent, and minimally
inadequate in form and/or content. Critical thinking skills are minimal; sociological imagination
is weak. “C” level work is considered mediocre and barely adequate. It takes a C or higher to get
credit for a 100W course; C- or lower will receive a grade, but is not passing.

“D” level work is not competent, appropriate, relevant, complete, and/or adequate in form and/or
content, thereby not fully meeting the minimum requirements. Critical thinking skills are largely
absent; likewise with sociological imagination. “D” level work is not passing for 100W courses.

“F” level work is generally not enough work, often missing assignments, doing work below the
minimum requirements, not demonstrating any critical thinking skills or sociological
imagination, engaging in plagiarism or other forms of academic dishonesty, or is otherwise
unacceptable for credit. “F” level work is failing.

**Web Sources:**
Excellent web sites for independent news and views include the automated news.google.com for
mostly mainstream news links and non-profit www.commondreams.org and www.alternet.org
for mostly progressive ones; non-profit www.zmag.org is also quite useful. Each of these are,
essentially, news portals, having many links to many issues. I also recommend the New York
Times at www.nytimes.org. There are many other sources on (and off) the world wide web that
would be interesting, useful, and relevant, as well.

**Accommodation, Inclusion, Civil Rights, & Cooperation:**
Respect for diversity, both of people and perspectives, is expected and encouraged in this class.
All students are welcome, should feel safe, and should have equal access and opportunity for
optimal learning in this course, department, university, and society, regardless of race, ethnicity,
national origin, home language, sex, gender, sexual orientation, sexuality, gender identity,
religion, creed, ideology, ability or disability, appearance, socio-economic class, marital or
parental status, housing status, veteran status, political or other affiliation, or any other similar or equivalent quality, identity, or status.

Any student who has any sort of disability, special need, condition, situation, or circumstance, whether permanent or temporary, which requires “reasonable accommodations” or assistance of any kind should contact the campus **Accessible Education Center** (formerly Disability Resource Center) (Admin Bldg 110, tel: 408-924-6000, TTY: 408-924-5990, fax: 408-924-5999, aec-info@sjsu.edu, www.sjsu.edu/aec) and/or speak with me directly. Everyone deserves the resources they need to succeed.

Students are encouraged to use the methods of “legitimate cheating”, which include, but are not limited to: studying, working, playing, and plotting together; consulting with the writing center and reference librarians; getting a tutor; searching the web (especially the many social science, sociology, and writing sites); as well as brainstorming and discussing issues and ideas with students, friends, family, teachers, coaches, workers, managers, leaders, organizers, activists, and others, both on and off campus. And, of course, I’m available in my office and via e-mail, as well as before, during, and after class. When writing to me by e-mail, please put something identifying in the subject line.

**Campus and Other Resources:**
The **Academic Success Center** (Clark Hall First Floor, 408-924-3322, www.sjsu.edu/asc) has all sorts of services, including peer mentoring, writing, tutoring, computers, and more.

The **Learning Assistance and Resource Center (LARC)** (SSC 600, 408-924-2587, www.sjsu.edu/larc) offers academic support in the form of tutoring as well as reading, writing, study, and selected software skills to ensure academic success.

The **Writing Center** (Clark Hall 126, 408-924-2308, www.sjsu.edu/writingcenter) offers tutoring, workshops, and other services for all students, all disciplines, and all levels of writing.

There is a **Sociology Reference Librarian** in King Library (Michael Aguilar; michael.aguilar@sjsu.edu). Library tutorials can be found at tutorials.sjlibrary.org/tutorial.

The **Student Computer Service** (SCS) (King Library L67, 408-808-2470, LibrarySCS@sjsu.edu) is available for computer help; there’s also the AS Computer Services Center (Student Union, 408-924-6976, ascsc@as.sjsu.edu). Computer labs for student use are available in the Academic Success Center (1st floor of Clark Hall) and on the 2nd floor of the Student Union. Computers are also available in King Library. Additional computer labs are available in some departments.

SJSU has a free equipment **loan program** available for students. Any student that needs accommodations or assistive technology due to a disability should work with the **Accessible Education Center (AEC)**. For Zoom help, consult **eCampus** (ecampus@sjsu.edu; 408-924-2337).

**Media Services** (IRC 112) has a wide variety of audio-visual equipment available for student checkout.
Student Wellness Center (Health Bldg 106, 408-924-6122, www.sjsu.edu/studenthealth) offers medical care with a pharmacy, family planning, physical therapy, x-rays, and more. Peer Health Education runs a Condom Co-op (Health Bldg 209, 408-924-6203).

If you get the flu or any other illness that may be contagious, please do not attend classes. For comprehensive info about the flu, check out flu.gov (also available in Spanish) for “know[ing] what to do about the flu”: get vaccinated; cover coughs and sneezes; wash hands frequently; avoid people who are ill; and stay home if sick.

Counseling Services (Wellness Center, 408-924-5910, counseling.services@sjsu.edu, www.sjsu.edu/counseling) provides individual or group psychological support to help resolve difficult problems that may interfere with academic issues. The Peer Mentor Center (Clark Hall, ASC, 1st floor, 408-924-2198, www.sjsu.edu/muse/peermentor) is also useful and has services that are free and available on a drop-in basis with no appointment required.

Women’s Resource Center (Student Union, 408-924-6500, www.sjsu.edu/wrc) is “a multicultural group dedicated to the promotion of women’s issues and social change”.

MOSAIC Cross Cultural Center (Student Union, 408-924-6255, sa.sjsu.edu/mosaic) supports, advocates, and celebrates diversity, equity, and social justice.

The LGBT Resource Center (www.sjsu.edu/lgbtrc) is there for all sorts of LGBTQIA issues. There are also several related campus organizations.

Center for Community Service and Leadership (Clark Hall 203 & 126A, 408-924-3540), SJSU’s service learning center, can assist you with all your service learning needs. Also visit the related Cesar Chavez Community Action Center (AS House 105, 408-924-4144, cccac@asjsu.edu, as.sjsu.edu/cccac) for service learning ideas and opportunities.

The Environmental Resource Center (WSQ 115, 408-924-5467, erc@e-mail.sjsu.edu, erc.thinkhost.net) is green central for SJSU.

The SJSU Career Center (Admin 154, 408-924-6031) helps students find internships and jobs.

SJSU Cares can provide assistance to students in need (e.g., mentoring, counseling, safety, food, etc.).

10 Things You Can Do to Improve Your Grades: www.sjsu.edu/muse/students/resources/bettergrades

A listing of student resources is available at www.sjsu.edu/students/student_resources.

National Resources:
The National Suicide Prevention Hotline is available anytime, 24/7/365, toll-free at 1-800-SUICIDE (there are also warmlines and textlines); also check my article at www.tikkun.org/tikkundaily/2013/10/22/suicide. The National Domestic Violence Hotline is
available anytime, 24/7/365, toll-free at 1-800-799-7233. The Substance Abuse and Mental Health Services Administration (SAMHSA) (1-800-662-HELP) offers referrals 24/7/365.

Miscellaneous:
*** If you have ANY concerns, questions, problems, or issues regarding ANY aspect of the course (or anything else) that isn’t addressed during class or isn’t clear enough to you, please make sure to speak to me either in or out of class. ***

Course Schedule & Class Assignments:
SJSU 2021-2022 Calendar

Assignments are due either day we have class for the week they are due, unless otherwise specified. After that, they can still be submitted, and are expected, but may be marked late. In-class assignments are due by the end of the day they were assigned.

Week 1: Thursday, August 19, 2021
Welcome, Course Introduction, & Syllabus

Earl Babbie, “How to Avoid Plagiarism” and SJSU’s Academic Integrity Policy (a couple minutes of reading for each)

Week 2: T/Th, Aug 24-26
James Lester, Writing Research Papers, ch. 7

Class Interviews

Dan Brook, Social Truths

“How to Avoid Plagiarism” Reflection Paper Due This Week
(350-word minimum review of the plagiarism websites above with a word count on the top of the page)

Week 3: T/Th, Aug 31-Sept 2
Lester, Writing Research Papers, ch. 1

Students are required to take the Library’s plagiarism tutorial and test (about 15 minutes). This assignment will be for class credit (Cr/NC), though a perfect quiz score will earn a check plus. Be sure to enter your student ID and then also email your results to me this week with your name and some brief comments about the tutorial and quiz.
**Week 4: T/Th, Sept 7*-9**  
Lester, *Writing Research Papers*, ch. 2  
Tues, Sept 7 is asynchronous: to be assigned

**Week 5: T/Th, Sept 14-16*  
Lester, *Writing Research Papers*, ch. 3  
Thurs, Sept 16 is asynchronous: to be assigned

**Research Proposal Due In (or Before) Class on Tues, Sept 14**

**Week 6: T/Th, Sept 21-23**  
Lester, *Writing Research Papers*, ch. 4-5  
Write a 42-word story (include a word count) with a 42-character title and 42-word author bio (in the third person present tense) due this week. Please (1) email to me and (2) submit it for publication (be sure to follow the online submission guidelines carefully).  
Reading 42-word stories in class.

**Week 7: T/Th, Sept 28-30**  
Lester, *Writing Research Papers*, ch. 8  
Outline of Research Paper Due In (or Before) Class  
Workshop by Michael Aguilar, our Sociology Research Librarian, on Tues, 9/28.

**Week 8: T/Th, Oct 5-7**  
Lester, *Writing Research Papers*, ch. 9  
Values Socialization Project Due In or Before Class (minimum 1200 words with a word count on top)

**Week 9: T/Th, Oct 12-14**  
Lester, *Writing Research Papers*, ch. 10
Rough Draft of Research Paper Due In or Before Class (2000-2400 words with a word count on top)

Week 10: T/Th, Oct 19-21
Lester, *Writing Research Papers*, ch. 11
Research Paper Conferences

Week 11: T/Th, Oct 26-28
Lester, *Writing Research Papers*, ch. 12
Research Paper Conferences

Week 12: T/Th, Nov 2-4
Lester, *Writing Research Papers*, ch. 13
Tuesday: Research Paper Conferences
Thursday: Critical Thinking Timed-Essay Practice in Class

Week 13: T/Th, Nov 9-11
Lester, *Writing Research Papers*, ch. 14 or ch. 15
Tuesday: Proofreading/Editing Cycles
Thursday: Oral Presentations & Presentation Reviews

Week 14: T/Th, Nov 16-18
Oral Presentations & Presentation Reviews
Week 15: Tues, Nov 23 (Thurs, Nov 25 is Thanksgiving)

Asynchronous (no in-person class meeting): George Orwell, “Politics and the English Language“

Week 16: T/Th, Nov 30-Dec 2

Oral Presentations & Presentation Reviews

Course Conclusion

Final Research Portfolio Due on or before the last day of class
(minimum 3000 words of text and a signed certification statement with a typed word count on top, in addition to all the other components of the paper)

Final Exam: 30-Minute Essay Exam

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