



Writing Workshop (SOCl 100w) Syllabus

CRN 24749, Spring 2022

Instructor:	Dr. Tracy DeHaan
Email:	tracy.dehaan@sjsu.edu or use Canvas Inbox
Text:	408.755.5446
Virtual Office Hours:	Wednesdays 11-1pm by appointment or Thursdays 5-6pm on Zoom
Office Location:	Online Only
Class Days/Time:	Asynchronous
Classroom:	N/A
Prerequisites	Completion of Core GE, WST, and Junior status
GE/SJSU Studies	Area Z: Written Communication Minimum of 8000 written words (approximately 32 pages)

COURSE DESCRIPTION

This course promotes writing skills, while also emphasizing their sociological applications. It includes the generic elements of writing (organization, composition, and grammar). In addition, experiential learning will require students to prepare sociological and professional manuscripts geared to a variety of audiences through secondary research, "in-class" exercises, and out-of-class writing assignments.

If you take this course seriously, it will benefit your professional future in a multitude of ways. First, upon the completion of this course, you will be a better writer. The only way to improve your writing is through practice and skill-building exercises. This course will help you improve your papers in other courses and positively affect your coursework evaluations. More importantly, when you finish this class you will have a completed paper that can serve as a sample paper for graduate school and/or serve as the foundation for a research project or senior thesis. This is an incredibly valuable course. I encourage you to take advantage of all it offers.

SOCl 100w is geared toward Sociology majors. We will learn the conventions of citation style and professional writing that are utilized by the American Sociological Association (ASA). Students from other majors may need to adjust from their discipline's writing requirements in order to meet the demands of this class.

This course is delivered completely online. We will not meet synchronously (unless for office hours), and Canvas will be the main platform for communication and engagement. All assignments, activities, and assessments will be completed in Canvas by the corresponding due dates. You are expected to review the course site regularly to check due dates, access materials, and stay on top of all course-related communications. Please review the introductory module on Canvas for detailed information about the course, to peruse answers to common questions, and to access support resources.



COURSE MATERIALS

There is no required textbook for this class. All course materials such as assigned readings, videos, syllabus content, assignment instructions, etc. can be found on the Canvas learning management system course website at <https://sjsu.instructure.com/>. You are responsible for regularly checking your email associated with Canvas for any course updates and/or announcements. You must also [update your settings](#) to receive announcement information.

Optional Textbook

American Sociological Association. 2022. *Style Guide*, 6th edition. A copy of the book has been posted to Canvas, but you might find a hard copy easier to navigate. Copies are [for sale online](#) or at the campus bookstore.

Lectures

Students will be expected to consume the assigned materials before participating in class assignments and quizzes. **Most modules contain lecture videos that you are expected to watch.** These videos explore the assigned chapters in more depth and help you to understand the materials better. Treat the lecture videos as you would class attendance. Pay attention, take notes, and ask me questions about the content! ***Without watching them regularly, it is unlikely that you will do well in the course.***

Internet/Computer Access

All students will need consistent access to an electronic device with a strong Internet connection. Canvas runs best on a desktop/laptop device. Please note that there are often glitches in the Canvas app for mobile devices. Therefore, you should not rely solely on your cell phone or tablet to complete the work of the class. Computer labs are available on campus at the MLK Library and/or Clark Hall. A limited quantity of [rental laptops](#) are also available from MLK Library. If you are a low-income student, you may qualify for [discounted Internet through Xfinity](#).

Adobe Reader

All students must have access to a program that can open .pdf files. [Adobe Reader](#) is a free software program that can open .pdf files, and it is available on Mac, PC, and most [mobile operating systems](#).

Free Copy of MS Word and PowerPoint

All students have free access to Microsoft Office products, including Word and PowerPoint. All you need is a personal computer and your campus email address to [download the software for free](#). I highly encourage students to use Microsoft Word (not Google Docs) for their writing assignments in this class. Many of the ASA formatting requirements do not survive the export process in Google Docs, which often results in a point reduction on your assignments. ***I do not accept Google Doc links for assignment submissions.***

Cloud Storage

[Dropbox](#) is a free cloud storage application. It allows you to access your files from any Internet device. It also acts as a backup for your files in case your computer is lost, stolen, or damaged. I highly recommend using Dropbox or a similar program ([Google Drive](#)) to store your work in this class. ***I do not allow for makeups due to lost or damaged electronic files.***

COURSE RESOURCES

Library Liaison

Michael Aguilar michael.aguilar@sjsu.edu

Peer Connections

Peer Connections offers free mentoring and tutoring services to undergraduate SJSU students. Peer Connections encourages students to become independent learners who are engaged with their campus experience. The Peer Connections mentors and tutors are SJSU students, just like you. They understand the challenges you may be facing, and they will assist you to the best of their abilities. They are in the Student Services Center, room 600. [Appointments](#) are available online this semester.

The Writing Center

The [SJSU Writing Center](#) is in Room 126 in Clark Hall. They accept both [in-person](#) and [online appointments](#). Our writing specialists are well trained to assist all students at all levels within all disciplines to become better writers. You should consult them for help with brainstorming, note-taking, grammar, spelling, paragraph construction, and organization.

COURSE REQUIREMENTS

Unless otherwise noted, assignments are due by 11:59pm (PDT/PST). **No extra credit will be provided under any circumstances.** Please take these assignment due dates seriously. More information about assignments may be found under the “Assignments” link on Canvas.

REQUIREMENT	DUE DATE	POINTS VALUE
Introductory Assignments	August 19	8
Content Quizzes	Most Wednesdays – See Schedule	40
Padlets	Most Thursdays – See Schedule	30
Library/Topic Assignment	September 9	20
Article Review	September 16	20
Note-taking Assignment	September 23	15
Plagiarism Tutorial/Test	October 19	7
Plagiarism Contract	October 19	5
Literature Review	October 20	35
First Draft	November 3	50
Peer Review	November 4	10
Second Draft/Abstract	November 18	65
Professional Application	December 2	25
ASA/PSA Assignment	December 5	20
Presentation	December 5	50
Final Draft	December 9	100
Total		500 points

Introductory Assignments

There are three introductory assignments due the first week of class. The goals of these assignments include introducing you to the course and helping you get to know others in the class.

Quizzes

Most content modules have an accompanying quiz. These quizzes are intended to test your comprehension of important details within the module. Spending time on these quizzes will help you perform better on the written assignments, which are worth substantial points. The quizzes are *not* timed, and it is assumed you will use your resources to guide your performance on these quizzes. Your two lowest quiz scores will be dropped, which means you may miss two quizzes without penalty to your course grade.

Padlets

Padlets are online virtual “bulletin boards” where students and teachers can collaborate, reflect, and share links in a secure location. A unique Padlet will be assigned for most modules. There are thirteen possible Padlets to participate in. However, students are only obligated to participate in ten for full credit. In other words, your three lowest scores will be dropped. I encourage you to participate in as many as possible. These spaces are intended to prepare you for upcoming major writing assignments.

Writing Assignments

You have multiple writing assignments due this semester. These include short and long essays (including drafts of your final paper). Each paper is assigned a different point value, with the longer papers and more complex assignments worth more points. Many of these assignments build on each other. For example, the literature review will later become a part of your first draft, second draft, and final draft. Therefore, **if you miss assignments early on (or perform poorly on them), your grade will likely be exponentially affected**. It is incredibly important that you start strong and maintain stamina in the class.

All written assignments are designed to prepare you for the professional world of writing in sociology. *Extensive* feedback will be provided. It is your responsibility to review the editorial feedback and make the appropriate revisions. Students who fail to incorporate the feedback provided will receive *heavy* grade penalties. Further, due to word count requirements for this class, papers that do not meet the page count requirement will receive *heavy* grade penalties (anywhere from 5-9 points per page).

Oral Presentation

To meet the General Education mandate of reinforcing basic GE skills, we will have an oral presentation component in this course. It will last 6-8 minutes. The presentation will be based on the research topic you use for your course paper. The presentation is scheduled near the end of the semester. Presentations will be in digital format and uploaded to a discussion to be shared with your classmates. You must use PowerPoint to create this presentation. This assignment is modeled after the American Sociological Association (ASA) and Pacific Sociological Association (PSA) professional, annual meetings.

Final Paper

The final paper MUST meet the criteria outlined by the Goals and Objectives of Area Z, Advanced Writing. If the paper does not meet the standards, then a failing grade will be assigned. The grading for the course is based upon accumulated points and quality of work. The final paper is worth a large portion of your grade (20%). Therefore, **performing poorly on the final paper will have a significant impact on your overall course grade.**

CLASSROOM PROTOCOLS

Late Assignment Policy

The introductory assignments cannot be submitted late. They serve as attendance for your first day, and students who do not submit these on time may be dropped from the course for non-attendance.

All other assignments may be submitted up to three days late without penalty; this is a **grace period** everyone receives; you do *not* need to request it.

After the grace period, the following rules apply:

- No quizzes may be submitted past the three-day grace period.
- Padlets may be submitted up to three days past the grace period for up to half credit.
- All other assignments may be submitted up to 5 days past the grace period with a 10% per day late penalty.

Symptomatic COVID-19 Late Policy

If you have contracted symptomatic COVID-19, and experience symptoms that interfere with your ability to continue in class, please notify me immediately. You will be asked to submit one of the following:

1. A doctor's note stating you have tested positive.
2. A dated, positive PCR test result with your name visible.
3. A picture of a positive antigen (at-home) test next to your student ID and a dated slip of paper (you may also write the date on the test cartridge).

Upon approval, you will have all assignment due dates for the next seven days (after the positive test date) extended by seven days without penalty. Symptoms persisting beyond the seven-day range should be reported to the DRC for potential semester-long health accommodations.

If you contract symptomatic COVID-19 at the end of the semester, and you've completed most of the work prior to infection, you will be provided the option to take an "incomplete" in the class.

Requesting an Exception

Unless you already have accommodations through [AEC on campus](#) granting you extra time on out-of-class assignments, **please do not make requests for exceptions to the above-stated policies.** I'm sure you have a good reason for why you deserve one, but when you ask me to skirt the written policies of the class, you are really asking me to grant subjective leeway, which is not only unfair but also unethical. Know that if you do contact me and request an exception without a current accommodation from the AEC, your request **will be denied.**

COMMUNICATION

Communicating with Me

The fastest/best way to reach me is by text (408.755.5446). Please identify yourself by name and tell me the class you are in the first time you text so I may save you as a contact. I usually respond to text messages daily, within a few hours, between the hours of 11am and 11pm, including weekends and holidays.

Email is another great option. When you email me, you can expect to receive a response from me within 48 hours (excluding breaks, holidays, and/or weekends). You may email me using Canvas Inbox (safest) or you may use my [SJSU email address](#). **Please include the course number and section in the subject line of your email correspondence.**

If you'd prefer to meet live and one-on-one, I hold regular office hours online. See the bottom of our course homepage on Canvas for days, times, and modalities.

Netiquette Guidelines

- **Avoid sarcasm.** People who don't know you may misinterpret your meaning.
- **Use appropriate language.** This includes avoiding "text talk".
- **Avoid "flaming"** (online "screaming") or sentences typed in all caps.
- **Be courteous** to the other students in the class. You might find it helpful to read your posts out loud before you submit it: "tone" is a very important part of online communication. When you read your message out loud, does it sound the way you would speak to another student in the classroom?
- **Never make derogatory comments** toward another person in the class.
- **You can disagree with ideas**, but do not make personal attacks.
- **Communicate professionally.** All communications in class should remain professional. This is an academic environment, and so you should act appropriately for the context.

COURSE GRADES

My Grading Philosophy

I encourage you to separate yourself from mainstream ideologies about course grades. We are socialized to believe that grades reflect personal intelligence, abilities, and potential. In our class, grades are an evaluation of context-specific assignments measured against the course objectives. I view grades as a form of communication that, when combined with critical feedback, leads to meaningful learning. I encourage you to interpret them this way as well. Grades should serve as a reflection of your learning *process*, and act as motivation for improvement and/or continued effort.

Discussing Grades

Due to the Family Educational Rights to Privacy Act (FERPA), I am not allowed to discuss grades through email. If you'd like to discuss specific grades, you must use Canvas Inbox or visit me during office hours.

Please note that **I will not respond to emails about "improving your grade" or "extra credit opportunities" regardless of circumstance.** Furthermore, I will not tolerate impulsive, disrespectful emails pertaining to grades received in this course. Disrespectful emails will be forwarded directly to the department chair. If you have concerns over an assigned grade or would like more personal feedback,



please see me during office hours or email me using Canvas Inbox. Please note that I do not change assigned grades unless I have made a legitimate error.

Canvas as a Grading Tool

Canvas is an online tool used to help you succeed in this class. All grades are posted to Canvas, and you should calculate your *current* course grade using that tool. While I post grades for individual assignments to Canvas, you should **NOT** rely on these automatic calculations for a full understanding of your position in the class. Large assignments carry much more weight and can rapidly raise/drop your grade. Further, missed assignments do not affect your grade until a "0" is entered; this can make your grade look inflated. Your "current" grade may not reflect your overall position/potential in the class.

All assignments will be given point scores. These scores will be turned into percentages and weighted according to the table above to average your course grade. The course percentages will be assigned a letter grade as follows:

Percentage	Letter Grade	Percentage	Letter Grade
94-100%	A	74-77%	C
90-93%	A minus	70-73%	C minus
88-89%	B plus	68-69%	D plus
84-87%	B	64-67%	D
80-83%	B minus	60-63%	D minus
78-79%	C plus	Below 60	F

*Note: Percentages are rounded to the nearest whole number. For example, if you receive a 93.3 your grade will be rounded to 93 as an A-minus. If you receive a 93.6 your grade will be rounded to a 94 as an A. **Please do not email me and ask for an alternative rounding system or request a personal "bump" in your percentage to get you into the next grade level.***

UNIVERSITY POLICIES

Per [University Policy S16-9](#), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#). Make sure to review these university policies.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica.

COURSE GOALS AND OBJECTIVES

Student Learning Objectives and Activities

Learning Objective	Assignment or Activity
LO 1: Produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression	Article Review (250 – 500 words) Literature Review (1000 – 1500 words) Research Paper and Drafts (3000 – 3500 words) Letter of Intent/Cover Letter (250-500 words) Padlets (2000 words)
LO 2: Explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse	Literature Review (1000 – 1500 words) Article Review (250 – 500 words) Note-taking Assignment (500 words) Research Paper and Drafts (3000 – 3500 words)
LO 3: Organize and develop essays and documents for both professional and general audiences	Library Search and Sources Assignment Citation Style Exercise/Bibliography Research Paper and Drafts (3000 – 3500 words) Literature Review (1000 – 1500 words) Presentation Article Review (250 – 500 words) Letter of Intent/Cover Letter (250-500 words)
LO 4: Organize and develop essays and documents according to appropriate editorial and citation standards	Literature Review (1000 – 1500 words) Research Paper and Drafts (3000-3500 words) Peer Reviews
LO 5: Locate, organize, and synthesize information effectively to accomplish a specific purpose and to communicate that purpose in writing	Literature Review (1000 – 1500 words) Article Review (250 – 500 words) Research Paper and Drafts (3000 – 3500 words) Peer Review
LO 6: Read from Sociological and popular literature from different sources	Literature Review (1000-1500 words) Research Paper and Drafts (3000-3500 words) Article Review (250 – 500 words)

GE/SJSU Area Z Goals

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 Communications I (A2) and Critical Thinking and Writing (A3) courses and broaden and deepen these to include mastery of the discourse peculiar to the discipline in which the course is taught.

Course Content

Diversity – Issues of diversity shall be incorporated in an appropriate manner

Writing – Written assignments should include both in-class and out-of-class writing, giving students practice and feedback throughout the semester. A single final term paper would not satisfy the requirement. Assignments will total 8000 words assigned throughout the semester, providing frequent practice and feedback for improving application skills. Course syllabi must reflect assignments that meet the 8000-word minimum.

Reading – Readings used in the course should be models of excellence.

Discipline – Written Communication II courses are discipline specific. All courses will use language and forms of writing appropriate to the discipline.

SOCI 100w Course Schedule

The schedule is subject to change with fair notice. Changes will be announced on Canvas.

All assigned materials may be found under the “Modules” link on Canvas

All assignments are due by 11:59pm on the date assigned.

Week	Date	Topics, Readings, Assignments, Deadlines
1	MODULE 0 – INTRODUCTORY MODULE	
	August 19	Introductory Quiz Headshot Assignment Introductory Padlet
2	MODULE 1 – UNDERSTANDING WRITING AND RESEARCH IN SOCIOLOGY	
		Read: <i>Starting Your Paper</i> Watch: Lecture Videos
	August 24	Module 1 Quiz
	August 25	Module 1 Padlet
3	MODULE 2 – WRITING A TERM PAPER AND CHOOSING A TOPIC	
		Read: <i>Writing and the Search for Literature (Part I)</i> Watch: Lecture Videos
	August 31	Module 2 Quiz
	September 1	Module 2 Padlet
4	MODULE 3 – LIBRARY RESEARCH	
		Read: <i>Writing and the Search for Literature (Part II)</i> Watch: <i>Library Tutorial Video</i> Watch: Lecture Videos
	September 7	Module 3 Quiz
	September 8	Module 3 Padlet
	September 9	Library Assignment
5	MODULE 4 – NOTETAKING FOR RESEARCH PAPERS	
		Read: <i>Notetaking</i> Watch: Lecture Videos
	September 14	Module 4 Quiz
	September 15	Module 4 Padlet
	September 16	Article Review
6	MODULE 5 – WRITING A LITERATURE REVIEW	

Week	Date	Topics, Readings, Assignments, Deadlines
		Read: <i>Writing a Literature Review as a Term Paper for a Class</i> Watch: Lecture Videos
	September 21	Module 5 Quiz
	September 22	Module 5 Padlet
	September 23	Note-taking Assignment
7	MODULE 6 – PARAGRAPH CONSTRUCTION	
		Read: <i>On Paragraphs</i> Watch: Lecture Videos
	September 28	Module 6 Quiz
	September 29	Module 6 Padlet
8	MODULE 7 – ASA FORMATTING	
		Read: Chapter 1: <i>ASA Editorial Style</i> Read: Chapter 2: <i>Some Mechanics of Style</i> Read: Chapter 3: <i>ASA-Specific Usages and Conventions</i> Read: Chapter 6: <i>Preparing and Submitting a Manuscript</i> Watch: Lecture Videos
	October 5	Module 7 Quiz
	October 6	Module 7 Padlet
9	MODULE 8 – IN-TEXT CITATIONS	
		Read: Chapter 4: <i>Guidelines for Organizing and Presenting Content</i> Read: Chapter 5: <i>Guidelines for Using Electronic Resources</i> Read: Chapter 8: <i>Appendix</i> Watch: Lecture Videos
	October 12	Module 8 Quiz
	October 13	Module 8 Padlet
10	MODULE 9 – AVOIDING PLAGIARISM	
		CAN – Avoiding Plagiarism Watch: Lecture Videos
	October 19	Plagiarism Tutorial Quiz Plagiarism Contract
	October 20	Literature Review
	October 21	Module 9 Padlet
11	MODULE 10 – WRITING AN INTRODUCTION	

Week	Date	Topics, Readings, Assignments, Deadlines
		Watch: Lecture Videos
	October 26	Module 10 Quiz
	October 27	Module 10 Padlet
12	MODULE 11 – PEER REVIEW PROCESS	
		Read: <i>Peer Review</i> Read: <i>Incorporating Feedback and Refining the First Draft</i> Watch: Lecture Videos
	November 3	First Draft
	November 4	Peer Review
13	MODULE 12 – WRITING AN ABSTRACT	
		Watch: Lecture Videos
	November 9	Module 12 Quiz
	November 10	Module 12 Padlet
14	MODULE 13 – PROFESSIONAL APPLICATIONS	
		Read: <i>Tips on Writing the Statement of Purpose</i> Read: <i>How to Write a Personal Statement for Sociology</i> Read: <i>Resume and Cover Letter Guide</i> Watch: Lecture Videos
	November 16	Module 13 Quiz
	November 17	Module 13 Padlet
	November 18	Second Draft
15	Thanksgiving Break – No Assignments or Office Hours	
16	MODULE 14 – PRESENTATIONS	
		Read: <i>Presentations</i> Watch: Lecture Videos
	November 30	Module 14 Quiz
	December 1	Module 14 Padlet
	December 2	Professional Application
17	December 5	Presentation
	December 6	ASA/PSA Assignment
	December 9	Final Draft