

## Soc 100W

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## Soc 100W

Posted on August 22, 2022 by Dan Brook

### **SOCI 100W: Writing Workshop**

[Sociology100W.wordpress.com](https://sociology100w.wordpress.com)

Written Communication II – Advanced General Education (GE) Course – “Writing in the Disciplines” (formerly Area Z)

SJSU, Fall 2022

SOCI 100W, Sec. 4 (43373): Tues/Thurs, 3 – 4:15 PM in DMH 162

Professor: Dan Brook, PhD ([brook@brook.com](mailto: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, 9:30 – 10:25 AM 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](mailto:sociology@sjsu.edu)), [www.sjsu.edu/siss](http://www.sjsu.edu/siss)

Assignments can be submitted physically or via email. I do not use Canvas or PowerPoint.

Any questions or problems regarding Zoom should be directed to [eCampus](#).

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 Reading:**

1. James Lester, *Writing Research Papers: A Complete Guide* (Pearson, 14th, [15th](#), or 16th ed.)
2. other readings to be assigned

However you choose to access the text is fine, but it is *required*: textbook, loose leaf, or digital; own, [rent](#), or [borrow](#); new or used; present edition or previous few; individual copy or shared; etc.

### **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](#)

Purdue [OWL](#) [Online Writing Lab]

Strunk & White, *The Elements of Style*

George Orwell, "[Politics and the English Language](#)"

Anne Lamott, *Bird By Bird*

Lynne Truss, *Eats, Shoots & Leaves*

### **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.

<b>GE Student Learning Objective</b>	<b>Assessment Activity</b>
GELO 1: Students shall be able to produce discipline-specific written work that demonstrates upper-division proficiency in:	Use rubric to assess for language use, grammar, and written clarity.

<ul style="list-style-type: none"> <li>▪ language use</li> <li>▪ grammar</li> <li>▪ clarity of expression</li> </ul>	
<p>GELO 2: Students shall be able to explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse</p>	<p>Use rubric to assess students' competencies and ability to explain, 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.</p>
<p>GELO 3: Students shall be able to organize and develop essays and documents for both professional and general audiences</p>	<p>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.</p>
<p>GELO 4: Students shall be able to organize and develop essays and documents according to appropriate editorial and citation standards</p>	<p>Have students complete SJSU Library survey on citation styles and references. Collect data from Librarian.</p>
<p>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</p>	<p>Use rubric to assess final research paper, annotated bibliography, or information literacy assignment.</p>

### 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 (3000-4000 words) 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 the following certification statement (with a word count):

"I certify that this paper complies with SJSU's Academic Integrity Policy and does not contain plagiarized content."

If any of you are late on any of the assignments, it is late and will be marked as such, but it is not too late. The assignments are still required, I would still like for you to submit them, and I want to read them.

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 websites 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 the cover page of your papers of at least 1,000 words for this course, please prominently place and sign the following certification statement:

"I certify that this paper complies with SJSU's academic integrity standards and does not contain plagiarized content."

### **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 Google group email listserv. It is required that you be a member of this free listserv and I will add the email address you have on file to it.

### **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 with a word count:

"I certify that this paper complies with SJSU's academic integrity standards and does not contain plagiarized content."

### **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/references/works cited, 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 (and a maximum of 4000 words), the paper should be titled and wrapped with a cover page and an annotated bibliography. Each annotation (for at least the minimum of 10

sources) should contain a very brief summary and a very brief evaluative comment, totaling, on average, a few full 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.

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 with a word count:

"I certify that this paper complies with SJSU's academic integrity standards and does not contain plagiarized content."

### **Research Proposal:**

You should be *fascinated* by your chosen topic. 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 and specific explanation of what you plan to research, (2) how it specifically relates to sociology, and (3) why you chose that particular 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. The outline should include a thesis statement.

**Writing Tutor:**

At least once during the semester, each student is *recommended* (not required) to consult with a writing tutor (there are various possibilities on campus). It can be very beneficial, but it is up to you.

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.

**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 (10 minutes is the minimum for the presentation portion); (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, names, or statistics; (3) if you choose to use media as part of your presentation, it should be no longer than about one 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; and (5) I recommend that you prepare and practice for your presentation. For more detailed advice, please see [www.etsu.edu/scitech/langskil/oral.htm](http://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 websites for independent news and views include the automated [news.google.com](https://news.google.com) for mostly mainstream news links and non-profit [www.commondreams.org](https://www.commondreams.org) and [www.alternet.org](https://www.alternet.org) for mostly progressive ones. Each of these are, essentially, news portals, having many links to many issues. I also recommend the *New York Times* at [www.nytimes.org](https://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 short-term, medium-term, or long-term, permanent or temporary, which requires “reasonable accommodations” or assistance of any kind, whether physical, cognitive, or emotional, 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](mailto:aec-info@sjsu.edu), [www.sjsu.edu/aec](http://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](http://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](http://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](http://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](mailto:michael.aguilar@sjsu.edu)). Library tutorials can be found at <https://library.sjsu.edu/tutorials/online-tutorials>.

The **Student Computer Service** (SCS) (King Library L67, 408-808-2470, [LibrarySCS@sjsu.edu](mailto: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](mailto: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](mailto: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](http://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 **Covid-19, 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](http://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.

### [How to Prevent a Cold, Flu, or the Coronavirus](#)

**Counseling Services** (Wellness Center, 408-924-5910, [counseling.services@sjsu.edu](mailto:counseling.services@sjsu.edu), [www.sjsu.edu/counseling](http://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](http://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](http://www.sjsu.edu/wrc)) is “a multi-cultural 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](http://sa.sjsu.edu/mosaic)) supports, advocates, and celebrates diversity, equity, and social justice.

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

**Center for Community Learning 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](mailto:cccac@asjsu.edu), [as.sjsu.edu/cccac](http://as.sjsu.edu/cccac)) for service learning ideas and opportunities..

The **Environmental Resource Center** (WSQ 115, 408-924-5467, [erc@e-mail.sjsu.edu](mailto:erc@e-mail.sjsu.edu), [erc.thinkhost.net](http://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, housing, etc.).

A listing of student resources is available at [www.sjsu.edu/students/student\\_resources](http://www.sjsu.edu/students/student_resources).

### **National Resources:**

The National Suicide Prevention Lifeline is available anytime, 24/7/365, toll-free at 1-800-SUICIDE (there are also warmlines, textlines, and chat boxes); also check my article at [www.tikkun.org/tikkundaily/2013/10/22/suicide](http://www.tikkun.org/tikkundaily/2013/10/22/suicide).

As of July 2022, anyone can call **988** anytime for any sort of mental health concern or crisis, whether for yourself or others.

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.

Please [register to vote](#) and also encourage others to register and vote, as well.

### **School Success:**

For best results in school, practice the **ARTS**:

**A**ttend every class, **A**ct curious, and **A**sk questions; **R**ead every assignment and **R**esearch what's most interesting to you; **T**ake good notes; then **S**tudy and review what you've learned.

[10 Things You Can Do to Improve Your Grades](#)

[15 Secrets of Getting Good Grades in College](#)

### **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 2022-2023 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: T/Th, Aug 23-25**

Welcome, Course Introduction, & Syllabus on Tuesday

Earl Babbie, "[How to Avoid Plagiarism](#)" and

[SJSU's Academic Integrity Policy](#) (a couple minutes of reading for each)

Class Interviews on Thursday

#### **Week 2: T/Th, Aug 30-Sept 1**

James Lester, *Writing Research Papers*, ch. 7

Dan Brook, [Social Truths](#)

“How to Avoid Plagiarism” Reflection Paper Due This Week (Thursday at 8 PM)

(350-word minimum review of the plagiarism websites above with a word count on the top of the page)

### **Week 3: T/Th, Sept 6-8**

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 (check mark), 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 by Thursday at 8 PM.

### **Week 4: T/Th, Sept 13-15**

Lester, *Writing Research Papers*, ch. 2

#### **Thursday’s class is asynchronous (no in-person class):**

Write a short story, whether fiction or non-fiction, that shows more than tells for about 45 minutes based on the following prompt.

Henry James gave the most concise and some of the best writing advice when he said “Show, don’t tell.” Interestingly, in this instance, he told and didn’t show. Anton Chekhov, however, suggested: “Don’t tell me the moon is shining; show me the light on broken glass.”

For example, instead of simply saying it’s raining, perhaps discuss and describe the open umbrellas, the plop plop plop, the splashing in the puddles, and/or the person coming indoors with soaked clothes. Be creative and have fun with your story!

Due by 8 PM.

### **Week 5: T/Th, Sept 20-22**

Lester, *Writing Research Papers*, ch. 3

#### **Research Proposal Due on Tuesday by 8 PM.**

#### **Thursday’s class is asynchronous (no in-person class):**

Discuss approximately three things you are grateful for as well as whatever macro social forces created, encouraged, or led to whatever you are grateful for. The assignment should take about 45 minutes to complete.

For example, if you were grateful for online news, you could mention the social forces of world events, giant organizations, the creation of the internet and world wide web, etc.

Due by 8 PM.

### **Week 6: T/Th, Sept 27-29**

Lester, *Writing Research Papers*, ch. 4-5

Thursday lecture: Outlines and Thesis Statements

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 read these guidelines carefully and email your little story to me by Tuesday at 8 PM.

### **Week 7: T/Th, Oct 4-6**

Lester, *Writing Research Papers*, ch. 8

**Outline with Thesis Statement of Research Paper Due by Thursday at 6 PM**

**Tues, 10/4: Workshop by Michael Aguilar, our Sociology Research Librarian, in King Library 213**

### **Week 8: T/Th, Oct 11-13**

Lester, *Writing Research Papers*, ch. 9

Tuesday lecture: two small things that cause big problems

**Values Socialization Project Due on Thursday by 8 PM** (minimum 1200 words with a word count, plagiarism statement, and good title on top). Please review the guidelines for this assignment in this syllabus.

### **Week 9: T/Th, Oct 18-20**

Lester, *Writing Research Papers*, ch. 10

**Rough Draft of Research Paper Due on Thursday by 8 PM** (2000-2400 words with a word count, plagiarism statement, and provisional title on top)

### **Week 10: T/Th, Oct 25-27**

Lester, *Writing Research Papers*, ch. 11

Research Paper Conferences (Thursday, Oct 27 conferences by Zoom)

**Week 11: T/Th, Nov 1-3**

Lester, *Writing Research Papers*, ch. 12

Research Paper Conferences

**Week 12: T/Th, Nov 8-10**

Lester, *Writing Research Papers*, ch. 13

Tuesday: Research Paper Conferences

Thursday (11/10): Critical Thinking Analyze the Argument Workshop in Class

**Week 13: T/Th, Nov 15-17**

Lester, *Writing Research Papers*, ch. 14 or ch. 15

Tuesday: Proofreading/Editing Cycles

Thursday: Oral Presentations & Presentation Reviews

**Week 14: T, Nov 22 (Nov 24 is Thanksgiving)**

Asynchronous class (no in-person meeting): [Celebrating Genocide!](#)

**Submit a reflection paper of at least 350 words with a word count on top by Wednesday, 11/23 at 6 PM.**

**Week 15: T/Th, Nov 29-Dec 1**

Oral Presentations & Presentation Reviews

## Week 16: T, Dec 6 [last day of instruction]

Oral Presentations & Presentation Reviews

Course Conclusion

### Final Research Paper due on or before the last day of class

(*minimum* 3000 and maximum 4000 words of text and a plagiarism certification statement with a word count on top, in addition to *all* the other components of the paper)

### Final Exam: Analyze an Argument Essay Response

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