

San José State University
Communication Studies Department
COMM 100W, Section 81. Writing Workshop: Writing for Influence

- Instructor: Mary Anne Sunseri
- Email: Mary.Sunseri@sjsu.edu (Canvas Inbox is preferred method of contact)
- Office Location: HGH 214
- Office Hours (in-person and Zoom): Thursdays from 1:00 PM to 3:00 PM, and by appointment
- Office Telephone: (408) 924-5382
- Mode of Instruction: Online (no in-person class sessions)
- Prerequisites: A grade of “C” or better in English 1B, passage of the Writing Skills Test (WST), upper division standing, and completion of Core GE
- GE/SJSU Studies Category: Z

“Education is a social process; education is growth; education is not preparation for life but is life itself.” – John Dewey

Catalog Description

Current conventions and forms of exposition, argument and persuasion. Writing for the general and specialized audience from the thesis statement approach.

Course Description

This section of COMM 100W focuses on the power and persuasion of writing choices and practices in communication studies scholarship. Writers in this class can expect to learn, practice, and critique writing styles and different methods of conducting research. Writers will become more familiar with communication studies writing styles and scholarship and how they can apply to other disciplines, such as business, law, anthropology, etc. From writing proposals to texting to ethnographic writing, we will focus on two writing concepts: who is the reader, and what is the goal of writing?

This course also embraces the GE Pathway of Global Engagement, which focuses on cultural agility and the ability to think about issues, people, and ideas outside of one’s own experience. The underlying assumption of this class is not just that words can and do create social change; words are social change. In my role as the instructor, I have designed assignments that allow students to practice and demonstrate their command of effective writing techniques. These assignments encourage writers to reflect on the power in their own words as they embrace their own goals and persuade readers to change their actions for the benefit of the world’s society.

Canvas Class Website

Copies of the course syllabus, lecture material, and major assignments may be found on the [class Canvas site](#).

You are responsible for regularly checking class materials and messages sent via Canvas. The announcement page will be used for updates and other important alerts about the class. For Canvas help, please consult the following webpage for [Canvas student resources and tutorials](#).

Succeeding in this Class

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 course (normally three hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities.

Because this is a three-unit class, you can expect to spend nine hours per week for instruction or preparation/studying or course related activities. Careful time management will help you keep up with readings and assignments and enable you to be successful in all of your courses.

Online class: This is a fully online class, which means that you will complete all activities and assignments through Canvas. Each week you will have reading, discussion prompts, online lessons, and writing assignments to complete. There is a temptation to think that in-person activities are more urgent than your online work. That, of course, is untrue. It is just as important to stay on top of your weekly assignments in your online course and resist letting your assignments pile up. To be successful, follow the weekly schedule and stay on top of your assignments. I recommend logging in at least three times per week to complete your work.

GE Learning Objectives for 100W (GELO)

- GELO 1: Produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression;
- GELO 2: Explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse;
- GELO 3: Organize and develop essays and documents for both professional and general audiences;
- GELO 4: Organize and develop essays and documents according to appropriate editorial and citation standards;
- GELO 5: Locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.

Additional Course Learning Objectives for COMM 100W

- CLO 1: Develop appreciation for the persuasive capacity of all elements of written communication including grammar, composition, and use of citations;
- CLO 2: Develop grammar, composition, research, and other general writing skills that enable you to make strategic choices in your use of language.

Required readings in Canvas Files in Alphabetical Order

- Garett, Renee, Liu, Sam, & Young, Sean D. "The Relationship between Social Media Use and Sleep Quality among Undergraduate Students." *Information, Communication & Society*, vol. 21, no. 2, 2018, pp. 163-173.
- Hoey, Brian A. "A Simple Introduction to the Practice of Ethnography and Guide to Ethnographic Fieldnotes." *Marshall University Digital Scholar*, 2014, pp. 1-8.
- Lamott, Anne. *Bird by Bird: Some Instructions on Writing and Life*. Anchor Books, 1995. (Selection)
- Lanham, Richard. Introduction: The Domain of Style. *Analyzing Prose*, by Richard Lanham. Continuum, 2003, pp. 1-10.
- Lindemann, Kurt. "Performing (Dis)Ability in the Classroom: Pedagogy and (Con)Tensions." *Text and Performance Quarterly*, vol. 31, no. 3, 2011, pp. 285-302.
- Moreira, Claudio, and Marcelo Diversi. "Missing Bodies: Troubling the Colonial Landscape of American Academia." *Text and Performance Quarterly*, vol. 31, no. 3, 2011, pp. 229-248.
- Rothman, Joshua. "Why is Academic Writing So Academic?" *The New Yorker*, <http://www.newyorker.com/books/page-turner/why-is-academic-writing-so-academic>. Accessed 8 August 2017.
- Triska, Zoe. "You Say 'Bitch' Like It's a Bad Thing: Examining the Implications of the Notorious Word." *Huffington Post*, https://www.huffingtonpost.com/zoe-triska/post_4332_b_2526243.html. Accessed 8 August 2017.
- Vignes, Danielle Sears. "'Hang It Out To Dry': Performing Ethnography, Cultural Memory, and Hurricane Katrina in Chalmette, Louisiana." *Text and Performance Quarterly*, vol. 28, no. 3, 2008, pp. 344-350.

Additional Readings and Resources

- [Paul Brian's Common Errors in English Usage](#)
- [Jack Lynch's Guide to Grammar and Style](#)
- [The Purdue Online Writing Lab \(OWL\)](#)
- [SJSU Library Guide for COMM](#)
- [BibMe, the automatic citation and bibliography maker](#)

Respect

Writing courses can be difficult and challenging for many students. That is the nature of classes that require group assignments and participation. Respect and recognition of others in our class should be reflected and embodied by all within our classroom community. I will not hesitate to provide appropriate action to anyone who is communicating (in any fashion) disrespect, prejudice, or discrimination to others in our class and cultures outside of our class. I will not stand for speech that promotes racism, sexism, classism, residency status (immigration) or homophobia. If at any time you feel or experience someone else's discomfort with such issues, talk with me about it. In cases of class order and disruption (being any action or attempted action that negatively distracts or affects the class community, individual students, or the instructor), the following procedures will be followed:

1. I, as the instructor, will ask the student(s) causing the disruption to cease and desist.
2. I, as the instructor, will notify the disruptor(s) of possible suspension and/or dismissal from the class.
3. If disruption does not cease, I, as the instructor, will follow the procedures as established in [SJSU's Student Code of Conduct](#).

Instructor Material Protection

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Request for permission to record must be submitted to instructor via email prior to recording. Permission will be granted for the whole semester.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop and grade forgiveness. Refer to the current semester's [Catalog Policies](#) section. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#). You may also want to consult the [Late Drop Policy](#). Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the [Advising Hub](#).

Incompletes

Students who cannot fulfill all the work for a course due to a sudden medical or family emergency **at the end of the coursework** may be assigned an incomplete only if arrangements are made with the instructor. An incomplete must be made up within one calendar year immediately following the end of the term in which it was assigned. Please consult [SJSU's Policy on Incompletes](#) for more information.

Campus Policy in Compliance with the Americans with Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) to establish a record of their disability.

Accessible Education Center

The [Accessible Education Center](#) is a comprehensive center providing both students and employees with accommodations and services. The Center works closely with faculty, staff, programs and departments to deliver services and promote access for students with disabilities in the classroom and throughout the campus.

- Location: Administration Building 110
- Phone: (408) 924-6000
- [Email](#)

Student Resources

Technology Resources

Computer labs for student use are available in the new Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. In addition, computers are available in the Martin Luther King Library. The Communication Center, located in Hugh Gillis Hall 229, also has a few computers available for student use. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, screens and monitors.

Communication Center

The Communication Center is located in Hugh Gillis Hall 229 and is open Monday through Thursday, from 10:30 AM to 4:30 PM. The Center opens on Monday, September 9th, and closes on Thursday, December 5th. The Center provides support for all students interested in developing their personal and professional communication skills, and offers specialized support for those enrolled in Communication Studies courses. Services include in-person workshops, public speaking, and writing tutoring. Upper-division Communication Studies students staff the Center and are trained in coaching students on a variety of topics related to our department courses. Need a quiet place in HGH to study, meet, or practice a speech? We have several rooms available! To make an appointment with one of our tutors or to reserve a breakout room go to the [COMM Center's online appointment system](#). More information can be found through the [COMM Center's website](#).

Academic Counseling Center for Excellence in the Social Sciences ([ACCESS](#))

- Office location: Clark Hall Room 240, Telephone: 924-5363

All COSS students and interested students are invited to stop by the Center for general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. Call or email for an appointment, or just stop by.

SJSU Writing Center

The SJSU Writing Center offers appointments for tutoring which can be made for the King Library (2nd Floor) or Online Drop-in Tutoring is available in Clark Hall 126. The Writing Center is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. The writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. More information is available at the [SJSU Writing Center's Website](#).

Library Liaison

The Communication Studies Department encourages vigorous and ethical research as part of information literacy for all of its students. For assistance with research or questions about the library, utilize the [Communication Research Guide](#) and/or email [Marci Hunsaker](#), the Communication Studies Library Liaison. For additional assistance: 1.) **Visit:** Go to the King Library *1st Floor Desk* and ask for a librarian; 2.) **Phone:** (408) 808-2300 (ask for a Librarian); and 3.) **Chat:** For a chat link and other information about contacting librarians, see: [Ask a Librarian](#).

Peer Connections

Peer Connections' free tutoring, mentoring, and supplemental instruction is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. In addition, Peer Connections supplemental instruction (SI) leaders assist professors in select courses by running study groups and review sessions. Peer Connections has a study space, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit [Peer Connections' website](#).

Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy F15-7](#) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Here is the [Student Conduct and Ethical Development website](#).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Integrity Policy S07-2 requires approval of instructors.

You should, therefore, submit your own, original work for this course. I will uphold San José State University's policy on academic honesty. Consequently, an instance of academic misconduct (e.g., plagiarism, cheating, taking credit for others' work, submitting work for another course as work for this one, etc.) will likely result in a failing course grade.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

Assignments

Detailed instructions for all assignments can be found on our course website. The total word count for this course's assignments is no less than 8000 words.

The Meaning Of... Assignments

<i>Assignment</i>	<i>Word Count</i>	<i>Point Value</i>	<i>GELO/CLO</i>
MOP Draft Preparation Activities	600 words	60 points	GELO 1-5/CLO 1-2
MOP Draft Peer Review	150 words	10 points	GELO 3/CLO 2
MOP Draft	(1000 words)	20 points	GELO 1-5/CLO 1-2
MOP Draft Reflection	200 words	10 points	GELO 2/CLO 1-2
MOP Final	1000 words	200 points	GELO 1-5/CLO 1-2

Article Analysis Assignments

<i>Assignment</i>	<i>Word Count</i>	<i>Point Value</i>	<i>GELO/CLO</i>
Analysis Preparation Activities	600 words	50 points	GELO 1-5/CLO 1-2
Analysis Draft Peer Review	150 words	10 points	GELO 3/CLO 2
Analysis Draft	(1000 words)	20 points	GELO 1-5/CLO 1-2
Analysis Draft Reflection	200 words	10 points	GELO 2/CLO 1-2
Analysis Final	1000 words	200 points	GELO 1-5/CLO 1-2

Ethnographic Project Assignments

<i>Assignment</i>	<i>Word Count</i>	<i>Point Value</i>	<i>GELO/CLO</i>
Cultural Event Preparation Activities	600 words	60 points	GELO 2
Ethnographic Draft Peer Review	150 words	10 points	GELO 3/CLO 2
Ethnographic Draft	(1500 words)	20 points	GELO 1-5/CLO 1-2
Ethnographic Draft Reflection	200 words	10 points	GELO 2/CLO 1-2
Ethnographic Final	2000 words	250 points	GELO 1-5/CLO 1-2

Additional Assignments

<i>Assignment</i>	<i>Word Count</i>	<i>Point Value</i>	<i>GELO/CLO</i>
Self-introduction	500 words	30 points	GELO 3/CLO 1
Writing Exercises	1000 words	20 points	GELO 1-5, CLO 1-2
Self-Reflection Addendum	150 words	10 points	GELO 1-5, CLO 1-2
Course Total	8500 words	1000 points	GELO 1-5, CLO 1-2

Grade Distribution

Your final grade is based on the following point scale:

- A+ = 1000 to 980
- A = 979 to 940 points
- A- = 939 to 900 points
- B+ = 899 to 870 points
- B = 869 to 840 points
- B- = 839 to 800 points
- C+ = 799 to 770 points
- C = 769 to 740 points
- C- = 739 to 700 points
- D+ = 699 to 670 points
- D = 669 to 640 points
- D- = 639 to 600 points
- F = 599 and fewer points

Note: Please remember that in order to receive general education credit for this course, you must complete it with a grade of **C or better**.

Course Requirements

Formatting instructions

Unless instructed otherwise, all written work (including rough drafts) should be typed, double-spaced, with one-inch margins all around, in standard 12-point Times New Roman font. Please do not include a title/cover page. Electronic submissions of assignments need to be in PDF format. Citations should be formatted in accordance with MLA guidelines.

You should strive for five qualities in your work for this course. Your writing or formal speaking should be:

1. **COMPELLING** (i.e., it should articulate a claim—make a point, be purposeful—and an audience for that claim),
2. **COMPLETE** (i.e., it should address all aspects of the assignment, it should be sufficiently developed),
3. **COHERENT** (i.e., your arguments should logically progress from one paragraph to the next),
4. **CONCISE** (i.e., it should be richly developed, but not meandering or repetitive), and
5. **CORRECT** (i.e., it should be free of grammatical, typographical, and source citation errors, as well as fallacious reasoning).

I will look to these five criteria as I, as your audience, respond to your work in this course.

Technology requirements

All assignments in this class require you to use online technology environments such as discussion boards. It is expected that you learn how to navigate these environments effectively as part of completing the assignment. Technical difficulties, which are a fact of life in the modern world, are not an excuse for late or incomplete work. Be sure to leave yourself time to learn the technology so that you can successfully post your work. If you encounter technical difficulties that you cannot solve, please contact me and/or the [University Help Desk](#).

Again, leave yourself enough time to troubleshoot unexpected (and inevitable) technical problems before an assignment comes due.

Attendance

Attendance in any class is important, but it's a little more complicated in an online class, since there isn't a common physical space with desks and chairs. However, if we think of Canvas as our common space, it could be a place for attendance. I tend to link attendance with participation, because my definition of attendance includes mental attendance, connection, and focus. Attendance is being present in body and mind.

Since all of our communication will be computer-mediated communication (CMC), it's incredibly important for us to keep this course accessible and functional. Assignments are due each week, and I strongly recommend logging in at least three times a week to complete your work.

Participation

Because this class is an experience-based, skills-focused course, your participation is critical. Your participation grade includes being prepared and adding constructively to the class. You are expected not only to write and deliver your best work, but also to be an intelligent and constructively critical writer and reviewer.

Participation in an online class is just as vital, if not more so, than in a face-to-face class. We are incredibly reliant on one another so we can all learn more about ethical and effective communication.

Participation includes, but is not limited to, the following:

- Active, constructive involvement in discussions, activities, and group work
- On time and thorough completion of your assignments
- Staying focused on your work and tasks at hand and asking questions
- Fulfilling your commitments to your fellow students and me

Late Work Policy

I have set up the course in a way that I think facilitates learning in a structured and manageable way. The placement of assignment assures that I can give you feedback on your assignments in a reasonable amount of time, and I am significantly less able to do so when you submit work late. For non-emergencies, you must contact me at least 24 hours ahead of time if you do submit work late; late work may be subject to a fifty percent grade penalty or elaborative, additional assignments, until Friday, December 6th.

MAJOR PAPERS: Late submissions of any of the three major papers (both the Draft or the Final) will drop a letter grade (“A-“ becomes a “B –“) for each *day* they are late. You are welcome to submit your work early. Please consider submitting your work earlier rather than later to avoid any technological issues that would perhaps be an excuse for late work in an in-person class.

EXCEPTIONS: The exceptions to the late work policy are: early submissions for instructor feedback (for the major papers), extra credit assignments, and the final assignment; outside of an emergency circumstance, I will not accept late submissions of these assignments.

QUESTIONS/CONCERNS ABOUT GRADES: If you have a question or concern about a grade, please follow the following procedure:

- First, please wait 24 hours after the grade has been released. Within that period of time, please make sure you can access my feedback on your assignment.
- Second, email me to schedule a meeting that will take place a week later.
- Third, at that meeting, please bring a typed-up response to the grade. You should use the grading rubric of the assignment to address the areas where you think you should have earned more points and cite where you met those rubric items in your assignment.

COMM 100W, Writing for Influence, Class Schedule

This schedule is subject to change with fair notice. For full citations, see the “required readings” list on page 3.

Week	Description	Reading	Assignments Due
Week 1 8/21/2019 to 8/23/2019	Introduction and course overview		DISCUSSION: Introductions.
Week 2 8/26/2019 to 8/30/2019	Introduction, cont. The background of one writer		DISCUSSION: Introductions. DISCUSSION: Writers and Peer Reviewers. Self-Introduction of a Writer
Week 3 9/2/2019 to 9/6/2019	What is persuasion? Analyzing the CBS Model Composition Brainstorming and Meaning	Lanham; Triska	DISCUSSION: CBS Model MOP Reading Worksheet MOP Topic Proposal
Week 4 9/9/2019 to 9/13/2019	Opinion v. Argument What is active voice?		MOP Opinion MOP Contextual Examples
Week 5 9/16/2019 to 9/20/2019	Crafting Your Argument Citing Your Sources	Lamott	MOP Annotated Bibliography MOP Draft
Week 6 9/23/2019 to 9/27/2019	MOP Draft Peer Review MOP Draft Reflection		MOP Draft Peer Feedback MOP Draft Reflection DISCUSSION: Identifying Your Cultures
Week 7 9/30/2019 to 10/4/2019	What is academic writing? Revising with a purpose	Rothman; Garrett et al.	Garrett et al. Article Analysis Reading Worksheet Garrett et al. Summary
Week 8 10/7/2019 to 10/11/2019	Analyzing Academic Writing	Garrett et al.	Garrett et al. Strengths and Limitations Garrett et al. Proposal Article Analysis Topic
Week 9 10/14/2019 to 10/18/2019	Assessing Academic Writing		MOP Final Article Analysis Draft Cultural Event Topic Proposal
Week 10 10/21/2019 to 10/25/2019	Article Analysis Draft Peer Review Article Analysis Draft Reflection		Article Analysis Draft Peer Feedback Article Analysis Draft Reflection DISCUSSION: What is Ethnography?
Week 11 10/28/2019 to 11/1/2019	The Purpose and Practice of Ethnography	Cultural Event Fieldnotes; Hoey; Moreira & Diversi	Ethnography Reading Worksheet Cultural Event Field Notes
Week 12 11/4/2019 to 11/8/2019	Power, Voice, and Ethnography What is your role in the research?	Lindemann; Vignes	Ethnography Reading Worksheet Ethnographic Writing Project Draft
Week 13 11/11/2019 to 11/15/2019	Ethnographic Project Draft Peer Review Ethnographic Project Draft Reflection		Article Analysis Final Ethnographic Draft Peer Feedback Ethnographic Draft Reflection
Week 14 11/18/2019 to 11/22/2019	Power and voice, revisited. Being reflexive in your writing.		
Week 15 11/25/2019 to 11/29/2019	Revising Your Work		
Week 16 & Finals 12/2/2019 to 12/13/2019	Final		Ethnographic Writing Project Final Self-Reflection Addendum NO LATE SUBMISSIONS ACCEPTED.