

San José State University
Department of Kinesiology
KIN 100W, Writing Workshop, Section 01, Spring 2020

Instructor:	Daniel Bohigian
Office Location:	SPX 170
Email:	daniel.bohigian@sjsu.edu
Phone:	408-924-3010
Office Hours:	Monday and Wednesday, 1:15 PM - 1:45 PM
Class Days/Time:	Monday and Wednesday, 7:30 AM - 8:45 AM
Classroom:	Sweeny Hall 242
Prerequisites:	(a) Grade of C or better (C- not accepted) in Area A3 (Critical Thinking and Writing), (b) Passage of the Writing Skills Test (WST) or ENGL/LLD 1A with a C or better (C- not accepted), (c) Upper division standing (60 units), (d) Completion of Core GE
GE/SJSU Studies Category:	Area Z

Course Description

Advanced skills in writing. Development of writing style and creation of organized, persuasive, and analytical prose. Generalized and specialized forms of writing. GE Area: Z Prerequisite: A3 or equivalent second semester composition course (with a grade of C- or better); Completion of core GE, satisfaction of Writing Skills Test and upper division standing. KIN 70 for major/minors only or instructor consent. Allowed declared major: kinesiology.

Remember: KIN 100W Must be passed with C or better to satisfy the CSU Graduation Writing Assessment Requirement (GWAR).

Canvas Learning Management System and SJSU One

All course materials can and will be found on the Canvas Learning Management System (<https://sjsu.instructure.com>). Be sure to consistently and actively check Canvas for announcements, assignment specifics and templates, assignment commentary and feedback, and posted grades. You are responsible for regularly checking Canvas and the messaging system through SJSU ONE. Also, feel free to send me messages through Canvas. Email is not the only effective means of communication for this course.

General Education Learning Objectives (GELOs)

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 Communication IA and IB, and broaden and deepen these to include mastery of the discourse particular to the discipline in which the course is taught. Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments or distinct academic units.

Students shall write complete essays that demonstrate college-level proficiency. Students shall be able to:

(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.

Kinesiology Undergraduate Degree Student Program Learning Outcomes (PLOs)

(PLO 1) Students will be able to explain, identify, and/or demonstrate the theoretical and/or scientific principles that can be used to address issues or problems in the sub-disciplines in kinesiology.

(PLO 2) Students will be able to effectively communicate in writing (clear, concise, and coherent) on topics in kinesiology.

(PLO 3) Students will be able to effectively communicate through an oral presentation (clear, concise, and coherent) on topics in kinesiology.

(PLO 4) Students will be able to utilize their experiences across a variety of health related and skill-based activities to inform their scholarship and practice in the sub disciplines in kinesiology.

(PLO 5) Students will be able to identify and analyze social justice and equity issues related to kinesiology for diverse populations.

Course Learning Outcomes (CLOs)

Upon successful completion of KIN 100W, students will be able to:

(CLO 1) Perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).

(CLO 2) Express, explain, analyze, develop, and criticize ideas effectively.

(CLO 3) Use correct grammar, syntax, mechanics, and citation of sources at a college level of sophistication.

(CLO 4) Write for different audiences, both specialized and general.

(CLO 5) Use, locate, analyze, and evaluate, supporting materials, including independent library research.

(CLO 6) Synthesize ideas encountered in multiple readings.

(CLO 7) Construct effective arguments.

(CLO 8) Express, explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.

(CLO 9) Organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.

Required Texts/Readings

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. (Blue APA Manual).

American Psychological Association. (2010). *Mastering APA Style: Student's Workbook and Training Guide* (6th ed.). Washington, DC: American Psychological Association. (Orange APA Workbook).

NOTE: Please bring your Blue APA Manual and Orange APA Workbook to class every day. We refer to both often throughout the semester.

Optional Supplemental Texts

Manhard, S.J. (1998). *The Goof Proofer*. New York: Fireside.

A comprehensive dictionary and college-level thesaurus are recommended (Merriam-Websters).

Additional Course Materials

Other course materials, including instructional handouts and assignment templates will be posted on Canvas when applicable and with prior notice.

Kinesiology Department Library Liaison

Adriana Poo

Email: adriana.poo@sjsu.edu

Use of Technology

KIN 100w will be taught as a workshop, which means the student and instructor will work one-on-one and in small groups often throughout the semester. Since the majority of your work is done in class, not limited to the in-class assignments and peer review sessions, be sure to bring your laptop, tablet, or any other device you draft your work on to each class meeting. Come

prepared every day and you will see the results. Again, since the majority of your work will be done in class, you are encouraged to bring laptops and tablets for use during in-class exercises and peer-editing/writing.

Classroom and Course Protocol

1. Since much of the learning occurs during in-class discussions, it is vital that students attend class. You will be working with your peers and along with your instructor during class.
2. Make-up exams will not be an option, unless documented, severe, or compelling circumstances arise.
3. Assignments are expected by the posted due-date. Late assignments will be penalized a letter-grade per day late (i.e. From an “A” to an “B”). Assignments not submitted within 5 days of the original posted due date will not be accepted unless documented, severe, or compelling circumstances arise.
4. Please put away cell phones (and switch them to silent) – use of these devices during class time is not appropriate. However, if your cell phone must be used to access material directly related to the course, usage is allowed. Use your devices honestly.
5. Laptops and tablets will only be permitted for class related activities.
6. Email correspondence should include your full name and the class you are inquiring about (KIN 100W). For policy or assignment questions, please check the syllabus and/or Canvas prior to sending a message to the instructor.
7. All materials must be original works of the student. Plagiarism will not be tolerated.

Assignments and Grading Policy

General Assignments

Topic Proposal	5 points (3% of grade)
Critique of Scholarly Scientific Literature	10 points (6% of grade)
Annotated Bibliography	30 points (17% of grade)
Outline	5 points (3% of grade)
Midterm Examination	25 points (14% of grade)
Introduction Section and Method Section Draft	5 points (3% of grade)
Literature Review Section Draft	5 points (3% of grade)
Abstract Writing Exercise (“Oversized vs Standard Racquets”)	5 points (3% of grade)

Discussion Section and Abstract Section Draft	5 points (3% of grade)
Final Scholarly Literature Review	50 points (29% of grade)
Literature Review Presentation (Final Examination)	10 points (6% of grade)

In Class Assignments

Annotated Bibliography Scavenger Hunt	3 points (2% of grade)
Introduction/Method Section Audit and Peer Review	3 points (2% of grade)
Literature Review Section Scavenger Hunt	3 points (2% of grade)
Literature Review Section Audit and Peer Review	3 points (2% of grade)
Discussion/Abstract Section Audit and Peer Review	3 points (2% of grade)
Scholarly Literature Review Rough Draft Audit and Peer Review	3 points (2% of grade)

Total Points Available: 173

Grading Scale

Traditional 100-90-80-70-60-50 scale with plus and minuses: 87% is B+, 72% is C-, etc.

Example:

B+ (87 % - 89%)

B (83% - 86 %)

B- (80% - 82%)

Note: “.5” and above in final grade calculations are rounded-up.

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

Remember: Assignments are expected by the posted due-date. Late assignments will be penalized a letter-grade per day late (i.e. From an “A” to an “B”). Assignments not submitted within 5 days of the original posted due date will not be accepted unless documented, severe, or compelling circumstances arise, or if you have documented arrangements with the AEC.

Assignment and Test Specifics

Topic Proposal (5 points)

A complete topic proposal will be roughly 2-3 pages in length and will require you to clarify the scope of your research. You will propose initial research questions, explain your personal

connection to the topic itself, and offer preliminary thesis statements. A template and further details will be posted on Canvas.

Length: roughly 2-3 pages
Satisfies PLO 2

Critique of Scientific Literature (10 points)

You will write a critique of a scholarly peer-reviewed study related to the your research topic. A template and further details will be posted on Canvas.

Length: roughly 2-3 pages
Satisfies GELO 2

Annotated Bibliography (30 points)

You will submit an annotated bibliography for **10 scholarly peer-reviewed sources** published within the past 10 years. Web sites are not acceptable unless they are online versions of print academic journals, .gov's, or .org's. For each source, include a correct APA reference citation. Under each reference citation, provide a paragraph of roughly 8 - 10 sentences that: (a) summarizes the research question/main argument of the source; (b) relays essential results, conclusions, and implications of the research; (c) compares and/or contrasts the source to another specific source in the bibliography (weave source to another in your annotated bibliography); and (d) offers a general evaluation of the source itself. Further details will be posted on Canvas.

Length: roughly 6-8 pages
Satisfies GELO 4

Outline (5 points)

You will produce an alphanumeric outline of your entire paper, start to finish. It is required that you include the major points you intend to make and use complete sentences rather than key words. A complete outline will cover details for each of the 4 main sections of your paper: introduction, method, literature review, and discussion. A template and further details will be posted on Canvas.

Length: roughly 3-4 pages
Satisfies GELO 5

Midterm Examination (25 points)

The midterm exam will require an 882 - E scantron form and a No. 2 pencil. The examination will be based on both lecture and book material. The midterm is open note and open book. No electronic devices will be allowed unless you have documented arrangements with the AEC.

Satisfies PLO 3

Abstract Writing Exercise (5 points)

You will write the abstract for the single-experiment study entitled “Oversized vs. Standard Racquets: Does it Really Make a Difference?” Points will be based on clarity, brevity, inclusion of key details from the study itself, grammar, punctuation, and proper APA format. **NOTE:** the abstract being submitted for this assignment is NOT the abstract being written for your own final paper. The article and detailed information on the assignment will be posted on Canvas.

Length: 1 paragraph

Satisfies PLO 1 & 2

Introduction Section and Method Section Draft (5 points)

A complete and thorough introduction section will include, but is not limited to, a clear establishing of context and background information regarding your research, along with offering a clear and focused thesis statement. A complete and thorough method section will detail the research process, along with offering key terms, journals titles, and number of articles referenced, etc. Further details will be clarified in class and posted on Canvas as we progress through the semester.

Length: roughly 2-3 pages

Satisfies PLO 1 & 2

Literature Review Section Draft (5 points)

A complete and through literature review section will include, but is not limited to, four distinct and informative subsections, along with effective in-text citations, objective weaving of sources, and objective detailing of specifics. No subjective evaluation, subjective commentary, or personal opinion is appropriate for the literature review section. Further details will be clarified in class and posted on Canvas as we progress through the semester.

Length: roughly 3-4 pages

Satisfies PLO 1 & 2

Discussion Section and Abstract Section Draft (5 points)

A complete and thorough discussion section will include, but is not limited to, a clear statement of support or non-support of your thesis, along with disclosure of limitations in research (yours or the scientific field in general). Forecasting statements, along with objective evaluation and subjective evaluation, commentary, and citable/corroborated personal opinion is welcome in the discussion. A clear conclusion subsection is required. A complete and thorough abstract section will offer a comprehensive “preview” of the contents of your scholarly literature review. Further details will be clarified in class and posted on Canvas as we progress through the semester.

Length: roughly 3-4 pages
Satisfies PLO 1, 2, 4, & 5

In Class Assignments - Draft Audits and Peer Review (3 points each - 4 assignments total - 12 points total)

Templates and grading rubrics will be provided as we progress through the course. Each section of your paper, along with a rough draft of your fully constructed final literature review, will call for an objective self-audit of your work (templates and rubrics will be provided). You are to objectively peer-review a minimum of three other students work, too. Again, templates and rubrics will be provided in class.

Satisfies PLO 1, 2, & 3

In Class Assignments - Annotated Bibliography Scavenger Hunt and Literature Review Section Scavenger Hunt (3 points each - 2 assignments total - 6 points total)

The two “scavenger hunt” assignments are designed to test your knowledge regarding the expectations and requires of the annotated bibliography assignment and the literature review section of your research project. You will work in small groups. Templates will be provided.

Satisfies PLO 1 & 2

Final Scholarly Literature Review (50 points)

The final scholarly literature review must include the following:

1. 9-12 pages of text, **not including** the title page, abstract, and references pages.
2. A focused and thoughtful research question and thesis that involves challenging significant research.
3. Integration of multicultural and interdisciplinary considerations and perspectives.
4. A synthesis of information from a wide range of relevant sources, both print and electronic, relevant to the thesis, balanced, and critically evaluated for credibility and objectivity.

5. Logical organization with unity developed from the thesis and clear connections among ideas.
6. Researcher's own ideas integrated smoothly with paraphrased and quoted material, and all conclusions clearly supported by relevant, convincing evidence.
7. Effectively communicated the results of research to convey an original understanding (researcher's voice) with clear, unified concluding ideas.
8. Demonstration of clear writing that exhibits mostly proper grammar, word choice, spelling, and consistently accurate APA format and citation style.
9. A *minimum* of 10 scholarly, peer reviewed, academic sources cited and discussed within the literature (.gov's and .org's are appropriate to supplement the discussion).

Length: **9 - 12 pages of text** (will be more literal pages including the title page, abstract, and reference pages)

Satisfies GELO 1, 2, 4, & 5; PLO 1, 2, 4, & 5

Final Literature Review Presentation (10 points)

All students are required to present their research on the last day of class. Presentations must be roughly 3 minutes in length (give or take 15 seconds) and must address what they discovered in the research and how they contributed to the academic discourse surrounding their topic. No powerpoint is necessary. Feel free to bring notes for reference, but don't simply read off of them.

Points and grading will be based on effective communication of the following:

1. Appropriate **length of presentation** - minimum 2 minutes and 45 seconds, maximum 3 minutes and 15 seconds. A full point deduction will result if the presentation does not fit within specified time frame.
2. Clear and thorough explanation of the **research question**.
3. Clear and thorough explanation of the **thesis**.
4. Clear and thorough explanation of the **main findings** yielded by your research.
5. A clear statement on what the **future holds** for your research itself - what ought to be done moving forward?

NOTE: For each element of the presentation that is not addressed, or not included in the presentation at all, a full point deduction will result.

Satisfies PLO 3

San José State University Policies

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

KIN 100W / Writing Workshop - Spring 2020 Course Schedule

Changes to course material or assignment due dates, if applicable, will be communicated with prior notice.

Week	Date	Topics, Assignments, Deadlines	APA Manual Reading
1	1/27 M 1/29 W	Introduction, Expectations, and Research Topic Brainstorm Workshop - Topic Proposal APA Manual Chapter 1: Writing for the Behavioral and Social Sciences	P. 1 - 20
2	2/3 M 2/5 W	APA Manual Chapter 2: Manuscript Structure and Content APA Manual Chapter 3: Writing Clearly and Concisely <i>Topic Proposal is due via file upload on Canvas by 11:59 PM.</i>	P. 21 - 60 P. 61 - 86
3	2/10 M 2/12 W	Library Research Tutorial - King Library, Room 217. Workshop: Critique of Scientific Literature APA Manual Chapter 3: Writing Clearly and Concisely (continued) APA Manual Chapter 4: The Mechanics of Style	P. 61 - 86 P. 87 - 124

Week	Date	Topics, Assignments, Deadlines	APA Manual Reading
4	2/17 M	APA Manual Chapter 4: The Mechanics of Style (continued) <i>Critique of Scientific Literature is due via file upload on Canvas by 11:59 PM.</i>	P. 87 - 124
	2/19 W	APA Manual Chapter 6: Crediting Sources APA Manual Chapter 7: Reference Examples	P. 169 - 192 P. 193 - 224
5	2/24 M	Workshop: Annotated Bibliography APA Manual Chapter 6: Crediting Sources (continued) APA Manual Chapter 7: Reference Examples (continued)	P. 169 - 192 P. 193 - 224
	2/26 W	In Class Assignment: Annotated Bibliography Scavenger Hunt	
6	3/2 M	Workshop: Annotated Bibliography APA Manual Chapter 6: Crediting Sources (continued) APA Manual Chapter 7: Reference Examples (continued)	P. 169 - 192 P. 193 - 224
	3/4 W	In Class Assignment: Annotated Bibliography Audit and Peer Review <i>Annotated Bibliography is due via file upload on Canvas by 11:59 PM.</i>	
7	3/9 M	Midterm Examination Review and Practice Test	
	3/11 W	Midterm Examination Be sure to bring an 882 - E scantron and a No. 2 pencil.	

Week	Date	Topics, Assignments, Deadlines	APA Manual Reading
8	3/16 M 3/18 W	Workshop: Outline Assignment Workshop: Introduction and Method Section Drafting APA Manual Chapter 8: The Publication Process <i>Outline is due via file upload on Canvas by 11:59 PM.</i>	P. 225 - 253
9	3/23 M 3/25 W	Workshop: Introduction and Method Section Drafting In Class Assignment: Introduction and Method Section Audit and Peer Review <i>Introduction and Method Section Draft is due via file upload on Canvas by 11:59 PM.</i>	
10	3/30 M 4/1 W	Spring Break - No Class Spring Break - No Class	
11	4/6 M 4/8 W	Workshop: Literature Review Section Drafting In Class Assignment: Literature Review Section Scavenger Hunt	
12	4/13 M 4/15 W	In Class Assignment: Literature Review Section Audit and Peer Review <i>Literature Review Section Draft is due via file upload on Canvas by 11:59 PM</i> Workshop - Abstract Writing Exercise <i>Abstract Writing Exercise is due via file upload on Canvas by 11:59 PM.</i>	
13	4/20 M 4/22 W	Workshop: Discussion Section and Abstract Drafting Workshop: Discussion Section and Abstract Drafting	

Week	Date	Topics, Assignments, Deadlines	APA Manual Reading
14	4/27 M 4/29 W	<p>In Class Assignment: Discussion Section and Abstract Section Audit and Peer Review</p> <p><i>Discussion and Abstract Section Draft is due via file upload on Canvas by 11:59 PM.</i></p> <p>Workshop: Final Literature Review Draft Construction</p>	
15	5/4 M 5/6 W	<p>Workshop: Final Literature Review Draft Construction</p> <p>In Class Assignment: Final Literature Review Draft Audit and Peer Review</p>	
16	5/11 M 5/14 Th	<p>Workshop: Final Literature Review Draft Construction</p> <p>Final Examination Period - 7:15 AM - 9:30 AM</p> <p>In-Class Literature Review Presentations.</p> <p><i>Your complete and final literature review is due via file upload on Canvas by 7:15 AM</i></p>	