

San José State University

College of Social Sciences / Sociology and Interdisciplinary Social Sciences

SOCI 100W, Writing Workshop, Sections 01 and 61, Summer 2023

Instructor:	Liz Roberts, M.A., M.A.
Email:	Liz.roberts@sjsu.edu
Office Hours:	Thursday 1:00-3:00 pm and by appointment
Classroom:	Online, Canvas
Prerequisites:	Required for Sociology Majors, SOCI 1, 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. Sociology, Behavioral Science, and Chicana Chicano Studies majors only.
GE/SJSU Studies Category:	Area Z: Written Communication II

COURSE FORMAT

This class will only meet online and will be facilitated through the Canvas Learning Management System. This class is asynchronous, meaning you will not be required to attend class at specific times, as you would in a traditional face-to-face class. Instead of an in-person lecture, you will access course materials on the “Modules” section of Canvas. Instead of in-person class discussions, you will participate in online discussion boards and complete online activities. Because nearly all of our communication will be written, you will spend a great deal more time reading and writing in this online class than you would in a traditional class.

CATALOG DESCRIPTION

Practice in improvement of writing and research skills appropriate to the field of sociology, including formal reports, journals and articles.

COURSE DESCRIPTION

The purpose of this course is to help students become confident and effective writers. Students will develop skills essential for any writer, but we will focus specifically on sociological writing

conventions and applications. We will examine and implement rhetorical strategies that are appropriate for specific purposes and audiences through a series of formal writing assignments. In addition to these formal assignments, our class will be organized around continuous informal writing assignments, some completed in class and others outside of class.

Our objective will be continuous improvement of writing skills, which will involve regular reflection on the writing process (through informal assignments, discussions, and completion of multiple drafts) and reliance on one another to provide and evaluate models of writing (through discussions, group activities, and peer review).

GE COURSE GOALS AND STUDENT LEARNING OBJECTIVES

SOCI 100W Learning Objectives Upon successful completion of this course, students will be able to:	How We'll Address These Objectives Main course activities and assignments that will address these goals:
1. Explain, analyze, develop, and critique ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse	<ul style="list-style-type: none"> • Sociological imagination essay & related workshops • Annotated bibliography & related workshops • Literature Review & related workshops • Public sociology blog & related workshops
2. Organize and develop complete discipline-specific texts and other documents for both professional and general audiences, using appropriate editorial and citation standards	<ul style="list-style-type: none"> • <i>Professional academic audiences:</i> sociological imagination essay, annotated bibliography, & research paper & related workshops • <i>Professional audiences:</i> resume, cover letter, & professional correspondence & related workshops • <i>General audiences:</i> public sociology blog & related workshops • All major assignments • ASA workshops • Professional writing workshops • Public sociology blog workshops
3. Locate, organize, and synthesize information effectively to accomplish	<ul style="list-style-type: none"> • Literature Review paper

a specific purpose, and to communicate that purpose in writing	<ul style="list-style-type: none"> • Public sociology blog • Library workshop
4. Produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression	<ul style="list-style-type: none"> • Grammar & punctuation workshop • Writing exercises/handouts • Feedback on assignments All major assignments • ASA workshops • Professional writing workshops • Public sociology blog workshops

REQUIRED READINGS & OTHER COURSE MATERIALS

Textbook

All of our readings will be posted on Canvas. **You are not required to purchase any materials for this class.** The textbook information is below, in case you would like to purchase your own copy of the book; if you do not purchase the book, you'll be able to view electronic versions of the relevant chapters through Canvas.

Optional: *A Sociology Writer's Guide*, by Linda L. Yellin, ISBN-13: 978-0205582389

Other Technology Requirements/Equipment/Material

Very reliable computer/Internet access

Access to technology for video and audio recording (equipment available for checkout at SJSU)

Access to Zoom (Free Access through SJSU)

Access to Adobe Creative Cloud (free access through SJSU)

Access to your SJSU Canvas account

TROUBLESHOOTING CANVAS

- If you are not able to log in to Canvas or your course site, please go to the Ecampus <https://www.sjsu.edu/ecampus/> to call or submit a Ticket.
- Once you have logged into Canvas, you can get tech help on weekends and in the evening by clicking the Help icon (circle with a question mark) in the far-left global navigation menu.
- Canvas Student Guides are available <https://community.canvaslms.com/docs/DOC-4121>
- Watch a series of short Canvas video tutorials (~5 mins) designed to help you learn how to use Canvas <https://resources.instructure.com/courses/32>

ASSIGNMENTS

Module Assignments

I will regularly assign activities to be completed for class credit. These will be opportunities for you to practice writing and build writing skills in a low-pressure format. The assignments will be posted within the course modules and added to the online Canvas course schedule as they are assigned.

Please note: you will have a “free pass” for one of the module activities, but I will not accept assignments that are submitted late.

Sociological Imagination Essay

Your first formal writing assignment will be an essay (approximately 1000 words) applying C. Wright Mills’s concept of “the sociological imagination” to some aspect of your life.

Resume, Cover Letter, and Job Interview

As part of the course’s focus on professionalization, you will prepare a resume and cover letter (approximately 500 words). You will also participate in mock job interviews as an interviewee and interviewer.

Public Sociology Blog

You will write a blog entry addressing a pressing social issue to a public audience (approximately 750 words).

Research Paper

Your major assignment for this class will be a research paper (approximately 2000 words) on a sociological topic of particular interest to you. You will complete this paper in several stages throughout the semester, and it will go through multiple drafts before you turn in the final version (see the major steps/assignments below):

- Research proposal
- Annotated bibliography
- Outline
- Draft 1 (for peer review)
- Draft 2 (for graded feedback)
- Final draft (for final grade)

Participation

Our learning in this class will take part largely through activities and discussion. Thus, your participation in class is vital to its success, as well as to the quality of your overall performance. Your participation grade will be based on the frequency and quality of your contributions to large group and small group discussions, as well as evidence of your completion of the readings and engagement with course themes. Excellent (A-level) participation involves:

- Frequent, respectful, productive contributions to class discussions and activities
- Timely, substantive feedback on peers’ work
- Contributions that make specific reference to course materials

Please note: you will have a “free pass” for one of the participation activities, but I will not accept assignments that are submitted late.

Late Assignment and Make-up Work Policy

Major Assignments: I will accept late papers for up to one week after the due date. Late papers will be marked down as one full letter grade. They will also receive the lowest priority in terms of the amount of feedback and turnaround time.

There will be a one-day grace period for all other assignments. Please aim to submit your assignments early or on time whenever possible; this will help you stay on track with your coursework, and it will help me with grading. In those cases where you need a little extra time, you may use the grace period (no need to contact me for permission). If your circumstances warrant further extensions, please get in touch with me as soon as you can to discuss your options.

Please plan to complete all assignments well in advance of the deadline so that you have time to troubleshoot any technical difficulties that arise. E-mail me as soon as possible (before the deadline) if you are experiencing an issue with assignment submission, and include a copy/attachment of the completed assignment in the e-mail. Canvas will automatically apply your free pass by dropping your lowest score in each grading category (you don’t need to contact me to use your free pass).

When Life Events Affect Your Class Performance

If you have an ongoing issue that will compromise your ability to complete the coursework, it’s important that you let me know as soon as possible and stay in touch with me.

Submitting Assignments: Guidelines & Policies

Unless otherwise noted, **assignments are due by 11:59pm** on the stated deadline. Assignments must be submitted on Canvas.

Please plan to complete all assignments well in advance of the deadline so that you have time to troubleshoot any technical difficulties that arise. E-mail me as soon as possible (before the deadline) if you are experiencing an issue with assignment submission. If you choose to wait until the last minute to submit an assignment, and you run in to difficulties that prevent the submission (loss of Internet access, etc.), you are still responsible for any grade penalties that result from the missed deadline.

Assignment Format

Please note that Canvas will not read .pages format. Please submit your work in **.doc or .pdf** format.

Format your major assignments according to the formatting guidelines Yellin establishes in Chapt. 2. Your papers must also follow ASA conventions for citations and references.

All assignments (formal and informal) should include the **word count**.

Final Exam or Evaluation

We will not have exams in this class. Your final assignment, the research paper, will be due on our scheduled final exam date, along with a few small assignments to wrap up the last module and the course.

GRADING

Your final course evaluation will be based on your performance on the above assignments. These assignments will be weighted as follows:

Sociological Imagination Essay	13%
Resume	5%
Cover Letter	5%
Public Sociology Blog	13%
Research Paper	20%
Literature Review Components	19%
<i>Research Proposal</i>	2%
<i>Annotated Bibliography</i>	5%
<i>Outline</i>	2%
<i>Draft</i>	10%
Module Assignments	15%
Activities & Participation	10%

Final course grades will be assigned based on the following scale; grades below 60% will be considered failing ("F"):

A+ = 98 – 100%	B+ = 88 – 89.9%	C+ = 78 – 79.9%	D+ = 68 – 69.9%
A = 92 – 97.9%	B = 82 – 87.9%	C = 72 – 77.9%	D = 62 – 67.9%
A- = 90 – 91.9%	B- = 80 – 81.9%	C- = 70 – 71.9%	D- = 60 – 61.9%

Passing 100W

The grading scale for 100W courses is A-F. In order to pass the course, students must write a minimum of 8,000 words and receive an overall grade of C or better (a C- is not a passing grade).

A Grades

Grades in the A range will be granted only for exceptional work. Exceptional, or A, work refers to exemplary work that goes above and beyond basic requirements, demonstrating critical thinking, clarity, and sophistication in form (e.g., language use, structure, format) as well as substance (e.g., logically developed arguments, use of appropriate examples). This is work that could serve as a model for other students. To receive an A as a course grade, the student must write 8,000 words or more over the semester.

B Grades

Grades in the B range are earned with work submitted on time that is of good quality. B work meets all the requirements and involves clear, coherent, carefully edited writing; for oral presentations, it involves executing a clear, informative, and engaging presentation. The work has a clear purpose and appropriate development, but may lack in originality or insightfulness. Written work demonstrates careful editing and a solid grasp on grammar and mechanics. To receive a B as a course grade, the student must write 8,000 words or more over the semester.

C Grades

Grades in the C range are earned with work submitted on time that fulfills basic requirements and is of satisfactory quality. This work is competent: the author establishes a purpose and supporting ideas, but argument may be somewhat vague, unclear, or uneven. There may be structural issues and problems with the clarity of prose and incorrect use of grammar. To receive a C as a course grade, the student must write 8,000 words or more over the semester.

Grade Checks

In general, you should keep track of your own grade by keeping your returned assignments, noting the scores, and using the course grading breakdown listed above. If you need formal verification of your grade (for paperwork associated with a scholarship, student organization, etc.), you should **e-mail me** at least **24 hours** ahead of time to let me know.

CLASSROOM PROTOCOLS

Workload and Time Requirements

You will spend a considerable amount of time writing and reading outside of class. You will have **one or more assignments due every Monday-Friday**. In order to satisfy the requirement for SJSU Studies area Z, you must write a **minimum of 8,000 words** in this class. This requirement will be met through the assignments listed above as well as the informal assignments you complete as homework. Thus, it is essential that you complete all of the formal and informal assignments and include a word count on all assignments completed outside of 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) for instruction, preparation/studying, or course-related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

This is a 3-unit course. Since our class is fully online, you should plan to spend **9 hours each week** working independently on this class. Many assignments require interaction with peers, and your classmates will need your regular input during the semester. In order for you to be successful in this course and for the course to run effectively, falling behind is not an option.

Guidelines for Conduct

I am committed to fostering a learning environment that is respectful, productive, and inclusive. This requires each person in the class to behave in a way that is professional, respectful, and collegial. In order to achieve this, please observe the following norms:

- Refer to others by the names and pronouns they identify.
- Pay close attention to what others have to say.
- Provide encouraging/kind but honest and critical feedback on your peers' work when asked to do so.
- Allow others to share their opinions and observations, even if you disagree with them. We can respectfully ask others to critically examine their assumptions and beliefs in the face of empirical evidence or faulty logic.
- Do not demean or diminish the experiences that other people are willing to share. We can ask individuals to contextualize their experience within a larger social pattern.
- Participate in discussion board conversations in a thoughtful, timely, and ongoing manner in order to engage in meaningful dialogue with your peers.
- Have a sense of humor about our social world. Be willing to accept other people's blunders without assuming they are trying to be offensive.
- Be committed to grow and learn about your own social self and world.

GETTING YOUR QUESTION ANSWERED

General Questions

Most of your course-related questions should be answered on this syllabus. If you have additional general questions about the course or specific assignments, please post them on the discussion board thread "General Questions and Sharing." This will allow your peers to quickly answer the question and for everyone to view the responses to questions that more than one student may be wondering about. If your question on the General Questions and Sharing board doesn't receive a response within 24 hours, please contact me using the "Inbox" in Canvas to let me know.

Technical Issues

For technical questions with Canvas, contact SJSU ECampus <https://www.sjsu.edu/ecampus/teaching-tools/canvas/index.html> or the Canvas 24-hour Support Help Line: (877) 982-1780

Student Consultation Hours

I strongly encourage you to visit me during my student consultation hours. You're welcome to stop by for clarification on any course materials/concepts, further discussion of course topics, guidance as you prepare for upcoming assignments, questions about feedback on previous assignments, or just to check-in. Please note that I do not provide reviews of material you missed due to absences (check with your classmates for notes if you are absent).

E-mail

You are welcome to e-mail me, but please note that I do not provide assignment/draft feedback or grade checks over e-mail. Before you send your e-mail, please check to make sure that you have:

- Included the course (SOC1 100W) in the subject line.
- Followed general correspondence guidelines, such as including a salutation.
- Included a message (don't send an attachment with no message).
- Proofread your message.
- Reviewed the course syllabus and any relevant assignment prompts to make sure your question hasn't already been answered in one of those documents.

I will respond to your e-mail within 24 hours Monday-Friday **IF** you follow the above guidelines. If your e-mail doesn't follow these guidelines, I may ask you to review these guidelines and send a revised version.

UNIVERSITY POLICIES

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/> Be sure to review these university policies.

UNIVERSITY RESOURCES

The university offers many resources to aid your success. Please check out these resources ([listed here](#)), and use them as they apply to your specific needs and circumstances.

COURSE SCHEDULE

Daily Reading and Assignment Schedule

This schedule is subject to change. Please note that this schedule only lists the major assignments associated with each module; there will be **additional smaller assignments due every Monday-Friday** (the full list of assignments and due dates will be outlined at the beginning of each module). There will also be quite a bit of reading to complete within the module content. Since I will be communicating with you primarily through writing rather than oral lectures, your

“lessons” within each module will involve lots of reading. You will also be regularly reading your peers’ work.

Module	Dates	Readings	Major Assignments Due
One: Introductions	Weeks 1 6/1-6/2	Syllabus Pappas, “10 Netiquette Tips for Online Discussion”	
Two: Literature Review	Weeks 1-2 6/3-6/14	Yellin, Chapters 1, 3 & 5 Martin & Kazyak, “Hetero-Romantic Love and Heterosexiness in Children’s G-Rated Films”	Research Proposal
Three: Academic Essays	Weeks 2-4 6/15-6/30	Yellin, Chapter 4 Mills, “The Promise” Roberts, “A Sociology of Writing” The Homeless Adjunct, “How the American University Was Killed, in Five Easy Steps” Sample Student Essay <i>ASA Style Guide</i>	Sociological Imagination Essay Annotated Bibliography
Four: Professional Communication	Weeks 5-6 7/3-7/12	SJSU Career Center Website “Resume and Cover Letters” “Interviewing” “Effective Outlining”	Resume Cover Letter Job Interview Literature Review Outline
Five: Research Paper Drafting & Conferencing	Weeks 6-8 7/13-7/27	“Writing Introductions for Essays” “Conclusions” <i>ASA Style</i> Yellin, Chapter 2 (selection)	Research Paper Draft
Six: Blogs	Weeks 8-9 7/28-8/4	Martin & Kazyak, “Hetero-Romantic Love and Heterosexiness in Children’s G-Rated Films” Sociological Blog Examples Medium Guides “Code of Ethics”	Blog

Module	Dates	Readings	Major Assignments Due
Seven: Finalizing Research Papers	Week 10 8/7-8/11		Research Paper Final Draft
