

Writing Workshop

KIN 100W

Fall 2025 In Person 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/19/2025

Contact Information

Instructor: Daniel Bohigian

Email: daniel.bohigian@sjsu.edu

Office: SPX 106

Phone: 408-924-3027

Office Hours

Monday, Tuesday, Wednesday, Thursday, 8:00 AM to 8:45 AM, SPX 106

Course Description and Requisites

Advanced skills in writing. Development of writing style and creation of organized, persuasive and analytical prose. Generalized and specialized forms of writing.

Writing in the Disciplines: Satisfies the CSU Graduation Writing Assessment Requirement (GWAR) if passed with "C" or better.

Prerequisite(s): KIN 70 for major/minors only or instructor consent. A3 or equivalent second semester composition course (with a grade of "C-" or better); completion of core GE; and upper division standing. Or Graduate or Postbaccalaureate level. Allowed Declared Major/Minor: Kinesiology.

Letter Graded

Classroom Protocols

1. Laptops, tablets, and other electronic devices are not permitted to use or take notes during lecture; however, use of laptops, tablets, and other electronic devices is encouraged for scheduled group exercises, peer review sessions, group presentation preparation sessions, and the group presentation attendance questions (dates indicated within course schedule). I invite you to take a break from technology to completely engage in the material during lecture.

2. Complete lecture notes will not be posted or provided to students; however, a "Concise Guide to APA Style Key Concepts" page will be posted on Canvas covering the essential points I would like you to focus on. The rest of the note taking during lectures and while completing assigned reading materials will be up to you.
3. Have cell phones put away and switched to silent at all times. Use of cell phones during class time is distracting and disruptive. If you require your cell phone to participate in course activities such as group exercises, group presentation preparation sessions, peer review sessions, and presentation attendance question responses, please check with Professor Bohigian prior to use for approval.
4. No late assignments will be accepted for the entirety of the course unless compelling and documented circumstances arise.
5. When required to submit an assignment on Canvas, double-check after upload to ensure you have not uploaded the wrong assignment, a blank template, etc. There will be no exceptions for mistakes on your end.
6. For policy or assignment questions, please check the course syllabus and the Canvas course shell first before sending a Canvas message or email to Professor Bohigian. If/when you do send me an email or a Canvas message, my goal is to respond to your email as quickly as possible, but prepare to expect a 24 to 48 hour response time if sending me a message Monday through Friday. Feel free to message me on a Saturday or Sunday, but be prepared to wait until the following Monday at earliest for a response.
7. All materials must be original works of the student. The TurnItIn plagiarism and AI detector will be activated for all assignments submitted to Canvas. If proved to be plagiarizing—which includes use of solely AI generated material simply copied, pasted, and turned in masquerading as original works of students—after extensive discussion between instructor and student(s), the student(s) will receive a failing grade (F) for the assignment and, depending on severity, the entire course, and will be reported to the office of student conduct and ethical development.

For additional SJSU policy language regarding academic integrity, review the following link:

<https://www.sjsu.edu/studentconduct/conduct-processes/academic-integrity.php>
(<https://www.sjsu.edu/studentconduct/conduct-processes/academic-integrity.php>).

KIN 100w AI Policy:

- a. Students are only permitted to use AI tools to support (not replace) their learning, such as brainstorming ideas, conducting preliminary research, or rough-drafting assignments. Final written submissions must reflect the student's own understanding and adhere to the academic integrity standards of this course.
- b. Again, If proven to have turned in simply copied and pasted solely AI generated material masquerading as original works, students(s) will receive a failing grade for the assignment immediately and, depending on severity, failure for the entire course may result.

- c. Students are required to proactively disclose any AI use throughout the semester. Use of AI tools are encouraged for learning support, but usage requires transparency. If AI is used at any point in the preparation or pre-writing process, students must offer a written explanation in the comment box section associated with the assignment on Canvas. Detail how and why the tool was used and be prepared to answer extensive questions about use from Professor Bohigian if your explanation does not line up.
- d. Students are only permitted to use AI tools only with their own personal information, personal questions, or original material. Course materials or sensitive data must not be shared with AI tools.
- e. With permitted and restrained use of AI comes a trade-off: For the midterm examination and the group research presentation, minimal notes will be permitted to refer to during completion of said assignments. Because you are able to use AI tools to support and supplement your learning, fewer notes are permitted to reinforce the necessity to truly understand and, ideally, master the material we discuss throughout the semester.

Students Are Not Allowed to Record or Photograph Any Class Activity

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor.

The university policy (<https://www.sjsu.edu/senate/docs/S12-7.pdf> (<https://www.sjsu.edu/senate/docs/S12-7.pdf>)) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Program Information

Writing in the Disciplines (WID) courses develop students' abilities to communicate effectively in their major course of study and in their careers. With an emphasis on critical thinking, these upper-division core courses advance students' understanding of the genres, audiences, and purposes of college writing while preparing them for successful communication in their chosen professions. Completing Writing in the Disciplines with a C or better is an SJSU graduation requirement.

Writing in the Disciplines Learning Outcomes Upon successful completion of a Writing in the Disciplines course, students should be able to:

1. explain, analyze, develop, and critique ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse;
2. organize and develop complete discipline-specific texts and other documents for both professional and general audiences, using appropriate editorial and citation standards; and

3. locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing;
4. produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression.

Writing Practice: Students will write a minimum of 8000 words, at least 4000 of which must be in revised final draft form.

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.

Course Materials

Canvas Learning Management System and SJSU One

Consistently check the Canvas Learning Management System (<https://sjsu.instructure.com/> <https://sjsu.instructure.com/>) as we progress through the semester for announcements, assignment specifics, assignment templates, assignment commentary and feedback, and posted grades.

Course Required Text

American Psychological Association (2020). Concise guide to APA Style (7th ed.).

Kinesiology Department Library Liaison

Adriana Poo - adriana.poo@sjsu.edu (<mailto:adriana.poo@sjsu.edu>)

Course Requirements and Assignments

Assignments

I. Group Research Presentation

One assignment worth 35 points (22.7% of grade)

II. Group Presentation Topic Exploration

One assignment worth 5 points (3.24% of grade)

III. Annotated Bibliography

One assignment worth 30 points (19.5% of grade)

IV. Midterm Examination

One assignment worth 25 points (16.2% of grade)

V. Group Exercises

Four assignments worth two points each; 8 points total (5.2% of grade)

VI. Group Research Presentation Preparation Sessions

16 sessions worth one point each; 16 points total (10.4% of grade)

VII. Peer Review Sessions

Two sessions worth two points each; 4 points total (2.6% of grade)

VIII. Group Presentation Attendance Question Responses

Three assignments worth two points each; 6 points total (3.9% of grade)

IX. Final Scholarly Literature Review

One assignment worth 25 points (16.2% of grade)

Total Points Available: 154

Assignment Specifics

I. Group Research Presentation (Satisfies WDLO 1 through 4; CLO 1 through 9)

In groups of three students (only one or two groups will consist of four students pending course enrollment), each team will prepare a 25-to-30 minute Powerpoint or Google Slide presentation (no more and no less) complete with clear, legible, and organized slides with integrated APA style narrative citations, relevant images/multimedia, and a properly formatted APA style reference list.

Groups will lead the class through each section of your eventual final literature review (introduction, method, findings, and conclusion). The presentation will include:

1. A presentation title page complete with the title of your literature review and your names.
2. The inspiration behind the research question your group ultimately pursued throughout the semester. Establish context to frame the scope of your semester-long research project that reflects the concepts that will be included in the introduction section of your final literature review.
3. Your thesis statement as you plan on offering in the introduction section of your final literature review.
4. A thorough explanation of the key points in each of the five primary sources included in your annotated bibliography and as detailed in the findings section of your literature review.
5. A thorough explanation of the key points in each of the two popular sources and how they fit with the scholarly research you conducted. Explain how the popular source(s) assist in establishing context for your project and/or how the popular sources align with an action item offered as a conclusion section

forecasting statement.

6. A summary of your overall conclusions and forecasting statements. Include the specific action items that answer the general question of “what is next?” as you plan on offering in the conclusion section of your literature review.

Group and Topic Selection

- a. Groups will be selected by students, but date of presentation will be randomized via the timeless “drawing out of a hat” method. Topic selection order will be based on date of presentations. For example, because Group 1 will be presenting first and will have the least amount of preparation time, Group 1 will get the first pick of topics. No two groups can present on the same topic, but there may be slight overlap between topics. Professor Bohigian will adjudicate.
- b. After brainstorming ideas and identifying fellow classmates who share a similar focus, groups will solidify members and then select a general topic that will eventually need to become a specific, relevant, and coherent focus. The topic you initially identify and select is going to be a general starting point that calls for in-depth interpretation and exploration that you will build upon and clarify throughout the semester.

Other General Presentation Requirements and Details

- a. All group members must actively speak during the presentation.
- b. Each member of the group is allowed one double-sided 3X5 note card to refer to during the presentation. No phones, tablets, or any other electronic device will be permitted during the presentation. The goal is to have you demonstrate your familiarity and expertise with the topic your group explores, not to simply read off of note cards or read off of presentation slides. Because you have virtually the entire semester to prepare for the group presentation and because a significant portion of class time is devoted to presentation preparation, I expect all groups and group members to have a firm grasp on the material.
- c. Each presenting group will collaborate with Professor Bohigian on developing a question directly related to content discussed in the presentation that will be distributed to those in attendance after completion of the scheduled presentations for the day. Essentially, groups will write a question that operates as a written quiz response for those in attendance for the day.
- d. The group presentation will be graded as a group, meaning deductions applied to one are applied to all. This is to ensure you are supporting one another by checking each other’s work and collaborating appropriately. Be sure to review each other’s work for accuracy, relevancy, quality, and insight.

II. Group Presentation Topic Exploration (Satisfies WDLO 1 through 4; CLO 1, 3, & 5)

- a. After general topics are selected, research presentation groups will clarify the scope of their selected topic in outlining an existing problem in the greater discipline of kinesiology (human health, human performance, fitness, movement, and/or sport). Groups will identify a more specific population of focus and will propose five initial research questions that can be pursued throughout the research, annotation, presentation, and literature review preparation process.
- b. The group presentation topic exploration will be graded as a group, meaning deductions applied to one are applied to all. This is to ensure you are supporting one another by checking each other's work and collaborating appropriately. Be sure to review each other's work for accuracy, relevancy, quality, and insight.
- c. You will have time in-class (check course schedule for date) to begin working on the Group Presentation Topic Exploration, so be sure to bring your electronic devices to class to use during the session.
- d. A Word doc template will be provided and posted on Canvas under the Group Presentation module.

III. Annotated Bibliography (Satisfies WDLO 1 through 4; CLO 1 through 9)

- a. The annotated bibliography will include five primary scholarly sources and two popular sources directly related to your formally-approved topic published no earlier than 2015.
- b. Each annotation for the five primary sources will be out of 5 points and each annotation for the two popular sources will be out of 2.5 points for a total of 30 points available for the assignment.
- c. A grading rubric will be posted on Canvas under the Annotated Bibliography module. The annotated bibliography will be graded as a group, meaning deductions applied to one are applied to all. This is to ensure you are supporting one another by checking each other's work and collaborating appropriately. Be sure to review each other's work for accuracy, relevancy, quality, and insight.

Annotation Guidelines for Experimental Study Primary Sources (Quantitative)

For each of the five required primary sources, include a properly-formatted APA style reference. Under the reference, with APA style narrative citations, offer an 8-to-12 sentence annotation that includes:

1. A summary of the of the thesis, purpose, and/or main goal of the experiment as detailed by the author(s).
2. A summary of key method details as listed by the author(s).
3. A summary of the key results and/or findings as detailed by the author(s).
4. A summary of the key conclusion and/or discussion points as detailed by the author(s).
5. A detailed and specific statement regarding limitations as disclosed by the author(s).

6. A minimum of one specific weave (compare or contrast) utilizing a narrative citation and weave indicator to one of the other primary scholarly sources or, if able to thoroughly justify, one of the popular sources included in your annotated bibliography.

Annotation Guidelines for Non-Experimental Primary Sources (Qualitative)

For each of the five required primary sources, include a properly-formatted APA style reference. Under the reference, with APA style narrative citations, offer an 8-to-12 sentence annotation that includes:

1. A summary of the of the thesis, purpose, and/or main goal of the research as detailed by the author(s). Aim to thoroughly summarize the introduction section of the paper.
2. A summary of the key details present in the body of the paper as offered by the author(s).
3. A summary of the key conclusion points as presented by the author(s).
4. A minimum of one specific weave (compare or contrast) utilizing a narrative citation and weave indicator to one of the other primary scholarly sources included in your annotated bibliography.

Annotation Guidelines for Popular Sources

For each of the two required popular sources, include a properly-formatted APA style reference. Under the reference, with APA style narrative citations, offer a six-to-eight sentence annotation that includes:

1. A summary of the purpose or main goal of the work as stated by the author(s).
2. A summary of the key details present in the source as a whole. Popular sources will likely not consist of main sections and/or subsections as found in a scholarly primary source, so include and summarize the key points most relevant to your project as you see fit..
3. A summary on how the source will be either tied-into the introduction section (to help establish context for your project) or conclusion section (to support a forecasting statement to address the problem you outline going forward) of your final literature review. Offer specific details regarding key elements of the popular source that you plan on using in your future literature review. Feel free to use "we" claim.
4. Explain how the popular source aligns with the scholarly research you have conducted as part of the annotated bibliography to ensure relevancy of inclusion. Include one specific weave (compare or contrast) utilizing a narrative citation and weave indicator to one of the primary scholarly sources included in your annotated bibliography. Offer a clear and direct tie-in to between the popular source and one of the primary scholarly sources.

IV. Midterm Examination (Satisfies CLO 3 & 6)

- a. The midterm examination will consist of 50 questions worth half a point each (for 25 points total) related to each of the "Concise Guide to APA Style Key Concepts" posted on Canvas.
- b. Bring an 882e Scantron and a No. 2 pencil. Neither testing material will be provided to you, so prepare accordingly.
- c. The midterm examination is open note but not open book. You are allowed one sheet of single sided, standard-sized letter paper (8.5 × 11 inches) of notes to refer to during the examination. Notes can be hand-written or typed and printed out and will be inspected by Professor Bohigian prior to the exam. No electronic devices will be allowed to access notes. Prepare accordingly.

V. Group Exercises (WDLO 1 through 4; CLO 3 & 6)

Group Exercise #1 - Concise Guide to APA Style: Chapter 2 Material

Group Exercise #2 - Concise Guide to APA Style: Chapter 8 Material

Group Exercise #3 - Concise Guide to APA Style: Chapter 3 Material

Group Exercise #4 - Concise Guide to APA Style: Chapter 4 and Chapter 5 Material

- a. To further explore APA Style rules, guidelines, and expectations, in addition to general best-practices when writing for specialized and general audiences, you and your presentation group will complete five in-class exercises throughout the semester. Group exercises are low-stakes participation-based assignments designed to test your knowledge regarding APA style that you will be evaluated on in the midterm, annotated bibliography, group research presentation, and final literature review.
- b. Group exercises will be turned in via Canvas upload by a single group member with individual member names reflected on the assignment itself to ensure all get appropriate credit. Group members must be in attendance in-person to receive credit (no remote work will be accepted).
- c. Group exercises are due by the end of the scheduled class period (check course schedule for dates) via file upload on Canvas. Assignment templates and assignment prompts will be posted on Canvas under the Group Exercises module.
- d. Avoid simply typing away on the template without discussion with the group. The point is to explore the intricacies of APA style and general writing style carefully and intentionally. Please work together proactively and speak to your fellow group members while offering your collective typed responses.
- e. Answer keys (when applicable) will be posted near the end of the class period. We will quickly go over the answers in class. You are encouraged to refer to the answer keys as additional study aides.

VI. Group Research Presentation Preparation Workshop Attendance (Satisfies WDLO 1 through 4; CLO 1 through 9)

- a. All members of the group must be in attendance and active during each of the 16 scheduled in-class group preparation sessions (check course schedule for dates). Remote work and collaboration will not be accepted. Group members in attendance for the full workshop session will be given 1 point for showing up and taking part of the preparation process.
- b. Group members not in attendance for a workshop session will receive a -1 point deduction from their personal score for the Group Presentation Preparation Attendance assignment on Canvas. Group members who show up 10+ minutes late or leave early will receive a -.5 point penalty.

VII. Peer Reviews (Satisfies WDLO 1 through 4; CLO 1 through 9)

Peer Review #1 - Annotated Bibliography

Peer Review #2 - Final Literature Review

- a. Peer reviews require each group to come prepared with as near a complete draft of the material relative to the day and offer clear, specific, and extensive feedback utilizing the comment function on Google docs.
- b. Groups will share their work via Google Docs with the group reviewing their work along with sharing the doc with Professor Bohigian (daniel.bohigian@sjsu.edu).
- c. In addition to actively commenting on the Google Doc and filling out the official grading rubric (not for an official grade, though), group members will have real-time conversations with their peers to ask questions, expand on written commentary, offer praise, and offer critique.
- d. After the peer review session, a complete grading rubric will be uploaded to Canvas under this assignment as proof-of-completion. If the rubric is filled out completely and contains specific and constructive feedback and/or commentary, group members in attendance for the full peer review session will be given 2 points.
- e. Group members not in attendance for peer review session will receive a -2 point deduction from their personal score for the Peer Review Session assignment on Canvas. Group members who show up 10+ minutes late or leave early will receive a -.1 point penalty.

VIII. Group Presentation Attendance Question Responses (Satisfies WDLO 1 through 4; CLO 1 through 9)

- a. Class members not participating in the day's scheduled presentations (check course schedule for dates) will respond to the two questions offered by the presentation groups of the day to earn a maximum of two points of credit. Students in attendance will respond each of the two questions in four-to-six complete sentences (no more and no less) each.

b. Grades will be determined based on the relevance and quality of the responses. For responses that are clear, direct, and relevant to the material discussed by the group(s) of the day, no deduction will result. For responses that lack clarity, lack direction, and/or are not relevant to the material discussed by the groups of the day, a -.5 deduction per response will result.

c. One question inspired by each of the presenting groups will be distributed to the class after both groups are finished with their presentations. You will have roughly 15 to 25 minutes (pending length of the day's scheduled presentations) to offer your responses via a text entry on Canvas, so be sure to bring your electronic devices to class to use after groups are done presenting. No remote work will be accepted.

d. Because the questions groups will ask those in attendance will be directly-related to the material discussed during presentations, I strongly recommend students in attendance must arrive on time and stay for the duration of the scheduled presentations. A quick break in between presentations will be permissible. Do not enter class in the middle of a student presentation (wait outside the classroom).

e. Class members not participating in the day's scheduled presentations are strongly encouraged to take hand-written notes during the presentation to be used during the quiz. Again, no electronic devices will be allowed, so prepare accordingly.

f. While groups are presenting, no electronic devices are permitted to use for those in attendance. Inappropriate use of cell phones, tablets, laptops, etc. Show respect for your fellow class mates. A -2 point deduction (zero credit for the day) will result if I observe concerning behavior during student presentations.

IX. Final Scholarly Literature Review (WDLO 1 through 4; CLO 1 through 9)

a. As your final examination/culminating experience, each group will submit a scholarly literature review based the research you conducted for the annotated bibliography assignment and for your group research presentation.

b. Additional guidelines and requirements including detailed handouts outlining requirements and expectations for each section of the literature review will be posted on Canvas under the Literature Review module as we progress throughout the semester.

c. A grading rubric will be posted on Canvas under the Literature Review module. The final literature review will be graded as a group, meaning deductions applied to one are applied to all. This is to ensure you are supporting one another by checking each other's work and collaborating appropriately. Be sure to review each other's work for accuracy, relevancy, quality, and insight.

The final scholarly literature review will include the following:

1. Six to eight pages of text (no more and no less) not including the title page and references list. The final literature review will range from 9 to 11 total pages including the title page and references list.

2. A title page, introduction section, method section, findings section, conclusion section, and formal reference list.
3. A focused and thoughtful thesis that involves challenging significant research.
4. Integration of multicultural or interdisciplinary considerations and perspectives.
5. A synthesis of information from a wide range of relevant sources which are relevant to the thesis, balanced, and critically evaluated for credibility and objectivity.
6. Logical organization developed with and from the thesis, along with clear connections (weaving of sources) among cited sources and ideas.
7. Your own ideas integrated smoothly with summarized and paraphrased material, with all conclusions clearly supported by relevant and convincing citations and evidence.
8. Effectively communicated results of research to convey an original understanding of cited material (active researcher's voice) with clear and unified concluding ideas.
9. Demonstration of clear writing that exhibits mostly proper grammar, word choice, spelling, and consistently accurate APA format and citation style.
10. A minimum of six primary scholarly sources and a minimum of two popular sources included in your reference list and cited in the paper.

Grading Information

Grading Scale

Traditional 100-90-80-70-60-50 scale with plus and minuses; ".5" and above in final grade calculations are rounded-up. Example: A final tally of 86.5% rounds-up to 87% (B+); a final tally of 72.7% rounds up to a 73% (C), etc.

A+ : 97% to 100%

A : 93% to 100%

A- : 90% to 92%

B+ : 87% to 89%

B : 83% to 86%

B- : 80% to 82%

C+ : 77% to 79%

C : 73% to 76% (passing grade for KIN 100w)

C- : 70% to 72%

D+ : 67 to 69%

D : 63% to 66%

D- : 60% to 62%

F : 59% and below

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

I. If necessary, changes to course material or assignment due dates will be communicated with prior notice via the Canvas messaging system. If necessary, you will be alerted to any course schedule changes made to the official course syllabus.

II. Have the reading for the day completed prior to attending class. For example, on Monday, 8/25, have pages 1-32 of *Concise Guide to APA Style* read prior to attending lecture.

When	Topic	Notes
Week 1, Wednesday, 8/20	Lecture and Workshop	Lecture: Course Syllabus, Introduction, and Expectations Workshop: Group Research Presentation Topic Exploration
Week 2, Monday, 8/25	Lecture and Workshop	Lecture: Concise Guide to APA Style Chapter 1: Student Paper Types, Elements, and Format Concise Guide to APA Style Reading: pp. 1-32 Workshop: Group Research Presentation Team Selection, Topic Selection, and Group Research Presentation Topic Proposal Assignment

When	Topic	Notes
Week 2, Wednesday, 8/27	Lecture and Presentation Preparation Workshop	<p>Lecture: Using the Martin Luther King Jr. Library, Google Scholar, and PaperPile</p> <p>Group Research Presentation Preparation Workshop #1: Topic Exploration</p>
Week 3, Monday, 9/1	No Class	Labor Day Holiday Observed
Week 3, Wednesday, 9/3	Lecture and Presentation Preparation Workshop	<p>Lecture: Reading Scholarly Articles</p> <p>Concise Guide to APA Style Reading: pp. 119-129; skim 131-172</p> <p>Group Research Presentation Preparation Workshop #2: Topic Exploration</p> <p><i>Group Research Presentation Topic Exploration due via File Upload on Canvas by 11:59 PM</i></p>
Week 4, Monday, 9/8	Presentation Preparation Workshop	Group Research Presentation Preparation Workshop #3: Source Identification for Annotated Bibliography
Week 4, Wednesday, 9/10	Lecture and Presentation Preparation Workshop	<p>Lecture: Concise Guide to APA Style Chapter 9: Reference List & Concise Guide to APA Style Chapter 10: Reference Examples</p> <p>Concise Guide to APA Style Reading: pp. 211-218, 232-236, 238-242, 247 & 248; skim 249-299.</p> <p>Group Research Presentation Preparation Workshop #4: Annotated Bibliography</p>
Week 5, Monday, 9/15	Lecture	<p>Lecture: Concise Guide to APA Style Chapter 2: Writing Style and Grammar</p> <p>Concise Guide to APA Style Reading: pp. 33-53</p>
Week 5, Wednesday, 9/17	Group Exercise	Group Exercise #1: Concise Guide to APA Style Chapter 2 Material

When	Topic	Notes
Week 6, Monday, 9/22	Lecture and Group Exercise	<p>Lecture: Concise Guide to APA Style Chapter 8: Works Credited In Text</p> <p>Concise Guide to APA Style Reading: pp. 173-179, 181-198, & 203-210.</p> <p>Group Exercise #2: Concise Guide to APA Style Chapter 8 Material</p>
Week 6, Wednesday, 9/24	Presentation Preparation Workshop	Group Research Presentation Preparation Workshop #5: Annotated Bibliography
Week 7, Monday, 9/29	Lecture and Group Exercise	<p>Lecture: Concise Guide to APA Style Chapter 3: Bias-Free Language Guidelines</p> <p>Concise Guide to APA Style Reading: pp. 55-80</p> <p>Group Exercise #3: Concise Guide to APA Style Chapter 3 Material</p>
Week 7, Wednesday, 10/1	Lecture and Group Exercise	<p>Lecture: Concise Guide to APA Style Chapter 4 and Concise Guide to APA Style Chapter 5</p> <p>Concise Guide to APA Style Reading: pp. 81-97; 99-117</p> <p>Group Exercise #4: Concise Guide to APA Style Chapter 4 and Chapter 5 Material</p>
Week 8, Monday, 10/6	Midterm Examination Review Q & A and Presentation Preparation Workshop	<p>Midterm Examination Review Open Q & A</p> <p>Group Research Presentation Preparation Workshop #6: Annotated Bibliography</p>
Week 8, Wednesday, 10/8	Midterm Examination	<p>Midterm Examination</p> <p>Remember to bring an 882e Scantron and a No. 2 pencil.</p>
Week 9, Monday, 10/13	Lecture and Presentation Preparation Workshop	<p>Lecture: Weaving Sources in the Annotated Bibliography</p> <p>Group Research Presentation Preparation Workshop #7: Weaving Sources in the Annotated Bibliography</p>
Week 9, Wednesday, 10/15	Presentation Preparation Workshop	Group Research Presentation Preparation Workshop #8: Weaving Sources in the Annotated Bibliography

When	Topic	Notes
Week 10, Monday, 10/20	Presentation Preparation Workshop	Group Research Presentation Preparation Workshop #9: Annotated Bibliography
Week 10, Wednesday, 10/22	Peer Review	Peer Review Session #1 - Annotated Bibliography <i>Annotated Bibliography is due via file upload on Canvas by 11:59 PM</i>
Week 11, Monday, 10/27	Lecture and Presentation Preparation Workshop	Lecture: Literature Review/Presentation Thesis Refinement and Outline Suggestions Group Research Presentation Preparation Workshop #10: Outline Drafting and General Presentation Preparation
Week 11, Wednesday, 10/29	Lecture and Presentation Preparation Workshop	Lecture: Literature Review Introduction Section and Method Section Requirements Group Research Presentation Preparation Workshop #11: Introduction and Method Section Drafting
Week 12, Monday, 11/3	Lecture and Presentation Preparation Workshop	Lecture: Literature Review Findings Section Requirements Group Research Presentation Preparation Workshop #12: Literature Review Findings Section Drafting
Week 12, Wednesday, 11/5	Lecture and Presentation Preparation Workshop	Lecture: Literature Review Conclusion Section Requirements Group Research Presentation Preparation Workshop #13: Literature Review Conclusion Section Drafting
Week 13, Monday, 11/10	Lecture and Presentation Preparation Workshop	Lecture: Final Literature Review Formatting Group Research Presentation Preparation Workshop #14: Final Literature Review Formatting and Drafting
Week 13, Wednesday, 11/12	Presentation Preparation Workshop	Group Research Presentation Preparation Workshop #15: Presentation Preparation and Literature Review Drafting
Week 14, Monday, 11/17	Presentation Preparation Workshop	Group Research Presentation Preparation Workshop #16: Presentation Preparation and Literature Review Drafting

When	Topic	Notes
Week 14, Wednesday, 11/19	Research Presentations	Research Presentations - Group One and Group Two
Week 15, Monday, 11/24	Research Presentations	Research Presentations - Group Three and Group Four
Week 15, Wednesday, 11/26	No Class	Thanksgiving Holiday Observed
Week 16, Monday, 12/1	Research Presentations	Research Presentations - Group Five and Group Six
Week 16, Wednesday, 12/3	Research Presentations	Research Presentations - Group Seven and Group Eight
Week 17, Monday, 12/8	Peer Review	Peer Review Session #2 - Final Literature Review
Week 17, Monday, 12/15	Final Examination/Culminating Experience	<i>Final Literature Review Due via file upload on Canvas by 11:59 PM</i>