



Writing Workshop (SOCL 100w) Syllabus

CRNs 31238 and 31239, Summer 2024

Course Description

This course promotes writing skills, while also emphasizing their sociological applications. It includes the generic elements of writing (organization, composition, and grammar). In addition, experiential learning will require students to prepare sociological and professional manuscripts geared to a variety of audiences through secondary research, “in-class” exercises, and out-of-class writing assignments.

If you take this course seriously, it will benefit your professional future in a multitude of ways. First, upon the completion of this course, you will be a better writer. The only way to improve your writing is through practice and skill-building exercises. This course will help you improve your papers in other courses and positively affect your coursework evaluations. More importantly, when you finish this class, you will have a completed paper that can serve as a sample paper for graduate school and/or serve as the foundation for a research project or senior thesis. This is an incredibly valuable course. I encourage you to take advantage of all it offers.

SOCL 100w is geared toward Sociology majors. We will learn the conventions of citation style and professional writing that are utilized by the American Sociological Association (ASA). Students from other majors may need to adjust from their discipline’s writing requirements to meet the demands of this class.

Course Modality

This course is delivered completely online in the *asynchronous* modality. That means we will *not* meet synchronously unless you wish to meet for virtual student hours. [Canvas](#) will be the main platform for communication and course engagement. All assignments, activities, and assessments will be completed in Canvas by the corresponding due dates. You are expected to review the course site regularly to check due dates, access materials, and stay on top of all course-related communications. Please review the introductory module for detailed information on course expectations, answers to common questions, and support resources.

Meet Your Professor

My name is Dr. Tracy DeHaan, but you can call me Dr. T. I will be your professor this semester. There are a few ways that you may contact me listed below. I monitor the course regularly. I generally respond to emails within a 48-hour window Monday through Friday (except on Holidays). I respond to text messages within several hours between the hours of 11am and 11pm every day.

- Name: Dr. Tracy DeHaan (Dr. T)
- Pronouns: she/her/they/them
- Text: 408.755.5446
- Email: tracy.dehaan@sjsu.edu or [Canvas Inbox](#)





- Online Student Hours: By appointment on Zoom.

Required Course Materials and Technology

Textbooks

There is ***no required textbook*** for this class. All assigned course materials such as assigned readings, podcasts, documentaries, etc. can be found on Canvas. You'll be expected to consume the assigned materials, and ***you will perform at your peak if you consume the assigned materials regularly.***

I have posted a copy of the assigned ASA Style Guide (7th edition) to Canvas. However, if you prefer to purchase a hard copy, you may [purchase it online](#) or at the campus bookstore.

Lectures

Each module contains lecture videos to support your learning. These videos explore the assigned materials and help you to understand them better. Treat the lecture videos as you would class attendance. Please pay attention, take notes, and ask me questions about the content! ***You will do your best in the course if you watch them regularly.***

Internet/Computer Access

To be successful in this course, you will need consistent access to an electronic device with a strong Internet connection, a webcam, and a microphone. Canvas runs best on a desktop/laptop. Please note, there are often glitches in the Canvas app for mobile devices. Therefore, I discourage you from relying solely on your cell phone or tablet to complete the work of the class.

If you need support in accessing technology, you [may qualify for help with computer-related materials](#).

Adobe Reader

If you prefer to download the assigned readings, you will need a program that can open PDF files. [Adobe Reader](#) is a free software program that can open PDF files, and it is available on Mac, PC, and most [operating systems](#). For information on how to download the app and for support, visit the [Adobe Reader help page](#).

Presentation Software

The course project requires presentation software. As a student, you are entitled to a [free copy of Microsoft PowerPoint](#). For additional educational resources provided by Microsoft and technical support, visit the [Microsoft Education Support](#) page.

If you'd prefer, you may also use [Google Slides](#), which is also free to use. For more information on Google Slides training and help, visit [their website](#).

If you're more familiar with [Canva](#), you are free to use it as an alternative. Canva does have a free version, but it limits what you can do unless you pay for the "pro" version. For more information on Canva plans or troubleshooting, visit [their help webpage](#).

Word-Processing Software



Assignments in the course will require you to use word-processing software. As a student, you are entitled to a [free copy of Microsoft Word](#). For additional educational resources provided by Microsoft and technical support, visit the [Microsoft Education Support](#) page.

If you'd prefer, you may also use [Google Docs](#), which is also free to use. However, I caution against it, as formatting is corrupted when exporting for Canvas submission. For more information on Google Docs training and help, visit [their website](#).

Cloud Storage

I highly recommend using a free cloud storage application such as [Dropbox](#) or [Google Drive](#) to store your work in this class. Not only do these programs allow you to access your files from any electronic device with Internet access, but they also back up your files to the cloud in case your computer is lost, stolen, or damaged. In general, I do not allow for makeup due to lost or damaged electronic files.

For more information on Dropbox storage options or troubleshooting, visit [their help center](#).

For more information on getting started with Google Drive and troubleshooting, visit [their help page](#).

Course Resources

Library Liasson

Michael Aguilar michael.aguilar@sjsu.edu

You may use our library liaison for help in your research process. Michael can help you brainstorm research ideas, find academic/sociological sources on your topic using the library databases, and track down materials not available at MLK.

Peer Connections

[Peer Connections](#) offers free mentoring and tutoring services to undergraduate SJSU students. Peer Connections encourages students to become independent learners who are engaged with their campus experience. The Peer Connections mentors and tutors are SJSU students, just like you. They understand the challenges you may be facing, and they will assist you to the best of their abilities. They are in the Student Services Center, room 600. [Appointments](#) are available for both in-person and virtual meetings this semester.

The Writing Center

The [SJSU Writing Center](#) is located on the second floor of the MLK Library. Our writing specialists are well-trained to assist all students at all levels within all disciplines to become better writers. You should consult them for help with brainstorming, note-taking, grammar, spelling, paragraph construction, and organization. You should *not* consult them for help with ASA format requirements of this class. They accept both [in-person](#) and [online appointments](#).

Course Assignments

Due Dates

Below, you will find information on the assignments you must submit to be successful in this course. Unless otherwise noted in Canvas, assignments are due by 11:59pm (PDT/PST) on their due date. Please



write these dates in your calendar or frequently refer to the course schedule at the end of the syllabus. To perform at your best, you'll want to keep up with the course assignments.

Early Submissions

You may always submit assignments early. However, I only release module content roughly a week in advance, as I prefer you to stay on schedule with your cohort. Further, I do not grade assignments until after the due date, so working too far ahead could negatively affect your outcome in the course because you could miss an opportunity for valuable feedback.

Assignment Weights

Be sure to note the assignment weights listed below. Some assignments are worth a larger portion of your grade. How you perform on heavily weighted assignments can have a drastic impact on your overall course grade. I recommend putting in considerably more time on assignments that are worth more weight.

Assignment Schedule with Points

Assignment	Due Date	Points Value
Introductory Assignments	Week 1 – See Schedule	18
Module Quizzes	See Schedule	40
Writing Padlets	See Schedule	33
Self-Assessment Surveys	July 15, July 24, and August 1	6
Library Research Assignment	July 15	20
Article Review	July 17	20
Note-Taking Assignment	July 19	15
Plagiarism Tutorial Test	July 25	5
Plagiarism Contract	July 25	3
Literature Review	July 26	35
First Draft	July 30	50
Peer Review	July 31	15
Second Draft and Abstract	August 2	65
Professional Application	August 6	25
Research Presentation	August 8	50
Final Draft	August 9	100
Total		500

Extra Credit



There is one 20-point extra credit assignment offered in 100w. All students are welcome to submit the ASA/PSA Assignment by the end of the semester. While extra credit can act as a small buffer to your course grade, I encourage you to reach out early if you are underperforming so I can offer you guidance on how to improve in the course.

Assignment Descriptions

Introductory Assignments

There are five introductory assignments due the first few days of class. These are low-risk assessments, and they will be easy to complete with no knowledge of sociology or writing. The goals of these assignments include introducing you to the course, introducing you to the common features of Canvas we'll use throughout the semester, encouraging you to use campus resources, and helping you get to know me and your classmates better.

Module Quizzes

Most content modules have an accompanying quiz to assess your learning. Each quiz will test your comprehension of the corresponding module's materials. These are open notes and untimed. You may take each quiz twice.

There will be a total of 12 content module quizzes. You must complete 10 for full credit, which means you can miss 2 quizzes without penalty to your course grade. **There are no make-ups for missed quizzes beyond the grace period** (see the late policy).

Keep in mind, even if you miss a quiz, you are expected to consume the module materials. The course is designed in a way that will require you to have the knowledge contained within each module to do well on future modules, as well as the writing assignments.

Writing Padlets

Padlets are online virtual "bulletin boards" where students and teachers can collaborate, reflect, and share links in a secure location. A unique Padlet will be assigned for most modules.

There are 13 possible Padlets to participate in. However, you are only obligated to participate in 11 for full credit. In other words, your two lowest scores will be dropped.

I encourage you to participate in as many as possible. These spaces are low-risk assessments intended to prepare you for upcoming major writing assignments.

Writing Assignments

You have multiple writing assignments due this semester. All written assignments are designed to prepare you for the professional world of writing in sociology. These include short and long essays, including drafts of your final paper. Each paper is assigned a different point value, with the longer, more complex assignments worth more points.

Many of these assignments are scaffolded, which means one builds upon another. For example, the literature review will be revised to become a part of your first, second, and final drafts. Therefore, **if you miss assignments early on (or perform poorly on them), your grade will likely be exponentially affected.** It is incredibly important that you start strong and maintain stamina in class.



Due to word count requirements for this class (8000 words), papers that do not meet the page count requirement will receive *heavy* grade penalties of anywhere from 5-9 points per page.

Research Presentation

To meet the General Education mandate of reinforcing basic GE skills, we will have an oral presentation component in this course. It will last 6-8 minutes. The presentation will be based on the research topic you use for your course paper. The presentation is scheduled near the end of the semester.

Presentations will be in digital format and uploaded to a discussion to be shared with your classmates. You must use PowerPoint (or other presentation software) to create this presentation. This assignment is modeled after the American Sociological Association (ASA) and Pacific Sociological Association (PSA) professional, annual meetings.

Self-Assessment Surveys

Throughout the semester, I will require 3 anonymous self-assessment surveys. These provide you with an opportunity to reflect on your learning process and set goals as we move forward in the class. There are no “wrong” answers, so feel free to answer them with honesty. These are there to help you succeed, and I will not judge you if you’re falling short of your personal goals. I’ll offer support where I can if you are struggling or need help.

Classroom Policies

Attendance

Attendance in this course means logging onto Canvas and interacting with module materials. According to the [University Policy S20-9](#), instructors may drop any student who neither logs onto Canvas on the first scheduled day of class nor informs the instructor 48 hours after the first day of instruction of their intent to continue in the class.

Late Assignment Policy

Late Grace Period

Due dates are important! They help keep you on track and allow you to learn with your cohort. So, whenever possible, you should submit assignments by their due dates. However, I know that “life” happens, and you can’t always submit work before the deadline. Sometimes we just forget to do the work! Therefore, all other assignments may be submitted up to three days late without penalty. This is a **grace period** everyone receives; you do *not* need to request it.

Note: Canvas will flag the assignment as late after the due date/time. Unfortunately, I cannot change the settings to prevent this. Despite this designation on Canvas, I will not apply late penalties until after the grace period has ended.

Late Penalty Period

After the three-day grace period, the following late penalty period rules apply:

- Quizzes and surveys may **not** be submitted past the grace period.
- Padlets may be submitted up to three days past the grace period for up to half credit.



- All other assignments may be submitted up to 3 days past the grace period with a 10% per day penalty.

Keep in mind, late submissions will delay feedback, which can be important given the design of the class.

Symptomatic COVID-19 Late Policy

If you have contracted symptomatic COVID-19, and experience symptoms that interfere with your ability to continue in the class, please notify me as soon as possible. You will be asked to submit one of the following:

1. A dated doctor's note stating you have tested positive.
2. A dated, positive PCR test result with your name visible.
3. A picture of a positive antigen (at-home) test next to your student ID and a dated slip of paper (you may also write the date on the test cartridge).

Upon approval, you will have all assignment due dates suspended for five days after the positive test date without penalty. Symptoms persisting beyond these five days should be reported to [the AEC](#) on campus for potential semester-long health accommodations.

If you contract symptomatic COVID-19 at the end of the semester, and you've completed at least 75% of the coursework with a passing grade before infection, you will be provided the option to receive an "incomplete" grade in the class. An incomplete grade provides you with an additional year to complete the coursework.

Requesting an Exception to the Late Policy

Because I have incorporated both flexibility and drop schemes into the course, I do not generally make exceptions to my late policy without disability accommodations through the AEC on campus. However, if you have extenuating circumstances that have prevented you from completing a major component of the course without a drop scheme in place, please reach out to discuss your options. I will work to accommodate you *if* it's in your best interest for your learning process.

Sharing Course Materials

Per [University Policy S12-7](#), my lectures and slides are considered my legal, intellectual property. Therefore, you should not share my YouTube lecture videos or the files posted to Canvas without my written consent. The only exception to this rule is if you have a documented disability requiring an interpreter. Infractions may be reported to the Office of Student Conduct and Ethical Development.

Academic Dishonesty

Academic dishonesty includes acts that the CSUs find to be undesirable and counteractive to learning. These behaviors include any action that results in an unfair advantage, or which compromises the integrity of the academic standards of the university or college. The two most common forms of academic dishonesty are cheating and plagiarism.

Occasionally, you may feel overwhelmed by the amount of work you need to accomplish. Some students turn to academic dishonesty to alleviate this pressure. Taking this route devalues your degree or



certificate, and when you enter the workforce or transfer and cannot meet the expectations, you will struggle further. So, please don't choose this path when confronted with academic stress. If you cheat, you may get a warning, receive no credit for the assignment, or be referred to the administration for disciplinary action.

Artificial Intelligence (AI) Policy

AI software, such as ChatGPT, Copilot, Gemini, Grammarly Pro, etc. has gained popularity among college students. AI tools can help clarify concepts or help you deepen your understanding of a theory. However, the information contained in these databases is not always accurate. So, you should not confidently rely on them if you wish to be successful in this class.

You must also refrain from using AI software to craft answers for our class assignments. Doing so is a form of plagiarism, which will be treated as academic dishonesty in our class. **AI submissions are very easy for me to spot.** I also use Turnitin's AI detector to confirm my suspicions. So, please do not take the risk. It's not worth it!

Communications Protocols

Preferred Name and Pronouns

If you'd like to be known by a name different from the name on the roster, or if you have a personal pronoun, please contact me, and I will make every effort to call you by the name and pronoun you use.

You can identify your pronoun in Canvas as well. Here are directions: [How do I select personal pronouns in my user account as a student?](#)

If you'd like to learn more about personal pronouns, go to mypronouns.org.

Canvas Notifications

You are responsible for regularly checking your email associated with Canvas for any course updates and/or announcements. Be sure to [confirm your settings](#) so you receive communication from the class.

Communicating about Grades

Due to the Family Educational Rights to Privacy Act (FERPA), I am not allowed to discuss grades through email. If you have concerns over an assigned grade or would like more personal feedback about your performance in the class, please reach out to me through Canvas Inbox or attend student hours.

Netiquette Guidelines

- **Think before you post.** Be aware of who may be able to view your posting and how your post may be interpreted. Try to maintain a fair and objective tone.
- **Stay on topic.** Make sure your communication is related to the subject/task at hand and does not wander off-topic.
- **Write clearly.** Even though the online environment may seem more informal, this is still an academic course. As such, intelligible, mature communication is expected. Correct spelling and grammar are required. Proper composition and punctuation are expected. Avoid all forms of shorthand or "text talk."



- **Use appropriate language and style.** Avoid using offensive language. You should also avoid using ALL CAPS and repeated punctuation (???? Or !!!!).
- **Be considerate of others.** Do not make derogatory, condescending, or harassing remarks. Communication should be well-intentioned, well-articulated, and aimed at fostering a positive learning environment. Be aware of how sarcasm may be interpreted by your readers.
- **Allow for misunderstandings.** Keep in mind that writing can convey an incorrect tone or intention in the absence of nonverbal communication. Therefore, you should make allowances. What you may perceive as rudeness may be unintended.
- **Cite your sources.** If you post work that is not your own, be sure to put the passage in quotation marks and cite both the author and the page number. If you are paraphrasing an author's arguments, make sure you cite them by name.

Course Grades

My Grading Philosophy

I encourage you to separate yourself from mainstream ideologies about course grades. We are socialized to believe that grades reflect personal intelligence, abilities, and potential. In our class, grades are an evaluation of context-specific assignments measured against the course learning objectives. I view grades as a form of communication that leads to meaningful learning when combined with critical feedback. I encourage you to interpret them this way as well. Grades should serve as a reflection of your learning *process*, and act as motivation for improvement and/or continued effort.

Feedback

I aim to provide meaningful feedback on all substantive assignments. In most cases, I will provide you with grading comments and/or annotated comments to give you insights into how you performed and how you could improve moving forward. You will not receive feedback on your module quizzes, self-assessment surveys, or the final draft.

Canvas as a Grading Tool

Canvas is an online tool used to help you succeed in this class. All grades are posted to Canvas, and you should calculate your *current* course grade using that tool. While I post grades for individual assignments to Canvas, you should **not** rely on these automatic calculations for a full understanding of your position in the class. Large assignments carry much more weight and can rapidly raise/drop your grade. Further, missed and dropped assignments do not affect your grade until a "0" is entered; this can make your grade look inflated. Your "current" grade may not reflect your overall position/potential in the class.

Passing 100w

You must receive a C or higher *and* submit at least 8000 words to pass 100w as a CSU graduation requirement. If either of these two requirements is not met, you will be required to retake the course to fulfill this GE component.

Every semester, some students receive a failing grade for this course. This is due to several different reasons. Passing this course requires consistent effort to turn in all materials, make improvements on your successive drafts of your papers, and know the conventions of writing in sociology. Poor interaction



with Canvas materials, submitting papers written in one night, or consistently turning materials in late, usually results in lower overall points and the possibility of not passing the course. **Failing 100w could delay your graduation.** So, please only enroll in 100w when you are confident you are ready to put in the effort to pass with a C or better.

Assigning a Letter Grade

All assignments will be given point scores. The points you earn will be divided by the points possible in the course. Percentages are rounded to the nearest whole number. For example, if you receive an 89.5% your grade will be rounded to 90 as an A-minus. If you receive an 89.4% your grade will be rounded to 89 as a B-plus.

The course percentages will be assigned a letter grade as follows:

Percentage	Letter Grade
94-100%	A
90-93%	A-
88-89%	B+
84-87%	B
80-83%	B-
78-79%	C+
73-77%	C
70-72%	C-
68-69%	D+
60-67%	D
Below 60%	F

University Policies and Resources

Per [University Policy S16-9](#), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for the recording of the class, etc. is available on the Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#). Make sure to review these university policies. You may also find information on common campus resources such as counseling services, mentoring and tutoring, computers, writing assistance, and food and shelter support.

Minimum Participation



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 semester for instruction, preparation/studying, or course-related activities, including but not limited to internships, labs, and clinical practica.



Course Schedule – SOCI 100w – Summer 2024

The course schedule below is subject to change with fair notice. Changes will be announced on Canvas. All assigned materials may be found under the “Modules” link on Canvas. All assignments are due by 11:59pm (PDT/PST) on the date they are due.

Week 1 – July 8-12

Module 0 – Introductory Module

- Review: Introductory Module on Canvas
- Submit: Canvas Notification and Feedback Assignment – July 8
- Submit: Introductory Quiz – July 8
- Submit: Introductory Padlet – July 8
- Submit: Canvas Headshot Assignment – July 8
- Submit: Writing and Research Support Assignment – July 9

Module 1 – Understanding Writing and Research in Sociology

- Read: *Starting Your Paper*
- Watch: Lecture Videos
- Submit: Module 1 Quiz – July 10
- Submit: Module 1 Padlet – July 10

Module 2 – Writing a Term Paper and Choosing a Topic

- Read: *Writing and the Search for Literature (Part 1)*
- Watch: Lecture Videos
- Submit: Module 2 Quiz – July 11
- Submit: Module 2 Padlet – July 11

Module 3 – Library Research

- Read: *Writing and the Search for Literature (Part II)*
- Watch: Lecture Videos
- Submit: Module 3 Quiz – July 12
- Submit: Module 3 Padlet – July 12
- (Optional) Submit: Course Feedback Survey – July 12

Week 2 – July 15-19

Module 3 – Library Research

- Submit: Self-Assessment Survey #1 – July 15
- Submit: Library Research Assignment – July 15

Module 4 – Notetaking for Research Papers



- Read: *Notetaking*
- Watch: Lecture Videos
- Submit: Module 4 Quiz – July 16
- Submit: Module 4 Padlet – July 16
- Submit: Article Review – July 17

Module 5 – Writing a Literature Review

- Read: *Writing a Literature Review as a Term Paper for a Class*
- Watch: Lecture Videos
- Submit: Module 5 Quiz – July 18
- Submit: Module 5 Padlet – July 18
- Submit: Note-taking Assignment – July 19

Week 3 – July 22-26

Module 6 – Paragraph Construction

- Read: *On Paragraphs*
- Watch: Lecture Videos
- Submit: Module 6 Quiz – July 22
- Submit: Module 6 Padlet – July 22

Module 7 – ASA Formatting

- Read: *Chapter 1 – ASA Editorial Style*
- Read: *Chapter 2 – Some Mechanics of Style*
- Read: *Chapter 3 – ASA Specific Usages and Conventions*
- Read: *Chapter 6 – Preparing and Submitting a Manuscript*
- Watch: Lecture Videos
- Submit: Module 7 Quiz – July 23
- Submit: Module 7 Padlet – July 23

Module 8 – In-Text Citations

- Read: *Chapter 4 – Guidelines for Organizing and Presenting Content*
- Read: *Chapter 5 – Guidelines for Using Electronic Resources*
- Read: *Chapter 8 - Appendix*
- Watch: Lecture Videos
- Submit: Module 8 Quiz – July 24
- Submit: Module 8 Padlet – July 24
- Submit: Self-Assessment Survey #2 – July 24

Module 9 – Avoiding Plagiarism

- Read: *Avoiding Plagiarism*
- Watch: Lecture Videos



- Submit: Plagiarism Tutorial Quiz – July 25
- Submit: Plagiarism Contract – July 25
- Submit: Literature Review – July 26
- Submit: Module 9 Padlet – July 26

Week 4 – July 29-August 2

Module 10 – Writing an Introduction

- Watch: Lecture Videos
- Submit: Module 10 Quiz – July 29
- Submit: Module 10 Padlet – July 29

Module 11 – The Peer Review Process

- Read: *Peer Review*
- Read: *Incorporating Feedback and Refining the First Draft*
- Watch: Lecture Videos
- Submit: First Draft – July 30
- Submit: Peer Review – July 31

Module 12 – Writing an Abstract

- Watch: Lecture Videos
- Submit: Module 12 Quiz – August 1
- Submit: Module 12 Padlet – August 1
- Submit: Self-Assessment #3 – August 1
- Submit: Second Draft – August 2

Week 5 – August 5-9

Module 13 – Professional Applications

- Read: *Tips on Writing the Statement of Purpose*
- Read: *How to Write a Personal Statement for Sociology*
- Read: *Resume and Cover Letter Guide*
- Watch: Lecture Videos
- Submit: Module 13 Quiz – August 5
- Submit: Module 13 Padlet – August 5
- Submit: Professional Application – August 6

Module 14 – Presentations

- Read: *Presentations*
- Watch: Lecture Videos
- Submit: Module 14 Quiz – August 7
- Submit: Module 14 Padlet – August 7
- Submit: Presentation – August 8



- (Optional) Submit: End-of-Semester Course Survey – August 8

Final Exam

- Submit: Final Draft – August 9