

**San José State University**  
**Department of Kinesiology**  
**KIN 100W, Section 02, Writing Workshop**  
**Spring 2022**

<b>Instructor:</b>	Daniel Bohigian
<b>Office Location:</b>	SPX 164
<b>Email:</b>	<a href="mailto:daniel.bohigian@sjsu.edu">daniel.bohigian@sjsu.edu</a>
<b>Phone:</b>	408-924-3010
<b>Office Hours:</b>	Tuesday and Thursday, 9:00 AM - 10:00 AM, or by appointment (email for availability and scheduling)
<b>Class Days/Time:</b>	Monday and Wednesday, 9:00 AM - 10:15 AM
<b>Classroom:</b>	Sweeny Hall 242 (online from 1/26/2022 - 2/09/2022)
<b>Prerequisites:</b>	KIN 70 or instructor consent. A3 or equivalent second semester composition course (with a grade of C- or better); Completion of core GE, satisfaction of Writing Skills Test (WST) or Directed Self Placement (DSP), or completion of ENGL 100A / LLD 100A with C or better; and upper division standing. Allowed declared major: Kinesiology.
<b>GE/SJSU Studies Category:</b>	SJSU Studies Z: Written Communication II.

### **Course Description**

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

### **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 throughout the semester.

## **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 are expected to write complete essays that demonstrate college-level proficiency. Students will 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 Text**

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

<https://doi.org/10.1037/0000173-000>

## **Optional Supplemental Text**

American Psychological Association (2020). Publication manual of the American Psychological Association (7th ed.). <https://doi.org/10.1037/0000165-000>

## **Additional Course Materials**

Other course materials, including lecture notes/slides, instructional handouts, and assignment prompts and templates will be posted on Canvas when applicable. See course schedule for additional information.

## **Kinesiology Department Library Liaison**

Adriana Poo - [adriana.poo@sjsu.edu](mailto:adriana.poo@sjsu.edu)

## **Technology Requirements (for Zoom/online sessions 1/26/22 - 2/09/22)**

Students are required to have an electronic device (laptop, desktop, tablet, or phone) with a camera and built-in microphone in order to participate in Zoom classes. SJSU has a free equipment loan program available for students. For more, visit the following: <https://www.sjsu.edu/it/services/academic-tech/equipment-loaning/index.php>.

Students are responsible for ensuring that they have access to reliable WiFi during tests. If students are unable to secure reliable WiFi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See Learn Anywhere website for current WiFi options on campus: <https://www.sjsu.edu/learnanywhere/>

## **In-Person Technology Requirements (Beginning Monday, 2/14/2022)**

KIN 100w is taught as a workshop, meaning students will work one-on-one and in small groups often throughout the semester. Since the majority of your work is done in class be sure to bring your laptop, tablet, or any other device you draft your work on to each class meeting. I will let you know when use 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 or tablets for use during in-class exercises and assignments.

## **Zoom Classroom Etiquette (for Zoom/online sessions 1/26/22 - 2/9/22)**

1. To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
2. Be mindful of background noise and distractions. Find a quiet place to attend class, to the greatest extent possible.
3. Avoid video setups where people may be walking behind you, people talking/making noise, etc.
4. Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
5. Position your camera properly. Be sure your webcam is in a stable position and focused at eye level.
6. Limit your distractions/avoid multitasking. You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your phone away (unless you are using it to access Zoom).
7. If using a virtual background, it should be appropriate and professional and should not suggest or include content that is objectively offensive or demeaning.

## **Course Protocol**

1. Since much of the learning occurs during in-class discussions and exercises, it is vital that students attend class. You will be working with your peers and along with your instructor during class often.
2. Make-up quizzes and group exercises will not be an option, unless documented, severe, or compelling circumstances arise.
3. Assignments are expected by the posted due-date. Late assignments (not including quizzes, group exercises, and the final literature review; no late submissions allowed) will be penalized -5% immediately and per day late after the initial missing of deadline. Assignments not submitted within 7 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.

4. Email correspondence should include your full name and the class you are inquiring about. For policy or assignment questions, please check the syllabus and/or Canvas prior to sending a message to the instructor.

5. All materials must be original works of the student. Plagiarism will not be tolerated. Be honest.

### **Students Are Not Allowed to Record Without Instructor Permission**

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. This university policy (<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.

### **Assignments and Grading Policy**

#### **General Assignments**

Quizzes (2 quizzes worth 15 points each)	30 points (9.4% / 18.9%)
Topic Proposal	5 points (3.1%)
Critique of Scholarly Scientific Literature	5 points (3.1%)
Annotated Bibliography	30 points (18.9%)
Outline	5 points (3.1%)
Group Exercises (17 assignments worth 2 points each)	34 points (1.25% / 21%)
Final Scholarly Literature Review	50 points (31.4%)

***Total Points Available: 159***

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

A+ 97% -100%  
A 93% - 96%  
A- 90% - 92%  
B+ 87% - 89%  
B 83% - 86%  
B- 80% - 82%  
C+ 77% - 79%  
C 73% - 76%  
C- 70% - 72%  
etc.

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

**Remember:** KIN 100w must be passed with a C or better as an SJSU graduation requirement.

**Remember:** Assignments are expected by the posted due-date. Late assignments (not including quizzes, group exercises, and the final literature review; no late submissions allowed) will be penalized -5% immediately and per day late after the initial missing of deadline. Assignments not submitted within 7 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 Specifics**

**Quizzes:** 2 assignments worth 15 points each; 30 points total

Quizzes are open book. You are allowed a single sheet of doubled-sided standard-sized letter paper (8.5 × 11 inches) with one-inch margins and a minimum of 8-point font of notes that will be inspected prior to taking each quiz. No laptops, tablets, phones, or other electronic devices will be allowed in order to access notes. Come prepared with an 882-E Scantron and a No. 2 pencil.

**Quiz #1** consists of 30 questions worth one-half point (.5) each and will cover material from chapters 2, 3, 6, and 7 of the Concise Guide to APA Style.

**Quiz #2** consists of 30 questions worth one-half point (.5) each and will cover material from chapters 4, 5, 8, and 9 of the Concise Guide to APA Style.

Expected Grading Turnaround: 2-3 days

Satisfies PLO 1 & 2; CLO 6

### **Topic Proposal (5 points)**

A complete topic proposal will require you to clarify the scope of your research. You will propose initial research questions, explain your personal connection to the topic itself, offer preliminary thesis statements, and more. A template and further details will be posted on Canvas.

Length: roughly 2 pages

Expected Grading Turnaround: 1-2 weeks

Satisfies PLO 1, 2, & 4; CLO 1, 3, & 5

### **Critique of Scientific Literature (5 points)**

You will write a critique of a scholarly peer-reviewed article related to the your research topic. Consider the assignment a preview of expectations for the annotated bibliography assignment. A template and further details will be posted on Canvas.

Length: roughly 2-3 pages

Expected Grading Turnaround: 1-2 weeks

Satisfies PLO 1, 2, & 4; CLO 1, 2, 3, 4, 5, 8, & 9

### **Outline (5 points)**

A complete outline will cover key details for each of the four main sections of your paper: introduction, method, findings, and conclusion. A template and further details will be posted on Canvas.

Length: roughly 2 pages

Expected Grading Turnaround: 1-2 weeks

Satisfies PLO 1, 2, 4, & 5; CLO 1 - 9

### **Annotated Bibliography (30 points)**

You will submit an annotated bibliography for 10 scholarly peer-reviewed sources published within the past 10 years. Primary sources are preferred and required. A maximum two

secondary sources are acceptable to reference and include. Web sites are not acceptable unless they are online versions of print academic journals, .gov's, or .org's. For each source, include a properly-formatted APA reference. Under each reference, provide a paragraph of 8-10 sentences that: (a) summarizes the research question/main goal of the research; (b) relays summaries of essential methodology, results/findings, conclusions, and implications of the research; (c) offers a statement regarding limitations present in the source/research itself; and (d) compares and/or contrasts the source to another specific source in the bibliography (weave source to another in your annotated bibliography) in expressing similarities or gaps in research. Further details will be posted on Canvas. NOTE: Revisions will not be accepted for annotations. However, revisions will be allowed and accepted for references if issues are identified.

Length: roughly 7-10 pages

Expected Grading Turnaround: 2-3 weeks

Satisfies PLO 1, 2, 4, & 5; CLO 1-9

### **Final Scholarly Literature Review (50 points - Final Examination/Culminating Experience)**

The final scholarly literature review must include the following (Reminder: No late submissions allowed):

1. 9-10 pages of text (no more; no less) not including the title page 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 which are relevant to the thesis, balanced, and critically evaluated for credibility and objectivity.
5. Logical organization developed with and from the thesis, along with clear connections (weaving of sources) among cited sources and ideas.
6. Researcher's own ideas integrated smoothly with summarized and paraphrased material, with all conclusions clearly supported by relevant and convincing citations and evidence.
7. Effectively communicated results of research to convey an original understanding of cited material (active researcher's voice) with clear and 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 in the references section and cited/addressed/discussed within the literature review (.gov's and .org's are

appropriate to supplement the discussion). Primary sources are preferred and required. A maximum of two secondary sources are appropriate to cite and reference.

Length: 9-10 pages of text (will be more literal pages including the title page and reference pages)

Expected Grading Turnaround: 7-10 days

Satisfies PLO 1, 2, 4, & 5; CLO 1-9

**Group Exercises (17 assignments - 2 points each - 34 points total)**

\*NOTE: Group exercises that are not draft audits/peer review will be turned in via Canvas by a single group member with individual member names reflected on the assignment itself. Credit will be applied manually. Draft audits/peer review templates will be turned in via file upload on Canvas for each individual student. Otherwise, all group exercises are due by the end of the scheduled class period via file upload on Canvas.

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

Group Exercise #2 - Concise Guide to APA Style: Chapter 3 Material

Group Exercise #3 - Concise Guide to APA Style: Chapter 8 Material

Group Exercise #4 - Annotated Bibliography Scavenger Hunt

Group Exercise #5 - Concise Guide to APA Style: Chapters 4 & 5 Material

Group Exercise #6 - Annotated Bibliography Audit and Peer Review

Group Exercise #7 - Introduction and Method Section Scavenger Hunt

Group Exercise #8 - Introduction and Method Section Audit and Peer Review

Group Exercise #9 - Findings Section Scavenger Hunt

Group Exercise #10 - Abstract Writing Exercise

Group Exercise #11 - Findings Section Audit and Peer Review

Group Exercise #12 - Conclusion and Abstract Section Scavenger Hunt

Group Exercise #13 - Cover Letter

Group Exercise #14 - Conclusion Section Audit and Peer Review

Group Exercise #15 - Email Etiquette

Group Exercise #16 - Abstract Section Audit and Peer Review

Group Exercise #17 - Final Literature Review Draft Audit and Peer Review

**Concise Guide Group Exercises (4 assignments - 2 points each - 8 points total)**

Concise Guide group exercises will ask you to identify and fix issues in writing based off specified chapters of the *Concise Guide to APA Style*. Fill in the blank, short answer questions, and longer form questions will be included. Prompts and templates will be posted on Canvas.

Expected Grading Turnaround: 3-5 days

Satisfies PLO 1, 2, 3, 4, & 5; CLO 3 & 6

***Scavenger Hunts (4 assignments - 2 points each - 8 points total)***

The four “scavenger hunt” assignments are designed to test your knowledge regarding the expectations and requires of the annotated bibliography assignment, along with each section of the literature review. Prompts and templates will be posted on Canvas.

Expected Grading Turnaround: Less than 1 week

Satisfies PLO 1, 2, 3, & 4; CLO 3 & 6

***Abstract Writing Exercise (1 assignment - 2 points)***

You and your group will collaborate in writing the abstract for the 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. Take note: The abstract being submitted for this assignment is NOT the abstract being written for your own final paper. The article and detailed information regarding the assignment will be posted on Canvas.

Length: 1 paragraph

Expected Grading Turnaround: 3-5 days

Satisfies PLO 1, 2, & 4; CLO 3 & 4

***Cover Letter (1 assignment - 2 points)***

You and your group will collaborate in writing a cover letter for a fictional job posting in order to explore how to craft similar documents when applying for real jobs, graduate schools, and other formal professional requests. Assignment details and a template will be posted on Canvas.

Length: 1 page

Expected Grading Turnaround: 3-5 days

Satisfies PLO 1, 2, & 4; CLO 3, 4, & 7

### ***Email Etiquette - (1 assignment - 2 points)***

You and your group will collaborate in responding a series of fictional emails from different hypothetical situations you may encounter in your work, professional, and day-to-day life. Assignment details and a template will be posted on Canvas.

Length: 1-2 pages

Expected Grading Turnaround: 3-5 days

Satisfies PLO 1, 2, & 4; CLO 3, 4, & 7

### ***Draft Audits and Peer Review (6 assignments - 2 points each - 12 points total)***

The annotated bibliography and each section of your paper will call for an objective self-audit of your work along with peer-reviewing a minimum of two to three (depending on group size) other writing samples from others in class. The peer-review process is an essential element of scholarly writing, so I expect thorough attention to detail, commentary, suggestions, and participation. Peer review sessions will be your primary means of receiving feedback, critique, and praise for drafts of major writing assignments. Students must come prepared for peer review sessions with complete work to share (honor system implicated). Prompts and templates will be posted on Canvas.

Length: assignment, section, and template specific

Expected Grading Turnaround: 3-5 days

Satisfies PLO 1, 2, 3, 4, & 5; CLO 3 & 6

### **Introduction Section and Method Section Draft Peer Review Expectations**

A complete and thorough introduction section will include a clear establishing of context and background information regarding your research, along with offering a clear and focused thesis statement. Demand attention and offer clarity of direction for your literature review. A complete and thorough method section will detail the research process, along with offering key terms, journals titles, and number of articles referenced, etc. A working reference section is required. Further details will be clarified in class and posted on Canvas as we progress through the semester.

Length: roughly 2-3 pages

Expected Grading Turnaround: 3-5 days

Satisfies PLO 1, 2, 3, 4, & 5; CLO 1-9

### **Findings Section Draft Peer Review Expectations**

A complete and through findings section will include, but is not limited to, a minimum of two distinct and informative subsections, along with effective in-text citations, objective weaving of sources, objective detailing of specifics, and clear outlining of gaps in the research. A working references list is required. Further details will be clarified in class and posted on Canvas as we progress through the semester.

Length: roughly 3-5 pages

Expected Grading Turnaround: 3-5 days

Satisfies PLO 1, 2, 3, 4, & 5; CLO 1-9

### **Conclusion Section Draft Peer Review Expectations**

A complete and through conclusion section will include, but is not limited to, a clear statement of the state of the research/field/topic, along with disclosure of limitations in research (yours or the scientific field in general). Forecasting statements/directions for future research, along with objective evaluation and subjective evaluation, commentary, and citable/corroborated personal opinion is welcome in the conclusion. Further details will be clarified in class and posted on Canvas as we progress through the semester.

Length: roughly 2 pages

Expected Grading Turnaround: 3-5 days

Satisfies PLO 1, 2, 3, 4, & 5; CLO 1-9

### **Abstract Section Draft Peer Review Expectations**

A complete and thorough abstract section will offer a comprehensive “preview” of the contents of your scholarly literature review. A working references section is required. Further details will be clarified in class and posted on Canvas as we progress through the semester.

Length: minimum of one full paragraph; maximum 1 page

Expected Grading Turnaround: 3-5 days

Satisfies PLO 1, 2, 3, 4, & 5; CLO 1-9

### **Final Literature Review Draft Peer Review Expectations**

A near-complete draft of your entire paper, from title page to references list, is expected of you in order to participate in the final peer review session of the semester. You are to include a

refined title page, abstract, introduction section, method section, findings section, and conclusion sections, along with a complete references list. See the “Final Scholarly Literature Review” details below for additional information. Prompts and templates will be posted on Canvas.

Length: 9-10 pages

Expected Grading Turnaround: 3-5 days

Satisfies PLO 1, 2, 3, 4, & 5; CLO 1-9

### **Additional Assignment Feedback Protocol**

I suggest preparing two forms of documentation for each of your assignments: a Google doc and a Word doc. Ultimately, you will be submitting a word doc or PDF for your assignments on Canvas. However, in order to efficiently answer questions in real time, a Google doc should be prepared, enabling the student to ask specific questions for specific parts of assignments. For example, regarding the section-specific drafts of the literature review, I expect clear and direct questions shall they arise throughout the process. I will be unable to look over your entire paper, but I am available to answer specific questions throughout the semester.

### **San José State University Policies**

Per University Policy S16-9 (<https://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 (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>), which is hosted by the Office of Undergraduate Education. Make sure to visit the page to review and be aware of university policies and resources.

## KIN 100W / Writing Workshop - Spring 2022 Course Schedule

If necessary, changes to course material or assignment due dates will be communicated with prior notice.

Week/ Module	Date	Topics, Assignments, Deadlines	Concise Guide (CG) Readings/ Additional Materials
1	1/26 W (Zoom)	<p><b>Lecture</b> - Course Syllabus, Introduction, and Expectations</p> <p><b>Workshop</b> - Research Topic Brainstorm</p>	Course Syllabus posted on Canvas
2	1/31 M (Zoom)	<p><b>Lecture</b> - <i>Concise Guide to APA Style</i> Chapter 1: Student Paper Types, Elements, and Format</p> <p><b>Workshop</b> - Topic Proposal</p>	CG pp. 1-32  Template posted on Canvas
	2/2 W (Zoom)	<p><b>Workshop</b> - SJSU Library Research and RefWorks Tutorial</p>	Library & RefWorks handout posted on Canvas
3	2/7 M (Zoom)	<p><b>Lecture</b> - Evaluating, Reading, and Taking Notes With Scholarly Articles</p> <p><b>Lecture</b> - <i>Concise Guide to APA Style</i> Chapter 6: Numbers and Statistics &amp; <i>Concise Guide to APA Style</i> Chapter 7: Tables and Figures</p>	Guide posted on Canvas  CG pp. 119-172
	2/9 W (Zoom)	<p><b>Lecture</b> - <i>Concise Guide to APA Style</i> Chapter 2: Writing Style and Grammar</p> <p><b>Topic Proposal due via file upload on Canvas by 11:59 PM</b></p>	CG pp. 33-53

Week/ Module	Date	Topics, Assignments, Deadlines	Concise Guide (CG) Readings/ Additional Materials
4	2/14 M          2/16 W	<p><b>Group Exercise #1</b> - <i>Concise Guide to APA Style</i> Chapter 2 Material:  Active vs. passive voice, agreement, subordinate conjunctions, and parallel construction.</p> <p><b>Lecture</b> - <i>Concise Guide to APA Style</i> Chapter 3: Bias-Free Language Guidelines</p> <p><b>Workshop</b> - Critique of Scientific Literature</p>	<p>Template posted on Canvas</p> <p>CG pp. 55-80</p> <p>Template posted on Canvas</p>
5	2/21 M          2/23 W	<p><b>Group Exercise #2</b> - <i>Concise Guide to APA Style</i> Chapter 3 Material:  Reducing bias in language - age, disability, gender, racial and ethnic identify, sexual orientation, and socio-economic status.</p> <p><b>Quiz #1</b>  Bring an 882-e Scantron, one sheet of notes (8.5 x 11, double- sided, minimum 8-point font) and a No.2 pencil</p> <p><b>Critique of Scientific Literature due via file upload on Canvas by 11:59 PM</b></p>	<p>Template posted on Canvas</p> <p>Template posted on Canvas</p>
6	2/28 M          3/2 W	<p><b>Lecture</b> - <i>Concise Guide to APA Style</i> Chapter 9: Reference List &amp; <i>Concise Guide to APA Style</i> Chapter 10: Reference Examples</p> <p><b>Lecture</b> - Annotated Bibliography Essentials</p> <p><b>Lecture</b> - <i>Concise Guide to APA Style</i> Chapter 8: Works Credited In Text</p>	<p>CG pp. 211-242 &amp; CG pp. 243-299</p> <p>CG pp. 173-210</p>
7	3/7 M          3/9 W	<p><b>Group Exercise #3</b> - <i>Concise Guide to APA Style</i> Chapter 8 Material:  Summarizing, paraphrasing, in-text citations, narrative citations, and parenthetical citations.</p> <p><b>Group Exercise #4</b> - Annotated Bibliography Scavenger Hunt</p>	<p>Template posted on Canvas</p> <p>Template posted on Canvas</p>

<b>Week/ Module</b>	<b>Date</b>	<b>Topics, Assignments, Deadlines</b>	<b>Concise Guide (CG) Readings/ Additional Materials</b>
8	3/14 M	<b>Group Exercise #5 - Concise Guide to APA Style:</b> Chapters 4 & 5 Material  Punctuation, italics, spelling, capitalization, and abbreviations	Template posted on Canvas
	3/16 W	<b>Group Exercise #6 - Annotated Bibliography Audit and Peer Review</b>	Template posted on Canvas
9	3/21 M	<b>Quiz #2</b>  Bring an 882-e Scantron, one sheet of notes (8.5 x 11, double-sided, minimum 8-point font) and a No.2 pencil	
	3/23 W	<b>Annotated Bibliography Open Q and A (Attendance Optional)</b> - Come prepared with any questions you have about your Annotated Bibliography.  <b>Annotated Bibliography is due via file upload on Canvas by 11:59 PM</b>	
10	3/28 M	<b>No Class - Spring Recess</b>	
	3/30 W	<b>No Class - Spring Recess</b>	
11	4/4 M	<b>Workshop - Outline</b>  <b>Outline is due via file upload on Canvas by 11:59 PM</b>	Template posted on Canvas
	4/6 W	<b>Lecture - Introduction and Method Section Essentials</b>  <b>Group Exercise #7 - Introduction and Method Section Scavenger Hunt</b>	Template posted on Canvas
12	4/11 M	<b>Group Exercise #8 - Introduction Section Draft Audit and Peer Review</b>	Template posted on Canvas
	4/13 W	<b>Lecture - Findings Section Essentials</b>  <b>Group Exercise #9 - Findings Section Scavenger Hunt</b>	Template posted on Canvas

<b>Week/ Module</b>	<b>Date</b>	<b>Topics, Assignments, Deadlines</b>	<b>Concise Guide (CG) Readings/ Additional Materials</b>
13	4/18 M	<b>Group Exercise #10</b> - Abstract Writing Exercise	Prompt posted on Canvas
	4/20 W	<b>Group Exercise #11</b> - Findings Section Audit and Peer Review	Template posted on Canvas
14	4/25 M	<b>Lecture</b> - Conclusion and Abstract Section Essentials  <b>Group Exercise #12</b> - Conclusion and Abstract Section Scavenger Hunt	Template posted on Canvas
	4/27 W	<b>Group Exercise #13</b> - Cover Letter	Prompt posted on Canvas
15	5/2 M	<b>Group Exercise #14</b> - Conclusion Section Audit and Peer Review	Template posted on Canvas
	5/4 W	<b>Group Exercise #15</b> - Email Etiquette	Template posted on Canvas
16	5/9 M	<b>Group Exercise #16</b> - Abstract Section Audit and Peer Review	Template posted on Canvas
	5/11 W	<b>Final Literature Review Open Q and A (Attendance Optional)</b> - Come prepared with any final questions you have regarding your literature review.	
17	5/16 M	<b>Group Exercise #17</b> - Final Literature Review Draft Audit and Peer Review	Template posted on Canvas
	5/20 F. (Final)	<b><i>Your complete and final Literature Review is due via file upload on Canvas by 9:30 AM</i></b>	