

San José State University
CHHS/Department of Kinesiology
KIN 100W, Writing Workshop, Section 5, Spring 2022

Instructor:	Matt Crockett
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Office Hours:	Tuesday/Thursday 12:00pm – 1:00pm, & by appointment
Class Days/Time:	Tuesday/Thursday 10:30am – 11:45am
Classroom:	Sweeney Hall 242
Prerequisites:	(a) Grade of C or better (C- not accepted) in Area A3 (Critical Thinking and Writing), (b) Passage of the Writing Skills Test (WST) or ENGL/LLD 1A with a C or better (C- not accepted), (c) Upper division standing (60 units), (d) Completion of Core GE
GE/SJSU Studies Category:	Area Z

Canvas Learning Management System

All course materials can be found on the Canvas Learning Management System, which can be accessed at <http://www.sjsu.instructure.com>. You are responsible for regularly checking Canvas and the messaging system through MySJSU.

Course Description

Advanced skills in writing. Development of advanced writing skills and creation of organized, persuasive and analytical prose. The course will involve generalized and specialized forms of writing. Students will be required to practice writing skills in a variety of in- and out-of-class assignments, culminating in a scholarly review of literature. Oral presentations will also be required.

General Education Goal for Area Z Courses

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 I (A2) Critical Thinking and Writing (A3 courses), and broaden and deepen these to include mastery of the discourse peculiar to the discipline in which the course is taught.

General Education Learning Outcomes (GELOs)

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

(GELO 1). produce discipline-specific written work that demonstrates upper-division proficiency in: language use, grammar, and clarity of expression.

(GELO 2). explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.

(GELO 3). organize and develop essays and documents for both professional and general audiences.

(GELO 4). organize and develop essays and documents according to appropriate editorial and citation standards.

(GELO 5). locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.

Kinesiology Undergraduate 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, the student will be able to:

1. perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).
2. express (explain, analyze, develop, and criticize) ideas effectively.
3. use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.
4. write for different audiences (both specialized and general).
5. use (locate, analyze, and evaluate) supporting materials, including independent library research.
6. synthesize ideas encountered in multiple readings.
7. construct effective arguments.
8. express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.
9. organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.

Required Texts/Readings

Textbooks

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC.

ISBN-13: 978-1433832178

ISBN-10: 1433832178

Additional Readings

Other course reading materials, including various articles and short instructional handouts, are available via Canvas.

Use of Technology

Students are encouraged to bring laptops and tablets for use during in-class exercises and peer editing/writing. However, electronic devices should be used only for class-related activities. Should students use these devices in a distracting manner – such as surfing social media or watching videos – they may be asked to leave the classroom immediately. Further disruptions will be reported to the SJSU Office of Student Conduct and Ethical Development.

Kinesiology Department Library Liaison

Adriana Poo is the library liaison for the KIN department. You can reach her at 408-808-2019 or Adriana.poo@sjsu.edu.

Course Requirements and Assignments

Topic Introduction (15%) (CLO 1)

Students will write a 3-4 page introduction of their proposed topic for the final literature review paper. The introduction should adequately explain and justify the research question with a short discussion of existing literature. Additionally, students should discuss why they chose this topic and where/how legitimate sources will be found. Additional guidelines on this assignment can be found on Canvas.

Critical Research Update (15%) (GELO 4; CLO 1, 5)

Halfway through the semester students will attend one of four “Progress Report” sessions where they will share their preliminary research findings with a small group of fellow students. Students will also meet briefly with the instructor to discuss the progress of their final paper. Students will submit a document that includes a succinct statement of their research question, a list of their 12 scholarly sources in APA format, and a 3-4 page summary and analysis of at least 3 sources not previously discussed in prior assignments. I may ask students to revise and resubmit the assignment if it is incomplete. Done correctly, this assignment will serve as the research backbone of the final literature review.

Outline (5%) (GELO 5, CLO 1)

Students will write a detailed plan that will help organize ideas before the actual writing begins. Rather than specify a particular format for the outline, please choose one that works for your particular writing process and learning style. However, it is required that you include the major points you intend to make and use complete sentences rather than key words. Additional guidelines can be found on Canvas.

Scholarly Literature Review (25%) (GELO 1; PLO 1, 2; CLO 1, 2, 3, 4, 6, 8, 9)

Students will write a 10-12 page scholarly paper summarizing and analyzing research on a specific topic related to kinesiology. Papers must contain discussion of at least 12 academic sources. Papers must be in complete APA format. This is the culminating assignment for this class and, therefore, should incorporate work produced during previous assignments, including your topic introduction, research update, outline, and informal writing throughout the semester. Additional details can be found on Canvas.

Presentation (15%) (PLO 3, CLO 8)

At the end of the semester, each student will give an 8-10-minute PowerPoint presentation summarizing the main findings in their research paper. You should not attempt to present a comprehensive review of your paper, as that would take too long and be overly cumbersome. Rather, present only the most important points from your research and provide some practical recommendations and implications. Additional details can be found on Canvas.

In-class Writing Exercises (20%) (CLO 3)

Students will participate in and complete a series of in-class exercises throughout the semester. Depending on the exercise, students may work in small-groups, as a whole class, or as individuals. Students must be present and participate in the exercise to receive credit. Because of

the frequency of these exercises, late or make-up assignments will not be allowed. Additional guidelines can be found on Canvas.

Take Home Final Examination (5%)

As this is a writing course, students will be asked to submit a 3-4-page research proposal as the final exam instead of sitting for a multiple-choice exam in class. The research proposal should discuss the design of an original study that the student could potentially conduct based on the knowledge accrued during the literature review process. This should include a succinct statement of the problem or question that the researcher is seeking to answer, related background information from 5 scholarly journal articles, proposed methods of experimentation, and a hypothesis. Additional guidelines can be found on Canvas.

Grading

Your Grade in this course will be determined by the following:

Topic Introduction	15%
Research Update	15%
Outline	5%
Scholarly Literature Review (Final Paper)	25%
Presentation	15%
Participation Exercises	20%
Take Home Final Exam	5%

This course will be taught as a workshop. This means students and instructor will work one-on-one at times and in small groups. To succeed in this course, you will need to attend class on a regular basis and participate during in-class discussions and exercises.

Final Grades

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

A	93-100%	A minus	90-92%	B minus	80-82%
B plus	87-89%	B	83-86%	C minus	70-72%
C plus	77-79%	C	73-76%	D minus	60-62%
D plus	67-69%	D	63-66%		
		F	Below 60%		

Classroom Protocol

Students are expected to be courteous to fellow students and the instructor. This includes being seated and ready to go when class starts; actively engaging in class discussions and lectures; and avoiding distracting behaviors, such as texting or social media. Students who are disruptive may be asked to leave and may be referred to the SJSU Office of Student Conduct and Ethical Development.

Policies regarding submission of assignments:

1. All submissions must be original works of the student and typed with text and references in APA format. Papers are to be used for this class only. Any suspicion of plagiarism, whether intentional or accidental, will be treated with the utmost seriousness.
2. All assignments will be accepted electronically through Canvas on the specified due date, unless otherwise noted. Specific due dates can be found on Canvas
3. Late assignments will be penalized 1/3 of a letter grade per day for up to a week after the due date. After a week has passed since the due date, students will still be able to submit assignments, but the maximum grade will only be 50%. Students turning in late submissions also may not get feedback right away, or at all, depending on how late the assignment is.
4. Only under extreme circumstances will an “incomplete” grade be assessed.

University Policies

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

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Course Schedule

(Subject to change with fair notice)

<u>Date</u>	<u>Topic</u>	<u>Reading Assignments</u>	<u>Due (Always on Sundays)</u>
Thursday, 1/27	Course Introduction & Philosophy		
Tuesday, 2/1	What does it mean to write?	Parrot (2017), Babb (2017), Wardle (2017)	Exercise #1: How do you write?
Thursday, 2/3	The Politics of Language	Orwell (1946), Baldwin (1979), Nguyen (2017)	
Tuesday, 2/8	Writing & Working in Kinesiology for Disparate Audiences		Exercise #2: Thinking Big About KIN
Thursday, 2/10	Asking Good Research Questions	Witte (2017), Research example 1 & 2	
Tuesday, 2/15	Introduction to Research: Group Project	Read exercise #4	Exercise #3: Questions & Answers
Thursday, 2/17	Presentation and Critique of Project		
Tuesday, 2/22	Finding a Research Topic		Exercise #4: Original Research
Thursday, 2/24	Writing a Proposal	"Foam Rolling Articles" PDF	
Tuesday, 3/1	Writing a Proposal		Exercise #5: Topic Proposal
Thursday, 3/3	Critical Reading & Writing		
Tuesday, 3/8	Critical Reading & Writing		Major Assignment: Introduction

Thursday, 3/10	Critical Reading & Writing		
Tuesday, 3/15	Critical Reading & Writing		Exercise #6: #Fitspo or nah?
Thursday, 3/17	Critical Reading & Writing		
Tuesday, 3/22	Style & Clarity		Exercise #7: Explaining Research
Thursday, 3/24	Workshop Day		
Tuesday, 3/29	SPRING BREAK		
Thursday, 3/31			
Tuesday, 4/5	Progress Report #1		Submit "Research Update" to Canvas
Thursday, 4/7	Progress Report #2		Submit "Research Update" to Canvas
Tuesday, 4/12	Progress Report #3		Submit "Research Update" to Canvas
Thursday, 4/14	Progress Report #4		Submit "Research Update" to Canvas
Tuesday, 4/19	Organizing, Formatting, & Presenting		
Thursday, 4/21	Workshop Day		
Tuesday, 4/26	Presentations		Major Assignment: Outline
Thursday, 4/28	Presentations		
Tuesday, 5/3	Presentations		
Thursday, 5/5	Presentations		
Tuesday, 5/10	Presentations		
Thursday, 5/12	Presentations		
Sunday, 5/15	FINAL PAPER DUE ON CANVAS		
Sunday, 5/22	TAKE HOME FINAL "EXAM" DUE ON CANVAS	See Final Exam Guidelines on Canvas: Proposal for Original Research	