

**San José State University
Lurie College of Education
Child & Adolescent Development: ChAD 100W(01) Writing Workshop
Fall 2021**

Instructor:	Maureen Smith
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Email:	Maureen.Smith@sjsu.edu
Office Hours:	Tuesdays 10:30-11:30 (online – Canvas Conferences) OR by appointment if that time does not work for you.
Class Days/Time:	This class is being taught asynchronously.
Classroom:	Online/Canvas
Prerequisites:	Pass GE Area A3 (Critical Thinking and Writing) with a grade of C- or better and completion of Core GE courses. Complete DSP, or ENGL/LLD100A with C or better. Upper-division standing (60 units completed).
SJSU GE Studies Area:	Area Z

[Mission of the Department of Child and Adolescent Development](#)

[Student Learning Outcomes: BA in Child and Adolescent Development](#)

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, resources 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/>.

Course Format

This course is a fully online, asynchronous course. All course materials (e.g., readings, lectures, assignments, etc.) can be accessed via the [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You will need access to WiFi/internet and a device you can use to prepare your assignments, such as a tablet or laptop. *For help with using Canvas see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources) (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources) and for help accessing the necessary technology see *Information Technology*: <https://www.sjsu.edu/it/services/academic-tech/equipment-loaning/index.php>*

Because this course is asynchronous, you have some choice about when you log in and access the course content. As you will see on the course calendar (and on Canvas), all graded assignments (activities, discussions, papers, exams, quizzes) have due dates each week – this is designed to keep you on track in class, as the course content builds on itself. The expectation is that you will read (or watch) the assigned materials, take notes, and then watch the posted lectures. The content of the assigned materials and lectures will help you complete the graded assignments, so make sure you read/watch that content prior to completing the graded assignments.

Course Description

Development of advanced writing skills in the field of child and adolescent development, with a focus on the development of scientific, professional, analytic, and persuasive writing styles. Students will learn to use writing to clearly convey ideas to specialized and general audiences.

General Education Learning Objectives (GELOs)

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

1. Produce discipline-specific written work that demonstrates upper -division proficiency in: language use; grammar; and clarity of expression;
2. Explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse;
3. Organize and develop essays and documents for both professional and general audiences;
4. Organize and develop essays and documents according to appropriate editorial and citation standards; and
5. Locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing

Course Learning Objectives (CLOs)

Upon successful completion of this course, students will be able to:

1. Produce writing that is clear, cohesive, concise, and easy to read, using various writing styles for different purposes
2. Locate and identify relevant and credible information (e.g., text and digital sources)
3. Differentiate between, and appropriately apply, various types of sources
4. Summarize, paraphrase, and synthesize from multiple sources
5. Apply APA formatting and writing style, including grammar and spelling
6. Organize and write a research paper

Required Texts/Readings

1. American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.
 - a. Available at the Campus Bookstore or at Amazon
2. Zinsser, W. (2016). *On writing well. The classic guide to writing nonfiction*. (30th anniversary ed.). New York: Harper Collins
 - a. Available at the Campus Bookstore or at Amazon
3. Articles, tutorials, videos, and writing guides posted on Canvas

Access and Accommodation

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without an Accessible Education Center (AEC) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting AEC (<https://www.sjsu.edu/aec/>) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

Diversity and Inclusion

It is my goal to make this class a welcoming and inclusive space for students from all backgrounds and experiences, including race, ethnicity, language, culture, religion, socioeconomic status, gender identity, sexual orientation, and age. Diversity adds richness to the educational experience and it is my expectation that all voices in the class will be heard and respected. Please let me know of any ways that I can improve this course for you or your classmates.

I recognize that during the fall semester there are several important religious/cultural holidays that are not formally recognized by SJSU. Please let me know, as early as possible, if you need alternative due dates because you celebrate one of those holidays.

Library Liaison

For help with library resources and library research (including use of databases and on-line research materials – such as journal search engines) students are strongly encouraged to contact the Child and Adolescent Library Liaison: **Annina Wyss-Lockner** (annina.wyss-lockner@sjsu.edu)

Consent for Public Sharing of Instructor Material

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Credit Hour Policy and Attendance

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. See [University Policy S12-3](#).

Please also note that, while attendance per se will not be used as a criterion for grading, Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. See [University Policy F69-24](#).

Assignments and Grading Policy

The course will consist of a combination of lecture and activities, assignments, and peer interaction. Student participation is both a vital part of the learning process and an important way to enrich the classroom experience. The required course material will be used as the basis for understanding and developing college level writing skills. Lectures will present the points that are the most important for students to understand. Students are encouraged to raise issues, discuss their own experiences, and ask questions at any time. There is no individual extra credit offered in this class.

All assignments submitted to Canvas must be double-spaced and in correct APA format (when appropriate).

Please see page 6 of the syllabus for a table that shows each assignment, the GE or course learning outcome it addresses, the number of points it is worth, and the minimum number of required words.

Detailed guidelines and rubrics for each activity/assignment listed below are posted on Canvas.

The assignments have been selected to engage students in communicating with a variety of audiences, both general and professional. Students will engage in writing that draws on research; that is intended to be persuasive; that requires them to use critical thinking skills; and that mirrors the types of written and oral communication expected of professionals working with children and families.

1. **Weekly Activities:** Over the course of the semester, you will complete a set of 17 activities designed to help you practice what you are learning, apply what you are learning, prepare for larger assignments, and reflect on your writing over the semester.
2. **Writing Assignments:** These assignments are designed to help you think about writing processes and your own development as a writer.
 - **Self-Introduction:** You will start the semester with a quick self-introduction and ice breaker to help me get to know you and for you and your classmates to get to know each other.
 - **Self-Reflections on Writing:** Over the course of the semester, you will reflect on your writing processes, influences on your writing, your writing strengths and areas of growth.
 - **Advocacy Letter:** In this assignment, you will be writing an advocacy letter to your legislator in the CA State Assembly in Sacramento, CA (you do not need to actually send it, but you are encouraged to do so if you find you are passionate about the topic).
 - **Parent Newsletter:** In this assignment, you will be writing a general, welcome newsletter to hypothetical parents of children in your program (e.g., clinic, summer camp, classroom, etc.).
 - **Persuasive Essay:** In this assignment you will be writing a persuasive essay in favor of a topic related to children's development and well-being. To help you get started, you will complete an outline of your arguments.
 - **Article Summaries:** This assignment is designed to help you practice reviewing, summarizing, and paraphrasing content from empirical research studies.

Assignments Related to the Mechanics of Writing: These assignments help you refine and master APA editorial style (e.g., citations, references, headings), as well as grammar and writing clarity

- **Grammar/Punctuation Review/Explanations**
- **APA Editorial Style Review**
- **Paragraphs and Transitions**

Research Review Paper: You will review recent research on some aspect of children's development. You will need a minimum of 10 peer-reviewed, scholarly sources. The paper will need to follow APA editorial conventions, be written in a formal tone, using correct grammar, spelling. The paper should have continuity and flow as well as elegantly constructed sentences and paragraphs. It should provide an effective introduction and conclusion. The paper has several preparation assignments to help you master the skills needed to write the paper

- **Annotated Bibliography**
- **First Draft**
- **1st Peer Review**
- **Second Draft**
- **2nd Peer Review**

Writing in the Digital Age: This set of assignments helps you develop a professional and effective voice as writer using social media platforms

- **Email Your Professor:** This assignment will help establish a formal, professional format for emailing professors (and later, clients, employees/employers, funders, etc.)
- **LinkedIn:** In this assignment, you will create an "About" summary for a {hypothetical} LinkedIn profile. You should make your "About" statement relevant to getting an internship in a non-profit

or other job that is relevant to Child and Adolescent Development and your level of education (e.g., assistant teacher in a preschool, camp counselor, after school teacher, etc.)

- **Social Media Posts:** In this activity, you will be creating a social media post using Adobe Spark that is designed to support some aspect of children's well-being that is important to you.
- **Class Webpage:** For this final project, you will create a class webpage for a hypothetical classroom in K-8. The webpage will review and recommend a book, suggest a recipe and encourage cooking, science activities, and physical activities parents and children can do together over winter break. The suggestions will include evidence-based reasons showing why they are beneficial.

Quizzes: You will take quizzes on Canvas designed to assess your understanding of key issues related to effective writing such as APA formatting and plagiarism. There are four quizzes total.

Class-Wide Extra Credit: By the end of the second week of class, you can earn 5 extra credit points by taking the syllabus quiz on Canvas. You may take it up to three times, but you must score 100% to earn the extra points.

Late policy/Make-up exams:

All papers and assignments must be completed on time. There is a five-day grace period for each assignment (except the quizzes, peer reviews, and the final exam). Submissions after that grace period, will result in a loss of points (1/2 a grade per day – for example, if your score was a B on an assignment submitted one day after the end of the grace period, it would lose the equivalent number of points to reduce the grade to a B-). **Extensions must be requested at least one week in advance of the assignment due date.** Any requirements not handed in by the last day of class will result in a zero on each requirement.

If you wish to discuss your grade on any class assignment, you must contact me no later than one week after the graded assignment was returned.

Grading:

- A+ = 99-100%; A = 91%-98%; A- = 90%;
- B+ = 89%; B = 81%-88%; B- = 80%;
- C+ = 79%; C = 71%-78%; C- = 70%;
- D+ = 69%; D = 61%-68%; D- = 60%;
- F = 0-59%

NOTE: The 100W Writing Workshop must be passed with a “C or better” (C- not accepted) when satisfying the CSU Graduation Writing Assessment Requirement.

Assignments, Points, Percent of the Total, Minimum Number of Words, and Affiliated Learning Outcomes

Graded Content	Points	Percent (%)	Words (min.)	CLOs/GELOs
<i>Weekly Activities:</i>				
• Accessing Feedback in Canvas	10 points	1%	NA	NA
• My Story in Three Faces	10 points	1%	200-250	GELO5; CLO1
• Playing with Sentences	10 points	1%	250-325	GELO1; CLO1
• Decluttering Your Writing	10 points	1%	NA	GELO1; CLO1
• Zinsser Chapter Reflections	10 points	2%	250-325	GELOs1,2; CLOs1,4
• Arguments Outline	10 points	1%	NA	GELOs2,3; CLO4
• Informal vs. Formal writing	10 points	1%	NA	GELOs1,2; CLO1
• Using Citations Effectively	10 points	1%	NA	GELO4; CLO5
• Paraphrasing & Quoting	10 points	1%	250-350	CLO4
• Punctuation Practice	10 points	1%	NA	GELO1; CLO5
• Reference Practice	10 points	1%	NA	GELO4; CLO5
• Brainstorm Topic Ideas	10 points	1%	125-250	
• Locating Empirical and Scholarly Articles	10 points	1%	150-250	GELO5; CLOs2,3
• Framing Your Paper	10 points	1%	250	GELO1, CLOs1,4,5
• Paragraphs and transitions	10 points	1%	250	GELO1, CLOs1,4,5
• 1 st Peer Review	10 points	1%	NA	
• Compose an Email to Your Professor	10 points	1%	150	GELO2; CLOs1,2
• About Me LinkedIn Profile	10 points	1%	150-200	GELO2; CLOs1,2
• Social Media Post	10 points	1%	200	GELO2; CLOs1,2,3
<i>Assignments</i>				
• Self-Introduction	15 points	2%	150	
• Self-Reflection on Writing	15 points	2%	250	GELO1; CLO1
• Issue Summary	15 points	1%	250-325	GELOs2,5; CLO4
• Advocacy Letter	15 points	3%	250	GELOs1,2,3,5; CLOs1,2,3,4
• Academic Articles Summary	25 points	2%	250-500	GELOs2,5; CLO2,3,4
• Parent News Letter	30 points	4%	250-325	GELOs1,2,3,5; CLOs1,2,3,4
• Persuasive Essay	40 points	5%	500-750	GELOs1,2,3,5; CLOs1,2,3,4

Graded Content	Points	Percent (%)	Words (min)	CLOs/GELOs
• Plagiarism Self-Reflection	15 points	2%	250-325	GELO1; CLO1
• Grammar/Punctuation Explanations	15 points	2%	250	GELO1; CLO5
• APA Editorial Style	15 points	2%	NA	GELOs1, 4; CLOs1,5
• Reflection on your writing processes	15 points	2%	250-325	GELO1; CLO1
• Annotated Bibliography	30points	4%	NA	GELOs1, 4; CLOs1,5
• 1 st Draft of the Paper	25 points	3%	1,500	GELOs1,4,5; CLOs1,4,5,6
• 2 nd Draft of the Paper	50 points	6%	1,500	GELOs1,4,5; CLOs1,4,5,6
• 2 nd Peer Review	20 points	3%	NA	
• Research Review Paper	100 points	13%	1,500	GELOs1-5, CLOs1-5
<i>Quizzes:</i>				
• Citation Quiz	15 points	2%	NA	GELO4; CLO5
• Plagiarism Tutorial/Test	15 points	2%	NA	
• APA References Test	15 points	2%	NA	GELO4; CLO5
• APA Editorial Style Test	20 points	3%	NA	GELOs1, 4; CLOs1,5
<i>Final Exam</i>				
• Final Project: Webpage	55 points	7%	500	GELOs1-5; CLOs1-5
• Final Writing Reflection	25 points	3%	250-325	GELO1; CLO1
	785	100%		

Per [University Policy F13-1](#), all students have the right, within a reasonable time, to know their academic scores, to review their grade dependent work, and to be provided with explanations for the determination of their course grades.

ChAD 100W(01) (Area Z): Writing Workshop
 Fall 2021
 Course Schedule

Table 1 Course Schedule – *subject to change with fair notice.*

Week	Date	Topics, Readings, Assignments, Deadlines
		Module 1: <i>Introduction to Academic and Professional Writing</i>
0	8/19-8/20	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Class overview • Getting to know each other <p><u>Activities</u></p> <ul style="list-style-type: none"> • <i>Accessing Feedback in Canvas</i> • <i>Extra Credit: Syllabus Quiz</i> <p><u>Assignments</u></p> <ul style="list-style-type: none"> • <i>Self-Introduction (Due on 8/22 @8:00PM, comments due @11:59PM)</i>
1	8/23-8/27	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Why good writing matters • The writing journey <p><u>Videos/Readings</u></p> <ul style="list-style-type: none"> • Why is writing important: https://www.youtube.com/watch?v=L7hbR-MivtQ • Why good writing can future proof your career: https://www.forbes.com/sites/gretasolomon/2018/08/09/why-mastering-writing-skills-can-help-future-proof-your-career/#2cf212345831 <p><u>Activities</u></p> <ul style="list-style-type: none"> • <i>My Story in Three Faces (Due 8/24 @11:59PM)</i> <p><u>Assignments</u></p> <ul style="list-style-type: none"> • <i>Self-Reflection on Writing (Due on 8/27 @11:59PM)</i>
2	8/30-9/3	<p><u>Topics</u></p> <ul style="list-style-type: none"> • Finding Your Voice • Making Writing Decisions • Effective Summarization <p><u>Readings</u></p> <ul style="list-style-type: none"> • Zinsser (2016): The sound of your voice (pp. 231-240) • Zinsser (2016): Enjoyment, fear, and confidence (pp. 241-252) • Zinsser (2016): A writer's decisions (pp. 261-280) <p><u>Activities</u></p> <ul style="list-style-type: none"> • <i>Playing with Sentences (Due 8/31 @11:59PM)</i> <p><u>Assignments</u></p> <ul style="list-style-type: none"> • <i>Reflection on the Zinsser readings (Due 9/1 @11:59PM)</i> • <i>Issue Summary (Due 9/3 @11:59PM)</i>

Week	Date	Topics, Readings, Assignments, Deadlines
		Module 2: <i>Writing for a Purpose</i>
3	9/6-9/10	<p><u>Topics</u></p> <ul style="list-style-type: none"> • Simplicity and Clarity • Words and Usage • Writing for a purpose (Advocacy) <p><u>Readings</u></p> <ul style="list-style-type: none"> • Zinsser (2016) Simplicity (pp.6-11) • Zinsser (2016) Clutter (pp.12-16) • Zinsser (2016) Words (pp.32-36) • Zinsser (2016) Usage (pp.37-45) • Clear, A., Paull, M., & Holloway, D. (2018). Nonprofit advocacy tactics: Thinking inside the box? <i>Voluntas (Manchester, England)</i>, 29(4), 857–869. https://doi.org/10.1007/s11266-017-9907-4 <p><u>Activities</u></p> <ul style="list-style-type: none"> • <i>Decluttering Your Writing (Due 9/8 @11:59PM)</i> <p><u>Assignments</u></p> <ul style="list-style-type: none"> • <i>Advocacy Letter (Due 9/10 @11:59PM)</i>
4	9/13-9/17	<p><u>Topics</u></p> <ul style="list-style-type: none"> • Coherence • Paying attention to the details • Writing for a purpose (Information) <p><u>Readings</u></p> <ul style="list-style-type: none"> • Zinsser (2016) Unity (pp.50-53) • Zinsser (2016) Bits and pieces (pp.67-91) • Zinsser (2016): Business Writing (pp.165-177) <p><u>Assignments</u></p> <ul style="list-style-type: none"> • <i>Academic Articles Summary (Due 9/14@11:59PM)</i> • <i>Parent Newsletter (Due 9/17@11:59PM)</i>
5	9/20-9/24	<p><u>Topics</u></p> <ul style="list-style-type: none"> • Writing for a purpose (Persuasion) • Establishing writer credibility <p><u>Readings</u></p> <ul style="list-style-type: none"> • Shen, Y. (2014). On establishing the writer's credibility in persuasive writing. <i>Theory and Practice in Language Studies</i>, 4(7), 1511. • Medicine Hat College (nd.) <i>Persuasive Essay Structure</i> <p><u>Activities</u></p> <ul style="list-style-type: none"> • <i>Outline of your arguments (Due on 9/21 @11:59PM)</i> <p><u>Assignment</u></p> <ul style="list-style-type: none"> • <i>Persuasive Essay (Due on 9/26 @11:59PM)</i>

Week	Date	Topics, Readings, Assignments, Deadlines
		Module 3: <i>Academic Writing</i>
6	9/27-10/1	<p><u>Topics:</u></p> <ul style="list-style-type: none"> Defining Academic Writing Rhetoric and Audience <p><u>Readings/Videos</u></p> <ul style="list-style-type: none"> Academic Writing: https://library.leeds.ac.uk/info/14011/writing/106/academic_writing Rhetoric and Audience: https://writing.colostate.edu/guides/teaching/co300man/pop5a.cfm The art of essay writing: https://www.youtube.com/watch?v=aZjo-TfBrk <p><u>Activities</u></p> <ul style="list-style-type: none"> <i>Informal vs. Formal Writing?</i> (Due 9/28 @11:59PM) <p><u>Assignment:</u></p> <ul style="list-style-type: none"> <i>Take the Plagiarism Tutorial</i> (Due 9/29 @11:59PM) <i>Plagiarism self-reflection</i> (Due 10/1 @11:59PM)
7	10/4-10/8	<p><u>Topics:</u></p> <ul style="list-style-type: none"> Paraphrasing, Quoting, Citing/Citations <p><u>Readings:</u></p> <ul style="list-style-type: none"> Paraphrasing Libguide: https://libguides.sjsu.edu/paraphrasing APA (2020): Works credited in the text (pp. 253-278) <p><u>Activities</u></p> <ul style="list-style-type: none"> <i>Using Citations Effectively</i> (Due 10/5 @11:59PM) <i>Paraphrasing and Quoting Practice</i> (Due 10/7 @11:59PM) <p><u>Quiz</u></p> <ul style="list-style-type: none"> <i>Citation Quiz</i> (Due 10/8 @11:59PM)
8	10/11-10/15	<p><u>Topics</u></p> <ul style="list-style-type: none"> Grammar/Punctuation Writing style Writing for your audience <p><u>Readings</u></p> <ul style="list-style-type: none"> APA (2020): Writing style and grammar (pp. 111-125) APA (2020): Mechanics of style (pp. 153-190) <p><u>Activities</u></p> <ul style="list-style-type: none"> <i>Punctuation Practice</i> (Due 10/12 @11:59PM) <p><u>Assignments</u></p> <ul style="list-style-type: none"> <i>Grammar/Punctuation Explanations</i> (Due 10/15 @11:59PM)

Week	Date	Topics, Readings, Assignments, Deadlines
9	10/18-10/22	<p><u>Topics</u></p> <ul style="list-style-type: none"> • APA formatting • APA references • Bias free language <p>Readings</p> <ul style="list-style-type: none"> • APA (2020): Paper elements and format (pp. 29-50) • APA (2020): Reference List (pp. 281-307) • APA (2020) Bias free language (pp.132-148) <p><u>Activities</u></p> <ul style="list-style-type: none"> • <i>References Practice (Due 10/19 @11:59PM)</i> <p><u>Assignments</u></p> <ul style="list-style-type: none"> • <i>APA Editorial Style (Due 10/20 @11:59PM)</i> <p><u>Quizzes</u></p> <ul style="list-style-type: none"> • <i>APA References Quiz (Due 10/21@11:59PM)</i> • <i>APA Editorial Conventions Quiz (Due 10/22 @11:59PM)</i>
		Module 4: Writing a Literature Review Paper
10	10/25-10/29	<p><u>Topics</u></p> <ul style="list-style-type: none"> • What is a literature review and why write one? • Fundamentals of a literature review • The thesis statement <p><u>Readings/Videos</u></p> <ul style="list-style-type: none"> • Denney, A., & Tewksbury, R. (2013). How to write a literature review. <i>Journal of Criminal Justice Education</i>, 24(2), 1-17 • How to write a college research paper: https://library.sjsu.edu/tutorials/writing-literature-review-paper <p><u>Activities</u></p> <ul style="list-style-type: none"> • <i>Brainstorm Topic Ideas (Due 10/27 @11:59)</i> <p><u>Assignments</u></p> <ul style="list-style-type: none"> • <i>Reflection on your writing process (Due 10/29 @11:59PM)</i>
11	11/1-11/5	<p><u>Topics</u></p> <ul style="list-style-type: none"> • Defining Scholarly Articles • Finding relevant articles • Annotated Bibliographies <p><u>Readings</u></p> <ul style="list-style-type: none"> • Annotated Bibliographies: https://library.sjsu.edu/video/annotated-bibliographies <p><u>Activities</u></p> <ul style="list-style-type: none"> • <i>Locating Empirical and Scholarly Articles (Due 11/2 @11:59PM)</i> <p><u>Assignments</u></p> <ul style="list-style-type: none"> • <i>Annotated Bibliography (Due 11/5 @11:59PM)</i>

Week	Date	Topics, Readings, Assignments, Deadlines
12	11/8-11/12	<p><u>Topics</u></p> <ul style="list-style-type: none"> • Introductions • Conclusions • Paragraphing <p><u>Readings</u></p> <ul style="list-style-type: none"> • Introductions/Conclusions: https://owl.excelsior.edu/writing-process/introductions-and-conclusions/ • Paragraphing: https://owl.excelsior.edu/writing-process/paragraphing/ <p><u>Activities</u></p> <ul style="list-style-type: none"> • <i>Framing your paper (Due 11/9 @11:59PM)</i> • <i>Practice Paragraphs (Due 11/10 @11:59PM)</i> <p><u>Assignments</u></p> <ul style="list-style-type: none"> • <i>First Draft of the Paper (Due 11/14 @11:59PM)</i>
		Module 5: Writing in the Digital Age
13	11/15-11/19	<p><u>Topics</u></p> <ul style="list-style-type: none"> • Peer Reviews • Revising and Editing: https://owl.excelsior.edu/research/revising-and-editing-a-research-paper/ • Writing in the digital age <p><u>Readings</u></p> <ul style="list-style-type: none"> • Revising and Editing: https://owl.excelsior.edu/research/revising-and-editing-a-research-paper/ • On-line Writing and Presentations: https://owl.excelsior.edu/online-writing-and-presentations/ <p><u>Activities</u></p> <ul style="list-style-type: none"> • <i>Compose an email to a professor (Due 11/15 @11:59PM)</i> • <i>1st Peer Review (Due 11/17 @11:59PM)</i> <p><u>Assignments</u></p> <ul style="list-style-type: none"> • <i>Second Draft of the Paper (Due 11/21 @11:59PM)</i>
14	11/22-11/24	<p><u>Topics</u></p> <ul style="list-style-type: none"> • Writing practices in the digital age <p><u>Readings</u></p> <ul style="list-style-type: none"> • Using Social Media posts for the greater good: https://csic.georgetown.edu/magazine/9-ways-use-social-media-social-good/ <p><u>Activities</u></p> <ul style="list-style-type: none"> • <i>Social media post in support of children's well-being (Due 11/23 @11:59PM)</i>

Week	Date	Topics, Readings, Assignments, Deadlines
15	11/29-12/3	<p><u>Topics</u></p> <ul style="list-style-type: none"> • Writing and the job market <p><u>Readings</u></p> <ul style="list-style-type: none"> • Effective LinkedIn profiles: https://business.linkedin.com/en-uk/marketing-solutions/blog/posts/content-marketing/2017/17-steps-to-a-better-LinkedIn-profile-in-2017 <p><u>Activities</u></p> <ul style="list-style-type: none"> • “About” Summary for a LinkedIn profile (Due 11/30 @11:59PM) <p><u>Assignments</u></p> <ul style="list-style-type: none"> • 2nd Peer Review (Due 12/1 @11:59PM)
16	12/6	<p><u>Assignments</u></p> <p>Research Review Paper due 5:00PM 12/6</p>
	TBD	<p><u>Final Exam:</u></p> <ul style="list-style-type: none"> • Classroom Newspaper (TBD) • Share your insights and advice (TBD)