

San José State University
Department of Environmental Studies
ENVS 100W, Environmental Research and Writing, Section 82
Fall 2021

Course and Contact Information

Instructor(s):	Nadine Ann Skinner
Email:	nadine.skinner@sjsu.edu
Office Hours:	On Zoom, held via appointment
Class Days/Time:	TuTh 5:45PM - 7:00PM
Classroom:	Online, See Canvas for Zoom instructions
Prerequisites:	ENGL 1B, Completion of Core GE, satisfy Writing Skills Test, Upper division standing, declared Environmental Studies major
GE/SJSU Studies Category:	Z (C or better is required to pass this class)

Course Description

In this course, you will develop advanced research and writing skills. We will focus on the drafting of a research question, the gathering and categorizing of support data, development of a clear and concise argument, document organization, and proper formatting. You learn to be a good writer by writing, reading, and practicing. In this course, we will work on each of these areas in the context of both technical and general audiences.

Course Format

Online Course

This course adopts an online delivery format. Synchronized classes and office hours will be held on Zoom.

Class Site

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas. You are responsible for regularly checking with the messaging system through MySJSU on Spartan App Portal <http://one.sjsu.edu>.

GE Learning Outcomes (GELO)

- GELO1: Refine the competencies established in Written Communication 1A and 1B
- GELO1-1A: Perform essential steps in writing process, use correct grammar, form clear thesis statement
- GELO1-1B: Locate/evaluate supporting materials, identify key terms/concepts, select effective/efficient methods for information retrieval, synthesize ideas from multiple readings, construct effective arguments
- GELO2: express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse

- GELO3: organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources
- Other: Writing (8000 words)—Feedback and Practice
- Other: Reading—Models of Research Excellence
- Other: Discipline Specific Writing Standards
- Other: Issues of Diversity (Student-specific topics for Assignment 1 may be pursued)

Course Learning Outcomes (CLO)

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

- Perform essential steps in the research writing process, including forming a clear thesis statement and drafting research questions.
- Conduct a critical literature review by selecting effective/efficient methods for information retrieval, choosing and evaluating appropriate sources, and synthesizing ideas from multiple readings.
- Construct an effective argument using ideas encountered in multiple readings and expressed in different forms of discourse.
- Organize and develop essays for both professional and general audiences, including using appropriate editorial standards for citing primary and secondary sources.

Department Program Learning Outcome (PLO)

- PLO 1 - Qualitative** Environmental Literacy: Students are able to write a logical analytical paper using good writing

Required Texts/Readings

Textbook

Turabian, Kate. 2018. *A Manual for Writers of Research Papers, Theses, and Dissertations, Ninth Edition (Chicago Guide to Writing, Editing, and Publishing)*. University of Chicago Press. ISBN-13: 978-0-226- 43057-7 (paper), ISBN-13: 978-0-226-43060-7 (ebook).

Other Readings

Other readings will be available on Canvas.

Library Liaison

Peggy Cabrera is our liaison for Environmental Studies. Reach her at: peggy.cabrera@sjsu.edu or via the MLK Library website. She can help you refine your research searches, find sources, help with formatting citations, etc.

Course Requirements and Assignments

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 course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

The following list of assignments may look long, but many of the assignments are designed to build on each other to create the final research paper. All course assignments are described in the syllabus and more details are provided in Canvas. The assignments in the course are as follows:

Assignment	Points	Due Dates
Research Brainstorm: Passions Paper, Research Questions, Purpose Statement	6	8/24, 8/26, 8/31
Introduction & Background Section Draft & Revision	10	9/14, 9/23
Literature Maps	4	9/30, 10/5
Critical Literature Review Draft & Revision	10	10/14, 10/21
Discussion & Conclusion Draft & Revision	10	10/28, 11/4
Resume & Cover Letters	4	11/18
First Research Draft	6	11/11
Final Presentation	5	11/23, 11/30, or 12/2
Peer Reviews	10	9/16, 10/19, 11/2, 11/16
Participation & Attendance	15	All Semester
Final Research Paper	20	12/10

All assignments should be submitted on Canvas and grades will be posted there as well. Assignments are due before the start of class unless otherwise noted. One point will be lost for each day an assignment is late. After five days, late work will no longer be accepted. Extensions are available by request for final drafts only. Extensions are not available for first drafts and can be for no more than five days.

Final Examination or Evaluation

The final evaluation for the class will be the submission of the revised Research Paper due by 5pm on Friday, December.

Grading Information

Grade	Points	Percentage
<i>A plus</i>	96 to 100	96 to 100%
<i>A</i>	93 to 95	93 to 95%
<i>A minus</i>	90 to 92	90 to 92%
<i>B plus</i>	86 to 89	86 to 89 %
<i>B</i>	83 to 85	83 to 85%
<i>B minus</i>	80 to 82	80 to 82%
<i>C plus</i>	76 to 79	76 to 79%
<i>C</i>	73 to 75	73 to 75%
<i>C minus</i>	70 to 72	70 to 72%
<i>D plus</i>	66 to 69	66 to 69%
<i>D</i>	63 to 65	63 to 65%
<i>D minus</i>	60 to 62	60 to 62%

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

Classroom Protocol

Attendance: You are expected to be present and punctual for every class session and stay for the duration of each class meeting. The instructor must be notified of absences ahead of time. Students are responsible for all assignments and announcements presented in class. If you are late or absent, it is your responsibility to contact another student.

Participation: You are expected to participate fully and respectfully in discussions and peer reviews. Communication is especially important in online courses, and you will be using a variety of tools to communicate including Canvas Discussion Boards, Zoom Chats, Canvas Announcements, and discussions on Zoom. You are expected to participate in each of these various formats. I expect that you will come prepared to talk, write, and think critically about the readings assigned for each class period and the peer reviews. This means you must complete assigned reading before class.

Recording Zoom Classes

This course or portions of this course (i.e., lectures, discussions, student presentations) may be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

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 (S12---7) 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.

Technology Requirements

- Students are required to have an electronic device (laptop, desktop, or tablet) with a camera and built-in microphone. SJSU has a free [equipment loan](#) program available for students.
- See [Learn Anywhere](#) website for current Wi-Fi options on campus.

Zoom Classroom Etiquette

- **Mute Your Microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- **Be Mindful of Background Noise and Distractions:** Find a quiet place to “attend” class, to the greatest extent possible.
 - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
 - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- **Position Your Camera Properly:** Be sure your webcam is in a stable position and focused at eye level.
- **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 smartphone away (unless you are using it to access Zoom).
- **Use Appropriate Virtual Backgrounds:** If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

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 Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

Plagiarism

Plagiarism means that you have appropriated material that someone else said or wrote and presented it as your own. Plagiarism and other acts of academic dishonesty will not be tolerated under any circumstances. Plagiarism will not be tolerated and is a serious offense. All references must be cited. Penalties for plagiarism range from an F in the course to expulsion from the university. Students suspected of plagiarism will be reported to the Office of Judicial Affairs for disciplinary action. For more information please see <http://tutorials.sjlibrary.org/plagiarism/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) <http://www.sjsu.edu/aec/> to establish a record of their disability.

SJSU Peer Connections

Peer Connections' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning area, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and the SJSU Writing Center on Facebook.

Written Communication and Information Literacy Assessment Fall 2021

This semester SJSU is assessing written communication and information literacy skills of students pursuing undergraduate degrees. The assessment is used to evaluate effectiveness of our General Education and writing curricula. This class has been selected for collection of student sample work. I will select random samples of work from this class to provide to a team of assessment experts. The work will be anonymized and cannot be traced back to you. The assessment will be done after the semester is over and will not affect your grade. Please let me know if you prefer to have your work excluded from this process.

ENVS 100W, Environmental Research and Writing, Section 82

Fall 2021, Course Schedule

Course Schedule

The schedule is subject to change with fair notice. Changes to the schedule will be sent via Canvas notifications.

Week/Lesson/ Module	Date	Topics and Readings	Assignment Deadlines
Week 1	Thurs 8/19	Introduction & Course Overview	
Week 2	Tues 8/24	Writing as a Process Understanding Purpose Statements <i>Readings:</i> <i>Turabian, Chapter 1</i> <i>Watch- Writing Across Cultures (Note: Only watch the first 17 minutes).</i> https://media.oregonstate.edu/media/0_v4s6xtpp	Passions Paper (in- class submission)
Week 2	Thurs 8/26	Brainstorming Purpose Statements <i>Readings:</i> <i>Creswell, John W. and J. David Creswell. 2018. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 5th ed. Thousand Oaks, CA: Sage Publications., Chapter 6, Purpose Statements</i> <i>Watch- Purpose Statements</i>	Purpose Statement Due (in-class submission)
Week 3	Tues 8/31	Brainstorming Research Questions How to Develop a Research Question <i>Readings:</i> <i>Turabian, Chapter 2</i> <i>Watch- Research Questions</i>	Research Questions Due (in-class submission)
Week 3	Thurs 9/2	Introduction to the Library Visit <i>Readings:</i> <i>Turabian, Chapter 3</i>	Select a model peer- reviewed article (in- class submission)
Week 4	Tues 9/7	Organizing Your Research Interpreting Research Articles <i>Readings:</i> <i>Turabian, Chapter 4</i>	Prior to class: Check out Mendeley and Zotero
Week 4	Thurs 9/9	Introduction & Background Sections Defining Terms & Relevant Information <i>Readings:</i> <i>Creswell, John W. and J. David Creswell. 2018. Research Design: Qualitative, Quantitative, and Mixed Methods</i>	

Week/Lesson/ Module	Date	Topics and Readings	Assignment Deadlines
		<i>Approaches, 5th ed. Thousand Oaks, CA: Sage Publications., Chapter 5, Introductions</i>	
Week 5	Tues 9/14	Voice and the Peer Review Process <i>Readings:</i> <i>Tips for Peer Feedback</i> <i>Draxler, Bridget. "Social Justice in the Writing Center." The Peer Review, December 5, 2017. http://thepeerreview-ivca.org/issues/braver-spaces/social-justice-in-the-writing-center/</i>	Introduction & Background Sections Due
Week 5	Thurs 9/16	Peer Review Session: Introduction & Background Statements	Peer Review Feedback Due (in-class submission)
Week 6	Tues 9/21	Draft Revision: Responding to Reviews Grammar, Style, and Syntax <i>Readings:</i> <i>Turabian, Chapters 11 & 12</i>	
Week 6	Thurs 9/23	Critical Literature Review: What makes a literature review critical? <i>Readings:</i> <i>Galvan, Jose L. 2006. Writing literature reviews: a guide for students of the social and behavioral sciences. Glendale, CA: Pyrczak., Chapters 8, 9 & 10</i>	Revised Introduction & Background Sections Due
Week 7	Tues 9/28	Literature Map Tools & Design <i>Readings:</i> <i>TBD</i>	
Week 7	Thurs 9/30	Peer Review Session: Literature Maps	Literature Maps (In-class submission)
Week 8	Tues 10/5	Constructing an Argument <i>Readings:</i> <i>Turabian, Chapter 5</i>	Revised Literature Maps Due
Week 8	Thurs 10/7	Other Types of Environmental Writing: Advocacy, Op-Eds & Persuasive Argument in Popular Media <i>Readings:</i> <i>Sword, Helen. 2012. Stylish Academic Writing. Cambridge: Harvard University Press., Chapters 7 & 8, https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/1cue0e3/01CAL5</i>	

Week/Lesson/ Module	Date	Topics and Readings	Assignment Deadlines
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Week 9	Tues 10/12	Creating an Outline <i>Readings:</i> <i>Turabian, Chapter 6</i>	
Week 9	Thurs 10/14	Revising Research Questions <i>Readings:</i> <i>Turabian, Chapter 10.1 & 10.3</i>	Critical Literature Review Draft Due
Week 10	Tues 10/19	Peer Review Session: Critical Literature Review	Peer Review Feedback Due (In-class submission)
Week 10	Thurs 10/21	Discussion & Conclusion Section <i>Readings:</i> <i>Turabian, Chapter 10.2</i>	Revised Critical Literature Review Due
Week 11	Tues 10/26	Other Types of Environmental Writing: Grant Proposals & Reports: Part 1 <i>Readings:</i> <i>Elements of a Grant Proposal</i> http://www.hotwinds.com/Grant_Prop.html <i>Davis, Barbara. "Writing a Successful Grant Proposal."</i> <i>Minnesota Council on Foundations, 2005.</i> <i>Writing a Fellowship Proposal</i> https://funding.yale.edu/applying/writing-fellowship-proposal <i>Grant Proposals (or Give Me the Money!)</i> https://writingcenter.unc.edu/tips-and-tools/grant-proposals-or-give-me-the-money/	
Week 11	Thurs 10/28	Other Types of Environmental Writing: Grant Proposals & Reports: Part 2 <i>Readings:</i> <i>Patton, Michael Quinn. Essentials of Utilization-Focused Evaluation, 2011, Chapter 15</i>	Discussion & Conclusion Draft Due
Week 12	Tues 11/2	Peer Review Session: Discussion & Conclusion Section	Peer Review Feedback Due (in-class submission)
Week 12	Thurs 11/4	Compiling the Final Paper <i>Readings:</i> <i>Gopen, George, and Judith Swan. "The Science of Scientific Writing." American Scientist, 1990.</i> <i>Turabian, Chapter 9</i>	Revised Discussion & Conclusion Section Due

Week/Lesson/ Module	Date	Topics and Readings	Assignment Deadlines
Week 13	Tues 11/9	Editing Process Citations <i>Readings:</i> <i>Turabian, Chapter 15</i>	
Week 13	Thurs 11/11	Resumes & Cover Letters <i>Readings:</i> <i>Resume & Cover Letter Guide</i> <i>Watch:</i> <i>The Purpose of a Resume</i> <i>Formatting Your Resume</i> <i>Purpose of a Cover Letter</i> <i>Format and Organization</i> <i>How to Write a Standout (and Outstanding) Cover Letter</i>	First Research Draft Due
Week 14	Tues 11/16	Peer Review Session: First Research Draft	Peer Review Feedback Due (in-class submission)
Week 14	Thurs 11/18	Preparing for Presentations <i>Readings:</i> <i>An Overview of Effective Speaking</i> <i>PowerPointers</i> <i>Wineburg, Sam "Must It Be This Way? Ten Rules for Keeping Your Audience Awake During Conferences." 2004.</i>	Resumes & Cover Letters Due
Week 15	Tues 11/23	Final Presentations	
Week 16	Tues 11/30	Final Presentations	
Week 16	Thurs 12/2	Final Presentations	
Final Research Paper	Fri 12/10	Online Submission of Final Research Paper	Final Research Paper Due

Recommended Writing/Research Resources

Becker, Howard S. 1998. *Tricks of the Trade: How to Think about Your Research While You're Doing It*. Chicago: University of Chicago Press.

Becker, Howard S. 2007. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book or Article*, 2nd ed. Chicago: University of Chicago Press.

Bullock, Richard, Michal Brody, and Francine Weinberg. 2014. *The Little Seagull Handbook*, 2nd ed. New York: W. W. Norton & Co.

Creswell, John W. 2015. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 5th ed. Upper Saddle River, NJ: Pearson.

Creswell, John W. and Vicki L. Plano Clark. 2011. *Designing and Conducting Mixed Methods Research Design*, 2nd ed. Thousand Oaks, CA: Sage Publications.

Garner, Bryan A. 2016. *Garner's Modern American Usage*, 4th ed. New York: Oxford University Press.

Graff, Gerald and Cathy Birkenstein. 2014. *They Say / I Say: The Moves that Matter in Academic Writing*, 3rd ed. New York: W.W. Norton & Co.

Hoffman, Gary and Glynis Hoffman. 2011. *Adios, Strunk and White: A Handbook for the New Academic Essay*, 5th ed. Huntington Beach, CA: Verve Press.

Hughes, Christina. 2007. "Feminist Research Methods: A Collection of Articles Drawn from the *International Journal of Social Research Methodology*" Available at <http://explore.tandfonline.com/page/bes/tsrm-vsi-feminist-methods>

Ravitch, Sharon M. and Matthew Riggan. 2016. *Reason & Rigor: How Conceptual Frameworks Guide Research*. Thousand Oaks, CA: Sage Publications.

Weston, Anthony. 2009. *A Rulebook for Arguments*, 4th ed. Indianapolis: Hackett Publishing.

Williams, Joseph M. and Joseph Bizup. 2013. *Style: Ten Lessons in Clarity and Grace*, 11th ed. New York: Pearson Longman.