Mississippi Valley State University
Department of Social Sciences
SS 299: Writing in Social Sciences
Spring 2019

Professor:	Dr. Cassandra Hawkins
Email:	cassandra.hawkins@mvsu.edu
Office Location	Rural Public Policy and Planning Conference Room
Office Phone:	662-254-3361
Google Voice/Text:	601-706-9435
Remind Course Code:	ss299mvs
Facebook:	http://facebook.com/hawkinsphd
Twitter:	http://www.twitter.com/hawkins_phd
Course-related social media hashtags:	#hawkinsphd; #ss299mvsu
Skype:	cassandra.hawkinsphd
Professor Profile:	https://www.mvsu.edu/Cassandra-Hawkins-Assistant-Professor-of-Rural-Public-Policy
Website:	https://cassandrahawkinsphd.weebly.com

Spring 2019 Office Hours
Tuesday (T) 11:00 a.m. – 6:00 p.m.
Wednesday (W) 3:00 p.m. – 6:00 p. m.
Thursday (R) 4:00 p. m. – 6:00 p.m.

Spring 2019 Virtual Office Hours
Thursday (R) 4:00 p. m. – 6:00 p.m.

TABLE OF CONTENTS

OFFICE HOURS

Office hour time provides an opportunity for students to receive essential assistance with assignments and for selecting journal articles for the article critique assignments. Students are expected to meet individually with the professor at least once during the semester. Office hours are the following: **TUESDAYS (T) 11:00 a.m.– 6:00 p.m.**; **WEDNESDAYS (W) 3:00 p.m. – 6:00 p.m.;** and **THURSDAYS (R) 4:00 p.m. – 6:00 p.m.** For students, unable to visit during the week to attend office hours, virtual office hours via Skype are available: **THURSDAYS (R) 4:00 p.m. – 6:00 p.m.** Additional times are by appointment only and are scheduled using Doodle. Please sign up in advance using the Doodle link provided to students. While you are welcome to stop by during office hours, most slots fill up in quickly. If you are unable to keep an appointment, please cancel it on Doodle, as early as possible so that another student may have the slot and send an email or text to the professor.

COURSE DESCRIPTION

This course allows students to develop rudimentary skills for social scientific writing. Students will learn the basics of reasoning and argumentation in the social sciences. Students will be able to read social science articles, and paraphrase and document them. Students will demonstrate competence in writing essays, article summaries, book reviews, and argumentative essays. Upon completing the course, students should be prepared to write a research paper for an advanced course in the social sciences.

EXTENDED COURSE DESCRIPTION

This course enhances the writing and analytical skills of students for inquiry in the social sciences and trains students how to differentiate and employ implicit and explicit knowledge. The analysis of evidence and the creation of coherent arguments are the focus of this course.

REQUIRED TEXTBOOKS

- American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.
- Muller, J. (2015). Writing in the Social Sciences: A Guide for term papers and book reviews (2nd ed.). Don Mills, ON: Oxford University Press.
- Newsome, B. O. (2016). An Introduction to Research, Analysis, and Writing. Thousand Oaks, CA: Sage.

SUPPLEMENTARY TEXTS

- Walter, J. (2017). Building Writing Skills: The Hands-on Way. Boston, MA: Cengage.

STUDENT LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:
- Implement the conventions of the APA documentation style.

- Employ critical thinking, reading, and writing skills to create a well-written argument that demonstrates successful inquiry and interrogation of multiple perspectives.
- Discuss and differentiate meanings from various positions.
- Demonstrate proficient understanding of the writing process and the mechanics of writing.
- Evaluate the required textbooks, optional textbooks, technology, and other supporting resources.
- Critique ideas presented in written, oral, and visual formats.
- Utilize supplementary materials to strengthen their research and writing skills.
- Transform into a more active learner with stronger ownership and control of the learning process.
- Complete the Verification of Syllabus Receipt Form.

STUDENT PERFORMANCE CRITERIA:

Upon completion of this class, students will be able to:
- Confidently and competently construct writing assignments
- Appreciate the value of technological tools and be comfortable with these tools to produce research, which illustrates competent knowledge of the research process.
- Consistently produce a writing product, which uses the writing process and demonstrates an expanded and improved vocabulary.
- Possess a clear vision of where they are going in order to fully appreciate their matriculation and its impact on their life's journey.

PROFESSOR PERFORMANCE CRITERIA:

To ensure students' success, the professor will:
- Deliver tools and techniques for students within a reasonable amount of time.
- Provide quality and assessment evaluation of writing product and/or performance.
- Strive for excellence by remaining prepared and putting forth full-effort.
- Communicate effectively with students.
- Establish high learning expectations for student achievement.

PROFESSOR RESPONSIBILITIES

Your professor will provide additional help in locating various resources, as needed, to assist students in learning, especially regarding the writing and researching. Your professor helps students improve a selected set of learning skills, educational techniques, and tools, by providing the following: guidance, opportunities, and mentoring.

STUDENT RESPONSIBILITIES

As a student, you have specific responsibilities, including but not limited to the following:

- Respect others and maintain proper order in the classroom environment.
- Participate actively in class and engage in the challenge of personal growth.
- Seek excellence by remaining prepared and putting forth full effort.
- Constantly desire to improve personal performance.
- Use technology for learning purposes only within the classroom.

INSTRUCTIONAL STRATEGIES

The instructional strategies for this course incorporates the following, but are not limited to just these: lecture, peer-partner learning, freewriting, journaling, quizzes, reading for meaning, global inquiry, active learning, discussion, homework, activating prior knowledge, analyzing perspectives, coaching model, reading for information, inquiry, blogs, self-directed learning, tutorial, service learning, learning communities, supplemental texts and materials, faculty-student interaction, read aloud, self-selected reading, interactive writing, multi-cultural events, the writing center, individual conferences, research, reflective discussion, case studies, learning logs, storytelling, reading logs, surveys, focused imaging, didactic questions, collaborative learning environment technology, and technology-assisted instruction.

REQUIRED COURSE MATERIALS

The student is required to purchase the following materials to be successful in this class:

- 3-ring binder to maintain all of your materials, notes, and handouts.
- Journal
- 2 GB USB or cloud-storage account
- Computer access
- Internet access
- MVSU email account
- Webster Dictionary/Thesaurus
- Blue or black ink
- Highlighters
- Notebook Paper (NO SPIRAL NOTEBOOK PAPER)

MOBILE APPLICATIONS

- Dropbox: https://db.tt/CkchpePL*
- YouTube: http://youtube.com*
- Dictionary: http://dictionary.com*
- Prezi: http://www.prezi.com*
- TED Talks: http://ted.com/talks*

- Microsoft Word*
- Microsoft OneNote*
- Paper 53: http://fiftythree.com
- DocsToGo: http://dataviz.com
- Evernote: http://www.evernote.com*
- Penultimate – Digital Handwriting: http://www.evernote.com
- Grammarly: http://www.grammarly.com*
- Dictionary: http://dictionary.com *
- Mendeley: http://www.mendeley.com *

*Mobile applications offer websites to access information.

WEBSITES

- Plagiarism: http://www.plagiarism.org
- Purdue Online Writing Lab: http://owl.english.purdue/owl
- Turnitin - http://www.turnitin.com
- Typing Practice - http://www.sense-lang.org/typing/games/EN.php
- Time Management: http://www.studygs.net/schedule/weekly.htm
- Punctuation Practice: http://www.gamequarium.com/punctuation.html

SOFTWARE RESOURCES

- OpenOffice: http://www.openoffice.org/download/ - Free office productivity software
- Adobe Flash Player: http://get.adobe.com/flashplayer/
- Adobe Reader: http://get.adobe.com/reader/

EVALUATION CRITERIA

The following criteria contributes to a student's overall grade

Assignment	Percentage of Final Grade
Class Participation in Discussions	54%
Application Assignments	26%
Midterm and Final Exams	20%
Total	**100%**

Grammatical Errors

Grammatical Errors will involve the following deductions:
- Spelling errors = 1 point each
- Minor errors (subject-verb agreement, verb tenses, pronouns, adjectives, adverbs, punctuation, mechanics) = 2 points each
- Lack of development/supporting details = 2 points each
- Lack of unity, cohesiveness, clarity = 2 points
- Poor organization = 2 points
- Major errors (fragments, run-ons, comma splices) = 5 points each
- Ineffective topic sentence/thesis statement = 5 points

Grading Scale:

A   90-100

B   80-89

C   70-79

D   60-69

F   Below 60

Automatic Point Deductions

The following errors will incur the following automatic point deductions:
- No Name (NN)   10 points (other work), no grade (test)
- Not Following Directions (NFD)   10 points for each incident
- No Date (ND)   10 points for each incident
- Text Lingo (TT)   5 points for each incident
- Incomplete Thought (IT)   10 points for each incident

Written Assignments

For written assignments, letter grades (rather than points) are customarily used. The following meanings should help you understand the available letter grades:

Grade	Explanation
A	A superior paper. Well-written with an interesting and insightful argument and a clear central thesis. A serious attempt to use reliable evidence. Use of primary sources to buttress the argument (if the paper is primarily empirical) or thorough consideration of major theoretical approaches (if the paper is more conceptual).
B	A good paper, but with an argument that is not as well-structured as it should be. A few interesting ideas, but the paper could have been improved with more thought, organization, and imagination. Little actual research. Reliance is more on secondary sources than on appropriate primary sources. Minor problems of structure and organization.
C	An average paper. Based entirely on secondary sources, with sometimes unclear and uninspired writing. No real central thesis. A few major problems of structure and organization.
D	A very poor paper. Based on only a few secondary sources, perhaps taken only from the required readings for the course. Serious problems of expression, with numerous passages that are simply not understandable. No central argument.

F	An unacceptable paper. Based on few or no secondary sources, or parroting of one or more secondary sources, bordering on plagiarism.

POLICY AND PROCEDURES

Attendance

This class is a combination of lecture and discussion. Students are expected to participate all online class sessions and to actively participate in class discussion forums. Discussions are great way to clarify your understandings and to assess your conclusions. Differences exist between instruction in a traditional classroom and an online classroom. Successful participation in this course requires sufficient time management. Resources can be accessed online at any time, which provides unique convenience for your current schedule. Consequently, setting aside a specific time each week to complete coursework will ensure that you meet the attendance requirement for this class. You may access Blackboard at any time during the week; however, when you start early on any assignment, you are able to seek the necessary assistance earlier. Since this course is a three-semester credit hour course, you are recommended to set aside a minimum of three to five hours per week to complete your coursework. You are strongly encouraged to check the Discussion Board daily.

Threaded Discussions

Discussion postings are due by **Day 4** and responses are due by **Day 6**. Adhere to the weekly time frame to allow others ample time to respond to your posting. A Discussion Board is available in Blackboard. Pay close attention to the schedule of activities. Manage your time to ensure that you are on task. You will be able to ask questions about course content and share information with each other. A classmate may be able to answer a question about content more quickly than your professor. In addition, posting content questions in the Discussion Board will allow everyone to view the answers to frequently asked questions. Discussion created as assignments deem required contributions to the discussion board. Students are expected to post responses to module questions and peers' postings on a regular basis. Utilize the discussion rubric as it will be used in evaluating your discussion board postings. Discussion board postings should be of quality rather than quantity. For example, a response that basically says "I agree" with no additional information or documentation will earn 0 points. Furthermore, responses that possess a higher standard of quality will be graded accordingly. No credit will be given for discussion postings made after the week in which they are due unless prior arrangements are made with the professor. Exceptions will be made for those rare situations that legitimately prevent a student from posting on time. Your post must align with the Discussion Board for the week. Do not email posting to your professor. Make sure the first sentence of your first Discussion post reads

"Main Question Post." For your response to your peers' posts, make sure the first sentence of your response reads **"Response."**

The professor monitors the Discussion Board with the intention of providing responses every workday when deemed necessary. The professor logs in to evaluate and respond to class discussions approximately 3 – 5 days per week. Unless there are specific questions, your professor will not respond to every posting from each student. The professor reads every post and expect students to read every post, including the professor's posts and classmates' posts. At times, the professor will choose to respond to a post in an effort to address concerns and important issues. The professor responds to course specific questions or concerns within 48 hours of receiving them in an email or course posting. Questions related to the course and assignments should be posted in the Class Café to allow other classmates the benefits of the response from the professor.

Diagnostic Writing Assessment

Students will complete a diagnostic writing assessment at the beginning of the semester. This assessment will not receive a grade. This assessment is designed to assess the student's writing and critical thinking capabilities. Please submit the diagnostic writing assessment to the correct submission links. Do not email your assignment without prior consent from the professor.

Late Work

All writing assignments must be received by the professor on or before the due date, by the beginning of the class period, or as indicated by the course schedule of activities. Assignments submitted via Blackboard or electronically must meet the designated due date. Assignments submitted in any form other than specifically instructed or otherwise late will NOT be accepted. Excuses such as "crashed computers," "lost flash drives," or "empty printer ink cartridges" will not be accepted. All students will be required to save all assignments and readings on computer's hard drive and again on removable storage devices. Also, students are required to use Dropbox (https://db.tt/hgmtdHjkn1)to back up copies of submitted work. The link for Dropbox is https://db.tt/hgmtdHjkn1. Dropbox (https://db.tt/hgmtdHjkn1) is accessible as an application on mobile devices and as a website on computers and laptops.

Plagiarism

ZERO TOLERANCE FOR PLAGIARISM. PLAGIARISM OF 30% OR MORE WILL RESULT IN FAILURE OF THE CLASS. Plagiarism is the act of representing directly or indirectly another person's work as your own. It can involve presenting someone's speech, wholly or partially, as yours; quoting without acknowledging the actual source of the quoted material; copying and handing in another person's work with your name on it, and similar infractions. Even indirect quotations, paraphrasing, etc., can be considered

plagiarism unless sources are appropriately cited. Plagiarism will not be tolerated, and students could receive an F grade on the test/assignment or an F grade for the course. Students must turn in their own assignments and not a representation of their assignment completed by someone else. The Academic Honesty policy is strictly followed.

Class Communication

Common procedural or curricular questions that arise each semester are answered on the syllabus. For correspondence to the professor, students are required to use only the Mail tool, which is located on the Course Tools menu in Blackboard, upon logging into the course. The discussion board has several threads available for communicating. Each student is required to participate in the Introduction forum to introduce oneself to the course. A thread is also available for Frequently Asked Questions. Please use this thread to ask questions regarding the syllabus, assignments, exams, etc. The questions and answers can be shared with the entire class. If you have personal concerns, please use the Mail tool. View the Blackboard Tutor link on the course homepage for assistance using the mail or discussion board tools. **Course E-Mail:** Unless otherwise noted, you should only contact your professor using the Mail feature in Blackboard. All e-mail correspondence must contain a subject line in the following format: **[Course ID]- [section number]- Your Name** followed by a brief description of the subject. For example, Jasmine Wilson, enrolled in section 1 of RP 508, would submit her e-mail with the following subject line: **RP508-Jasmine Wilson** followed by a brief description of the subject. This subject line convention ensures that your e-mail will be easily identified and responded to in a timely manner. Common procedural or curricular questions that arise each semester are answered on the syllabus. If you are unable to find the answers you need, you may contact the professor via the Blackboard Mail tool. If needed, view the Blackboard Tutorials for assistance using the Mail tool. Be sure to follow the course netiquette rules mentioned when composing emails.

Student to Student Etiquette:

There are course expectations concerning etiquette or how we should treat each other. It is very important that we consider the following values during class discussions and when emailing fellow students:

- **Respect:** Each student's viewpoint is valued as an opinion. When responding to a person during the online discussions, be sure to state an opposing opinion in a diplomatic way. Do not use profanity or offensive language at any time.
- **Confidentiality:** When discussing topics, be sure to be discreet on how you discuss children, teachers, and colleagues. Do not use names of people or names of facilities.
- **Student to Professor Etiquette:** In addition to the above values, I expect that each student will submit completed assignments in a timely manner. Professor to Student Etiquette: Students can expect that the

professor will also follow the values listed above by checking and responding to emails and grading assignments in a timely manner.

Minimum System Requirements

To have a successful experience in Mississippi Valley State University's online courses, the following is the minimum computer configuration needed:

- **Computer Hardware Recommendations:** The following hardware are minimum specifications to work Blackboard: PC with: Windows XP, Vista, Windows 7 or Apple Macintosh with: Mac OS X 10.5 or 10.6. One (1) Gigabyte of free disk space recommended. Internet Connection: Broadband, Cable, DSL, or 56 K modem or higher.
- **Web Browser Compatibility:** It is very important that you use a certified or compatible Web browser when viewing and working in Blackboard so that information and course tools display correctly. Compatible web browsers for Windows enabled PCs include Internet Explorer 8, Chrome, and Firefox 3.6 or later. Compatible web browsers for Macintosh enabled PCs include Safari 4, Safari 5, Chrome and Firefox 3.6 or later. Firefox 1.5 and 2.0 are NOT supported for Blackboard Learn. Firefox 1.5 and 2.0 users need to upgrade to Firefox 3.0 to access the latest security patches and Mozilla support. Mac OS 10.3 is NOT supported for use with Blackboard Learn.
- **Other Browser Considerations:** Blackboard is not compatible with the AOL browser. If you use the AOL service to connect to the Internet, download and install a certified or compatible browser listed in the above matrix. Once connected to the Internet, minimize your AOL browser, and then open the other browser to access Blackboard.
- **Pop-Up:** Turn off pop-up blockers when using Blackboard or provide an exception for your institution's Blackboard Web site (URL). Often, you will have two pop-up blockers: one within your browser and one within a search toolbar like Google or Yahoo.
- **JavaScript and Cookies:** JavaScript and Cookies must be enabled on any browser.
- **Browser Plug-Ins:** Be sure to review the recommended plug-in information below and download as appropriate. It is recommended that you have a high-speed Internet connection and the following free multimedia plug-ins: Adobe Acrobat Reader, Apple QuickTime Player, Adobe Shockwave Player, Microsoft Windows Media Player, Real Networks RealPlayer for Windows, Real Networks RealPlayer for Mac OS X, Sun Java Runtime Environment (all platforms) is required for the use of Blackboard's Web Equation Editor as well as the Virtual Classroom and Text Chat.
- **Speakers:** You must have speakers installed and working properly on your computer before beginning the course.
- **Productivity Software:** You will need access to Microsoft Word and PowerPoint to complete assignments. If you do not have access to the

Microsoft Office applications, you may download the Open Office Freeware, an open productivity suite. You will be able to complete your assignments using this freeware and save your files with Microsoft Office file extensions.

Minimum Student Technical Skills

Participation in a distance-learning course requires some basic knowledge of computer technology. You should be able to:

- Navigate and use Blackboard (see Blackboard Student Orientation, if you need assistance).
- Understand basic computer usage, including keyboard, mouse, CD drive, and printer.
- Access the Internet via DSL, cable modem, or a network interface.
- Use the computer operating system (Windows/Mac OS) to:
- Create folders.
- Find, copy, move, rename, and delete files.
- Launch, run, and switch between software applications.
- Use a word processing program to (see Word 2010, Word 2007 or 2003 tutorials for PC users; Word 2008 for Mac users, if you need assistance):
- Create, format, edit, spell check, save, print, and retrieve a document.
- Cut, copy, and paste information within and between documents.
- Save a word processing document in text or rtf format.
- Use a Web browser to open, print, and/or save Web pages to a local or removable storage drive.
- Open and save Adobe Acrobat files (PDF files.
- Create, maintain, and manage a list of Web pages (Favorites/Bookmarks).
- Use a search engine's basic features to find information on the Web.
- Download and install programs from remote servers.
- Use email to send, receive, store, and retrieve messages.
- Send, receive, and open file attachments.

Technical Issues

To obtain assistance with technical issues (removing pop-up blockers, opening pages or quizzes, etc.) or if you are unable to see the course content or have other questions regarding the course itself, contact: **Dr. Alvin L. Ward II, Online Learning Technologist (662-254-3624), Mr. Mack Pendleton, Online Learning Technologist (662-254-3114), and Mrs. Debora Jackson, Office Manager (662-254-3913).**

Mississippi Valley State University

Students are required to read and adhere to all policies, rules, regulations of Mississippi Valley State University, as outlined in the Student Handbook and Student Catalog, at all times, including outside of the classroom environment.

Diversity

Students are from diverse backgrounds and experiences. In class, students vary based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical areas. All students will respect the individual differences of others.

Special Needs Learners

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. Visit the Disabilities Office located inside the Social Sciences Building in Office 105 to register for the program at the beginning of each semester. For more information or to schedule an appointment, please contact Kathy Brownlow via phone (662-254-3443) or email (kbrownlow@mvsu.edu).

Academic Accommodations

You may need special arrangements to meet your academic obligations during the semester. For an accommodation request, provide a written request during the first two weeks of class or as soon as the need for accommodation is known to exist.

Quizzes

Quizzes cannot be made up. If you miss a quiz due to an unexcused absence or tardiness, that grade will be a zero. The lowest quiz grade will be dropped at the end of the semester.

Course Readings

Readings may include any of the following but are not limited to: eBooks, journal articles, books, blogs, newspaper articles, etc. Students are responsible for reading all course readings and completing all reading assignments. Journal articles, handouts, textbooks, and other reading materials must be readily available in class at all times. Students should prepare reading summaries for assigned readings and bring to each class session.

Application Assignments

Use APA format for all submitted application assignments. All work must be typed in 12-point Times New Roman or 12-point Georgia. Other fonts will NOT be accepted. All work must be double-spaced, with one-inch margins. Follow the APA Format for writing. You must include a title page for all submitted work. Work not stapled will not be accepted. Please submit all application assignments to the correct submission links. Do not email your assignment without prior consent from the professor. Please be sure to save all application assignments using Dropbox (https://db.tt/hgmtdHjkn1), cloud

storage service or an external USB. Application assignments are submitted and named according to the week in which the application assignment is submitted. Directions for naming each application assignments are included in each week's Assignment/Project area. Please be sure that all written assignments are saved and submitted according to the instructions found in these areas.

Presentation Application Assignments

Students have the option to use PowerPoint or Prezi to present their presentations. Handouts are expected for each presentation. Rescheduling of presentations will only be at the discretion of the professor and only as class schedule permits. Please submit all presentation assignments to the correct submission links. Do not email your assignment without prior consent from the professor. Please be sure to save all presentation assignments using Dropbox (https://db.tt/hgmtdHjkn1), cloud storage service, or an external USB.

Resubmissions

Any failed assignment may be resubmitted and revised at the discretion of the professor. Strict adherence to deadlines for resubmission is expected. Assignments, which have a passing grade may be resubmitted and revised if a student has met with the professor during office hours to discuss resubmission. Resubmissions may not be merely a corrected version of the original assignment, but all resubmissions must be substantially revised and must be submitted with the original graded assignment or draft stapled. Evidence of substantial revision may result in an improvement in a grade. If you did not submit an assignment at the appropriate time, the assignment cannot be offered as a "resubmission."

Tutorial

Tutorials can assist students in being academically successful. Students are encouraged to receive writing assistance from the campus writing center. Additionally, tutorial sessions for the entire class on a specific topic may be designed by the professor.

Extra Credit

Students can earn a maximum of 100 points in extra credit. Visit a museum. Write a critique of the exhibit. (25 points possible for each one, maximum 50 points). Attend a community service event. (50 points possible for one, maximum 100 points). Write a review on a film/television/video related to public policy, rural policy, agriculture policy, or public administration (25 points possible each, maximum 50 points).

Remind

Students can sign up for Remind accounts by visiting remind.com or downloading the app at rmd.me. Students can join my class with the unique class code: ss299mvs. Students can also text the class code to the phone

number 81010. Standard text messaging charges can apply if a student sign up using text.

Caveat

In the event of extenuating circumstances, the schedule and requirements for this course may be modified.

Note

This document does not constitute a contract with the University and contains course guidelines. The professor reserves the right to make changes as necessary.

EMERGENCY PROCEDURES

Students are expected to carefully monitor Mississippi Valley State University website and application, social media (Facebook and Twitter), or local media for an announcement of the class being canceled due to weather or any other emergencies.

USERNAME AND PASSWORD SHEET

Use this sheet to keep up with your username and password for this class. I cannot reset your information. You are responsible for keeping up with this material.

ACCOUNT	USERNAME	PASSWORD
MVSU EMAIL:		
DROPBOX: **LINK: https://db.tt/hgmtdHjkn1**		

REMIND

remind

Sign up for important updates from Dr. Hawkins.

Get information for **Mississippi Valley State University** right on your phone—not on handouts.

Pick a way to receive messages for **SS 299 Writing in Social Sciences**:

A **If you have a smartphone, get push notifications.**

On your iPhone or Android phone, open your web browser and go to the following link:

rmd.at/ss299mvsu

Follow the instructions to sign up for Remind. You'll be prompted to download the mobile app.

rmd.at/ss299mvsu

Join SS 299 Writing in Social Sciences

Full Name

First and Last Name

Phone Number or Email Address

(555) 555-5555

B **If you don't have a smartphone, get text notifications.**

Text the message **@ss299mvsu** to the number **81010**.

If you're having trouble with **81010**, try texting **@ss299mvsu** to **(662) 985-7415**.

Standard text message rates apply.

To

81010

Message

@ss299mvsu

Don't have a mobile phone? Go to rmd.at/ss299mvsu on a desktop computer to sign up for email notifications.

TENTATIVE SEMESTER SCHEDULE

Week One	Course Introduction and Using Technological Tools to Conduct Research
Week Two	Writing Effective Policy Memos
Week Three	Writing the Article Critique
Week Four	Writing Professional Documents
Week Five	Understanding the Research Process
Week Six	Writing a Research Proposal Memo
Week Seven	Midterm Exam
Week Eight	Creating a Research Proposal Outline
Week Nine	Identifying Research Sources
Week Ten	Spring Break
Week Eleven	Writing the Annotated Bibliography
Week Twelve	Writing the Literature Review
Week Thirteen	Applying Theories and Methods
Week Fourteen	Writing the Research Proposal
Week Fifteen	Writing Workshop
Week Sixteen	Final Exam

Caveat: In the event of extenuating circumstances, the syllabus, schedule, and requirements for this course may be modified. Students will be notified of any changes.

WEEKLY COURSE SCHEDULE

The weekly course schedule below outlines the assignments and due dates for the course. For full assignment details and directions, see each corresponding weekly area. All assignments are due weekly by 11:59 p. m. Central Standard Time (CST) on the day assigned. Each class begins on Monday and ends on Sunday.

Week 1	Using Technological Tools to Conduct Research	Due	Time Commitment
	Handout: 1. Mendeley 2. Grammarly 3. Word Course Text: Newsome, B. O. (2016). *An Introduction to Research, Analysis, and Writing*. Thousand Oaks, CA: Sage. Chapter 1, "The Way Ahead" Course Text: Muller, J. (2015). *Writing in the Social Sciences: A Guide for term papers and book reviews (2nd ed.).* Don Mills, ON: Oxford University Press. Chapter 1, "Learn the Basic Social Science Argumentative Format and Process" Writing Mechanics: Freewriting – Thoughts into Words		160 minutes
Discussion #1	Answer discussion post.	Day 4	
Discussion #2	Respond to at least two colleagues	Day 6	
Application	Diagnostic Writing Assessment	Day 7	
Week 2	**Writing Effective Policy Memos**	**Due**	**Time Commitment**
	Handout: Writing Effective Policy Memos Course. Text: American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th ed.).* Washington, DC: Author.		160 minutes

	Chapter 4, "The Mechanics of Style" Writing Mechanics: An Overview of Vocabulary Skills Media: https://libguides.usc.edu/writingguide/policymemo		
Discussion #1	Answer discussion post.	Day 4	
Discussion #2	Respond to at least two colleagues.	Day 6	
Application	Submit policy memo assignment.	Day 7	
Week 3	**Writing the Article Critique**	**Due**	**Time Commitment**

	Handout: Health Disparities due to Diminished Return among Black Americans: Public Policy Solutions - https://spssi.onlinelibrary.wiley.com/doi/pdf/10.1111/sipr.12042
	
	Course Text: Muller, J. (2015). *Writing in the Social Sciences: A Guide for term papers and book reviews (2nd ed.).* Don Mills, ON: Oxford University Press.
	
	    Chapter 6, "Writing the First Social Science Book Review or Article Critique"
	
	Course Text: Newsome, B. O. (2016). *An Introduction to Research, Analysis, and Writing.* Thousand Oaks, CA: Sage.
	
	    Chapter 6, "Analysis"
	
	Media: The Easy Way to Write a Critique - http://bit.ly/2yTzwI3
	
	Writing Mechanics: Punctuation Patterns
			160 minutes

Discussion #1	Answer discussion post.	Day 4	
Discussion #2	Respond to at least two colleagues.	Day 6	
Application	Submit Article Critique Assignment #1.	Day 7	
Week 4	**Writing Professional Documents**	**Due**	**Time**

			Commitment
	Handout: 1. Resume Writing 2. Cover Letters Writing Mechanics: Employment Document Skills for Success		160 minutes
Discussion #1	Answer discussion post.	Day 4	
Discussion #2	Respond to at least two colleagues.	Day 6	
Application	Submit resume and cover letter.	Day 7	
Week 5	**Understanding the Research Process**	**Due**	**Time Commitment**

	Course Text: Newsome, B. O. (2016). *An Introduction to Research, Analysis, and Writing.* Thousand Oaks, CA: Sage.
	
	    Chapter 2, "The Research Process"
	
	Course Text: Muller, J. (2015). *Writing in the Social Sciences: A Guide for term papers and book reviews (2nd ed.).* Don Mills, ON: Oxford University Press.
	
	    Chapter 2, "Research to Create an Aim, Arguments, and Headings/Themes"
	
	Media: Searching for Information
	
	Writing Mechanics: Research Skills for Quoting, Paraphrasing, and Citing Sources
			160 minutes

Discussion #1	Answer discussion post.	Day 4	
Discussion #2	Respond to at least two colleagues.	Day 6	
Application	Submit Concept Definition Writing Assignment.	Day 7	
Week 6	**Writing a Research Proposal Memo**	**Due**	**Time Commitment**
	Handout: Research Proposal Memo Course Text: Newsome, B. O. (2016). *An*		160 minutes

	Introduction to Research, Analysis, and Writing. Thousand Oaks, CA: Sage.		
	Chapter 4, "Scoping, Justifying, Designing, and Planning""		
	Course Text: Muller, J. (2015). *Writing in the Social Sciences: A Guide for term papers and book reviews (2nd ed.).* Don Mills, ON: Oxford University Press.		
	Chapter 5, "Writing the First Social Science Term Paper"		
	Course. Text: American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th ed.).* Washington, DC: Author.		
	Chapter 2, "Manuscript Structure and Content"		
	Media: Writing a Research Proposal Memo		
Discussion #1	Answer discussion post.	Day 4	
Discussion #2	Respond to at least two colleagues.	Day 6	
Application	Submit research proposal memo.	Day 7	
Week 7	**Midterm Exam**	**Due**	**Time Commitment**
	Study notes and assignments		160 minutes
Assignment	Submit Midterm Exam	Day 7	
Week 8	**Creating a Research Proposal Outline**	**Due**	**Time Commitment**
	Handout: Research Proposal Outline Course Text: Muller, J. (2015). *Writing in the Social Sciences: A Guide for term papers and book reviews (2nd ed.).* Don Mills, ON: Oxford University Press. Chapter 2, "Research to Create an Aim, Arguments, and Headings/Themes"		160 minutes
Discussion #1	Answer discussion post.	Day 4	

Discussion #2	Respond to at least two colleagues.	Day 6	
Application	Submit outline.	Day 7	
Week 9	**Identifying Research Sources**	**Due**	**Time Commitment**

	Handout: Plagiarism
	
	Course Text: Newsome, B. O. (2016). *An Introduction to Research, Analysis, and Writing.* Thousand Oaks, CA: Sage.
	
	       Chapter 5, "Reading and Reviewing"
	
	Course Text: Muller, J. (2015). *Writing in the Social Sciences: A Guide for term papers and book reviews (2nd ed.).* Don Mills, ON: Oxford University Press.
	
	       Chapter 3, "Reference Your Sources"
	
	Course. Text: American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th ed.).* Washington, DC: Author.
	
	       Chapter 6, "Crediting Sources"
	
	Media: Demystifying citing and referencing; contains tutorials on citing and referencing: http://www.lib.monash.edu.au/tutorials/citing/
	
	Writing Mechanics: Run-ons
			160 minutes

Discussion #1	Answer discussion post.	Day 4	
Discussion #2	Respond to at least two colleagues.	Day 6	
Application	Submit plagiarism assignment.	Day 7	
Week 10	**Spring Break**	**Due**	**Time Commitment**
	Review notes and past assignments.		60 minutes
Week 11	**Writing the Annotated Bibliography**	**Due**	**Time Commitment**
	Handout: Uniform Crime Reports		160 minutes

	Course Text: Newsome, B. O. (2016). *An Introduction to Research, Analysis, and Writing.* Thousand Oaks, CA: Sage. Chapter 11, "Writing" Course. Text: American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th ed.).* Washington, DC: Author. Chapter 7, "Reference Examples" Writing Mechanics: Sentence types		
Discussion #1	Answer discussion post.	Day 4	
Discussion #2	Respond to at least two colleagues.	Day 6	
Application	Submit final draft of research proposal.	Day 7	
Week 12	**Writing the Literature Review**	**Due**	**Time Commitment**
	Handout: Writing a Literature Review Course Text: Newsome, B. O. (2016). *An Introduction to Research, Analysis, and Writing.* Thousand Oaks, CA: Sage. Chapter 10, "Evidence and Data" Journal Assignment		160 minutes
Discussion #1	Answer discussion post.	Day 4	
Discussion #2	Respond to at least two colleagues.	Day 6	
Application	Submit first draft of literature review.	Day 7	
Week 13	**Conducting Research**	**Due**	**Time Commitment**
	Handout: 1. Ethics and Research 2. African Americans' views on research and the Tuskegee Syphilis Study - http://health-equity.lib.umd.edu/659/1/AAmer_views_on_		160 minutes

	research_&_Tuskegee_Syphilis_Study.pdf		
	Course Text: Newsome, B. O. (2016). *An Introduction to Research, Analysis, and Writing.* Thousand Oaks, CA: Sage.		
	Chapter 3, "Research Ethics and Laws"		
	Course. Text: American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th ed.).* Washington, DC: Author.		
	Chapter 8, "The Publication Process"		
	Media: Tuskegee Syphilis Study - https://explorable.com/tuskegee-syphilis-study		
	Video: Tuskegee Syphilis Study Documentary - https://www.youtube.com/watch?v=FFWiLKA-91s		
Discussion #1	Answer discussion post.	Day 4	
Discussion #2	Respond to at least two colleagues.	Day 6	
Application	Submit Article Critique Assignment #2	Day 7	
Week 14	**Applying Theories and Methods**	**Due**	**Time Commitment**

	Handout: Social Science and Theory
	
	Course Text: Newsome, B. O. (2016). *An Introduction to Research, Analysis, and Writing.* Thousand Oaks, CA: Sage.
	
	    Chapter 8, "Theorizing and Modeling"
	
	    Chapter 9, "Methods"
	
	Media: Choosing a Theory
			160 minutes

Discussion #1	Answer discussion post.	Day 4	
Discussion #2	Respond to at least two colleagues.	Day 6	
Application	Submit journal assignment.	Day 7	
Week 15	**Writing Workshop**	**Due**	**Time Commitment**

	Participate in virtual writing conference with professor.		160 minutes
Week 16	**Final Exam**	**Due**	**Time Commitment**
	Final Exam		160 minutes
Assignment	Submit Final Exam.	Day 7	