

**CHICANO/LATINO STUDIES 102W:  
CHICANO/LATINO RESEARCH SEMINAR**

Winter 2018  
Tuesdays & Thursdays 3:30–4:50PM  
Social Science Lab, Room 159

**PROFESSOR**

Dr. Laura E. Enriquez  
Office: 387 Social Science Tower  
Office Hours: Tues/Thurs 1-2pm  
Phone: (949) 824-6190  
Email: laura.enriquez@uci.edu

**READER**

Alma Garza  
Office Hours: by appt.  
Email: angarza@uci.edu

**Course Website:** <https://canvas.eee.uci.edu/courses/8593>

**SEMINAR OVERVIEW AND OBJECTIVES**

This course is required for Chicano/Latino Studies majors and satisfies the upper-division writing requirement. This is a writing seminar that will require you to complete a polished piece of writing based upon your original research. While the topics, methods, and disciplinary background are open, research papers written for this course must deal in some way with Chicano/Latino Studies. At the end of the quarter, you will present your project and findings to the class and invited faculty and staff.

By the end of this course a successful student will be able to:

- Engage in writing as a process of drafting, getting feedback, and revising.
- Write a well-argued paper for an interdisciplinary academic audience.
- Develop writing skills that are transferable to the workplace, including clear and concise language, structure, and consideration of the audience.
- Clearly present research to an interdisciplinary academic audience.

**COURSE WEBPAGE**

The syllabus, handouts, lecture slides, announcements, and other materials will be posted on the website. Lecture slides will be available to download by 8:00 am before each class.

**COURSE STRUCTURE**

The course is set up for you to experience writing as a process while completing a polished piece of research writing. We will have ten weeks to work through the extensive writing process of drafting, getting feedback, and revising. To do well, you will need to abandon the idea that you can write a strong paper overnight.

The course is structured so that I will first provide guidance on how to write a portion of the paper via lectures and small group activities. You will then draft a version of the section, which will be turned in as a pre-assignment, and receive feedback from myself or the course reader. You will then bring a hard-copy of your draft to class to get peer feedback. You will then make revisions and turn it in as a final assignment.

We will spend more than half our classes giving and receiving feedback. Because our research and writing are such personal projects, we must treat each other and our work with respect.

Maintaining an interesting and productive seminar is the joint responsibility of the instructor and students. I will do my best to organize and prepare a useful and positive learning experience. In return you must read all assigned material before coming to class, complete all assignments on time, actively participate, and be a good colleague to your classmates.

## COURSE READINGS AND RESOURCES

### READINGS:

#### Required Readings:

Copies of additional required readings can be downloaded from the course website. These mostly come from two books:

Graff, Gerald and Cathy Birkenstein. 2014. *They Say/I Say: The Moves That Matter in Academic Writing*. 3<sup>rd</sup> Edition. New York: W.W. Norton.

Harvey, M. (2013). *The Nuts and Bolts of College Writing*. 2<sup>nd</sup> Edition. Hackett Publishing Company: Indianapolis.

#### Independent Readings:

Along with the required course readings, you are expected to read outside literature to further develop your literature review.

### RESOURCES:

UCI Writing Center: <http://www.writingcenter.uci.edu/about/services/>

The UCI writing Center provides writing support services to all enrolled UCI students and offers *individual conferences with a writing specialist, peer tutors, online consultations, and writing workshops* designed for students enrolled in writing courses. The Writing Center is not an editing service. *Make appointments well in advance.*

Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/>

The Online Writing Lab (OWL) at Purdue University houses writing resources including literature review guidance, citation formatting rules, grammar guidelines, ESL resources, etc.

UCI Libraries Research Guide: <http://guides.lib.uci.edu/c.php?g=333276&p=2249024>

The Chicano/Latino Studies research guide has links that can help you navigate library resources for conducting a literature review.

Google Scholar: <https://scholar.google.com/>

Google Scholar is a great resource for conducting your literature review. In addition to doing a subject search to identify articles, looking at the “related articles” and “cited by” tabs of a good article can be very helpful.

Google: [www.google.com](http://www.google.com)

Many basic writing, grammar, and citation questions can be answered by googling your question. This is a great way to find new resources specific to what you need.

## ASSIGNMENTS AND GRADING

**Class or Meeting Attendance and Participation (10%):** Attendance and active participation are **required**. Much of our class time is devoted to collaborative work. If you are absent, late, or not actively participating then you are not part of that process. Each class or required individual meeting is worth one point.

- You will lose one point if you miss a class.
- You will lose 1/5th a point if you are late, leave early, or are not actively engaged.

There are also six participation assignments to help you move forward with your paper.

- Participation Assignment 1: Submit questions about data analysis process
- Participation Assignment 2: Documentation of meeting with writing center
- Participation Assignment 3: Submit current findings draft and 2-3 meeting questions
- Participation Assignment 4: Revision plan
- Participation Assignment 5: Submit current paper draft and 2-3 meeting questions
- Participation Assignment 6: Submit updated paper with memo on your revisions to date and revised revision plan

**Written assignments (35%):** There are five main assignments that will require you to write a section of your final paper. There are five pre-assignments that will help you move forward with each one. Brief assignment descriptions are below. Detailed assignment descriptions and rubrics are available for each under the Assignment tab on the course website.

### *Methods Section (2-3 pages)*

- Pre-Assignment 1: A draft of the methods section
- Assignment 1: Methods section

### *Findings Section (7-10 pages)*

- Pre-Assignment 2: A full draft of the findings section
- Assignment 2: Findings section

### *Literature Review Section (3-4 pages)*

- Pre-Assignment 3: A draft of the literature review section
- Assignment 3: Literature review section

### *Introduction and Conclusion Sections (2-3 pages each; 4-6 pages total)*

- Pre-Assignment 4: A draft of the introduction and conclusion sections
- Assignment 4: Introduction and conclusion sections

### *Abstract (200 words)*

- Pre-Assignment 5: A draft of the abstract
- Assignment 5: Abstract

**Paper Presentation (15%):** You will present your paper to the class during the last week of class or during finals week. Presentations will be 6 minutes in length.

**Research Paper (45%):** By the end of the quarter you will have completed a 16-20 page research paper. Papers must adhere to a parenthetical citation style.

### **General Instructions For Turning In Written Assignments**

*All work will be turned in and reviewed on Canvas. ALL DEADLINES ARE AT 5pm (3:30pm on days we have class).* All assignments should be double spaced in 12 pt. Times New Roman font with 1 in. margins and saved as a word document (.doc or .docx).

### **Grading:**

Grades will reflect the quality of your finished piece, your effort to incorporate revisions, and your practicing of the writing skills we learn throughout the course. Grading rubrics are posted for all assignments and should be consulted to ensure your assignment addresses all the points.

If you have reason to challenge a grade you receive on an individual assignment, you must state your case in writing and submit your argument to me via email by the next class following the return of the graded assignment. Only reasonable and well-justified arguments will be considered, and my decision will be final. Note that re-grades can result in a lower score if I determine that there was an error in your favor.

### **Extensions and Late Papers:**

This course is structured with a number of mini-deadlines to ensure that you are working towards completing your paper. All deadlines are listed so you can plan accordingly. I am happy to help you work ahead to meet a deadline in the event you anticipate a conflict.

I know that sometimes life happens or you may need a little more time. ***You can request ONE 24-hour extension on a pre-assignment or assignment without penalty.*** Extensions will not be granted for participation assignments or the final paper. You must request an extension, via email, prior to the deadline; no justification is required.

Grades on late pre-assignments and assignments will be reduced 10% per 12-hour period. No late assignments will be accepted for the participation assignments or the final paper.

If you do not turn in a pre-assignment this means you will not only get a 0 on the pre-assignment but you will also not receive any feedback. This will lead you to also receive a low score on the corresponding assignment since you will not have any revisions to incorporate.

### **Emergencies:**

In the event that you experience a medical emergency, family situation, immigration crisis, or other serious event, please let me know as soon as you are able. I will excuse your absence(s) and we will jointly develop a reasonable plan for extending assignment deadlines and/or receiving an incomplete, rather than a failing grade, for the course.

### **EMAIL POLICIES**

Email is an easy and effective way to contact us but it may not always be the most effective way to ask a question. Always think before you email. Examples of appropriate email topics include: setting up an appointment, seeking ***necessary*** clarification on an assignment, or seeking ***brief*** clarification on assignment feedback. For more detailed questions you should come to office hours or set up an appointment. You can generally expect to receive responses to your email inquiries within 24 hours.

### COURSE OUTLINE

Date	Class Topic & Activities	Assignments
<b>Week 1 PICKING UP WHERE YOU LEFT OFF</b>		
Tues, 1/9	Introduction; Data collection update; Goals; Data analysis	
Wed, 1/10		<b>Partic. Assign. #1 due</b>
Thurs, 1/11	Answer data analysis questions What will this paper look like? Writing a methods section	Graff and Birkenstein Ch. 17 Nardi p. 218-223 Qual.: Weiss p. 151-166 and 179-182 Quant.: Agresti and Finlay Ch. 3; Treiman Ch.1
<b>Week 2 DATA ANALYSIS + WRITING: METHODS</b>		
Sun, 1/14		<b>Pre-Assign #1 due</b>
Tues, 1/16	Giving effective feedback Peer feedback	Bring a draft of methods section to class
Thurs, 1/18	Identifying a preliminary argument Writing a findings section	<b>ASSIGNMENT #1 DUE</b> Harvey Chs. 1 and 2
<b>Week 3 WRITING: FINDINGS</b>		
Tues, 1/23	Peer feedback	Bring an outline of the findings section
Thurs, 1/25	<b>NO CLASS</b> <i>Meet with writing center specialist this week</i>	
		<b>Partic. Assign #2 due</b>
<b>Week 4 WRITING: FINDINGS</b>		
Sun, 1/28		<b>Pre-Assign. #2 due</b>
Tues, 1/30	<b>NO CLASS</b> <i>Individual 20 min. meetings</i>	<b>Partic. Assign #3 due prior to meeting</b>
Thurs, 2/1	<b>NO CLASS</b> <i>Individual 20 min. meetings</i>	
<b>Week 5 WRITING: FINDINGS</b>		
Tues, 2/6	Peer feedback	Bring a draft of findings section to class
Thurs, 2/8	Revising your argument Writing a Literature Review	<b>ASSIGNMENT #2 DUE</b> Graff and Birkenstein Ch. 1-4
<b>Week 6 WRITING: LITERATURE REVIEW</b>		
Sun, 2/11		<b>Pre-Assign #3 due</b>
Tues, 2/13	Peer feedback	Bring draft of literature review to class
Thurs, 2/15	Writing an Introduction and Conclusion	<b>ASSIGNMENT #3 DUE</b> Graff and Birkenstein Ch. 7

<b>Week 7</b>	<b>WRITING: INTRODUCTION AND CONCLUSION</b>	
Sun, 2/18		<b>Pre-Assign #4 due</b>
Tues, 2/20	Peer feedback	Bring draft of introduction and conclusion to class
Thurs, 2/22	The art of revision Highlighting your argument	<b>ASSIGNMENT #4 DUE</b> Graff and Birkenstein Ch. 8, 11
Fri 2/23		<b>Partic. Assign #4 due</b>
<b>Week 8</b>	<b>REVISING</b>	
Sun, 2/25		
Tues, 2/27	<b>NO CLASS</b> <i>Individual meetings with Prof/TA</i>	<b>Partic. Assign #5 due prior to meeting</b>
Thurs, 3/1	<b>NO CLASS</b> <i>Individual meetings with Prof/TA</i>	
<b>Week 9</b>	<b>REVISING</b>	
Tues, 3/6	Peer review – apply full rubric	Bring full draft to class
Wed 3/7		<b>Partic. Assign #6</b>
Thurs, 3/8	Fine revisions Writing an abstract Presenting	Becker Ch. 4 Golash-Boza – 3 blog posts Nardi p 224-225
<b>Week 10</b>	<b>WRITING: ABSTRACT + PRESENTATIONS</b>	
Sun, 3/11		<b>Pre-Assign #5 due</b>
Tues, 3/13	Presentations	
Thurs. 3/15	Presentations	<b>ASSIGNMENT #5 DUE</b>
<b>Finals</b>	<b>PRESENTATIONS</b>	
Tues, 3/20	4-6pm Paper presentations	<b>Final Papers due at midnight</b>