

Dr. Glenda M. Flores

Office Hours: Tues., 1:30-2:30 p.m. in CCC 209
Thurs., 9:30-11:00 p.m. in SST 371

E-mail: gmflores@uci.edu
Phone: (949) 824-4664

**ChcLat 102W
Chicano/Latino Studies Research Seminar
Winter 2019
Tu/Th 11:00-12:20
SST 318**

Course Website: <https://canvas.eee.uci.edu/courses/14143>

TA: Liliana Ramirez (mlramir1@uci.edu)
Office Hours: Weds., 12-2 p.m., TBA

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 class and invited faculty and staff.

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

- Engage in writing as process of drafting, giving and 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 (CANVAS)

The syllabus, handouts, some lecture slides, announcements, and other materials will be posted on this website.

COURSE STRUCTURE

This 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 give up the idea that you can write a strong paper overnight.

This 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 TA. 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 that will be graded.

We will spend more than half of our classes giving and receiving feedback. Because 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 peer to your classmates.

COURSE READINGS AND RESOURCES

Required Readings:

Graff, G. and Birkenstein, C. 2014. *They Say/I Say: The Moves That Matter in Academic Writing*. 3rd Edition. New York: W.W. Norton. (posted to canvas)

Harvey, M. 2013. *The Nuts and Bolts of College Writing*. 2nd 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 and analysis.

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, etc.

UCI Libraries Research Guide: <https://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 to conduct a literature review.

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

Google Scholar is a great resource to help you conduct your literature view. 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

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

ASSIGNMENTS AND GRADING

Class 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 1/2 of 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: Current status of project and 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 (10%): 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 (11:00 am on days we have individual meetings or 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 the TA or 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.

CLASS POLICIES


As with any class, students should behave in a professional and respectful manner. Below are the class policies.

1. Arrive on time.
2. Cell phones should be turned completely off. If you use a computer, it should be used to take

course notes only. In other words, Facebooking, tweeting, gchatting, and email checking are not allowed. Repeated incidents of Facebooking or email will result in a low attendance/participation grade as it is distracting to other students and disrespectful to the professor.

3. Talking with other students during class and other disruptive behavior will not be tolerated—it is disrespectful to your classmates and the Professor, and detracts from our goal of mastering the course material.
4. Respect others' opinions and comments. The Professor will work to make sure that all students enjoy a distraction-free, civil and supportive environment in which to learn and express ideas—this means listening to others' ideas and addressing them respectfully.

ACADEMIC INTEGRITY

Academic honesty is fundamental to the activities and principles of a university and this class. The professor is required to uphold and enforce the rules against cheating, dishonest conduct, plagiarism and collusion (working secretly in groups). Students who submit work that is not entirely their own will be subject to the University's academic dishonesty policies. The guide for avoiding plagiarism can be found here: [Academic Honesty Tips](#) . Please read the guide so that you are aware of what counts as academic honesty and plagiarism, and or/ask your TA or the Professor for clarification.






EMAIL COMMUNICATION





It is your responsibility to frequently check your e-mail and the class website for any class communications. Please put "ChcLat 102W" in the subject line of e-mail messages. Do not contact your TA or the Professor with last minute questions about exams and assignments or other matters relating to the class. Such matters should be resolved during your sections or office hours. We will not answer substantive questions via e-mail. Keep in mind that your Professor and TA are quite busy and probably cannot check e-mail as often as you may. We will be using the course website on canvas to post announcements, handouts and course articles, so check this site periodically.


****Any special learning needs should be brought to our attention as soon as possible****

Note: This syllabus may be slightly modified throughout the course of the quarter.

SCHEDULE OF READINGS/ASSIGNMENTS

DATE	CLASS TOPIC & ACTIVITIES	ASSIGNMENTS
WEEK 1	PICKING UP WHERE YOU LEFT OFF	
Tues, 1/8	Introduction; Data collection update, Goals, Data analysis	
Wed, 1/9		Partic. Assign. #1 due
Thurs, 1/10	Answer data analysis questions: What will this paper look like? Writing a Methods Section Schedule appointment with Writing Center	Graff and Birkenstein Chap. 17  Nardi p. 218-233 Qual.: Weiss p. 151-166 and 179-182 Quant.: Agresti and Finlay, Ch. 3  ; Treiman Ch. 1 
WEEK 2	DATA ANALYSIS + WRITING: METHODS	
Sun, 1/13		Pre-Assign #1 due
Tues, 1/15	Giving effective feedback Peer feedback	Bring a draft of methods section to class
Thurs, 1/17	Identifying a preliminary argument Writing a findings section	ASSIGNMENT #1 DUE Harvey, Chap. 1 and 2
WEEK 3	WRITING: FINDINGS	
Tues, 1/22	Peer feedback	Bring an outline of the findings section
Thurs, 1/24	NO CLASS <i>Meet with writing center specialist this week (handout)</i> 	
Fri, 1/25		Partic. Assign #2 due 
WEEK 4	WRITING: FINDINGS	
Sun, 1/27		Pre-Assign. #2 due

Tues, 1/29	NO CLASS <i>Individual 20 min. meetings</i>	Partic. Assign #3 due prior to meeting
Thurs, 1/31	NO CLASS <i>Individual 20 min. meetings</i>	
WEEK 5	WRITING: FINDINGS	
Tues, 2/5	Peer feedback Guest Speaker: Elda Maria Roman, USC, English	Bring a draft of findings section to class
Thurs, 2/7	Revising your argument Writing a Literature Review	Assignment #2 Due <u>Graff and Birkenstein, Chap. 1-4</u> 
WEEK 6	WRITING: LITERATURE REVIEW	
Sun, 2/10		Pre-Assign #3 due
Tues, 2/12	Peer feedback	Bring a draft of literature review to class <u>Golash-Boza Blog Post</u>
Thurs, 2/14	Writing and Introduction and Conclusion	Assignment #3 Due <u>Graff and Birkenstein, Chap. 7</u> 
WEEK 7	WRITING: INTRODUCTION AND CONCLUSION	
Sun, 2/17		Pre-Assign #4 due
Tues, 2/19	Peer feedback	Bring a draft of introduction and conclusion to class
Thurs, 2/21	The art of revision Highlighting your argument	Assignment #4 Due Graff and Birkenstein, Chap. <u>8</u>  & <u>11</u> 
WEEK 8	REVISING	
Sun, 2/24		Partic. Assign #5 due prior to

		meeting
Tues, 2/26	NO CLASS <i>Individual meetings with Prof/TA</i>	
Thurs, 2/28	NO CLASS <i>Individual meetings with Prof/TA</i>	
WEEK 9	REVISING	
Tues, 3/5	Peer review-apply full rubric	Bring a full draft to class
Wed, 3/6		Partic. Assign #6
Thurs, 3/7	Revisions Writing an abstract Presenting	Becker, Chap. 4  Golash-Boza- 2 blog posts Nardi p. 224-225
WEEK 10	WRITING: ABSTRACT + PRESENTATIONS	
Sun, 3/10		Pre-Assign #5 due
Tues, 3/12	Presentations	
Thurs, 3/14	Presentations	ASSIGNMENT #5 DUE
FINALS	PRESENTATIONS	
Tues, 3/19	10:30-12:30 p.m. Paper presentations in Roundtable Format	Final Papers due at Midnight- Uploaded to Canvas

Please fill out the course evaluation. Have a great break!