
CHICANO/LATINO STUDIES RESEARCH WRITING SEMINAR

Chicano/Latino Studies 102W

Winter 2016

Tuesdays & Thursdays 3:30–4:50PM

Social Science Lab, Room 145

PROFESSOR

Dr. Laura Enriquez

Office: 387 Social Science Tower

Office Hours: Tues. 5-6pm; Thurs. 2-3pm and by appt.

Phone: 949.824.6190

Email: laura.enriquez@uci.edu

TEACHING ASSISTANT

Henry Chiu Hail

Office: SST 682

Office Hours: Monday 1-3pm

Phone: N/A

Email: hhail@uci.edu

Course Website: <https://canvas.eee.uci.edu/courses/1198>

SEMINAR OVERVIEW AND OBJECTIVES

This course is required for Chicano/Latino Studies majors and minors and satisfies the upper-division writing requirement. This is a research 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:

- Understand writing as a process of drafting, getting feedback, and revising.
- Analyze and integrate primary and secondary data into their writing.
- Write a well-argued paper for an interdisciplinary academic audience.
- Clearly present research to an interdisciplinary academic audience

COURSE WEBPAGE

The syllabus, handouts, announcements, and other materials will be posted on the website. You are responsible for checking the website periodically for updated information. On the days when we have lecture slides, the 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 10 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.

While I will provide some guidance via lectures, we will spend more than half our classes presenting work and giving and receiving feedback. Because our research and writing are such personal projects, we must treat each other with respect and kindness at all times.

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 Text:

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

Required Readings & Handouts:

Copies of any required readings can be downloaded via the class website. There will also be some handouts on writing that you are expected to read and incorporate into your work.

Independent Readings:

Along with the assigned readings we do as a class, you are expected to do a considerable amount of reading for your project (e.g., articles for 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

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 Attendance and Participation (10%): Attendance and active participation are **required**. Much of our class time is devoted to collaborative work. If you are not here, are late, or are not actively participating you are not part of that process.

- You will lose a one point if you miss a class.
- You will lose half a point if you are late or are not actively engaged.
- You will lose half a point if you do not submit requested examples for Tuesday class discussion or do not bring hard-copies of your work for Thursday small group work.

Written assignments (30%): Each assignment will require you to write a short section of your final paper and provide written feedback on one of your classmates' sections. Assignment descriptions and rubrics are available under the Assignment tab on the course website.

Assignment 1: Methods draft (2-3 pages) and peer feedback

Assignment 2: Results draft (7-10 pages) and peer feedback

Assignment 3: Literature Review draft (3-4 pages) and peer feedback

Assignment 4: Introduction and Conclusion drafts (2-3 pages *each*; 4-6 pages *total*) and peer feedback

Assignment 5: Revision draft (16-20 pages) and peer feedback

Assignment 6: Abstract draft (200 words) and peer feedback

Paper presentation (15%): You will present your paper to the class for feedback during the last two weeks of class. Presentations will be 8-10 minutes in length. Your grade will depend upon the quality and care with which you present and discuss your paper and how well your argument is supported.

Research Paper (45%): By the end of the quarter you will have completed a 16-20 page research paper. Papers must adhere to ASA style. Grading will be as follows: An A paper has a clear structure, smooth transitions and consistent tone. The arguments are clearly presented and developed. A B paper is like the A paper but gets confused in areas. The arguments are less developed and less clearly presented. A C paper is hard to follow. It may basically demonstrate progress from the first draft but generally lacks focus and the argument is unclear or illogical. A D means that the argument is indecipherable and that little evidence of attempts to clarify, develop, and restructure early drafts can be found. A formal grading rubric will be provided.

General Instructions For Turning In Written Assignments

In general, we will learn about writing a section of the paper on a Tuesday. You will then begin writing that section and bring a hard-copy draft to class on Thursday to share with your small group. You will then incorporate revisions and submit a draft as a Pre-Assignment to myself and Sara on Friday morning. We will provide you feedback. After completing a revision you will submit the assignment by Monday morning. Peer reviews will then be due Tuesday before class. All work will be turned in and reviewed on Canvas.

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 Policy:

No late assignments will be accepted. Assignments turned in after the due date will receive a zero. This policy is set up so that no one falls behind. There will be no exceptions, except for severely extenuating circumstances.

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.

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 the course instructor 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. Please note that re-grades can result in a lower score if I determine that there was an error in your favor during the first round of grading (so please be certain that your argument is just and will benefit you).

Extra Credit:

There is no extra credit in this class.

EMAIL POLICIES

When should I email the Professor or TA?

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 relevant emails include: setting up an appointment, seeking *necessary* clarification on an assignment, or seeking *brief* clarification on assignment feedback.

If you have a basic question you should first check the syllabus, ask a classmate, and/or consult the readings; we will not respond to email questions we feel can be answered in these ways. If you have a detailed question that is better suited for a conversation, you should attend office hours or make an appointment.

What should the email say?

To ensure that your email message is read promptly and is not filtered, include “102w” in the subject line of your message along with your reason for writing (e.g. “102w request for appointment”). Like any professional email, clearly and concisely state your reason for writing and ask your question.

When can I expect to hear back?

You can generally expect to receive responses to your email inquiries within 24 hours.

COURSE OUTLINE

Date	Class Topic & Activities	Assignments
Week 1		
PICKING UP WHERE YOU LEFT OFF ...		
Tues., 1/5	Introduction 3 minute presentations	Participation Assign. #1 DUE
Thurs., 1/7	3 minute presentations Small groups formed and peer feedback dyads formed	Conduct data analysis
Week 2		
WRITING: METHODS		
Tues., 1/12	Writing as a process Writing a methods section	Harvey - Intro, Ch. 1, Ch. 2 Conduct data analysis
Thurs., 1/14	Giving effective feedback Small group feedback and trouble-shooting	Bring a draft of methods section to class
Fri., 1/15		Revised draft of methods section due to faculty/TA
Week 3		
WRITING: RESULTS		
Sun., 1/17		Participation Assign. #2 DUE
Mon., 1/18		ASSIGNEMENT #1 DUE
Tues., 1/19	Identifying a preliminary argument Writing a results section	Harvey Chs. 3, 4, 5 Assign #1 peer review due
Wed., 1/20		Participation Assign #3 DUE
Thurs., 1/21	Small group feedback and trouble-shooting	Bring a draft of 1 results section to class (2-3 paragraphs)
Fri., 1/22		
Week 4		
WRITING: RESULTS PT2		
Mon., 1/25		Revised draft of results section due to faculty/TA
Tues., 1/26	Study Hall	
Thurs., 1/28	Small group feedback and trouble-shooting	Bring full draft of result section to class
Week 5		
WRITING: LITERATURE REVIEW		
Mon., 2/1		ASSIGNEMENT #2 DUE
Tues., 2/2	Revising your argument Writing a Literature Review	Harvey Ch. 6 Graff and Birkenstein Ch. 2 Assign #2 peer review due
Thurs., 2/4	Small group feedback and trouble-shooting	Bring draft of literature review to class
Fri., 2/5		Revised draft of lit. review due to faculty/TA

Week 6	WRITING: INTRODUCTION/CONCLUSION	
Mon., 2/8		ASSIGNMENT #3 DUE
Tues., 2/9	Writing an Introduction and Conclusion	Harvey Ch. 8 Graff and Birkenstein Ch. 7 Assign #3 peer review due
Thurs., 2/11	Small group feedback and trouble-shooting	Bring draft of intro and conclusion to class
Fri., 2/12		Revised draft of intro. and conc. due to faculty/TA
Week 7	REVISING	
Mon., 2/15		ASSIGNMENT #4 DUE
Tues., 2/16	Highlighting your argument The art of revision	Harvey Chs.1, 2, 7 Graff and Birkenstein Ch. 8 Assign #4 peer review due
Thurs., 2/18	Small group feedback and trouble-shooting	Bring draft of revision to class
Sat., 2/20		
Week 8	FEEDBACK	
Mon., 2/22		Revised draft due to faculty/TA
Tues., 2/23	No class – Individual meetings with Professor & TA	
Thurs., 2/25	No class – Individual meetings with Professor & TA	
Week 9	ABSTRACT AND PRESENTATIONS	
Sun., 2/28		ASSIGNMENT #5 DUE
Tues., 3/1	Writing an Abstract	Assign. #5 peer review due
Thurs., 3/3	Effective Presenting: A Science and an Art	Golash-Boza blog posts Assign. #6 peer review due
Fri., 3/4		Revised draft of abstract due to faculty/TA
Week 10	PRESENTATIONS	
Mon., 3/7		ASSIGNMENT #6 DUE
Tues., 3/8	Paper presentations	
Thurs., 3/10	Paper presentations	
Finals	PRESENTATIONS	
Tues., 3/15	4-6pm Paper presentations	
Wed., 3/16		Final Papers due at Midnight