

Professional Writing for Justice Services

Sociology 501, Fall 2023

Gaige 303, Tuesdays 6-7:50 (HYBRID)

Instructor Information

Dr. Mikaila Mariel Lemonik Arthur

marthur@ric.edu (preferred)

Drop-In hours Tuesdays 4:30-5:30 & Wednesdays 2:30-3:30, Gaige 351, or immediately after class most weeks; You can also book an in-person, Zoom, or phone appointment at <https://calendly.com/mmlarthur> or let me know if you need an alternate time

Phone: 401.456.8681 (be sure to leave a callback number & note when is a good time to reach you)

This course is a hybrid course. You will need to have reliable Internet access on a computer or tablet and you will need to check your email regularly.

Course Description

This course services as the gateway course for the Master's program in Justice Studies. By the end of this course, students will have gained proficiency in a variety of genres of writing valuable in both professional and academic settings within the broad field of justice studies and will be better prepared for subsequent graduate coursework, including the development of a master's thesis or project.

Materials

ASA. 2019. *American Sociological Association Style Guide*, 6th Edition. ISBN 9780912764559. Available in paper or Kindle versions and in Adams Library Reference. List price \$35.00

Calarco. 2020. *A Field Guide to Grad School*. ISBN 9780691201092 Available in paper and e-text formats and electronically from Adams Library. List price \$18.00.

Optional: Elbow. 1998. *Writing Without Teachers*, 2nd Edition. ISBN 9780195120165. Ebook available at Adams Library, so you can download the chapters we will read.

Additional reading materials will be made available via Blackboard.

****TO PROTECT THE HEALTH & SAFETY OF ALL MEMBERS OF THE CLASS, MASKS WILL BE REQUIRED IF/WHEN COVID CASE RATES INCREASE. PLEASE DO NOT COME TO CLASS IF YOU ARE EXPERIENCING COVID/FLU SYMPTOMS OR HAVE BEEN EXPOSED. ****

THIS SYLLABUS IS TENTATIVE AND SUBJECT TO CHANGE.

Course Requirements & Grading

Course requirements for Sociology 501 include:

- A substantial volume of written work, including two large writing assignments and numerous smaller ones, along with a final course portfolio. Many smaller writing assignments will be posted in the course discussion board, where you should frequently interact with and comment on your classmates' work.
- Productive, respectful participation in peer review processes with classmates.
- Attendance at and participation in scheduled in-person or Zoom class sessions.
- Attendance at and participation in a minimum of three individual writing conferences with the professor (these may be in-person or Zoom).
- Completion of supplementary assignments designed to build writing skills (these may be added as we go to address the needs of the class).

Note: federal guidelines expect students to complete three hours of work (including both in-class and out-of-class time) for every credit hour earned.

(<https://www2.ed.gov/policy/highered/reg/hearulemaking/2009/credit.html>)

Grades will be determined based on the totality of work submitted over the semester, with larger assignments weighted more heavily. Improvement over the course of the semester, especially the final portfolio and self-assessment, will be taken into consideration. Individual assignments, especially the smaller weekly writing assignments, will not often receive typical grades, as the goal in this course is to write as part of a developmental learning process rather than in pursuit of specific external rewards.

This is a graduate class and as such it assumes substantial motivation and responsibility on the part of students, as well as dedication to completing the advanced and significant workload graduate education implies. Please note that success in graduate studies requires grades of B or above in graduate courses. Therefore, it will be my assumption that students who complete assignments in keeping with adequate graduate-level performance will earn a B, outstanding work will result in a grade of A, and grades of B+ and A- will be assigned for performance that is better than adequate but not quite outstanding. Work that does not meet graduate-level standards—even for students who have worked hard all semester—will result in a grade of C or D.

Course Learning Outcomes

This course is designed to meet learning outcomes of the Justice Studies MA program¹:

1. Articulate knowledge of the major issues facing the justice system locally, nationally, and globally, as well as new research findings in the field.
2. Apply research findings to problems with social service agencies within or related to the justice system.
3. Communicate professionally and knowledgably in oral and written formats on a variety of academic and justice-related topics.

¹ See <https://www.ric.edu/departments-directory/departments-sociology/justice-studies-undergraduate-and-graduate-programs/justice-studies-ma> & click on “learning goals”

Course Schedule

Note: readings are due **prior to** the class session in which they will be discussed. We will negotiate specific due dates for assignments and discussion boards as a group, and then these will be posted to Blackboard, so always check Blackboard for details about specific deadlines.

Week of August 29: Introduction to Soc 501, to graduate study, and to each other

Reading: Calarco 1-9, 84-107; Elbow, 18-22

Writing: in the course discussion board, introduce yourself and your work; ask questions of and answer questions from your classmates.

Assignment: Complete the Getting to Know You Survey in Blackboard

Week of September 5: Developing a professional focus

Reading: Calarco 108-118; Baker-Smith *et al.*, “#RealCollege2020: Five Years of Evidence on Campus Basic Needs Insecurity;” Broton & Goldrick-Rab, “Going Without: An Exploration of Food and Housing Insecurity Among Undergraduates”

Writing: as an individual assignment, write a 1-2 page reflection paper on the differences in genre between this week’s two assigned readings.

Assignment: Academic Integrity Tutorial (<https://plagiarism.iu.edu/index.html>) & Certification

Test: MA & BA-MA Studies must take master’s/doctoral test; BA students are encouraged to also take this one but can choose the one for undergraduates.

Week of September 12: Conducting library research

NO CLASS

Reading: Calarco 177-211; ASA style guide, 51-93 and 125-139

Writing: in the course discussion board, post a paragraph in which you summarize the topic you intend to focus on this semester and explain why this topic is important for knowledge or policy, as well as a summary of subtopics, keywords, and avenues of exploration you want to pursue in relation to your writing and research topic (**must be submitted by Monday, September 11 at 10 am**—review my feedback before meeting with librarian)

Assignment: complete online library tutorial (*prior to meeting with librarian*)

Assignment: schedule appointment with Reference Librarian Dragan Gill

(<https://ric.libcal.com/appointments/gill>). After your appointment, send me an email summarizing what happened at your appointment, what you learned, and what you intend to do going forward. Be sure to do this **this week**, and after you complete the online library tutorial.

Week of September 19: The research process & writing the literature review

Reading: Reading: Forsyth, “The Regulation of Witchcraft and Sorcery Practices and Beliefs;” Elbow, 93-106; Calarco, 228-234; articles for your literature review; Handout on reverse outlines

Writing: complete initial annotated bibliography

Writing: complete reverse outline one article of your choice from your bibliography, focusing on the literature review

Week of September 26: Work week

Reading: Guillory, "The Memo and Modernity;" Picardi, "Writing Memos and Letters that Achieve Your Goals" (readings required for MA & BA-MA students; optional for BA students)

Writing: complete draft of literature review; attach reverse outline of your paper

Writing: peer review of classmates' work & submit peer review in the form of a professional memo

Schedule individual meeting with me instead of class

Week of October 3: Writing as part of job-seeking

Reading: Purdue OWL: Job Search Writing; RIC Career Development Center Resources

Writing: Select a specific job listing in your career field and complete a resume and cover letter appropriate for that job. Optionally, create and submit a profile on LinkedIn or another relevant career networking site.

Week of October 10: **NO CLASS**—Monday classes meet

Assignment: Submit literature review & revision memo

Week of October 17: Writing about policy

Reading: Reading: Cunningham, "Rules for Writing a Policy Brief"; Sample policy papers in Blackboard; Young & Quinn, "An Essential Guide to Writing Policy Briefs"; Guillory, "The Memo and Modernity;" Picardi, "Writing Memos and Letters that Achieve Your Goals"

Writing: In the course discussion board, outline additional data, literature, etc. needed to complete the policy paper & develop initial policy suggestions for your policy paper (Policy Focus)

Meeting with Reference strongly encouraged

Week of October 24: Writing with visuals and data

Reading: Klass, 71-122

Writing: Locate an image, a graph, and a table relating to your policy topic and explain each

Writing: In the course discussion board, post a letter to the editor, with submission ideas

Week of October 31: Work week

Schedule individual meeting with me instead of class

Reading: @biblioracle on writing a report

Writing: Submit draft policy paper

Assignment: Appointment or critique from Career Development Center (required; send me an email report after your meeting)

Assignment: Schedule an individual meeting with me

Week of November 7: Success in grad school (*required for MA & BA-MA students; optional for BA students*)
Writing: submit final policy paper and revision memo
Reading: Calarco, chapters 2, 5, 6, and conclusion
Writing: Complete peer review of classmates' work & submit peer review as a professional memo
Assignment: Come with questions about graduate school, the thesis/project process, etc.

Week of November 14: Writing for the public
Reading: Calarco 224-225; Op-ed Writing: Tips and Tricks; Promoting Sociological Research Toolkit 75-76; sample op-eds in Blackboard; Poynter on civic clarity
Writing: Submit final policy paper & revision memo
Assignment: Create an approximately 30-second tiktok-style video introducing yourself and your project

Week of November 21: Social Media and Professionalism

Class will meet on Zoom this week

Reading: Promoting Sociological Research Toolkit 1-8, 61-66, & 80-83 are required; also read 2-3 other sections of personal interest; Calarco, 255-264; Ollier-Malaterre & Rothbard, "How to Separate the Personal and Professional on Social Media"
Writing: In the discussion board, post an op-ed based on your whitepaper
Writing: Social media thread on your white paper (submit either the text of your thread, or a link to the thread if you choose to post it, to the discussion board)

Week of November 28: Writing for presentation
Reading: ASA style guide, 107-120; Calarco, 265-284; Cargan, "The Research Proposal;" Raj, "Writing Effective Grant Proposals"
Writing: Plan for final assignment
Assignment: Develop final 10-minute presentation

Week of December 5: Bringing it all together
Reading: None assigned
Assignment: Present your project in class today
Writing: Work on writing portfolio

Week of December 11: Submit writing portfolio
Schedule an individual meeting with me prior to due date

Writing Portfolio Requirements

MA & BA-MA Students: (1) Research or grant proposal; (2) revised policy paper; (3) finalized resume and cover letter; (4) at least one additional revised assignment; and (5) performance review/self-assessment

BA Students: (1) Research proposal, grant proposal, or substantially revised policy paper; (2) finalized resume and cover letter; (3) career exploration paper; and (4) final reflection paper

Course Policies

Academic Integrity

All students enrolling in this course are expected to abide by the Rhode Island College guidelines on academic honesty. More information about academic integrity and avoiding plagiarism, as well as RIC policies, can be found at <http://ric.libguides.com/proethics>. Examples of academic dishonesty include, but are not limited to:

- Plagiarizing written work, including copying some or all of your work from a book, a website, or another student's paper. Think about how you would feel if someone passed off your hard work as their own.
- Using artificial intelligence chatbots or other similar technologies for writing tasks that go beyond proofreading and PowerPoint design.
- Using sources without proper attribution. Remember that all claims in a paper that did not spring fully formed from your own head need attribution, regardless of whether or not they are paraphrased, and all direct quotes should appear in quotation marks. If you are unsure how to document sources, please reference the ASA Style Guide assigned for this course.
- Turning in research reports that are fabricated or which do not accurately represent the research activities in which you engaged.
- Turning in work completed for other classes without prior permission.
- Working together with other students or seeking help from professionals or peers on assignments which prohibit such activities.
- Destroying course materials or otherwise preventing other students from achieving fully in this course.

Cheating successfully is often harder than you think, and you might as well just put your effort into doing the assignment legitimately. The penalties for academic dishonesty are severe, and include receiving a 0 on the assignment for the first minor offense, receiving an F for the class for a repeated offense, and report to the Vice President for Academic Affairs at RIC for all offenses. If you feel the urge to engage in academic dishonesty, stop and think about what you are doing, and then come see me so we can work out a plan together to ensure your success in the course.

Extensions, Absences, and Attendance

Please make every effort to attend all scheduled class sessions. These will not be recorded to protect other students' privacy. Your participation in these sessions is vital to the collective work we will do together to improve our writing.

Unless otherwise noted, assignments are due in Blackboard at specific times as indicated in Blackboard. Assignments that are not posted directly to a Blackboard application (like blog posts) **must** be saved in *.rtf, *.doc, or *.docx (preferred). Blackboard does log your submissions; you can return to an assignment yourself to see if you have submitted it correctly, and I am happy to show you how to do this so that you will not need to email me to see if I have received your work. If unavoidable circumstances require you to seek an extension on your work, I am generally open to

providing one **if** you request the extension via email at least 24 hours prior to the due date (unless the extension is due to a major emergency such as a health crisis or death in the family). If you submit your blog post late, you will only be eligible for credit for any questions we did not discuss in class.

Course Technology

Students are expected to check their RIC email addresses and Blackboard frequently. Given that this course will take place online, you should expect to check your email and Blackboard multiple times per week. If you primarily use another email account, you must forward your RIC email, as I do use email to disseminate important information about the course. Students are also responsible for being able to access Blackboard. If you are not able to access email or Blackboard, you should seek assistance from User Support Services (<https://www.ric.edu/department-directory/user-support-services> or 456-8803) right away. You will also need to have access to the Internet and to a device that can manage Blackboard, office applications, and Zoom in order to be successful this semester.

Students with Disabilities

If you have a disability that requires or would benefit from accommodations to ensure you have equal access to success in this course, it is your responsibility to come and speak with me as early as possible in the semester so that we can develop a plan together. All reasonable accommodations will be made. Students with disabilities should be sure that they are registered with Disability Services in order to ensure access to the full range of services available at Rhode Island College. Information about these services and about registration is available at <https://www.ric.edu/department-directory/disability-services-center>

Supplemental Services

Everyone, even excellent students, benefits from having another set of eyes on their writing, so visit the **Writing Center** early often to help develop your ideas, organize your writing, and improve your drafts: <https://www.ric.edu/department-directory/writing-center>. Seek support to develop your academic & study skills at **OASIS**: <https://www.ric.edu/department-directory/office-academic-support-and-information-services-oasis>. Visit the **Counseling Center** to obtain support with anxiety, depression, or other distress you may be experiencing. Services are free & confidential: <https://www.ric.edu/department-directory/center-health-and-wellness/counseling-services>
Any student who faces challenges securing food, housing, or other basic needs is urged to contact the Learning for Life (<https://www.ric.edu/department-directory/learning-life>) and/or the Dean of Students' Office (https://cm.maxient.com/reportingform.php?RhodeIslandCollege&layout_id=33).

If you would like more information about the resources available, you can ask me at any time this semester. You do not need to tell me why you are asking to get help for a friend, another student, or yourself.

These services are available and free to **all** students. **Use them!!!**