

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one)	Department Name	<u>School of Justice Studies</u>	
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	<u>College of Justice and Safety</u>	
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	<u>SJS 396*</u>	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 character limit)	<u>Researching and Writing for Change</u>	
<input type="checkbox"/> New Minor (Part III)	*Program Title	<u>Social Justice Studies</u>	
<input type="checkbox"/> Program Suspension (Part III)			
<input type="checkbox"/> Program Revision (Part III)	*Provide only the information relevant to the proposal.	If Certificate, indicate Long-Term (University) or Short-Term (Departmental)	

Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	<u>9/11/2012</u>	Council on Academic Affairs	<u>10/17/2013</u>
College Curriculum Committee	<u>06/03/13</u>	Faculty Senate**	<u>N/A</u>
General Education Committee*	<u>N/A</u>	Board of Regents**	<u>N/A</u>
Teacher Education Committee*	<u>N/A</u>	EFFECTIVE ACADEMIC TERM***	<u>Spring 2014</u>
Graduate Council*	<u>N/A</u>		

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar's Office after all approval is received.

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)	To add SJS 396, Researching and Writing for Change as a core course in the Social Justice Studies B.S. program.
A. 2. Proposed Effective Academic Term: (Example: Fall 2012) Spring 2014	
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)	
B. The justification for this action: Course is one of six core courses in the major. It builds on earlier core offerings and helps students appreciate the ways that research and writing contribute to efforts to address important social problems.	
C. The projected cost (or savings) of this proposal is as follows:	
Personnel Impact: None	
Operating Expenses Impact: None	
Equipment/Physical Facility Needs: None	
Library Resources: None	

Part II. Recording Data for New, Revised, or Dropped Course

(For a **new required course**, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

New or Revised* Catalog Text

(*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

SJS 396 Researching and Writing for Change. (3) A. Pre-requisites: sophomore standing, SJS 101, and SJS 250S. Examines the mutual importance and intertwined nature of social research and writing in struggles for social change and justice. The course will consider the importance of quantitative and qualitative research and diverse writing formats such as academic scholarship, journalism, polemics, cultural critique, advocacy, and grant-writing in addressing injustice and conflict.

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
2. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

Revised* Program Text

(*Use ~~striketrough~~ for deletions and underlines for additions.)

Part IV. Recording Data for New or Revised Course (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Academic Term (Example: Fall 2012)	College/Division:	Dept. (4 letters)*
SJS	396	Spring 2014	AS _____ BT _____ ED _____	HS _____ JS <u>X</u> UP _____
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. _____	
3	Lecture <u>3</u>	Laboratory _____	Other _____	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Cip Code (first two digits only) 30	
1	3	N	Class Restriction, if any: (undergraduate only)	
B	3		FR _____	JR _____
T	3		SO <u>X</u>	SR _____
W	3	Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
CoRequisites and Prerequisites **See definitions on following page**				
Co-Requisite(s): (List only co-requisites. See below for prerequisites and combinations.)				
Course Prefix and No.				

Course Prefix and No.	
Prerequisite(s): (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	SJS 101 and SJS 250S
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Co-requisite(s) and/or Prerequisite(s) Combination (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in () following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
Equivalent Course(s): (credit will not be awarded for both...; or formerly...)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements

Element 1 (9)	Element 2 (3)	Element 3 (6)	Element 4 (6)	Element 5 (6)	Element 6 (6)	Wellness
1A (3)	2 (3)	3A (3)	4(6)	5A (3)	6 (6)	
1B (3)		3B (3)		5B (3)		
1C (3)		or 3A/B Integrated A&H(6)				

NOTE: Do not forward validation tables with curriculum form.

(*Use Validation Tables.)

**Eastern Kentucky University
School of Justice Studies
College of Justice and Safety**

SJS 396: RESEARCHING AND WRITING FOR CHANGE ()

Time: TBA (Stratton)

3 credit hours CRN: _____

Semester: TBA

Professor: Tyler Wall, Ph.D.

Office: Stratton 311

Office Hours: TBA

Office Phone: 622-7603

Email: tyler.wall@eku.edu

CATALOG DESCRIPTION

SJS 396 Researching and Writing for Change. (3) Examines the mutual importance and intertwined nature of social research and writing in struggles for social change and justice. The course will consider the importance of quantitative and qualitative research and diverse writing formats such as academic scholarship, journalism, polemics, cultural critique, advocacy, and grant-writing in addressing injustice and conflict.

Pre-requirements for this class include sophomore standing and SJS 101 and SJS 250S

COURSE DESCRIPTION

This course examines the intertwined nature of politically committed writing and social research in struggles against injustice and for social change. The written word can be controversial, emotive, and powerful – stirring debate, inciting people to action or inaction, and altering the beliefs and worldviews of readers and spectators. Often conflicts and struggles over justice involve a “war of words” between competing sides of an issue that reflect differences in opinion such as status of and evidence (or lack thereof) pertaining to a particular injustice, consequences or outcomes of a certain social policy, and alternatives on how to alleviate the particular (in)justice in question. Therefore, this course considers the importance of social research and diverse writing formats such as polemics, cultural critique, journalism, academic scholarship, advocacy, and grant-writing in addressing injustice and conflict. Ultimately, the course encourages students engaged in campaigns for social justice to think of themselves as a sort of “public intellectual” that can effect social change through the written word that is not only passionate, but also backed up with logical argument and sound methodology and evidence.

STUDENT LEARNING OBJECTIVES

- Through readings, lecture/discussion, guest lectures, and writing assignments, students will develop an understanding of some of the basic premises of social scientific research and sound writing skills.
- Through readings, lecture/discussion, guest lectures, and writing assignments, students will develop an understanding of how social scientific research can be an important tool in struggles for social change.
- Through readings, lecture/discussion, guest lectures, and writing assignments, students will develop an understanding of how writing for various audiences is an important tool in struggles for social change.
- Through readings, lecture/discussion, guest lectures, and writing assignments, students will develop their own critical thinking skills by practicing and honing their own writing skills in relation to various case studies of justice, conflict, and social change.

REQUIRED TEXTS

- Booth, Wayne C., Golomb, Gregory G., and Joseph M. Williams. 2008. *The Craft of Research*. 3rd edition. University of Chicago Press.
- Jensen, Robert. 2005. *Writing Dissent: Taking Radical Ideas from the Margins to the Mainstream*. Peter Lang Publishing.
- Best, Joel. 2001. *Damned Lies and Statistics: Untangling the Numbers from the Media, Politicians, and Activists*. Berkeley, Los Angeles, and London: University of California Press.

In addition to the required textbook, you will be provided with additional required.

ASSIGNMENTS

Attendance & Participation (10 points total): Attending class regularly is required and attendance will be recorded regularly. Only legitimate and documented reasons for an absence will be excused. If you have any questions if a particular absence would be excused or not, please see me as soon as possible to discuss the matter. *Any assignments missed due to an unexcused absence will not be allowed to be made up under any circumstances.* Therefore, it is important for you to consistently attend class and keep in regular contact with classmates and the professor.

Weekly Journal (50 points total): In either a handwritten notebook or in a word processor format (i.e. MS Word, etc), you are to keep a weekly journal concerning relevant social justice issues. Each entry should be approximately 1 page long – these entries can vary in terms of the topics you discuss and the questions you pose. Did you see something on the television news that you think would be a possible social justice issue? What are your thoughts or questions about this issue? Is there something in the weekly readings, lectures and class discussions, or guest lectures that you would like to comment on in further detail? More details will be discussed in class, but in general this assignment is intended to underline the importance of note taking, jottings, and posing questions for you to answer at a later time in written form as a tool for thinking, researching, and writing about social justice.

3 Critical Writing Exercises (60 points total): All students are to write 3 Critical Thinking Exercises on a topic and materials (class readings, films, current events, etc) assigned by the professor. Each paper is worth 20 points. Each paper will vary in length, depending on the writing format (i.e. opinion piece, action research, letter to the editor, advocacy, polemic, etc). The goal of these assignments is for us to explore various ways writing and research can become practical activities in struggles social injustice. More details will be given as the first exercise approaches.

Final Paper (50 points total): You are to write a 12-15 page paper on social justice topic that has not been discussed in any detail in the course readings, lectures, and/or films. The paper is to be double-spaced in 12-point Times New Roman font. Your paper should also include a title page (which does not count towards total page count) with title information, your name, the class number, and semester included. In addition, you must include a reference page at the end of your paper. We will discuss this more in class. Also, the due date for this paper is TBA. This is obviously a few weeks before the semester ends, and I did this intentionally in order to give you the last few weeks of class to focus solely on your Group Presentation and exams in other classes.

The point of the research paper is for you to explore a social justice topic that you find interesting. Therefore, paying attention to current events in the media, discussions in class, and popular culture is a great way to develop ideas. In addition, I will help you come up with possible topic ideas. To be safe, you need to check with me on the appropriateness of your desired paper topic in order to make sure it fits the parameters of this assignment. We will discuss this more in class throughout the semester.

Group Presentation (30 points total): Within the first few weeks, groups of 2-3 students will be formed. Your group will be responsible for developing a 20-25 minute Power-Point presentation. Each group is responsible for selecting a

particular social justice issue (that we have not discussed in detail during class), research the case study by gathering several references on the issue, and then orally and visually presenting the case study to the class in a Power-Point presentation at the end of the semester. Although you will have to do much of your research out of class, I will provide ample time in class throughout the semester for each group to congregate and work on their project.

POINT BREAKDOWN

Attendance/Participation	10 points
Weekly Journal	50 points
3 Critical Thinking Exercises @ 20 points each	60 points
Final Portfolio	50 points
Group Presentation	30 points
	Total: 200 points

ATTENDANCE POLICY

GRADING SCALE

Note: Extra credit will not be allowed. Grades will be posted on Blackboard.

90-100%=A 80-89%=B 70-79%=C 60-69%=D 59% and below=F

STUDENT PROGRESS

You should regularly check the course Blackboard site to see the status of your current academic standing in the course. As you complete assignments, your earned grade will soon be entered into the Blackboard grade book. You will then be able to monitor the points per assignment you have earned but also your current overall class grade at that point in time.

COMMENT ON CLASSROOM DISCUSSIONS

The space of the classroom should be a communal site where people with diverse backgrounds, experiences, and worldviews can engage one another without feeling personally threatened. As you will find out early in the course, social justice topics are often controversial by their very nature. I welcome thoughtful discussion, debate, and disagreement concerning any of the substantive materials and topics covered in this course – however – personal attacks on fellow students, professors, or Graduate Assistants are not acceptable and will not be tolerated. Disagree or challenge an argument, but not the individual on a personal level. In addition, please refrain from using offensive language, including racist, sexist, and classist language.

ADDITIONAL INFORMATION

Last day to drop: *Please refer to the Colonel's Compass to find this date.*

Plagiarism: Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

b. A student must give credit to the originality of others and acknowledge indebtedness whenever:

- Directly quoting another person's actual words, whether oral or written;
- Using another person's ideas, opinions, or theories;
- Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
- Borrowing facts, statistics, or illustrative material; or
- Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

Students with Disabilities:

A student with a "disability" may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing. Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA.

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the office in the Whitlock Building Room 361 by email at <mailto:disserv@eku.edu> or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity: Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

WEEKLY SCHEDULE

(Important Note: Schedule is subject to change.)

WEEK 1

Monday

Introductions

Wednesday

Booth et al. Chapter 1, Thinking in Print: The Uses of Research, Public and Private, 1-14
Jensen, Introduction: Mainstreaming Dissent 1

Friday

Said, Introduction. In Representations of the Intellectual.

WEEK 2

Monday

Booth et al. Chapter 2, Connecting with Your Reader: (Re)Creating Yourself and Your Readers, 16-26

Wednesday

Booth et al. Chapter 3, From Topics to Questions, 35-49

Friday

Guest Lecture: Funding Research/Writing & Grant Writing

WEEK 3

Monday

Booth et al. Chapter 4, From Questions to a Problem, 51-66

Wednesday

Booth et al. Chapter 5, From Problems to Sources, 68-83

Friday

Discussion

WEEK 4

Monday

Booth et al. Chapter 6, Engaging Sources, 84-101

Wednesday

Best, Introduction: The Worst Social Statistic Ever

Friday

Discussion

WEEK 5

Monday

Booth et al. Chapter 7, Making Good Arguments: An Overview, 108-119
Booth et al. Chapter 8, Making Claims, 120-127

Wednesday

Best, Ch. 1. The Importance of Social Statistics
Best, Ch. 2. Soft Facts: Sources of Bad Statistics

Friday

Discussion

WEEK 6

Monday

Best, Ch. 3. Mutant Statistics: Methods of Mangling Numbers
Best, Ch. 4. Apples and Oranges: Inappropriate Comparisons

Wednesday

Best, Ch. 5. Stat Wars: Conflicts Over Social Statistics
Best, Ch. 6. Thinking About Statistics: The Critical Approach

Friday

Discussion

WEEK 7

Monday

Booth et al. Chapter 9, Assembling Reasons and Evidence, 130-135

Wednesday

Booth et al. Chapter 10, Acknowledgements and Responses, 139-150
Jensen, Ch. 3. Making Sense of a Complex World in 700

Friday

Discussion

WEEK 8

Monday

Booth et al. Chapter 12, Planning, 177-186
Jensen, Pt. I. Getting Ready to Write 5
Jensen, Ch. 2. Understanding Journalism and Journalists 17

Wednesday

Booth et al. Chapter 13, Drafting Your Report, 187-202
Words 35

Friday

Discussion

WEEK 9

Monday

Jensen, Pt. II. Writing Strategies and Examples 43
Jensen, Ch. 4. Today's Headlines 45

Wednesday

Jensen, Ch. 5. They've Got It All Wrong 63

Friday

Discussion

WEEK 10

Monday

Ch. 6. Piggybacking on the News 75

Wednesday

Jensen, Ch. 7. Anniversaries and Holidays 85

Friday

Discussion

WEEK 11

Monday

Jensen, Ch. 8. Getting Personal 103

Wednesday

Jensen, Ch. 9. Counteroffensives 111

Friday

Discussion

WEEK 12

Monday

Jensen, Ch. 10. Personal Connections and Dumb Luck 115

Wednesday

Jensen, Ch. 11. The Alternative Press 131

Friday

Discussion

WEEK 13

Monday

Jensen, Conclusion: Why I Write (for Newspapers) 145

Orwell, George. Why I Write, Chapter 1

Wednesday

Orwell, George. Politics and the English Language, Chapter 4 of Why I Write

Friday

Discussion

WEEK 14

Monday

Said Edward W. Chapter 2. Holding Nations and Traditions at Bay. In Representations of the Intellectual.

Wednesday

Said Edward W, Chapter 5. Speaking Truth to Power. In Representations of the Intellectual.

Friday

Discussion

WEEK 15

Monday

Booth et al. Chapter 14, Revising Your Organization and Argument, 203-212

Wednesday

Booth et al. Chapter 17, Revising Style: Telling Your Story Clearly, 249-270

Friday
Discussion

WEEK 16

Monday
Group Presentations

Wednesday
Group Presentations

Friday
Group Presentations