SYA 5516: REPORTING SOCIAL RESEARCH
Spring 2021
Meets via Zoom--“Flex”--Tuesdays, 12:30-1:30

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Writing Circles/Office Hours: Fridays 10-12
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Course Description

This course will be run much like a research and writing group. Students will write and share drafts of their master’s paper and write comments and formal reviews of each other’s work. Readings will support such activities and address how to critically review your own and others’ writing as well as the underlying logic and elements of research reports. At the end of the class, students will submit a formal response to reviewers and final draft of their master’s paper. Students will also keep regular research journals to assess their progress and goals. Overall, the seminar develops skills as writers, reviewers, and presenters of academic research.

Class meetings will take place over zoom, but this is a “flex” class which means that if you are on campus and would like to sit in the conference room or library on the 5th floor with your laptop and possibly other students in the class, you are welcome to do so. Each class will begin with short check-in’s from the week’s journal writers. Then the Sharer for the week will summarize where they are at in their research before the Reviewer reads aloud their review, which the Sharer can then respond. We will then open up the discussion to other comments and responses. At the end of class, we will discuss the readings and how they apply to student’s ongoing work. Unless you check in with me ahead of time, you are required to keep your video cameras on during class discussions.

Course Learning Objectives
Students who successfully complete the course will be able to:

1. Produce and maintain a research timeline and journal.
2. Provide constructive criticism via comments and formal reviews.
3. Develop strategies to navigate and discuss research at conferences.
4. Create memos that address reviewers’ comments.
5. Submit complete draft of masters paper.

Readings
All readings are available through the course website or online when indicated. Additional little “blue” and “green” research books are available here

Course Requirements

1. Research Journals. At the beginning and end of the semester everyone must submit a journal entry containing a broader reflection of what you have accomplished and what’s ahead. Before almost every class, about half of the students must update their research journal. At minimum, say what you accomplished, what issues you face, and your goals for the next two weeks. You may also use this journal to write more in-depth memos
about developing analyses, emerging contributions, literature, etc. If you finish your master’s paper early, use this journal and class to move forward with revising your paper to submit to a journal or work on another research project.

2. Sharers. Most weeks one student will share a draft of their master’s paper—no matter how much of it is complete—in your journal by 5pm Sunday. Each “shared” document must begin with a paragraph explanation about where you are at and if there are any parts of the paper that you are especially interested in getting feedback on.

3. Commenters and Reviewers. When students share their work, most other students will be Commenters and must read it and provide feedback before our Tuesday class begins. Feedback should be of two basic kinds: (1) suggestions or questions using the “comment” function in the shared document and—if time--(2) slightly longer notes inserted underneath the introductory paragraph addressing what kinds of feedback Sharers are looking for or additional thoughts (e.g., what was great, interesting, unclear, etc.). The Reviewer will write a 1-2 page formal style review, similar to an article review and add it at the end of the Sharer’s paper in the Sharer’s research journal before class begins.

4. Responding and Revising. At the end of the semester, students will submit formal response memos and revised drafts of their master’s papers. The response memo should take the form of a response to journal editors and should address points not only brought up by the student who reviewed your first draft and other students who brought up comments, but also any important issues brought up by your master’s chair or committee. Writing the memo will involve keeping track of suggestions made throughout the semester as well as how you address them as you revise. Throughout the semester you will be writing and revising and editing your masters paper, and it is due by April 25.

Grading
Course grades are “satisfactory” or “unsatisfactory.” If you miss more than two class meetings or two assignments without an official excuse, you will receive an “unsatisfactory.”

Course Schedule

Jan 12   Introductions, class overview, committee status, research/writing schedule.

Jan 19   Critically evaluating your own and others writing
          Read: Wallace & Wray “Scholarly Reading as a Model for Scholarly Writing,”
          and “Sociological Inquiry Reviewer Guidelines”
          Journal: Everyone posts update and semester research timeline in journal

Jan 26   Writing Quantitative Research Papers

Feb 2   Responding to Reviewers
          Read: Bookfield “Addressing Feedback from Reviewers and Editors”
          Toor (2015) “Did We All Read the Same Manuscript?”
Feb 9  Writing Qualitative Research Articles

Feb 16  Responding to Reviewers

Feb 23  Writing Literature Reviews

March 2  Writing Intros and Conclusions
Booth et al. (2003), Chapter 14 “Introductions and Conclusions” pp. 222-240
Journal: Jason, Rwiti, Tim, Trinity

March 9  Abstracting and Titling
Read: “Abstracts,” “How to Carefully Choose Useless Titles,” and Fullmer “How to Write Academic Style Titles”

March 16  Conferencing and Elevator Speeches
Read: Kelsky “How to Work the Conference” (parts 1, 2, and 3) and “Perfect your Elevator Speech.”
Class Paper Presentations and Elevator Speeches.

March 23  Collaboration
Read: Nevin, Thousand & Villa (2011) “Working with Coauthors”

March 30  Conference Presentations and Elevator Pitches

April 6  Conferencing (Southern Sociological Meetings, April 7-10)
Read: Graham, “How to Maximize your Networking Success At Zoom
Conferences and Events” and The Professor is In, “How to survive academic conferences without crying.”
Presentations: Everyone must give an elevator pitch

April 13  Saying goodbye to one and hello to another project
Read: “How to turn your masters thesis into an article.”
Journal: Everyone post final research journal entry

April 25  Memo to reviewers and revised draft of master’s paper due – upload into your research journal.

UNIVERSITY POLICIES

University Attendance Policy: Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be
accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

**Academic Honor Policy:** The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at [http://fda.fsu.edu/Academics/Academic-Honor-Policy](http://fda.fsu.edu/Academics/Academic-Honor-Policy))

**Americans with Disabilities Act:** Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the: Student Disability Resource Center 874 Traditions Way 108 Student Services Building Florida State University Tallahassee, FL 32306-4167 (850) 644-9566 (voice) (850) 644-8504 (TDD) sdrc@admin.fsu.edu [http://www.disabilitycenter.fsu.edu](http://www.disabilitycenter.fsu.edu)

**TUTORING FROM FSU**
On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the [Academic Center for Excellence (ACE) Tutoring Services](http://www.fsu.edu/Academic-Center-for-Excellence) comprehensive list of on-campus tutoring options - email: tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

**SY LL A B U S C H A N G E P O L I C Y**
"Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice."