UNIVERSITY OF THE FRASER VALLEY

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE:	September 2011
COURSE REVISED IMPLEMENTATION DATE:	September 2014
COURSE TO BE REVIEWED:	September 2020
(six years after UEC approval)	*(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

SOC 254	Social, Cultural and Media Studies	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Writing for the Social Sciences
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course is designed to help the new and developing student of the social sciences learn to write effectively for various applications. Course content will span from rough idea to finished product, and will cover a range of writing tasks along the way: literature reviews, thesis statements, drafts, organizing arguments, presenting evidence, and documenting sources, amongst others.

PREREQUISITES: One of: ANTH 102, CRIM 100, CRIM 104, ECON 100, ECON 101, GDS 100, GEOG 111, GEOG 130, GEOG 131, GEOG 140, GEOG 240, GEOG 241, GEOG 242, MACS 110, PSYC 101, PSYC 102, POSC 100, POSC 110, POSC 120, SOC 101, or any 100- or 200-level history course. ENGL 105 or CMNS 155 is recommended.

COREQUISITES:

PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

(a) Replaces:

(b) Cross-listed with:

(c) Cannot take: for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: **45**

STRUCTURE OF HOURS:

Lectures:	**30**	Hrs
Seminar:	**15**	Hrs
Laboratory:		Hrs
Field experience:		Hrs
Student directed learning:		Hrs
Other (specify):		Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course:

Hours per day:

OTHER:

Maximum enrolment: **27**

Expected frequency of course offerings: Annually

(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☒ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☒ No

Course designer(s): **Gabriela Pechlaner**

Department Head: **Stephen Piper** Date approved: **September 13, 2013**

Campus-Wide Consultation (CWC) Date of meeting: **n/a**

Curriculum Committee chair: **Amanda McCormick** Date approved: **November 8, 2013**

Dean/Associate VP: **Jacqueline Nolte** Date approved: **November 8, 2013**

Undergraduate Education Committee (UEC) approval Date of meeting: **November 22, 2013**

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

- Describe and discuss the main components of various forms of written communication in the social sciences.
- Summarize and paraphrase scholarly literature in the social sciences.
- Analyze/critique scholarly arguments and produce a literature review.
- Generate succinct research questions.
- Develop strong, logical links between evidence and argument, including responses to counter-arguments.
- Demonstrate an iterative process of revision to refine arguments and effectively present them.
- Use correct formatting details in various applications (e.g. citation, bibliographies).
- Produce a high quality final written product following the conventions of the social sciences.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, discussion, examples, and exercises

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☐ Portfolio assessment ☐ Interview(s)

☒ Other (specify): Methods will be considered on a case by case basis.

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Muller, Jake. 2010. Writing in the Social Sciences: A guide for term papers and book reviews. Oxford University Press.

Redman, Peter. 2006. Good Essay Writing: A Social Sciences Guide. London: Sage Publications.

Northey, Margot, Lorne Tepperman, and Patrizia Albanese. 2009. Making Sense: A Student's Guide to Research and

Writing in Social Sciences. Oxford University Press.Woods, Peter. 2006.Successful Writing for Qualitative Researchers (2nd
York: Routledge.

Johnson, Jr., William, Richard P. Rettig, Gregory M. Scott, Stephen M. Garrison. 2005.

The Sociology Student Writer's Manual (5th ed.). Toronto: Pearson Canada.

Cuba, Lee. 2002. A Short Guide to Writing About Social Science (4th ed.). New York: Longman.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Topic selection assignment (required)	Pass/Fail
Mini-bibliography:	2%
Summary and synthesis exam:	20%
Draft paper proposal:	3%
Project proposal and annotated bibliography:	15%
Draft research paper:	5%
Revision response letter:	3%
1 page paper summary:	5%
Draft paper:	5%
Research paper:	25%
Paper presentation:	10%
Presentation peer reviewing:	2%
In class work:	5%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

Week 1. Course introduction
Week 2. Getting the pen moving: idea generation
Week 3. How to summarize, synthesize, and avoid plagiarism
Week 4. The literature review: being a critical reader and states of knowledge
Week 5. Thesis statements and hypotheses
Week 6. In class exam: summarize and synthesize
Week 7. Structure and organization: evidence and its presentation
Week 8. Draft research paper peer review
Week 9. Media Analysis: writing practice
Week 10. On writing well
Week 11. Presentation how to and final paper peer review
Week 12. Presentations and peer review
Week 13. Presentations and peer review