

**Writing 109SS: Writing for the Social Sciences**  
**Fall 2016**

**Instructor:** James Donelan

**Email:** donelan@writing.ucsb.edu

**Office Location:** 1319 Girvetz Hall

**Office Hours:** Tuesday, 11:00-12:00, Thursday 9:00-10:00, or by appointment.

**Class Meetings:** MW 11:00-12:15, Phelps 2514

**Enroll Code:** 47886

**Texts:**

Stevenson, *Just Mercy: A Story of Justice and Redemption*. ISBN: 9780812984965 (“*Mercy*”)  
The text is available at the UCen Bookstore. *Copies of the course book will not be on reserve; please purchase it as soon as possible.*

**Software:** We will make extensive use of an online peer review program, Eli Review. The program costs \$25; payment should be made with a credit or debit card via Paypal. The url is <https://app.elireview.com/>

**Use this course code to register: gnats105allots.**

**Course Description:**

The course will allow students to refine their skills in scholarship and writing in the social sciences. Students will address the issues of evidence, interpretation, methodology, and critique in social science research as part of a longer project on criminal justice or sustainability.

**Course Outcomes:**

Students who complete the course successfully should be able to:

- read, understand, and summarize scholarship in the social sciences
- choose an appropriate topic and methodology for an extended social science research project
- conduct efficient, thorough library research using electronic databases and bibliographies
- evaluate and document sources properly
- schedule research, writing, and editing time effectively
- conduct a social science research project confidently and independently
- participate in oral, written, and online exchanges among social science scholars

**Requirements:**

The course requires regular attendance, active participation in class discussion and activities, and timely completion of all assignments, including a rhetorical analysis, a bibliographical essay, and a longer research project.

- Assignments are due by class time on the day assigned, unless otherwise indicated. Late assignments will result in grade reductions.
- Attendance and participation count for a substantial part of your grade.
- Plagiarism is a serious offense. University regulations will be strictly enforced.

- Papers must be written specifically for this course, not for other courses.
  - Students with disabilities may contact me to discuss special accommodations.
  - All major assignments must be completed for you to receive a passing grade.
  - Your final grade will be calculated as follows:
    - Class Participation, Completeness, and Punctuality of Assignments, 10%
    - Rhetorical Analysis, 20%
    - Bibliographical Essay, 30%
    - Final Project, 40%
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## Syllabus

### **I: Social Science Writing: Rhetoric, Advocacy, and Law**

9/26 **Reading:** *Mercy*, Chapters 1 and 2; Interview with Brian Stevenson (online)

**Writing:** Writing, rhetoric, and my goals

**In-Class:** Achieving your goals

9/28 **Lab day: Class meets in Phelps 1529**

**Reading:** *Mercy*, Chapters 3 and 4

**Writing:** Social science knowledge and writing

**In-Class:** Academic style; scheduling; outlining

10/3 **Reading:** *Mercy*, Chapters 6-8

**Writing:** Outline and introductory paragraph of rhetorical analysis

**In-Class:** From outline to draft

10/5 **Lab day: Class meets in Phelps 1529**

**Reading:** *Mercy*, Chapters 10-12

**Writing:** Full draft of rhetorical analysis due on Eli Review.

**In-Class:** Working with drafts.

10/7 **Final version of rhetorical analysis due on Gauchospace by 11:55PM.**

### **II: Social Science Research: Climate Change and Public Opinion**

10/10 **Reading:** Meijers and Rutjens, “Social Psychology of Climate Change” (online)

**Writing:** List of five sources

**In-class:** Evaluating source quality

10/12 **Lab day: Class meets in Phelps 1529**

**Reading:** Haidt, “Moral Roots”; Silver, “What...Does ‘Sustainable’ Mean?” (online)

**Writing:** List of five more sources

**In-Class:** The shape of the field

10/17 **Reading:** Noë, “Is Science Value Free?”; Van der Linden, et al., “Public Engagement...”  
**Writing:** First paragraph of bibliographical essay  
**In-Class:** Comparison and Discussion

10/19 **Lab day: Class meets in Phelps 1529**  
**Reading:** O’Neill and Nicholson-Cole, “Fear Won’t Do it” (online)  
**Writing:** Draft of bibliographical essay  
**In-Class:** Finding your place in the field

10/20 **Bibliographical essay due on Gauchospace by 11:55PM**

### **III: Drafting and Editing the Final Project**

10/24 **Reading:** McCright, et al., “Climate Change Frames”; Iaas, “Uncertainty” (online)  
**Writing:** Prospectus of final project  
**In-Class:** Progress report I

10/26 **Lab day: Class meets in Phelps 1529**  
**Reading:** Antonio, et al., “Political Polarization” (online)  
**In-Class:** Peer review of prospectuses

10/31 **Writing:** Work plan for final project  
**In-Class:** Making progress—from rough to full

11/2 **Lab day: Class meets in Phelps 1529**  
**Writing:** Preliminary outline  
**In-Class:** Revising and expanding outlines; Progress Report II

11/7 **Writing:** Full outline  
**In-Class:** From outline to draft

11/9 **Lab day: Class meets in Phelps 1529**  
**Writing:** First two pages of rough draft  
**In-Class:** Backtracking and working through problems

11/14 **Writing:** Two more pages of rough draft  
**In-Class:** Upgrades and overcoming obstacles

11/16 **Lab day: Class meets in Phelps 1529**  
**Writing:** Full draft  
**In-Class:** Peer review

11/21 Conferences, Part I

11/23 Conferences, Part II

11/28 **Writing:** Revised draft  
**In-class:** Presentations

11/30 **Lab day: Class meets in Phelps 1529**  
**Writing:** Even more revised draft  
**In-Class:** Second peer review; more presentations

12/1 **Final Project Due**