

**San José State - Anthropology**  
**Anth100W (#20012), Writing Workshop, (3 Units, Area Z)**  
**Spring 2015**

**Contact Information**

<b>Instructor:</b>	Dr. Jennifer L. Anderson
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<b>Office Hours:</b>	TTH 1:30 to 2:45, and by arrangement
<b>Class Days/Time:</b>	TTH 10:30-11:45
<b>Classroom:</b>	Clark 204
<b>Prerequisites:</b>	None
<b>GE/SJSU Studies Category:</b>	Z

**Course Description**

**Catalog:** Practice in improvement of writing skills appropriate to the fields of anthropology and behavioral science. Includes essays, reports and scholarly communication.

**Prerequisite:** Completion of core GE, ENGL 1B (with a grade of C or better), satisfaction of Writing Skills Test and upper division standing.

**Note:** Must be passed with C or better to satisfy the CSU Graduation Writing Assessment Requirement.

**Supplement:** This course is required for graduation from San Jose State. Our primary goal is to help students majoring in Anthropology, Behavioral Science, and other social sciences develop advanced writing skills to enhance their ability to communicate with a variety of specialized and general audiences. Specific objectives include:

- refining the fundamental organizing, writing, and editing skills that are essential for effectively expressing ideas and data about complex sociocultural topics
- clarifying the appropriate focus, language, style, and format for communicating with different scholarly, professional, and public audiences

- learning how to conduct independent research by locating, evaluating, synthesizing, and presenting information from a mix of primary and secondary sources
- demonstrating the ability to use these skills in a coherent fashion to produce a variety of formal and informal pieces for different audiences

Our primary focus throughout the course will be on refining the craft of writing increasingly effective research papers, resumes/cover letters, and other short written assignments.

## **Course Goals and Learning Objectives**

This course qualifies as an Area Z (Written Communication II) course in your General Education requirements. It is designed to enable you to achieve the following learning objectives:

### ***GE Learning Outcomes (GELO)***

Students shall write complete essays that demonstrate college-level proficiency. Students shall be able to:

1. produce discipline-specific written work that demonstrates upper-division proficiency in:
  - language use
  - grammar
  - clarity of expression
2. explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse
3. organize and develop essays and documents for both professional and general audiences
4. organize and develop essays and documents according to appropriate editorial and citation standards
5. locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing

### ***Course Content Learning Outcomes (CLO's)***

Refining fundamental organizing, writing, and editing skills essential for effectively expressing ideas and data about complex sociocultural topics.

- Clarifying the appropriate focus, language, style, and format for communicating with different scholarly, professional, and public audiences.
- Conducting independent research by locating, evaluating, synthesizing, and presenting information from a mix of primary and secondary sources.
- Demonstrating proficiency to use these skills in a coherent manner to produce a variety of formal and informal pieces for different audiences.

### ***Departmental Goals***

Learn about the goals of the anthropology department and how it can benefit your education.

**Goals** <http://www.sjsu.edu/anthropology/departmentinfo/goals/index.html>

## Credit Hours

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

## Required Texts/Readings

### *Textbook*

No hard copy text required. You must have a San Jose State Library card with a pin code for accessing material from off-campus.

Readings will be made available through Canvas.

## Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

A total of 475 points for **written** work are possible in the course. Note that for all assignments, you may have a grace period of ten days. I will accept no assignments more than ten days late. You will get half credit for any assignment submitted after the original due date. I strongly advise you to keep to the schedule. The assignments are carefully designed to contribute to your research paper and keep you moving forward. **The assignments are on the class website. Be prepared.** The instructor reserves the right to take class participation into consideration when determining the final grade. **Procrastination is not an option in this class! This class is predicated on the idea that you will build up your research paper in a systemized fashion, if you do not submit your work on time, you will not succeed in this class and it will be reflected in your grade.**

### Work Due and Assignment Point Table for 100W

(380 points possible)

- Assignment 1 Write up your ethnographic interview of a classmate in essay format (600 words minimum, 10 points).
- Twenty-eight in-class short grammar and writing form quizzes ( 84 points)
- Assignment 2 Notes 1 Take notes on Bennett and Csikszentmihalyi article. Use Data collection sheet on class website (300 words, 5 points)

- Assignment 3 Précis of the Bennett and Csikszentmihalyi article due (a minimum of 600 words, 10 points)
- Assignment 4 Preliminary Bibliography due (Ten sources, 200 words approximately, 10 points)
- Assignment 5 Submit a preliminary thesis statement at the end of class. It should include a description of your subject area in play. (25 words, 5 points)
- Assignment 6 Notes on research article done for Précis 2 due, can include data, historical facts, quotes, your observations, your opinion of the relevance of the material to your subject area and thesis. Clearly mark quotes and their page numbers. (Note 2, 5 points, 300 words)
- Assignment 7 Draft thesis statement due. (10 points, 200 words)
- Assignment 8 Précis of one research article due. Submit to Turnitin and bring hard copy to class. (Précis 2, 5 points, 300 words)
- Assignment 9 Tentative Outline due (200 words, 10 points)
- Assignment 10 Notes 3-5 due. (Notes 3-5, 5 points for each note, 300 words for each note)
- Assignment 11 Précis 3-5 due, (5 points for each précis, 300 words for each précis)
- Assignment 12 Expanded outline due (300 words, 15 points)
- Assignment 13 Notes 6-8 due (5 points each, 300 words for each)
- Assignment 14 Précis 6-8 (5 points for each précis, 300 words for each précis)
- Assignment 15 Abstract due (5 points, 200 word minimum, 250 word maximum)
- Assignment 16 Notes 9-10, (5 points for each note, 300 words for each) due
- Assignment 17 Précis 9-10, (5 points for each précis, 300 words for each précis)
- Assignment 18 Research paper draft due, must include Bibliography (3000 words, about 10 pages excluding title page, 75 points)
- Assignment 20 Corrected Research Paper due (25 points)
- Assignment 21 PowerPoint Presentation due. (40 points, 2000 words)
- Assignment 22 Class PowerPoint Presentations (20 points)
- Assignment 23 Resumes due (300 word minimum, 10 points)
- Assignment 24 Statements of Purpose due (300 word minimum, essay format, 10 points)
- Assignment 25 Cover letters (150 word minimum, 6 points)
- Final - Open Book Final to Be Given Out (500 word minimum, 40 points)

## **Grading Policy**

### *Incompletes*

Incompletes will be granted only if the instructor has been notified and has approved. Students with missing major assignments (over 50 points) will receive a WU (unauthorized withdrawal). **NO WORK WILL BE ACCEPTED AFTER THE FINAL**

### *Notification of grades*

Your final grade will appear in Canvas at the time it is calculated.

*Marking Criteria for Written Work* (Instructor reserves the right to take class participation into consideration in calculating the final grade)

A+ 98> A 94-97 A- 90-93

An “A” demonstrates originality, addresses the tasks effectively, shows effective organization and logical argumentation, uses clear, appropriate and accurate examples and a high level of writing competence and knowledge. Completes the task and consistently does extra work.

B+ 88-89 B 84-87 B- 80-83

A “B” may show a good level of competence, but uneven development of tasks. It may be generally well organized, uses appropriate examples, displays facility, with a few gaps, in argumentation, and demonstrates a good level of writing and knowledge. Completes the task and does some extra work.

C+ 78-79 C 74-77 C- 70-73

A “C” may show a fair level of competence, but may be uneven. It will address the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear.

D+ 68-69 D 64-67 D- 60-63 F<60

A “D” will demonstrate poor competence with inadequate organization, task and argumentation development and inappropriate examples. It will display difficulty in using adequate academic language and errors in knowledge will be in evidence. A failure will only occur if no effort is made to address the question or topic.

#### Participation and Miscellaneous Activities

Attendance and participation in class discussions is required. “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

<http://www.sjsu.edu/senate/AS1475.pdf>

#### **Classroom Protocol**

To Be Excused if you cannot make it to class to participate in an exercise, please leave an E-mail message THAT day or earlier, giving your name, class and reason for missing the activity. You will receive full credit (E) as long as the reason is significant and the privilege is not abused. Failure to participate might result in a significant loss of overall points.

You may not collaborate on work in this class. Group study for the midterm and final are permitted, but anything you write on the midterm or final must be in your own words. If the text of answers on the midterm or final are found to be identical to that of another student or cut and pasted from another source, you will receive an “F” on the exam.

#### Student Rights and Responsibilities

For a statement of your rights and responsibilities, including classroom behavior, see <http://www.sjsu.edu/senate/S90-5.pdf>

#### Late Papers

No late papers will be accepted unless a genuine emergency arrives and the student notifies the professor in advance.

#### Cell phones

**Please turn off all cell phones at the beginning of the class and keep them off. If you have a family emergency that may require you to keep the cell phone on, inform me at the beginning of class. Text messaging in class will not be tolerated.**

Laptops – Students are permitted to use laptops in class for note-taking **only**. Students who abuse this policy by surfing the web or playing games during class will be asked not to use laptops in class. If you want to use a laptop, you must sit in the front row of class.

#### Evacuation Procedures

Information from the campus police on evacuating a classroom can be found at:

[http://www.sjsu.edu/police/docs/ept/ept\\_procedures\\_flyer.pdf](http://www.sjsu.edu/police/docs/ept/ept_procedures_flyer.pdf)

Note that in case of an earthquake, you should get under a sturdy desk or table, or move against interior walls and away from windows. Do not run out of the building. In case of fire, use the stairs, not an elevator.

## **University Policies**

Here are some of the basic university policies that students must follow.

### **General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

### **Dropping and Adding**

Find the procedures and deadlines for adding and dropping classes.

[Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) <http://info.sjsu.edu/static/catalog/policies.html>.

[Add/drop deadlines](http://www.sjsu.edu/provost/services/academic_calendars/) [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/)

[Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) <http://www.sjsu.edu/aars/policies/latedrops/policy/>

### **Consent for Recording of Class and Public Sharing of Instructor Material**

All students must obtain the instructor's permission if they wish to record lectures or distribute materials from the class.

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf) <http://www.sjsu.edu/senate/docs/S12-7.pdf>

### **Academic integrity**

Learn about the importance of academic honesty and the consequences if it is violated.

[University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) <http://www.sjsu.edu/senate/docs/S07-2.pdf>

[Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) <http://www.sjsu.edu/studentconduct/>

### **Campus Policy in Compliance with the American Disabilities Act**

Here are guidelines to request any course adaptations or accommodations you might need.

[Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf)

[Accessible Education Center](http://www.sjsu.edu/aec) <http://www.sjsu.edu/aec>

### **Resources**

The university provides resources that can help you succeed academically. Just look here.

[Academic Success Center](http://www.sjsu.edu/at/asc/) <http://www.sjsu.edu/at/asc/>

[Peer Connections website](http://peerconnections.sjsu.edu) <http://peerconnections.sjsu.edu>

[Writing Center website](http://www.sjsu.edu/writingcenter) <http://www.sjsu.edu/writingcenter>

[Counseling Services website](http://www.sjsu.edu/counseling) <http://www.sjsu.edu/counseling>

## **Schedule**

**(The schedule may be changed on fair notice. Readings are to be done before the class with which they are associated. You are responsible for turning in assignments on the day they are due. I will not remind you. There are no make-up quizzes or extra credit. Do not rely on this greensheet for class use. The class is in Canvas.)**

### **Module 1 Thursday, January 22**

- Topic: “Introduction to Class,” “Ethnographic Interviewing”
- Download the “Ethnographic Worksheet” and bring it to the next class.
- Quiz 1

### **Module 2 Tuesday, January 27**

- Topic: Ethnographic interviewing
- Read: “Essay Standards” on Class Website
- Write up your ethnographic interview of a classmate in essay format (600 words minimum, 10 points). Note that your essay should have a thesis. Think of your impression of your interview partner. What seems to motivate this person? What do you have in common? How has this person’s background influenced his or her personality or goals? Any of these things (or something similar) can be a thesis for your essay.
- Quiz 2

### **Module 3 Thursday, January 29**

- Topics: Reading Anthropological Literature and Overview of American Anthropological Association Style Guide



- Read: “A Student’s Guide to Reading and Writing in Social Anthropology,” page 7-11
- Download and Read: American Anthropological Association Style Guide.
- Quiz 3

#### **Module 4 Tuesday, February 3**

- Topic: Format of Anthropological Writing
- Ethnographic Interview of Classmate due. (600 words, 10 points)
- Quiz 4

#### **Module 5 Thursday, February 5**

- Topic Writing Strategies
- Read: “A Student’s Guide to Reading and Writing in Social Anthropology,” page 13-19
- Quiz 5

#### **Module 6 Tuesday, February 10**

- Topic: Overview of Anthropology of Play
- Download, Read, and Print: Bennett and Csikszentmihalyi – An Exploratory Model of Play
- Take Notes on the Bennett and Csikszentmihalyi article. (Notes 1, 4 points). Use the Data Collection Sheet on our website. You may use cut and pasted text for direct quotes. Choose them carefully so you are not overwhelmed with information when you write your paper. Do not forget to put quotes in quotation marks and note the page number! Bring your notes to class.
- Class discussion of Bennett and Csikszentmihalyi in context of future individual research project in Anthropology of Play
- Quiz 6

#### **Module 7 Thursday, February 12**

- Topic: Responding to Anthropological Reading
- Notes 1 due
- Read: “A Student’s Guide to Reading and Writing in Social Anthropology,” page 21-25
- Write a précis of the Bennett and Csikszentmihalyi article (a minimum of 600 words, 10 points) The third section of the précis should include a proposal to conduct further research in the area of play based on your own experience and access. This will form the first section of your research paper. (see the “Entering the Conversation Section of “A Student’s Guide to Reading and Writing in Social Anthropology” ) It should be written to conform with the standards of the AAA style guide. Your paper should have citations in Chicago Author-Date format (see guide on class website) and a reference list which conforms to the Chicago-Author-Date format. You may have only one item in the reference list, i.e. the Bennett and Csikszentmihalyi article. You must submit this paper through Turnitin.com.

- Quiz 7

### Module 8 Tuesday, February 17

- Topic: The Research Paper
- Read: “A Student’s Guide to Reading and Writing in Social Anthropology,” page 26-31
- Go to the main page of the King Library and click on “Tutorials and Tools,” then click on Refworks:  
<https://www.refworks.com/refworks2/default.aspx?r=authentication::init>
- You will notice in the paragraph to the right of the Refworks logo, that you need to get a library code to use this resource. Click on the phrase “Get Library Passwords.” You will be required to enter your name, Tower Card number, and library pin code. You will be given the password for our library.
- Go back to the previous page, (“Tutorials and Tools”) and click on the underlined word “Refworks”. Enter the campus password and click “Go to Login”. Here you will either enter a new account or, if you already have a login and password, enter it.
- View the Refworks Tutorial on importing citations:  
<http://library.sjsu.edu/video/refworks-importing-citations>
- Open Refworks and create a folder called “Anthropology of Play”
- Quiz 8

### Module 9 Thursday, February 19

- Topic: Finding the Right Sources
- **Précis of the Bennett and Csikszentmihalyi article due. (600 words, 10 points)**
- Download and Read: “Finding Scholarly Peer-Reviewed Articles” at  
<http://library.sjsu.edu/video/finding-scholarly-peer-reviewed-articles>
- Go the library guide for anthropology:  
<http://libguides.sjsu.edu/anthropology?hs=a>
- Click on the red tab labeled “Articles and Databases” or  
<http://libguides.sjsu.edu/content.php?pid=57816&sid=423473>
- Click on “AnthroSource” (If you are off-campus, you must enter your name, Towercard number, and your library pincode.) When AnthroSource opens, click on “Browse Journals” in the upper left hand corner. Notice that you can research many journals on this page. Now type a search term in the white search box at the upper right. Some suggestions for terms are: play, rugby, fantasy games, cosplay, dance clubs, or anything else that might pertain to your potential paper topic. Find three interesting papers on the anthropology of play. The term play brings up more than four hundred articles in a variety of journal. To export to Refworks: Open Refworks in another tab. From your AnthroSource search: Click on “HTML Version and More Information” found under the abstract for the article you want to export→Export Citation for this Article (under Article Tools box to your right)→go to Refworks in the format box→Submit
- Go back to the Anthropology articles and databases. Click on JSTOR. Type “anthropology and play”. Notice that this brings up more than 64,000 articles. Narrow your search and find four articles pertinent to your topic choice. If you

click the box next to each citation, you can email yourself the information! Or, import the citation directly to Refworks. To do this: Check the box next to the citation, click on save→export→Refworks→login. You will see your citation in Refworks with a convenient “Get text” option! If you are off campus, you may get a page asking you to login. Use the institutional login box to your right. Put in “San Jose State University”. This will take you to the “Articles and Databases” page for JSTOR. Enter JSTOR by clicking on this option.

- Download and Read “Boolean Search Strategies”
- Download and Read: “Get Text” <http://library.sjsu.edu/video/using-gettext>
- Open a tab to Google Scholar : <http://scholar.google.com/> Open a new tab and Download and Read: “Customizing Google Scholar”  
<http://library.sjsu.edu/video/customizing-google-scholar>
- Customize your connection to Google Scholar on your home computer, laptop, or tablet. Unclick the box for searching patents. Enter “anthropology and play” You will find more than a million references. Notice that some are labeled “Citation,” or “Book.” Others are articles. If you look under the entry for the number of times the item has been cited, you will get a sense of how central the work was to professional dialogue. If you are on campus, there will be an orange box to the right, which will link you directly with the article. “Anthropology and Play” is not a good search term because you get articles which include “Anthropology” and the word “play” so you are getting anything that has a sentence like “Anthropology plays an important role in . . .” Find three appropriate articles and export them to Refworks.
- Go to the top of the page in Refworks and click on “Create a Bibliography.” Choose “Chicago Author-Date” and “Word for Windows”. Generate and print your bibliography and turn it in at the next class. You must have at least ten pertinent sources.
- Quiz 9

## Module 10 Tuesday, February 24

- Topic: Thesis Statements
- **Preliminary Bibliography due (Ten sources, 200 words approximately, 10 points)**
- Read “Thesis Statements” on class web site.
- Review : “A Student’s Guide to Reading and Writing in Social Anthropology,” page 13-16
- Brainstorming small group sessions on thesis statements
- **Submit a preliminary thesis statement tonight.** It should include a description of your subject area in play. (25 words, 5 points)
- Start reading the articles you have found in your search of scholarly sources
- Begin Annotated Bibliography. As you read research papers, write a short précis of each article and take notes on it. The précis are due over the next six classes. Consult your syllabus carefully. Both the précis and the notes should include references to the relevance of each article to your subject area. Each précis should be at least 300 words long. Create a copy of your annotated bibliography and insert a précis after each entry. Notes should be typewritten and at least 300 words long. Use the Data Collection Sheet on our class website. They do not need

to include full sentences. . Clearly mark quotes and their page numbers. It is crucial that you do not confuse your own notes with quotes.

- Quiz 10

### **Module 11 Thursday, February 26**

- Topic: Professional Integrity
- Read: “When to Cite,” and “Fair Paraphrase”
- Continue your reading of research articles. Write Notes on three articles. (Notes 3-5, 5 points each, 300 words for each précis) and précis for each (Précis 3-5, 5 points each, 300 words for each)
- Write revised and expanded thesis statement which reflects your continued research and integrate it into the first section of your paper, equivalent to “Entering the Conversation” (200 word minimum, 10 points)
- Quiz 11

### **Module 12 Tuesday, March 3**

- Topic: Outline Construction
- Read: “Using Outlines”
- **Notes on research article done for Précis 2 due**, can include data, historical facts, quotes, your observations, your opinion of the relevance of the material to your subject area and thesis. Clearly mark quotes and their page numbers. (Note 2, 4 points, 300 words)
- **Draft expanded thesis statement due.** (10 points, 300 words)
- Write a tentative outline of your paper similar to that in “Using Outlines”. Keep in mind that its structure should support your thesis. (200 words, 10 points) Review pages 14-17 in “A Student’s Guide to Reading and Writing in Social Anthropology” for help.
- Quiz 12

### **Module 13 Thursday, March 5**

- Topic: Expanding the Outline
- Review: “Using Outlines”
- **Précis of one research article due. (Précis 2, 5 points, 300 words)** Submit to Canvas.
- **Tentative Outline due (200 words, 10 points)**
- Write Notes for three articles (Notes 6-8, 4 points each, 300 words for each)
- Write précis of three articles. (Précis 6-8, 4 points each, 300 words for each précis)
- Workshop (Bring your laptop or tablet if you have one, bring all your notes, bibliography, and précis). You should have an expanded outline by the end of class.
- Quiz 13

### **Module 14 Tuesday, March 10**

- Topic: Abstracts

- Read: “Student Abstract Guide”
- Notes 3-5 due. (Notes 3-5, 5 points each, 300 words for each)
- Précis 3-5 due. . (Précis 3-5, 5 points each, 300 words for each précis)
- Expanded outline due (200 words, 10 points)
- Prepare an Abstract for your paper (5 points, 200 word minimum, 250 word maximum)
- Workshop (Work in class on your abstract, bring relevant materials)
- Work on Notes for two articles (Notes 9-10, 5 points each, 300 words for each)
- Work on précis of two articles. (Précis 9-10, 5 points each, 300 words for each précis)
- Quiz 14

### **Module 15 Thursday, March 12**

- Writing Workshop (Outline further expanded to include body of paper)
- Review: “Using Outlines”
- Notes 6-8 due ( 5 points each, 300 words for each).
- Work in class on expanding your outline to form the body of your paper (bring relevant materials)
- Quiz 15

### **Module 16 Tuesday, March 17**

- Writing Workshop (Paper Format)
- Précis 6-8 due. (5 points each, 300 words for each précis)
- Abstract due (10 points, 200 word minimum, 250 word maximum)
- Read: “Anth100W Research Paper Template” and “Sample Paper on Tea Ritual”
- Study this resource:  
[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)
- Work in class on your paper (bring relevant materials). The paper should be 3000 words. This is worth 75 points, a large portion of your grade!
- Quiz 16

### **Module 17 Thursday, March 19**

- Writing Workshop
- Notes 9-10 due (5 points each, 300 words for each).
- Précis 9-10 due. (5 points each, 300 words for each précis)
- Review “Countering” and “Stepping Back” in “A Student’s Guide to Reading and Writing in Social Anthropology” (pp. 17-18)
- Writing Workshop (bring relevant materials)
- Read: “Punctuation”
- Quiz 17

**Spring Vacation – March 23-27, Cesar Chavez Day March 30**

### **Module 18 Tuesday, March 31**

- Topic: Common Writing Errors
- Read: “En Dashes and Em Dashes
- Review: American Anthropologist Style Guide
- Quiz 18

### **Module 19 Thursday, April 2**

- **Research paper draft due, must include Bibliography (3000 words, 75 points)**
- Topic: How to Write a Powerpoint and Present a Paper at a Meeting
- Collect images to illustrate your Powerpoint and select a format.
- If you have a laptop with Powerpoint, bring it to class. If not check one out from the computer center in Clark.
- Quiz 19

### **Module 20 Tuesday, April 7**

- Topic: Improving Writing
- Discussion of common errors and possible improvements to Research paper
- Read “Top Ten Student Writing Errors”
- Quiz 20

### **Module 21 Thursday, April 9**

- Topic: Meeting Presentations
- Corrected Research Paper returned (25 points for re-writing)
- Workshop: Bring your paper and prospective illustrations for your Powerpoint. Break your paper into ten sections and choose an illustration for each. You may have to edit or abbreviate sections. It should be about 2000 words. You should be able to read your paper in less than fifteen minutes.
- At home: Read your paper aloud and time it.
- Quiz 21

### **Module 22 Tuesday, April 14**

- Topic: Meeting Presentations
- Continue working on your PowerPoint.
- Read: Hargittai – “The Conference Scene”
- Quiz 22

### **Module 23 Thursday, April 16**

- Topic: How to Benefit from Meetings
- **PowerPoint Presentation due. (40 points, 2000 words)** Bring it on a thumb drive.
- Oral PowerPoint Presentations begin.
- Quiz 23

### **Module 24 Tuesday, April 21**

- Topic: Meetings Discussion
- Oral PowerPoint Presentations continue.
- Read: Hargittai – “Conference Do’s and Don’t’s”
- Quiz 24

### **Module 25 Thursday, April 23**

- **Corrected Research paper due** (25 points)
- Topic: Professional Resumés
- Study the Resumé Rubric on the class website.
- Read: “Things to Avoid in Job Applications and Resumés”
- Prepare your Resumé (300 word minimum, 10 points)
- Class PowerPoint Presentations presented (20 points)
- Quiz 25

### **Module 26 Tuesday, April 28**

- Topic: Statements of Purpose
- Read: “Statements of Purpose”
- Resumés **due (300 word minimum, 10 points)**
- Prepare your Statement of Purpose (300 word minimum, essay format, 10 points)
- Class PowerPoint Presentations
- Quiz 26

### **Thursday, April 30**

**No Class – I am attending Southwestern Anthropological Association Conference**

### **Module 27 Tuesday, May 5**

- Topic: Cover letters
- Read: Writing Cover Letters on class website
- **Statements of Purpose due (300 word minimum, essay format, 10 points)**
- Class PowerPoint Presentations
- Quiz 27

### **Module 28 Thursday, May 7**

- Wrapping it Up
- Class PowerPoint Presentations
- **Cover letters due (150 word minimum, 5 points)**

### **Module 29 Thursday, May 12**

- **Open Book Final to Be Given Out (500 word minimum, 20 points)**

Final – (I will discuss provisions for submitting the final online or submitting it during the official final time in class)

Final Time – Wednesday, May 20, 9:45 AM to Noon