

ANTHROPOLOGY/BIOLOGY/HEALTH SCIENCE 140: HUMAN SEXUALITY FALL 09

Course Information

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Classroom for all Sections:	WSQ 004
Class Codes [for enrollment purposes only. This is not the same as your Section Number]	Section 2: Anthro: 47565 Bio: 48924 HS: 48930 Section 3: Anthro: 47566 Bio: 48925 HS: 48931 Section 4: Anthro: 47581 Bio: 48926 HS: 48932

Faculty Web Page and MYSJSU Messaging

Visit [my website](http://sjsu.edu/people/Carol.Mukhopadhyay) at <http://sjsu.edu/people/Carol.Mukhopadhyay> for the course syllabus [including any updates], Writing Portfolio description, and for additional information and materials throughout the semester.

COURSE DESCRIPTION

This course examines human sexuality from an interdisciplinary perspective, as a biological capacity fundamentally embedded in, shaped by, and experienced in a cultural, social and historical context, with linkages to systems of equality and inequality. Exposure to cross-cultural, anthropological perspectives and materials will provide a framework for more detailed examination of contemporary American sexuality and sexuality-related issues.

DEPARTMENT AND COURSE OBJECTIVES:

The Department of Anthropology seeks to enhance student knowledge and skills in the following areas:

Knowledge

1. Understanding culture as a distinguishing phenomenon of human life and the relationships of human biology and evolution.
2. Awareness of human diversity and the ways humans have categorized diversity
3. Knowledge of the significant findings of archaeology, cultural anthropology, physical anthropology and linguistics and familiarity with the important issues in each sub-discipline.
4. Knowledge of the history of anthropological thought and its place in modern intellectual history.
5. Comprehension of migration, colonialism, and economic integration as significant phenomena shaping global society.

Skills

6. Ability to access various forms of anthropological data and literature.
7. Awareness of importance and value of anthropological knowledge in contemporary society and the ability to apply it to social issues.
8. Knowledge of the research methods of the sub-disciplines of anthropology and the ability to apply appropriate research methods in at least one sub-discipline.
9. Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.
10. Knowledge of political and ethical implications of social research

This course is particularly relevant to Objectives 1, 2, & 7.

Students satisfactorily completing this course will:

- Understand and be able to provide examples of how sexuality is embedded in and shaped by historical, cultural, and societal influences.
- Understand and be able to provide examples of linkages between sexuality, systems of social inequality, and movements for social justice in the United States and elsewhere.
- Have a fundamental knowledge of sexual anatomy, physiology, and the reproductive system, and be able to contrast biological, cultural, sociological, psychological, developmental, and historical perspectives on human sexuality.
- Be knowledgeable about major contemporary sexuality related health issues and the complex interrelationships between biological, social, historical and cultural factors that affect their prevention and control.
- Develop a cross-cultural perspective on human sexuality and understand and respect cultural variations in how humans deal with sexuality, including the diversity in the US and in the San Francisco/San Jose area.
- Be familiar with sexual research methodologies and their strengths and weaknesses; appreciate the value of systematic, empirical research on sexuality, generally, and for pursuing social justice and equality in the United States.
- Feel more comfortable with the subject of human sexuality, including communicating with others more directly about sexual matters.

SJSU General Education Objectives. Integrated Knowledge of an Educated Person: General Education/ SJSU Studies courses are intended to help students become integrated thinkers who can see connections between and among a variety of concepts and ideas. An educated person can apply concepts and foundations learned in one area to other areas as part of a lifelong learning process. SJSU Studies courses are intended to help students live and work intelligently, responsibly, and cooperatively in a multicultural society and develop abilities to address complex issues and problems using disciplined analytic skills and creative techniques.

SJSU Studies Area S Objectives. Self, Society, and Equality in the US: Students will study the interrelationships of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, equality, and structured inequality in the US, its institutions, and its cultures.

After successfully completing an Area S course, students will be able to describe how identities (religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality; describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the US; describe social actions which have led to greater equality and social justice in the US; and recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

COURSE CONTENT. Topics covered include: the historical and cultural contexts of the scientific study of sexuality; alternative disciplinary and methodological approaches to the study of sexuality; a survey of cross-cultural and intra-American cultural variation in sexual beliefs and practices, including the major religious traditions; sexual anatomy, physiology, and the reproductive system, from biological and cultural perspectives; sexual regulation as social control, including the use of sexuality to "reproduce" systems of social inequality; contemporary American movements for sexual-social justice and equality (e.g. gender, sexual orientation, reproductive rights); commercialization of sex; sexual coercion; sexual health issues, including stds, in a biosocial-cultural context; sexuality in the future.

PREREQUISITES: "Completion of core GE, satisfaction of Writing Skills Test and upper division standing. For students who begin continuous enrollment at a CCC or a CSU in Fall 2005 or later, completion of, or corequisite in 100W course is required." Open Enrollment students must meet these same requirements. Please note that courses to meet Areas R, S [**this course**], and V of SJSU Studies must be taken from three different SJSU departments. [See University Catalog and on-line course description].

COURSE REQUIREMENTS**Required Texts/Readings**

Basic Textbook: Hyde and De Lamater, *Understanding Human Sexuality*, McGraw-Hill. **10th Edition.** I strongly recommend the 10th edition but it is possible to use the 9th edition with some adjustments [to be discussed in class]. The 10th edition will be available in Spartan Bookstore and Roberts Bookstore. If you purchase a book through other sources, make sure it is either the 10th or 9th edition.

The SJSU Reserve Book Room will have copies of 10th and 9th editions. Portions of assigned readings from the 10th edition will be available on Electronic Reserve.

Course Reader: Mukhopadhyay, C., **Readings in Human Sexuality**, Available in class on _____ or at Maple Press, 481 E. San Carlos (between 10th and 11th). Cost: about \$13. A copy will be available through the Reserve Book Room.

General Purpose Answer Sheets: You will need 3-5 General Purpose forms [not Scantrons] for taking exams and for any in-class surveys. These are available in the bookstore. Please purchase them now.

Course Requirements, Point Value

Assignment	Points
1. Exam 1	25 pts
2. Exam 2	25pts
3. Final Exam	30 pts
4. Writing Portfolio Installment 1	10 pts
5. Writing Portfolio Installment 2	10 pts
Total Points	100pts

Descriptions of Assignments/Exams

Exams: 80 % of your grade (80 points)

There will be 2 midterms and a final exam. The first two exams will be worth 25 points each and will cover material from that segment of the course. The final exam, worth 30 points, will focus on the last third of the course but will also contain some “review” questions from earlier exams. Exams will cover lectures, readings, films, speakers as well as more active learning activities (see description below) and class discussions. Exams are “objective” type questions (multiple choice, etc.) but require critical thinking, inference on the basis of knowledge, and will assess and provide feedback on active learning activities. In short, memorizing a lot of “terms” or “facts” is **not** the way to approach these exams. Preliminary review & study sheets for each exam will be distributed. These will guide you to the most relevant portions of assigned readings and class material and to key topics and terms.

NOTE : Make-up exams will be given only under extraordinary and verifiable circumstances and must be taken within 24 hours of scheduled exams. Notification of circumstances must be within 48 hours of the scheduled exam date, and **before the exam** unless this is impossible. You may take exams **before** scheduled dates if circumstances warrant. Please contact me as needed.

Writing Activities (totaling at least 3000 words) : 20 points (20% of grade)

Students will engage in a variety of writing activities which require demonstration of mastery of content but which also assess basic analytic skills. In this writing, you will be asked to summarize and analyze what you have read, to compare and contrast different cultures within and outside the United States, to relate what you have learned to issues of equality in U.S. American culture, to explore your own responses to ideas and information you encounter in and outside class, and to reflect upon issues of sexuality in your own life. One assignment will require library research. All assignments will receive feedback on correctness, clarity, and conciseness as well as content. Comments will help you improve subsequent assignments.

While some writing will be done and collected in class (hand-written), and writing activities will be carried out at various points throughout the semester, most writing assignments will be submitted and receive feedback as part of a "**Portfolio**" of student writing. This Writing Portfolio will be submitted in two installments: one at midpoint in the semester and another near the end of the semester.

More detailed information about the **Writing Portfolio** is contained in "**Information on Class Writing Requirement...**" [which follows the syllabus].

Late Papers or Assignments

Assignments are due at the **beginning** of class on the specified dates. Points will be deducted for late papers. Assignments can be turned in **before** the due date.

OPTIONAL POINTS. I may offer “extra credit” points for additional assignments. These will be announced as the class proceeds, after the 1st or 2nd midterm.

FINAL GRADES FOR THE COURSE: Final grades will be based on total points earned out of the 100 points possible on exams and writing activities [see above]. You will receive points [not grades] on each exam and on writing assignments. However, you can easily track your grade throughout the course based on the following approximate percentages: 90- 100 =A; 80-89 =B, 70-79 = C, 60-69 = D, Below 60 = F. Final grades tend to follow these same percentages. I do, if necessary, adjust for the overall class distribution and take into account individual improvement throughout the course.

ATTENDANCE. Attendance per se shall not be used as a criterion for grading according to Academic Policy F-69-24. However, regular attendance is essential for your success and that of the class! Participation in class activities and discussion require that you be there! Exams will heavily depend on class material and activities, much of which is not available in the assigned readings.

PARTICIPATION IN SEXUAL RESEARCH Students **may** be asked to participate in the Silicon Valley Cultures Sexuality Data Base and, possibly, in other sex-related survey questionnaires. All data will be used for scientific/educational purposes only, all responses will be anonymous, and Consent Forms will be completed when appropriate. Further information will be given in class.

HELPFUL HINTS. There is a LOT of material covered in this course. Don't get overwhelmed. You will not be expected to **master** all the readings. A major goal is to **expose** you to the range of topics and alternative perspectives on human sexuality. The textbook is primarily a resource, a fund of knowledge that both complements and goes beyond course topics. The core course material for this class, including exams, will come primarily from class [lectures, notes, handouts, videos, activities, discussion]. Use class notes, along with Exam Review Sheets that I will distribute prior to each exam, to guide your reading and studying for exams. The textbook has chapter headings, outlines and summaries that are also useful.

The Course Reader articles are closely linked to core course material, illustrating major themes and conceptual points with anthropologically oriented social-cultural material or material on contemporary social-political issues. These articles are best approached by looking for their key points and themes, and how they illustrate major class themes, rather than focusing on detail. It **will** be useful to take **brief** summary notes [1-2 paragraphs] on assigned articles (e.g. for studying for exams, or for discussing them in class).

Again, as noted above, attending and actively participating in class is a key route to success in this class! It is also helpful to be on time, keep up with assigned readings, take good notes, **review and supplement class notes regularly (ideally after each class)**, think about key points/themes of class activities or discussions, **find at least one study partner**, try to discuss the issues and ideas raised in class with people outside of class, plan ahead, follow instructions, sleep.... **And....don't be afraid to ask questions or let me know if you are having problems!!!!** I'm here to assist you...please take advantage of my presence!! (In class, office hours, by email, phone, etc.).

University Policies

Academic integrity

Students should be familiar with the [University's Academic Integrity Policy](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf) which is available on-line at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed **only by you** and they can be used **only for this class**. If you would like to include any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors. You will have to contact me individually for approval.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Classroom Protocol

1. No beeping please. Turn off cell phones and other electronic devices.
2. Laptop computers and audio recorders are okay if they are used **solely** for class purposes. Headphones are not. **Please do not** browse the web or otherwise communicate to the outside world during class.
3. If you must come to class late or leave early, please do so from the back of the class, with as little disruption as possible.
4. No electronic devices, including electronic dictionaries are permitted during exams.
5. Please be considerate of custodians and follow rules regarding food and drinks in class.

Course Schedule and Assignments.

This is subject to change with fair notice. The recent CSU budget cuts and resulting mandatory faculty furlough days will mean that there will be fewer class sessions this semester than is normally the case. This may alter the schedule somewhat. However, the ORDER of topics and of associated assigned readings below will remain stable.

Key to Abbreviations Below:

HD: refers to Hyde & Delamater Textbook Chapters. CH means Chapter. For some chapters, only selected pages are required [in brackets]. Specific pages and other details will be provided in class and updated on-line throughout the semester.

CR: refers to the Mukhopadhyay Course Reader. Each reading has a number in the Table of Contents. R8 means Course Reader Item 8.

OP: "Optional" readings related to this topic. These will not be covered on exams.

Week	Topics	Readings, Assignments, Deadlines
1	Introduction, Overview, Alternative Perspectives on Sexuality	HD: Ch1
2	Culture and Sexuality	HD: Ch2, Ch3 , CR: R1, R25 OP: R2, R9, R20, R21, R26
3	Culture and Sexuality [continued] Anatomy	HD: Ch19 []CR: R1, R25OP:
4	Anatomy, Physiology	HD: Ch4 [], Ch5 [], OP: CH6, R24
5	Physiology, Catchup. No classes on Sept. 22 nd	HD: Ch9 []. OP: Ch14, Ch17
6	Exam 1 Sept. 29 th , Begin Evolutionary Perspectives	HD: Review pp. 18-19, 24-26
7	Evolutionary Perspectives; Social Control of Sexuality	HD: Ch20,Ch9 []. CR: R3,R11. OP: R2,Ch10, Ch11
8	Sexual Orientation	HD: Ch13, Ch12. CR: R24, OP: R4, R22
9	Reproduction: Natural? Cultural?	HD: Ch5 [], Ch6 []. CR: R5, OP: R6, R7
10	The Politics of Reproduction	HD: Ch7, Ch19 [], CR: R8,R9,R10. OP: R12
11	Catchup	
12	Exam 2: , Sexuality: Dangerous?. STDs and STIs	HD: Ch18
13	Cultural and Social Barriers to Safer Sex	HD: Ch 8 []. CR: R22. OP: Ch10, Ch11, R20, R26
14	Sex as a Commodity: the Commercialization of Sexuality	HD: Ch16. CR: R17. OP: Review Ch20, R28
15	Sexual Coercion	HD: Ch15. CR: R13,14,16,18,23,29. OP: R15, 27, 28,
16	Summary	OP: Ch14

KEY DATES** [subject to change if essential, with sufficient notice].

Campus Thanksgiving Recess: No Classes Th, November 26

All-Campus Furlough Days: No classes, Tu Sept. 22nd.

Faculty Individual Furlough Days: TBA and may include Tu Nov. 24th

EXAM ONE: Tu Sept. 29 EXAM TWO: Th Nov. 5 or Tu, Nov. 9th

WRITING PORTFOLIO: Installment 1: Oct. 13th Installment 2: Nov. 24th [?].

FINAL EXAM: Section 2: T Dec.15, 0715-0930 [yes..AM!], Section 3: W Dec.16, 0945-1200, Section 4: Tu Dec.15, 1715-1930

INFORMATION ON CLASS WRITING REQUIREMENT AND SUBMISSION OF WRITING PORTFOLIO F 2009

OVERVIEW

All Advanced General Education courses must contain a substantial writing component (minimum 3000 words). In this course, students will engage in a variety of writing assignments, in and out of class. These assignments will include practice in summarizing written work, oral presentations and small group discussions; evaluating and integrating information from varied sources; integrating alternative disciplinary conceptual frameworks and applying them to issues of sexuality in a culturally diverse and stratified nation; and reflecting upon how individual beliefs and behaviors mirror and are shaped by society, history, and culture. These writing activities will also assess basic analytic skills and demonstrate student mastery of course content, themes, and perspectives.

Most of the writing activities will be based on and derived from learning activities occurring in class (small group discussions, films, guest speakers, simulations, lectures, class surveys etc.); some will be based on course readings. One assignment will require library research (see below). Specific writing topics will be assigned in class throughout the semester, generally in conjunction with particular topics or as activities occur in class. Specific writing topics will be instructor-designated.

THE WRITING PORTFOLIO

In addition to in-class writing, all students will submit, for assessment and feedback, a Writing Portfolio of writing assignments totaling approximately 2500-3000 words or about 10 pages of writing. Each individual writing assignment in the Portfolio will begin on a separate page and be at least one full, typed, page in length (approx. 250-300 words).

Individual Portfolio Entries will come from Instructor-Assigned Topics:

- Writing Activities **Assigned by the Instructor** [3-7 topics]
- One library-based assignment assigned by the Instructor [see description below]

Instructor-Assigned Writing Portfolio Topics

I will assign topics to you at various points in the course, generally from the topics below.

- "Burning Issues". What do you consider the most significant issues in human sexuality today and why?
- Discuss the ways that "The Hug" reflects the primary themes of this course.
- Learning About Sex. Compare how you learned about sexuality with the San, as described by Shostak [Course Reader 1]. Include both similarities and differences.
- Learning About Sex. Interview someone one generation older than you about how they learned about sexuality (broadly defined). Compare with your own enculturation process [similarities and differences].
- Is human sexual attraction "natural"? Discuss based on both class material and your own experiences.
- Sexuality and Social Inequality. Describe some examples of traditional American sexual regulations and attitudes that **reflect** broader types of social inequality in the United States.
- Does a Gender Double-Standard of Sexuality Still Exist? Discuss, based on **your own experiences** (direct or indirect), including in your own microculture. You can discuss this with friends or family if you wish.
- Albatross. What are the "lessons to be learned" from the Albatross class exercise, especially about "culture" and how it affects us as individuals? Discuss how it illustrates the concepts of culture discussed in class (e.g. different properties of culture; role of mental products, etc.)
- Ways of Studying Human Sexuality. Discuss advantages and disadvantages of ethnographic vs. non-ethnographic methods for studying sexuality using concrete examples from class and readings.
- The Sambia and The Americans. How do Sambia beliefs **both differ from and resemble** American attitudes about sexuality and gender.
- Miracle of Life: Discuss how this film reflects American cultural conceptions of gender, sexuality and reproduction.
- Textbook Analysis: Discuss how your text subtly reflects American cultural ideas of gender, sexuality and reproduction.
- Choosing a Mate: Compare your "mate selection criteria" with those your parents/family members might use if they were to select a mate/spouse for you. Reflect on what differences might arise and why.
- Guest Panel Reaction Paper. Reflect on the panel presentation and discussion, including one or two things you found particularly interesting, thought-provoking, or valuable.
- The Language of Sex. Use examples of words and phrases to discuss how the language used to describe sexuality expresses cultural attitudes about sexuality (and the body).
- The Language of Sex. Discuss how common American ways of talking about sexuality can reflect and reinforce social inequality. Use concrete examples of words and phrases.

- American Sexual Stereotypes. Analyze American stereotypes of gay males and lesbian women. What underlying themes are revealed in these stereotypes? How do stereotypes reinforce gender roles?
- Homophobia. Do you think men are more homophobic than women and if so, why?
- Dreamworlds. Summarize the key points the narrator is trying to make in this video.
- Music Videos Today. Do images of women and sexuality described in Dreamworlds apply to current music videos? Watch a popular music video and compare the images to those in the Dreamworlds video.
- Rape Stereotypes. Discuss how myths about rape and rapists reflect gender, racial and class stereotypes.
- Sexual Stereotypes in the Media. Watch a popular prime-time TV show and analyze the subtle "stories being told" about sexuality and about gender roles. Specify the name and broadcast time & date of the show.
- Cultural Barriers to Safer Sex. Discuss your "personal" barriers [real, imagined] to practicing safer sex and whether they reflect broader American cultural themes about sexuality and social equality and inequality.
- Class Survey Results. 1) Compare our class results to similar data in the textbook 2) How do in-class survey results reflect and reinforce broader themes in class and in readings?
- Advertisements. Do images of sexuality in advertisements reflect and reinforce social inequality? Discuss, giving concrete examples.
- Prostitution. Discuss linkages between prostitution (the "sex trade") and social inequality.
- Identify and discuss at least one linkage between sexual laws/practices and the maintenance of some form of social inequality (e.g. gender, ethnic-racial, class, sexual preference)
- My Course Evaluation. Discuss how this course has contributed to your feeling more comfortable about your own sexuality and to understanding the range of cultural beliefs about sexuality that exist in the US and in the World
- My Course Evaluation. Discuss how this course has helped you see and understand linkages between sexuality and social equality/social inequality.

Library Assignment: A "Cultural Analysis" of an 'old' Sexuality Book

Area S classes require students do at least one assignment involving library research as a way of expanding your library knowledge, including of electronic resources. For this class, students are to examine an "old" book on human sexuality to see how it reflects cultural attitudes and beliefs from a different historical era and how these have changed over time in the United States. This is called a "Cultural Analysis" The specific assignment follows.

Select a Book: Search the library for and examine a human sexuality **book published before 1955**. For example, you could find a human sexuality textbook for college biology students, or nursing or medical students, or other professionals (gynecologists, marriage counselors, physicians, psychiatrists). Other possibilities are: a book written for the general public, such as on "sexual diseases", "pre-marital or extra-marital sex", on contraception, rape, on "healthy sexuality", on "homosexuality" or "masturbation", on "interracial dating". The farther you go back, historically, the more interesting it will be (e.g. a 1910 book on masturbation or childrearing or female "promiscuity" or sex-related laws).

You've a lot of choices....so you should have no difficulty finding something appropriate.

Portfolio Assignment Write-up for Writing Portfolio, Installment 2.

Length: 2 pages (approximately 700 words).

Content: Address each of the components below. Please follow this format in your write-up.

1. Give the **full** reference/citation. Include author, title, publisher, publication date and location.
2. **Photocopy & attach either the title page or equivalent page of your book.**
3. **Your Search Strategies.** [approx 1/2 page] Tell me where and how you got your book. Describe your web-based "search strategies" **using SJSU/SJPL sources and on Link Plus** web-sources, including your "search" words. How many references did you find on Link Plus for the search term: _____ [TBA].
4. **Cultural Analysis:** [1.5-2 pages]
 - **Describe the book you chose.** For example, you can refer to the topics covered, author's background, credentials, general perspective, approach, type of data, illustrations and graphics, language, style, etc..
 - **Comment on ways in which your selection "reflects its age" and the historical and cultural context in which it was written.** Again, you can look at language, at the type of graphics used, the topics covered, the recommendations or other segments that reflect cultural [including religious] beliefs of that period.

If appropriate, compare the book with contemporary approaches to the same topic or subjects, such as in your textbook.

ADDITIONAL WRITING PORTFOLIO INFORMATION

Portfolio "Entries" Each individual Portfolio entry should be treated like a separate "essay" or "mini-paper" on a topic. Each entry should be clearly identified, starting with the "title" of the essay, that is, the specific topic or question assigned in class. If you want to use a creative title, that's fine, but also make clear what assigned topic it refers to.

Writing style can be informal, using first person, and content will generally include personal and subjective experiences and views. Many Portfolio assignments are designed as vehicles for you to reflect upon, analyze, and place in broader context your own personal experiences and views related to human sexuality.

All Portfolio entries must be well-organized, focusing on and developing an explicit topic or theme, with some analytical or reflective content. Each entry must also be carefully edited for mechanical errors (e.g., typos, spelling, punctuation, word choice, etc.). Journal entries not meeting upper division writing standards will be returned ungraded and without credit!

Length. You will need an equivalent of 10 full pages of Portfolio entries. One full page is approximately 300-350 words; therefore you will be submitting approximately 3000-3500 words of written material. Each Portfolio entry will be at least one full page.

Portfolio Submission Procedures

Portfolios will be collected in class twice during the semester, in two “installments” [see syllabus for dates]. **Do not send them by fax or through email!!!!**

- **Installment One**, consisting of 3-4 Portfolio Assignments, and five full pages of writing, will be due approximately half-way through the semester. You will receive feedback on this installment and will use that feedback to improve your second set of Portfolio assignments. Be sure to save the original to resubmit with Installment Two.
- **Installment Two** (due near the end of the semester) will contain the remaining Portfolio Assignments, including the Library assignment, with 5 full pages of written material. **It will also include the original version of Installment One with my comments.**

All portfolios should be stapled together firmly, with a title page or section that includes your name, date, and your section. You should **NOT** buy a folder. The stapled version is sufficient.

Keep an electronic or hard copy of your Portfolios for your own records and as a backup.

Criteria for Evaluating Writing Portfolios. Students can receive up to 20 points on Portfolio Assignments [10 points each installment]. Students will receive feedback on content mastery, basic analytic skills and writing. On content, you will be evaluated primarily on the seriousness and care with which you approach the writing assignments, This means, most importantly, submitting all required Portfolio entries and doing what the assignment asks you to do!!! It also means submitting well-organized, well-written and well-edited portfolio entries. You will **not** be graded on how elegantly you express your ideas **as long as your writing meets upper division writing standards re: organization and basic mechanics.**

If you follow instructions, and complete all Portfolio assignments, you should receive full or nearly full credit on the Portfolio (i.e. 20 points). Total points will be reduced for: off-topic, inappropriate, or incomplete entries; problems with basic writing mechanics and sloppy editing; incomplete portfolios; and late submissions.

CITING SOURCES AND AVOIDING PLAGIARISM. Portfolio writing assignments will consist of **your own analyses, views, experiences, and reflections** on class discussions, activities, lectures and assigned readings. Most assignments will not involve you using material from other published sources. In the rare case this is necessary, you **must** cite the full reference, even if you are not directly quoting from the article. If you quote directly from the article [i.e. use the author’s wording rather than your own], you absolutely **must** use quotation marks, you must cite the full reference, and you must include the page number!! This is both a legal and ethical requirement. Be **especially** careful **not to paraphrase** nearly verbatim from an article or string together fragments of virtual quotes. This can constitute plagiarism....which is a violation of University Policy. **It can lead to an F in the course or even dismissal from the University.**

Please note. Unless you indicate otherwise (through referencing, crediting the source of information or ideas or experiences), I will assume the Portfolio writing you submit is your own work...both ideas and the specific words or phrases used to express your ideas.

SJSU ACADEMIC INTEGRITY POLICY. The university emphasizes responsible citizenship and understanding ethical choices. Academic honesty and fairness foster ethical standards for all those who depend upon the integrity of the university, its courses, and its degree.

Plagiarism is a serious offense. Professors are now required to report all cases of cheating/plagiarism to the SJSU Office of Judicial Affairs