

**Department of Anthropology**

Instructor

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**ANTH 100w**

**Writing Workshop**  
Spring 2009  
M 6:00-8:45 PM  
DMH 162

Office Hours

MW 10:00-12:00; 2:30-3:00

Teaching Assistant

**Tunde Campbell**  
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**Course Website**

[www.sjsu.edu/faculty\\_and\\_staff/faculty\\_detail.jsp?id=840](http://www.sjsu.edu/faculty_and_staff/faculty_detail.jsp?id=840)

**Course Description**

This is an SJSU Studies Area Z (Written Communication II) workshop for students majoring in Anthropology and Behavioral Science. It is only open to upper-division students that have successfully completed English 1A and 1B (or their equivalents) and passed the CSU's Writing Skills Test. Good communication has always been basic to the human experience, but it has become more essential as the world grows more interdependent. Written forms of communication are still the primary mode for exchanging knowledge and perspectives about different issues and even the most accomplished writers find that it takes considerable time, focus, and effort to write well – especially when addressing the increasingly complex topics that characterize our global world.

**Course Learning Objectives**

This course is intended to help students develop and refine their writing skills so they can function effectively in an intensely information-oriented society. Our learning objectives reflect these general goals. Upon successful completion of this workshop, students will be able to demonstrate they possess the requisite organizing, writing, and editing skills to:

- conduct independent research using a mix of primary, secondary, and tertiary sources (including interviews and internet websites)
- evaluate, analyze, and criticize ideas and data encountered in multiple readings and expressed in different forms of discourse
- express insights and share information about important sociocultural topics by developing, synthesizing, and presenting ideas and data in a coherent and easily-understood manner
- organize, develop, and produce complete essays and other polished documents for a variety of scholarly, professional, and public audiences
- properly cite a variety of primary, secondary, and tertiary sources (including interviews and internet websites) using editorial standards for the discipline of anthropology as specified in the *AAA Style Guide*

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

## Course Learning Activities

This is an upper-division workshop, in which all students are expected to help each other individually and collectively accomplish these learning objectives through an integrated systemic teaching-learning framework. SJSU requires that students submit multiple assignments totaling total at least 8,000 works in all upper-division writing workshops. Together we will learn to improve our written communication skills through a combination of teaching, research, and practice that includes the following teaching-learning activities:

- weekly presentations by the course instructor and invited guests
- weekly reading assignments and interactive student-led discussions of readings
- weekly email submissions by the teams on key learning questions/points
- individual research papers prepared for a scholarly audience (6,000+ words) involving a proposal, outline, draft, peer reviews/edits, and final paper
- individual position application packages for a professional audience (500+ words) involving a cover letter and resume or CV
- individual topical papers for a general public audience (1,500+ words) on a pressing sociocultural issue and/or disciplinary subject
- formation of small learning teams to lead class discussions of readings, exchange ideas for assignments, and provide formal peer-reviews of research papers

We will spend the first few weeks of the semester collaboratively designing the course as a whole, finalizing the course schedule, and completing personal learning contracts.

## Course Learning Outcomes

Students will demonstrate their relative mastery of course learning objectives through their performance on the following assignments (as specified in their learning contracts):

- individual research papers prepared for a scholarly audience (??%-??%), including timely completion of the proposal, outline, draft, peer reviews/edits, and final paper
- individual position application packages for a professional audience (??%-??%)
- individual topical papers for a general public audience (??%-??%)
- regular and responsible participation in completing the readings, engaging in class discussions, contributing to weekly emails, and support for peer learning (??%-??%)

I have prepared guidelines for all course assignments, which are available in electronic form on the course website; they provide detailed rubrics and templates for completing the assignments and specify the criteria for grading those assignments so I can evaluate student learning on a clear and consistent basis.

## Course Resources

American Anthropological Association. *AAA Style Guide*. Available electronically at the AAA website ([http://www.aaanet.org/publications/style\\_guide.pdf](http://www.aaanet.org/publications/style_guide.pdf)).

Becker, Howard S. *Writing for Social Scientists*. Chicago: University of Chicago Press, 1986.

Turabian, Kate L. *A Manual for Writers*. Chicago: University of Chicago Press, 1996.

### Course Schedule and Topics

| <u>Dates</u>   | <u>Content Topics</u>         | <u>Learning Topics</u> |
|----------------|-------------------------------|------------------------|
| 26 January 09  | Course Introduction           | Systemic Learning      |
| 2 February 09  | ** Resumes & Cover Letters ** | Guest Speaker          |
| 9 February 09  | Research Projects             | Learning Contracts     |
| 16 February 09 | Resumes/CVs & Cover Letters   | (Short Class)          |
| 23 February 09 | Library & Internet Research   | Redfern (MLK 217)      |
| 2 March 09     | Research Projects             |                        |
| 9 March 09     | Written Communication         |                        |
| 16 March 09    | Effective Writing             |                        |
| 23 March 09    | ☺ Holiday ☺                   | ☺ Holiday ☺            |
| 30 March 09    | Organizing & Outlining        |                        |
| 6 April 09     | Editing & Responding          |                        |
| 13 April 09    | ** Writing Workshop **        |                        |
| 20 April 09    | Revising & Polishing          |                        |
| 27 April 09    | Writing for Public Audiences  |                        |
| 4 May 09       | Revising & Polishing          |                        |
| 11 May 09      | Writing Workshop              |                        |
| 20 May 09      | Final Exam Period             | Final Exam Period      |

### Course Grading Policies

An integrated set of course materials are available in electronic form on the course website, including detailed guidelines for all assignments that include specific grading criteria for each assignment. Students should familiarize themselves with these materials and use them to proactively prepare for class sessions and assignments on a timely basis. Assignments will be penalized 10% each week they are late, unless there are compelling circumstances. When preparing these assignments, it is important to remember that people who live and work in a globalizing world must be able to communicate successfully with a broad variety of audiences. SJSU graduates are expected to write well and deliver effective presentations, which usually require several iterations to refine before work is sufficiently polished to be shared with others. Students should pay close attention to the guidelines and templates for each assignment, particularly in terms of ensuring that they are submitted in the appropriate format for that assignment. It is also helpful to seek feedback and suggestions from others (including members of the learning teams) to help finalize your work. In addition, the University offers assistance for students through group workshops and individual consultations at the SJSU Writing Center (<http://www.sjsu.edu/writingcenter/>).

## **SJSU Academic Integrity Policy**

SJSU expects all students enrolled in the University, whether on a matriculated or extended education basis, to act in accordance with accepted academic and professional standards for integrity at all times. Official University policy states that:

Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found online (<http://www2.sjsu.edu/senate/S04-12.pdf>).

The most common issues of academic integrity are usually associated with some form of plagiarism, which is using other people's ideas and words without clearly acknowledging the source of that information. Sometimes it is tempting to copy other people's ideas (from the Internet, textbooks, magazines, lectures, or student papers) and incorporate them into your own work. As a result, it is very important to give proper credit to those sources. If proper credit is not given, then you are passing these ideas and words off as your own. This is both unethical and illegal. Students who engage in any form of academic dishonesty that contravenes SJSU policy will result in a failing grade (F) on that assignment for all parties involved and may lead to dismissal from the course and possibly the University.

## **SJSU Disability Policy**

SJSU also recognizes that some students may require special accommodations to participate in a particular course. If any student in this course needs such assistance and/or would like to share emergency medical information, especially as it might affect potential safety issues like evacuation procedures, please contact me privately as soon as possible so we can decide how to proceed. Presidential Directive 97-03 requires that students with disabilities register at the Disability Resource Center (924-6000) to establish a record of their disability so they can utilize the University's resources.

## **Department Learning Objectives**

### **Knowledge**

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

### **Skills**

- Ability to access various forms of anthropological data and literature.
- Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues.
- 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.
- Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.

### **Professional Values**

- Knowledge of political and ethical implications of social research.

## **Area Z Learning Objectives**

### **Written Communication II**

For those students beginning continuous enrollment in Fall 2005 or later, completion of or co-registration in a 100w course is required for enrollment in all SJSU Studies courses. Courses used to satisfy Areas R, S, and V must be taken from three separate SJSU departments or other academic units. ANTH 100w has been designed to meet the University's Written Communication II (Area Z) requirements for students majoring in Anthropology, Behavioral Science, and related social science fields. Students shall write complete essays that demonstrate college-level proficiency, in terms of being able to:

### **Student Learning Objectives**

- Refine the competencies established in Written Communication IA and IB.
- Express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.
- Organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.