

**San José State University**  
**College of Social Sciences**  
**ANTH 100W, Writing Workshop, Spring 2014**

**Instructor:** Dr. Guadalupe Salazar  
**Office Location:** Clark Hall 402H  
**Telephone:** (408) 924-5730  
**Email:** [guadalupe.salazar@sjsu.edu](mailto:guadalupe.salazar@sjsu.edu)  
**Office Hours:** T/TH 8:00 – 8:30 am  
12:00 – 1:00 pm  
3:00 – 4:00 pm  
**Class Days/Time:** Tuesday / Thursday 1:30 pm – 2:45 pm  
**Classroom:** Clark 310  
**GE/SJSU Category:** Area Z

**Faculty Web Page:** <http://www.sjsu.edu/people/guadalupe.salazar>

### **Course Description**

This **Writing Workshop** is designed to help students develop appropriate writing skills for the fields of anthropology and behavioral sciences. These skills include citation styles, research papers, reports and scholarly communication. There are no required texts for this course but students are required to obtain personal copies of writing guides. Options will be discussed in class.

This course is required for graduating from San Jose State. Our primary goal is to help students majoring in Anthropology and Behavioral Science, as well as other social sciences, develop advanced writing skills to enhance their ability to communicate effectively with a variety of specialized and general audiences. More to the point, improved writing skills will enhance your academic and professional careers.

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

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

### **Learning Objectives**

Upon successful completion of this course, students will be meet the competencies established in Written Communication IA and IB as summarized below:

- Students will be able to explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.
- Students will be able to organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.

- Students shall be able to demonstrate proficiency at gathering and critically assessing research materials, including library resources and internet materials.

#### **Specific outcomes include:**

- 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.

#### **Measures Outcomes**

- Students will read several articles in the Social Sciences, they will recognize and summarize elements of professional writing, referencing and citation.
- Students will complete a series of written critiques, abstracts, précis and research summaries to develop critical skills of communication.
- Students will complete a comprehensive term paper on a topic in the social sciences drawing on original research that includes appropriate citations and reference styles (4000 words including references).

Essential policy points: **No late work will be accepted.** Be prepared. Procrastination is not an option. This class is predicated on the concept that you will build your research paper in a systematic fashion. There are many supplemental assignments and benchmark assignments during the term and these must be submitted for assessment on time in order to have the appropriate and timely feedback before proceeding to more complex steps in the writing process.

#### **Important Websites:**

<http://www.saa.org/AbouttheSociety/Publications/StyleGuide/tabid/984/Default.aspx>

[http://www.aaanet.org/publications/style\\_guide.pdf](http://www.aaanet.org/publications/style_guide.pdf)

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

### **Assignments and Grading Policy**

<b>Assignment</b>	<b>Points</b>	<b>Date</b>	<b>Grade Scale</b>
Précis (8 @ 5)	40 points	Weeks 2 thru 9	315 – 350 = A
Ethnographic Interview	10 points	Week 2 and 4	280 – 314 = B
Preliminary thesis statement	5 points	Week 3	245 – 279 = C
Thesis statement	10 points	Week 4	210 – 244 = D
Quiz	10 points	Week 4	209 ↓ = F
Preliminary Annotated Bibliography	10 points	Week 5	
Tentative outline	3 points	Week 6	
Expanded outline	7 points	Week 7	
Annotated Bibliography	20 points	Week 8	
Abstract	5 points	Week 11	
Research paper	100 points	Week 12	
Peer editing (3 @ 10)	30 points	Weeks 8, 9, 12	
Corrected Research Paper	25 points	Week 13	
Statement of purpose/Letter of intent	10 points	Week 14	
Resumé	10 points	Week 15	
Cover letter	5 points	Week 16	
Final Exam	50 points	Week 17	
<b>Total:</b>	<b>350 points</b>		

I assign plus and minus grades at my discretion and use in class participation to adjust marginal grades. In this course, where participation is required, the quality of participation will be noted.

## 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.

## University Policies

---

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

### Dropping and Adding

Find the procedures and deadlines for adding and dropping classes.

**Catalog Policies**        <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/)

**Late Drop 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>

### 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>

**Student Conduct and Ethical Development website**    <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)

**Accessible Education Center**    <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/>

**Peer Connections website**    <http://peerconnections.sjsu.edu>

**Writing Center website**        <http://www.sjsu.edu/writingcenter>

**Counseling Services website**    <http://www.sjsu.edu/counseling>

# ANTH 100W

## Spring 2014

### Course Schedule

Students will be informed about changes to the schedule ahead of time. Students are responsible for noting those changes.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan. 23	<b>Introduction to the class</b>
2	Jan. 28	<b>Writing Effectively</b> Précis / Abstracts / Synopsis <b>Writing Exercise:</b> What are your writing strengths and weaknesses <b>Read:</b> How to Read Journal Articles in the Social Sciences, pp. 1-49 (PDF) <b>Read:</b> Student's Guide: Précis pg. 22-23 Ethnographic Interview
	Jan. 30	<b>Read:</b> Student's Guide: I. Reading Anthropological Literature Brainstorming research paper topics
3	Feb. 4	<b>Research for papers</b> Library / internet <b>Meet in MLK Library Room 213 @ 1:30 pm</b> <b>Read:</b> How to Read Journal Articles in the Social Sciences, pp 50-104(PDF) <b>Read:</b> An Ethnographic Study of the Social Context of Migrant Health in the United States (PDF) <b>Due:</b> Précis 1
	Feb. 6	<b>Citation Standards</b> Chicago Style / AAA <b>Read:</b> Student's Guide: II. Moves Anthropologists Make <b>Due:</b> Ethnographic Interview <b>Due:</b> Preliminary thesis statement
4	Feb. 11	<b>Quiz: AAA Citation Style</b> <b>Reference Standards</b> Research paper / topics / procedures Professional integrity <b>Read:</b> Fecal Matters: Habitus, Embodiments and Deviance (PDF) <b>Due:</b> Thesis Statement Reduction editing <b>Due:</b> Précis 2
	Feb. 13	<b>No Class - Anthropology of Childhood and Youth Annual Meeting</b>
5	Feb. 18	<b>Evaluating sources</b> <b>Read:</b> Persona and Authority (PDF) <b>Read:</b> Second Class Citizens in the Making: Street Children in Chile (PDF) <b>Due:</b> Précis 3
	Feb. 20	<b>Read:</b> Student's Guide: III. Writing Assignments <b>Read:</b> Student's Guide: An Annotated Paper <b>Due:</b> Preliminary Annotated Bibliography
6	Feb. 25	<b>Organizing / outlining</b> Critiquing writing Structuring your paper

Week	Date	Topics, Readings, Assignments, Deadlines
	Feb. 27	<b>Read:</b> Illnesses that you have to fight to get: Facts as forces in uncertain emergent illness (PDF) <b>Due:</b> Précis 4  <b>Read:</b> Student Guide: IV. Working with Sources and a Note on Theory <b>Due:</b> Preliminary Research Paper Outline
7	Mar. 4	<b>Thesis Writing</b> Audiences Crafting a statement <b>Read:</b> Construction of Chronic Illness (PDF) <b>Due:</b> Précis 5
	Mar. 6	<b>Due:</b> Expanded Outline
8	Mar. 11	<b>Evaluating research sources</b> <b>Read:</b> "I just want permission to be ill": Toward a sociology of medically unexplained symptoms (PDF) <b>Due:</b> Précis 6
	Mar. 13	Bring Research Paper Draft <b>Due:</b> Annotated Bibliography <b>Peer Editing 1:</b> Reworking and rephrasing
9	Mar. 18	<b>Common Writing Errors - Punctuation</b> <i>School House Rock:</i> Grammar Basics <b>Peer Editing 2:</b> Reworking and rephrasing <b>Read:</b> Stigma, Liminality and Chronic Pain: Mind-Body Borderlands (PDF) <b>Due:</b> Précis 7 <b>Due:</b> Research Paper Abstract (200-250 words)
	Mar. 20	<b>No Class – Society for Applied Anthropology Meetings</b>
10	Mar. 25 & Mar. 27	<b>Spring Break!</b>
11	Apr. 1	<b>Sentence Structure</b> Active voice / passive voice Subject / object
	Apr. 3	<b>Due:</b> Research Paper (4000 words including references)
12	Apr. 8	<b>More Common Errors</b> <b>Vocabulary / redundancy / punctuation</b> Editing your paper <b>Read:</b> TBD <b>Due:</b> Précis 8
	Apr. 10	<b>Due:</b> Draft paper and references <b>Peer Editing 3:</b> Reworking and rephrasing
13	Apr. 15	<b>Communicating with different audiences</b> <b>Read:</b> The Benefits for Children with Inflammatory Bowel Disease of Attending Summer Camp
	Apr. 17	<b>Due:</b> Corrected Research paper
14	Apr. 22	<b>Statements of purpose / Letter of intent</b>
	Apr. 24	<b>Due:</b> Statement of purpose / Letter of intent
15	Apr. 29	<b>Your Résumé</b> Skills based / experience based / goals based

Week	Date	Topics, Readings, Assignments, Deadlines
	May 1	<b>Due:</b> Résumé
16	May 6	<b>Cover letters</b> Letters of intent
	May 8	<b>Due:</b> Cover Letter
17	May 13	Wrap-up
<b>Final Exam</b>	<b>Monday May 19</b>	<b>12:15 pm – 2:30 pm</b> <b>Clark Hall 310</b>