San José State University  
College of Social Science/Geography Department  
Geography 100W, Fall 2009

Instructor: Professor Davis  
Office Location: WSQ Hall 111E  
Telephone: (408) 924-5485  
Email: Kathryn.Davis@sjsu.edu  
Office Hours: Tuesday 9-10; Thursday 2-5  
Class Days/Time: Tuesday 3-5:45  
Classroom: CL 122  
Prerequisites: Passing score on WST, completion of Core GE, upper division standing  
GE/SJSU Studies Category: Area Z, Written Communication II

Faculty Web Page and MYSJSU Messaging (Optional)  
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on the course website at eCampus. Make sure you check the site periodically as that is where I will place most handouts. If you lose your syllabus, this is where you will find the replacement. You are also responsible for regularly checking with the messaging system through MySJSU as this is how I will normally communicate if I need to contact the whole class.

Course Description  
Geography/GLST 100W is an advanced writing and reading course in which students will develop advanced proficiency in college-level writing appropriate to the interdisciplinary nature of the programs. Successful learning and success in your career after SJSU depends on proficient communication of ideas to others. This process begins in Written Communication 1A and 1B and continues in Geography 100W, building on the tools acquired in those earlier courses. Geography 100W will refine student skills in generating new ideas, conducting research to support those ideas, and communicating conclusions to others both orally and in writing. Students will learn to express (explain, analyze, develop, and critique) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse. Students will be introduced to scholarly works in geography that are models of excellence in the discipline. Students will learn to make a convincing and intellectually supportable argument for consideration
of new ideas by geographers as well as a general audience, including appropriate editorial standards for citing primary and secondary sources.

**Course Goals and Student Learning Objectives**

“Written Communication II should reinforce and advance the abilities developed in Written Communication 1A and 1B, and broaden and deepen these to include mastery of the discourse peculiar to the discipline in which the course is taught.”

**GE/SJSU Studies Learning Outcomes (LO), if applicable**

Upon successful completion of this course, students in Geography/GLST 100W will:

- **LO1**: Be able to read, interpret, and critically analyze scholarly texts and to respond critically both orally and in writing;
- **LO2**: Have refined skills learned in Written Communication 1A and 1B and learn how to effectively design, carry out, write, and present a research project at a level of sophistication expected of upper division university students.

**Course Content Learning Outcomes**

Upon successful completion of this course, students will:

- **LO3**: Be able to develop research methods and techniques appropriate to the discipline
- **LO4**: Demonstrate the ability to synthesize (orally and in writing) ideas encountered in multiple readings
- **LO5**: Have the ability to use (locate, analyze, and evaluate) supporting materials, including independent library research, and identify key concepts and terms that describe the information needed
- **LO6**: Have gained proficiency in both traditional and contemporary research strategies and methodologies necessary for writing research-informed papers that communicate complex ideas effectively and appropriately to both general and specialized audiences
- **LO7**: Organize and develop essays for both professional and general audiences

**Diversity**

All assignments will require attention to issues of diversity. The readings for this course address diversity across ethnicity, race, class, gender, religion, etc. and students will learn to incorporate attention to diversity into their own work.

**Required Texts/Readings**

**Textbook**


Other Readings

Articles available on course website for download or reading online:
- Carl Sauer, Education of a Geographer
- C.L. Salter and Peter Meservé, Life Lists and the Education of a Geographer
- Pierce Lewis, Learning from Looking: Geographic and Other Writing About the American Cultural Landscape

Recommended:


Classroom Protocol

Attendance and participation are crucial to your success in this course. A portion of your grade will be based on your participation. In order to receive an A or a B in participation, you must do more than just attend class. You will need to demonstrate to me that you are keeping up with the readings and thinking about the questions raised in lecture and discussion. I expect all students to actively engage in class discussion, participate in any group activities, and come to class prepared. If you must miss class due to illness or a family emergency, be sure to find out from a classmate what we covered in class. I do not give out my lecture notes, nor do I provide private lectures for students who miss class. It is always a good idea to let me know via email if you are ill or have some other emergency.

There may be period quizzes to make sure you are keeping up with the reading. There will also be unannounced in-class writing assignments. These will count toward your grade. There will be no opportunity make up missed quizzes or in-class writing assignments.

Please do not read non-course-related-material during class. This includes newspapers, magazines, letters, material for other courses, etc. Refrain from conversation or inappropriate comments while the professor or your classmates are speaking. The use of personal stereo equipment, games, or personal communication devices during class is strictly forbidden. Turn them off before coming into class. If you need to catch up on your sleep, do not do it in this class. I do not allow the use of laptops or other such devices for note-taking unless otherwise announced. Students violating these rules may be asked to leave class.

It is important to be on time, but if you must be late, please enter the room quietly and take the first available seat. Get your materials out quietly. Please do not let the door slam shut.
Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, academic renewal, etc. Refer to the current semester’s catalog policies section at http://info.sjsu.edu/static/catalog/policies.html for any add/drop deadlines, policies, and procedures section and specific registration information. Late drop policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Assignments and Grading Policy

This course fulfills SJSU’s requirement for courses that satisfy the “Written Communication II” SJSU Studies requirement, which states that students must write a minimum of 8,000 words and receive a grade of C or better in order to pass the course. In this course, students will write approximately 10,000 words. In addition to writing, students will give oral presentations, participate in group discussion, and perform peer reviews. Semester grades will be based on the following assignments and activities. All assignments are due at the start of class, unless otherwise announced. Late work will be accepted only with an official note from a doctor, court officer, or other official unless arrangements have been made with me in advance. I do not accept assignments via email or in my department mailbox. You must personally turn your work in at the beginning of class.

Out of class assignments must be typed and printed, single-sided on white paper in black ink. Papers must be double-spaced with 1” margins and Times New Roman font. Pages must be stapled – no paper clips, folded corners, plastic covers, or folders. Each page must include a header with your last name and the page number. Each out-of-class assignment must also have a title, although only the Biographical Sketch and Research Paper need a title page. Geography majors: keep an electronic copy of every paper or essay you write for this class, as it will become part of the portfolio you will put together during Senior Seminar.

In-class writing assignments will be written on white, 8 ½ inch, lined paper in blue or black ink only. You may use pencil if it is dark enough to read but not smear. Unless your handwriting is legible, print. I will not struggle to read papers that are illegible. Keep all writing assignments and course materials in a 3-ring binder, which you must bring with you to every class meeting.

Turnitin.com

All out of class assignments must be submitted to me in hard copy, but must also be submitted to turnitin.com. I will not read papers that have not been submitted to turnitin. If you forget to submit online, but bring a copy to class I will deduct 10% from your grade – but only if you submit to turnitin within 24 hours of the due date.

Register for class before the end of the first week. You will have an assignment due for the second class meeting.
To register for turnitin, if you already have an account, log in using your email and password. If you have never used the system before, you will need to create an account using the New Users selection at the top right of the home page.

**ID and Password for Turnitin.com**
ID: 2807837
Password: fall09

**Assignments**

*Reading Responses:* For each reading assignment in *The Country in the City*, you will turn in a 1-2 page response to the reading. Each essay must be a minimum of 300 words. The purpose is to help you organize your thoughts about the reading and prepare for class discussion. This is a response, not a summary of the reading. In your response articulate your perspective on what strikes you as interesting, important, what you agree or disagree with, etc. This will not be accepted late for any reason. The purpose is to help begin and move a class discussion along so there is no point to accepting them late. (SLO 1, 4, 7)

*Vocabulary:* Each week you will bring to class a new vocabulary word. You need the following information: (1) Source: where did you read it (2) sentence encountered in (3) definition (4) use the word in a sentence. These will be discussed each week and will be part of the final exam. (SLO 5)

*Biographical Sketch:* You will write a biographical sketch of an influential person in your field. Academic disciplines have been shaped by individuals, mainly through their ideas, research, and writing. Your task is to prepare a detailed biographical sketch of one of these people. The minimum word count is 1250 (~5 pages). (SLO 1, 2, 3, 5, 6, 7)

Your sketch will include the following:
- **Life History:** Birth and (if not alive) death dates, educational background, any family or personal information you can find.
- **Professional Contribution to the Field:** Detailed explanation of the contribution this person made to the discipline. Include examples of his/her writing, analysis of the type of work done, overall influence made on the field.
- **Annotated Bibliography of Written Work:** Select several (5-6) examples of his/her work and prepare a short annotated bibliography of each.

*Oral Presentation:* Each student will present her/his biographical sketch to the class. Your presentation should last about 5 minutes but no longer than 10 minutes. Your talk should be well-organized, interesting, and include information in your essay. You will also need to provide a handout for the class summarizing your talk and including the annotated bibliography. (SLO 1, 6, 7)

*Out-of-Class Essays:* There will be three essays based on different aspects of the articles we will read over the first half of the semester. Each essay must be a minimum of 750 words or 3 pages of text. (SLO 1, 4, 5)

*Research Paper:* You will write a research paper on a topic of your choice. The paper should be 10-12 pages. Your paper will be peer-reviewed and then revised before the
final draft is submitted. You must select a topic for your paper no later than the beginning of class on September 15. During that class we will briefly discuss the topic you have chosen. You must use a minimum of 7 academically appropriate sources – books, book chapters, and/or articles. You may not use internet sources or encyclopedias of any type. Images, maps, tables, etc. do not count in the total number of pages required for the paper. Your paper must also include a title page and Works Cited Page. We will discuss this more in-depth during class. (SLO 1, 2, 3, 4, 5, 6, 7)

Peer-Review: Each student will have her/his research paper peer reviewed by the class in a workshop format. During this activity each paper will be discussed for about 15 minutes. The student whose paper is being critiqued may take notes and answer questions, but otherwise may not speak. At the end of the 15 minutes you may ask questions to clarify what has been said. The workshop grade will be a combination of evaluation of your fellow student’s writing as well as your participation in the discussion of other student’s papers. Students will make comments, corrections, etc. on one another’s papers and will also turn in a 1-page critique with copies for me and the students who wrote the paper. (SLO 1, 4, 7)

Participation: This class will be run as a seminar, which requires active participation of all members. Attendance alone will not be used as a criterion for grading, but the amount and quality of your participation will affect your final course grade. Quality class participation includes volunteering information and ideas (appropriate to the topic) to class discussions, as well as contributing (with solid effort) to group in-class activities. In-class writing assignments will also be factored into your participation grade. Students should attend all meetings of all classes, not only because they are responsible for material discussed therein, but also because active participation is essential to insure maximum benefit for all members of the class. Learning is a collaborative process. If we all share our ideas about the meaning we make of the material, our experience, both individually and collectively, will be much richer. (SLO 1, 4, 6, 7)

Assignment Weight
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<tr>
<th>Assignment</th>
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<tbody>
<tr>
<td>Participation</td>
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<tr>
<td>Reading Responses</td>
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<tr>
<td>Oral Presentation</td>
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<tr>
<td>Workshop</td>
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<td>Biographical Sketch</td>
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<tr>
<td>Out of Class Essays</td>
<td>15%</td>
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<tr>
<td>Weekly Vocabulary</td>
<td>5%</td>
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<tr>
<td>Research Paper</td>
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There is no such thing as extra credit in this class. You must complete the assignments and do your best work in order to do well in this class!

University Policies

Academic integrity

Students should know that the University’s Academic Integrity Policy is available at http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html. 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 Student Conduct and Ethical Development website 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 by the individual student unless otherwise specified. If you would like to include in your assignment 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.

**Citing Sources**

Plagiarism in this course will lead to grade penalties. It might also result in your failing the course and/or having the incident permanently noted in your SJSU student records. If you are unsure what constitutes plagiarism, it is your responsibility to educate yourself, or ask for clarification, before you turn in written work. Learning when to cite a source, and when not to is an art, not a science. However, here are some examples of plagiarism that you should be careful to avoid:

- If you use a sentence (or even part of a sentence) that someone else wrote and do not reference the source, you have committed plagiarism.
- If you paraphrase someone else’s theory or idea and do not reference the source, you have committed plagiarism.
- If you use a picture or table from a web page or book and do not reference the source, you have committed plagiarism.
- If your paper incorporates data that someone else has collected and you do not reference the source, you have committed plagiarism.

The SJSU Library has a tutorial that explains how to identify and avoid plagiarism available at the library website. In addition, the University of Indiana has developed a very helpful website with concrete examples about proper paraphrasing and quotation. In particular, take a look at the following 3 pages:

- [http://www.indiana.edu/~istd/overview.html](http://www.indiana.edu/~istd/overview.html)
- [http://www.indiana.edu/~istd/examples.html](http://www.indiana.edu/~istd/examples.html)

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

If you need course adaptations or accommodations because of a disability, or if you need to make 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 Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.
Student Technology Resources

Computer issues are not a valid excuse for incomplete or late assignments. There are resources on campus for your use. Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http://www.sjsu.edu/larc/.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Grading Rubric

An A paper complies with all aspects of the assignment. The writing is confident and clearly focused with a distinct voice or point of view. It is well-organized and developed, demonstrating a clear understanding of audience and purpose. There will be no logical fallacies, and it will display original, provocative thought while demonstrating advanced reading and writing abilities. It is a clear thesis developed thoroughly with abundant support including concrete details, examples, reasoning. All ideas in the paper will flow logically; the argument is identifiable, reasonable, and sound. It will demonstrate the student’s ability to use the English language effectively and to construct sentences that are both complex and varied. The reader will be convinced that the writer cares for her or his topic and is sincerely interested in conveying her or his ideas with clarity.

A B paper is generally still well organized and appropriate although the argument may not be as tight as in an A paper. There may be a very few unclear transitions or weak topic sentences. It may contain some minor flaws in sentence structure, grammar, or diction. The argument and flow of the narrative should still be logical although there may not be adequate insightful connections to sources. The thesis is still clear and reasonably developed with effective support (concrete details and examples), although links to the thesis may not be as clear as in an A paper.
A C paper will complete all aspects of the assignment, but may include fundamental weaknesses and only marginally support the paper’s thesis. It may even be difficult, but not impossible, for the reader to identify the thesis. There may be unclear or missing transitions. Ideas may not flow smoothly or there may be a simplistic view of the topic that does not meet the level of sophistication required in university writing. Still, there are no serious lapses in logic or reasoning. It is organized well enough to be easily readable with a beginning, middle, and end. There are very few, if any, serious errors in sentence structure, grammar, punctuation, and spelling.
# Geography 100W, Fall 2009

## Course Schedule

This schedule is subject to change with fair notice and how the notice will be made available.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings</th>
<th>Assignments, Deadlines</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>8/25</td>
<td>Introduction, course requirements, expectations</td>
<td>Diagnostic Essay #1</td>
</tr>
</tbody>
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| 2    | 9/1   | • Discussion of diagnostic essay  
      |       | • Birkenstein: Intro, Ch 1  
      |       | • Notes from a Native Daughter | Diagnostic Essay #2  
      |       | Vocabulary |
| 3    | 9/8   | • Discussion of diagnostic essay 2  
      |       | • Birkenstein, Ch 2-3  
      |       | • Sauer Education of a Geographer | Vocabulary  
      |       | Summary of Sauer article |
| 4    | 9/15  | • Grammar, Paraphrasing, Quoting  
      |       | • Birkenstein, Ch 4-5 | Research paper topic  
      |       | Vocabulary |
| 5    | 9/22  | **Furlough Day – no class** | Work on Biographical Sketch  
      |       | Vocabulary |
| 6    | 9/29  | Presentations | Biographical Sketch  
      |       | Vocabulary |
| 7    | 10/6  | • Birkenstein Ch 6-7  
      |       | • Learn by Looking | Summary & Response to Learn by Looking  
      |       | Vocabulary |
| 8    | 10/13 | • Life Lists  
      |       | • Birkenstein Ch 8-10 | Life List Essay Due  
      |       | Vocabulary |
| 9    | 10/20 | • Walker, Intro, Ch 1-2 | Reading Response  
      |       | Vocabulary |
| 10   | 10/27 | • Walker, Ch 3-4 | Reading Response  
      |       | Vocabulary |
| 11   | 11/3  | • Walker, Ch 5-6 | Reading Response  
      |       | Vocabulary |
| 12   | 11/20 | • Walker, Ch 7-8 | Reading Response  
      |       | Vocabulary |
| 13   | 11/17 | • Walker, Ch 9-10 | Reading Response  
      |       | Vocabulary  
<pre><code>  |       | Research Paper Draft #1 |
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<thead>
<tr>
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<tbody>
<tr>
<td>14</td>
<td>11/24</td>
<td>• Workshop</td>
<td>Peer Review for papers being workshopped today Vocabulary</td>
</tr>
<tr>
<td>15</td>
<td>12/1</td>
<td>• Workshop</td>
<td>Peer Review for papers being workshopped today Vocabulary</td>
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<tr>
<td>16</td>
<td>12/8</td>
<td>• Last Class – exam prep</td>
<td>Final Draft of Paper</td>
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<tr>
<td>Final Exam</td>
<td>12/10</td>
<td>Thursday 2:45-5:00, CL122</td>
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