

San José State - Anthropology
Anth100W (#20012), Writing Workshop, (3 Units, Area Z)
Spring 2016

Contact Information

Instructor:	Dr. Jennifer L. Anderson
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Office Hours:	TTH 1:00 to 2:45, and by arrangement
Class Days/Time:	TTH 3:00-4:15
Classroom:	Clark 310
Prerequisites:	Completion of core GE, ENGL 1B (with a grade of C or better), satisfaction of Writing Skills Test and upper division standing.
GE/SJSU Studies Category:	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. Students are strongly discouraged from taking this course if they are taking a heavy course load. Success in this course is predicated on handing in homework in a timely fashion and attending all class meetings.

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

GE Learning Outcomes (GELO)

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:

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 Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. Refine fundamental organizing, writing, and editing skills essential for effectively expressing ideas and data about complex sociocultural topics.
2. Clarify the appropriate focus, language, style, and format for communicating with different scholarly, professional, and public audiences.
3. Conduct independent research by locating, evaluating, synthesizing, and presenting information from a mix of primary and secondary sources.
4. Demonstrate proficiency to use these skills in a coherent manner to produce a variety of formal and informal pieces for different audiences.

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 450 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. Percentages are approximate percent of grade due to rounding.**

Work Due and Assignment Point Table for 100W

(450 points possible)

- Ethnographic Assignment Write up an ethnographic interview of a classmate in essay format (600 words minimum, 10 points, 2%). SLO1
- Twenty eight in-class short grammar and writing form quizzes (84 points, 18%) SLO1
- Six Notes Assignments Take notes on a selection of theoretical articles. Use Data collection sheet on class website (300 words each, 30 points for six, 7%)
- Six Précis on theoretical articles due (a minimum of 600 words each , 60 points for six, 13%) SLO 2, 4, 5
- Preliminary Bibliography (Ten sources, 200 words approximately, 10 points, 2%) SLO 5
- Preliminary thesis statement. It should include a description of your subject area in play. (25 words, 5 points, 1%) SLO 3, 4
- Second Draft thesis statement. (10 points, 200 words, 1%) SLO 4
- Tentative Outline (200 words, 5 points, 1%) SLO 5
- Expanded outline (300 words, 15 points, 3%) SLO 5

- Abstract (5 points, 200 word minimum, 250 word maximum, 1%) SLO 1
- A draft of the first half of the Research Paper including Borrowing and Extending, 25 points, 6%)
- Research paper draft, must include Bibliography (3000 words, about 10 pages excluding title page, 75 points, 17%) SLO 1,2,3,4,5
- Corrected Research Paper (25 points, 5%) SLO 1
- PowerPoint Presentation. (25 points, 1000 words, 5%) SLO 1,5
- Resumes (300 word minimum, 10 points, 2%) SLO 1,5
- Statements of Purpose (300 word minimum, essay format, 10 points, 2%) SLO 1,5
- Cover letters (150 word minimum, 6 points, 1%) SLO 1,5
- Final - Open Book Final (500 word minimum, 35 points, 8%) SLO 2,5

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. *“This course must be passed with a C or better as a CSU graduation requirement.”*

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

A+ 98-97 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

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

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. To learn important campus information, view [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester's [Policies and Procedures](http://info.sjsu.edu/static/catalog/policies.html), at <http://info.sjsu.edu/static/catalog/policies.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 address the issue, it is recommended that the student contact the Department Chair as the next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires 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](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center \(AEC\)](http://www.sjsu.edu/aec) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Anth 100W/ Writing Workshop, Fall 2016, Course Schedule

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

Course Schedule

Module	Date	Topics, Readings, Assignments, Deadlines
1	1/28/2016	<ul style="list-style-type: none">• Topic: "Introduction to Class," "Ethnographic Interviewing"• Download the "Ethnographic Worksheet" and bring it to the next class.• Quiz 1
2	2/2/2016	<ul style="list-style-type: none">• 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. Due in Module 4.• Quiz 2
3	2/4/2016	<ul style="list-style-type: none">• 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	Date	Topics, Readings, Assignments, Deadlines
4	2/9/2016	<ul style="list-style-type: none"> • Topic: Format of Anthropological Writing • Ethnographic Interview of Classmate due. (600 words, 10 points) • Quiz 4
5	2/11/2016	<ul style="list-style-type: none"> • Topic Writing Strategies • Read: “A Student’s Guide to Reading and Writing in Social Anthropology,” page 13-19 • Quiz 5
6	2/16/2016	<ul style="list-style-type: none"> • 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
7	2/18/2016	<ul style="list-style-type: none"> • 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
8	2/23/2016	<ul style="list-style-type: none"> • Topic: The Research Paper • Read: “A Student’s Guide to Reading and Writing in Social Anthropology,” page 26-31 • Activity: Learning to Use Refworks • Précis 1 - Précis of the Bennett and Csikszentmihalyi article due. (600 words, 10 points) • Quiz 8
9	2/25/2016	<ul style="list-style-type: none"> • Topic: Finding the Right Sources • Download and Read: “Finding Scholarly Peer-Reviewed Articles” from

Module	Date	Topics, Readings, Assignments, Deadlines
		<p>Canvas</p> <ul style="list-style-type: none"> • Activity: Using Articles and Databases, Exporting Citations, Using Boolean Search Strategies, Customizing Google Scholar • Prepare Your Preliminary Bibliography to submit in the next module. It should be in Chicago Author-Date format. (Ten sources, 200 words approximately, 10 points) • Quiz 9
10	3/1/2016	<ul style="list-style-type: none"> • Topic: Thesis Statements • Preliminary Bibliography due • 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) When you receive your corrected preliminary thesis, start expanding your thesis in the light of my comments. Check Canvas for the due date. • Start reading the articles you have found in your search of scholarly sources • Begin Annotated Bibliography. As you read research papers, you will take notes and write a short précis on each. The précis are due over the next ten classes. These are the basis of your research paper. 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. Each note and précis must include a correctly formatted Chicago Author Date Citation. Notes 2 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) • Start on Notes 2 and Précis 2. Check Canvas for the due date. • Quiz 10
11	3/3/2016	<ul style="list-style-type: none"> • Topic: Professional Integrity • Read: “When to Cite,” and “Fair Paraphrase” • Notes 2 Due • Start writing Précis 2. • 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” (150 word maximum, 5 points) Check Canvas for due date.

Module	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> • Quiz 11
12	3/8/2016	<ul style="list-style-type: none"> • Topic: Outline Construction • Read: “Using Outlines” • Draft expanded thesis statement due. (5 points, 150 words maximum) • In class, 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. It is due tonight. • Read: Elements of the Anthropological Research paper. This will provide you with a guide for your outline. • Précis of one research article due. (Précis 2, 10 points, 300 words) Submit to Canvas. • Start writing Note 3 (300 words, 5 points) • Quiz 12
13	3/10/2016	<ul style="list-style-type: none"> • Topic: Expanding the Outline • Review: “Using Outlines” • Review Student’s Guide to Reading and Writing in Social Anthropology, pp. 13-16. “Entering the Conversation” and “Borrowing and Extending.” • 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. • Note 3 due • Start to write Précis 3. (Précis 3, 10 points, 300 words) • Quiz 13
14	3/15/2016	<ul style="list-style-type: none"> • Topic: Abstracts • Read: “Student Abstract Guide” • Précis 3 due. . (Précis 3, 10 points, 300 words) • 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 4 (Notes 4, 5 points, 300 words) • Quiz 14
15	3/17/2016	<ul style="list-style-type: none"> • Writing Workshop (Outline further expanded to include body of paper) • Abstract due. (10 points, 150 word minimum, 200 word maximum) • Notes 4 due (5 points, 300 words) • Work on Précis 4. (Précis 4, 10 points, 300 words) • Work in class on expanding your outline to form the body of your paper (bring relevant materials) • Read “How to Approach Writing a Field Report” in Canvas • Start gathering field data • Quiz 15
16	3/22/2016	<ul style="list-style-type: none"> • Writing Workshop (Paper Format)

Module	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> Expanded Outline due. Précis 4 due. (5 points, 300 words) Notes 5 due at the next class. Read: “Anth100W Research Paper Template” and “Sample Paper on Tea Ritual” Study this resource: http://www.chicagomanualofstyle.org/tools_citationguide.html Start work in class organizing your research paper (bring relevant materials). The paper should be 3000 words. This is worth 75 points, a large portion of your grade! Quiz 16
17	3/24/2016	<ul style="list-style-type: none"> Writing Workshop Review Student’s Guide to Reading and Writing in Social Anthropology, p. 16. “Establishing Authority” Think about gathering some field data. Notes 5 Due Précis 5 due in the next class Writing Workshop (bring relevant materials) Read: “Punctuation” Quiz 17
Spring Vacation – March 28-April 1		
18	4/5/2016	<ul style="list-style-type: none"> Writing Workshop Précis 5 Due Start writing Note 6 Discussion of Interview types and associated data gathering Start work on First Draft of Research Paper “Borrowing and Extending” Quiz 18
19	4/7/2016	<ul style="list-style-type: none"> Writing Workshop Note 6 due. Précis 6 due at next class. By this point you should have a thesis, an abstract, a detailed outline, a bibliography, and six articles from which you can borrow and extend. You should also be have gathered some field data. You are ready to start writing your final research report. Start now! Read: “En Dashes and Em Dashes Review: American Anthropologist Style Guide
20	4/12/2016	<ul style="list-style-type: none"> Writing Workshop Précis 6 due. (5 points, 300 words) Review “Countering” and “Stepping Back” in “A Student’s Guide to Reading and Writing in Social Anthropology” (pp. 17-18) Bring some field data to discuss

Module	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> • Quiz 20
21	4/14/2016	<ul style="list-style-type: none"> • Topic: The Conference Scene • Read: Hargittai – “The Conference Scene” • Writing Workshop for Draft first half of research paper • Quiz 21
22	4/19/2016	<ul style="list-style-type: none"> • More about Meetings • Read: Hargittai – “Conference Do’s and Don’t’s” • Workshop for Final Paper • First Draft First Half of the Paper due. • Quiz 22
23	4/21/2016	<ul style="list-style-type: none"> • Topic: How to Write a PowerPoint and Present a Paper at a Meeting • Workshop for Final Paper • Begin to collect images to illustrate your PowerPoint and select a format. • Quiz 23
24	4/26/2016	<ul style="list-style-type: none"> • Topic: About PowerPoints • Workshop: Bring your paper and prospective illustrations for your PowerPoint. Break your draft paper into ten sections and choose an illustration for each. You should have ten slides. You will have to edit and abbreviate sections. It should be about 1000 words. You should be able to present your paper in less than ten minutes. Do not expect to access the web to show video. • Continue working on your Paper and your PowerPoint. • Quiz 24
25	4/28/2016	<ul style="list-style-type: none"> • Topic: Professional Resumés • Study the Resumé Rubric on the class website. • Read: “Things to Avoid in Job Applications and Resumés” • Prepare your Resumé for the next class (300 word minimum, 10 points) • You Should be Finishing Your Paper! • Quiz 25
26	5/3/2016	<ul style="list-style-type: none"> • Topic: Statements of Purpose • Read: “Statements of Purpose” • Resumés due • Prepare your Statement of Purpose (300 word minimum, essay format, 10 points) • Research paper due, must include Bibliography (3000 words, 75 points) • Quiz 26
27	5/5/2016	<ul style="list-style-type: none"> • Topic: Cover letters • Read: Writing Cover Letters on class website • Statements of Purpose due (300 word minimum, essay format, 10 points) • PowerPoints due in the next class. • Quiz 27

Module	Date	Topics, Readings, Assignments, Deadlines
28	5/10/2016	<ul style="list-style-type: none"> • Topic: Reminders about PowerPoints • Cover Letter due. (150 word maximum, 5 points) • PowerPoint Presentation due. (25 points, 1000 words) Submit it to Canvas and bring it on a thumb drive. • Oral PowerPoint Presentations begin. You are required to attend. • Quiz 28
29	5/12/2016	<ul style="list-style-type: none"> • Corrected Research Paper due (25 points for re-writing) • More PowerPoint Presentations • Take Home Final Handed Out
Final Exam	5/24/2016	<ul style="list-style-type: none"> • Open Book Final (35 points) due in our classroom between 12:15-2:30 P.M. on Tuesday, May 24.