

# **ANTHROPOLOGY/BIOLOGY/HEALTH SCIENCE 140: HUMAN SEXUALITY F'07**

**Section 2:** TTh 9-10:15 am. DMH231, Anthro Code: 55427 Bio: 56047 HS: 56040

**Section 4:** TTh 12-1:15 pm. WSQ004, Anthro Code: 55429 Bio: 56048 HS: 56041

**Section 5:** W 6-8:45 pm. CL303, Anthro Code: 55431 Bio: 56049 HS: 56042

*Please remember your section number. This is NOT the same as the course code.*

**INSTRUCTOR:** Dr. Carol Mukhopadhyay **EMAIL:** mukh@email.sjsu.edu

**MY OFFICE:** Clark 404L **OFFICE PHONE:** (408) 924-5732

**DEPT. OFFICE:** Clark 469. **Dept. Phone** (408) 924-5710. **Dept. Fax:** 408.924.5348

**OFFICE HOURS:** TuTh 10:30-11:30 am, 2-3 pm., Wednesday 4-5 pm. and by appointment.

## **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-disciplines.
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 various sexual research methodologies and their strengths and weaknesses; and 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: SJSU General Education/ 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 to live and work intelligently, responsibly, and cooperatively in a multicultural society and to 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 the 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:** This course satisfies the Advanced GE requirements in category S. In order to enroll, you must have completed the Core GE requirements, passed the Writing Skills Test, and have upper division standing (junior or senior). If you are a new student at SJSU, you must also have completed or be currently enrolled in a 100W course. Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different SJSU departments. [See University Catalog].

### **COURSE REQUIREMENTS:**

**BASIC TEXTBOOK:** Hyde, J. and J. De Lamater, Understanding Human Sexuality, 9<sup>th</sup> edition only. 2006. McGraw Hill. **CUSTOM version for SJSU** available at Spartan, or Roberts Bookstore. .

**COURSE READER:** Mukhopadhyay, C. Readings in Human Sexuality. Available *in class* on \_\_\_\_\_ or at Maple Press, 481 E. San Carlos (between 10<sup>th</sup> & 11<sup>th</sup>, next to SUBWAY).

**General Purpose Answer Sheets:** You will need 4-6 General Purpose (not Scantron) forms for taking exams and for any in-class surveys. These are available in the bookstore. Please purchase them now.

#### **Examinations: 80 % of your grade (80 points)**

There will be 2 midterms and a final exam. The final will cover the last third of the course with 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 guide you to the most relevant portions of assigned readings and class material.

*Exam 1: 25 points          Exam 2: 25 points          Final Exam: 30 points (partially cumulative)*

**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.

#### **Participation in in-class activities, simulations, and discussions:**

Students will participate in a number of class-learning activities throughout the semester. These will enhance other active learning components and include small group discussions on : 1) lecture and reading topics; class survey data; cultural differences in sexuality beliefs & practices; students’ own attitudes and experiences; 2) small group role-playing activities on sexuality-related topics; 3) interactive group activities and simulations; 4) brief written reflections on guest speakers, films, contemporary sexual issues, panelists, sometimes as preludes to class discussion.

These will occur throughout the semester. Some will provide the basis for class writing activities and will be for your class writing portfolio (see below). Questions on exams will also be used to assess student learning on these activities and to provide additional student feedback.

#### **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 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 portion of the course (i.e. the Writing Portfolio) is contained in the attachment "Information on Class Writing Requirement...".

**ATTENDANCE** Regular attendance is EXPECTED and essential for your success and that of the class! If you need course adaptations or accommodations because of a disability, if you have emergency medical information that I should know about, or if you need special arrangements in case the building is evacuated, please let me know as soon as possible.

**OPTIONAL POINTS**. I may offer "extra credit" points for additional assignments. These will be announced as the class proceeds, after the 1st or 2<sup>nd</sup> midterm.

## **GRADING 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.

**PARTICIPATION IN SEXUAL RESEARCH** Students may 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. My lectures and comments in class, along with review sheets I will distribute prior to each exam, will guide your reading and studying for exams. The textbook has chapter headings, outlines and summaries that are also useful.

Generally, the course reader supplements the text with more socio-cultural and anthropologically oriented material. 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 on assigned articles (e.g. for studying for exams, or for discussing them in class).

It is always helpful to attend class, be on time, keep up with assigned readings, take good notes, **review and supplement class notes regularly (ideally after each class)**, think about the key points

any class activities or discussions conveyed or illustrated, **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, in office hours, by email, phone, etc.).

### **University, College, or Department Policy Information:**

#### **a) Academic integrity statement (from Office of Judicial Affairs):**

"Your own commitment to learning, as evidenced by your enrollment at San José State University and the University's Academic Integrity Policy requires you to be honest in all your academic course work.

Faculty are required to report all infractions to the Office of Judicial Affairs.

The policy on academic integrity can be found at <http://www2.sjsu.edu/senate/S04-12.pdf>

#### **b) Campus policy in compliance with the Americans with Disabilities Act:**

"If you need course adaptations or accommodations because of a disability, or if you 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 register with DRC to establish a record of their disability."

#### **c) Academic Honesty:**

Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-12.

**Electronic Devices:** Please make sure all electronic devices [e.g. cell phones] are turned off in class. Electronic dictionaries [etc.] are not permitted during exams.

**Computer Use:** In the classroom, faculty allow students to use computers only for class-related activities. These include activities such as taking notes on the lecture/discussion, following the lecture on Web-based PowerPoint slides that the instructor has posted, and finding Web sites to which you are directed during class. Students who use their computers for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course. (Such referral can lead to suspension from the University.) Students are urged to report to their instructors computer use that they regard as inappropriate (i.e., used for activities that are not class related).

• "You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at <http://www2.sjsu.edu/senate/S04-12.pdf>

• Expectations about classroom behavior; see Academic Senate Policy S90-5 on Student Rights and Responsibilities.

## COURSE TOPICS AND RELATED READINGS \*

**\*\*Note: This is an approximate schedule and may be modified slightly. The order of topics and readings, however, are stable.**

**Key to Symbols Below:** HD: Hyde & De Lamater book. (Ch.= Chapter) CR: Mukhopadhyay Course Reader. Each Reading has a number (e.g. R-8) in the CR Table of Contents

( ) Parentheses = read only the pages indicated; OPT =optional, suggested reading. Will NOT be covered on exam.

WEEK *	TOPICS	RELATED READINGS
I. [1 <sup>ST</sup> CLASS MTG]	INTRO & OVERVIEW	HD: ch.1
II	ALTERNATIVE PERSPECTIVES ON SEXUALITY	HD: ch.2, ch.3,
III	CULTURE AND SEXUALITY	ch.21 (512-521, 538-40), CR: R-1, R-25. OPT: R-2, 19-21, 26
IV	ANATOMY	HD: ch. 4, Ch. 5 OPT: CH6, CR-24
V	PHYSIOLOGY	HD: ch.9, OPT: HD: ch.10, ch.19, ch.16
VI	catch up ..... EXAM ONE [see dates below]	
VII	EVOLUTIONARY PERSPECTIVES	Review HD, ch.2 (p.25-28); Read: CR: R3
VIII	SOCIAL CONTROL OF SEXUALITY	HD: ch. 22, ch.11 (p.272-282), CR-11 OPT: CR-2; HD ch. 12, 13
IX	SEXUAL ORIENTATION	HD: ch.15, 14, Ch.2 [28-30], CR: R-24, Opt. CR-4, 22
X	REPRODUCTION: A NATURAL PROCESS?	HD: ch.6 (p.114-25) , ch.7 (p.132-144); CR: R-5 OPT: cr-6, 7
XI	THE POLITICS OF REPRODUCTION	HD ch.8, ch.21 (522-35) CR: 8,9,10,11 OPT. CR- 12
XII	Catch-up ..... EXAM TWO [see dates below]	
XII	SEXUALLY TRANSMITTED INFECTIONS [stds/stis]	HD: ch.20
XIII	CULTURAL/SOCIAL BARRIERS TO SAFER SEX	HD: ch. 23, ch. 10 (p.248-58), CR: R-22 OPT:HD: Ch. 12, 13, CR-20, 26
XIV	COMMERCIALIZATION OF SEX	HD ch.18, R-17, OPT. Review ch.22, R-28
XV	SEXUAL COERCION	HD ch.17 CR: 13,14, 16, 18, 23, 29, opt: 15, 27, 28
XVI	CATCH UP & CONCLUSION	OPT: HD: ch. 16

### KEY DATES\*\* [no class Wed Eve., Nov. 21<sup>st</sup> or Th Nov. 22]

**EXAM ONE:** Wed 9/26 and Th, 9/27      **EXAM TWO:** Wed. 11/7 and Tu 11/6 (alt. 11/8)]

**WRITING PORTFOLIO:** Installment 1: \*\*10/17 or 10/18    Installment 2: \*\*11/27 or 11/28

**FINAL EXAM:** Section 2: Tu, Dec.18, 7:15-9:30 am. [tentative; TBA]

Section 4: Wed, Dec.12, 9:45-12noon.

Section 5: Wed, Dec.12, 1715-1930

**\*\* I do not anticipate changing these dates but reserve the right to do so if necessary.**

## **INFORMATION ON CLASS WRITING REQUIREMENT AND SUBMISSION OF WRITING PORTFOLIO F 2007**

**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:

- Writing Activities Assigned by the Instructor. Minimum 5 topics not including Library Assignment.
- One library-based assignment assigned by the Instructor:

### **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 "burning issues" in human sexuality today and why?
- Learning About Sex. Reflect on how you have learned about sexuality (broadly defined) and compare your experiences with those of the San (Shostak, Course Reader).
- Learning About Sex. Interview someone one generation older than you about how they learned about sexuality (broadly defined). Compare to both the San and to your own experiences.
- 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 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.** Using concrete examples of words and phrases, discuss how the language used to describe sexuality expresses cultural attitudes about sexuality (and the body).
- **The Language of Sex.** Using concrete examples of words and phrases, discuss how common American ways of talking about sexuality can reflect and reinforce social inequality.
- **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 ways in which 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**

Advanced General Education classes require students do at least one assignment involving library research. For this class, students are to use library resources to examine how the treatment of human sexuality has changed over time in the United States. The specific assignment follows.

Go to the library, find and examine a human sexuality book published **before 1950**. 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). Or 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 probably be (e.g. a 1910 book or article on masturbation or birth control or female "virginity" or divorce laws).

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

Your Portfolio Assignment Write-up should be two pages long (approximately 600 words) and should address each item below:

- Tell me where and how you got your book and include a component on your web-based "search strategies" using SJSU and Link Plus web-sources. Library Web page]. [1/4-1/2 page]
- Give the **full** reference/citation. For books, cite author, title, publisher, publication date and location.
- **Photocopy & attach either the title page or equivalent page of your book.**
- **Cultural Analysis:**
  - Describe the book you chose: 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 cultural context—i.e. what it tells us [explicitly and implicitly] about attitudes towards sexuality [broadly defined], popular and scientific understandings, laws, behaviors related to sexuality, societal conditions, etc. You can also contrast the book with contemporary approaches to the same topic or subjects.

## **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 begin on a separate page and begin with the "title" of the essay, that is, the specific topic or question assigned in class.

Writing style, however, 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 still 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 words; therefore you will be submitting approximately 3000 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.
- Installment Two, **along with the original of Installment One**, will be submitted later in the semester. Installment Two will contain the remaining 3-4 Portfolio Assignments, including the Library assignment, with 5 full pages of written material.

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**. This includes both the 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 degrees....The public is defrauded if faculty and/or students knowingly or unwittingly allow dishonest acts to be rewarded academically and the university’s degrees are compromised.

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