

San Jose State University

Department of Anthropology

Instructor

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ANTH 100w

Writing Workshop
Spring 2008
M 6:00 – 8:45 PM
CL 204

Office Hours

W 9:30-2:30 PM

Teaching Assistant

Fiona Marshall
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www.sjsu.edu/faculty_and_staff/faculty_detail.jsp?id=840

Course Resources

Becker, Howard S. *Writing for Social Scientists*. Chicago: Univ of Chicago Press, 1986.
Turabian, Kate L. *A Manual for Writers*. Chicago: University of Chicago Press, 1996.

Course Description

This is an undergraduate course for qualified students who would like to improve their overall writing skills in anthropology, behavioral science, and other social sciences. It is a general education workshop that meets SJSU's junior-level writing requirement and is only open to students who have successfully completed English 1A and 1B (or their equivalents), achieved upper-division standing, and passed the Writing Skills Test. Effective communication is basic to the human experience, but it has become even more essential in recent years as the modern world has grown into a more information-oriented society. Written forms of communication are still the primary mode for exchanging knowledge about various issues and even the most accomplished writers find that it takes considerable focus, time, and effort to write well – especially when it involves increasingly complex concerns.

Course Objectives

This course is required for graduation from San Jose State. Our principal goal is to help students majoring in Anthropology, Behavioral Science, and other social sciences develop and polish the writing skills needed to communicate with a mix of scholarly, professional, and public 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
- 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 to inform 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 Format and Requirements

This is an undergraduate course and will be participatively designed by the class as a whole. The first two weeks will be devoted to organizing our course work. The majority of the semester will be devoted to addressing selected topics through the reading, discussion, and writing of assigned materials; presentations by the instructor and outside experts; and a variety of class activities. The last two weeks will be devoted to pulling everything together into a coherent result. Everyone is expected to participate in helping us create a systemic teaching-learning experience. There is an 8,000-word writing requirement (minimum) for all upper-division writing workshops. Specific responsibilities include the preparation of a [1] research paper involving a proposal, outline, draft, edits, and final paper (6,000+ words) for a scholarly audience; [2] cover letter and resume or curriculum vitae (500+ words) for a professional audience; and [3] short paper (1,500+ words) for a public audience; as well as responsible participation in class.

Each person's learning will be evaluated on the basis of his/her performance on the research paper (??%-??%), resume/cover letter (??%-??%), short assignments (??%-??%), and class participation (??%-??%) as specified in his/her personal learning contract.

Course Schedule and Topics

<u>Dates</u>	<u>Content Topics</u>	<u>Learning Topics</u>
28 January 08	Course Introduction	Systemic Learning
4 February 08	* Paper Research *	* Paper Research *
11 February 08	Systemic Course Design	Learning Contracts
18 February 08	Research Projects	
25 February 08	Written Communication	
3 March 08	Library & Internet Research	Bernice Redfern
10 March 08	Resumes/CVs & Cover Letters	
17 March 08	Organizing & Outlining	
24 March 08	☺ Holiday ☺	☺ Holiday ☺
31 March 08	Effective Writing	
7 April 08	Editing & Responding	
14 April 08	Revising & Polishing	
21 April 08	Writing Workshop	
28 April 08	Writing for Public Audiences	
5 May 08	Revising & Polishing	
12 May 08	Writing Workshop	
19 May 08	Final Exam Period	Final Exam Period

Course Grading Policies

In order to enhance student learning, detailed rubrics and templates have been developed for the course assignments that include expectations for completing those assignments and the criteria used to evaluate student learning. There is a linked set of rubrics and templates for each assignment that is available on the course website, along with all the other course materials. Good communication skills are vital for professionals who work and live in a globalizing world that depends on the exchange of sophisticated information, knowledge, and wisdom. SJSU graduates are expected to write well, which generally requires several iterations with focused editing of ideas as well as language before the ideas are sufficiently polished to be shared with others. Students are strongly advised to pay close attention to the guidelines laid out in the rubrics and templates for each assignment, as well as seeking out other sets of eyes (including members of your learning teams) to help finalize your work. SJSU also offers assistance – including workshops, tutoring, and individual consultations through the SJSU Writing Center (<http://www.sjsu.edu/writingcenter/>).

SJSU Academic Integrity Policy

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

“Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Judicial Affairs.”

This policy and detailed guidelines for complying with it can be found electronically online (<http://www2.sjsu.edu/senate/S04-12.pdf>). The most common issues of academic integrity are usually associated with some form of plagiarism, which is using other people’s ideas and words without clearly acknowledging the source of that information. Sometimes it is tempting to copy other people’s ideas (from the Internet, textbooks, magazines, lectures, or even from other student papers) and incorporate them into our own work. As a result, it is very important to give proper credit to those sources. If proper credit is not given, then you are passing these ideas and words off as our own – which is both unethical and illegal. Students who engage in any form of academic dishonesty that contravenes SJSU policy will result in a failing grade (F) on that assignment for all parties involved and may lead to dismissal from the course and possibly the University.

SJSU Disability Policy

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

Department Learning Objectives

Knowledge

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

Skills

- Ability to access various forms of anthropological data and literature.
- Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues.
- Knowledge of the research methods of the sub-disciplines of anthropology, and the ability to apply appropriate research methods in at least one sub-discipline.
- Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.

Professional Values

- Knowledge of political and ethical implications of social research.

Area Z Learning Objectives

Written Communication II

ANTH 100w has been designed to meet the University Written Communication II (Area Z) requirements. Each assignment meets some aspect of the following learning objectives:

Learning Objective 1: Students shall be able to refine the competencies established in Written Communication IA and IB as summarized below:

IA Student Learning:

- Students should be able to perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).
- Students should be able to express (explain, analyze, develop, and criticize) ideas effectively.
- Students should be able to use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.
- Students should be able to write for different audiences (both specialized and general)

IB Student Learning

- Students should be able to use (locate, analyze, and evaluate) supporting materials, including independent library research.
- Students should be able to synthesize ideas encountered in multiple readings.
- Students should be able to construct effective arguments.

Learning Objective 2: Students shall be able to express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.

Learning Objective 3: Students shall 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.