

San José State University
Department of Anthropology
ANTH 100W, Writing Workshop, 20028, Spring 2010

Instructor:	Marin Pilloud, PhD
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Office Hours:	Monday and Wednesday 1:30-2:30, or by appointment
Class Days/Time:	Monday and Wednesday 16:30 – 17:45
Classroom:	Clark Hall 308

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page: <http://www.sjsu.edu/people/marin.pilloud/>. You are responsible for regularly checking with the messaging system through MySJSU or at the e-mail that you have on file with the University for course announcements or additional information.

Course Description

Writing Workshop: Practice in improvement of writing skills appropriate to the fields of Anthropology and Behavioral Science. Course work includes essays, reports and scholarly communication.

Prerequisites: GE/SJSU Category Z (Written Communication II) workshop. Students must have completed core GE, ENGL 1B (with a grade of C or better), satisfaction of Writing Skills Test and upper division standing.

Succeeding in this Class

At SJSU, students are expected to spend two hours outside of class for every one hour of class time. Because this is a three unit class, you can expect to spend a minimum of six hours per week in addition to time spent in class and on scheduled tutorials or activities. Special projects or assignments may require additional work for the course. Careful time management will help you keep up with readings and assignments and enable you to be successful in all of your courses.

Course Goals and Student Learning Objectives

This course is intended to help students develop and refine their writing skills so they can function effectively in an intensely information-oriented society. Upon successful completion of this workshop, students will be able to demonstrate that they possess the requisite organizing, writing, and editing skills to:

- conduct independent research using a mix of primary, secondary, and tertiary sources (including interviews and internet websites)
- evaluate, analyze, and criticize ideas and data encountered in multiple readings and expressed in different forms of discourse
- express insights and share information about important sociocultural topics by developing, synthesizing, and presenting ideas and data in a coherent and easily understood manner
- organize, develop, and produce complete essays and other polished documents for a variety of scholarly, professional, and public audiences
- properly cite a variety of primary, secondary, and tertiary sources (including interviews and internet websites) using editorial standards for the discipline of anthropology as specified in the *AAA Style Guide*

Our primary focus will be on honing the craft of writing more effective research papers, resumes/cover letters, and other short written assignments.

Course Goals

This course is designed to help you develop advanced proficiency in college-level writing, including appropriate contemporary research strategies and methodologies to communicate effectively to both specialized and general audiences. In effect, this course builds upon the skills and abilities you developed in earlier, writing-intensive courses (i.e., those courses you took to meet the University's Written Communication 1A & 1B requirements). In this course, we will explore writing as both a means of developing knowledge (i.e., writing as a way of learning) and a means of expressing knowledge (i.e., writing as a way of showing that you've learned something). While we will focus on writing in this course, we will also explore the links between spoken and written communication.

Throughout the semester, you will be asked to engage in a variety of spoken and written assignments. SJSU requires that students submit multiple assignments totaling at least 8,000 words in all upper division writing workshops. We will work together to improve communication skills through a combination of teaching, research, and practice that includes the following activities:

- Weekly reading assignments and interactive student-led discussions of readings.
- Individual research papers prepared for a scholarly audience (5-6,000 words: 12-15 pages) involving a proposal, outline, draft, peer reviews/edits and final paper
- Individual position application packages for a professional audience (500+ words) involving a cover letter and resume

- Individual topical papers for a general public audience (1,500+ words: minimum 4 pages) on a pressing sociocultural issue and/or disciplinary subject.
- A short speech for the classroom audience to demonstrate each student's ability to evaluate factual claims or statements used in reasoning and to evaluate the sources of evidence for such claims. In addition to the presentation, each student will prepare an annotated bibliography (500+ words in length).

Required Texts/Readings

Required Textbooks

- Kirschner, L. G. and Mandell, S. R. (2002) *A Guide to Documentation and Writing in the Disciplines*. 5th ed. Cengage – Thomson-Wadsworth. ISBN: 9780155066939.
- Kirschner, L. G. and Mandell, S. R. (2008). *The pocket Wadsworth handbook* (4th Ed.). Cengage – Thomson-Wadsworth. ISBN: 9781439081815.
- Becker, H.S. (2007) *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. (2nd Ed). University of Chicago Press. ISBN: 9780226041322.

Recommended Textbooks

- Perrin, R. (2007) *Pocket Guide to the Chicago Manual of Style*. Houghton Mifflin. ISBN: 9780618767236.

Additional Course Resources

- American Anthropological Association. **AAA Style Guide**. Available electronically at the AAA website (http://www.aaanet.org/publications/style_guide.pdf).
- Also available online via the course website:
<http://www.sjsu.edu/people/marin.pilloud/courses/anth100w/>

Library Liaison (Optional)

Visit the Library Reference Service Desk (408-808-2100) with questions you may have as you research the topics for your assignments.

- Library Liaison For Anthropology: Bernice Redfern; Librarian; (408) 808-2038;
Bernice.Redfern@sjsu.edu

Classroom Protocol

- Arriving to class late or leaving early is not acceptable, UNLESS discussed with the instructor ahead of time. Such behavior is disruptive and disrespectful to the instructor and the other students in the class.
- Attending class also means being present in class. Sleeping, listening to headphones, reading, and chit-chatting in class is unacceptable behavior.

- CELL PHONES, ETC.: No electronics (which include Ipods, Mp3 Players, Sidekicks, Cell phones, Laptops, etc.) will be allowed in class. Before class begins, you should turn off all electronics and put them out of sight. **If I see any electronics being used, I will ask the offending student for his or her name, they will lose all extra credit for the semester, and be asked to leave the class.**
 - Rare exceptions may be made if the student has signed up with the Disability Resource Center (DRC), comes to see me regarding the issue, and has specific recommendation from the DRC for laptop use rather than a note-taker or other accommodation.
 - Any discussion regarding student accommodations must be done in my office during office hours or at a scheduled appointment time.
- If you are asked to leave the classroom for any behavioral reason, you cannot make up the assignments missed during that class.
- Any behavior that is deemed disruptive to the instructor or other students may result in the disrupting student to be referred to the Judicial Affairs Officer of the University.
- If you don't want to be in class, don't come. Please help to maintain a pleasant learning environment for all involved.

Missed Class

I do not take attendance and you will not be graded on attendance; however, you will be graded on class participation and various in-class assignments that can **NOT** be made up outside of class. Also, some lecture material will not be in the text. Therefore, regular attendance is important to succeed in this class. Should you miss class, or plan on missing a class, get the notes from a classmate. I will **NOT** give out copies of lectures or powerpoints to students. However, I will be happy to go over any course material with you should you have any questions, either in person during office hours or via e-mail.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at <http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html>](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). [Information about late drop is available at <http://www.sjsu.edu/sac/advising/latelimits/policy/>](http://www.sjsu.edu/sac/advising/latelimits/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

Students will demonstrate their relative mastery of course learning objectives through their performance on the following assignments:

- Individual resume and cover letter for a professional audience (15 percent)
- Individual topical papers for a general public audience (20 percent)

- Persuasive speech and annotated bibliography (20 percent)
- Regular and responsible participation in completing the readings, engaging in class discussions and support for peer learning (5 percent)
- Individual research papers prepared for a scholarly audience, including timely completion of the proposal, outline, draft, peer reviews/edits, and final paper (40 percent)

Final grades are based on the following point scale (in percentages of total points):
(+/- system) A = 100-90%, B = 80-89%, C = 70-79%, D = 60-69%, F = <60%

All the information you need to keep track of your own grade is provided in this syllabus. There are no surprises and you should at all times have a clear idea of where you stand in this class. I **WILL NOT** give out student grades via e-mail, do not ask me. E-mail is not considered a secure enough source; therefore, information regarding your grade sent via e-mail is a violation of FERPA.

Note: In order to receive general education credit for ANTH 100W, you must earn a grade of C or higher.

All assignments due, are due IN CLASS. No late assignments or e-mailed assignments will be accepted, there are no exceptions to this rule.

Philosophy of Grading: I do not give grades; students earn their grades. Your final grade is your responsibility. The only legitimate reason to change a grade is if there was a mistake in grading. Any questions about grading must be discussed with the instructor within the first week following the return of any graded material.

If you are having problems in the class or would like to do better, please, please, please talk to me. I want you all to succeed and it is important to me that you are grasping the material and enjoying the class. I am available during office hours, or via appointment, and you can e-mail me at any time.

University Policies

Academic integrity

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf).

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 website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html](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.

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 DRC (Disability Resource Center) to establish a record of their disability.

Student Technology Resources

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.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

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/.](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/.](http://www.sjsu.edu/writingcenter/about/staff/)

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students

manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. [Website of Peer Mentor Center is located at
http://www.sjsu.edu/muse/peermentor/](http://www.sjsu.edu/muse/peermentor/).

ANTH 100W, Writing Workshop: Spring 2010 Class Schedule

This is a rough outline of what we will cover this quarter. Any changes to this schedule will be announced in class and e-mailed to students.

Pocket Wadsworth Handbook (PWH); Writing for Social Scientists (WSS); A Guide to Documentation and Writing in the Disciplines (GDWD)

Week 1 (1/27)

Introduction to course and anthropology

Week 2 (2/1-2/3)

The beginning: writing mechanics and plagiarism

Readings:

PWH: Ch. 3, 5-10, 17-22, 33, and Appendices A and B

WSS: Ch. 1

Week 3 (2/8-2/10)

Resumes and Cover Letters/Curriculum vitae

Graduate School applications?

Week 4 (2/15-2/17)

2/15 – NO CLASS – University furlough

The Writing Process and Formulating an Argument

Readings:

PWH: Ch. 2 and 4

WSS: Chs. 2 and 3

GDWD: pgs. 15-34

Week 5 (2/22-2/24)

AAA and APA style

Library Research – **meet in MLK library room 213 at 4:30 on 2/24**

Readings:

PWH: Ch. 29-32, 35

WSS: Ch 8

GDWD: pgs. 10-13

2/22 - Resumes and cover letters **DUE**

Week 6 (3/1-3/3)

Feedback/Peer editing

Readings:

WSS: Ch. 4

Week 7 (3/8-3/10)

Audience Analysis

Writing for a public vs. professional audience

Readings:

WSS: Ch. 5

PWH: Ch. 1

3/10 - Proposal for research paper **DUE**

Week 8 (3/15-3/17)

Preparing to Write for Research

Readings:

GDWD: pgs. 1-10, 109-156

Week 9 (3/22-3/24)

Peer reviews

Readings:

3/22 - Draft of public audience papers **DUE**

Week 10 (3/29-3/31)

Spring Break – NO CLASS

Week 11 (4/5-4/7)

Assignment of Speech Order

Preparing effective presentations

Reading:

PWH: Ch. 43

4/5 - **FINAL** public audience papers **DUE**

Week 12 (4/12-4/14)

4/14 – NO CLASS – Pilloud furlough

Persuasive Speeches

4/12 - Annotated bibliography **DUE**

Week 13 (4/19-4/21)

Persuasive Speeches

Week 14 (4/26-4/28)

Review Outlines/Preparing Final Draft

Reading:

WSS: Ch. 9 and 10

4/26 - Outline of research paper **DUE**

Week 15 (5/3-5/5)

Peer Reviews

5/3 - Draft of research paper **DUE**

Week 16 (5/10-5/12)

Individual Consultation and continue with peer reviews

Week 17 (5/17)

Conclusion/Review

5/17 - FINAL written research paper **DUE**