

San José State - Anthropology
Anth100W (#41211), Writing Workshop, (3 Units, Area Z)
Fall 2020

Contact Information

Instructor:	Dr. Marco Meniketti
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Office Hours:	Mon/Wed 10:00-11:30 online chat, and by arrangement.
Class Days/Time:	Mon/Wed TBA asynchronous
Classroom:	On Line
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 in Anthropology, Behavioral Science, and other social sciences to develop advanced writing skills and to strengthen their communication skills with a variety of specialized and general audiences.

Specific objectives include:

- ▣ refining the fundamental researching, 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, and learning to vet sources for validity.
- demonstrating the ability to use these skills in a coherent fashion to produce a variety of formal and informal pieces for different audiences.

Writing is an important craft which has applications in all academic and professional fields. It can also be an art. This course concentrates on the craft of writing and promotion of scholarship.

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. Identify ideas and data related to 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 in use of citations, referencing, and capacity to adapt various citation standards in accordance with academic publishing requirements.

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. Several instructional readings will be made available through Canvas.

"A word after a word after a word is power."

--Margaret Atwood

Course Requirements and Assignments

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.” [University Policy S16-9](#)

A total of 500 points for **written and quiz** work are possible in the course. Note, for all assignments, except quizzes, you may have a grace period of three days. You will get half credit for any assignment submitted after the original due date. I will accept no assignments more than ten days late and no points will be earned. 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 and readings 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!**

Work Due and Assignment Point Table for 100W

500 points possible, due dates posted
in Canvas and Syllabus)

- Plagiarism Quiz. Ungraded, but must be completed. SJSU Library online.
- Ethnographic Assignment. Write-up of an ethnographic interview of a classmate in essay format (600 words minimum, CLO 1, 2 (50 pts) 10% of grade.
- Eight short quizzes assessing grammar and writing form. 10pts each (80 pts) 16% of grade.
- Five Précis on theoretical articles) 400-600 words each, 12 pts each. (50 pts) CLO 2, 4 10% of grade.
- Pecha Kucha (3 minute presentations) (20 pts) CLO 2 4% of grade.
- Semester Research Paper 200 pts (Broken down as follows) 40% of grade
- Preliminary Bibliography (Ten sources, 200 words approximately, CLO 4. (20 pts)
- Preliminary thesis statement. It should include a description of your subject area (25 words, CLO 3. (10 pts)
- Graphic Organizer CLO 3 (20 pts)
- Tentative Outline (200 words) 5 points, CLO 2 (10 pts)
- A preliminary draft of the first half of the Research Paper including current citations and references in appropriate format. CLO 3, 4 (40 pts)
- Research paper first draft, must include complete Reference section (1500 words, about 10 pages excluding title page, and Abstract CLO 1, 2, 3, 4 (50 pts)
- Corrected Research Final Draft with Abstract (3000 words) CLO 3, 4 (50 pts)

- Resumes (two page maximum), CLO 1 (20 pts) 4% of grade.
- Statements of Purpose (300 word minimum, essay format. CLO 1 (10 points) 2% of grade.
- Cover letters (150 word minimum, CLO 1, 2 (10 points) 2% of grade
- Final Exam- Open Note multi component CLO 2, 4 (60 pts) 12% of grade

Final Examination

There will be a final exam in this course focused on citation and references standards, editing, and writing assessment CLO 1, 4

[University policy S17-1](http://www.sjsu.edu/senate/docs/S17-1.pdf) (<http://www.sjsu.edu/senate/docs/S17-1.pdf>) which states that “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

“You can always edit a bad page. You can’t edit a blank page.”

--Jodi Picoult

Grading Information

This course must be passed with a C or better as an SJSU graduation requirement.

Rubrics

Rubrics are specific to individual assignments and are linked to those assignments through Canvas. Please check the rubric for each assignment before you submit it for grading.

Incompletes

Incompletes will be granted only if the instructor has been notified and has approved the Incomplete Contract. Incomplete contracts must be agreed upon before the end of the semester. It is University policy that an Incomplete may not be given to avoid an F grade. Students with missing major assignments (over 50 points) will receive a WU (unauthorized withdrawal). **NO WORK WILL BE ACCEPTED AFTER THE LAST DAY OF CLASSES.**

Marking Criteria for Written Work

A plus 98> A 94-97 A minus 90-93

An “A” demonstrates excellence in all categories; originality, addressing the tasks effectively, showing effective organization and logical argumentation, use of clear, appropriate and accurate examples and a high level of writing competence and knowledge. Completes the task and consistently does extra work.

B plus 88-89 B 84-87 B minus 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 plus 78-79 C 74-77 C minus 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 plus 68-69 D 64-67 D minus 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.

Classroom Protocol

This course is offered asynchronously for the fall 2020 semester. Therefore, classroom protocols are reduced.

Netiquette We will practice best practices of etiquette when engaged in online discussion. Inappropriate remarks or behavior will be called out and appropriate actions taken in accordance to University policy.

Late Papers

No late papers will be accepted unless a genuine emergency arises that meets University policy and the student notifies the professor in advance.

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

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course:

- “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.”
- 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.”

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#) at:
<http://www.sjsu.edu/gup/syllabusinfo/>”

ANTH 100W/ Writing Workshop, Fall 2020, Course Schedule

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

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 19	<ul style="list-style-type: none">▫ Topic: Introduction to Class. Topics: The Research paper. Plagiarism. “Ethnographic Interviewing”▫ Download the “Ethnographic Worksheet” and bring it to the next class.
2	Aug 24	<ul style="list-style-type: none">▫ Topic: Ethnographic interviewing (in class). Ethical considerations.▫ Read: Ethnographic interviewing. (see also https://www.writeawriting.com/how-to-write/ethnography/) Write up your ethnographic interview of a classmate in essay format. Assigned: Plagiarism quiz . Online King Library

Week	Date	Topics, Readings, Assignments, Deadlines
2	Aug 26	<p>Discussion of styles and referencing. Topic: Take Notes from research articles. Writing a Précis. Format and purpose. Topic: Abstracts. https://writingcenter.unc.edu/tips-and-tools/abstracts/</p>
3	Aug 31	<p>Topics: Reading Anthropological Literature. Overview of American Style Guides: Anthropological Association, American Antiquity, Chicago Manual Read: Quiz 1 on Canvas: Citation formats</p>
3	Sept 2	<p>Topic: Format of Anthropological Writing Due: Ethnographic Interview of Classmate (600 words) Online approach</p>
4	Sept 7 Labor Day	<p>No Classes</p>
4	Sept 9	<p>Discussion: Ethnographic writing Topic: Writing Strategies Read: “A Student’s Guide to Reading and Writing in Social Anthropology,” page 13-19. Topic: The Précis https://muse.jhu.edu/book/46551/ Quiz 2 on Canvas: Ethnographic language</p>
5	Sept 14	<p>Topic: Responding to Anthropological Reading Read: pdf article 1. Assigned; Write a précis of the article (a minimum of 400 words) Workshop: Précis clarity Graphic organizers. Using Graphic Organizers to manage research. Topic: The Research Paper Read: “A Student’s Guide to Reading and Writing in Social Anthropology,” page 26-31. Read: “Graphic Organizers”</p>

Week	Date	Topics, Readings, Assignments, Deadlines
5	Sept 16	<p>Topic: Responding to Archaeological Reading Read: pdf article 2. Activity: Learning to Use Refworks Working with Graphic Organizers/types of organizers Topic: Selecting a topic.</p>
6	Sept 21	<p>Topic: Finding the Right Sources. Peer reviewed sources. Preliminary topic selection. General Abstract. Download and Read: “Finding Scholarly Peer-Reviewed Articles” from Canvas Activity: Using Articles and Databases, Exporting Citations, Using Boolean Search Strategies, Customizing Google Scholar The Anthropology Library Liaison On-line Workshop.</p> <p>Quiz 3 on Canvas: Punctuation</p>
6	Sept 23	<p>Thesis Statements Read “Thesis Statements” on class web site. Review : “A Student’s Guide to Reading and Writing in Social Anthropology,” page 13-16.</p> <p>Due: Research Topic</p>
7	Sept 28	<p>Topic: Early formatting. Research notes. Prepare Your Preliminary Bibliography to submit next class. It should be in Chicago Author-Date format. (Ten sources minimum, 200 words approximately. The value of mining bibliographies, Wikipedia, and databases.</p> <p>Read: Pdf article 2 Assigned: Start writing Précis 2. Use Grammarly. https://www.grammarly.com/</p>

Module	Date	Topics, Readings, Assignments, Deadlines
7	Sept 30	<p>Topic: Responding to Environmental Anthropology Reading Read: pdf article 3. Topic: Word choice. Vocabulary of the field. Who is the audience? Jargon vs. clarity. When to use technical terminology.</p> <p>DUE: Preliminary Bibliography Due: Précis 2</p>
8	Oct 5	<p>Topic: Professional Integrity; Forms of plagiarism Read: “When to Cite,” and “Fair Paraphrase”</p> <p>Write revised and expanded thesis statement which reflects your continued research and integrate it into the first section of your paper.</p> <p>Due: Précis 2</p>
8	Oct 7	<p>Topic: Outline Construction Topic: The Critical Précis Read: “Using Outlines”</p> <p>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.</p> <p>Quiz 4 on Canvas: Citation format Workshop.Pecha Kucha. Building the powerpoint. The 3 minute essay</p>
9	Oct 12	<p>Review: “Using Outlines” Workshop (Bring your laptop or tablet if you have one, bring all your notes, bibliography, and précis). Note : Since we are online, this is moot. Read: Pdf article 3 Topic: Comparative Précis. Critiquing and contrasting sources. Assigned: Start to write Précis 3. (Précis 3, 600 words)</p> <p>Pecha Kucha: The 3-minute essay. Zoom</p>
9	Oct 14	<p>Topic: Abstracts Read: “Student Abstract Guide” Assigned: Prepare an Abstract for your paper 100 word minimum, 150 word maximum) Pecha Kucha: The 3-minute essay. Zoom</p>

Week	Date	Topics, Readings, Assignments, Deadlines
10	Oct 19	<p>Writing Workshop: Research tools and research habits Part I. Read: Pdf article 4 Assigned: Work on Précis 4. (Précis 4, 600 words) Work in class on expanding your outline to form the body of your paper (bring relevant materials)</p> <p>Précis 3 due. (Précis 3, 600 words) DUE: Abstract (150 wds +/- 3words)</p>
10	Oct 21	<p>Writing Workshop (Paper Format)</p> <p>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</p> <p>Quiz 5 on Canvas: Presentation Pecha Kucha Group A Expanded Outline due.</p>
11	26	<p>Writing Workshop Review Student's Guide to Reading and Writing in Social Anthropology, p. 16. "Establishing Authority" Think about gathering some field data.</p> <p>By this point you should have a thesis, an abstract, a detailed outline or graphic organizer, a bibliography of six articles from which you can borrow and extend. You are ready to start writing your final research report. Start now! Don't stop finding sources. Presentation Pecha Kucha Group B Précis 4 due. (600 words)</p>
11	Oct 28	<p>Writing Workshop: Research tools and research habits Part II Peer review and critique. Topic: Figures and tables. Should you include illustrations?</p> <p>Quiz 6 on Canvas:</p>
12	Nov 2	<p>Topic: Proof reading your work. Read: Pdf article 5 Assigned: Précis 5</p> <p>Due: First Draft / First Half of the Paper</p>

Week	Date	
12	Nov 4	<p>Writing Workshop</p> <p>Review “Countering” and “Stepping Back” in “A Student’s Guide to Reading and Writing in Social Anthropology” (pp. 17-18)</p> <p>Quiz 7 On Canvas:</p>
13	Nov 9	<p>Topic: Synthesizing source material or “Its OK to cite more than one author.”</p> <p>Read: “ Help...I’ve been asked to synthesize!” Also read: https://www.wikihow.com/Write-a-Synthesis-Essay</p> <p>[Early submission of Research paper for pre-grade If you do not give me your final research paper now, I will be unable to correct it and get it back to you in time for you to make the corrections]</p> <p>Précis 5 due. 800 wds.</p>
13	Nov 11 Veterans Day	No Class
14	Nov 16	<p>Topic: Types of resume. Skills based, experience based, goals based. The CV.</p> <p>Workshop: Assessing your goals.</p> <p>Quiz 8 on Canvas:</p>
14	Nov 18	<p>Topic: Professional Resumés</p> <p>Study the Resumé Rubric on the class website.</p> <p>Read: “Things to Avoid in Job Applications and Resumés”</p> <p>Assigned: Prepare your Resumé for the next class (300 word minimum)</p> <p>Workshop for Final Paper. Check List.</p> <p><i>Final Research Paper due in the next class!</i></p>
15	Nov 23	<p>Topic: Statements of Purpose/Statements of Intent, Cover letters.</p> <p>Read: “Statements of Purpose”</p> <p>Assigned: Prepare your Statement of Purpose (300 word minimum, essay format)</p> <p>Peer review resume building.</p> <p>DUE: Research Paper. Must include References (3000 words)</p>
15	Nov 25 University designated travel day	<p>No Classes</p> <p>Thanksgiving Nov 26</p>
16	Nov 30	Topic: Presentation skills

Week	Date	Topics, Readings, Assignments, Deadlines
16	Dec 2	Resume due. Cover Letter due. (150 word maximum)
17	Dec 7 Last day	Wrap up. Resume's returned. Cover letters returned. Research papers returned. Discussion.
	Final Exam	On Line Citation/Reference assessment. Dec. 10 17:15 – 19:30 (flexible)*

Evaluation Metrics. Students will have assignment guidelines with specified objectives and assessment criteria.

GELO	Assignments	Goal Outcome	Metric	Outcomes Assessment
1. produce discipline-specific written work that demonstrates upper-division proficiency in: ☑language use ☑grammar ☑clarity of expression	Ethnographic interview. Precis writing. Readings. Graphic organizers. Thesis writing. Vocabulary trial. Staged term paper prep.	Students interview classmate and write up the interview in accordance to a specific rubric. Students write 5 precis from 5 readings relating to anthropology. Semester term paper prepared in stages demonstrating progressive improvement.	600 word ethnographic report. Precis 400-600 words. Eight language, citation, and grammar quizzes to measure fundamentals. Term paper 3000 words.	Interview Report will be assessed for competency according to grammar, syntax, clarity, information inclusion, and context. Precis assessed on clarity, detail, synthesis, referencing. Term paper assessed on base elements: abstract, content, paragraphing, language use, headings, citations, referencing, required length, information accuracy, appropriate terminology, originality, sophistication of discussion and originality. Quizzes through Canvas measure knowledge of basic skills through evaluative questions in multiple choice format.
2. explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse	Precis writing. Term paper. Abstracts activity. Graphic organizers. Readings. Synthesis activity.	Precis writing based on readings. Discussion of grammatical construction. Construction of research outlines, graphic outlines.	Precis 400-600 words. Quizzes with targeted questions and problem solving. Graphic organizers have complete categorizations of source material.	Precis assessed on clarity, detail, synthesis, referencing. Quizzes through Canvas measure knowledge of basic skills through multiple choice format. Graphic organizers visually assessed and reviewed for comprehensiveness.
3. organize and develop essays and documents for both professional and general audiences	Graphic organizers. These graphic tools transition through brainstorming to focused assessment of interaction of concepts. Can be used to build effective outlines. Outline activity. Research activity:	Student produce 3 types of graphic organization of research material. Pecha Kucha prep.	Three distinct graphic organizers: Range; Links; Weighted interaction. Condensed research outline with 5 slides in powerpoint to address presentation skills.	Graphic organizers reviewed for compliance with three specific formats. Pecha Kucha reviewed for clarity in brevity; coherence of images and concert with oral presentation. Zoom presentation.

	Online search and vetting process.			
4. organize and develop essays and documents according to appropriate editorial and citation standards	Precis writing. Resume prep. Reference activity. Indexing activity.	Students write increasingly complex precis. Students produce skills-based resumes.	Staged term paper prep. Abstracts, outlines, references, headings, citation standards, reference review. Completed resume and cover letter.	All written work reviewed for referencing standards. In this class only American Antiquity or Chicago Manual formats will be allowed.
5. locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.	Research activity. Synthesis activity. Pecha Kucha activity and presentation. Term paper. Peer review source exercises.	Students conduct independent (guided) research for term paper. Students produce a 3-minute Pecha Kutchu for class Zoom presentation about research topic or experience.	Semester-long guided term paper production. [With library access limited, students will explore databases and online sources.] Vetted assessment. Indexing cross check. Phased production.	Completion of independent Term Research Paper in accordance with specific rubric. All references checked for format and citation. Students submit through plagiarism check on Canvas.