

San José State University
College of Social Science/ Anthropology

ANTH100W Writing Workshop

Section 1 Fall 2022

Instructor(s): Dr. Marco Meniketti
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Office Hours: Tues/Thurs 1:00-2:30
Class Days/Time: Tues/Thurs 9:00-10:15
Classroom: WSQ 4

Prerequisite

Prerequisite(s): A3 or equivalent second semester composition course (with a grade of C- or better); completion of core GE; satisfaction of Writing Skills Test or completion of [ENGL 100A](#) or [LLD 100A](#) with C or better; and upper division standing. Or Graduate or Postbaccalaureate level.

Note(s): Must be passed with C or better to satisfy the CSU Graduation Writing Assessment Requirement (GWAR).

GE/SJSU Studies Category: *Satisfies SJSU Studies Z: Written Communication II*

Course Description

Catalogue: Practice in improvement of writing skills appropriate to the fields of anthropology and behavioral science. Includes essays, reports and scholarly communication.

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 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.

Course Format

In person with Canvas supplement.

Canvas Web Page

Course materials such as syllabus, lecture modules, and readings can be found on the Canvas Web Pages for this course. *For help with using Canvas see [Canvas Student Resources page](#) (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)*

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. explain, analyze, develop, and critique ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse;
2. organize and develop complete discipline-specific texts and other documents for both professional and general audiences, using appropriate editorial and citation standards; and
3. locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing;
4. produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression.

Course Learning Outcomes (CLO)

Upon successful completion of this GE 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

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.

Library Liaison (Delete if not applicable)

The Library liaison for Anthropology is Silkie Higgins. Ms Higgins can be reached at Silkie.Higgins@sjsu.edu. Ms Higgin is a valuable resource for consultation on research materials in Anthropology.

Course Requirements and Assignments (Required - Delete the word “Required” in final draft)

University Policy S16-9,

“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.”

Note: All citations and references will conform with Chicago Manual Style guide for Author/Date formatting.

A total of 500 points for **written, quiz, and exercise** work are possible in the course. You will get reduced 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. You are strongly advised 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 based on page visits, peer review actions, and responses to comments.. **Procrastination is not an option in this class!**

Work Due and Assignment Point Table for 100W.

Due dates posted in Canvas and Syllabus. 500 pts total.

- Plagiarism Quiz. Ungraded, but must be completed. SJSU Library online.

Component A. 150 pts. 30% of grade

- Five quizzes assessing grammar and citation format knowledge. 10pts each (50 pts) 10% of grade.
- Three Précis on Anthropological articles) 400-600 words each, 15, 15, 20 pts each (50 pts) CLO 2, 4. 10% of grade.
- Comment response and revisions assignments for each Precis. 16 pts each. 50pts. 10% of grade.

Component B. References and styles. 50 pts. 10% of grade.

Using references and citations in academic discourse.

Component C.. Semester Research Paper 250 pts 3000 words. 50% of grade.

- Staged as follows:
 - Preliminary Annotated Bibliography (Ten sources; CLO 4. (40 pts)
 - Tentative Outline 5 points, CLO 2. (10 pts)

- A preliminary first draft of the first half of the Research Paper (1500 words) including current citations and references in appropriate format. CLO 3, 4 (50 pts)
- Abstract CLO 1, 2, 3, 4. (20 pts)
- Preliminary thesis statement. It should include a description of your subject area (25-40 words) CLO 3. (10 pts)
- Corrected/Revised Final Draft with Abstract (3000 words min). CLO 3, 4 (120 pts)

Component D. 30 pts. 6% of grade.

- Cover letters and Letters of Intent (150 word minimum, CLO 1, 2 (30 points)

Final Exam- Open Note multi-component CLO 2, 4 (50 pts) 10% of grade

Final Examination or Evaluation

[University policy S17-1](http://www.sjsu.edu/senate/docs/S17-1.pdf) (<http://www.sjsu.edu/senate/docs/S17-1.pdf>)

“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.”

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

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

Papers are assessed on a point system according to criteria specified in assignment rubrics.

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.

“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.

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.

A “D” or an “F” 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.

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>485-500</i>	<i>97 to 100%</i>
<i>A</i>	<i>465-484</i>	<i>93 to 96%</i>
<i>A minus</i>	<i>450-464</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>444-449</i>	<i>88 to 90 %</i>
<i>B</i>	<i>410-443</i>	<i>82 to 87%</i>
<i>B minus</i>	<i>395-409</i>	<i>79 to 81%</i>
<i>C plus</i>	<i>380-394</i>	<i>76 to 78%</i>
<i>C</i>	<i>345-379</i>	<i>69 to 75%</i>
<i>C minus</i>	<i>325-344</i>	<i>65 to 68%</i>
<i>D</i>	<i>295-324</i>	<i>59 to 64%</i>
<i>F</i>		<i>Less than 58%</i>

Classroom Protocol

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 Term Papers will be accepted unless a genuine emergency arises that meets University Policy criteria and the student notifies the professor in advance.

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.”
- Students are encouraged to ask questions before, during, and after class and to take full advantage of scheduled office hours or make appointments to discuss topics of interest.

All written projects must conform to the citation and reference standards of Chicago Manual Style Author/Date format or American Antiquity (SAA). Examples are provided for use on Canvas.

- The instructor will make every reasonable effort to provide timely and constructive feedback to students concerning performance throughout the semester.
- The instructor will be available through regular online office hours, through email, and by appointment.
- Students should expect to actively participate individually through, class discussion FORUM, and in Q&A sessions.
- Students are expected to keep track of assignments, grades and readings. Reading assignments will be posted in a scheduled format on Canvas.
- Missed exams or quizzes may be made-up only if a student provides appropriate documentation for legitimate cause for missing scheduled exam dates (funeral, medical emergency, family crisis; per university policy). Absolutely no make-up will be given for reasons of course overloads, or personal time. Make-up exams will be by scheduled appointment in my office and will include oral discussion section. Late research projects will not be accepted. Late assignments will be given a grace period of one class cycle (the next class) and a reduced score. Late assignments will not be accepted beyond the grace period. Assignments will not be accepted during finals week.
- Exam dates will not be altered. Exams are offered over several days to accommodate various schedules. **If you have a conflict with a scheduled exam date, please make arrangements in advance (no less than two weeks). The sooner the better.**
- The instructor reserves the right to adjust the syllabus content as deemed necessary to facilitate the highest achievement and performance of the class or to introduce new elements that may arise. Archaeology is an active science. New information becomes available weekly that may impact our course material.
- Extra credit assignments will not be provided as substitutes for missing regular assignments.
 - Amnesty day allows any missing assignment to be submitted for grading on that one day (less 20%)
- **Academic integrity and ethics will be upheld at all times.** Plagiarism is intellectually dishonest and a form of theft. It will not be tolerated.
- **All lectures are copyrighted.** The use of recording equipment of any kind; tape, film, or digital, is forbidden without written consent from the instructor. This is not usually a problem. Students must agree not to use lectures in unauthorized formats or non- educational purposes.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed. Make sure to visit this page to review and be aware of these university policies and resources.

Departmental Goals

Learn about the goals of the anthropology department and how it can benefit your education. Goals <http://www.sjsu.edu/anthropology/departmentinfo/goals/index.html>

University Policies

Here are some of the basic university policies that students must follow.

Dropping and Adding

Find the procedures and deadlines for adding and dropping classes.

[Catalog Policies](#)

<http://info.sjsu.edu/static/catalog/policies.htm>

1.

Add/drop deadlines

http://www.sjsu.edu/provost/services/academic_calendar

s/ [Late Drop Policy](#) <http://www.sjsu.edu/aars/policies/latedrops/policy/>

Consent for Recording of Class and Public Sharing of Instructor Material

All students must obtain the instructor's permission if they wish to record lectures or distribute materials from the class.

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf) <http://www.sjsu.edu/senate/docs/S12-7.pdf>

Academic integrity

Learn about the importance of academic honesty and the consequences if it is violated.

[University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) [http://www.sjsu.edu/senate/docs/S07-](http://www.sjsu.edu/senate/docs/S07-2.pdf)

2.pdf [Student Conduct and Ethical Development website](#)

<http://www.sjsu.edu/studentconduct/> **Campus Policy in Compliance with the**

American Disabilities Act

Here are guidelines to request any course adaptations or accommodations you might need.

[Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf

[Accessible Education Center](http://www.sjsu.edu/aec) <http://www.sjsu.edu/aec>

Resources

The university provides resources that can help you succeed academically. Just look

here. [Academic Success Center](http://www.sjsu.edu/at/asc/) <http://www.sjsu.edu/at/asc/>

[Peer Connections website](http://peerconnections.sjsu.edu) <http://peerconnections.sjsu.edu>

[Writing Center website](http://www.sjsu.edu/writingcenter) <http://www.sjsu.edu/writingcenter>

[Counseling Services website](http://www.sjsu.edu/counseling) <http://www.sjsu.edu/counseling>

Additional Information

Several instructional videos on YouTube and other platform will be used to enhance course content. These are not optional and should be viewed for their content as it relates to specific topics.

ANTH 100W / Writing Workshop, Spring 2022

Course Schedule

This schedule is subject to change with fair notice. Changes will reflect adjustment to student needs and relevant content revisions.

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

--Jodi Picoult

Course Schedule

Week/ Lesson/ Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
0	Aug 19	Welcome back!	
1	Aug 23	https://www.writeawriting.com/how-to-write/ethnography/ Assigned: Plagiarism quiz . Online King Library Discussion of styles and referencing. Topic: Taking Notes from research articles. Writing a Précis. Format and purpose.	3
1	Aug 25	Topics: Reading Anthropological Literature. Vocabulary and phrasing of Anthropological writing. Overview of American Style Guides: Anthropological Association, American Antiquity, Chicago Manual Read: Using Citations	2

Week/ Lesson/ Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
3	Aug 30	Topic: Format of Anthropological Writing <u>How to write a Précis. Formatting a Précis.</u> Topic: The Précis https://muse.jhu.edu/book/46551/	2/3
3	Sept 1	Topic: Responding to Archaeological Reading Read: “A Student’s Guide to Reading and Writing in Social Anthropology,” pages 5-13	3
4	Sept 6	Read: “A Student’s Guide to Reading and Writing in Social Anthropology,” page 14-18. Interviewing for ethnography.	2
4	Sept 8	Topic: Responding to Anthropological Reading Workshop: Précis clarity and design. Topic: The Research Paper/Term Paper. Topic: Ethnography. Read: “A Student’s Guide to Reading and Writing in Social Anthropology,” page 21-31.	1/2
5	Sept 13	Discussion: Ethnographic writing. Questions that matter. Topic: Writing Strategies Read: pdf article 1 . Assigned; Based on Article 1; Write a précis of the article (500 words). Due Sept 20. Writing a brief ethnography. Review: Style Guides: American Antiquity, Chicago Manual	2/3/4
5	Sept 15	Topic: Finding the Right Sources. Peer reviewed sources. Preliminary topic selection. Forming the research question. Read: “Finding Scholarly Peer-Reviewed Articles” from Canvas https://librarybestbets.fairfield.edu/scholarly https://guides.lib.uw.edu/research/faq/scholarly Activity: Using Articles and Databases, Exporting Citations, <u>Vetting sources</u> . Using Boolean Search Strategies, Customizing Google Scholar as a source guide. Quiz 1: Citation formatting	3
6	Sept 20	Thesis Statements Read “Thesis Statements” on class web site. Review: “A Student’s Guide to Reading and Writing in Social Anthropology,” page 13-16. Precis 1 Due.	1

Week/ Lesson/ Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
6	Sept 22	<p>Topic: Early formatting. Research notes. The value of mining bibliographies, Wikipedia, and databases. Beware Internet sources. Prepare Your Preliminary Bibliography to submit next class. It should be in Chicago Manual Author-Date format. (<u>Six sources minimum</u>, 200 words approximately. Annotated. Read: pdf article 2. <u>Assigned</u>; Based on Article 2; Write a précis of the article (500 words). Due Sept 29</p> <p>Due: Research Topic for semester paper. One paragraph.</p>	1/2
7	Sept 27	<p>Topic: Responding to Environmental Anthropology Reading Using Grammarly. https://www.grammarly.com/ Topic: Word choice. Vocabulary of the field. Who is the audience? Jargon vs. clarity. When to use technical terminology.</p> <p>Due. Response assignment. Quiz 2: Ethnographic language</p>	2/3/4
7	Sept 29	<p>Topic: Professional Integrity; Forms of plagiarism Read: “When to Cite,” and “Fair Paraphrase” Write revised and expanded thesis statement which reflects your continued research and integrate it into the first section of your paper.</p> <p>Précis 2 Due</p>	1
8	Oct 4	<p>Topic: Outline Construction Topic: The Critical or Comparative Précis. Intro discussion.</p> <p>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).</p> <p>Review pages 14-17 in “A Student’s Guide to Reading and Writing in Social Anthropology” for guidance. Read: “Using Outlines”</p> <p>DUE: Preliminary Bibliography (annotated)</p>	1/2
8	Oct 6	<p>Review: “Using Outlines”</p> <p>Quiz 3 on Canvas: Student’s Guide to Reading and Writing in Social Anthropology. All principal concepts.</p> <p>Response assignment 2</p>	2

Week/ Lesson/ Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
9	Oct 11	<p>Topic: Abstracts. What are Abstracts? Read: “Student Abstract Guide” Assigned: Prepare an Abstract for your paper (125 word minimum--150 word maximum)</p>	2
9	Oct 13	<p>Writing Workshop: Research tools and research habits Part I. Topic: Comparative Précis. Critiquing and contrasting sources. Examples. Topic: Comparative Précis. How to synthesize two readings. Topic: Synthesizing source material or “It’s OK to cite more than one author...” Read: “Help...I’ve been asked to synthesize!” Also read: https://www.wikihow.com/Write-a-Synthesis-Essay</p>	1/2/4
10	Oct 18	<p>Writing Workshop (Formatting: Sub headings, paragraphing) Study this resource http://www.chicagomanualofstyle.org/toolscitationguide.html</p> <p>You are ready to start writing your final research report. Start now! Don’t stop finding sources.</p> <p>Review Student’s Guide to Reading and Writing in Social Anthropology, p.16. “Establishing Authority.”</p> <p>Read: pdf article 3 & 4. <u>Assigned</u>; Based on Article 3 and 4, Write a comparative précis of the articles (750 words). Due Oct 27</p>	
10	Oct 20	<p>By this point you should have a thesis, an abstract, a detailed outline or graphic organizer, a bibliography of no fewer than six peer reviewed and vetted sources from which you can borrow and extend.</p> <p>Start work organizing your research paper The paper should be 3000 words minimum including references and Abstract.</p> <p>Quiz 4: Reference and Citation formats</p>	
11	Oct 25	<p>Writing Workshop: Research tools and research habits Part II. Peer review and critique. Topic: Figures and tables. Should you include illustrations?</p>	2/3

Week/ Lesson/ Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
		DUE: Abstract (150 wds +/- 3 words)	
11	Oct 27	Topic: More about Vetting Sources and saving references Precis 3 Due.	2/3
12	Nov 1	Topic: Proof reading your work. Due: First Draft / 1200 words min.	4
12	Nov 3	Writing Workshop Review: “Countering” and “Stepping Back” in “A Student’s Guide to Reading and Writing in Social Anthropology” (pp. 17-18).	3/4
13	Nov 8	Discussion. Proofreading Quiz 5: punctuation, grammar, and proofreading. Due Response assignment 3. Peer review of student work.	2/3
13	Nov 10	The One sentence revision exercise. Workshop for Final Paper. Review Check List. Final Research Paper due next class!	1/2
14	Nov 15	Topic: Statements of Intent/ Cover letters. Read: “Statements of Purpose” Assigned: Prepare your Cover Letter. Alignment of cover letter with resume. Peer review.	1
14	Nov 17	<u>DUE: Research Paper. Must include complete references.</u> Topic: Professional Resumés Types of resumes. Skills based vs. experience based; goals based. The CV. Study the Resumé Rubric on the class website. Read: “Things to Avoid in Job Applications and Resumés”	1/2
15	Nov 22	Cover letters and Letters of Intent. Peer review.	1
15	Nov 24	Thanksgiving	
16	Nov 29	Cover letter feedback All Research papers returned.	4
16	Dec 1	Last day of instruction. Review citation formats and systems. Prep for Final	

Week/ Lesson/ Module	Date	Topics, Readings, Assignments, Deadlines		Learning Outcomes
17 Final Exams Week	Dec 6	Final Exam	Review. On Line Citation/Reference assessment Dec 8-9	exam.

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

--Margaret Atwood