# ENC 3464 / ANT 3860:

# WRITING IN THE SOCIAL SCIENCES (ANTHROPOLOGY)

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## COURSE DESCRIPTION

Anthropology is about as diverse as a single field of study can be; one trait shared by anthropologists specializing in the discipline's many sub-fields and working in a range of industries is the necessity to communicate ideas and concepts in writing. The primary goal of this course is to improve your ability to do so. The secondary goal is to advance students' familiarity with the research, methodological, and writing conventions of the discipline. A third underlying purpose is to continue to push you beyond a model of education in which the instructor provides knowledge to the students. Instead, you will develop knowledge and improve your skills using the virtually infinite resources available to you. We will work towards achieving these goals over the course of the semester by engaging with and responding to a variety of readings, as well as putting into action some of the methods and communication strategies you have learned throughout your study of anthropology and its related disciplines.

This is a course designed to satisfy the Composition (C) and 6,000-word Writing requirements.

## REQUIRED TEXT

None. Readings are provided through the course e-learning platform. Note that you may need to log in to the UF network via a VPN when accessing some materials from off campus.

## MAJOR ASSIGNMENTS

**Synthesis Paper** Students will write a brief report on a current topic of significance that incorporates three scholarly articles assigned by the instructor. This process serves to sharpen students' advanced reading skills as well as the various argumentative and communicative skills necessary to make an argument based on secondary research.

> **Summaries** As we work toward the synthesis, students will write brief summaries of the individual articles prior to our discussions.

**Graduate School Admissions (Personal Statement, C.V.) OR Job/Internship Application Packet (Cover Letter, Résumé)** Students will choose to complete one of the above, as is most relevant. Students will first identify a graduate program, internship, or job they are interested in and could reasonably apply for with their *current qualifications*. Next, students will write application materials for this particular position.

**Ethnographic Vignette** Students will write a brief first-person vignette that illustrates the culture of a group, following a process of observational or participatory research. Because such a process can be long and unpredictable, we will introduce the assignment early in the semester.

**Field Notes** Ethnographic fieldwork requires a detailed observational record in the form of field notes.

**Research Paper** Students will choose a concept of interest and write a substantial report using relevant scholarly and professional literature related to that concept.

**Annotated Bibliography** In preparation for the research paper, students will write brief summaries of relevant aspects of twelve high-quality sources, including scholarly monographs, book chapters, and articles. A limited amount of popular and/or professional works is acceptable.

**Research Presentation** Each student will give a brief presentation before the class that describes the concept he or she has chosen.

## GRADING

This class is a 3000-level course designed for students who have developed a reasonable ability to read and engage with scholarly and professional literature in anthropology and related fields—typically third-year students or higher. Grading for this course will be commensurate with such a standard—in other words, rigorous. Do not rely on the instructor for copy-editing, even on drafts. To receive a passing grade for the course, each paper must reach the minimum assigned word count.

**Assignment Values**

| Assignments | Points | Minimum Words |
|---|---|---|
| Homework/Quizzes/Participation | 100 | varying |
| Job/Admissions Portfolio | 100 | 600 (total) |
| Ethnographic Vignette | 100 | 1000 |
| Field Notes | 40 | |
| Synthesis Paper | 100 | 750 |
| Synthesis Summaries | 60 | 500 |
| Annotated Bibliography | 150 | 1000 |
| Research Paper | 300 | 2500 |
| Research Presentation | 50 | |
| **Total Possible Points** | **1,000** | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| A | 4.0 | 93% | 93-100 | 930-1000 | C | 2.0 | 73% | 73-76 | 730-769 |
| A- | 3.67 | 90% | 90-92 | 900-929 | C- | 1.67 | 70% | 70-72 | 700-729 |
| B+ | 3.33 | 87% | 87-89 | 870-899 | D+ | 1.33 | 67% | 67-69 | 670-699 |
| B | 3.0 | 83% | 83-86 | 830-869 | D | 1.0 | 63% | 63-66 | 630-669 |
| B- | 2.67 | 80% | 80-82 | 800-829 | D- | 0.67 | 60% | 60-62 | 600-629 |
| C+ | 2.33 | 77% | 77-79 | 770-799 | E | 0.00 | <60% | 0-59 | 0-599 |

*Note: When counting towards a word count, do not include the references section. Be sure to reach the minimum in the course of the text itself.*

**Revision of Assignment**

You may choose to resubmit your job/admissions portfolio, vignette, proposal, or synthesis paper. Your new grade will replace the original one. In addition to the revised project, you must also write a half-page memo addressed to the instructor in which you detail what, how, and why you've revised. Revised work is *due two weeks from the day the assignment is first returned* to the class. Students are responsible for knowing the revision deadline.

**COURSE POLICIES AND PROCEDURES**

Writing in Anthropology is a skills-based class. Because we develop skills by practicing, attendance and participation is vital—the more we write, the better writers we become. Consequently, frequent absences will affect students' success in the course. Because writing skills are gained by collaborative experience, instruction is often based on in-class activities, which are difficult or impossible to replicate outside of class.

Attendance is required. The policy of the University Writing Program is *that if students miss more than six periods during the term, they will fail the entire course*. Double periods count as **two absences**. The UWP exempts from this policy only those absences involving university-sponsored events, such as athletics and band, and religious holidays. For absences due to illness or injury, your instructor will require a signed doctor's note.

Because this class is based on active learning, any lesser number of absences, excused or unexcused, will affect your grade because of missed workshops or activities that are graded. Repeated tardiness will also hurt your grade. **Missing more than 15 minutes of class**—whether due to tardiness, early departure, or other circumstances—**will count as an absence.**

Since so much of scholarship in this field is collaborative, participation is a crucial part of the class. Students are expected to work with their peers in a professional manner designed to support the success of their groups. Students engaged in other activities during class—including but not limited to social media, watching videos, doing other classwork, or anything that involves earbuds—may be asked to leave and will be marked absent for the day. Phones must be silenced and ignored. Use airplane mode if you cannot resist incoming notifications. If you have a personal emergency and must keep your phone on one day, please discuss it with the instructor before class.

**Academic Honesty**

As a University of Florida student, your performance is governed by the UF Student Honor Code, (https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx). The Honor Code requires Florida students to neither give nor receive unauthorized aid in completing all assignments. Violations include cheating, plagiarism, bribery, and misrepresentation, all defined in detail at the above site.

**Plagiarism**

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits and defines plagiarism as follows: Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.

2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student. (University of Florida, Student Honor Code, 8, October, 2013)

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code. The University Writing Program takes plagiarism very seriously, and treats instances of plagiarism as dishonesty and as a failure to comply with the scholarly requirements of this course. You commit plagiarism when you present the ideas or words of someone else as your own.

*Important tip:* There should never be a time when you copy and paste something from the Internet and don't provide the exact location and citation information for the source.

If a student plagiarizes all or any part of any assignment, he or she will receive a failing grade on the assignment. Additionally, instructors may impose a course grade penalty and report any incident of academic dishonesty to the Office of the Dean of Students. Each student's work may be tested for its originality against a wide variety of databases by anti-plagiarism sites to which the University subscribes, and negative reports from such sites may constitute proof of plagiarism. Other forms of academic dishonesty will also result in a failing grade on the assignment as a minimum penalty. Examples include cheating on a quiz or citing phony sources or quotations.

**General Education Learning Outcomes**

Students must pass this course with a "C" or better to satisfy the CLAS requirement for Composition (C). In the course of earning general education composition credit, students will:

• Demonstrate forms of effective writing (focusing on analyses, arguments, and proposals)
• Learn different writing styles, approaches, and formats and successfully adapt writing to different audiences, purposes, and contexts
• Effectively revise and edit their own writing and the writing of others
• Organize complex arguments in writing, using thesis statements, claims, and evidence
• Employ logic in arguments and analyze their own writing and the writing of others for errors in logic
• Write clearly and concisely, consistent with the conventions of standard written English
• Use thesis sentences, claims, evidence, and logic in arguments

The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades now have two components. To receive University Writing Requirement (WR) credit (E6), a student must earn a course grade of C or higher **and** assignments must meet minimum word requirements totaling at least 6000 words. Thus, to earn WR-E6 credit, **students must complete all the major writing assignments**. UWP policy further stipulates that to receive a C or higher in the course, the Writing Requirement must be met.

The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Conferring credit for the University Writing Requirement, this course requires that papers

conform to the following assessment rubric. More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

| | SATISFACTORY (Y) | UNSATISFACTORY (N) |
|---|---|---|
| CONTENT | Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources. | Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources. |
| ORGANIZATION AND COHERENCE | Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences. | Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader. |
| ARGUMENT AND SUPPORT | Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments. | Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis. |
| STYLE | Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure. | Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly. |
| MECHANICS | Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points. | Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility. |

**Due Dates, Make-up Policy, and In-Class Work**

Papers and drafts are due at the beginning of class or online at the assigned deadline. Late papers will not be accepted. Failure of technology is not an excuse. If illness or injury prevents a student from turning in a paper on time, the student should consult with the instructor to turn in the work as soon as is feasible given the situation.

**Readings**

Reading assignments typically appear in the schedule on the date on which they are due. Students should have completed these readings before coming to class that day.

**Conferences and Writing Studio**

Students are encouraged to use the instructor's office hours if there are questions about progress in the course, work underway, or any other course-related concerns. If there is a conflict with the posted office hours, please contact the instructor to schedule a meeting. Having conferences on assignments is often the best way to improve the quality of final drafts. The Writing Studio also offers one-on-one assistance on writing projects and is available to students of all levels.

**Evaluations**

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at the same site.

**Students with Disabilities**

The University of Florida complies with the Americans with Disabilities Act. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. Complete instructions for requesting accommodation can be found here: https://www.dso.ufl.edu/drc/students/accommodations.

Or Contact:
Disability Resource Center
001 Building 0020 (Reid Hall)
(352) 392-8565
accessuf@dso.ufl.edu
http://www.dso.ufl.edu/drc/

**Other Resources**

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provide confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- Career Resource Center, CR-100 JWRU, 392-1601
- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575
- Crisis and Emergency Resource Center, 4th floor of Peabody Hall, 352-392-1576
    - Drug and Alcohol Support and Education (DASE)
    - Sexual Assault / Abuse Recovery & Education
    - Eating Disorders Recovery & Education
    - Suicide Prevention Program
- UF Online Student Resources
- UF Online Student Handbook