Course Syllabus

ANT 3860/ENC 3464: Writing in Anthropology

Instructor: Jandy Gu
Email: jandyagu@ufl.edu
Office: 302 Tigert Hall
Office Hours: W 9:35am -10:25am, 1:55pm-2:45pm, and by appointment

Course Description

What is the use of conducting a study if you aren't able to express what you've found? Writing has obviously been an important part of conveying results for the larger scientific community. However, for anthropology and other social sciences, writing can be an essential element in the research process itself. From taking field notes to writing up the final research paper, writing is inseparable from anthropological ethnography. This course will focus on developing ethnographic research strategies, stressing the relationship between telling stories, developing thoughtful social analysis, and synthesizing existing scholarly literature. By conducting original research projects, students will learn to effectively document their observations, to interpret social situations in the context of social science theories, and finally, to synthesize this analysis with both thick description of observed interactions and an existing body of literature on their research topic. Reviews of literature, fieldwork, and qualitative research will be put into practice in workshops that emphasize the exchange of ideas and the process of planning, drafting, and revising original research.

In this course, students will learn to

- plan, draft, revise, and edit a research paper in the social sciences
- analyze and interpret social situations
- synthesize scholarly literature in the social sciences
- write in a clear, coherent, and direct style appropriate for academic research
- understand and employ the various forms of scholarly writing, including the literature review, the research report, and field notes.
- avoid plagiarism through proper citations

Required Texts

Recommended Text:
FieldWorking: Reading and Writing Research

Bonnie Stone Sunstein and Elizabeth Chiseri-Strater

Additional required readings, including published scholarly research, will be assigned by the instructor and made available online or via reserved readings at the Library.

Assignment Descriptions (Total Points Possible: 1000)

Proposal (300-600 words; 50 points)
In a short proposal statement, students learn to frame a research question, describe a subject group and methodology, and explain the significance of the issue.

Annotated Bibliography (600-1000 words; 100 points)
In this assignment, students will gain background information on and prepare to write the literature review associated with the proposed research project. The goal of the literature review is to provide the context for the research by finding out what other scholars say on the same subject.

Field Note Portfolio (1500-3000 words; 200 points)
Students prepare a step-by-step compilation of their development of an ethnographic vignette, documenting their engagement in fieldwork.

Rough Draft (100 points)
Students should submit a rough draft that we will re-work through peer review.

Research Paper (4000-6000 words; 350 points)
For the research report, students will develop an ethnographic research project, examine the existing literature, collect original data, present findings, and draw conclusions on a real-world subject. This paper is written in parts over the course of the entire semester.

Poster Presentation (100 points)
Students learn to construct a professional poster presentation and to convey their results at an academic conference. The poster conference will be held on **Tuesday, April 19th, 6:15-8:30 p.m.**, location TBA. **Attendance at this conference is required for this course**.

In-class Work and Homework (900 words; 100 points)
Throughout the term, students will work in class and at home on activities that strengthen specific writing skills. These activities include in-class exercises, drafts, workshops, peer reviews, and reading responses.

Grading

Grading for this course will be rigorous. Successful assignments will demonstrate understanding and practice of professional writing. Students are expected to follow the conventions of the discipline as specified in the appropriate manuscript form and illustrated in the major scholarly and professional publications in the field. To receive a passing grade in the course, each paper must reach the minimum assigned word count.

Grading Scale

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

Note: A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#hgrades (Links to an external site.)
http://www.isis.ufl.edu/minusgrades.html (Links to an external site.)

Writing Requirement
This course also confers 6000 words towards the Writing Requirement (WR), which ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. While helping students meet the broad learning outcomes of content, communication, and critical thinking, the instructor will evaluate and provide feedback on students' written assignments with respect to grammar, punctuation, clarity, coherence, and organization. Course grades have two components. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. UWP policy further stipulates that to receive a C or higher in the course, the Writing Requirement must be met.

Course Policies and Procedures

Attendance and Participation
Writing in the Social Sciences 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 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 may require a signed doctor's note.

Since this class is based on active learning, unexcused absences will affect your grade because of missed workshops or activities that are graded. Repeated tardiness will also hurt your grade. Arriving more than 15 minutes after class starts will count as an unexcused absence.

Since so much of professional writing 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 the groups.

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 (Links to an external site.). 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: You should never copy and paste something from the Internet without providing the exact location and citation information for the source.

If a student plagiarizes all or any part of any assignment, he or she will be awarded 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.

Classroom Conduct

Much of this class is discussion-based, so it is vital that we show respect for each other's views. Students are required to set cell phones to vibrate during class. Ringing phones and text messaging is an unprofessional disruption, which may result in your being asked to leave the classroom and being counted absent.

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 without a valid excuse as outlined above. In these cases, students should consult with the instructor to turn in the work as soon as is feasible given the situation. Note that failure of technology is not an excuse.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx (Links to an external site.).

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 better time. Having conferences on assignments is often the best way to improve the quality of final drafts. The *Writing Studio* (Links to an external site.) 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 https://evaluations.ufl.edu (Links to an external site.).

Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/ (Links to an external site.)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Schedule of Classes and Assignments

This schedule is subject to change. Any updated online notifications of deadlines/assignments supersede this copy.

Unit 1: What is Ethnography?

Week 1: Jan. 4-8
W   Introduction: Syllabus, Texts, Goals, and Course Organization
F   Defining Ethnography, diagnostic writing

Week 2: Jan. 11- 15
M   Choosing a Research Topic, Writing a Research Proposal
W   Reviewing Theory
F   Discussion

Unit 2: Research Methods & Theoretical Framework

Week 3: Jan. 18-11

M   **MLK DAY**
W   Archival & Literature Research vs. Field research
F   Writing an Annotated Bibliography

Week 4: Jan. 25-29

M   Due: **Research Paper Topic Proposal**, Developing a Theoretical Framework

W   Reviewing Theory, Synthesis Exercise

F   Discussion

Week 5: Feb. 1-5

M   Writing Introductions, Methods, and the Synthesis of Literature

W   Reviewing Theory, Introduction Exercise

F   Introduction to Conducting Field Research, Qualitative Methods: Participant Observation, Interview, Field notes.

Week 6: Feb. 8-12

M   Conducting Qualitative Fieldwork: Participant Observation and Interviews

W   Ethics and Reflexivity, Writing Field Notes

F   Discussion

Week 7: Feb. 15-19

M   Field trip: Writing Ethnographic Field Notes

W   Reviewing Theory

F   Due: **Annotated Bibliography,** Discussion

Unit 3: Ethnographic Detail

Week 8: Feb. 22-26

M   Writing and Editing a Vignette

W   **NO CLASS** –individual conferences

F   Reviewing Theory, Vignette Exercise

Week 9: Feb 29- Mar. 4
SPRING BREAK

Week 10: Mar. 7-11

M   Vignette Peer Review

W   Reviewing Theory

F   Due: **Field Note Portfolio,** Discussion

Week 11: Mar. 14-18

M   Refining Vignettes and Connecting Them to Theory, Introduction to Analyzing and Synthesizing

W   Reviewing Theory, Making Connections Exercise

F   Discussion

Unit 4: Analysis, Synthesis, and Making Conclusions

Week 12: Mar. 21-25

M   Writing Analysis

W   Analysis Exercise, Reviewing Theory

F   Discussion

Week 13: Mar. 28- Apr. 1

M   Synthesizing Original Ideas with Existing Literature

W   Come to class with a **rough draft**

F   **NO CLASS** –AES Conference

Week 14: Apr. 4-8

M   How to make a research poster

W   **NO CLASS** –individual conferences

F   How to make a research poster

Week 15: Apr. 11-15

M   Writing Conclusions

W   Writing Conclusions

F   In-class writing workshop

Week 16: Apr. 18-20

M   In-class writing workshop

T   **Apr. 19, 6:15pm-8:30pm, Poster Presentations**

W   Last Day of Class

Research Paper Due on Apr. 25 by Noon