

ANT 3869/ENC 3254: Writing in Anthropology

Spring, 2015

Dianne Cothran

University Writing Program

dcothran@ufl.edu

Phone: 352.846.1138

Office: 302 Tigert Hall

Office Hours : Tuesday/Thursday 4th period; other times by appointment

Course Description

Good writing and good social science go hand in hand, which is why this course stresses the relationship between clear, simple prose and thoughtful social analysis. By conducting original research, students learn to effectively use basic skills, such as sentence and paragraph construction, as well as advanced aspects of synthesis, style, data analysis, and report organization. We will examine various writing strategies appropriate for specific tasks and audiences in anthropology. Reviews of literature, analysis of social theory, and field work will be put into practice in workshops that emphasize the exchange of ideas and the process of planning, drafting, and revising original research.

Required Text

Field Working: Reading and Writing Research. 4th Edition.

Grading & Course Credit Policies

Grading for this course will be rigorous. Do not rely on the instructor for copy-editing, even on drafts. To receive a passing grade, 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

General Education Learning Outcomes

Students must pass this course with a “C” or better to satisfy the CLAS requirement for Composition (C). 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, evidence, and logic
- 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

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 writing credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. To receive the 6,000-word University Writing Requirement credit (E6), papers must meet minimum word requirements totaling 6000 words.

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.

Assessment Rubric

	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.

Assignment Descriptions (Total Points Possible: 1000)

Research Project Proposal (300-600 words; 50 points)

Students will choose either a qualitative or quantitative research project in the field of anthropology. In a short **proposal statement**, students will frame a research question, describe a subject group and methodology, and explain the significance of the topic.

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. Five scholarly sources are required.

Definition of Social Theory (600-700 words; 100 points)

For this assignment, students define the primary theory or concept that forms the foundation of their research project, developing an understanding of the connection between social theory and social science research.

Research Report (4000-6000 words; 400 points)

For the research report, students will provide a review of literature on their topic, collect original data, present findings, and draw conclusions. This paper is written in parts over the course of the entire semester (Introduction, Methods, Results, Discussion). Failure to turn in a complete draft of each section on the assigned date will result in 20 points deducted from the final research report for each draft missed.

Application Materials (750-1000 words; 100 points)

Students prepare a résumé and a personal statement or letter of application appropriate for graduate school or an internship.

Poster Presentation (100 points)

Students construct a professional poster and present the poster at the UWP's Social Sciences Poster Conference at the end of the semester.

In-class Work and Homework (900 words; 150 points)

Throughout the term, students will work in class and at home on activities that strengthen specific writing skills. These activities include workshops, peer reviews, and reading responses. For **peer reviews**, a complete paper must be submitted; missed peer reviews will lower the final grade on the research paper by 20 points. **Reading responses**, which will be graded and marked for content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics, will total 900 words or more. These assignments are weighted as follows: five peer reviews at 10 points apiece; five reading responses at 20 points apiece.

Class Policies**Attendance**

Attendance is required. The policy of the Writing in the Disciplines courses is that if a student misses more than six periods during a 15-week term, he or she will fail the entire course. Missing class on a double period counts as two absences. For each absence over three, 50 points are deducted from the student's final average. Only those absences involving university-sponsored events, such as athletics and band, and religious holidays, are exempted from this policy. Absences related to university-sponsored events or religious holidays must be discussed with the instructor prior to the date that will be missed.

Please Note: If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Tardiness: If students enter class after roll has been called, they are late, which disrupts the entire class. Two instances of tardiness count as one absence.

Preparation and Participation

Papers and drafts are due at the beginning of class or on-line at the assigned deadline. Late papers will not be accepted. Failure of technology is not an excuse.

Participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions, writing workshops, peer reviews, and other in-class activities. Be prepared for classroom discussion. Students must be present for all in-class activities to receive credit for them. In-class work cannot be made up. Peer reviews require that students provide constructive feedback about their peers' writing.

In general, students are expected to contribute constructively to each class session.

Plagiarism

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits plagiarism and defines it 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 July 2011)

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code.

Important Tip: You should never copy and paste something from the Internet without providing the exact location from which it came (URL and website title).

Classroom Behavior

Students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diverse student backgrounds combined with provocative texts require that students demonstrate respect for ideas that may differ from their own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

Cell Phones and Computers

No texting in class. Please silence phones. Students who violate these rules will be asked to leave class or turn over the phone to the instructor until the end of class. Computers should be logged off when the instructor is lecturing.

Paper Maintenance Responsibilities

Students are responsible to maintain duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, students are responsible for making this material available.

Mode of Submission

All major papers will be submitted as MS Word (.doc) or Rich Text Format (.rtf) documents to E-learning/Sakai and as hard copies. Final drafts should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered. Be sure to staple papers before submitting hard copies. Unstapled papers will not be accepted.

Students with Disabilities

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office, Peabody 202. That office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. Students requiring accommodation should present documentation to the instructor at the beginning of the semester.

Unit 1: The Rhetoric of Scientific Writing in Anthropology

Week 1: Jan. 6 & 8

- Introduction: Syllabus, Text, Goals, and Course Organization/Policies.
//Assignment: Read pp. 1- 23 in Ch. 1.
- Defining Anthropology and Its Major Divisions. Ethnographies and Sociocultural Research Papers. Qualitative and Quantitative Research.
//Assignment: Write a 150-200 word response to **each** of the following readings from our **website**: “Willing to Work” and “Obesity and the Natural Environment Across US Counties.”

Week 2: Jan. 13 & 15

- **Due: Reading Responses 1 & 2.** Explanation of the Research Report Project. //Assignment: Write three ideas for your research report project.
- Writing the Research Proposal. Workshop: Begin working on proposal.
//Assignment: Write Proposal.

Unit 2: Library Research and Research Methods

Week 3: Jan. 20 & 22

- **Due: Research Paper Topic Proposal.** Scholarly sources. Annotated Bibliography assignment. //Assignment: Begin locating sources.
- Library Workshop. //Assignment: Read Ch. 2. Write a 150-200 word response to one of the following: “Freewriting” (p. 69), “On Keeping a Notebook” (p. 78), or “Look at Your Fish” (p. 86). Continue locating sources for research paper.

Week 4: Jan. 27 & 29

- **Due: Reading Response 3.** Introductions and the Synthesis of Literature. Style tips for better writing. //Assignment: complete Annotated Bibliography.
- **Due: Annotated Bibliography.** Introduction Exercise: Analyze Quantitative and Qualitative Introductions. //Assignment: Write two 150-200 word responses to **two** of the following: "On Seeing England for the First Time" (p. 177); "Travel Journal: Brazil" (p. 190); "The Man Who Forgets Nothing" (p. 248); "I Can Read and I Can Write" (p. 273); "An Anthropologist on Mars" (p. 282); "Cheek" (p. 312); "A Far-off Affair" (p. 320); "In Roadville and in Trackton" (p. 341); "Slaves in the Family" (p. 369); "The Attic and Its Nails" (p. 388); "On Dumpster Diving" (p. 389).

Week 5: Feb. 3 & 5

- **Due: Reading Responses 4 & 5.** Discuss Exemplary Introductions in Quantitative and Qualitative Essays. Paragraphs and Coherence.
- Incorporation of sources into the Literature Review: Using APA format. Punctuation Review. //Assignment: Work on Intro. Draft.

Week 6: Feb. 10 & 12

- **Due: Introduction draft for Peer Review.** The Place for Theory in Ethnographic and Qualitative Research.
- **Due: Revised Introduction Draft.** Workshop: Work on Social Theory Definition. //Assignment: Complete definition.

Week 7: Feb. 17 & 19

- **Due: Definition of a Social Theory.** Methods Section Overview. Qualitative Methods. Thematic Analysis.
- Ethnographic field notes. //Assignment: Work on Methods.

Week 8: Feb. 24 & 26

- Conducting Surveys and Interviews. Sampling and Statistical Analysis.
- Survey Design. Using Qualtrics. Workshop: Methods and Survey/Research Instrument. //Assignment: Complete Methods and

survey or research instrument.

Week 9: SPRING BREAK – March 2-6

Unit 3: Graduate School Applications

- **Due: Methods and Survey or Research Instrument Draft.** Graduate School Applications: Process and Strategy. Résumés and Application Letters.
- **Due: Revised Methods and Survey or Research Instrument Draft.** Personal Statements. Workshop: Application Materials. //Assignment: Draft application materials.

Unit 4: Results and Discussion

Week 10: March 10 & 12

- **Due: Application Materials for Peer Review.** Results/Findings Overview.
- Incorporation of Graphics into Research Papers. Incorporation of the Literature into the Findings. //Assignment: Finalize application materials.

Week 11: March 17 & 19

- **Due: Application Materials.** Discuss Exemplary Results.
- Workshop: Results. //Assignment: Complete Results draft.

Week 12: March 24 & 26

- **Due: Results Section for Peer Review.** Discussion Section Overview.
- **Due: Revised Results Section Draft.** Discussion section workshop. //Assignment: Finalize Research Paper draft.

Unit 5: Professional Presentations

Week 13: March 31 & April 2

- **Due: Research Paper for Peer Review.**
- Discuss Abstracts. Poster Presentations in the Social Sciences. Consultations with instructor on final research paper. //Assignment: Finalize Research Paper.

Week 14: April 7 & 9

- **Due: Research Paper.** Effective Oral Presentations.
- Example Posters and the Presentation Flyer. //Assignment: Prepare poster and presentation.

Week 15: April 14 & 16

- Poster Presentations in class.
- Poster Presentations in class.

Week 16: April 21

- **Due: Poster Presentation Conference (Tuesday, 6:15 pm-9:15 pm, Ustler Hall)**
- Peer review of poster presentations due by 5:00 pm April 22 (submit through Sakai).