Welcome to:

ANG 5094:
Writing in Anthropology

Spring 2019
Wednesdays: 6:00 – 8:50 pm, in HPH 409M

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For each week when a product is due, every student will have a dual role of "**a writer**" of your product, and "**an editor**" providing a peer review for another student's product.

- ➔ **Writers' duties:** products are due by 8 pm on Sunday before the seminar when the section will be workshopped. Please email your product to me directly: jmishtal@ucf.edu
  It is crucial that you are committed to the task of writing and re-writing/re-thinking. Like any craft, this might be repetitive and arduous, but ultimately worthwhile.

- ➔ **Editors' duties**: peer reviews are due by 3 pm on Wednesday on the day of the seminar when the section will be workshopped. Please email your review to me directly: jmishtal@ucf.edu
  I will assign and distribute one product to each student editor via email on Sunday night. Editors are asked to provide specific ways in which the writers can improve the draft/paper, what they think works and does not work, and offer ideas and suggestions for how to revise and move toward the next version of the paper (or this specific product).

- ➔ **Book presenter duties:** Some weeks include presentations and discussions of a book from the "art of writing" genre, followed by discussion of ideas and strategies in writing. The presentations are meant to be informal but useful and focus on sharing best practices.

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Required Books:

1.) ***Writing Your Journal Article in 12 Weeks*** by Wendy L. Belcher (2009) – on Canvas

2.) **The "art of writing" genre:**
   a. ***Bird by Bird: Some Instructions on Writing and Life***. Anne Lamott
   b. ***The Writing Life***. Annie Dillard
   c. ***On Writing*****.** Stephen King
   d. ***Writing Tools: 50 Essential Strategies for Every Writer*****.** Roy Peter Clark
   e. ***On Writing Well***. William Zinsser

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Grading:
Students will be evaluated based on the participation and quality of effort in their roles as:
1. Editors: reviewing the work of others and offering critical and encouraging feedback.
2. Writers: willingness and effort to improve your own work.
This includes being willing to go back to your own drafts and make significant improvements.

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Academic Integrity: We adhere to academic honesty rules of this and other universities and expect you to do your own work. Plagiarism is unacceptable and will carry serious consequences as per UCF Academic Conduct policy.

Special Needs: UCF is committed to providing reasonable accommodations for students with disabilities. Students who need accommodations must first register with the Student Accessibility office (http://sas.sdes.ucf.edu/) and bring an accommodation letter during the first week of class.
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Deployed active duty military student who need a special accommodation due to that unique status should contact the professor to discuss the circumstances.

Campus Safety: Should an emergency arise in our class, we will all need to work together. Please be aware of surroundings and familiar with basic safety concepts. In emergency, dial 911. Emergency procedure guides are posted on classrooms' walls near the door (http://emergency.ucf.edu/emergency_guide.html).
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Seminar Schedule

Week 1:

- Introductions and organization
- Scholarly writing and the peer-review process
- "Responding—really responding—to other students' writing" by Richard Straub

Week 2:

Read:
1.) Ch. 2 in Belcher (abstract)
2.) *Bird by Bird* by Anne Lamott

Book presenters:
(1) Rachael (2) Chelsea

Workshopped: none

Week 3:

Read:
1.) Ch. 3 in Belcher (argument)

Workshopped: abstracts
(1) Lauren (2) Vanessa

(3) Chelsea (4) Lee

***Submit** initial papers by Wed. class via email to jmishtal@ucf.edu. From here forward, you are expected to work with the same paper/draft.

Weeks 4:

Read:
1.) Ch. 5 in Belcher (literature review/background)

Workshopped: arguments
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(1)_____Alison _____(2)_____Lee_____

(3)_____[Lauren: stand-by]_____ (4)___[Rachael: stand-by]_____

Weeks 5:

Read:

1.) Book: *The Writing Life* by Annie Dillard

Book presenters:

(1)_____Lauren_____(2)_____Vanessa_____

Workshopped: literature review/ background (first half)

(1)_____Rachael_____(2)_____Alison_____

Weeks 6:

Read:

1.) Ch. 6 in Belcher (structure)

Workshopped: literature review/ background (second half)

(1)_____Chelsea_____(2)_____Lauren_____

Weeks 7:

Read:

1.) Ch. 7 in Belcher (presenting evidence)

Workshopped: structure

(1)_____Vanessa_____ (2)_____Rachael_____

Weeks 8:

Read:

1.) Book: *On Writing Well* by William Zinsser

Book presenters:

(1)_____Lee_____(2)_____Chelsea_____

Workshopped: evidence (first part)

(1)_____Alison_____ (2)_____Rachael_____

Weeks 9:

Read:

1.) Ch. 8 in Belcher (opening)

Workshopped: evidence (second part)
(1)_____Lee_____ (2)____Chelsea_____

Weeks 10: Spring Break

Weeks 11:

Read:
1.) Ch. 8 in Belcher (concluding)

Workshopped: opening
(1)_____Chelsea_____ (2)____Lee_____
(3)_____[Alison: stand-by]_____

Weeks 12:

Read:
1.) Ch. 10 in Belcher (editing)

Workshopped: concluding
(1)_____Vanessa_____ (2)____Lauren_____
(3)_____[Lee: stand-by]____

Week 13:

Read:
1.) Book: *Writing Tools* by Roy Peter Clark (first half)

Book presenters:
(1)_____Rachael_____(2)_____Alison_____

Workshopped: editing (first half of completed paper)
(1)_____Lauren_____ (2)_____Vanessa_____

Week 14:

Read:
1.) Book: *Writing Tools* by Roy Peter Clark (second half)

Book presenters:
(1)_____Vanessa_____(2)_____Lauren_____

Workshopped: editing (second half of completed paper)
(1)______Rachel____________ (2)____Alison______________

Week 15:

Read:

1.) Book: *On Writing* by Stephen King

Book presenters:

(1)______Alison____________(2)_______Lee____________

Workshopped: none

Week 16:

Submit final revised papers for grading via email to jmishtal@ucf.edu by midnight Sunday 4/21/2019

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Summary of students' workshopped days:

Alison:
argument/ lit review/ evidence/ editing [opening: stand-by]

Chelsea:
abstract/lit review/ evidence/ opening

Lauren:
abstract/ lit review/ concluding/ editing [argument: stand-by]

Lee:
abstract/ argument/ evidence/ opening [concluding: stand-by]

Rachael:
lit review/ structure/ evidence/ editing [argument: stand-by]

Vanessa:
abstract/ structure/ concluding/ editing
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