ANG5094: Writing in Anthropology

Department of Anthropology

College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor:	*Scott Branting*	*Term:*	*Spring 2020*
Office:	*Phillips Hall 309-E*	*Credit Hours*	*3*
Phone:	*(407) 823-4962*	*Class Meeting Days:*	*W*
E-Mail:	*scott.branting@ucf.edu*	*Class Meeting Hours:*	*6:00pm – 8:50pm* *April 22nd 7:00–9:50pm*
Website:	*Canvas*	*Class Location:*	*HPH 409M*
Office Hours:	*Dr. Branting Th 3:15-5:00 or by appointment*	*TA:* *TA email:*	

University Course Catalog Description

Develop scholarly writing skills specific to anthropology in terms of engagement with literature, crafting of arguments, as well as the style of expression and quoting.

Course Overview

Anthropology requires a distinctive style of writing. This seminar aims to help graduate anthropology students to develop their scholarly writing skills in a structured and supportive atmosphere by utilizing a peer-review system and the assistance of a faculty member in providing feedback and guidance. The sub disciplines of cultural, biological anthropology, and archaeology each cultivate some distinct characteristics, in particular for presenting results and the degree of engagement with theory. These characteristics will be highlighted so that students in particular sub disciplines can maximize the usefulness of the workshop for their own benefit.

Course Objectives

In this course, students will gain skills in:

- Become familiar with expectations in scholarly writing in anthropology
- Improve scholarly writing
- Learn to provide constructive editorial feedback on scholarly writing

I ask that you put energy into your own work, but also be an excellent editor for your classmates. This class is meant to help us all become better editors, readers, and writers. It should also help us all to be able to provide constructive and productive feedback for others.

Course Prerequisites

None

Required Text and Articles

There are four required books:

- Lamott, Anne. (1994) *Bird by Bird: Some Instructions on Writing and Life*. New York: Anchor.
- Clark, R.P. (2008) *Writing Tools: 55 Essential Strategies for Every Writer*. New York: Little Brown Spark.
- King, S. (2002) *On Writing*. New York: Simon and Schuster.
- Zinsser, W. (2006) *On Writing Well: The Classic Guide to Writing Nonfiction*. New York: Harper.

Additional readings in this course take the form of journal articles, which are available through the UCF Library web site. In cases where a reading is not available for electronic download, a copy of the reading will be made available through the course website on Webcourses@UCF.

You are not required to purchase suggested readings. Those are purely suggestions and not required.

Basis for Final Grade

Your grade will be based upon your final written product (25%), intermediary written products (drafts) to be workshopped in class (2 x 12%), editing and critique of your colleague's intermediary products (20%), book presentations in finals week (10%), editing and critiquing a colleague's final product during week 14 (10%), your final CV (10%), and a syllabus quiz (1%). Failure to hand it in assignments or on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Failure to participate in the book presentation, workshopping, or peer-reviewed sessions, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment.

Assignments	*Due Date*	*Percent of Grade*	*Max. Points*
Syllabus Quiz	By Friday, Week 1 at 3pm	1% and federal verification requirement	1
Student – CV	Week 5	10%	10
Workshopping – product 1	By Friday at 5pm on Week 5 or 6 (depending your group)	12%	12
Workshopping – product 2	By Friday at 5pm on Week 7 or 8 (depending your group)	12%	12
Workshopping – editing	In assigned classes	20%	20
Final Product	April 1st, 2020 at start of the class period (6:00pm)	25%	25
Peer-Review Session	Week 14	10%	10
Book Presentations	Week 16	10%	10

The syllabus quiz also completes the verification requirement for students who receive federal financial aid. Verification of student engagement is required to support UCF's compliance with federal financial aid regulations. The regulations state that without verification of student engagement at the start of each course in which a student is enrolled, students will not receive their student aid. UCF is required to verify that every student enrolled in every course meets this regulation. All students, whether or not you receive federal student aid, are required to complete the syllabus quiz by 3pm on the Friday of first week.

Letter Grade	*Points*
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

Course Policies

Academic Integrity and Student Conduct

All student conduct must conform to the purpose of this class, which is to provide a welcoming and inclusive environment for the learning and sharing knowledge. This will require civility and respect for each other during lectures and discussions, as well as trust and cooperation between you and me. Cheating, plagiarism, and disruptive behavior will, therefore, not be tolerated in class. If your behavior in class is being disruptive (e.g. talking, violating the electronic device policy, arriving late, distracting other students), I may use my right as instructor to ask you to leave the class. If a student habitually disturbs the class I also reserve the right to reduce their final course grade by up to 10%. Plagiarism and cheating are particularly serious offenses. Penalties for plagiarism or cheating can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade. All students are required to follow the Rules of Conduct (https://osc.sdes.ucf.edu/process/roc), and in UCF's student handbook, The Golden Rule (http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf). Violations of these rules may result in a record of the infraction being placed in your file. Confirmation of such incidents may result in expulsion from the University.

Course Accessibility

Both I and the University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS)

<http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

University Writing Center: The University Writing Center (uwc.cah.ucf.edu) is a free resource for UCF students. If you require assistance with any part of the writing process, they have trained consultants who can help you if you plan ahead. Since written assignments form this course, I would encourage you to seek out their assistance if you require it.

Electronic Device Policy

Students learn in different ways and are comfortable with different technologies. You are welcome to use a computer, tablet, smartphone or similar device in class meetings for note taking. You may not, however, use these devices for non-course-related purposes including: phone calls, texting, checking emails, and making use of the internet. If you wish to use them to record a lecture you need to ask about this in advance. You may also not use the device in any way that is distracting to other students in the classroom. If you are found to be doing so, you will be asked to put away the device and will not be permitted to use devices in class from that point forward. The use of a device to send or receive a call or message is not permitted in class at any point unless there is an emergency. Please be sure these devices are silenced, in accordance with University policy, and in your pocket or bag for the duration of the class.

Campus Safety

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Please be aware of your surroundings and familiar with basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see http://www.ehs.ucf.edu/workplacesafety.html).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (https://youtu.be/NIKYajEx4pk).

For more information see: http://emergency.ucf.edu/emergency_guide.html.

Accommodations for Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact me as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Attendance (including absences for Religious Observances and Authorized University Events or Co-curricular Activities)

Attendance at class meetings is important for an understanding of course materials and for success in this class. I will not take formal class attendance, although I may keep a record of attendance of individual students at my discretion if it is warranted based on class performance. I expect that students attend class regularly and I will not provide class notes or lecture slides to students for class periods that students miss. In addition, if you are not in attendance on days when you may be presenting, without a pre-accepted excuse, you will receive a score of (0) for that assignment. Students with a pre-accepted excuse, including a religious observance or if you are representing the university in an authorized event or activity, will be provided with and alternative time for their presentations.

Updates and Notifications

The course website on Webcourses will be used for any general notifications or updates to this course, including changes to this syllabus.

Obtaining Notes for Missed Lectures

If you miss a lecture it is your responsibility to obtain notes from a fellow classmate. I will not provide notes or a copy of any lecture or activity.

Grades of "Incomplete"

Incomplete grades are only given when an unexpected and documented emergency situation prevented a student from completing the remaining work at the time when the emergency occurred. I have the right to make the final decision on whether or not to issue an incomplete, rather than submitting a final grade based upon your completed work. Incomplete work must be finished by the end of the next semester or the "I" will automatically become an "F" on your transcript.

Course Schedule

This syllabus is tentative and I may make reasonable schedule modifications to meet the goals of the class. Articles will be posted on the course website or provided in class.

Week	Day	Date	Topic Assignments Due	Reading Assignments Bold = Required *Bold Italic = Recommended* Normal = Suggested
1	W	Jan. 8	Introduction to Class Classroom – Introduction, Paper Discussions ASSIGNMENT: Syllabus Quiz due Fri. 10th, 3pm	Straub (1999) "Responding – Really Responding – to Other Students' Writing"
2	W	Jan. 15	Grants Branting Grants - Workshopped	Branting Grants
3	W	Jan. 22	Curriculum Vitae Branting CV – Workshopped ASSIGNMENT: Draft CV Due Friday Jan 24 by 5pm	Branting CVs Articles TBD
4	W	Jan. 29	Argument Development Workshop – Students Curriculum Vitae	Belcher Chapter 2 – 3
5	W	Feb. 5	Literature Review / Background / Works Cited ASSIGNMENT: Final CV Due Wednesday Feb 5 by 5pm ASSIGNMENT: Group 1 Product 1 Due Friday Feb 7 by 5pm	Belcher Chapter 5
6	W	Feb. 12	Significance and Structure Workshop – Student Work (Group 1, Product 1) ASSIGNMENT: Group 2 Product 1 Due Friday Feb 14 by 5pm	Belcher Chapter 6 and 9

7	W	Feb. 19	Analyzing and Presenting Evidence Workshop – Student Work (Group 2, Product 1) ASSIGNMENT: Group 1 Product 2 Due Friday Feb 21 by 5pm	Belcher Chapter 7-8
8	W	Feb. 26	Opening and Concluding Workshop – Student Work (Group 1, Product 2) ASSIGNMENT: Group 2 Product 2 Due Friday Feb 28 by 5pm	Belcher Chapter 10
9	W	Mar. 4	Revising and Editing Workshop – Student Work (Group 2) Writing Session and open review	Belcher Chapter 11 and X
10	W	Mar. 11	SPRING BREAK NO CLASS	
11	W	Mar. 18	Writing Session and open review	
12	W	Mar. 25	Writing Session and open review	
13	W	Apr. 1	FINAL ASSIGNMENT DUE AT START OF CLASS Wednesday Apr 1 Writing Session and open review	
14	W	Apr. 8	Peer-Review Session	
15	W	Apr. 15	Book Presentation Preparation	

Finals	W	Apr. 22	*Note Different Time: 7:00pm – 9:50pm Book Presentations	

Bibliography

Straub, Richard
1999 "Responding – Really Responding – to Other Students' Writing" In *The Subject is Writing* (2nd Edition). Wendy Bishop, ed. Pp. 136-146. Portsmouth: Boynton/Cook Publishers.

Belcher, W.L.
2019 *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success* (2nd Edition). Chicago: University of Chicago Press.