ANG5094: Writing in Anthropology

Department of Anthropology

College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor:	*Scott Branting*	*Term:*	*Fall 2022*
Office:	*Online*	*Credit Hours*	*3*
Phone:	*(407) 823-4962*	*Class Meeting Days:*	*W*
E-Mail:	*scott.branting@ucf.edu*	*Class Meeting Hours:*	*6:00pm – 8:50pm*
Website:	*UCF Webcourses*	*Class Location:*	*MSB 149*
Office Hours Online:	*Dr. Branting W 3:30-5:00 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 is one required book:

- Belcher, W. (2019): Writing Your Journal Article in Twelve Weeks (2nd Edition). Chicago: University of Chicago Press.

Any other readings for this course will be available through the course website on Webcourses@UCF.

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 15%), editing and critique of your colleague's intermediary products (2 x 10%), editing and critiquing a colleague's final product during week 14 (14%), 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 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 3:00pm	1% and federal verification requirement	1
Student – Draft CV	By Friday on Week 5 at 1:00pm	0%	0
Student – CV	Week 7 at start of the class period	10%	10
Workshopping – product 1	By Friday at 1:00pm on Week 8 or 9 (depending on your group)	15%	15
Workshopping – product 2	By Friday at 1:00pm on Week 10 or 11 (depending on your group)	15%	15
Workshopping – editing	In two assigned classes on Weeks 9, 10, 11, 12.	20% (2 x 10%)	20
Final Product	By Friday of Week 13 at 1:00pm	25%	25
Peer-Review Session	Week 15 or Finals Week	14%	14

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.

Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating
Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule <https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Course Accessibility
Both I and the University of Central Florida are committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations 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). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and 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. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

In-Class Recording
Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member.

Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

University Writing Center:
The University Writing Center (https://guides.ucf.edu/writingcenter) 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 comprise a large percentage of your grade for 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 or for completing the laboratory exercises. You may not, however, use these devices for non-course-related purposes including: phone calls, texting, checking emails, and making use of the internet. 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 or stop using the device. 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. Students should be aware of their surroundings and familiar with some 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 <https://centralflorida-prod.modolabs.net/student/safety/index>.
- 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 <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.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>).

Accommodations for Active Duty Military Students
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors 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 (UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>) or if you are representing the university in an authorized event or activity (UCF policy at <https://policies.ucf.edu/documents/4-401.pdf), will be provided with an 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. Material other than Belcher will be provided on UCF Webcourses.

Week	Day	Date	Topic Assignments Due	Reading Assignments
1	W	Aug. 24	Introduction to Class Classroom – Introduction, Paper Discussions **ASSIGNMENT: Syllabus Quiz due Fri. Aug. 26th, 3pm**	**Straub (1999) "Responding – Really Responding – to Other Students' Writing"** **Belcher (2019) 202-208**
2	W	Aug. 31	Belcher Discussion Progress Roundtable Grants Branting Grants – Workshopped 1	**Branting Grants** **Belcher (2019) Introduction and Chapter 1** Belcher (2019) Week 0 (Page 390-400)
3	W	Sept. 7	Progress Roundtable Argument Development Branting Grants – Workshopped 2	**Branting Grants** **Belcher (2019) Chapter 2-3**
4	W	Sept. 14	Progress Roundtable Literature Review / Background / Works Cited Branting Grants – Workshopped 3	**Branting Grants** **Belcher (2019) Chapter 5**
5	W	Sept. 21	Progress Roundtable Significance and Structure CVs Branting CV – Workshopped **ASSIGNMENT: Draft CV** **Due Friday Sept 23 by 1pm**	**Branting CVs** **Belcher (2019) Chapter 6 and 9**

6	W	Sept. 28	Progress Roundtable Analyzing and Presenting Evidence Workshop – Students Curriculum Vitae	**Belcher (2019) Chapter 7-8**
7	W	Oct. 5	Progress Roundtable Opening and Concluding **ASSIGNMENT: Final CV** **Due Wednesday Oct 5 by 6pm**	**Belcher (2019) Chapter 10**
8	W	Oct. 12	Revising and Editing Progress Roundtable Writing Session and Open Review **ASSIGNMENT: Group 1 Product 1** **Due Friday Oct 14 by 1pm**	**Belcher (2019) Chapter 11 and X**
9	W	Oct. 19	Workshop – Group 1 Product 1 **ASSIGNMENT: Group 2 Product 1** **Due Friday Oct 21 by 1pm**	
10	W	Oct. 26	Workshop – Group 2 Product 1 **ASSIGNMENT: Group 1 Product 2** **Due Friday Oct 28 by 1pm**	
11	W	Nov. 2	Workshop – Group 1 Product 2 **ASSIGNMENT: Group 2 Product 2** **Due Friday Nov 4 by 1pm**	
12	W	Nov. 9	Workshop – Group 2 Product 2	
13	W	Nov. 16	**FINAL ASSIGNMENT DUE Friday Nov 18 by 1pm** Writing Session and open review	

14	W	Nov. 23	**THANKSGIVING HOLIDAY** No Class	
15	W	Nov. 30	Peer-Review Session Group 1	
Finals	W	Dec. 7	***Note Different Time: 7:00pm – 9:50pm** Peer-Review Session Group 2	

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.