

Term Information

Effective Term Autumn 2021
[Previous Value](#) Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

name and description

What is the rationale for the proposed change(s)?

We are changing the name and description due to our Anthropology PhD program redesign.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Anthropology
Fiscal Unit/Academic Org	Anthropology - D0711
College/Academic Group	Arts and Sciences
Level/Career	Graduate
Course Number/Catalog	8827
Course Title	Communicating Anthropology
Previous Value	Writing and Publishing in Anthropology
Transcript Abbreviation	Comm Anth
Previous Value	Writ Pub Anth
Course Description	This course will walk students through the process of communicating research across several common platforms available to academics nowadays. The main goal is to work with students on the development of their academic narratives and then discuss how such narratives can (and should) be adjusted to different audiences.
Previous Value	Advanced seminar in production and publication of professional literature in anthropology.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Seminar
Grade Roster Component	Seminar
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Previous Value

Prereq: Grad standing in Anthrop.

Exclusions

Previous Value

Not open to students with credit for 827.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

45.0201

Subsidy Level

Doctoral Course

Intended Rank

Masters, Doctoral

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Write an anthropological research paper for an academic audience
- Orally present anthropological research to an academic audience
- Explain their anthropological research to a broader (non-academic) audience
- Identify personal communication strengths and weaknesses in relation to their intended career path.
- Develop a research communication portfolio that is appropriate for their intended career path.

Previous Value

Content Topic List

- Advanced seminar in production and publication of professional literature in anthropology

Sought Concurrence

No

Attachments

- 8827 syllabus communicating anthropology.docx: Syllabus

(Syllabus. Owner: Healy,Elizabeth Ann)

- 8827_2018_syllabus.docx: Current Syllabus

(Syllabus. Owner: Healy,Elizabeth Ann)

Comments

- Please also upload old syllabus. *(by Vankeerbergen,Bernadette Chantal on 11/17/2020 04:43 PM)*

COURSE CHANGE REQUEST
8827 - Status: PENDING

Last Updated: Haddad,Deborah Moore
11/20/2020

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Healy,Elizabeth Ann	11/03/2020 03:10 PM	Submitted for Approval
Approved	McGraw,William Scott	11/04/2020 11:56 AM	Unit Approval
Approved	Haddad,Deborah Moore	11/04/2020 05:27 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/17/2020 04:43 PM	ASCCAO Approval
Submitted	Healy,Elizabeth Ann	11/20/2020 08:51 AM	Submitted for Approval
Approved	Guatelli-Steinberg,Debra	11/20/2020 10:13 AM	Unit Approval
Approved	Haddad,Deborah Moore	11/20/2020 10:37 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	11/20/2020 10:37 AM	ASCCAO Approval

ANTHROPOLOGY 88278

COMMUNICATING ANTHROPOLOGY

Instructor: Brutus Buckeye
brutus.1@osu.edu
4034 Smith Laboratory
Tel. (614) 292-4149

Spring 2021
Hours of instruction: TR 11:10 – 12:30
Classroom: Smith Lab 4094
Office hours: W 12-3 PM or by appointment

COURSE DESCRIPTION

This course will walk students through the process of communicating research across several common platforms available to academics nowadays. The main goal is to work with students on the development of their academic narratives and then discuss how such narratives can (and should) be adjusted to different audiences. Students will work with their own research materials and by the end of the course it is expected that each student will have a diverse set of research outputs that can be used to communicate their academic progress broadly and to diverse audiences. The course will focus on two sets of activities: 1) the discussion of basic concepts of research structure and narrative, guided by readings on different topics regarding philosophy of sciences, empirical research, scientific ethics, and communication strategies; and 2) the creation of a communication portfolio for the student's research, with the support of peer review and in-class discussions. The seminar will adjust itself to the particular needs of the students, adding emphasis to those aspects of research design, writing, and communication most required in a case-by-case manner.

COURSE GOALS

The goal is to train students to effectively communicate anthropological research and ideas to different audiences and through different outlets, and this entails that students will be able to:

1. Write an anthropological research paper for an academic audience
2. Orally present anthropological research to an academic audience
3. Explain their anthropological research to a broader (non-academic) audience
4. Identify personal communication strengths and weaknesses in relation to their intended career path.
5. Develop a research communication portfolio that is appropriate for their intended career path.

REQUIRED READING

Required and recommended readings will be made available through Carmen. You are expected to have read the assigned readings once or twice before you come to class. As you read, highlight, take notes, summarize, look up new words or concepts, and come with

questions for me and/or your classmates. In short, be prepared to discuss the readings in class and bring the readings to class. I also recommend you to go over the readings once more after class.

LEARNING OUTCOMES

The goal is to train students to effectively communicate anthropological research and ideas to different audiences and through different outlets, and this entails that students will be able to:

1. Write an anthropological research paper for an academic audience.
 - a. Evaluate the different academic venues available for communicating their work. (D1a)
 - b. Select the most appropriate academic venue for their specific work. (D1b)
 - c. Understand the norms and structures of academic communication. (D1c)
 - d. Write clearly and in the appropriate format for the selected audience. (D1d)
2. Orally present anthropological research to an academic audience
 - a. Evaluate the different academic venues available for communicating their work. (D2a)
 - b. Select the most appropriate academic venue for their specific work. (D2b)
 - c. Understand the norms and structures of academic communication. (D2c)
 - d. Present clearly and in the appropriate format for a selected audience. (D2d)
3. Explain their anthropological research to a broader (non-academic) audience
 - a. Recognize different audiences with different needs (e.g., age, locality, educational background). (D3a)
 - b. Know the requirements and expectations for different outlets (e.g., social media, news feeds, podcasts, blogs). (D3b)
 - c. Transmit research clearly through different media formats. (D3c)
4. Plan a career
 - a. Follow ethical and professional guidelines defined by the professional associations relevant to the student's career. (F1c)
 - b. Foster collegial relationships. (F1d)
5. Develop a research communication portfolio that is appropriate for their intended career path.
 - a. Identify appropriate formats, venues and expectation. (F2a)
 - b. Follow ethical guidelines in publishing and reviewing. (F2b)
 - c. Foster collegial feedback and support for publication among peers. (F2c)

ASSESSMENT OF LEARNING OUTCOMES

Seminar and class discussions. The goal of the in-class seminar and discussion is to create a space to discuss the weekly topics and evaluate each student's contribution and progress in developing their own communication portfolio. The discussion will focus on and the "dos" and "do nots" in communicating academic research. The seminar will establish comparative frameworks for academic writing, frequently contrasting the different types of academic products (articles, book chapters, ethnographies, etc.) with non-academic venues (opinion pieces, scientific dissemination articles, blogs, webpages, social media). The seminar will be complemented by student presentations and peer-review discussions, as detailed below. **D1a-c, D3a-c, F1c-d**

Addendum. At the end of every week – before Friday midnight – students have to submit a paragraph or two (no longer than one page) in which they reflect on what they learned that week from reading, writing, and workshop discussions with an emphasis on what they learned from discussions with their fellow students. The goal of the assignment is for students to develop their own conceptual framework drawing from the anthropological theories discussed in the course and prepare for the term paper. **D1a-d, D3a-c, F1c-d**

Weekly Homework Assignments (WHA). Every week students will complete one written homework assignment in which they can practice and demonstrate one or more learning outcomes as they apply the concepts discussed in class to their own academic interests. The WHA will consist of the development of new academic communications of their own research and will be used to compile the communication portfolio of students at the end of the semester. **F2a-b**

Student presentations. Every week two students will present their WHA to the class, to open their work for discussion with the peers. The presentations will also serve as exercises in translating the student's products to be delivered orally and will be used as starting point for discussions about effective communication strategies. **D2a-d, D3a-c**

Peer review. Every week, each student will review the WHA of one other student. Detailed instructions for peer-review will be made available to the students, drawing from instructions from professional associations and weekly readings. The reviewer should provide critical and constructive feedback for the author, but in the final paragraph of the review should describe what the reviewer learned from reviewing. The goal of the peer review is for students to develop supportive professional habits and relationships with their peers. **F1c, F1d.**

Communication portfolio. The capstone assignment for this course is the compilation of all weekly assignments into one portfolio of communication strategies in which students critically assess each strategy and use their own work as specific examples. In the portfolio students should: (1) explain succinctly the advantages and targeted audience for each strategy; (2) describe clearly their relevance to the students' academic goals; (3) convince the reader of the importance of approaching scientific

communication from multiple points of view, and (4) critically assess their own ability to engage with each communication strategy. The portfolio should be no longer than 20 pages double-spaced. **D1a-c, D3a-c, F1c-d, F2a-b**

Evaluation: Course responsibilities will be weighted in the following way:

Weekly assignments (12)	25%
Peer reviews (12)	25%
Oral presentations (12)	25%
Communication portfolio	25%
Total	100%

Final grades are based on the OSU Standard Scheme. A general guide to how you are doing is: A 93; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 60-66; E < 60.

OFFICE OF DISABILITY SERVICES STATEMENT

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

MENTAL HEALTH STATEMENT

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614 -292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614 -292- 5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1- 800 -273-TALK or at suicidepreventionlifeline.org.

TITLE IX STATEMENT

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

DIVERSITY STATEMENT

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected

status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

COMMITTEE ON ACADEMIC MISCONDUCT STATEMENT

All students should become familiar with the rules governing academic misconduct, especially as they pertain to plagiarism and cheating. Ignorance of the rules is not an excuse and all alleged cases of academic misconduct will be reported to the Committee on Academic Misconduct (COAM).

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

TENTATIVE COURSE SCHEDULE

Week	Content	Assignment	Learning Outcome(s)
1	Metacommunication: Talking about how we talk about things	WHA: analyzing (and critiquing) the structure of the syllabus and what it communicates (and what it doesn't)	D1c
2	Critique, Q&A, and handling audience feedback: How to be critical and constructive? Student presentation 1	WHA: Criticize 1 good article and 1 bad article. Peer review 1	D2c, D2d
3	Messaging, or "telling your story" (for the audience in front of you) Student presentation 2	WHA: Create the structure of the academic narrative of your research. Peer review 2	D1a, D1b, D2a, D3a, F2a
4	Titles: What do they communicate and how? Student presentation 3	WHA: analyze academic research article titles and how news outlets reporting on the same research incorporate them Peer review 3	D1c, D1d, D3b, D3c, F2a
5	Abstract and keyword analysis: Is this legible to humans and/or algorithms? Student presentation 4	WHA: Write an academic abstract and a broad appeal abstract of your research. Peer review 4	D1c, D1d, D3b, D3c, F2a
6	Analyzing implicit and explicit structures of (academic) research articles Student presentation 5	WHA: compare the structure of 1 traditional scientific paper with 1 ethnographic or interpretive works Peer review 5	D1a, D1b, D2a, D3a, F2a
7	Graphical abstracts Student presentation 6	WHA: draw your paper Peer review 6	D3c
8	Posters: The old model vs. the new model (of centralized finding in simplest terms) Student presentation 7	WHA: Compare one poster with its published version. Peer review 7	D1b, D1c, D2d, D3b, D3c

9	Say what you mean: Oral presentations at conferences Student presentation 8	WHA: analyze the structure of one recorded keynote lecture Peer review 8	D1b, D1c, D2d, D3b, D3c
10	Podcasts and TED talks Student presentation 9	WHA: analyze the structure of one podcast episode or TED talk Peer review 9	D1b, D1c, D2d, D3b, D3c
11	Social media and blogs Student presentation 10	WHA: Evaluate the impact and reliability of social media scientific channels Peer review 10	D1b, D1c, D3b, D3c
12	Proposal Drafts Student presentation 11	WHA: Proposal one-pager: hypothesis, goals and methods Peer review 11	D1b, D1c, D3b, D3c, F2c
13	Final oral presentations: 1 idea, multiple communication venues	Peer Review 12	D1b, D1c, D3b, D3c
14	Final paper		D1b, D1c,

COURSE READINGS

Heard SB. 2016. *The Scientist's Guide to Writing: How to Write More Easily and Effectively Throughout Your Scientific Career*. Princeton.

Pinker S, Munger MC, Sword H, Toor R & MacPhail T. 2014. Why academic writing stinks and how to fix it." *The Chronicle of Higher Education*. Available at www.chronicle.com.

Sword H. 2012. *Stylish Academic Writing*. Harvard University Press

Wilkinson C & Weitcamp E. 2016 *Creative research communication: Theory and practice*. Manchester University Press.

Articles and book chapters complementing each week's topics will be made available during the week before each class.

ALIGNED PROGRAM GOALS, LEARNING OUTCOMES AND PROFICIENCIES

- A. = program goal
- 1. = learning outcome
- a. = proficiency

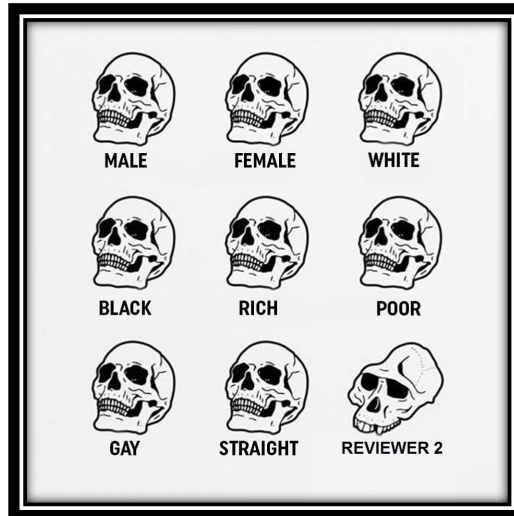
D. Effectively communicate anthropological research and ideas to different audiences and through different outlets.

- D1. Write anthropological contribution of their research to academic audience
 - a. Evaluate the different academic venues available for communicating their work. (B)
 - b. Select the most appropriate academic venue for their specific work. (B)
 - c. Understand the norms and structures of academic communication. (I)
 - d. Write clearly and in the appropriate format for the selected audience. (A)
- D2. Orally present anthropological contribution of their research to academic audience
 - a. Evaluate the different academic venues available for communicating their work. (B)
 - b. Select the most appropriate academic venue for their specific work. (B)
 - c. Understand the norms and structures of academic communication. (I)
 - d. Present clearly and in the appropriate format for a selected audience. (A)
- D3. Explain anthropological contribution of their research to broader audience
 - a. Recognize different audiences with different needs (e.g., age, locality, educational background). (B)
 - b. Know the requirements and expectations for different outlets, e.g., social media, news feeds, podcasts, blogs. (I)
 - c. Transmit research clearly through different media formats. (A)

F. Meet ethical, collegial, and professional expectations in research, teaching, collaboration, and other professional endeavors.

- F1. Plan a career
 - c. Follow ethical and professional guidelines defined by the professional associations relevant to the student's career. (I)
 - d. Foster collegial relationships. (A)
- F2. Develop a publication record
 - a. Identify appropriate venues and expectation. (B)
 - b. Follow ethical guidelines in publishing and reviewing. (I)
 - d. Foster collegial feedback and support for publication among peers. (A)

Syllabus
Anthropology 8827
WRITING FOR PUBLICATION IN ANTHROPOLOGY
AUTUMN 2018



Instructor: Dr. Julie Field (you can call me “Julie”)
Office: 4056 Smith Labs
Course Meets: W: 8:15-11 am SL 4094
Office Hours: Tu 3-4 pm, W 1-3 pm
If you wish to contact me outside of office hours, please use email:
field.59@osu.edu

Course Description

This course serves as an introduction to writing for publication in anthropology. This will be a practical course that is designed to focus your attention on a piece (or two pieces, if you wish) of writing that you wish to publish. The goal of this course is to develop and hone your writing skills, learn about the requirements for publication within academic journals and books, and to submit your work to a journal by the end of the quarter. This course will include readings, discussion, grammar, vocabulary and style exercises, topic exercises, group criticism and editing, and above all, writing. We’ll also explore the various platforms for your writing that you’ll make use of during your academic career, including journal articles, books, chapters in edited books, and book reviews. The most important thing in this class is that you define a publication goal and write toward it and I will evaluate your progress for a final grade.

As this class contains a mix of students, I am very flexible about what kind of writing you do. If you are in your first year of your MA program, I encourage you to focus on developing statements for NSF’s Graduate Research Fellowship. If you are in your second year and wish to work on your MA thesis, you may do that as well. PhD students should work on a paper for publication.

Required Texts: (at the OSU Bookstore and online for free)

Booth, W. C., Colomb, G. G., Williams, J. M.

2008 *The Craft of Research, 3rd Edition*. The University of Chicago Press, Chicago.

Strunk Jr., W., E.B. White et al. *The Elements of Style*. **Online:** www.bartleby.com/141

Recommended:

Goodson, P.

2013 *Becoming an Academic Writer*. 50 Exercises for Paced, Productive, and Powerful Writing. Sage Press, Los Angeles.

The Chicago Manual of Style Online (16th Edition). **Online: OSU's Web E-book.**

Collins, P. and Gallinat, A., (Eds.)

2010 *The Ethnographic Self as Resource: Writing Memory and Experience into Ethnography*. Berghahn Books, New York. **Online: OSU's Web E-book.**

Ford, D.

1993 The Nature of Clarity in Archaeological Line Drawings. *Journal of Field Archaeology* 20(3): 319-334.

Germano, W.

2008 *Getting It Published: A Guide for Scholars and Anyone Else Serious About Serious Books*. Chicago: University of Chicago Press. **On Course Reserve, Thompson Library**

Montgomery, S. L.

2003 *The Chicago Guide to Communicating Science*. Chicago, University of Chicago Press. **On Course Reserve, Thompson Library**

Waterson, A., Vesperi, M. (Eds.)

2009 *Anthropology Off the Shelf: Anthropologists on Writing*. Willey-Blackwell, Singapore.

White, J.V.

1984 *Using Charts and Graphs: 1000 Ideas for Visual Persuasion*. New York: R. Bowker Company.

Zeiger, M.

2000 *Essentials of Writing Biomedical Research Papers*. McGraw-Hill, New York. **On Course Reserve, Thompson Library.**

Course Requirements:

This course requires attendance, preparation, and participation. Nearly all of the course exercises and critiques will be conducted in class each week, so your attendance is mandatory. You are also expected to make substantial progress with your writing project each week, and I will require bi-weekly uploads of your work into Carmen. Readings will not be heavy in this class, but you will need to

complete them prior to each week in order to articulate some of the ideas from the readings into the exercises and critiques. There will be no exams or quizzes in this class: your demonstration of progress will be evaluated through **four assignments**, and a writing project shaped throughout the quarter and **due on Friday December 7th at 5 pm.**

Evaluation:

I will evaluate you based on several criteria: participation in class (33%), bi-weekly progress on writing and assignments (33%), and quality of your final project (33%). By participation I mean attendance, preparation, and involvement in class discussion, critiques, and exercises. By progress I mean turning in assignments on time and improvement in your written work and in your writing faculties. **By quality of final project, I mean my assessment of your work against professional standards for publication in anthropology.** Your project SHOULD be close to publishable by the end of the class for you to merit an "A," but for those that are not, an "A" project must show promise of future publication. As part of this course, I encourage everyone to actually submit their writing projects to a journal or other venue in the final week of the course.

Note: All assignments and writing projects must be turned in digitally via the Canvas dropboxes established for the course. See the course website for dropboxes and the gradebook.

Here are my criteria for awarding letter grades. These criteria do not supercede Ohio State University Policy on grades, found on the Policy website of the Office of the University Registrar:

<http://trustees.osu.edu/rules8/ru8-21.php>

- A--demonstrated mastery of *all* important concepts and *all* minor ones.
- B--demonstrated mastery of *all* important concepts and *most* minor ones.
- C--demonstrated mastery of *most* important concepts and *few* minor ones.
- D--*generally failed to demonstrate* mastery of most important concepts.
- F--*failed to demonstrate any mastery* of important concepts.

STUDENTS WITH DISABILITIES ARE RESPONSIBLE FOR MAKING THEIR NEEDS KNOWN TO THE INSTRUCTOR AS SOON AS THE QUARTER BEGINS AND ARE RESPONSIBLE FOR SEEKING AVAILABLE ASSISTANCE FROM THE OFFICE OF DISABILITY SERVICES 292-3307, PRIOR TO OR AT THE BEGINNING OF THE QUARTER. I RELY ON THE OFFICE FOR DISABILITY SERVICES FOR ASSISTANCE IN VERIFYING THE NEED FOR ACCOMMODATIONS AND DEVELOPING ACCOMMODATION STRATEGIES.

Academic Misconduct: Please refer to the Office of Academic Affairs website on Academic Misconduct (<http://oaa.osu.edu/coam.html>) for Ohio State University guidelines and policies on Academic Misconduct. Also see http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf .

I will follow these guidelines in this class—it is your responsibility to know them. Please review these procedures and policies carefully. Ask any questions about citations or exam procedures now, or in the course of the quarter, rather than learn from an "F."

Code of Student Conduct:

http://studentaffairs.osu.edu/resource_csc.asp ;

<http://trustees.osu.edu/Rules%2023/index.php>

Ten Suggestions for Preserving Academic Integrity:

<http://oaa.osu.edu/coamtensuggestions.html>

Eight Cardinal Rules of Academic Integrity:

<http://oaa.osu.edu/coameightcardinalrules.html>

DEPARTMENT OF ANTHROPOLOGY STATEMENT ON ACADEMIC MISCONDUCT

All students should become familiar with the rules governing alleged academic misconduct. All students should be familiar with what constitutes academic misconduct, especially as it pertains to plagiarism and test taking. Ignorance of the rules governing academic misconduct or ignorance of what constitutes academic misconduct is not an acceptable defense. Alleged cases of academic misconduct are referred to the proper university committees.

Course Schedule

(may change subject to student needs and class development)

Week	Date: Topic	Assignments Due
1	8/22: Intro to course, writing in academics, publication as an art and science, finding time to write	
2	8/29: Generating topics, discussion of appropriate publication venues	Upload writing project draft Assignment 1 due
3	9/5: Topic statements—core research question development, group critique exercise	
4	9/12: Outlining arguments, claims, evidence. In class critique.	Upload writing project draft
5	9/19: Planning, outlining, drafting. Individual presentations of writing structure, group critique	
6	9/26: NO CLASS	Upload writing project draft
7	10/3: Writing Introductions.	Assignment 2 due
8	10/10: Introductions that work, group critique	Upload writing project draft
9	10/17: Writing Conclusions	
10	10/24: Conclusions and titles don't have to induce sleep, Group critique	Upload writing project draft Assignment 3 due
11	10/31: Revising, style and grammar. Vocabulary and Grammar Knowledge Bowl	
12	11/7: Citations, figures, tables. Linking text and figures, group critique	Upload writing project draft
13	11/14: Dealing with #@*&ing reviewers comments; Reviewing for journals; co-authoring	
14	11/21: NO CLASS	Upload writing project draft
15	11/28: Team writers forum; troubleshooting	Assignment 4 due
16	12/5: Final group writers forum; troubleshooting	
17	12/7, 5pm: Final writing Project Due	Upload Final Version

Reading/ Assignment Schedule

Week 1 (Publication Venues)

No readings; research of publication venues for your writing project. Evaluation of journal/book mission, style, requirements for publication. ISI Impact factors and rankings.

Week 2 (Topics)

Booth et al. 2008, Pp. 3-27

Assignment 1: Generate a 'Plan' for your Writing Project for this course. Describe what your writing project will be, and indicate three journals/books/ other venues that are appropriate publication sites for your writing project. Write a page summary of why they are appropriate, requirements for authors, ISI impact factors, rankings, and include a proposed writing schedule for the semester. *Due August 29th*.

Week 3 (Topic Statements)

Booth et al. 2008, Pp. 31-67.

Week 4 (Arguments)

Booth et al., 2008, Pp. 105-170.

Week 5 (Planning)

Booth et al., 2008, Pp. 173-212.

Assignment 2. Write a several page outline of your project, including outlining the topic, research question, arguments, evidence. *Due October 3rd*.

Week 6: No Class, Instructor out of the country. Work on your project.

Week 7 (Introductions)

Booth et al., 2008, Pp. 232-248.

Dissect Introductions from current 2017/2018 articles in your field.

Week 8 (Introductions that work)

In class dissection of your Introductions.

Week 9 (Conclusions)

Booth et al., 2008, Pp. 232-248.

Dissect conclusions from current 2017/2018 articles in your field.

Week 10 (Conclusions that don't induce sleep)

In class dissection of your conclusions.

Assignment 3. Upload a document that contains your newly revised Introduction and Conclusion. *Due Oct. 24th*.

Week 11 (Revising, style)

Booth et al., 2008, Pp. 249-269.

Strunk et al. and White, Elements of Style

Vocabulary and Grammar Knowledge Bowl!

Week 12 (Citations, Figures, Tables)

Booth et al., 2008, Pp. 213-231

Figures, tables, from current 2017/2018 articles in your field.

Week 13 (Dealing with @#*\$&ing reviewers comments, reviewing for others, dealing with journal editors)

PDF examples--- reviews of and by J. S. Field (the good, the bad, and the ugly)

Week 14 : No Class, Columbus Day/T-day/Indigenous Peoples Day

Week 15: Team writers forum, troubleshooting. Assignment 4. Write a review of a current journal article from a regional journal (not high ranked). *Due November 28th*.

Week 16: Final Group Writing Forum, troubleshooting, Press the Submit button!

December 7th, 5pm: Final writing Project Due