

## ANTH 200: Advanced Topics in Anthropology: Writing Genres

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Fall 2022, Wednesdays 9-11:50, SSB 102

This class will be a hands-on, workshop style seminar for graduate students about how to improve your writing for various genres of academic writing, including for a conference abstract, a short academic commentary, a systematic literature review, and an op/ed for a newspaper. We will conduct writing exercises together in class and as homework assignments that will prepare you to turn an existing project of your choice into each of these genres. We will also discuss writing to engage with policymakers and tips to best communicate your research with journalists. We will have guest speakers from the writing hub and the university library to share their expertise about writing for these different types of audiences, and we will engage in peer review feedback in class. You will need to identify a research topic of interest prior to enrolling, but do not need to have final results of a project to engage in the class. ***By the end of the class you should have up to 2 short writing pieces publication-ready (e.g. the op/ed and the commentary).*** Graduate students of all levels and all fields of anthropology are welcome, as well as students from any social or life science field.

Specific requirements:

- 1) We will meet in person this quarter, but if students are ill they are encouraged to stay home and participate virtually if they are feeling well enough. There may be occasional classes where we meet virtually, if students would prefer.
- 2) All students will submit all class materials/drafts in a shared google drive, and all assignments are **due at the start of class (9am)** on the date listed in the schedule. **Sometimes assignments will be due Mondays at 10pm** (when we assign peer feedback), but otherwise they will be due Wednesdays by the start of class.
- 3) Late work will be deducted **10% for each day it is late**, and can only be turned in up to a week late. If you need an extension, you must contact me before the day the assignment is due. Don't be shy to reach out - I'm very accommodating, but I need advance notice.
- 4) All students in the class need to read and give feedback to the drafts of their peers on certain weeks. **The drafts will be available on Mondays at 10pm on the dates in which feedback is requested.** All students must provide written comments on a draft using suggestion mode in google docs to track changes for another student. In class we will focus on discussing and clarifying the constructive feedback to the drafts.
- 5) There are no required readings, but I recommend:
  - a. Schimel's *Writing Science* (not in our library, but we have a pdf copy for the class on the CANVAS site)
  - b. *Asking the Right Questions*, Browne and Keeley, any edition (I may try to scan some sections to share but is very useful if you want to buy on Amazon).
  - c. Various articles/links I will post on CANVAS with writing tips/advice:
    - i. E.g. <https://phipps.space/resources-for-researchers/>

## Grading Breakdown

Attendance & Participation*	20%
Abstract	10%
Commentary	20%
Systematic Lit Review Exercise	30%
Op/Ed	20%

\*Anyone who can't join class in person can watch the recordings, and send me notice with any questions you may have, which counts for your attendance/participation for those weeks. Note – grades are not based only on quality of final papers, but also on effort.

**Accommodations for students with disabilities:** All seminar sessions will have a virtual (Zoom) option available and will be recorded. If additional accommodations would help you more fully participate in the seminar, please make an appointment with me so that we may discuss your needs. Students requesting classroom accommodation should apply for services through the Office for Students with Disabilities (OSD).

<https://disabilities.ucsd.edu/students/index.html>

## Academic Integrity

All UCSD students are required to adhere to the Policy on Integrity of Scholarship. Please take the time to read the Policy found here: <http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>. The policy applies to all work done in this class. Your questions/summaries, writing, and homework should be your own work. **Plagiarism or cheating will result in an “F” for the assignment and may be reported to the Academic Integrity Office for further action.**

**Please also note:** Counseling and Psychological Services (CAPS) are available through in person or “televisits” at (858) 534-3755; CAPS regular hours- M-F from 8:00AM to 4:30PM. Remember that all matters of distress or mental health are fundamental human processes and that under highly stressful/adverse conditions, it is *expectable* (i.e. 'normal') to experience such (and that this is widely shared).

Class Schedule: (Subject to change)

Week	Class Topic	Class Activities	Assignment
1 -9/28	Intro to writing and writing abstracts	Pre-course survey on writing habits, reflect on your relationship with writing, goals for the course, introduce 4 genres. Abstract writing workshop – deconstruct an abstract, rewrite an abstract from your field	Write first draft of conference abstract (250 words) due week 2
2 – 10/5	Writing Abstracts continued	Abstract writing continued – peer feedback on abstracts in class; exercise re-writing the abstract from your field to target a more specific or broader audience. Dedicated time to revising abstracts.	First draft of conference abstract due today, 9am
3 – 10/12	Intro to writing a (critical) commentary	Intro to commentaries, deconstruct a commentary from your field; outline the commentary;  Intro to CARS: Create a Research Space; possible guest speaker from writing hub	Final draft of conference abstract due today.  Write detailed outline of commentary; submit for peer feedback by <b>Monday 10/17, 10pm, and provide one peer feedback by 10/19, 9am</b>
4 -10/19	Revising commentaries	Peer feedback on commentary outlines; Dedicated time to revising and writing commentaries.	Flesh out commentaries, submit complete 1 <sup>st</sup> draft for peer review by <b>Monday 10/24 @10pm; provide one peer written feedback by 10/26;</b> Bring sample systematic lit review from your field next class
5 – 10/26	Intro to systematic literature reviews	Guest lecture Karen Heskett (medical librarian)	Determine research question and search

		Examine sample lit reviews, discuss strengths/weaknesses, Zotero workshop (if needed); Distinguishing types of literature reviews; Discuss peer feedback on commentaries	strategy, inclusion/exclusion criteria, write methods draft of lit review, submit by Monday week 6
6 -11/2	Continue systematic lit reviews	Peer feedback on lit review strategy; develop data extraction table in class	Submit table of extraction criteria
7 -11/9	Continue systematic lit reviews	Peer feedback on lit review progress	Final systematic lit review assignment due Week 9; Bring op/ed from your field to next class
8 – 11/16	Introduce op/ed And engaging with policymakers/journalists	Guest speaker from Science Communications (Inga Kiderra, 1.5 hours); if time, examine/deconstruct sample op/eds	Submit at least 1-2 paragraph summary of op/ed by next class on 11/23
9 -11/23 (Thanksgiving week - virtual)	Continue op/eds	Brainstorm op/ed topics; Dedicated time for writing op/ed, peer feedback on op/eds	Systematic lit review due today;  For next week: submit complete 1 <sup>st</sup> draft of op/ed for peer review <b>by Monday 11/28 @10pm; provide one peer written feedback by 11/30;</b>
10 -11/30	Engaging with policymakers and journalists	Discuss peer feedback on op/eds; Practice distilling complex findings to 3 key points, practice journalist interviews	Revise Op/Eds; <b>provide one peer written feedback by today</b>
Finals Week - 12/7			Final op/ed due Wed of finals week