ASSIGNMENTS:

January 17  
Introduction to the Course: What is ethnographic writing?  
Distribute syllabus and course policies. Complete the “Self-Evaluation Survey” (handout).  
Assign: Reading Assignment (RA) 1: FieldWorking (FW), Ch. 1, pp. 1-5.

January 19  
In-class ice-breaker and discuss the “Self-Evaluation Survey.”  
Due: Hand-in “Self-Evaluation Survey.”  
Assign: Read and bring a copy of “Body Ritual Among the Nacirema,” FW, 10-16 and complete Action item in Box 2, p. 15.

January 22  
Due: Bring assigned reading and action item in Box 2, p. 15 (entry #1).  
Assign: RA 2: The Curious Writer (CW), Ch. 2-3, pp. 37-91 on “Reading as Inquiry” and “Ways of Inquiring.” For next class: read and be prepared to discuss “Church Opens Doors to Vietnamese” in FW, p. 17.

January 24  
Taking an Ethnographic Perspective and Posing Questions. Discuss “Church Opens Doors to Vietnamese” and explore this news piece as a potential “cultural moment” (handout) (entry #2).  
Due: Read and bring “Church Opens Doors to Vietnamese.”  

January 26  
Discuss ideas for your Ethnographic Essay subculture.  
Due: Complete and hand-in ethnographic brainstorming (entry #3).  
Assign: Read FW, pp. 43-45 on the Research Portfolio and bring your portfolio 3-hole folder to next class. Begin Fieldwork ASAP.

January 29  
Discuss the Research Portfolio course requirement, including reading responses and fieldnotes for the Ethnographic Essay.  
Due: Bring FW text to class and your Research Portfolio.  
Assign: For next class, read FW, pp. 24-41 on “An Ethnographic Study: Friday Night at Iowa 80” (handout questions entry #4).
January 31
Due: Whole class discussion and written analysis of “Iowa 80” reading. Bring “Iowa 80”, write on inserting the personal (entry #5).

February 2
Due: Continue analyzing “Iowa 80” reading and writing (entry #6).
Assign: Be prepared to analyze “Iowa 80” on incorporating interviews.
RA 4: FW, Ch. 2, pp. 55-101 on writing double-entry fieldnotes: exploratory writing (77-78); recording (description) and responding (analysis) (93-94). Continue fieldnotes for your place-based ethnography.

February 5
II. Ethnographic Essay (Analysis). Analyze sample fieldnotes from RA 4 (entry #7).
Due: Finish RA 1-4. Bring your FW book to analyze samples in RA 4.
Assign: RA 5: FW, pp. 228-250, verbal snapshot (228), mapping space (230-240), and finding a focal point (241-245; 285-288). Bring your fieldnotes in-progress to next class.

February 7
Due: Discuss your fieldnotes: exploratory writing, recording and responding, mapping, and finding a focal point.
Assign: Bring your Research Portfolio with fieldnotes in-progress.
Referring to RA 5 (above), map the space of your fieldwork, find a focal point, and bring FW to next class.

February 9
Due: Evaluating Fieldnotes: with a class partner, complete the Action item in Box 6 in FW, pp 83-84 (entry #8).
Assign: Bring your fieldnotes in-progress for in-class analysis.
RA 6: CW, 415-417 on posing a research question and responding with an analytical thesis and FW, pp. 437-445 on “thickening your draft.”

February 12
Due: Drafting your Ethnographic Essay. Crafting your research question and tentative analytical thesis; using fieldnotes and scholarly research to support your interpretive thesis claim.
Assign: Finish RA 5-6.
Next class meets in Norlin Library (room TBA). Bring your research plan. Begin writing your Ethnographic Essay draft.
Reading and Writing Culture, 3

February 14

**Library Seminar**: class meets in Norlin Library (room TBA).
Attendance required.

**Due**: Bring your research plan (entry #9).
**Assign**: RA 7: FW, pp. 420-1 (drafting drafts), 425-7 (questioning your draft), 437-445 (thickening your draft). CW, pp. 418-426 on sketch to draft and pp. 669-691 on student workshopping responsibilities. Finish writing your Ethnographic Essay draft for next week’s workshops.

February 16

**Ethnographic Essay**: drafting and using sources (handout).

**Due**: Be prepare to do in-class drafting (entry #10).
**Assign**: Finish writing your Ethnography Essay draft for next week’s workshops. Follow workshop schedule: Group 1 sends drafts to class by e-mail (24 hr. rule).

February 19

**Workshopping Week**: Ethnographic Essay whole class workshop (Group 1) with assigned critical readers.

**Due**: Group 1 sends drafts to class by e-mail (24 hr. rule).
**Assign**: Group 2 sends drafts to class by e-mail (24 hr. rule).

February 21

Ethnographic Essay whole class workshop (Group 2) with assigned critical readers.

**Due**: Group 2 sends drafts to class by e-mail (24 hr. rule).
**Assign**: Group 3 sends drafts to class by e-mail (24 hr. rule).

February 23

Ethnographic Essay whole class workshop (Group 3) with assigned critical readers.

**Due**: Group 3 sends drafts to class by e-mail (24 hr. rule).
**Assign**: RA 8: CW, pp. 507-532 on research techniques and “writing in the middle”; CW, pp. 550-59 (using sources); 559-593 (MLA style)

February 26 -28

Ethnographic Essay: revising for Style and Clarity I (handout, entry #11) and scheduled conferences in ENVD 1B30B (Dr M’s office).

**Due**: In-class exercises on style and clarity.
**Assign**: Prepare for your Midterm Reading Exam (on RA 1-7): a fill-in-the-blanks and short essay test. Review handout.

March 2

**Midterm Reading Exam**: fill-in-the-blanks and short essay.

**Due**: Be prepared to take the Midterm Reading Exam (RA 1-7)
**Assign**: Finish revising your Ethnographic Essay (due March 5).
Reading and Writing Culture, 4

March 5  III. Research Essay (Argument). Discuss how to develop an argument (from analysis, etc.).
Due:  Ethnographic Essay final draft (to be graded).
Assign:  RA 9: CW Ch. 11 on Research Essay, pp. 439-444; “We Need the Sun,” pp. 497-504 and answer questions 1-4 on p. 505 (due March 7); 459-460 on academic research essay (read sample pp. 461-474; 476-484 on the writing process).

March 7  Discuss “We Need the Sun,” CW, pp. 497-504 and answer questions 1-4 on p. 505 in your Research Portfolio (entry #12).
Due:  Be prepared to discuss “We Need the Sun” and answers to questions 1-4 on p. 505.

March 9  Writing the Research Essay: in-class writing on focusing questions and debated issues for your research essay argument (entry #13).
Due:  Finish RA 7-10 to prepared to write in class.
Assign:  Be prepared to begin writing the Research Essay introduction.

March 12  Research Essay: rhetorical situation and writing the introduction.
Due:  Be prepared to begin writing the Research Essay intro. in class.
Assign:  Begin writing your Research Essay body paragraphs.

March 14  Research Essay: using sources, avoiding plagiarism, and writing body paragraphs with bold-face heading.
Due:  Be prepared to work on writing body paragraphs.
Assign:  Bring an academic article you found to next class and be prepared to respond to the handout questions in the next class.

March 16  Rhetorical analysis of an academic article you found (entry #14).
Due:  Be prepared to do a rhetorical analysis of your chosen academic article, bring it to class.
Assign:  RA 11: CW, pp. 491-495 on workshopping, revising, and polishing the draft.
Begin writing your Research Essay partial (2-3) page draft for next week’s workshopping. Bring five (5) copies to next class.
Whole class workshopping Research Essay PARTIAL drafts, 2 volunteers to e-mail drafts to whole class.

Due: Bring copies of the drafts to be workshopped and be prepare to discuss them. Bring five (5) copies of your draft for your group.

Assign: Read and write comments on the drafts to be workshopped in your group for next class.

Small group workshopping of Research Essay partial drafts.

Due: Read and write comments on drafts before class.

Assign: Finish reading partial drafts in your group for next class.

Small group workshopping of Research Essay partial drafts.

Due: Read and write comments on drafts before class.

Assign: Make sure Dr. M has a copy of your partial draft.

Spring Break. No Classes.

Style and Clarity (II): embedding, varying sentences, etc. Dr M will return your partial drafts with comments.

Due: Complete the Style and Clarity (II) exercises.

Assign: Write your FULL draft (7-8 pages) for workshopping next week.

Research Essay: drafting the full draft. In-class writing.

Due: Bring your full drafts in-progress.

Assign: Complete your Research Essay full drafts for next class and bring five copies for your group and Dr. M.

Whole class workshopping Research Essay FULL drafts (7-8 pages), 2 volunteers e-mail drafts to the whole class.

Due: Two volunteers send drafts to whole class. Everyone brings five copies of the full draft for their group and Dr. M

Assign: Read selected full drafts from your group to workshop next class.

Small groups workshoping selected Research Essay full drafts 7-8 pages) each day.

Due: Full drafts to be workshopped.

Assign: Revise Research Essay full draft due April 27. Conference all next week in Dr. M's office.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tr>
<td>April 16-20</td>
<td>Conferences all week in Dr. M's office (ENVD 1B30B). <strong>No classes</strong></td>
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<tr>
<td><strong>Due:</strong></td>
<td>Bring questions and ideas for revising your full draft.</td>
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<td><strong>Assign:</strong></td>
<td>Study for Reading Exam on RA 6-9 on April 23.</td>
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<td></td>
<td>Finish Research Essay full draft and materials, due April 27.</td>
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<td>April 23</td>
<td><strong>Reading Exam II (RA 8-11 and selected handouts).</strong></td>
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<td><strong>Due:</strong></td>
<td>Be prepared to take Reading Exam II.</td>
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<td><strong>Assign:</strong></td>
<td>Bring copies of any revised material of your full draft, focus on</td>
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<td>conclusions.</td>
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<td>April 25</td>
<td>Research Essay: final small group workshop of revised material and</td>
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<tr>
<td><strong>Due:</strong></td>
<td>conclusions.</td>
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<tr>
<td><strong>Assign:</strong></td>
<td>Bring copies of revised material and conclusions for your group.</td>
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<td></td>
<td>Finish Research Essay, due April 27 with specified materials.</td>
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<tr>
<td>April 27</td>
<td>FCQs administered in class. <strong>Research Essays and materials collected.</strong></td>
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<tr>
<td><strong>Due:</strong></td>
<td><strong>Research Essay</strong> (graded final draft), Appendix (optional), and</td>
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<tr>
<td><strong>Assign:</strong></td>
<td>all cited materials (pages used only)—all clipped together</td>
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<td></td>
<td>Prepare for informal oral presentations (5 min each) next week.</td>
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<tr>
<td></td>
<td>regarding your Research Essay findings and conclusions.</td>
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<tr>
<td>April 30</td>
<td>Six informal oral presentations (approx. 5 min. each)</td>
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<tr>
<td><strong>Due:</strong></td>
<td>Six scheduled informal oral presentations.</td>
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<td><strong>Assign:</strong></td>
<td>Organize and prepare your Research Portfolio, due May 4.</td>
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<td>May 2</td>
<td>Six (6) Informal oral presentation of research findings and conclusions.</td>
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<tr>
<td><strong>Due:</strong></td>
<td>Oral presentations (5 min. each) related to your Research Essay</td>
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<td></td>
<td>learning and writing process.</td>
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<tr>
<td>May 4</td>
<td>Six (6) Informal oral presentation of research findings and conclusions.</td>
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<tr>
<td><strong>Due:</strong></td>
<td>Oral presentations (5 min. each) related to your Research Essay</td>
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<td>learning and writing process.</td>
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<td>Research Portfolio due in ENVD 1B30B by noon.</td>
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<td><strong>Last class. No final exam.</strong></td>
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COURSE DESCRIPTION: The primary purpose of this course is to help you develop critical thinking skills by writing clear, interesting, and well-organized essays for an academic audience. The course will focus on two principal modes of academic discourse: analysis and argument. To approach these types of discourse, you will first write an ethnographic essay (analysis) about an American culture or subculture. The course begins with a focus on close observation, critical reading of ethnographic essays, and the writing process involved in crafting an analysis of your chosen subculture. Next, your main writing project will entail academic research about the same subculture or a new cultural topic, in writing a Research Essay that takes an argumentative position on a problem or debated issue. Throughout the course, you will keep a Research Portfolio, a part of which will be submitted for a grade at the end of the course. Because workshopping student papers will be a central part of this course, you will be asked to act as a reader/respondent for fellow students’ work, as well as to accept constructive criticism from them. Be prepared not only to write in and out of class, but also to revise. While background knowledge in anthropology or sociology may be beneficial, it is not a prerequisite.

CLASS POLICIES

1. **Attend and Participate.** You will be allowed three excused absences during the semester. You may take them for any reason whatsoever, including illness, and all absences, no matter their cause, will be counted toward the allowed number. Absences four and beyond will lower your final grade one increment (A to A- to B+, etc.) for each absence unless you provide me with a well-documented excuse (hospitalization, family death, etc.) Missing six or more classes may result in automatic failure. Classes begin promptly and I will take roll at the beginning of each class; if you miss roll, it’s your responsibility to remind me after class to mark you present. Two tardies will count as one absence, so endeavor to be on time.

2. **Turn in Assignments.** It is important to bring papers to class on time for workshopping. All assignments written outside of class must be typed, double-spaced, stapled, paginated, and handed in on time for full credit. Hand-written papers will not be accepted, unless
WRTG, 2

I make an exception. Your papers should have your name, the date, the course and section number, and the paper and draft number, for example:

- Annie Donnelly  
  WRTG 3020-300  
  February 23, 2006  
  Paper 1, Draft 2

- Brodie Winter  
  April 1, 2006  
  WRTG 3020-300  
  Paper 3, Final.

You will, on occasion, be expected to provide xerox copies or e-mail doc. attachments of drafts (save as doc. or rtf.) to the other members of the class for discussion; see the syllabus for scheduled copies of drafts due. Always bring a few extra hard copies when e-mailing in case someone didn’t get your attachment. It is important to attend class for the distribution of drafts when due, as well as for their workshopping in class. Drafts will not be graded; however, you must turn in each draft on time. Failure to do so will impact your class participation grade. Late Final Drafts will not be accepted except under extraordinary circumstances.

ASSIGNMENTS

1. You will be writing and revising two fairly short papers in this course: an Ethnographic Essay (analysis) and a Research Essay (academic argument). In addition, you will be required to keep fieldnotes and homework written assignments in a Research Portfolio. For the Research Essay, you will learn how to find scholarly sources, electronic and in print, on a subculture of your choice. We will hold class in Norlin Library for a Library Seminar and for an Archive Seminar.

2. Most writing assignments will require some in-class workshopping and revision of preliminary, ungraded drafts. All graded papers must undergo in-class workshopping with copies provided to the class in hard copy of electronically in an e-mail doc. attachment. You will be scheduled to be a critical reader for workshops; critical readers complete a Peer Response Sheet that is returned to Dr. M, who grades it (check-plus-minus) before returning it to the author. Please note, changing topics for the final draft of a paper is unacceptable; every paper submitted for a grade must undergo in-class workshopping and peer response. (See Workshopping Policy handout.)

3. You are required to keep a Research Portfolio (a 3-hole folder) for collecting and reflecting upon fieldnotes, for homework critical reading writing assignments, and for workshop drafts and peer response sheets. I will collect a part of this portfolio with a reflective essay at the end of the semester.

4. You will have reading assignments during the course of the semester. When a reading assignment is noted in bold-faced type as "due," you are responsible for knowing the content of those readings. In addition, I will give two reading exams, one at midterm and one at the end of the course. (See the syllabus for specific dates.)

5. Note that because all revision will take place before the final draft is due, it may be crucial to your success to meet with me for a conference before submitting the final draft. In conferences, I prefer discussing drafts that I have read at least a day or so ahead of time.
Spelling and grammatical errors should be corrected by the final draft of all papers. This is not a grammar class; consequently, it is your responsibility to clear up grammar and sentence expression problems. However, I will be happy to answer any grammar-related questions you may have outside of class and/or refer you to PWR Writing Center tutors. See the PWR web site for Writing Center tutors' contact information.

GRADES

Half of your grade (50%) will be based on Final Drafts of the Ethnographic Essay (25%) and Research Essay (30%), The Research Portfolio, including homework and fieldnotes is worth 15%. The midterm and final Reading Exams are worth 10% each (20%). Oral and written participation in whole class, library seminar, and peer response groups will account for the remaining 10% of your course grade.

Grading Scale for Papers:

A excellent in form and content; clean, clear style, no mechanical errors.
B a good, interesting paper with no major flaws.
C adequate, reasonably competent; a mixture of strengths and weaknesses.
D poor in content, form, or mechanics.
F incoherent, disastrously flawed, or not turned in when due.

Grading Scale for Participation:

A always prepared for class; participates without being called on; criticisms of other student papers show insight, close reading, comments clear, succinct, and helpful.
B generally prepared for class; occasionally participates without being called on; criticisms of other student papers demonstrate mastery of the course goals; comments generally clear and helpful.
C sometimes prepared for class; only participates when called on; mastery of the course goals generally evident, but criticisms of other student papers, although somewhat helpful, demonstrate a less than thorough reading of the paper.
D inadequately prepared or never participates unless called on; criticisms of other student papers demonstrate a superficial or inaccurate reading, at best; comments demonstrate a failure to master the course goals.
F disruptive to class (talking off topic or off task, continual tardiness, etc.); unprepared when called on; unable or unwilling to participate in class discussions.

Special Notes:

Students with Disabilities

Any student eligible for and needing academic adjustments or accommodations because of a disability should submit to me a letter from Disability Services in a timely manner (first two weeks of classes) so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities (303-492-8671), Willard 322 or
www.Colorado.EDU/disabilityservices. I will make every reasonable and appropriate effort to meet your learning needs.

English as a Second Language

If you speak English as a second language (i.e., did not attend an American high school or did take the TOFEL exam), you should contact me before the third class meeting so that I can better assist you in the course, advise you about special ESL courses, and/or refer you to appropriate services on campus.

CU's Honor Code

Plagiarism will not be tolerated; the plagiarized paper will receive an automatic F, and your case reported to the Dean. For a clear definition of “plagiarism,” refer to Knowing Words, 67-68. You are also responsible for reading and complying with the CU Honor Code on plagiarism. See policies at http://www.colorado.edu/policies/classbehavior.html and http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code. Go to: www.colorado.edu/academics/honorcode. Presenting someone else’s work (words or ideas) as your own could result either in an F for the assignment or an F in the course.

Religious holidays:

Campus policy requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, I will accommodate students who let me know in advance if there's a conflict with a scheduled exam, workshop, library seminar, or paper due date. See policy details at http://www.colorado.edu/policies/fac_relig.html.

Classroom behavior:

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion, and to set reasonable limits on the manner in which students express opinions. Professional courtesy and sensitivity are especially important with respect to differences of race, culture, religion, politics, sexual orientation, gender, and nationalities.

Sexual harassment:

The University of Colorado Policy on Sexual Harassment applies to all students, staff, and faculty. Any student, staff or faculty member who believes s/he has been sexually harassed should contact the Office of Sexual Harassment at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the OSH and the campus resources available to assist individuals who believe they have been sexually harassed may be found at http://www.colorado.edu/sexualharassment/