PROFESSIONAL WRITING
ANTH 685

Fall 2022
Tuesday 2:00-4:50pm
204 Condon
Professor: Dr. Maria Fernanda Escallón

Thursdays 2:00 - 4:00 PM
Location 357 Condon Hall
mfe@uoregon.edu

Course Description
This graduate seminar will focus on completing one major academic writing assignment of the student’s choosing (grant proposal, dissertation chapter, position paper, article manuscript, conference paper) during the quarter. The course will focus on developing an effective writing practice while guiding students through the basics of academic writing and publication. Through a combination of directed readings and weekly writing goals, this course will provide students time and guidance for completing a substantial academic project, while encouraging reflection on both the process of writing and content of their work.

Course Structure and Expectations
This course is designed as a seminar/workshop and will focus on active and engaged participation from students. Every class will include: 1) check-in on writing goals and habits, 2) individual writing time, and 3) discussion of weekly readings. As this course will focus on both reflection about writing and fulfillment of an actual academic project, students will be doing two types of writing during the entire quarter:

1) Freewriting exercises: reflective notes on the process of writing guided by weekly readings and class discussions.

2) Selected academic project: students will choose one project they shall finish by the end of the course.

The premise of this course is that effective writing is both a personal and a social endeavor. We will spend a good portion of our class time discussing personal thoughts, feelings, and attitudes towards writing in general, and the chosen academic project in particular. We will also devote the second half of the course to workshopping each student’s individual project. It is expected that students engage in a respectful, supportive, and courteous dialogue with their peers. Students will be evaluated against the writing goals set at the beginning of the term. Evaluations will include assessments from the instructor as well as from the student’s writing partner.
Learning Outcomes

- Identify measurable and realistic daily and weekly writing goals
- Recognize ineffective personal writing practices or obstructive feelings/thoughts around writing and create strategies to overcome them
- Consolidate a consistent daily writing practice
- Manage time and productivity expectations based on weekly planning and group accountability
- Create a support system for effective writing beyond the academic project for this class
- Complete an academic writing project successfully

Grading Guidelines

1. Attendance & participation: 10% of grade
   Attendance will be taken in every class. If the student will be absent for an extended period for a documented reason, it is the student’s responsibility to notify the instructor in advance in writing (via email). Please note that this class moves quickly since we only meet in person once a week. In case of emergency, update the instructor as soon as possible.

2. Weekly check-in: 15% of grade
   Every week, students will write a 1-page plan for the upcoming week following a predetermined prompt and upload it to canvas before class. They must also print out a copy of their submission and bring it to class on Tuesday. In class, students will meet with their writing partner and discuss their progress so far, their roadblocks, and breakthroughs. With the help of their writing partner, they can readjust their writing goals. This check-in will be self-evaluated by the student.

3. Weekly reading facilitation: 10% of grade
   Class discussion on the selected readings will be facilitated by students. Each student will be assigned as a class facilitator at the beginning of the term. The facilitator will deliver a short (15-20 minute) presentation on the assigned readings and provide some key questions for discussion or reflection.

4. Academic project for student workshop: 10% of grade
   During the second half of the course we will collectively workshop 2 or 3 academic projects per class. Students will submit the work they have developed so far and present it to the entire class during an informal question and answer session.

5. Revised strategic plan: 10% of grade
   By week 5 students must submit a revised strategic plan that accounts for term adjustments and demonstrates how the student plans to accomplish their quarter writing goal.
6. Writing exercises (4): 20% of grade
During the quarter we will have 4 major in-class exercises that may be completed as homework. These are: the strategic plan, tracking exercise, resistance assignment, and network map. Each is worth 5%.

7. Final academic project: 15% of grade
Students will submit the academic project they developed during the entire quarter by December 5th, 2022 at 8:00pm via Canvas. We will design a grading rubric jointly.

8. End of Term Reflective Narrative: 10% of grade
Students will submit a 2-page reflective narrative on their work during the quarter by December 8, 2022 at 8:00 pm via Canvas. This assignment should include reflection on the progress on their academic project, their involvement in class, and how their writing habits changed throughout the quarter. I encourage students to think about which assignments or readings were particularly useful and why. Students should assess how well they fulfilled their own writing goals for the quarter according to their strategic plan.

*All submissions should be via Canvas*
*I will not accept hard copies or submissions via email*

Grading Scale
A+ = 97-100%  A = 93-96.9%  A- = 90-92.9%
B+ = 87-89.9%  B = 83-86.9%  B- = 80-82.9%
C+ = 77-79.9%  C = 73-76.9%  C- = 70-72.9%
D+ = 67-69.9%  D = 63-66.9%  D- = 60-62.9%
F = < 59.9%
If the class is taken P/NP, a C- or higher is required to pass the course.

Grading Rubric
A: student demonstrates exceptional understanding of and ability to analyze well the course material; an outstanding performance relative to that required to meet course requirements.

B: student demonstrates substantial understanding of the course material, including analytical procedures and theoretical concepts; performance is significantly above that required to meet course requirements.

C: student does the assignments but not more, demonstrating reasonable knowledge of the course material; demonstrates adequate understanding of content and meets course requirements.

D: student demonstrates minimal effort to complete the assignments and/or limited understanding of the class material; does not fully meet the course requirements.
F: student makes little or no effort to complete the assignments and/or limited understanding of the class material; poor written communication skills; performance does not meet the course requirements.

**Attendance Guidelines**

If you are unable to attend all sessions because of recurring scheduling conflicts, this course is not a good fit for you this term. This class depends on active student engagement and missing class affects not just your progress but that of your writing partner and your other peers.

Students who participate in university-sponsored activities that might cause them to miss class are responsible for providing documentation signed by a university employee verifying their participation in the activity and listing the dates that they might miss class. This should be done during **week one** of the term. Again, please consider your entire schedule and activities for the term—if there are significant overlaps with the class, I strongly encourage you to sign up in a future term.

I am committed to supporting students who need assistance and understand that there might be exceptional cases in which short-term illness or emergencies might occur. While I am happy to help you succeed in this course, it is important for you to know that last-minute accommodations can generate significant additional work for your instructor and can quickly get out of hand if requested indiscriminately. Please help me keep this class running smoothly by staying on top of your assignments and attendance, so I can help those in need. Thank you for understanding.

**What should I do if I need to miss a class?**

It is important that you attend all classes as the course is designed as an active small seminar/workshop. If an emergency comes up (e.g., unexpected work/shift change, illness, caretaking responsibilities, etc.), make sure you check in with your writing partner, ask for class notes, and send me an email. During office hours I can help you catch up on course content, but please be mindful that your absence impacts your writing partner and general class discussions.

**Late assignments**

This class is fast paced and has many weekly assignments. These assignments build on each other and submitting late work directly impacts your following assignments. As a rule, **I do not accept** late assignments as they directly affect class discussions and your writing partner’s progress. The deadlines for assignments are posted on Canvas and in the syllabus since the beginning of the quarter, please plan to complete the work for this class when it is due so that you have a buffer against unexpected events that may come up. If there is an extraordinary event that comes up and is out of your control (e.g., illness/health issues; last minute caregiving responsibilities etc.) and impacts your ability to submit your assignments on time, please email me as soon as possible. You may be allowed to turn the
Incomplete Policy
A grade of "I" (Incomplete) represents an agreement between an instructor and a student to extend the deadline for coursework completion. Incompletes shall be granted when the instructor determines that the student meets all the following criteria. The student:

- has been making satisfactory progress on coursework as determined by the criteria in the syllabus;
- has been active in the course;
- is unable to complete a portion of the course requirements due to extenuating circumstances beyond their control that occurred after the last day to drop a class (End of Week 7 of Fall/Winter/Spring terms; variable dates for summer courses);
- is able to independently complete the remaining requirements without attending additional classes beyond the term or receiving additional instruction; and
- requests an Incomplete by the published deadline

If additional class attendance or instruction is required to complete course requirements, we cannot issue an Incomplete. Lack of engagement, poor performance, or a desire to repeat the course are unacceptable reasons for issuance of the “I” mark.

Computer and Other Electronic Devices Policy
We will devote class time to writing our academic projects, therefore it is required that students bring their laptops to every class. If the student has no access to a personal computer, please notify the instructor during the first day of class so arrangements can be made. The use of cell phones is strongly discouraged as this can be distracting. Please refrain from using cell phones and have them in silent mode before class starts.

Communication and Email Message Policy
Official course communication will occur in lectures and through email or Canvas. Any changes to the syllabus will be announced via Canvas. Students are responsible for keeping up to date with the course information. Please contact the professor during office hours if you have any questions regarding the class content or structure. Emails received during the weekend will only be answered until Monday morning.

Statement on Diversity, Equity, and Inclusion
I support all students regardless of immigration status or country of origin. I support Dreamer students and promote their sense of belonging and safety as they pursue their higher education goals. I commit to not sharing Dreamer students’ status with anyone if revealed to me, but also remind you that when interacting with faculty, staff, and office around campus, students are never required to reveal their immigration status. It is the policy of the University of Oregon to support and value diversity. To do so requires that we:
• Respect the dignity and essential worth of all individuals, regardless of national origin or citizenship status.
• Promote a culture of respect throughout our university community.
• Respect the privacy, property, and freedom of others.
• Reject bigotry, discrimination, violence, or intimidation of any kind.
• Practice personal and academic integrity and expect it from others.
• Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Respect for diversity
You can expect to be treated with respect in this course. Students and instructors enter with many identities, backgrounds, and beliefs. Students of all racial identities, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, citizenship statuses, ability and other visible and non-visible differences belong in and contribute to this class and this discipline. All students are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class.

Class rosters are provided to instructors with students’ legal names. Please let us know if the name or pronouns we have for you are not accurate. It is important to us to address you properly.

Please notify us if you feel aspects of the instruction or course design or classroom activities undermine these principles in any way. For additional assistance and resources, you may also consider contacting the Division of Equity and Inclusion at http://inclusion.uoregon.edu/ or 541-346-3175, or the Center for Multicultural Academic Excellence at https://inclusion.uoregon.edu/center-multicultural-academic-excellence-cmae or 541-346-3479.

Communicating with your peers
Participate and Contribute: Students are expected to participate by sharing ideas and contributing to the collective learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others.

Expect and Respect Diversity: All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect.

Help Everyone Learn: Our goal is to learn together by learning from one another. As we move forward learning during this challenging time, it is important that we work together and build on our strengths. I encourage you to use the system of class buddies as much as
possible, reach out, connect, and find ways to write outside of class together. No one should hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

**Academic Disruption**
In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

In the event that the instructor or GE of this course has to quarantine or experiences another pandemic-related disruption, this course may be taught online during that time.

**Inclement Weather**
It is generally expected that class will meet unless the University is officially closed for inclement weather. If it becomes necessary to cancel class while the University remains open, this will be announced on Canvas and by email. Updates on inclement weather and closure are also communicated in other ways described here: [https://hr.uoregon.edu/content/inclement-weather](https://hr.uoregon.edu/content/inclement-weather).

**Accessibility**
The University of Oregon is working to create more inclusive learning environments, including for students who identify as having a disability. If there are aspects of the instruction or design of this course that result in disability-related barriers to your participation, please contact me—your success and the success of your peers matters.

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with or inform me by the end of Week 2. If you develop any conditions that require accommodations, it is highly recommended that you seek these through UO’s Disability Services (541-346-1155 or uoaec@uoregon.edu). Also, please request that the Counselor for Students with Disabilities send a letter to me outlining your approved accommodations.

**Academic Honesty**
Students at the UO are expected to act with academic honesty. It is the official policy of the University of Oregon that all acts of alleged academic dishonesty by students be reported to the Director of Student Conduct and Community Standards in the Office of Student Life. The University Student Conduct Code (available at [conduct.uoregon.edu](http://conduct.uoregon.edu)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or
examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at https://researchguides.uoregon.edu/citing-plagiarism.

The following actions may result in disciplinary sanction according to the university’s academic honesty policies:
- Evidence of collusion when expected to submit individual work (working with someone else).
- Evidence of plagiarism (using someone else’s work without proper citation).
- Multiple submissions (submitting the same paper for more than one class).

*Plagiarism will receive a failing grade*

**Reporting & Prohibited Discrimination and Harassment**
For information about my reporting obligations as an employee, please see Employee Reporting Obligations on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing sex or gender-based discrimination, harassment or violence should call the 24-7 hotline 541-346-SAFE [7244] or visit safe.uoregon.edu for help. Students experiencing all forms of prohibited discrimination or harassment may contact the Dean of Students Office at 541-346-3216 or the non-confidential Title IX Coordinator/OICRC at 541-346-3123. Additional resources are available at investigations.uoregon.edu/how-get-support.

I am also a mandatory reporter of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please find more information at Mandatory Reporting of Child Abuse and Neglect.

**Mental Health and Wellness**
Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I
care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at health.uoregon.edu/ducknest.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

**Basic Needs**
Being able to meet your basic needs is foundational to your success as a student at the University of Oregon. If you are having difficulty affording food, lack a stable place to live, or are struggling to meet another need please contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support.

This UO webpage includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support: [https://blogs.uoregon.edu/basicneeds/food/](https://blogs.uoregon.edu/basicneeds/food/)

**Accommodation for Religious Observances**
The university makes reasonable accommodations, upon request, for students who are unable to attend a class for religious obligations or observance reasons, in accordance with the university discrimination policy which says “Any student who, because of religious beliefs, is unable to attend classes on a particular day shall be excused from attendance requirements and from any examination or other assignment on that day. The student shall make up the examination or other assignment missed because of the absence.” To request accommodations for this course for religious observance, visit the Office of the Registrar’s website ([https://registrar.uoregon.edu/calendars/religious-observances](https://registrar.uoregon.edu/calendars/religious-observances)) and complete and submit to the instructor the “Student Religious Accommodation Request” form prior to the end of the second week of the term.

**Support:**
The following resources are available to you as a student:

University Health Services call (541) 346-2770 ([https://health.uoregon.edu/](https://health.uoregon.edu/))
University Counseling Center call (541) 346-3277 or (541) 346-3227(after hrs.) ([https://counseling.uoregon.edu/](https://counseling.uoregon.edu/))
MAP Covid-19 Testing ([https://coronavirus.uoregon.edu/testing#students](https://coronavirus.uoregon.edu/testing#students))
Corona Corps call (541) 346-2292 (https://coronavirus.uoregon.edu/corona-corps)
Academic Advising call (541) 346-3211 (https://advising.uoregon.edu/)
Dean of Students or call (541)-346-3216(https://dos.uoregon.edu/)

Additional Help
If you will be working off campus, you will need to download the UO VPN link (virtual private network).

If you have technical issues with any part of the course, contact the helpdesk (541-346-HELP).

I am unable to read papers and assignments in advance. However, there are a number of campus resources to help students. For help with citing sources or developing arguments visit the Teaching and Learning Center: http://tlc.uoregon.edu/subjects/writing/.

Required Texts
All readings will be posted on Canvas. Please do all readings before class meets.

SCHEDULE

WEEK 1: September 27
Foundational writing
Introduction to the class. No readings for today

WEEK 2: October 4
Scheduling and writing goals: Designing a strategic plan
*Submit strategic plan by Sunday October 9*

WEEK 3: October 11
Modeling: a different type of reading

WEEK 4: October 18
Drafting the argument and outlining
Tracking our work
*Submit tracking exercise by Sunday October 23*

WEEK 5: October 25
Perfect is the enemy of done: Managing expectations
Midterm check-in: Reassess the plan
*Submit revised strategic plan by Sunday October 30

Week 6: November 1st
Literature review & reading to write
Student workshop 1, 2 & 3

WEEK 7: November 8
Procrastination: mapping our resistance
*Submit resistance exercise by Sunday November 13*
Structure and methods
Student workshop 4, 5 & 6

WEEK 8: November 15
Results and discussion
Student workshop 7, 8 & 9

WEEK 9: November 22
Network map
*Submit network map by Sunday November 27*
Introduction and conclusion
Student workshop 10, 11, & 12

WEEK 10: November 29
Review and edit
Student workshop 13, 14, & 15