The nature of the course and its goals

This course provides a general introduction to academic writing. The key genres discussed are the curriculum vitae, the professional web page, the professional paper and poster session presentation, the research proposal, the journal article, the book proposal, and the cover letter for a job application. The goals of the course are to familiarize you with these several genres, to provide you with an opportunity to develop a proposal or journal article in a workshop setting, and also to encourage you to begin thinking concretely about when in the foreseeable future next several years you will be writing proposals, articles, and cover letters. You will get out of this course what you put into it, so don't disappoint yourself!

Readings

Reading materials will be posted on Blackboard (go to “course documents”). I will be working on these postings in the near term. Note that under no circumstances are you to circulate the personal materials used for this course (proposals, reviews, job application letters, etc.). These are confidential materials. In all cases, have obtained permission to use personal materials for this course.

Feedback

Good professional writing always involves networking, information sharing, and collaboration, however informal. A person writing a proposal and even a journal article ideally shows it to at least one other person for input before submitting it. The course simulates this process through its several workshops, which allow students to critique one another's work constructively. Constructive feedback is invaluable. Be grateful for it, even if it stings a bit.

Role of the advisor

The advisor's role in your professional development is paramount. Consult with him or her about your professional writing, asking for suggestions, critiques, and intellectual guidance. As long as you are still working toward your degree, you should have your advisor read any proposal or article before you submit it. With your permission, I will send a copy of this syllabus to your advisor and indicate to him or her that you are enrolled in the course. It is my hope that you will each be consulting with your advisor while you are still in the course. Some students wait until they think their proposal or article is sufficiently advanced to give it to the advisor. However, if you “get stuck” intellectually, or are unsure of what body of literature is relevant or how to couch an argument or what methodology to use, etc., these are all substantive questions that your advisor should field—and the earlier the better.

Course archive

The instructor has collected a substantial archive of successful proposals. All enrolled in the course may read any or all of these proposals. Most of them have been made available to graduate students in the Department of Anthropology through the department’s web site. Those who are not in the Department of Anthropology may access these proposals through the
instructor. Some authors were not willing to post their proposals on the Department of Anthropology web site but did authorize use of these proposals in ANTH 685, so all those taking this course have access to these as well.

Performance requirements

- A revised curriculum vitae.
- A list of 6 funding sources (5 external and 1 internal) appropriate to your research interests.
- A short research proposal written to specific guidelines. For those who want to do international research, the Fulbright Full Grant application (Ian Edwards won this recently) would be good practice. If you have not yet developed a research idea, work backward, as it were, from a published article or book and write a proposal for the research that the article or book reports.
- The main piece of writing you will do in the course will be either a substantial research proposal (written to specific guidelines and turned in along with the guidelines) or a short journal article (aim for 15 pages double-spaced maximum), with an indication of which journal you have chosen for publication. Those who plan to write the journal article should submit an outline together with a long abstract to begin the process of writing. A copy of Emily Henderson's outline and abstract for "Platyrrhine Eruption Sequences" is available on Blackboard. Note that students may NOT work on a master's paper or dissertation in the course.
- Constructive critiques of the work of the classmate or classmates to whom you have been assigned as his/her/their peer reviewer. One copy of the review goes to the instructor and the other goes to the student reviewed. These critiques should be prepared using the "Peer Review Template" posted on Blackboard.
- A cover letter for an application for a tenure-track position in your field. (You may also want to try your hand at writing a teaching philosophy statement.) You will be shown samples of these genres.
- A schedule of writings for the next three years of academic work, together with an indication of probable deadlines. See Brendan Culliton's schedule prepared about a year ago and posted on Blackboard.

Sequence of topics

Week 1 CV, internet resources
Week 2 Professional web sites; the short research proposal (work this week on the short research proposal)
Week 3 The short research proposal; the journal article (begin work on your major project for the course)
Week 4 Nonnarrative elements of a proposal; proposal review process (continue working on your major project for the course)
Week 5 First workshops on the long research proposal and the journal article
Week 6 Professional papers and poster sessions; book proposal; applying for a job; job search and interview (5/5 class is cancelled) (continue working on your major project for the class)
Week 7 Discussion of your job application letters; trial job interviews; 3-year plans
Week 8 Second workshops on the long research proposal and the journal article
Week 9 Orsa representative (Ms. Kari van der Gust) to speak about submitting proposals; 5/28 class is cancelled
Week 10 Third and final workshops on long research proposal and on journal article
Key deadlines
Revised CV: 4/2
List of sources of funding: 4/2
Preliminary “what?” and “why?” statements: 4/8 (drop these in e-mail to both your
reviewer and to the instructor)
Small proposal: 4/13
Peer reviews: 4/14,
Outline and abstract for journal article: 4/21
Drafts of large proposal/article (about 10 double-spaced pages for proposal; 15 pages
double spaced for article): 4/27, 4/29 (for journal article), 5/18, 5/20 (for journal
article), 6/1
Days for peer reviewing: 4/28, 4/30, 5/19, 5/20, 6/2, 6/4
Letter of application for a job: 5/11
Three-year plan: 5/14
Final proposal (about 10 double-spaced pages) or article (about 15 pages): 5 pm, 6/10

COURSE OF STUDY

Week one

(3/31) The curriculum vitae; the matter of time and timing; course archive; introduction to the
course; internet resources

(4/2) Overview on developing a proposal narrative; introduction to the Fulbright Full Grant

Internet assignment for 4/2:

Browse on the internet and find 5 external sources of funding and 1 internal
source of funding for your research. Prepare a list of these, indicating the name
of the agency, the name of the award, criteria of eligibility, the ceiling amount of
the award, and the deadline for submission.

A) http://rfd.uoregon.edu/ Click on links to external funding
B) http://globetrotter.berkeley.edu/DissPropWorkshop/resources/fundbyregion.htm
for a breakout of funding opportunities by region.
C) http://www.wennergren.org/resources/
D) http://www.aaanet.org/profdev/fellowships/
E) http://www.aaanet.org/resources/#funding

Writing assignments for 4/2:

1. Turn in revised CV
2. Turn in a list of 5 sources of external funding and 1 source of funding
   for research you will or might do.
Week two

(4/7) Formal introduction to the research proposal and the GPD

Reading assignments for 4/7:

   (http://www.nsf.gov/sbe/bcs/anthro/suppdiss.jsp)
5. The GPD ("Generic Project Description")

Optional: http://globetrotter.berkeley.edu/DissPropWorkshop/ This is Michael Watts' site on proposal development (do not be fooled by his labeling, which suggests that the site concerns the development of the dissertation prospectus rather than a proposal). The last time I looked, there were several successful NSF student proposals in geography there for downloading.

Class business:

Name peer reviewers for GPD assignment for 4/9.

(4/8) Send GPD paragraphs on "what" and "why" to your peer reviewer as well as to the instructor

(4/9) Aaron Blackwell on web pages; peer review of GPD paragraphs; the short research proposal

Internet assignment for 4/9:

http://www.ktiedje.com
http://faculty.smu.edu/trick/
http://www.uoregon.edu/~abackwe/ http://www.uoregon.edu/~abackwe/shuar
http://www.uoregon.edu/~mnoss/
http://www.uoregon.edu/~sugiyama
http://www.uoregon.edu/~jrlukaes/Dr. John R. Lukaes Website/
http://www.pinniped.nt/snodgrass.html
http://www.pinniped.net/snodgrasslab.html
http://www.uoregon.edu/~fwhite
http://www.uoregon.edu/~wsayres/
http://www.uoregon.edu/~dkennett/Welcom.html
http://www.uoregon.edu/~sbm/Sarah B. McClure/Welcome.html
Writing assignment for 4/9:

Write a paragraph in response to the “what” and “why” questions on the GPD. Give these two paragraphs to your peer reviewer.

Prepare a discussion/critique of the “what” and “why” paragraphs you have been given to read.

Reading assignment for 4/9:

Read the short proposal guidelines posted on BB. These are: CSWS Graduate Student Research Support Grants, UO Summer Research Award, CLLAS Graduate Student Summer Research Grant, UO Humanities Center Graduate Research Fellowship, and the Fulbright Full Grant (“Curriculum Vitae” and “Statement of Proposed Study or Research”). Choose to do one of these as your small research proposal.

Class business for 4/9:

1. Each student to establish which short proposal they will be developing. Submit guidelines to the instructor.
2. Name peer reviewers for the short research proposal (due 4/13 by 5 pm)

Week three

(4/13) Send your short proposal, along with the guidelines you wrote to, to your peer reviewer as well as to the instructor; use e-mail if possible

(4/14) Workshop on the short research proposal

Reviewing assignment for 4/14:

Peer review of the short research proposals. In your discussions/critiques, answer these questions: What are its main questions and thrust? Are the what, why, and how questions clearly and completely dealt with? Are there any weaknesses, so far as you can tell? In preparing this review, consult the course proposal evaluation form supplied on Blackboard (“course documents”). Remember that your main goal is to assist your colleague in improving his or her proposal. Bring two copies of your review to class. One will go to the student whose proposal you are reviewing, and one will go to the instructor.

Writing assignment for 4/14:

Develop the narrative of a short proposal. In this proposal you should answer the questions what, why, how, when, and where and provide information on your suitability for the research. Suggested guidelines to use are the following: 1) Fulbright application for Graduate Research Abroad (do both the "Statement of Proposed Study or Research" and the "Curriculum Vitae"; 2) the UO Faculty Summer Research Award (this is for UO faculty, but the guidelines are classic); 3) the CSWS Graduate Student Research Support; and 4) CLASS.
The application forms and/or guidelines for all four are posted on the Blackboard site. Go to “course documents,” then to “small proposal guidelines.” If you wish to work with other guidelines, please consult with the instructor first. If you have not yet developed an idea for your own research, then develop a proposal for the research upon which an article or book with which you are familiar is based. This will require that you have a close knowledge of the text you have chosen.

**Class business for 4/14:**

Those who plan to concentrate on developing a large proposals (NSF, Wenner-Gren, etc.) should start working on the large proposal after this class. The intention to work on a large proposal should be declared in class on 4/14. The instructor may ask to see a copy of the guidelines if she is unfamiliar with the award.

(4/16) *The journal article*

**Reading assignments for 4/16:**

1. "Publishing in a Journal" by A. Biersack
http://www.academicword.com
5. Various journal guidelines for submission (Ethnology, American Anthropologist, American Ethnologist, Current Anthropology)

**Class business for 4/16:**

Last chance to declare whether you are working on a large proposal or a journal article. With this class, students should begin working on their major project, if they have not already done so. Journal article writers will be turning in an abstract and an article outline on 4/21.
Week four

(4/21) Nonnarrative elements of a proposal (emphasis is on the budget)

Writing assignments for 4/21:
Those who are focusing on writing an article should turn in an abstract and an outline of the article. This outline should be detailed and at least 2 double-spaced pages.

Reading assignments for 4/21:
1. "Elements of a Proposal"
3. Sample budgets and budget justifications

Optional:

(4/23) Manuscript and proposal reviewing

Guest: Professor Josh Snodgrass (1st hour)

Reading assignments for 4/23:
1. Sample manuscript reviews
2. "Seeing It Through the Reviewers' Eyes" by J. Ries and C. Leukefeld, in Applying for Research Funding
4. "A View from NSF" by P. Chapin, from Handbook for Grant Proposal Preparation, pp. 10-21 (CP)
6. Sample reviews of grant proposals
7. Professor Josh Snodgrass’s NSF proposal reviews
8. Professor Josh Snodgrass’s Leakey Foundation proposal reviews
9. Sample ms reviews
Class business for 4/23:
Establish peer review pairs for the 4/28 and 4/30 sessions.

Week five

(4/27) By 5:00 pm, those working on a large research proposal should drop the draft of the “what,” “why,” and “how” sections of the proposal to his or her reviewer. Make sure that your section responds to the feedback you have already received in the course.

(4/28) First workshop on long research proposal

Reviewing assignment:

Those who have been given a draft proposal to review should prepare a formal review of it using the Peer Review Template for Proposals, which is posted on Blackboard (course documents to course readings to week 5 readings). Read the draft carefully, with a critical eye. Writing a good peer review is harder than it may seem. Spend sufficient time with the draft to be able to write a review that is both constructive and critical. One copy of the review should be given to the student whose proposal was reviewed, and one copy should be given to the instructor.

(4/29) By 5 pm, those working on a journal article should drop the first section or sections of that article, the article outline, and the article abstract electronically (or as hard copy) to the assigned reviewer, as well as one to the instructor (the instructor prefers to receive the electronic file)

(4/30) First workshop on journal articles (including a long abstract)

Writing assignment for 4/28:

Develop a critique of the journal article draft (in light of the article outline) you have been assigned to review. Use the Peer Review Template for Articles, which is posted on Blackboard. One copy of the critique should be given to the student whose article is under review and one copy goes to the instructor.

Week six

(5/5) The professional paper and poster session; the book proposal; submitting a book manuscript

Guest: Professor Stephen Wooten (1st hour)

Internet assignment for 5/5:

http://www.aanet.org/meetings/meetings_cal.cfm (this is the meeting calendar AAA posts)
Reading assignments for 5/5:

1. “How to Create a Poster”
2. “Five Reasons to Organize an AAA Panel”
3. Sample call for papers
4. Sample professional papers
5. Sample poster sessions (browse on the walls of Condon Hall’s third floor)
6. Sample "book and journal proposals"
7. Various submission guidelines for book proposals and manuscripts
8. Wooten questionnaire (prepared for Brill)
9. Wooten book proposal

(5/7) Applying for a job: cover letters for job applications; statements of teaching philosophy, teaching portfolios or job dossiers; the job search

Reading assignments for 5/7:

5. Regan, Michael. 2006. "Job interview the perfect time to ask pointed questions." In Eugene Register-Guard, April 23, 2006, pp. B1, B5
7. Materials in the Graduate Student Handbook on interviews (Biersack and Mary Corbin Sies)
8. The want ads in anthropology (sample want ads from Anthropology News are posted on Blackboard)

Week seven

(5/11) **Turn in to the instructor a cover letter for a job application by 4 pm; include with this cover letter a copy of the ad you are responding to.**

**Writing assignment for 5/11:**

Browse in the following and find one or more positions for which you consider yourself eligible. Then write a cover letter for an application for that position. You may wish to revise your syllabus in light of the ad to which you are responding, to create an appearance of match between the profile of the ad and your credentials.

http://www.aanet.jobcontrol/center.com/search.cfm
http://www.aanet.org/profdev/Tips-for-Job-Seekers.cfm
http://www.aanet.org/profdev/careers/
http://chronicle.com/jobs/100/
http://www.anthrotech.com/career/
http://www.physanth.org/careers/
http://www.sfaa.net/sfaajobs.htm/

**Reading assignments for 5/11 writing assignment:**

4. *sample* successful cover letters (Cheyney, Guerron-Montero, Rick)
5. materials on teaching portfolios and philosophy statements
6. draft cover letters

**Optional:**

7. "Teaching Dossier Kit"  
   (http://web.uvic.ca/~terc/resources/publications/teaching.htm) (online)
8. Mary Corbin Sies site

**Class business:** Selecting job interviewees for 5/12 and possibly 5/14 classes.
(5/12) Instructor will give feedback on the cover letters; job interviews

Guest: Josh Fisher (2nd hour)

Writing assignment for 5/12:
Prepare a three-year overview of your professional work, anticipating coursework, master's papers, and dissertation prospectuses; development of proposals; research; and writing (model this after Brendan Culleton's three-year agenda (posted on Blackboard).

Class business:
Pairing writers and reviewers for the workshops of 5/19 and 5/21.

(5/14) A possible class, depending upon whether students wish more practice being interviewed

Week eight

(5/18) Electronically drop a copy of your full large research proposal to your reviewer and to the instructor by 5:00 pm.

(5/19) Workshop on proposals

Writing assignment:
Reviewers must prepare a detailed, thoughtful, and critical review of the proposal, using the Peer Review Template for Proposals posted on Blackboard for the 5th week.

(5/20) Electronically drop a copy of your full journal article, including the abstract, to your reviewer and to the instructor by 5:00 pm.

(5/21) Workshop on journal articles

Writing assignment:
Reviewers must prepare a detailed, thoughtful, and critical review of the journal article, using the Peer Review Template for Articles posted on Blackboard for the 5th week.
Week nine

(5/26) Submitting proposals

Ms. Kari van der Gust, ORSA, will talk to the class from 4 to 5:00 pm concerning pre-award processes, emphasizing submission; instructor will give feedback on three-year calendar that includes your degree work, your research (proposal development and the actual research), and your writing (see sample exercise prepared by Brendon Culliton, online); possible workshop on one article.

Class business: Setting up peer review pairs for the 10th week of the course.

(5/28) Class cancelled. Work on your major project.

Week ten

(6/1) Drop your journal article or proposal electronically to your reviewer and to the instructor

(6/2, 6/4) Final workshops

Exam week

(6/10) Final proposal or journal article is due by 5 pm. Submit an electronic copy to the instructor. This should incorporate changes made in response to the feedback you received in the 10th week.

Books on reserve in the Knight Library


Patten, M. 2000. Understanding Research Methods, 2nd ed. (Knight Library reserves, Q180 .55 .M4 P38 2000)

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