

UWUCC: App-9/16/14
Senat: App-10/7/14

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 1456
Action App 9/9/14

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- Professor Ben Ford Phone 7-3932
- Writing Workshop? (If not at IUP, where? when?) IUP May 13-14, 2014
- Proposal for one W-course (see instructions below)
- Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

- Department Contact Person _____ Phone _____
- Course Number/Title _____
- Statement concerning departmental responsibility
- Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- Professor(s) _____ Phone _____
- Course Number/Title _____
- Proposal for this W-course (see instructions below)

SIGNATURES:

- Professor(s) [Signature] Gail Sechrist 9/16/14
UWUCC
- Department Chairperson [Signature]
- College Dean [Signature] 8/20/14
- Director of Liberal Studies [Signature] 9/4/14

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.

Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

Received

AUG 21 2014

Liberal Studies

Writing Summary

Basic Archaeology (ANTH244) is primarily taken by Anthropology majors and minors to fulfill the core requirements of the program; however, non-major students do take the course and not all Anthropology students become archaeologists. The assignments for this class are consequently designed to foster engagement with archaeological literature and thought while also building more general communication and critical reading skills.

See attached Summary Chart for metrics of writing assignments. The intent of each writing assignment is described here.

Short Exercises. The short exercises are designed to stimulate thought through writing and to enhance reading. The majority of the short assignments will require students to reflect on a reading or podcast, analyze the purpose of the media, and discuss its effect on their understanding of a topic. The goal is for the student to read/listen more intently and to then to apply the material to what they have already learned in the class. A minority of the short exercises will also ask the students to employ a specific archaeological technique. These particular short exercises will be less writing intensive but will build problem solving abilities.

Article Critique. This assignment is designed to use writing to stimulate thought, while also encouraging students to become familiar with academic literature. This assignment also requires students to synthesize information that has been presented in class and apply it to a real archaeological example. Each student will select an academic archaeology article to critique in terms of the archaeological models and methods used.

Glossary. The glossary assignment uses writing to stimulate learning. This assignment requires the students to create a glossary of archaeological terms in an attempt to demystify the topic. The glossary cannot be copied from the text book so the student will need to be involved in active learning and research.

Essay. Example essay assignments are included as sample assignments with this application. These assignments represent a substantial portion of the student's grade and are the most involved writing assignments of the semester. The purpose of these assignments is to encourage students to think about readings, synthesize information from the class, and reflect on the writing process. Each of these assignments involves a rewrite component so that students can hone their writing skills. The second essay also involves a peer-editing phase.

Writing Center Workshops (not included on Summary Chart due to lack of space). This assignment requires the student to visit the IUP Writing Center, either for workshops or tutoring. The assignment is graded but is a simple completion grade, worth 4% of the final grade. The goal of this assignment is for the student to become familiar with the Writing Center offerings so that the student can continue their writing growth beyond this course.

Final Exam. The final exam is an essay exam. The students will be required to answer two or more questions in essay format. The goal of the exam is to use writing to integrate learning.

Summary Chart for Writing Assignments*

A. Writing Assignments					
Assignment Title	# of Assignments	# of total pages	Graded (Yes/No)	Opportunity for Revision (Yes/No)	Written Assignment represents what % of final course grade
Short Exercises	10	15	Yes	No	20%
Article Critique	1	4	Yes	No	6%
Glossary	1	2	Yes	No	6%
Essays	2	10	Yes	Yes	40%
Totals	14	31	NA	NA	72%

B. Examinations (Complete only if you intend to use essay exams/short answers as part of the required number of pages of writing.)			
Exams	Approx.% of exam that is essay or short answer	Anticipated # of pages for essay or short answer, or approx. word count	Exam constitutes what % of final course grade
1.	100	8	10%
2.			
3.			
Totals	100	8	10%

**Total writing assignments should contain at least 5000 words (approximately 15-20 typed pages) in two or more separate assignments; written assignments should be a major part of the final grade—at least 50% or more.*

ANTH 244
BASIC ARCHAEOLOGY
Fall 2014 (CRN 12187)
Section 001

Tuesday and Thursday 8:00–9:15, McElhaney G2

Dr. Ben Ford

Office: McElhaney G1-J
Phone: 724-357-3932 (on campus: 7-3932)
Email: ben.ford@iup.edu

Office Hours:

Tuesday 2:00–3:00
Wednesday 8:00–10:00
Thursday 2:00–4:00
or by appointment

Course Objectives

Archaeology is the study of past human cultures through their material remains. This course introduces the methodology, history, theory, and practice of archaeology. Through this course students will understand the goals of modern archaeology and appreciate the linkages between archaeology and the larger field of anthropology. They will also discuss the current theories of archaeology and be able to place these theories in relation to each other and the history of the field. The course will foster an understanding of archaeological methods, including where and when various methods are applicable. As a result of this course students will be able to place applied archaeology within the context of American archaeology and explain archaeology's contribution to a society's understanding of the past. Finally, students will improve their ability to communicate in writing.

Texts

Archaeology: Down to Earth (5th edition), 2014, Robert **Kelly** and David Hurst **Thomas**. Wadsworth.

Death by Theory: A Tale of Mystery and Archaeological Theory (revised edition), 2011, Adrian Praetzellis. AltaMira.

Additional readings will be posted on Desire2Learn (<https://d2l.iup.edu/>)

Course Website

Course material can be accessed on the Desire 2 Learn (D2L) Website at <https://d2l.iup.edu/>. This website contains the course syllabus as well as links to some readings and the on-line final examination review session. You are also able to track your grades on this site.

Grading

Quizzes (3 @ 25 pts each)	75 points
Writing Center Workshops (2 @ 10 pts each)	20 points
Short Exercises (10 @ 10 pts each)	100 points
Article Critique	30 points
Glossary	25 points
Essay 1	100 points
Essay 2	100 points
Final Essay Exam	50 points

The grading scale is based on 490 points, even though there are 500 points available. The extra 10 points are your “extra credit,” which you can assign yourself at your discretion by studying extra hard or putting extra work into an assignment.

A = 439+ points
B = 390 – 438 points
C = 342 – 389 points
D = 292 – 341 points
F = < 291 points

Quizzes

Quizzes will include a variety of multiple-choice, true-false, matching, short answer, and essay questions. The quizzes will not be cumulative, but concepts learned in the beginning will carry throughout the course. **Questions from all the readings, whether I discuss them in class or not, will appear on quizzes. Likewise many quiz questions will be drawn from lecture.** The quizzes are distributed throughout the semester; see the Course Schedule below.

Writing Center Workshops

The ability to communicate clearly with the written word is important in archaeology and many other fields. I will correct the punctuation, syntax, spelling, and structure of your written assignments. If errors in writing interfere with your meaning or become annoying I will reduce your grade on that assignment. Consequently, I recommend that you familiarize yourself with the Writing Center (www.iup.edu/writingcenter/default.aspx). It is free (you have already paid for it with tuition and fees) and we can all improve our writing (there are no doubt typos in this syllabus).

To help you become familiar with the Writing Center, please visit the Writing Center twice before **October 28**. Workshops and tutoring sessions both fulfill this assignment. The Writing Center staff will provide you with a slip (if you ask) after the workshop. Turn in this slip to me for credit.

Short Exercises

Ten in-class or homework exercises will be assigned during the semester. These exercises are designed to encourage you to evaluate your reading, think about what you read, heard or experienced, and relate the various components to the overall goals of the course. Each exercise is worth 10 points. These exercises are due at the beginning of the class indicated in the schedule below. Since these exercises are designed as part of your class participation effort they will not be accepted late. Often your exercise will be a free writing exercise. As such, points are based upon the effort put into them and the extent to which they relate to the assignment. Unless otherwise specified, written responses should be 1-2 pages in length. They do not have to be typed, but must be clearly legible for full credit.

Article Critique

You will complete an approximately 4-page (typed, 1” margins, 12 pt. font, Times New Roman, double spaced; page count does not include bibliography, title page, or figures) of a scholarly archaeology article of your choosing. The goal of this report is to critically evaluate the questions posed in the article and the methods used to address those questions. Include a brief summary of the article, a critique of the research questions, and a critique of the methods. Ask yourself “what is the theoretical perspective of the author,” “are the research questions explicitly stated,” “what are the research questions,” “what are the methods,” “do the methods address the questions,” “would other methods be more appropriate,” “is the article successful overall?” There are instructions below detailing how to find a scholarly article.

The critique is due **November 20**.

Find articles here: <http://www.iup.edu/library/> (IUP Library website) → Databases (<http://libs0400.acadlib.iup.edu/databases/subject/>) → 'J' tab → 'JSTOR' tab → Advanced Search → select 'Archaeology' under 'Narrow by Discipline and/or Publication Title' → enter search terms at the top of the page → preview a few article before selecting one to critique (make sure it is interesting and understandable). Search for any terms you think will yield an interesting article. Alternatively, search for American Antiquity and pick a recent article from this journal.

Glossary

Archaeology, like any science, has a language of its own. Sometimes this jargon can be daunting. To help you overcome this hurdle, jot down and then look up words that are unfamiliar to you.

By **December 4** compile a list of 25 definitions into a typed list. The words you define may appear in the glossaries of Kelly and Thomas or Praetzellis, but your definitions should not be copied from these sources. The definitions can be based on your understanding of the terms or on definitions you find through research. If you draw your definition from a source be certain to cite that source.

Essay 1 and 2

You will write two critical essays. These essays will be approximately 5 pages long (typed, 1" margins, 12 pt. font, Times New Roman, double spaced; page count does not include bibliography, title page, or figures) and will ask you to engage with a series of readings.

Each essay will be completed in two drafts: You will submit a first draft, I will read it, comment and return it to you, and then you will submit a revised second draft. The first draft is worth 60 points and the second draft is worth 40 points, for a total of 100 points. For the second essay you will also have the benefit of a peer-editing session to help you form your ideas.

The prompts for these essays will be distributed in class at least a week before the essay is due and the due dates for the first drafts are listed in the schedule below (**September 23 and November 4**). The second draft will be due a week after I return the first draft.

Final Essay Exam

During the final examination period you will complete an essay exam. This exam will draw on ideas and reading from throughout the semester and will include multiple essay questions.

Course Schedule

Assigned readings should be completed by the date listed below.

Special Note on the Course Schedule: I am expecting my first born on or around October 14. The course schedule may get a bit squishy at that time and I'll appreciate your flexibility.

- Aug. 26: Introduction and Definition
Aug. 28: History of Archaeology?
Readings: Kelly and Thomas Chapter 1
Praetzellis Chapter 1

- Sept. 2: Archaeology as Anthropology
Readings: Kelly and Thomas pages 18-20
Praetzellis Chapter 2 and 3
Exercise 1 Due: Answer the following questions: What is your motivation for taking this class? What do you hope to learn? If you are an Anthropology major, why did you choose Anthropology? If you are not an Anthropology major, why did you select this course?
- Sept. 4: Archaeology as a Humanistic Science
Readings: Kelly and Thomas pages 21-28
Praetzellis Chapter 4 and 5
- Sept. 9: Paradigms: Processual and Post-Processual
Readings: Kelly and Thomas pages 28-35
Praetzellis Chapter 6 and 7
Exercise 2 Due: Answer the following questions: Why were the Americanist archaeologists of the first half of the twentieth century primarily interested in culture history? What's meant by a historical explanation of events? How is this different from a scientific explanation, or is it? What was Hannah's point when she Indiana Jones: 'If you want the truth, try the Philosophy Department.'?"
- Sept. 11: What Comes After Post-Processual
Readings: Praetzellis Chapter 8 and 9
Gibbon pages 7-16 [online] – Readings marked [online] are available on the course website (<https://d2l.iup.edu/>).
- Sept. 16: Archaeological Theory Wrap-Up
Quiz 1
Readings: Praetzellis Chapter 10 and Epilogue
Gibbon pages 141-160 [online]
- Sept. 18: Archaeological Ethics
Readings: Colwell-Chanthaphonh et al. pages 1-21 [online]
Society for American Archaeology Principles of Archaeological Ethics [online]
Register of Professional Archaeologists Code and Standards [online]
- Sept. 23: Ethics Cases
Assignment Due: Essay 1 First Draft
Readings: Colwell-Chanthaphonh et al. pages 76, 87, 92, 98, 101, and 110 [online]
- Sept. 25: Archaeological Survey
Readings: Kelly and Thomas Chapter 3
- Sept. 30: Excavation
Readings: Kelly and Thomas Chapter 4
Exercise 3 Due: Listen to Radiolab "An Ice Cold Case" (<http://www.radiolab.org/story/ice-cold-case/>) and answer these questions: How did Otzi die and what techniques were used to understand his last few hours? What do these findings tell us about life 5000 years ago?
- Oct. 2: Archaeology without Excavating- Landscape Archaeology
Readings: Buikstra and Charles [online]
Wessels [online]
Exercise 4 Due: Stratigraphy exercise, distributed during previous class.

- Oct. 7: Finding a Date
Readings: Kelly and Thomas Chapter 5
- Oct. 9: The Dimensions of Archaeology
Readings: Kelly and Thomas Chapter 6
- Oct. 14: Artifacts
Exercise 5 Due: Listen to Radiolab “Things” (<http://www.radiolab.org/story/things/>) and answer these questions: What segment of the program most closely relates to how you see artifacts? Why? Do you feel that the hikers should have collected the seed jar? Why or why not? If they collected it what should they have done with it?
- Oct. 16: Archaeology without Excavating- Existing Collections
Readings: Childs [online]
Quiz 2
- Oct. 21: Linking the Past to the Present
Readings: Kelly and Thomas Chapter 7
Exercise 6 Due: Artifact exercise, distributed during previous class.
- Oct. 23: Peer Editing Day
- Oct. 28: Geoarchaeology
Readings: Rapp and Hill Chapters 3, 4, and 6 [online]
Visit Writing Center Twice by this Date
- Oct. 30: Plants and Animals
Readings: Kelly and Thomas Chapter 8
Exercise 7 Due: Geoarchaeology exercise distributed during previous class.
- Nov. 4: Bioarchaeology
Readings: Kelly and Thomas Chapter 9
Assignment Due: Essay 2 First Draft
- Nov. 6: Social Systems
Readings: Kelly and Thomas Chapter 10
- Nov. 11: Cognitive Archaeology
Readings: Kelly and Thomas Chapter 11
Exercise 8 Due: Thinking back to our earlier discussion of processual and post-processual archaeology, which paradigm best fits Chapter 11? Is this a valid approach to the archaeological record? Why or why not?
- Nov. 13: Historical Archaeology
Readings: Kelly and Thomas Chapter 12
- Nov. 18: Maritime Archaeology
Readings: Gould pages 1-20 [online]
Exercise 9 Due: Answer the following questions: How does historical archaeology differ from prehistoric archaeology? Does one form of archaeology appeal to you more than the other? Why?
- Nov. 20: Cultural Resource Management
Readings: Kelly and Thomas Chapter 13
Assignment Due: Article Critique

THANKSGIVING BREAK

- Dec. 2: Heritage
Readings: Drennan and Mora [online]
Boyle [online]
Exercise 10 Due: Read two blog posts at Succinct Research (<http://www.succinctresearch.com/succinct-research-blog/>) and answer these questions (be sure to peruse several titles to pick posts that sound interesting): Briefly summarize the blog posts and explain why you selected them. Briefly explain four things that you did not know before reading the blog posts.
- Dec. 4: What Can Archaeology Bring to Joe Public and Professor Frink?
Quiz 3
Readings: Kintigh et al. [online]
Assignment Due: Glossary
- Dec. 9: **Final Examination 8:00–10:00 (8:00 Class)**

Note Taking

Please plan to take notes throughout the class. The quizzes and essays cover material from both the readings and lectures. Writing down the important aspects of lecture will help you prepare for the quizzes and essays. If you are unsure what parts of the lecture are important, please come to office hours to discuss. I post the PowerPoint slides on-line but they are primarily pictures and are not a replacement for active note taking.

Absences

Attendance is not required, but the best way to succeed in this class is to be present (physically and mentally) during every class session. I will allow make-up exams and accept make-up assignments only with documentation of a university approved absence (e.g. a doctor's note).

Academic Dishonesty and Plagiarism

As described in the IUP Student Handbook (see <http://www.iup.edu/studentconduct/>) certain standards of academic integrity and honesty are essential within our community. It is your responsibility to know what constitutes a violation of IUP's standards of academic integrity. If you do not have a copy of this handbook, you may review it on the IUP web page. I will seek to resolve any incidents of academic dishonesty through an informal conference, but you should expect to earn no points for the work involved in such incidents.

Plagiarism is a specific and common form of academic dishonesty. Plagiarism is defined as "copying another's work or portions thereof and/or using ideas or concepts of another and presenting them as one's own without giving proper credit." If you copy someone's exact words they must be surrounded by quotation marks and accompanied by a citation/reference (I recommend using direct quotes sparingly). If you use someone's ideas, but not their exact words, that portion of your text should be accompanied by a citation/reference. If you synthesize ideas from multiple sources, cite all of the original authors. This is how we know whose ideas your building on and, importantly, which ideas are yours.

I will seek to resolve any incidents of academic dishonesty through an informal conference, but you should expect to earn no points for the work involved in such incidents.

Information Commons Support Desk

If you are having difficulty with technology used in this class (for example PowerPoint), please take advantage of the Information Commons Support Desk (<http://www.iup.edu/page.aspx?id=105390>). The Desk is located in Stapleton Library, room 102. By the way, you may also find the Library Reference Desk useful.

ANTH244 BASIC ARCHAEOLOGY

CRITICAL ESSAY #1

During this first unit we are exploring Archaeology as a social science and as Anthropology. Some of the more critical concepts in this discourse include the nature of culture; the use of the scientific method; humanistic approaches; processual and postprocessual (postmodern) paradigms. The primary goal in studying this unit is to understand these concepts well enough to be able to apply them. So that is what we will do in this first essay. For your essay read the following two case studies and critique them on the following points:

- A. How do they utilize or interpret the concept of culture? Is their approach primarily adaptive or ideational?
- B. Is their methodological approach scientific or humanistic?
- C. Would you describe the theoretical perspective as processual or postprocessual (postmodern)?

For each of these points be sure to support your assessment. For example: if you think they are approaching their study in a scientific manner, then why do you think so? Do they utilize hypothesis and testing, what is the hypothesis? You should also critique the authors. If you think they are employing an ideational understanding of culture, are they doing it well? Is their approach obvious?

Case Studies (both are available on D2L):

Binford, Lewis R.

1980 "Willow Smoke and Dogs' Tails" Hunter-Gatherer Settlement Systems and Archaeological Site Formation. *American Antiquity* 45(1):4-20.

Hodder, Ian

2007 Çatalhöyük in the Context of the Middle Eastern Neolithic. *Annual Review of Anthropology* 36:105-120

You must read both of these. The studies may use technical terms unfamiliar to you. Do not be overly concerned with these descriptions. At this stage in the course we are looking at the way in which the authors have structured their research, not their specific conclusions. Ask yourself, what type of data are they using to support their statements? Be aware of when they are dealing with the static record or the dynamic past and how they make this distinction. When are they making inferences? Are they generating inferences inductively or deductively? Modern archaeology needs to develop a strong body of inferential techniques, are these studies contributing towards that goal?

Your essay should be approximately 5 pages long, typed, 1" margins, 12 pt. font, Times New Roman, double spaced. The page count does not include bibliography, or figures. A title page is unnecessary, but please be certain that your name is on the first page and that all pages are numbered.

ANTH244 BASIC ARCHAEOLOGY

CRITICAL ESSAY #1

During the last few weeks we have been discussing different ways of doing archaeology. In this essay I would like you to explore archaeological variation on your own. For this essay you will select five (5) articles from *Archaeology Magazine* and/or *National Geographic Magazine* to compare and contrast. All five articles should be linked by a theme (e.g. Maya, Vikings, Bronze Age, Roman, underwater, diet, whatever you are interested in) so that you can explore the variety of approaches to a specific type of data. You can mix and match *National Geographic* and *Archaeology* articles.

How to Find Articles:

National Geographic Magazine

Go to <http://ngm.nationalgeographic.com/> and type a search term in the box labeled “ngm.com.” This will generate search results that you can choose from. Be certain that your choices are archaeological and articles (not quizzes, individual photos, etc.)

Archaeology Magazine

Go to <http://archive.archaeology.org/>. You can either peruse back issues using the drop-down menu labeled “BACK ISSUES ONLINE” or you can use the search box. If you do a search and select a link, be sure to check the top right corner of the resulting article to make sure it is not part of a longer article. If it is part of a longer article you will see the title of the article as a link beneath the journal citation information. You will want to read the full article.

In your essay you should synthesize all five articles into a definitive summary of the topic (for example, based on your readings what do we know about Neanderthals?). Try to weave information from all of the articles together into a cohesive summary. Be sure to cite the individual articles so that the reader knows where the ideas are coming from. If you use direct quotes they should be enclosed in quotation marks and the citation should include a page number. Once you have discussed the articles as a whole, you should discuss how they differ. Compare their findings and methods. How are they similar or different? Is there evidence of the field advancing as you move from older to newer articles? Do some articles make a more convincing case for their findings than others? Why? How do the methods used in these articles compare to what we have discussed in class. Any other comparison you feel is important. You should address all of the questions listed here, but you can address them in whatever order makes the most sense based on your readings.

Your essay should be approximately 5 pages long, typed, 1” margins, 12 pt. font, Times New Roman, double spaced. The page count does not include bibliography, or figures. A title page is unnecessary, but please be certain that your name is on the first page and that all pages are numbered.

CHECK LIST FOR WRITING-INTENSIVE PROPOSALS

The Liberal Studies Committee's Most Frequently Asked Questions,
Based on the Senate Criteria for Writing-Intensive Courses

For All Writing-Intensive Courses:

- Are the writing assignments integral parts of the course, rather than exercises that seem tacked on artificially? Are they assignments that promise to enhance student learning?
- Have you considered various forms of writing such as case studies, laboratory reports, journals, letters, memos, formal essays, research articles, project or grant proposals, and so forth?
- Does one of your course objectives explicitly mention the improvement of writing?
- Will you distribute written instructions, including criteria for evaluation, for major assignments?
- Will students receive guidance in conceiving, organizing, and presenting written material in ways appropriate to the subject being studied?
- Will students produce at least 5000 words (15-20 typed pages) of writing that you evaluate? Have you clarified this by giving us the minimum number of pages that you expect for each writing assignment?
- Are there at least two, and preferably more, different writing assignments?
- Will students revise at least one assignment after receiving your review comments?
- Does at least one assignment require students to produce finished, edited prose (as differentiated from whatever informal or draft writing you have included)?
- Are written assignments (in-class; out-of-class) worth at least 50% of the course grade?

For Type I (Professor Commitment) Writing-Intensive Courses:

- Have you attended a writing workshop either at IUP or elsewhere? [If not, have you indicated at least equivalent preparation based on such things as graduate education, teaching experience in writing courses, publications, conference attendance, or other professional activities?]

For Type II (Departmental) Writing-Intensive Courses:

- Does your "statement of departmental responsibility" explain how the department will ensure that the writing component is present regardless of who is teaching? Does it identify the specific department group or individual who is responsible for ensuring this?