ADVANCED COLLEGE WRITING REVIEW FORM
(FORMERLY UPPER DIVISION APPROVED WRITING) 4 15

Please attach/submit additional documents as needed to fully complete each section of the form.

I. COURSE INFORMATION

Department: Anthropology
Course Title: Archaeological Theory
Course Number: 450

Type of Request: New One-time Only ✓ Renew Change Remove
Rationale: The upper-division writing expectation must be met either by taking an upper-division writing course from the approved list in the Academic Policies and Procedures section of this catalog (see index), or by taking one of the following courses: ANTH 314, 402, 404, 413, 420, 431, 450, 451, 453, 454, 455, or LING 475.

II. ENDORSEMENT / APPROVALS

* Instructor: Douglas MacDonald
  Phone / Email: x5814; dgoias.macdonald@...
Program Chair: Tully Thibeau
Dean: Christopher Comer

Signature __________________________ Date 9/4/15
Signature __________________________ Date 10/1/15

*Form must be completed by the instructor who is teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. OVERVIEW OF THE COURSE PURPOSE / DESCRIPTION

Provide an introduction to the subject matter and course content:

In ANTY 450—Archaeological Theory—students learn the history and major traditions of American archaeological theory, especially those useful in interpreting prehistoric archaeological sites, including: 1) culture history; 2) processual theory; 3) behavioral theory; 4) evolutionary theory; 5) post-processual theory; and 6) processual-plus theory. A prerequisite is ANTY 250, Intro to Archaeology.

IV. LEARNING OUTCOMES

Provide examples of how the course will support students in achieving each learning outcome:

- Identify and pursue sophisticated questions for academic inquiry.
  ✓ Yes If yes, how will student learning be supported?

Students learn how to use theory to interpret archaeological data and how to evaluate theoretical arguments of their peers and in readings. Anthropological problem solving and the development of writing skills are a major focus of class activities. The class has three sections: Section 1: Lecture (Weeks 1-4); Section 2: Debate (Weeks 5-8); and Section 3: Solving Research Problems (Weeks 9-15). Sections 2 and 3 demand student conversation and creativity.
No  If no, course may not be eligible

- Find, evaluate, analyze, and synthesize information effectively and ethically from diverse sources (description of information literacy outcomes appropriate for each class level). Subject liaison librarians are available to assist you embed information literacy into your course:
  ✓ Yes  If yes, how will student learning be supported?

Students write four papers and four debate statements over the semester. The major paper is a 20-page endeavor that challenges students to solve a major research problem in world archaeology. After conducting extensive literary research, the student must use archaeological theory (or theories) to present a convincing argument that creatively solves an interesting issue in world archaeology. The research problem must be well-researched using a variety of academic literature. A minimum of four academic references are required, but most successful students will have more than ten cited references from the literature.

☐ No  If no, course may not be eligible

- Manage multiple perspectives as appropriate
  ✓ Yes  If yes, how will student learning be supported?

The management of multiple perspectives is best addressed in the debate section of the class (weeks 5-8). In this section, students work in teams of 2-3 to debate each other on important issues in American archaeology. The professor assigns students to the teams who engage in lively discussion of the issue, citing the appropriate literature in a professional and courteous way. Three 5-page papers are also assigned over the course of the semester. Each of these papers challenges students to address their semester research topic from three different theoretical perspectives. This challenges students to derive alternative explanations for their research issue.

☐ No  If no, course may not be eligible

- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
  ✓ Yes  If yes, how will student learning be supported?

The goal of ANTY 450 is to lay the foundation of pertinent archaeological theory literature so that students are able to guide their future research in the discipline. While academics often is described as a "language of exclusion," our goal is to provide the basis of knowledge by which the students become included in the discussion, rather than excluded by the esoteric nature of some of the academic professionals engaged in contemporary archaeological debate. Students then are expected to form their own opinions regarding the theories and promote their individual voices in archaeological interpretation. Students are required to use either of two prominent anthropological style guides.

☐ No  If no, course may not be eligible

- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
  ✓ Yes  If yes, how will student learning be supported?

A main goal of the course is the improvement of student writing skills. The major term paper is 20 pages long and requires submission of a draft in mid-October. The professor reviews the draft, provides comments, and the student then revises the paper for final submission. While only one draft is required, we promote the submission of multiple drafts, especially if the student initially struggles with the paper.
The course requires use of genre-specific style guides in their papers. The preferred style guide is American Antiquity style guide, which is the style utilized in the major publication of American archaeology. An alternative style guide is published by the American Anthropological Association. Either style is fine to use, but the student must select one and be consistent in its use during the semester. At the end of the semester, each student conducts an oral presentation of their research, following a format similar to an anthropological conference (including an accompanying powerpoint presentation or the like).

V. WRITING COURSE REQUIREMENTS

- Enrollment is capped at 25 students. Yes No

If no, list maximum course enrollment.

Explain how outcomes will be adequately met for this number of students.

Enrollment is capped at 25 students, but typically enrollment is around 10-15 students. This is an excellent class size that promotes student-faculty interaction and facilitates inter-student learning.

Justify the request for variance.

- Briefly explain how students are provided with tools and strategies for effective writing and editing in the major.

At the beginning of the semester, students are taken to the library and directed by a librarian in research skills. The professor also actively engages in each student research topic to invigorate the research beyond the internet. Students are required to cite the literature appropriate for their topic and to use the appropriate writing styles of the major anthropological journals published by the Society of American Archaeology and the American Anthropological Association.

- Which written assignment(s) includes revision in response to instructor’s feedback?

Over the course of the semester, students write three 5-page papers and one long 20 page term paper. The three short papers address the major research paper topic from three different theoretical perspectives. In so doing, the student's research is guided toward their final paper in which they select one or more theories to interpret their archaeological research problem. This final term paper includes a draft (due in October) and a final revision (due in December).

VI. WRITING ASSIGNMENTS
Please describe course assignments. Students should be required to individually compose at least 20 pages of writing for assessment. At least 50% of the course grade should be based on students' performance on writing assignments. Quality of content and writing are integral parts of the grade on any writing assignment.

- Formal Graded Assignments
  All assignments are writing assignments (100% of the course grade is based on writing)
  3 5-page papers
  1 15-20 page paper

- Informal Ungraded Assignments
  4 1-page debate statements (these are read just prior to the debates and set the tone and content of the debate). These are part of the student's debate grade, but are only informally graded as part of the overall performance in the debate.

- Attach a sample writing assignment. Include instructions / handouts provided to students.

VII. WRITING ASSESSMENT

HOW ARE THE LEARNING OUTCOMES ABOVE MEASURED? Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the Advanced Writing learning goals. Please attach or provide a web link to the rubric, test questions, or other qualitative measurements used for several of the learning outcomes.

Students are asked to use some variation of the following term paper structure:
Abstract: A succinct, 1-2 paragraph summary of your paper
Introduction: A 1-2 page introduction to the topic of the paper
Background: provide basic details on selected site or individual
Site Results or Key Issue Overview: this is the heart/body of your paper
Interpretation: How has your site/issue been interpreted previously (which theories)?
Critical Review: Critique the site/individual in light of another theory/perspective
Summary and Conclusion: Briefly review the main points of your paper

Grading guidelines for term papers
A (90-100 points)
The paper is exceptionally well-written, clear in purpose, thorough, and free of errors in style and grammar. The abstract, introduction, and summary/conclusion sections are clear and concise. The body is well-organized and contains effective figures, tables, transitions, quotations, and descriptions. All cited references are in the bibliography. The paper is publishable.
B (80-89 points)
The paper is well-written, but may contain minor errors in style and grammar. The abstract, introduction, and summary/conclusion sections are solid and summarizes the body. Most of the information is presented clearly and according to proper writing style. All cited references are in the bibliography. It requires minimal editing for publication.
C (70-79 points)
The paper is poorly written and shows a lack of organization. It may have a rambling, vague abstract, introduction, and conclusion and a poorly constructed, awkward body. There may be an excess of style and grammatical errors, as well as cited references that are not in the bibliography (or little to no bibliography at all). The contents require a good deal of editing.
D (60-69 points)
The paper shows very little organization or purpose. It contains many of the necessary facts, but they are so ineffectively presented that a major re-writing effort is needed to make the copy cohesive and meaningful. There are too many style and grammar errors. The cited references are commonly not in the bibliography, or there are few cited references, or there is no bibliography. The paper is not publishable.

F (less than 60 points)
in addition to D (above), the paper is libelous, plagiarized, incomplete, confusing, or has factual errors.

Items for consideration in grading:
1. Do the abstract and introduction tell me what the paper is about? Is it interesting?
2. Is the subject well-covered, multisourced, balanced, objective? Are all of the reader's questions answered?
3. Are the references cited informative and of high quality (included in the bibliography)?
4. Are the main points of the site/individual accurately presented in the body of the paper? Is the site/individual placed in context of other sites/individuals?
5. Is the theoretical interpretation accurate? Are examples provided from the report or the individual's major papers to support your interpretation?
6. Does the critique accurately define another theoretical perspective and utilize data from the report/individual as support?

VIII. SYLLABUS

Attach syllabus and send digital copy with form to faculty senate@msou.tnt.edu. The syllabus must include the list of Writing Course learning outcomes:

- Identify and pursue more sophisticated questions for academic inquiry
- Find, evaluate, analyze, and synthesize information effectively from diverse sources
- Manage multiple perspectives as appropriate
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
- Develop competence in information technology and digital literacy

SUBMISSION

After all signatures have been obtained, submit original, and an electronic file to the Faculty Senate Office, UH 221. An electronic copy of the original signed form is acceptable.
ANTHROPOLOGY 450
ARCHAEOLOGICAL THEORY, FALL 2015

Class: Tuesday/Thursday, 9:40-11:00, Native American Center 202
Instructor: Doug MacDonald, Professor, Department of Anthropology, University of Montana
Office Hours: Social Science 216, 11-12, T, Th; 10-12-245-5814; douglas.macdonald@msou.montana.edu

Course Description & Learning Outcomes
In ANTY 450, "Archaeological Theory," students will learn the history and major traditions of American archaeological theory, especially those useful in interpreting archaeological data. This course includes: 1) culture history; 2) processual theory; 3) behavioral theory; 4) evolutionary theory; 5) post-processual theory; and 6) theoretical plus theory. A prerequisite is ANTY 250, Intro to Anthropology. Students will learn how to use theory to interpret archaeological data and how to evaluate theoretical arguments of their peers and in readings. Archaeological problem solving and the development of writing skills will be a major focus of class activities.

The class has three sections: Section 1: Lecture (Weeks 1-4); Section 2: Debate (Weeks 5-8); and Section 3: Solving Research Problems (Weeks 9-15). ANTY 450 is an Upper Division writing course and will require students to effectively present their archaeological interpretations orally, visually, and in writing. Information literacy is expected of students, meaning that you will need to know how to use the library and online data sources to conduct research.

Course Requirements
The main objective of students is the preparation of a 20-page term paper and a related visual presentation at the end of the semester. In the paper, each student will address a major archaeological issue, such as "The Anasazi in the American Southwest" or "Bison Hunting in the Great Plains." Students will use one or more theoretical perspectives from class (or another from outside class) to interpret the archaeological issue. A term paper grade will be distributed.

Prior to submission of the final paper, a variety of other writing assignments are due over the course of the semester. Students will write three 5-page papers (50 points each; 150 points total), which relate topically to the final paper. In Essay 1 (due Sept. 15), each student will write a 5-page culture history of the region and time period in which they've chosen for their final paper. Essay 2 (due Oct. 8) will approach the term paper topic from either an evolutionary, processual, or a behavioral archaeological position. Essay 3 (due Oct. 27) will approach it from a post-processual perspective. Each student will also submit a draft term paper (due Nov. 12; 50 points) and a final paper (Thursday, December 8, 100 points). The visual presentations (25 points) will be presented by students the final two weeks of class prior to finals week.

In Section 2 of the course (Weeks 5-8), students will also participate in four group debates. Students will be assigned randomly to debate teams; each team will be evaluated based on their participation and preparation of their 1-page debate statement to be submitted and read prior to each debate. Each debate is worth 25 points (100 total points).

To summarize the grade requirements, there are three 5-page essays (worth a total of 150 points), a draft term paper (50 points), a final term paper (150 points), the debates (100 points), and the class presentation (25 points). Finally, attendance (taken randomly over the semester) is worth 25 points. The total points available in the class are 500, with grading based on a standard percentage of 100 (e.g., 450 points is 90% and is an A-).

We will use Moodle during this course for submission of all student assignments, for the gradebook, for weekly assignments announcements, as well as for posting of readings for download.

Required Books & Readings
1) Archaeological Theory (AT). ~$46 at bookstore (used and new copies available)
2) MOODLE readings: articles will be posted from major archaeology journals, including American Antiquity

* Plan and schedule subject to change.

** WEEKLY SYLLABUS & SCHEDULE **

Week 1: September 1-3
Topics: Class Overview - Archaeology and the Role of Theory
Readings: AT: Preface & Chapter 1

Week 2: September 8-10 (Paper Topics Due this week)
Topics: Case Studies
Readings: AT: Binford's Archaeology as Anthropology

Week 3: September 15-17 (Essay 1 due on Moodle Tuesday, Sept. 15)
Topics: Formation Theory, Behavioral Archaeology, and Evolutionary Archaeology
Readings: AT: Mooker & Schiffer and other journal articles
Week 4: September 22-24
Topics: Post-Processualism and Processual-Plus archaeology
Readings: 1) A1: Chapters 6-7;
2) Moodle: Hegmon article (Setting Theoretical Egos Aside)

Week 5: September 29-October 1
Archaeological Debate 1: How relevant are processual and behavioral theories in modern archaeology?
Readings: 1) Moodle: Kelly article

Week 6: October 6-October 8 (Essay 2 due on Moodle October 8)
Archaeological Debate 2: Behavioral versus Evolutionary Archaeology
Readings: 1) Moodle: Sherriff and O'Brien articles

Week 7: October 13-15
Archaeological Debate 3: Ancient Human Remains and Modern Native Americans
Readings: 1) Moodle: Read Kennewick Man and Alzick site articles
2) Watch video clips on human remains sites

Week 8: October 20-22
Archaeological Debate 4: What is the relevance of the study of prehistoric archaeology to modern life?
Readings: Moodle: TBA

Week 9: October 27-29 (Essay 3 due on Moodle Oct. 27)
Research Problems: Rock Art Studies
Readings: Moodle: TBA

Week 10: November 3-5
Research Problems: Technological Organization
Readings: Moodle: Nelson and Schiffer articles

Week 11: November 10-12
DRAFT TERM PAPERS ARE DUE THURSDAY, NOV. 12
Research Problems: Monumental Architecture in Prehistory
Readings: Moodle: TBA

Week 12: November 17-19
Research Problems: Research Problems: Sedentism, Complexity, and Violence
Readings: Moodle: TBA

Week 13: No class this week; work on your term papers
No Class this week! Work on your term papers!!!!

Week 14: Dec. 1, 2
Student Presentations/Discussions

Week 15: December 3-12
Student Presentations/Discussions

December 10: Final Papers are due on Moodle the last day in class (do not email papers)
No Class, No final during Finals Week
ANTHROPOLOGY 450 TERM PAPER ASSIGNMENT

Draft Due: Nov. 12 (50 pts); Edits back: asap; Final Due: December 8 (100 pts)

Powerpoint presentations will be conducted during the final two weeks of the course.

PAPER TOPIC: Identify and Solve (as best you can) an interesting research problem in the area of archaeology or a related topic (e.g., forensics).

1. Select a major issue in American (or world) archaeology (or other related topic, e.g., forensics), review the literature on the issue, and interpret the issue from one or more of the major theoretical perspectives used in class (try at least 3-4 references drawn from reading outside of class).

2. Evaluate the issue from one of the major theoretical stances discussed in this class or that you have learned in another class or elsewhere. Use at least 2 references during this more theoretical discussion.

3. Provide a conclusion that compares your interpretation of the issue with prior ones; generally summarize the main points of your paper.

Use the following section headings (and any others you deem appropriate):

Abstract: A succinct, 1-2 paragraph summary of your paper
Introduction: A 1-2 page introduction to the topic of the paper
Background: Provide basic details on selected site or individual
Site Results or Key Issue Overview: This is the heart/body of your paper
Interpretation: How has your site/issue been interpreted previously (which theories)?
Critical Review: Critique the site/individual in light of another theory/perspective
Summary and Conclusion: Briefly review the main points of your paper

Format: Be consistent in the paper format (e.g., do not switch between formats - pick one and use it throughout the paper). I prefer American Antiquity or American Anthropologist format. All papers should be between 15-20 pages long and should be typed, double-spaced, using 11 or 12 point font. Please number the pages. Do not email the papers to me. Provide a printed paper and staple in the upper left corner (do not fold over or use paper clips). Handwritten material will not be accepted. A title page should be included showing the title of the paper and your name. The Abstract should stand alone on Page 1, with the "Introduction" starting at the top of Page 2, with the remainder of the paper following more or less the sections as outlined above.

Visual presentations will consist of a pre-prepared video or a powerpoint presentation. If you prepare a video, it should be about 5 minutes long. If you prepare a powerpoint, it should be at least 10 slides long. You can combine the two formats, e.g., you can easily turn powerpoint slides into videos with narration. The visual presentation should provide the basic details of your paper, including the context, need to be considered, research techniques, and your theoretical view(s), and your major conclusions. Be sure to include a reference list at the end or associated with images, etc. in the body of your visual presentation. We will post these visual presentations on Moodle and they will be the basis of our discussion: the final week of class. I will organize the topics into themes which we will discuss together as a group. We might watch some of the visual presentations as well.
Grading guidelines for term papers (follows Tom Foor's grading rubric)

A (90-100 points)
The paper is exceptionally well-written, clear in purpose, thorough, and free of errors in style and grammar. The abstract, introduction, and summary/conclusion sections are clear and concise. The body is well-organized and contains effective figures, tables, transitions, quotations, and descriptions. All cited references are in the bibliography. The paper is publishable.

B (80-89 points)
The paper is well-written, but may contain minor errors in style and grammar. The abstract, introduction, and summary/conclusion sections are solid and summarizes the body. Most of the information is presented clearly and according to proper writing style. All cited references are in the bibliography. It requires minimal editing for publication.

C (70-79 points)
The paper is poorly written and shows a lack of organization. It may have a rambling, vague abstract, introduction, and conclusion, and a poorly constructed, awkward body. There may be an excess of style and grammar errors, as well as cited references that are not in the bibliography (or little to no bibliography at all). The contents require a good deal of editing.

D (60-69 points)
The paper shows very little organization or purpose. It contains many of the necessary facts, but they are so ineffectively presented that a major re-writing effort is needed to make the copy cohesive and meaningful. There are too many style and grammar errors. The cited references are commonly not in the bibliography, or there are few cited references, or there is no bibliography. The paper is not publishable.

F (less than 60 points)
The paper is haphazard, plagiarized, incomplete, confusing, or has factual errors. Style and grammar errors are found throughout. No References are cited and no bibliography is provided. Correct writing is either missing or lost completely. It cannot be published.

Items for consideration in grading:
1. Do the abstract and introduction tell me what the paper is about? Is it interesting?
2. Is the subject well-covered, multisourced, balanced, objective? Are all of the reader's questions answered?
3. Are the references cited informative and of high quality (included in the bibliography)?
4. Are the main points of the site/individual accurately presented in the body of the paper? Is the site/individual placed in context of other site/individuals?
5. Is the theoretical interpretation accurate? Are examples provided from the report or the individual's major papers to support your interpretation?
6. Does the critique accurately define another theoretical perspective and utilize data from the report/individual as support?
7. Does the paper follow American Antiquity style?
8. Are spellings and facts correct?
9. Is the writing grammatically correct? Punctuation? Word use?
10. Is the paper written like a professional contribution (precise nouns, strong verbs, active voice, correct tense, short sentences, and graphs, etc.)?
11. Does the paper's conclusion achieve finality? Does it accurately summarize the paper's main points?
12. Does the paper use the following: good transitions, pacing, good description, creativity, strong organization, completeness?

For writing help, refer to: http://www.umontana.edu/writingcenter/handoutsandlinks.htm
Also, be sure to use the Mansfield Library's many online resources to help you find reference materials.