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: Artifact Analysis  
Course Number: 455

Type of Request: [ ] New  [ ] One-time Only  [ ] Renew  [ ] Change  [ ] Remove

Rationale: This class was introduced to UM by J. Douglas 24 years ago for majors focused on archaeology. The course provides the opportunity to conduct problem-oriented analysis on archaeological objects and write a report, developing professional skills. This goal fits closely with the goal of students learning advanced professional writing in their discipline.

II. ENDORSEMENT / APPROVALS

* Instructor: John Douglas  
Phone / Email: x4246/john.douglas@umontana.edu

Program Chair: Tully Thibeau  
Dean: Chris Comer or Jenny McNulty

*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:

1. Demonstrate an upper-level undergraduate knowledge of the interpretation of artifacts from archaeological sites from a laboratory or hands-on perspective.
2. Evaluate the general issues of selecting attributes, using typologies, in a problem-oriented framework that focuses on the life history of artifacts manufacture through deposition.
3. Distinguish some of the specific issues and attributes to analyze common artifacts frequently encountered by archaeologists in North America, such as chipped stone tools, prehistoric ceramics, and historic artifacts.
4. Understand how to conduct a research project on artifacts, beginning with background research and a proposal, through collecting data, analyzing data, and writing the report.

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?

This is not an exercise in rote identification. This class presents artifact analysis as an open-ended inquiry into the life-history of objects (materials, manufacture, function, and discard) that must be related to the social science aims of archaeology (identifying cultures, activities, social organization, exchange networks, etc.). Through lectures, textbook, professional articles, practicums, and discussion, students gain working knowledge of how professionals approach this area.
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 begin with an archaeological framework from the prereq course, then develop a framework for artifact analysis through the textbook, class examples, etc. and then apply their learning to a dataset. The student must provide a bibliography of supporting peer-reviewed literature to specific to their study. The textbook bibliography, and frequently suggestions from the instructor, are starting sources, followed by a literature research. The written project proposal is evaluated to insure that the literature review is adequate before students go too far on their project. Students also work with observations on artifacts and sometimes field notes -- other important sources for practicing archaeologists.

☐ No  If no, course may not be eligible

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

Archaeology is a field with diverse viewpoints, and the class as a whole addresses different schools of thought in the goals of analysis, appropriate methods, etc. More specifically, in developing their project, students develop a hypothesis and test it. In working through the evidence they collect, students generally find ambiguity in their results— their findings are rarely clear-cut. Students must review and weigh evidence, and consider multiple perspectives and explanatory frameworks that might have a bearing on their results.

☐ 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?

Writing to the discipline is central to this course. By reading and critically analyzing examples of professional artifact analysis, we establish the voice and the approach taken by archaeologists. By providing feedback in consultations over the course of the semester, and written evaluation of student proposals and draft reports, the instructor provides guidance and evaluation of the student's development of a professional voice. In addition to "voice", professional writing skills are cultivated by considering questions such as: What do professionals include and omit in a presentation? How do they organize their presentation? What is common knowledge and what needs to be cited?

☐ 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?

There are consistent checkpoints to insure that students are on track in getting the feedback that they need to achieve the writing goals of this course. For the semester report, students begin with a proposal and a bibliography. This is followed by a draft, and then a final report.
Students are required to follow The Society for American Archaeology (SAA) or The Society for Historical Archaeology (SHA) style guide in all their written work. Although archaeologists publish in a range of journals with various styles (including the flagship science journals), the journals of these two societies are where working North American archaeologists frequently publish; their style guides are often adopted by regional journals and by editors for reports and monographs. Students are expected to incorporate tables, photos, drawings, and graphs in their presentation, appropriately labeled, which is absolutely critical for professional archaeological presentations -- and often requires new thought for students whose previous focus has been on the essay form.

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.

Note that the class is actually capped at 15 -- because of the practicums, helping students with their individual projects in class, etc. requires extensive one-on-one interaction.

Justify the request for variance.

- Briefly explain how students are provided with tools and strategies for effective writing and editing in the major. By critically reading professional journal articles on artifact analysis as models; by working on their own projects with clear goals, explicit rubrics, and plentiful consultation opportunities with the instructor.

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

The final paper has a formal revision stage. The proposal, which is the first written statement on their project, is closely reviewed and comments are provided about the problem selection, bibliography, analysis approach, etc. and is integral in the feedback and revision cycle. If the proposal is not feasible or otherwise seriously flawed, it is returned with comments but ungraded, and the student is asked to rewrite -- thus, for students who are struggling, feedback and revision begins early.

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**
  Attendance/Participation = 15 pts; Project proposal/Bibliography = 20 pts; Presentation (analysis of professional article) = 15 pts; Test = 40 pts; Draft Project = 10 pts; Final Project = 100 pts. Writing accounts for 130 out of 200 points.

- **Informal Ungraded Assignments**
  Practicums (provides feedback on logic and knowledge, models analysis)
  Lab notes/data recording (I work with students on how to record effectively and efficiently)

- **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.

The course is assessed by evaluating the major assignment employing in the rubric contained in the instructions for the assignment. Because the table format of this document can't be copied into this PDF box, please see the rubric found on the last three pages of this document (pages 10-13).
VIII. SYLLABUS

Attach syllabus and send digital copy with form to faculty.senate@mso.umt.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 455
(Highlighted to be edited before spring 16)

Professor:
John Douglas; Office: Social Sciences 233; Office hours: Dr. John Douglas
Office: Social Sciences 233. Hours: Monday, Wednesday, 1:10 - 3:00, or by appointment; Tel: 243-4246; E-mail: John.Douglas@umontana.edu.

Purpose:
A hands-on introduction to interpreting artifacts from archaeological sites that focuses on the analysis of chipped stone tools, ceramics, and historic artifacts. The class consists of lecture, discussion, and laboratory work. It will cover all phases of an artifact analysis: defining problem domains, selecting attributes, coding data, analyzing the data, interpreting results, and presenting the analysis in a coherent professional report. This class is an advanced writing course, and how results are presented in written form to a professional audience is an integrated aspect of this course.

Expected Outcomes for the Discipline of Anthropological Archaeology:
1. Demonstrate an upper-level undergraduate knowledge of the interpretation of artifacts from archaeological sites from a laboratory or hands-on perspective.
2. Evaluate the general issues of selecting attributes, using typologies, in a problem-oriented framework that focuses on the life history of artifacts manufacture through deposition.
3. Distinguish some of the specific issues and attributes to analyze common artifacts frequently encountered by archaeologists in North America, such as chipped stone tools, prehistoric ceramics, and historic artifacts.
4. Understand how to conduct a research project on artifacts, beginning with background research and a proposal, through collecting data, analyzing data, and writing the report.

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

Prerequisites:
Completion of Anthropology 250 (Introduction to Archaeology) or the equivalent is required. Having completed a statistics class is helpful, but not required.

Required text:
Optional equipment:
A magnifying glass, preferably 10x “Hastings triplet,” the geologist’s choice, may be helpful on lab days and working on an independent project. Before buying, you’ll find useful information here.

Grade Determination:
There are six sources of grades in this course: (1) attendance and active participation in class exercises; (2) a test; (3) a proposal and bibliography for your project; (4) a class presentation of an article you have read; and (5) a project.

Attendance:
Students are expected to be participants in the course, including class exercises. Students who miss multiple classes or do not work fully on the lab exercises will not receive full credit for attendance.

Test:
The test covers the assigned chapters, terms and ideas, and any slides or videos that may be shown. The test consists of multiple choice questions and short definitions. The test occurs on March 19.

General Requirements and Issues for Written Projects:
1. All papers must be uploaded through the appropriate Moodle assignment link on time.
2. If you use Microsoft Word, submit the document in any word format; otherwise, export the document to a PDF file before submitting. You will receive feedback through Moodle in an edited file in the same format as you submitted.
3. All papers should be submitted with your name on the first page, using standard 1” margins, double-spacing, employing a professional 12-point font. Don’t forget to check spelling before submission.
4. All written assignments must include citations and references. Primarily use professional, refereed, books and journal articles to support your arguments—there are some professional websites (such as the SHA bottle website) that are useful sources, but it would be unlikely that an open or anonymous source, such as Wikipedia, would be appropriate.
5. Follow the Society for American Archaeology (SAA) Style Guide or The Society for Historical Archaeology (SHA) Style Guide, available on the linked pages or on the course Moodle page consistently for all your reference and style questions.
6. If your report has photographs or figures, insure that these don’t bloat the size of the file, making it difficult to upload, download, and edit. I recommend you start with images that are in the 200-500 k range. Following these Microsoft instructions can reduce Word file sizes.

Project proposal:
Completion (and feedback) for this document will prepare you for your individual semester project. The project will either analyze a group of artifacts (usually, at least 30) or will be a library project that explores an artifact analysis issue or approach in detail. In the proposal, present a research plan a group of artifacts, prehistoric, historic, or modern, or a research question/literature domain if you choose a library project. You should include at least six (6) references beyond your textbook (you may start with references from your textbook) and what steps you took to find references and literature. The proposal should be four pages. It will be graded using a rubric in four areas: (1) clarity in stating the problem/aims of the study; (2) strength in linking the proposed research to the problem area; (3) feasibility; (4) use of appropriate references that reflect all aspects of the study; (5) clarity and professionalism of the paper’s voice and presentation. It is due March 14.
Paper Presentations:
Each student will be assigned a journal paper and a presentation date for a journal about artifact analysis from a “cutting-edge” journal, such as *Journal of archaeological method and theory*, the *Journal of archaeological science*, and *American Antiquity*. Most selected journals are available as electronic resources at the Mansfield Library, available under the listings of the Electronic Journal Subscriptions. This service can be used off-campus with your NetID. After reading the article, you will give a 10 minute presentation to the class, which can include PowerPoint, explaining the aims, methods, results of the article, as well as critiquing the strengths and weaknesses of the article.

Semester project:
The report represents the results of a competed analysis of a group of artifacts in class or an exploration of an artifact analysis issue or approach in detail. Papers should be 16 pages or more in length and must include a bibliography that supports the research with sufficient tables, graphs, figures (drawings or photos) and appendices for the assessment of your study. For graduate credit, students will be expected to complete a longer (25 or more pages) paper that will be judged for graduate-level appropriate skills of analysis, interpretation, and presentation. A draft of the paper is due April 30; comments/guidance will be returned in one week. The draft version is graded only on completeness. The final version is due at the start of finals week, Monday, May 16. It will be graded using a rubric found in the full instructions.

Finals week bonus:
Attendance during the final period during finals week is optional, but presentations of your project during period can provide bonus points for your grade (up to 4).

A total of 200 points (not counting bonus points) are possible for the class:
- Attendance/Participation: 15 points
- Project proposal/Bibliography: 20 points
- Paper Presentation: 15 points
- Test: 40 points
- Project draft: 10 points
- Project: 100 points

A total of 180 or more points is required for an "A" for the semester, etc. The plus/minus system is not be used in this class.

Plagiarism and misconduct:
Honesty is required. Students found cheating, plagiarizing, “patch writing” (writing by taking phrases or sections copied from a variety of sources, linked together with your words), or giving false excuses will be dealt with strictly. Plagiarism is a serious issue, so if you are unfamiliar with college expectations, please start with this webpage. Academic misconduct in this class will be subject to an academic penalty (up to receiving a failing grade in this class) and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code.

Other policies:
Students with disabilities will receive reasonable accommodations in this online course. To request course modifications, please contact me as soon as possible. I will work with you and Disability Services in the accommodation process. For more information, visit the Disability Services website at or call 406.243.2243 (Voice/Text).
February 15 (5:00 pm) is the last day to add or drop a course on Cyberbear without penalty, and April 8 (5:00 pm) is the last day to add, drop, or change grading option with approval from me and your advisor. An incomplete will be considered only when requested by the student. At the discretion of the instructor, incompletes are given to students who missed a portion of the class because of documented serious health or personal problems during the semester. Students have one year to complete the course; requirements are negotiated on a case-by-case basis.

A Paleolithic stone tool

http://www.humanitiesprogram.com/images/stone_tool_web.gif
http://www.nps.gov/fosm/historyculture/february-2007-.htm
Semester Project: Written Assignment

Purpose:
The purpose of this paper is to build your skills at artifact analysis by conducting your own study. While the study may be "heuristic" in the sense that it may use a teaching collection with missing or uncertain contextual data, it may be limited in scope and consist of a "pilot" study, or may repeat measurements conducted in the past, the goal is for you to do problem-oriented research that is professional in purpose, and presented in a professional manner. This means that this must be problem-oriented research—simply cataloging or describing isn't sufficient—and that you will have to pay attention to both the format and content of your final paper.

Collection access:
There are artifact collections available from the Anthropology Department repository, and these will be discussed in class. Other possibilities exist. Perhaps you are volunteering or interning in the lab of one of the professors and have access to an appropriate collection. Experimental studies in use wear, manufacturing, and breakage are welcome—because these use modern materials (say, bones from a butcher and experimental flakes), they can be conducted off-campus. Modern material studies—say, looking at how perfume bottle designs relates to cost, or looking at the difference in wear between skis to separate "good" and "rock" skis—can be used to study how artifact variability works in a known cultural setting. A collection that you or a relative owns can be used, as long as it was legally collected (generally, that means collected on private land with the permission of the land owner and not from human burials), but such collections ("grandfather's arrow heads from the plowed fields on the farm") are often difficult to analyze from an "interpretation" or "problem" orientation. If you have interest in an artifact type not available at UM (say, ancient Egyptian glass beads), you may conduct a problem-oriented writing project based on the literature. There are lots possibilities, but if you want to conduct research outside of the Department’s collections, you should talk with the instructor early on in the process.

General Instructions:

✓ Papers should be 16 pages or more in length and must include a bibliography that supports the research with sufficient tables, graphs, figures (drawings or photos) and appendices for the assessment of your study. For graduate credit, students will be expected to complete a longer (25 or more pages) paper that will be judged for graduate-level appropriate skills of analysis, interpretation, and presentation.

✓ The paper should take the form of a scientific report. That means it should have a clearly identified problem ("recovered pottery sherds from nineteenth century household trash will vary by socioeconomic status") and may be stated as a formal hypothesis ("The higher the economic status of a nineteenth century household, the greater the ratio of porcelain table wares will be to earthen table wares").

✓ The paper typically should be organized into the standard four-part divisions of a scientific study: Introduction, Methods, Analysis, and Conclusions, barring reasonable reasons for deviating from this format.

✓ The paper should follow the canons of archaeological artifact analyses, as illustrated in the
class readings and presentations. That is:
  o You must demonstrate a working knowledge of previous studies in the topic, and connect your ideas to the written literature.
  o Your methods must be appropriate for your problem. In artifact analysis, this is often an issue of finding appropriate attributes to measure.
  o Provide sufficient information to understand the methods that were used. In artifact analysis, this often involves defining the attribute states or classification that you recorded.
  o Provide summaries, generally quantitative, of your results. Convert raw numbers to percentages as needed to show trends. Consider using graphs and statistical summaries and analysis to illustrate your results clearly.
  o Evaluate the strength of your study, including any problems or confounding factors.
  o Provide conclusions, show how your study fits with previous work, and discuss future directions as appropriate.
✓ Insure that your writing is well-organized with ideas developed in a linear manner; the paper is free as possible of grammar and spelling errors; an appropriate style guide is followed; the language is appropriately formal but also built on the best practices of effective communication, specifically relying on the active voice and uncluttered sentences.

Grading Rubric

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<th>Criteria</th>
<th>Limited</th>
<th>Acceptable</th>
<th>Proficient</th>
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<tr>
<td>Ethics</td>
<td>Research was conducted on materials that were illegally obtained or without the permission of the owner; or, the paper was wholly or partially plagiarized or faked; or, the collection was harmed or lost during the study. (These serious ethical breaches would result in an &quot;F&quot; for the semester and could involve further Student Code of Conduct sanctions).</td>
<td>The materials studied were conducted with permission of the owner, the paper is the work of the student, and the artifacts returned in a condition that does not harm future studies.</td>
<td>The study was conducted with permission of the owner, the paper is the work of the student, and the artifacts returned in a condition that improves future studies and/or the study adds to the starting point for future studies.</td>
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<td>Problem identification</td>
<td>The purpose of the study is unclear, either because the problem is poorly stated or unsupported from the professional literature.</td>
<td>Identifies a research problem and provides evidence to its importance, including appropriate citation of the literature.</td>
<td>Identifies a research problem, clearly and logically identifies its importance, and cites appropriate literature demonstrating how it fits into disciplinary concerns.</td>
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<td>Criteria</td>
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<td>Voice</td>
<td>Contains frequent spelling and grammatical errors; or is overly informal; or is frequently wordy, unclear, or difficult to follow; or doesn't follow the writing guidelines of the SAA or SHA.</td>
<td>Follows SAA or SHA writing guidelines; follows technical writing grammar and presentation style; may show grammar, spelling, or unclear passages in some areas.</td>
<td>Demonstratively to the message communicated by the study.</td>
</tr>
<tr>
<td>References</td>
<td>References may be missing for major concepts developed in the paper. Or, references may be frequently out of date, not relevant, or not cited using an approved style.</td>
<td>References are cited and listed in the bibliography using either SAA or SHA writing guidelines; major ideas that are not common knowledge are cited.</td>
<td>References are cited and listed in the bibliography using either SAA or SHA writing guidelines; major ideas that are not common knowledge are cited; the quantity, dates, and use of the references demonstrates a thorough knowledge of professional thought on the paper's topic.</td>
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**Due Date**

May 16, 2016