

Periodic Course Report
ANTH 4020 Academic Writing and Project Development

Course leader: Prof. Arnd Schneider

Syllabus (content /scope)

This course addresses the practical aspects of developing the MA students' research project. Students learn how to set up an initial idea and transform it into a proper project design by developing research questions, conducting literature review of previous research, and developing methodological tools that enable them to produce data that can answer the research questions. Ethical issues relevant to the research project are also discussed, and throughout the course writing skills are developed and the ability to fine-tune relevant scholarly work, thereby enabling students to write better and critically assess academic writings. The course runs in parallel with [ANTH4010 – Advanced Anthropological Theory](#) and [ANTH4030 – Advanced Anthropological Methods](#), and students work specifically on integrating insights from these courses into your own project. Through this course students learn to

- Design a project description for your own fieldwork
- Relate their anthropological knowledge gained through their BA and other MA courses to a specific research project
- Relate their own research project to existing thematic and regional knowledge
- Discuss the potential ethical challenges in their project
- Improve their writing skills
- Prepare for their own anthropological fieldwork

Teaching

Because of Covid 19, the course was entirely taught online through lectures (7 x 2 hrs), all prerecorded (except for one library session), see course plan below. In addition all powerpoints were uploaded on canvas.

<https://www.uio.no/studier/emner/sv/sai/ANTH4020/h20/timeplan/index.html#FOR>

In addition, 3 x 1 hour live question and answer sessions regarding the lectures /course content were offered. Other questions regarding the individual writing projects were dealt with in the seminars, see below.

Throughout the course students had as mandatory coursework, to submit a) 2-page draft proposal, b) 6-page proposal outline and powerpoint presentation live in the seminar class on zoom, and c) the final proposal of 3150 words (pass/fail assessment).

ALL students signed up to the course delivered ALL (a,b,c) mandatory assignments.

10 live seminars of 2 hrs each (with 5-6 participants) were scheduled where students held the powerpoint presentations (b)

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(NB: seminars advertised here as 1.5 hrs each, but de facto time scheduled = 2 hrs).

Resources and infrastructure (classrooms, audiovisual tools, library resources, etc.)

The course was entirely taught online and all the resources were available

Examination (form of examination, form of evaluation)

Students had to submit three mandatory pieces of coursework

- a) 2-page draft proposal, b) 6-page proposal outline and powerpoint presentation live in the seminar class on zoom, and c) the final proposal of 3150 words (pass/fail assessment).
- b) Examination was by c) c) the final proposal of max. 3850 words (pass/fail assessment).

Does the information on learning outcome in the course description give a good description on what the students are expected to have learned after completing the exam?

Yes

Does the course work satisfactorily? Yes

- • Statistics of grades, withdrawal and appeals

ALL students signed up to the course delivered ALL (a,b,c) mandatory assignments. The final assessment (c) 'Project Proposal' was passed by all students.

- • Feedback from students

The course worked very satisfactorily, and had overall positive feedback (in the mid-term evaluation, and in personal feedback) from the students. Students appreciated overall the online teaching, exercises for reflection, set readings and seminars. One comment « I am always left with a sense of excitement after class. You bring up highly interesting and relevant topics, and I appreciate the effort from both of you in creating an inspiring class, (despite zoom:). Writing reflection papers is a great way to engage with the readings, and break out rooms offers a nice place to air some thoughts.»

On the other hand, other students would have preferred more live-classes (both seminars, and lectures) and possibilities to interact with their peers in break- out sessions.

- • If the course is placed correctly in regards to level/recommended semester
- Yes
- • If the course is defined correctly in regards to recommended/required prerequisites

Yes

**Have you made any changes since the last periodic course evaluation?
Which?**

Because of Covid-19 the course was entirely taught online (see above)

Suggestions for improvement

If the course is taught again online (and with students based in different time zones, which will require prerecorded lectures) – and based on the student feedback – , more live interaction possibilities (e.g. break-out sessions, question and answer after the lectures should be included.