COMMUNICATION 462
Section 1: 9:30-10:45 in COM 205
Section 2: 11:00-12:15 in COM 205

ETHNOGRAPRY AND COMMUNICATION RESEARCH METHODS
DR. PATRICIA GEIST-MARTIN
FALL 2014
“Coming to see other human beings as ‘one of us’ rather than as ‘them’ is a matter of detailed description of what unfamiliar people are like and of redescription of what we ourselves are like” (Rorty, 1989, p. xvi).


“Without close, empathetic, interpersonal interchange and relationships, researchers will find it impossible to gain meaningful insights into human interaction or to understand the meaning people give to their own behavior” (Maguire, 1987, pp. 20-21).


“If you want the story, you’ve got to get inside the heart of it” (Adams, 2002, p. 23).

Snow scientist Ed Adams, on learning how to predict avalanches by setting them off and then putting himself directly into their paths so he is buried alive. Cited in Newsweek December 16, 2002)

“Do Republicans win elections because they know how to turn issues into stories” (Bai, 2005, p. 38)?


“We will not cease from exploration, and the end of all our exploring will be to arrive where we started and to know the place for the first time”

(T. S. Elliot, No 4 of ‘Four Quartets’, 1942)
COMM 462 Ethnography and Communication
FALL 2014

Instructor: Dr. Patricia Geist-Martin
Day/Time: Section 1: TTH 9:30-10:45
Section 2: TTH 11:00-12:15
Office: Communication 244
Office Hours: Tuesdays 2-3 and by appointment
Room: COMM 205
E-mail: pgeist@mail.sdsu.edu

Course Text:
Various readings in PDF on our BlackBoard site

Course Description
Ethnography is a methodology with roots in anthropology and sociology, and its practice now spans multiple disciplines. This approach to research brims with possibilities for using writing and qualitative interpretation to understand human communication. Roughly translated from its Greek linguistic origins as “writing of culture,” ethnography allows researchers to embrace the aesthetic, artistic, and humanistic aspects of the communication discipline while employing the social scientific tools of inquiry that are also part of communication research.

Course Objectives
By the end of this course, you should be able to:
1. Identify the benefits and challenges of utilizing ethnographic methods
2. Evaluate the utility of ethnographic methods in the communication discipline
3. Enact ethnographic methods in an original communication research project
4. Apply data and coding analysis techniques in an original ethnographic study
5. Enact appropriate writing techniques in an ethnographic communication study

Course Expectations
Students agreeing to the terms for the class as set out in this syllabus are expected to:
1. Be on time to class
2. Be respectful and let others talk without interruption, including me
3. Read the assigned chapters/materials and engage in class discussions
4. Turn off cell phones and put them away, off your desk.
5. Treat others’ viewpoints and experiences with respect
6. Turn in assignments on time
7. Communicate with the instructor in advance about potential attendance conflicts
8. Use laptops ONLY for note taking (i.e., no facebook or e-mail)

IMPORTANT Reminders:
- Not dropping the class constitutes an agreement to the terms, including the grading policy.
- The syllabus as written, does not bind the instructor to specific details.
- The instructor retains the right to adjust the course design.
The School of Communication Policy (website: http://communication.sdsu.edu/)
The School of Communication, as a representative of SDSU and higher education, expects students to engage in behavior that enhances the classroom learning environment. The Instructor is responsible not only to the individual student, but to the collective group of students who constitute a class. This means that behavior disruptive to the classroom instruction is not tolerated. For the sake of the other students, the instructor may be required to intervene under various circumstances. Among the actions that are considered disruptive to the learning environment are:

- The use of cellphones and/or computers/laptops, whether for conversation, correspondence, emailing, texting, tweeting, or other activities (e.g., social media/Facebook), and when not directly related to the course and its objectives, materials, or contents;
- Side conversations in a manner distracting to the instructor or fellow students;
- Ongoing or unrestricted interruption of instructor or fellow students, or otherwise attempting to monopolize classroom time or discussion;
- Reading, sleeping, snoring, moving about, yelling, harassing, bullying, or otherwise engaging in activities disrespectful of the instructor or students, or unrelated to the course, materials, or contents;
- Entering late, leaving early, or leaving often during lecture, especially when in a disruptive manner;
- Activity that in any way could be considered grossly inappropriate, threatening or dangerous.
- Certain other activities may be acceptable, but only with permission or by direction of the Instructor, who retains the authority to specify relevant restrictions. Such activities include: Filming, taping, or recording the class;

The Instructor reserves the right to establish additional reasonable expectations deemed necessary to maintain optimal learning conduct in the classroom. Each faculty member is the primary arbiter of classroom comportment. The faculty member has the authority to enforce this policy in a manner deemed suitable to the particular class in question. For example

- A student texting in class may be requested to turn the phone in to the instructor for the remainder of the class, or
- A student using a laptop or IPAD to access Facebook may be asked to close and shut down the technology for the remainder of the period.

Should repeat offenses occur, with fair warning, each faculty member will determine fair and appropriate consequences for these behaviors. Should an emergency occur or require monitoring, or if students observe violations of this policy, they are encouraged to inform the instructor as soon as possible.

Disabilities or Special Needs: for Students with Disabilities
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated. If you come to me in the middle of the semester citing a learning disability as a cause of poor class performance and are not registered with SDS, there is nothing I can do.
Black Board Site
Please check Blackboard regularly. Sometimes you will see announcements, clarification of assignments, or web sites that may be important for completing assignments.

Attendance Policy
As we will be doing in-class activities worth points, sometimes group mini-projects, sometimes a written response—your attendance will be based on those activity points.

Miscellaneous Conflicts Policy
I understand that many students have full or part-time jobs, children, family, etc. I am usually sensitive to this and try to do all I can to help you work schedule conflicts out. But there may come a time when nothing else can be done. In that case, I’ll ask you to make some decisions about your priorities and responsibilities. Please feel free to talk to me about such problems in emergencies or in situations with unavoidable conflicts.

Make-up, Late Work Policy
Absolutely no exam or other assignment will be accepted after its due date if you do not talk with me beforehand. I may make exceptions based on circumstances, so if you anticipate having problems, please see me. It is easier for us to deal with them before they happen than after they happen. You know when the exams, responses, assignments, and quizzes are due, as they are listed on the Tentative Class Schedule, so you can adjust your own schedule accordingly. If you should miss a handout, contact a classmate or go to our BlackBoard course site. You are responsible for all materials on the day they are handed out.

Questions about Grades
If you want to contest a grade or ask questions on one assignment, one quiz or exam (except those turned in during the final week of class), please you turn in a typed argument as to why you deserve the grade you think you do. This argument must be no longer than one page and be turned in no later than two class periods after it is graded. I will read your argument and make my decision, and if further discussion is warranted, you may discuss it with me in my office. I will not discuss such matters as a class. All matters are to remain between instructor and student.

Grading Policy
It will help you understand your grades if you remember that an “A” is not average, a “C” is. And a “C” means that you have simply met the minimum requirements for a particular assignment. In other words, if you only do everything that I ask you to, you are doing “C” work. The grade descriptions I abide by are as follows:
A, A- = outstanding work that is superior and demonstrates an in-depth understanding of the skills and material that far surpasses the minimum expectations of a student in the class.
B+, B, B- = above average work that demonstrates an understanding of the skills and material that exceeds the minimum requirements.
C+, C, C- = average work which illustrates that the student has met the minimum requirements and expectations for a particular assignment.
D+, D, D- = below average work in which the student does not meet the minimum expectations for a given assignment.
F = below average work in which little or no effort seems to have been expended by the student.
Grading Assignments
You’ll receive a grading rubric for each assignment, but here is a general list of what I expect from your writing assignments, including BlackBoard discussion responses:

1. Use thesis sentences. These appear early in the paper, essay, or entry. They provide the reader with a general idea of what you will address in the rest of the piece.
2. Organize distinctly different ideas into paragraphs. Paragraphs should be at least three sentences long and should address one general idea.
3. Use topic sentences. Topic sentences are sentences at or near the beginning of each paragraph and preview the content of the paragraph.
4. Provide examples. Use examples to support and illustrate your topic sentences and other argumentative statements.
5. Always try to paraphrase rather than quote sources directly (except in the case of interviews and field notes). This shows the reader that you understand and have internalized the original author’s ideas. Remember, though, to cite, even if you paraphrase.
6. When using direct quotations, always lead into or follow up quotes with your own words. Consider these three sentences:
   a. “Organizational communication is an important area of study” (Smith, 2007, p. 5). → NO.
   b. Smith (2007) states, “Organizational communication is an important area of study” (p. 5). → YES.
   c. “Organizational communication is an important area of study,” argues Smith (2007, p. 5). → YES.
7. Use direct quotations sparingly. See #5: Always try to paraphrase; don’t let other people speak for you.
8. Begin and end pieces with a bang. Beginning and ending papers effectively is usually the hardest part of academic writing. Besides previewing and reviewing, give the reader something to think about. Don’t begin or end your paper or paragraphs with direct quotations (see #5 and #7 above).
9. Err on the side of over-explaining your reasoning rather than under-explaining it. While you’re writing for an academic audience, don’t assume they know everything you do about a topic.

Extra Credit
Because the School of Communication seeks not only to distribute knowledge through teaching, but also generate it through original research, and because participation in such research provides important insights into this process of knowledge generation, students in this class will be allowed up to 10 extra credit points during the semester, out of the total number of points available, based on participation in School of Communication authorized research projects. Points will be provided upon evidence of completed participation, with 2 points for each half-hour of research participation. Students will be able to locate eligible research projects at the following site: https://sites.google.com/site/commsdsuresearch/
Writing as a Form of Learning/Teaching as a Form of Learning
“How do I know what I think until I see what I say?” Karl Weick
Students will select a context/setting of interest early in the course based on what they care about or want to know more about. Assignments are designed so that each class period becomes a workshop for discussing readings and learning about ethnography and the interrelatedness of data collection, data analysis, and writing ethnographies. Researchers in previous semesters have entered diverse contexts including: a classroom, courtroom, corporation, health care clinic, mediation center, airports, fitness center, AIDS residential facility, post office, soup kitchen, restaurant, support group, and Tijuana. Autoethnographies have focused on emotions surrounding growing up with an alcoholic parent, refereeing basketball games, surviving the loss of the family home lost to fire, surviving rape, moving beyond competitive sports, abortion from a man's perspective.

We learn how research techniques are interrelated with writing strategies. Students will collect data in the field by observing (writing field notes, videotaping, audio taping), interviewing (videotaping or audio taping), and investigating texts (documents, diaries, photographs, films, etc.). Students will try out varied writing/representation strategies, including: autoethnography, grounded theory, co-constructed narrative, interactive interviewing, creative non-fiction, poetry, fiction, and performance.

The class will be taught as a workshop where we all become teachers/learners. The course readings and assignments are designed to teach you the philosophical assumptions underlying choices for positioning yourself as a researcher in the context you have selected, and strategies for conducting your ethnographic investigation.

Sensitive Subject Matter
We will be experiencing work that deals with issues of a potentially sensitive nature. While you are not required to self-disclose in assignments or discussion anything with which you are uncomfortable, I do expect you read and discuss the articles and chapters assigned. If you anticipate problems completing the readings or participating in class discussions, please talk to me well in advance. A good grade in this class is not dependent on what you disclose in your writings and discussion, though self-reflexivity is a necessary and important characteristic of ethnographic research. So, please be aware of what topics about which you are comfortable researching and writing.

What Is Plagiarism?
Plagiarism is theft of intellectual property. It is one of the highest forms of academic offense because in academe, it is a scholar’s words, ideas, and creative products that are the primary measures of identity and achievement. Whether by ignorance, accident, or intent, theft is still theft, and misrepresentation is still misrepresentation. Therefore, the offense is still serious, and is treated as such. Plagiarism represents several ethics violations. It is theft of intellectual property. In academe, a scholar’s words, ideas, and creative products represent essential intellectual property, which are the primary measures of scholarly identity, status and achievement. It is fraud. Students should be assessed on their own ideas and abilities; not the ideas and abilities of others. It is unfair. It introduces bias and inequity in the assessment process, producing grades for fellow students based on disadvantaged standards and expectations. It is corruption. It undermines the credibility of higher education by misrepresenting the meaning of university grades and degrees to the rest of the public. Whether
by ignorance, accident, or intent, theft is still theft, fraud is still fraud, inequity is still inequity, and corruption is still corruption. Therefore, the offense, no matter how minor in quantity, is still serious, and is treated as such.

Overview
In any case in which a Professor or Instructor identifies evidence for charging a student with violation of academic conduct standards or plagiarism, the presumption will be with that instructor’s determination. However, the faculty/instructor(s) will confer with the director to substantiate the evidence. Once confirmed, the evidence will be reviewed with the student. If, following the review with the student, the faculty member and director determine that academic dishonesty has occurred; the evidence will be submitted to the Office of Student Rights and Responsibilities. The report “identifies the student who was found responsible, the general nature of the offense, the action taken, and a recommendation as to whether or not additional action should be considered by the campus judicial affairs office.” (CSSR Website[1]).

Intellectual Property
The syllabus, lectures and lecture outlines are personal copyrighted intellectual property of the instructor, which means that any organized recording for anything other than personal use, duplication, distribution, or profit is a violation of copyright and fair use laws.

Proper source attribution
Proper attribution occurs by specifying the source of content or ideas. This is done by (a) providing quotation marks around text, when directly quoted, and (b) clearly designating the source of the text or information relied upon in an assignment.

Specific exemplary infractions and consequences:
  a. Reproducing a whole paper, paragraph, or large portions of unattributed materials (whether represented by: (i) multiple sentences, images, or portions of images; or (ii) by percentage of assignment length) without proper attribution, will result in assignment of an “F” in the course, and a report to Student Rights and Responsibilities.
  b. Reproducing a sentence or sentence fragment with no quotation marks but source citation, or subsets of visual images without source attribution, will minimally result in an “F” on the assignment.

Self-plagiarism
Students often practice some form of ‘double-dipping,’ in which they write on a given topic across more than one course assignment. In general, there is nothing wrong with double-dipping topics or sources, but there is a problem with double-dipping exact and redundant text. It is common for scholars to write on the same topic across many publication outlets; this is part of developing expertise and the reputation of being a scholar on a topic. Scholars, however, are not permitted to repeat exact text across papers or publications except when noted and attributed, as this wastes precious intellectual space with repetition and does a disservice to the particular source of original presentation by ‘diluting’ the value of the original presentation. Any time that a writer simply ‘cuts-and-pastes’ exact text from former papers into a new paper without proper attribution, it is a form of self-plagiarism. Consequently, a given paper should never be turned in to multiple classes. Entire paragraphs, or even sentences, should not be repeated word-for-word
across course assignments. Each new writing assignment is precisely that, a new writing assignment, requiring new composition on the student’s part.

**Secondary Citations**
Secondary citation is not strictly a form of plagiarism, but in blatant forms, it can present similar ethical challenges. A secondary citation is citing source A, which in turn cites source B, but it is source B’s ideas or content that provide the basis for the claims the student intends to make in the assignment. For example, assume that there is an article by Jones (2006) in the student’s hands, in which there is a discussion or quotation of an article by Smith (1998). Assume further that what Smith seems to be saying is very important to the student’s analysis. In such a situation, the student should always try to locate the original Smith source. In general, if an idea is important enough to discuss in an assignment, it is important enough to locate and cite the original source for that idea. There are several reasons for these policies: (a) Authors sometimes commit citation errors, which might be replicated without knowing it; (b) Authors sometimes make interpretation errors, which might be ignorantly reinforced (c) Therefore, reliability of scholarly activity is made more difficult to assure and enforce; (d) By relying on only a few sources of review, the learning process is short-circuited, and the student’s own research competencies are diminished, which are integral to any liberal education; (e) By masking the actual sources of ideas, readers must second guess which sources come from which citations, making the readers’ own research more difficult; (f) By masking the origin of the information, the actual source of ideas is misrepresented. Some suggestions that assist with this principle:

- When the ideas Jones discusses are clearly attributed to, or unique to, Smith, then find the Smith source and citation.
- When the ideas Jones is discussing are historically associated more with Smith than with Jones, then find the Smith source and citation.
- In contrast, Jones is sometimes merely using Smith to back up what Jones is saying and believes, and is independently qualified to claim, whether or not Smith would have also said it; in such a case, citing Jones is sufficient.
- Never simply copy a series of citations at the end of a statement by Jones, and reproduce the reference list without actually going to look up what those references report—the only guarantee that claims are valid is for a student to read the original sources of those claims.

**Solicitation for ghost writing**
Any student who solicits any third party to write any portion of an assignment for this class (whether for pay or not) violates the standards of academic honesty in this course. The penalty for solicitation (regardless of whether it can be demonstrated the individual solicited wrote any sections of the assignment) is F in the course.

**TurnItIn.com**
The papers in most Communication courses will be submitted electronically in Word (preferably 2007, .docx) on the due dates assigned, and will require verification of submission to Turnitin.com.
Specific exemplary infractions and consequences

Course failure: Reproducing a whole paper, paragraph, or large portions of unattributed materials without proper attribution, whether represented by: (a) multiple sentences, images, or portions of images; or (b) by percentage of assignment length, will result in assignment of an “F” in the course in which the infraction occurred, and a report to the Center for Student Rights and Responsibilities (CSRR).

Assignment failure: Reproducing a sentence or sentence fragment with no quotation marks, but with source citation, or subsets of visual images without source attribution, will minimally result in an “F” on the assignment, and may result in greater penalty, including a report to the CSRR, depending factors noted below. In this instance, an “F” may mean anything between a zero (0) and 50%, depending on the extent of infraction.

Exacerbating conditions—Amount: Evidence of infraction, even if fragmentary, is increased with a greater: (a) number of infractions; (b) distribution of infractions across an assignment; or (c) proportion of the assignment consisting of infractions.

Exacerbating conditions—Intent: Evidence of foreknowledge and intent to deceive magnifies the seriousness of the offense and the grounds for official response. Plagiarism, whether ‘by accident’ or ‘by ignorance,’ still qualifies as plagiarism—it is all students’ responsibility to make sure their assignments are not committing the offense.

Exceptions: Any exceptions to these policies will be considered on a case-by-case basis, and only under exceptional circumstances.

HOWEVER, THERE ARE NO EXCUSES ALLOWED BASED ON IGNORANCE OF WHAT CONSTITUTES PLAGIARISM, OR OF WHAT THIS POLICY IS.

Assignments

The particulars of these assignments may change depending on the progress of the class, unexpected time constraints, and other miscellaneous factors.

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>A. Paper building block assignments, which will help lead you toward your final paper (6 @ 25 = 150 pts total)</td>
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<tr>
<td>1. Dyad Interview</td>
<td>25 points</td>
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<tr>
<td>2. Dyad Fieldnotes</td>
<td>25 points</td>
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<td>3. Interview Guide and Question Explanation</td>
<td>25 points</td>
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<td>4. Field Site/Map/field notes</td>
<td>25 points</td>
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<td>5. Autoethnographic/experimental</td>
<td>25 points</td>
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<td>6. Analytic coding/writing one coding category</td>
<td>25 points</td>
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<tr>
<td>B. In-Class Activities (CA) (min of 10 @ 5 points each)</td>
<td>50 points</td>
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<td>C. Discussion Leader (1 @ 25 points)</td>
<td>25 points</td>
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<tr>
<td>D. Quizzes (10 @ 5 points)</td>
<td>50 points</td>
</tr>
<tr>
<td>E. Final Exam</td>
<td>150 points</td>
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<tr>
<td>F. Research Project</td>
<td>200 points</td>
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Total Points | 625 points |
Building Blocks for Research paper (6 @ 25 points = 150 points, approx. 24% of grade)
You will complete six short assignments designed to help you build your paper toward the final version. One of the best ways to make steady progress in developing your capabilities for writing ethnography is to complete small assignments that move you closer and closer to your goal for the final project. Ethnographic research requires:

- Developing proficiency at the key methods of data collection—interviewing, observing, taking field notes, and sustaining continual curiosity.
- Interacting WEEKLY (approximately 2-4 hours) with the people you are studying and the context within which they communicate,
- Writing DAILY (taping, editing, analyzing) and
- Reflecting DAILY about yourself as a researcher and inscribing these reflections into your texts

Dyad Partners: A WORD TO THE WISE
Pick your research partner(s) carefully. Dyad members who fail to contribute to the dyad assignments and projects may receive deductions up to a grade of zero. If you have a partner who is not pulling his or her own weight on the project, contact me immediately. If you are a partner that is not pulling your weight on the project, contact me immediately. If you do not contact me well in advance of the final paper and presentation due dates, please do not complain about your partner's lack of work on the project. Given enough lead time, I can find alternate opportunities for individual work.

In-Class Activities (10@ 5 points =50 points, approx. 8% of grade)
On many class days we will do in-class activities, which may consist of in-class writing, work sheets, problem-solving exercises, etc. Students who present or turn in the in-class writing will be given points. NOTE: I will offer more than 10 activities throughout the semester. Any extra will be make-ups from your absence(s) or extra credit.

Discussion Leader (1 @ 25 points, approx. 4% of grade)
Every TUESDAY, two or three students will collaborate in leading the discussion of the course readings. Your job will be to collaborate with your partners:
1) Carefully read the material assigned for your day
2) Prepare a 1-page handout that
   a. lists each reading in APA style and a set of key terms
   b. lists one provocative discussion question per reading
   c. lists one question that asks us to consider something that crosses the readings from that week/and or ties back to readings from a previous week’s readings.
   The 1-page handout must be posted on BB by midnight Monday, so people can choose if they want to print it and bring it to class. Be prepared to put it up on the screen to facilitate discussion, by bringing a flash drive AND/OR e-mailing it to yourselves
3) Collaborate with your partners to facilitate class discussion of your questions (equally participating). Remember, the idea is to facilitate class discussion, so you want to design your questions to really get us thinking about the ideas presented. For example, how might you ask us questions that connect something in the reading to get others to reflect about the following?
   • their positionality in the research they are conducting
   • the choices they are making in designing and conducting their research
   • something that extends beyond the reading into some other important topics
Quizzes (10 @ 5 points = 50 pts, approx. 8% of grade)
Ten short quizzes will be given at the beginning of class on Tuesdays. They are designed to give you a sense of what exam questions will be like and to help you study for the exams. PLEASE NOTE: Latecomers to class will not be permitted to take the quiz.

Final Exam (1 @ 150, approx. 24% of grade) There will be one multiple-choice/true-false exam during finals week. You will receive a Study Guides for the readings covered on the exam.

Final Research Project (1 @ 200 pts, approx. 32% of grade): You will conduct original research ALONE or with ONE or TWO partner(s) in creating an ethnographic study of some communication phenomenon. The points for the final research project will include:
  Peer Feedback (1 @ 25 pts): You will read and respond to one other draft, making substantial comments that will help the authors create a better final project.
  Oral Presentation (1 @ 25 pts): You and your partner will present your research project in a final oral presentation that last few weeks of class. These should be professional, creative projects that may include PowerPoint, video, photographs and/or audio from your project
  Final Research Paper (1 @ 150 pts): Your final research paper is researched and written in partnership with one other person in class. The final paper is to be 20-25 pages in length, include at a minimum of 15 sources (approx. 10 communication sources, over half should be published in the last 5 years).

Attendance, Participation and Retention/Discussion of Readings
Attendance is a central part of your responsibility in this class (not to mention an important part of your grade in the class). Missing class, arriving late, or leaving early detracts from the collegiality we are building in the class. Since we are utilizing class as a workshop for discussion and feedback, it is essential that you keep up with the readings and writings in order to gain feedback from and give feedback to peers. We all play a part in building and maintaining a class culture that is challenging and supportive.

Grading Scale: Please don’t expect to get bumped up to the next grade if you’re within a few points, because you’ll be disappointed. I do this to be fair. Therefore, a grade is not a reflection of my opinion of you as a person or even as a student in general, just your academic performance in this class. Your final grade will be determined according to the following grading scale:
625 – 581 = A
580 – 563 = A-
562 – 538 = B+
537 – 519 = B
518 – 500 = B-
499 – 475 = C+
474 – 456 = C
455 – 438 = C

RESOURCES
http://www.ethnographic-research.com/ (check out the bookstore project)
<ETHNOG-L@CSUS.EDU>; autoethnography@yahoogroups.com
Building Block Writing Assignments (6 @ 25 pts = 150 Points)
Each of 6 assignments listed below indicate the requirements—the due date, the number of typed, double-spaced pages, and a description of the assignment.

#1: Thursday, September 4, 2014: “You won’t believe this but” Dyad Interview (1-2 pages)
The first week of class you will be partnered with one other person. You are to interview that person, gaining as much “storied” data as you can about ONE experience that “we won’t believe” about this person. We will decide as a class, what makes for a good story and use that to frame the focus of the interview. Bring in a 1-2 page STORY from the interview you conducted. Be creative in your presentation—create an evocative narrative. This story includes:
• dialogue
• character and scene description
• reflexivity
• interpretations
Some of you will read this to the class. FOCUS ON ONE SPECIFIC MOMENT, SO WE CAN USE CLASS TO CODE

#2: Thursday, September 18, 2014: “We see through different lenses” Dyad Field notes (2 pages)
Now that you and your partner(s) have decided on your research site, each of you are to conduct an observation at your research site with your partner, at the same place, at the same time. Take notes separately. You may talk to each other during the experience, if appropriate, but do not discuss your notes or analyze the experience with each other during or afterwards. Once you have left the site, write a 2 page story that includes thick description of your site, direct quotes (if relevant), characterization, reflexivity, and analysis. You should not be privy to what each other have written until it is read to each other in class. We will use class time to compare some of the stories. You should write your story as a first-person narrative where you and/or your partner are central or minor characters.

#3: Thursday, October 2, 2014: “Why not ask them?” Interview Guide/question/story (2-3 pages)
Prepare an interview schedule or guide for use with your participants. In your paper, identify the (a) the research question(s) guiding your research (see chapter 7), (b) the ideal sample of participants, (c) the questions (& probes) you will ask (identifying the types of questions they are), (d) a story that integrates a thick description of what you learned from your participant and what the experience of conducting the interview was like, (e) where do you go from here, and (f) a transcript of the interview.

Make sure that a few of the interview questions ask participants to recall and tell a story about a particular time, incident, and moment. Ask them to describe, in as much detail as possible, what happened, who was there, what was said. In this way they describe specific interactions and not just what they believe is generally true. In class, you will have a chance to compare notes with your partner(s) and decide on the best combination of your work.

Steps for Completing the Interview:
1. Contact someone connected in some way to your research topic that could tell a story, providing insight about your research. Explain the focus of your research/arrange a time for the interview.
2. Conduct the interview using the interview guide submitted the week before.
3. Type up a verbatim transcription of the interview.
4. Conduct the interview, with a recorder, asking permission to tape record at the beginning of the interview. (Be sure that your recorder works and is functioning properly during the interview).
#4: Thursday, October 16, 2014: “There’s something happening here, what it is ain’t exactly clear!”  Map/narrative tour/fieldnotes (2-3 pages)
The story you write for this assignment includes: (a) a detailed map and narrative tour of your site (or a key part of your site), (b) a description of key people (or types of people), artifacts, and objects and their relation to each other. Note what the map says about research participants’ values, rules, priorities, ways of being, status, power, and so on, (c) Ask the question: What does what I observe tell me, conceptually about this place? (Try to see things as “evidence” of certain arguments). Ask yourself, “What don’t I know and yet am curious about?” Include as many “senses” (sight, sound, smell, taste, feel, mood) as possible, and (d) provide an updated version of your guiding research question(s). (See Chapter 4 for details).

#5 Thursday, October 30, 2014: “Between a rock and a hard place! “Autoethnographic/Experimental (2-3 pages)
If something inside you is real, we will probably find it interesting, and it will probably be universal. You must risk placing real emotion at the center of your work. Write straight into the emotional center of things. Write toward vulnerability. Don’t worry about appearing sentimental. Worry about being unavailable; worry about being absent or fraudulent. Risk being unlike. Tell the truth as you understand it. If you are a writer, you have a moral obligation to do this. And it is a revolutionary act--truth is always subversive. (Lamott, 1994).
Take a moment to consider your own politics in conducting your ethnographic research this semester. Sit down and write a 2-3-page story of one particular THORNY ISSUE you have faced this semester as an ethnographer and how you have confronted it, managed it, or even resolved it. As you write, pull us in, create an ENGAGING STORY that makes us think and helps us to understand what is so difficult about writing this story. Compel us forward to the next page. Be sure to incorporate a few of your conversations, verbatim. By the end of this piece I would like to know what you have accomplished or plan to do to deal with this thorny issue. This exercise will encourage you to think about including yourself in your research. Your autoethnographic piece may be written in experimental form. After reading the diversity of ethnographies we have read so far this semester, I want you to try out an experimental form of writing, something you have not tried so far this semester. The experimental writing should be REFLEXIVE reveal an INSIGHT you have discovered about the communicative focus of your project. You may write this assignment in any form you wish: as a first-person narrative where you and/or your partner as central or minor characters, or in the third person from the point of view of a distant observer outside of the scene being observed; you may write it as a short story, play, poem, song lyric, letter, whatever feels daring. By the end offer two or more strategies that you might use in your research to ADDRESS THE THORNY ISSUE.

#6 Thursday, November 13, 2014 OR Thursday, November 20, 2014 “How do I know what I think until I see what I say?”: Coded Field note/interview Excerpt/ Analytic Memo (2-3 pages)
Each member of your dyad will conduct one interview and one observation for this assignment.

Steps for Conducting the Observation:
Since you are now clearer about your research focus, you should be able to immerse yourself more completely and focus your observations in a way that you have not before. Keep in mind the categories that are beginning to emerge in your work with your partner and be sure to take thick field notes of scene, dialogue, character, reflexivity, etc.
What to turn in:

- Weave parts of the interview transcript with fieldnotes that describe your experience of conducting the interview and interacting with the interviewee (setting, sensory data, emotions, and reflexivity—before, during, and after the interview).
- Describe two possible interpretations or discoveries in the data (i.e., tell us what you learned that isn’t already obviously there, what interpretations you have of this data, or what you see in this data you have not thought about before. This may include what you see as missing in what you expected the person to talk about or what you expected to observe).
- Create a coding scheme for what you are discovering in both forms of data (and in weaving them together—“How do I know what I think, until I see what I say.”).
- Describe ideas for representing what you discovered in your final paper. For example, you could provide an insight about how you could weave this interview and/or observation data with other data: archival, photographs, other interview data, or other forms of data. Or you could tell us how this data has inspired you to structure the results of your project.
- Indicate what’s next? Where do you go from here? Include a revised research question. Attach a typed transcript of the interview and the field notes you took on site.

TENTATIVE CLASS SCHEDULE

PLEASE NOTE (unless I state otherwise in class):

Reading Assignments are to be read and quizzes will be given on TUESDAYS
Writing Assignments are due on THURSDAYS

**Week 1 (Aug 26 & 28)**
Defining ethnographic research; Starting from where you are
Possible sites for research; Researching communication—What is storied data?
Oral reading: “The Idea” pp. 7-8 Goodall
Read: Tracy: Preface; BB: Staton (2007);
      Anderson (2009); Wagner (2010)
Activity: Conduct interviews

**Week 2 (Sept 2 & 4)**
Ethnographic methods/philosophy/criteria
Read: Tracy, Ch 1; BB: Tillmann-Healy (1996); Tillmann (2009)  
Write: #1—“You won’t believe this but . . . .” Dyad Interview Story

**Week 3 (Sept 9 & 11)**
The Ethnographic Conversation; Writing/A method of Inquiry
Read: Tracy, Ch 2 & 3; BB: Lindemann (2007)
Write: #2—“We see through different lenses” Dyad Fieldnotes

**Week 4 (Sept 16 & 18)**
Fieldwork: defining relationships/field notes
Read: Tracy, Ch 4 & 5; BB: Geist & Dreyer (1993)
Write: #3—“We expect . . .”
Week 5 (Sept 23 & 25)
The Courage to Know: Accepting what is learned in writing ethnography

Read: Tracy, Ch 6; BB: Comm Studies 298 (1999);
Quiz #4

Week 6 (Sept 30 & Oct 2)
Research Questions/mysteries/Interviews

Read: Tracy, Ch 7; BB: Geist-Martin, Becker, Carnett, & Slauta (2008); Richardson (2000)
Quiz #5

Write: #3—“Why not ask them?” Interview Guide/Explanation

Week 7 (Oct 7 & 9)
Interview Practice: Voice, reflexivity, and character

Read: Tracy, Ch 8; BB: Fox (2010)
Quiz #6

Week 8 (Oct 14 & 16—guest—Kevin Corcoran)
Interviews, emotions, and conversations

Read: Tracy, Ch 9; BB: Scarduzio & Geist-Martin (2008)
Quiz #7

Write: #4—“There’s something happening here—what it is ain’t exactly clear
Field Site/Map/Notes

Week 9 (Oct 21 & 23)
The Diversity of Approaches for Analysis
Ethnographic Research & Writing

Read: Tracy, Ch 10; BB: Trujillo (1993)
Quiz #8

Week 10 (Oct 28 & 30) Writing Autoethnography/Experimental

Read: Tracy, Ch 12; BB: Geist-Martin (2003); Foster (2011); Zweig & Abrams (1991)
Quiz # 9

Write: #5—“Between a rock and a hard place!” Autoethnographic/Experimental

Week 11 (Nov 4 & 6) Novel Interpretations

Quiz #10

Write: #6—(½ class) “How do I know what I think until I see what I say?” Analytic Memo

Week 12 (Nov 11; Nov 13) Quality: credible, ethical, significant

Read: Tracy, Ch 11; Scarduzio (2008)
Write: #6—(½ class) How do I know what I think until I see what I say?” Analytic Memo

Week 13 (Nov 18 & 20) Guest Lecturers: Marquesa Cook-Whearty and Sakeenah Gallardo

Read: Tracy, Ch 13; BB: Lindemann (2010)

Week 14 (Nov 25 & Nov 27—No Class on Thursday! Happy Thanksgiving!!)
Tuesday, November 25, Writing Workshop----Bring 4 copies of a section of final paper
Week 15 (Dec 2 & 4 Qualitative Methodology Matters!
Read: Tracy, Ch 14:
BB: Miller, Geist-Martin, Beatty (2005)
PRESENT: Final Project Presentations

Week 16 (Dec 9—last day of class) Final papers are due
PRESENT: Final Project Presentations

FINALS:
SECTION 1: TTH 9:30-10:45 CLASS Final is Thursday, Dec 11, 8:00-10:00
SECTION 2: TTH 11:00-12:15 CLASS Final is Tuesday, Dec 16, 10:30-12:30
COMM 462: ETHNOGRAPHY AND COMMUNICATION/FALL 2014
BLACKBOARD REQUIRED READINGS/DR. PATRICIA GEIST MARTIN

Week 1: Tuesday August 26, 2014


Week 2: Tuesday, September 2, 2014


Week 3: Tuesday, September 9, 2014

Week 4: Tuesday, September 16, 2014

Week 5: Tuesday, September 23, 2014

Week 6: Tuesday, September 30, 2014


Week 7: Tuesday, October 7, 2014

Week 8: Tuesday, October 14, 2014

Week 9: Tuesday, October 21, 2014
**Week 10: Tuesday, October 28, 2014**


**Week 11: Tuesday, November 4, 2014**


**Week 12: Thursday, November 13, 2014**


**Week 13: Tuesday, November 18, 2014**


**Week 14: Tuesday, November 25, 2014**

TUESDAY: Writing Workshop

THURSDAY: No class! Happy Thanksgiving!!!

**Week 15: Tuesday, December 2, 2014**

Building Block #1: “You won’t believe this but” Dyad Interview (1-2 pages)
Due: Thursday, September 4, 2014

Name:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>1. Focuses on ONE experience</td>
<td>1-5</td>
</tr>
<tr>
<td>2. Includes Dialogue</td>
<td>1-5</td>
</tr>
<tr>
<td>3. Includes Character/Scene Description</td>
<td>1-5</td>
</tr>
<tr>
<td>4. Includes Reflexivity</td>
<td>1-5</td>
</tr>
<tr>
<td>5. Includes Interpretations</td>
<td>1-5</td>
</tr>
</tbody>
</table>

25-23 points = Outstanding
22-20 points = Excellent
19-18 points = Satisfactory
17-15 points = Incomplete
Building Block # 2: “We see through different lenses” Dyad Field notes (2 pages)  
Due: Thursday, September 18, 2014

Name:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Thick description of site (sensory detail)</td>
<td>1-5</td>
</tr>
<tr>
<td>2. Dialogue</td>
<td>1-5</td>
</tr>
<tr>
<td>3. Reflexivity</td>
<td>1-5</td>
</tr>
<tr>
<td>4. Characterization</td>
<td>1-5</td>
</tr>
<tr>
<td>5. Analysis</td>
<td>1-5</td>
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</tbody>
</table>

25-23 points = Outstanding  
22-20 points = Excellent  
19-18 points = Satisfactory  
17-15 points = Incomplete
Building Block # 3: “Why not ask them?” Interview Guide/Explanation 2-3 pages
Due: Thursday, October 2, 2014

Name:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Revised research question(s)/sample</td>
<td>1-5</td>
</tr>
<tr>
<td>2. The ideal sample</td>
<td>1-5</td>
</tr>
<tr>
<td>3. 8-10 questions labeled/probes</td>
<td>1-5</td>
</tr>
<tr>
<td>4. Story (data and experience)</td>
<td>1-5</td>
</tr>
<tr>
<td>5. Where do you go? (and transcript)</td>
<td>1-5</td>
</tr>
</tbody>
</table>

25-23 points = Outstanding
22-20 points = Excellent
19-18 points = Satisfactory
17-15 points = Incomplete
Building Block #4: “There’s something happening here, what it is ain’t exactly clear!”
Map/narrative tour/fieldnotes (2-3 pages)

Due: Thursday, October 16, 2014:

Name:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Map &amp; narrative tour</td>
<td>1-5</td>
</tr>
<tr>
<td>2. Key people, artifacts, values, etc.</td>
<td>1-5</td>
</tr>
<tr>
<td>3. What does 1-2 reveal, conceptually?</td>
<td>1-5</td>
</tr>
<tr>
<td>4. Updated research question(s)</td>
<td>1-5</td>
</tr>
<tr>
<td>5. Where do you go?</td>
<td>1-5</td>
</tr>
</tbody>
</table>

25-23 points = Outstanding
22-20 points = Excellent
19-18 points = Satisfactory
17-15 points = Incomplete
Building Block #5: “Between a rock and a hard place!” Autoethnographic/ Experimental
(2-3 pages)
Due: Thursday, October 30, 2014

Name:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Thorny issue</td>
<td>1-5</td>
</tr>
<tr>
<td>2. Engaging Story</td>
<td>1-5</td>
</tr>
<tr>
<td>3. Reflexivity</td>
<td>1-5</td>
</tr>
<tr>
<td>4. Insight</td>
<td>1-5</td>
</tr>
<tr>
<td>5. Strategies for addressing thorny issue</td>
<td>1-5</td>
</tr>
</tbody>
</table>

25-23 points = Outstanding
22-20 points = Excellent
19-18 points = Satisfactory
17-15 points = Incomplete
Building Block # 6: “How do I know what I think until I see what I say?”
Coded Field note/interview Excerpt/ Analytic Memo (2-3 pages)
Due: Thursday, November 13, 2014 OR Thursday, November 20, 2014

Name:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Story/weaving interview/observation</td>
<td>1-5</td>
</tr>
<tr>
<td>2. Two possible interpretations</td>
<td>1-5</td>
</tr>
<tr>
<td>3. Coding Scheme</td>
<td>1-5</td>
</tr>
<tr>
<td>4. Representation/structure of results</td>
<td>1-5</td>
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<tr>
<td>5. Next? RQ? Transcript/field notes</td>
<td>1-5</td>
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</tbody>
</table>

25-23 points = Outstanding
22-20 points = Excellent
19-18 points = Satisfactory
17-15 points = Incomplete
Peer Feedback Grading Rubric

Name:

I will assess your peer feedback for one other peer group draft based on the following rubric:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>Feedback is offered in a tone that is positive and affirming for what has been and needs to be accomplished.</td>
<td></td>
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<tr>
<td>2</td>
<td>Feedback offers concrete suggestions for improving the content of paper throughout (i.e., at least one suggest per section—intro, rationale, methods, results, and discussion)</td>
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<tr>
<td>3</td>
<td>Feedback offers concrete suggestions for improving the structure/organization of the paper.</td>
<td></td>
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<tr>
<td>4</td>
<td>Feedback reveals a sincere desire to help improve the creativity, reflexivity, and overall quality of the paper</td>
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<td>5</td>
<td>Feedback demonstrates a working understanding of ethnographic methods.</td>
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<td></td>
<td>Total Points</td>
<td>25</td>
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</table>

The feedback is offered in track changes on the document and by filling out the evaluation sheet that follows.
Peer Feedback Sheet

Paper Author ________________________ Peer Feedback Editor ________________________

You will complete this sheet for each paper you read, adding your own extended comments both here and on the actual paper draft if you wish. Your responses should be typed with a copy turned back to me and to the author. Please provide concrete examples for each point. If you need to continue on the back or another sheet, please do so. However, there is no page minimum for this assignment. One page is fine.

1. Describe at least three things this author did effectively. What made them effective?

2. Describe at least two areas in which the author could elaborate, expand, or clarify a concept, argument, purpose, etc.

3. Provide any other guidance, comments, or suggestions you think might help the author move this paper along toward the final draft.
Final Paper Grading Rubric

The learning objectives for this assignment are:
1. Synthesize scholarly and popular (if warranted) literature relevant to topic
2. Effectively illustrate relevant components of ethnographic research, including data gathering and analysis procedures
3. Conduct effective ethnographic research in the study of a communication phenomenon, highlighting interpretative themes
4. Write coherently, creatively, and thoughtfully in an appropriate scholarly voice
5. Draw conclusions and implications for communication and ethnographic research methods

Your grade for the final paper will be based on the following rubric; rubric on Turnitin.com):

<table>
<thead>
<tr>
<th>Content</th>
<th>Excellent: Surpasses Minimum Expectations</th>
<th>Good: Exceeds Minimum Expectations</th>
<th>Okay: Satisfies Minimum Expectations</th>
<th>Needs Work to Meet Minimum Expectations</th>
<th>Falls Short of Minimum Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The introduction includes an orientation to the topic.</td>
<td>5 pts</td>
<td>4 pts</td>
<td>3 pts</td>
<td>2 pts</td>
<td>1 pt</td>
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<tr>
<td>2. The introduction includes a thesis statement.</td>
<td>5 pts</td>
<td>4 pts</td>
<td>3 pts</td>
<td>2 pts</td>
<td>1 pt</td>
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<tr>
<td>3. The introduction includes a preview that prepares reader for paper.</td>
<td>5 pts</td>
<td>4 pts</td>
<td>3 pts</td>
<td>2 pts</td>
<td>1 pt</td>
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<tr>
<td>4. The rationale uses relevant concepts.</td>
<td>5 pts</td>
<td>4 pts</td>
<td>3 pts</td>
<td>2 pts</td>
<td>1 pt</td>
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<tr>
<td>5. The rationale offers 3-4 key claims that hang together well.</td>
<td>5 pts</td>
<td>4 pts</td>
<td>3 pts</td>
<td>2 pts</td>
<td>1pt</td>
</tr>
<tr>
<td>6. The rationale offers sufficient evidence for the claims.</td>
<td>5 pts</td>
<td>4 pts</td>
<td>3 pts</td>
<td>2 pts</td>
<td>1 pt</td>
</tr>
<tr>
<td>7. The rationale ends with 1-2 research questions; descriptive and fit with a qualitative approach.</td>
<td>5 pts</td>
<td>4 pts</td>
<td>3 pts</td>
<td>2 pts</td>
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<tr>
<td>8.</td>
<td>Methods section provides a rationale for use of ethnography.</td>
<td>5 pts</td>
<td>4 pts</td>
<td>3 pts</td>
<td>2 pts</td>
</tr>
<tr>
<td>9.</td>
<td>The methods section details the strategies used to collect data (observation, interview, document analysis, etc.)</td>
<td>5 pts</td>
<td>4 pts</td>
<td>3 pts</td>
<td>2 pts</td>
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<tr>
<td>10.</td>
<td>The methods section describes the methods of analysis and the coding scheme created.</td>
<td>5 pts</td>
<td>4 pts</td>
<td>3 pts</td>
<td>2 pts</td>
</tr>
<tr>
<td>11.</td>
<td>The methods section describes the choices made for representation.</td>
<td>5 pts</td>
<td>4 pts</td>
<td>3 pts</td>
<td>2 pts</td>
</tr>
<tr>
<td>12.</td>
<td>The results present an engaging introduction that lays out the subsections and a rationale for the sequence.</td>
<td>5 pts</td>
<td>4 pts</td>
<td>3 pts</td>
<td>2 pts</td>
</tr>
<tr>
<td>13.</td>
<td>The results begin each subsection with a definition/frequency of the category.</td>
<td>5 pts</td>
<td>4 pts</td>
<td>3 pts</td>
<td>2 pts</td>
</tr>
<tr>
<td>14.</td>
<td>The results has a clear and engaging beginning, middle, and end.</td>
<td>5 pts</td>
<td>4 pts</td>
<td>3 pts</td>
<td>2 pts</td>
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<td>15.</td>
<td>The results hang together with clear transitions.</td>
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<td>16.</td>
<td>The results present analysis that is from categories of communication observed in situ.</td>
<td>5 pts</td>
<td>4 pts</td>
<td>3 pts</td>
<td>2 pts</td>
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<tr>
<td>17.</td>
<td>The discussion effectively sums up the paper.</td>
<td>5 pts</td>
<td>4 pts</td>
<td>3 pts</td>
<td>2 pts</td>
</tr>
</tbody>
</table>
18. The discussion offers conclusions drawn from the results. | 5 pts | 4 pts | 3 pts | 2 pts | 1 pt |

19. The discussion describes the theoretical and practical implications of the results. | 5 pts | 4 pts | 3 pts | 2 pts | 1 pt |

20. The discussion describes the limitations and directions for future research. | 5 pts | 4 pts | 3 pts | 2 pts | 1 pt |

<table>
<thead>
<tr>
<th>Style</th>
<th>Excellent: Surpasses Minimum Expectations</th>
<th>Good: Exceeds Minimum Expectations</th>
<th>Okay: Satisfies Minimum Expectations</th>
<th>Needs Work to Meet Minimum Expectations</th>
<th>Falls Short of Minimum Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The author uses complete sentences and paragraphs, employing topic sentences and transitions where appropriate.</td>
<td>5 pts</td>
<td>4 pts</td>
<td>3 pts</td>
<td>2 pts</td>
<td>1 pt</td>
</tr>
<tr>
<td>2. The author uses field notes and source citations to support arguments, reasoning, and analysis.</td>
<td>5 pts</td>
<td>4 pts</td>
<td>3 pts</td>
<td>2 pts</td>
<td>1 pt</td>
</tr>
<tr>
<td>3. The paper is correct APA style in citing sources.</td>
<td>5 pts</td>
<td>4 pts</td>
<td>3 pts</td>
<td>2 pts</td>
<td>1 pt</td>
</tr>
<tr>
<td>4. The reference page is correct APA style.</td>
<td>5 pts</td>
<td>4 pts</td>
<td>3 pts</td>
<td>2 pts</td>
<td>1 pt</td>
</tr>
<tr>
<td>5. The paper cites at least eight (15) sources, five (4) of which can be class readings.</td>
<td>5 pts</td>
<td>4 pts</td>
<td>3 pts</td>
<td>2 pts</td>
<td>1 pt</td>
</tr>
<tr>
<td>6. The paper is free of spelling, grammatical, and punctuation errors.</td>
<td>5 pts</td>
<td>4 pts</td>
<td>3 pts</td>
<td>2 pts</td>
<td>1 pt</td>
</tr>
<tr>
<td>7. The paper is free of spelling, grammatical, and punctuation errors.</td>
<td>5 pts</td>
<td>4 pts</td>
<td>3 pts</td>
<td>2 pts</td>
<td>1 pt</td>
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<tr>
<td>8. The paper uses correct APA in title page, headings, and spacing.</td>
<td>5 pts</td>
<td>4 pts</td>
<td>3 pts</td>
<td>2 pts</td>
<td>1 pt</td>
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</table>
9. The paper offers a creative title and abstract. | 5 pts | 4 pts | 3 pts | 2 pts | 1 pt

10. The paper is written in an engaging and creative style. | 5 pts | 4 pts | 3 pts | 2 pts | 1 pt

**Total Points (out of 150)**

Comments will be posted on Turnitin.com
ETHNOGRAPHY  ORAL PRESENTATION

NAME: __________________________

Points/Grade: _______/25

___Introduction (2 points)

☐ Engaging opening
☐ Focus of presentation
☐ Preview of the presentation

___Statement of the heart of the mystery (3 points)

___Statement of the key insights/findings (5 points)

___Reflexivity—what you learned about yourself (5 points)

___Conclusion (2 points)

☐ Briefly review key points
☐ Memorable closing

___Delivery (8 points)

☐ Use of Visual
☐ Conversational Voice
☐ Presence (posture, gestures, eye contact)