

Discussion Forum Participation

From Week 2 to 10, students are expected to participate weekly on the discussion forum. This takes the place of in-class discussion. The discussion content will be based on the readings in *Conformity and Conflict*, 13th edition, edited by Spradley and McCurdy. For one (1) of the weeks you will work with a small team to facilitate the discussion (see Team Project: Discussion Lead for complete instructions). For the most part, I will not take part in these discussions; however, I will be reading them and reserve the right to join in the conversations.

Minimum Requirements

On each of the weekly discussion boards, students must post at a minimum of 500 words. How you divide your minimum word count is up to you; however you must post:

1. an answer to at least two of the questions,
2. comments to at least two of your fellow students' answers, and
3. at least one response to a comment left to one of your answers. If no one posts to your comments, then make an additional comment to one of your classmates.

My hope is that you will participate more than the minimum. **At the end of your comments and responses, please put the word count in parentheses. You can easily determine word count in a word processing program.** Failure to include the word count will result in on five (5) points deducted off your final score for each time it is not included. You must post in the appropriate week's discussion forum to earn credit. If you post after the deadline, it will not be evaluated by the team who is leading that week.

Expressing an opinion is not enough. Students will be evaluated on the consistency and quality of their posts to the weekly discussion forum. We (myself and the facilitators) will primarily be looking for how well you support your comments. I expect you to work to make meaning of the material of the course. We will look for depth of engagement, as well as level of critical thinking and inquiry. Success hinges on keeping up with readings, and referring to them as much as possible when you do respond. I recommend that you look at the Student Evaluation form in the Team Project: Discussion Lead assignment folder to get an idea of how the teams will be evaluating your participation. Note: While discussion lead teams will be evaluating the discussions, I will make the final determination for grades.

Miscellaneous information:

- Pull items out of the readings to support your point.
- Type all of your answers into a word processing program and save them to your computer. Then copy and paste into ANGEL. You are responsible for having a backup copy of your discussion forum work.
- DO NOT UPOAD ATTACHMENTS.

As you are reading, keep these things in mind. It will help prepare you for discussion.

- what are the author's main points
- how can it be related to other readings in *Conformity and Conflict* and other class material
- what anthropological concepts illustrated
- how can the concepts and points be related to real life
- what is the theoretical perspective of the author
- are there biases of the author present in the article
- what biases do I have that impact my perception of and reaction to the reading

You will not be assessed on your positions or whether the discussion leads agree with you or not, but how well you support it. Remember – part of taking a position is *stating clearly, with supporting facts, why you have taken that position.*

Course Outcomes

The following highlighted course outcomes are met by this assignment:

A. Illustrate their communication skills by:

- i. Using fundamental cultural anthropology terms and concepts in proper context (2.c, 2.d, 4.b)
- ii. Developing or improving both verbal and written communication skills (2.c, 2.d, 4)
- iii. Clearly expressing thoughts about human culture and adaptive processes (2.c, 2.d, 4.b)
- iv. Successfully completing team work both in- and out-of-class (2.c, 2.d, 3)

B. Demonstrate their critical thinking and problem solving skills by:

- i. Recognizing key elements of human culture (2.a, 2.c)
- ii. Analyzing culture at various levels (individual, community, national) and from an anthropological perspective (1.a, 1.b)
- iii. Explaining anthropological theory and its application to human culture (1.a, 1.b)
- iv. Assessing the interaction between culture, biology and the environment (1.a, 1.b)
- v. Identifying cultural traits and determining their function within their cultural context (1.a, 1.b)

C. Illustrate their level of cultural literacy by:

- i. Demonstrating the ability to be culturally relative (1.a, 1.c, 2.a, 2.b)
- ii. Interrelating personal experience and societal forces within the context of cultural anthropology (1.a, 1.b)
- iii. Demonstrating an understanding of why human cultures vary (1.a, 1.b)
- iv. Demonstrating respect for the diversity of human culture (1)

D. Show their level of information literacy by:

- i. Using and evaluating a variety of internet resources (2, 4.c)
- ii. Assessing anthropological information in general and scholarly resources (1.a, 2.a, 4.b, 4.c)
- iii. Using appropriate citation standards for anthropology (4.b, 4.c)
- iv. Exploring how anthropological knowledge is gained by practicing a few of cultural anthropology's methodologies, e.g., real-world observation (2.a, 2.c, 2.d)