



### INSTRUCTOR AND CONTACT INFORMATION

**Instructor:** Dr. Christine Jones

**Office:** HH 204C

**Phone:** 254-519-5405

**Email:** [Bioarchjones@tamuct.edu](mailto:Bioarchjones@tamuct.edu)

**Office Hours:** By appointment

### Mode of instruction and course access:

This course meets face-to-face for the first two weeks outdoors at the Maxdale Priddy Cabin archaeological site. **All communication and/or readings for this course will be made available online using the TAMUCT Canvas Learning Management System:** [<https://tamuct.instructure.com>].

### Student-instructor interaction:

I will see you every class day at the archaeological site and I will check emails in the evening briefly. I will hold office hours by appointment. If you need to see me or speak with me send me an email.

### Course Description

This course will introduce students to the key elements of archaeological field work while working at a local archaeological site. This course is designed to train students in the basics of archaeological excavation and survey techniques through outdoor field instruction. Students will also be instructed in basic laboratory techniques, including how to catalog finds and perform basic artifact analyses.

### Warrior Shield:

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account. Connect to Warrior Shield by [911Cellular](#)

[<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

### Required Reading and Textbook(s):

No textbook is required as all readings are provided online (see online readings folder). However the following materials are required for this course. If you have trouble getting any of these please email me!

- Archaeological Safety Guide (online)
- Sturdy but light clipboard, pencils, pen and sharpie
- **5 liters (about 1.5 gallons) of water per day outdoors per person.** An extra bottle of Gatorade with your water is helpful if you are prone to sweating. I will have extra water but everyone is expected to bring their own.

- Sturdy landscaping/garden gloves that fit you and outdoor wear (see safety guide).
- A 5 gallon bucket with handle (such as that from Lowe's, Home Depot)

### Student Learning Outcomes

*As part of this course, students will:*

1. Read and use plan and profile maps, compasses, a transit, and GPS
2. Identify artifacts, features and sites from the prehistoric through historic eras
3. Survey for sites and know how to record and map them
4. Conduct an excavation (specifically, how to set up the excavation grid, map features, excavate, record finds, screen for artifacts, draw archaeological plans and profiles, etc.)
5. Summarize the history of Maxdale, the Priddy Cabin, and the early pioneer days (c. 1850s) of Central Texas
6. Propose and complete a focused graduate project which will be adapted as a written section of the final technical report of the site.
7. Show the ability to think critically beyond their own area of expertise, read and critically evaluate relevant research within the discipline, and communicate effectively with colleagues in an academic setting.

### COURSE REQUIREMENTS

Course Requirements:

1. **Fieldwork participation.** You are expected to arrive at the site every class day for fieldwork on time and stay until the end of the work day. Assignments for the day will be given first thing each morning with attendance. For every missed hour of work, 20% of the total points per day will be deducted. You will have a lunch break daily that will last approximately 15-20 minutes. See the safety guide for guidelines on the physical and safety aspects of working outdoors. If you have any questions regarding participation, please email the instructor.
  - A. **DIRECTIONS AND INFORMATION FOR THE FIRST DAY OF WORK ON SITE WILL BE POSTED ONLINE. ANY CHANGES TO WORK DUE TO WEATHER OR UNFORESEEN CIRCUMSTANCES WILL BE POSTED ONLINE AND VIA EMAIL ANNOUNCEMENTS.**
2. **Field notes.** You will take notes of your work assignments each day on field notes sheets provided by the instructor, in addition to completing any site recording forms and maps. Your notes should include the date, the weather, who you were working with, what you were doing all day, any finds of the day (or not), any change of assignment, and general information about the site that day. For example, if you hear that other students found particular artifacts that day you can record that even if you were not working in that area. Field notes are a way to keep track of the work that was completed each day and any information that might not make it onto a site form.

**At the end of each work day you will be required to submit your written notes to the instructor.**

3. **Course readings.** Readings relevant to the local history and archaeology of the site and local area will be posted on Canvas or will be available in hard copy on course reserve. Students are expected to check Canvas for assigned readings and complete them in a timely fashion.
4. **Student Reflection Paper.** Students will be responsible for completing a reflection essay by the end of the semester. For this exercise, the student should think critically about the content presented in the course as a whole. Essays should include:
  - An evaluation of the student's experience of the fieldwork aspects of the course including survey, excavation, and lab work.
  - An evaluation of the student's experience of the research aspects of the course including course readings, outside (library, archival, online) research, and written assignments.
  - A summary of the most and least helpful aspects of the course. Include at least one example of how you would implement an aspect of the course into other courses that you might take, or how you would implement practical skills (especially writing) in your future career plans.
  - **Requirements for student reflection paper:** Papers should be 2-4 pages in length, double-spaced, in 12-point font. Use the formatting in Microsoft Word for double-spacing; do not manually double-space your paper. First person is acceptable for this assignment and it should be written in a paragraph, narrative format (no lists or bullet points). Papers must be produced in Microsoft Word (.doc or .docx format) – no other format will be accepted. Papers must be submitted on Canvas via the assignment link. If you reference specific material from the course, you must provide in-text citations and a reference list. Citations and references must conform to either APA or ASA standards. **Proofread carefully: grammar, spelling, mechanics, and citations, will be part of your grade.**
    - a. No cover page is required. Your name and paper title should be listed at the top of each page in a header. Do not manually type this at the top of each page – use the formatting feature in Microsoft Word:
      - Click the Insert tab
      - Click Header
      - Select the first option
      - Type in your name and topic focus
      - Click Close Header

5. **Graduate project.** Graduate students will propose and complete a focused research project specific to the archaeological field site. First, graduate students will meet with the instructor early in the semester to select a project, to discuss instructor expectations, and to be aware of the projected time commitment necessary to complete their selected project. **A 1 to 2-page written proposal of the scope of work for the project will be submitted to the instructor within two weeks of that initial meeting. Proposal guidelines will be emailed to students and the instructor will provide feedback on the submitted proposal.**
- A. Topics:** Project topic options are meant to be specific to the field site under study and can include but are not limited to archival research, curation of artifacts, and recording of historic structures. Students must only select one topic, and the topic should be narrow enough in scope to be completed by the conclusion of the course.
  - B. Written component:** Graduate students must submit a written component as part of their graduate project, comprised of 2 parts:
    - **Part 1:** The written component will contain a summary report where students review how items in the proposal/scope of work were addressed or completed.
    - **Part 2:** Attached to the summary report the student will include documentation of the results of their project, which may take different forms depending on the topic. (ex1: a student who selected curation may end up attaching a detailed inventory spreadsheet of artifacts. Ex2: a student who selected archival research may include scans of census records, deeds, etc).
  - C. Final meeting for feedback/collaboration:** After submitting the final project, the student will schedule a final meeting with the instructor to discuss feedback on their work and how the project might be incorporated in the final technical report for the field school.
6. In order for participation points to count towards the final grade ALL coursework must be completed.

Coursework	Points
Fieldwork participation	700
Reflection paper	50
Graduate project (written component worth 150)	250
<b>Total:</b>	<b>1000</b>

Points	%	Grade
900 – 1000	90 – 100%	A
800 – 899	80 – 89%	B
700 – 799	70 – 79%	C
600 – 699	60 – 69%	D
0 – 599	0 – 59%	F

## Posting of Grades

Grades will be posted online during the last week of the course. If you have any questions about your grade at any time, please email the instructor.

## COURSE OUTLINE AND CALENDAR

Jan 17: Fieldwork, meet with instructor this week to review graduate project

Jan 24: Fieldwork, project proposal due

Jan 31: Fieldwork

Feb 7: Fieldwork

Feb 14: Fieldwork

Feb 21: No fieldwork, library day & work on project

Feb 28: Fieldwork

Mar 6: Fieldwork, student reflection paper due, final project due, schedule final instructor meeting.

## INSTRUCTOR POLICIES

### Makeup work.

This is an experience-based course, and as such there is no makeup option for late or missed days. Chronic tardiness or absence (3 days or more) without any documented excuse (illness, injury, family emergency) will result in possible failure of the course. If you have an unplanned circumstance or situation that will affect your participation in this class you must contact the instructor by email as soon as possible.

**Diversity in the Field:** Respect for cultural and human biological diversity is a core concept within the Social Sciences. You may find that working outdoors in small groups lends itself to easy interaction and discussion with your fellow classmates. While friendly discourse is a normal part of the day, remember to keep it professional and respectful. **Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints.** In this course we welcome individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences.

## UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

*All University resources, procedures, and guidelines are available online through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>] in the modules section.*

### Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the

honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action. For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html]. If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=0].

**Copyright Notice.**

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

Copyright 2020 by Christine Jones at Texas A&M University-Central Texas, College of Arts & Sciences; 1001 Leadership Place, Killeen, TX 76549; Bioarchjones@tamuct.edu.