
ACWR 201: Introduction to Academic Writing

University of Calgary

Department of Communication, Media, and Film

COURSE OUTLINE

Class Days /Time:	Monday 8:00 – 11:00 Section 01
Dates:	January 10 – April 8 (excluding February 14-18)
Classroom:	Online
Instructors:	Inesia Adolph / Simon Heslup
Office:	Online
Email:	imeadolp@ucalgary.ca / sheslup@ucalgary.ca
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Office Hours:	Monday 11:00-12:00 / Tuesday 11:00-12:00 or by appointment

1. COURSE PURPOSE AND DESCRIPTION

An introduction to academic writing and to the genres of narrative, critical, and essay writing. Emphasis on developing an effective writing process, reading critically, developing arguments, and using and citing sources. Some emphasis on oral presentations may be included.

2. COURSE UNITS AND COURSE HOURS

This is a 3-unit course, involving 36 hours of class time. The course online calendar is located at <https://www.ucalgary.ca/pubs/calendar/current/university.html>

3. COURSE PREREQUISITES None.

4. COURSE COREQUISITES None.

5. IF APPLICABLE, ANTIREQUISITES None.

6. COURSE OBJECTIVES

By the end of this course, to a degree expected of first-year university students, learners will

1. identify information needs in order to construct questions for research;
2. demonstrate critical thinking and reflection in locating, identifying, and using relevant sources;
3. annotate and deconstruct text to understand organizational patterns and facilitate comprehension and application of information;
4. apply organizational patterns in their own written assignments, following paragraph structure;
5. recognize the need for academic integrity and the role of APA citation and referencing within academic integrity; and
6. develop a beginning knowledge of the value of reflection in their personal, academic, and future professional development.

7. COURSE MATERIAL

For this course, you may need access to the American Psychological Association (APA) Manual, 7th Edition. It can be accessed through the UCQ Learning Commons. Course readings and other resources are available on Desire2Learn (D2L).

8. STATEMENT OF TEACHING AND LEARNING STRATEGIES

Students will engage in individual and group activities inside the learning environment. The course is comprised of short lectures, in-class discussions, and in-class individual and group activities.

Students are expected to attend all classes, engage with their instructors and peers, and be active participants in their own learning.

Students will engage with a variety of course readings and resources, which will allow them to understand and practice concepts of information and academic literacy.

9. COURSE REQUIREMENTS AND ASSESSMENT

In order to be successful in ACWR 201, students will have to complete the following course requirements.

All assignments must follow APA 7th Edition format unless otherwise specified by the course instructor. Students are requested to keep a copy of each of their submitted assignments.

	Assessments	Weight	Due Dates	Permitted Aids (e.g., calculators, books, etc.)
1	In-class Learning Activities	10%	Various, see detailed course schedule.	Not applicable
2	Learning Tasks (4)	20%	Various, see detailed course schedule.	Not applicable
3	Evaluating Sources Effectively	25%	March 1, 2021	Not applicable
5	Infographic	25%	March 29, 2021	Not applicable
6	Reflective Paper	20%	April 5, 2021	Not applicable

10. DESCRIPTION OF ASSIGNMENTS AND TESTS

Detailed instructions, grading criteria and rubrics will be provided as we discuss each assessment.

Late Assignments: Marks will be deducted at a rate of 10% per day or a portion thereof for late assignments (including weekends). Individual assignment due dates will be provided in class.

In-class Learning Activities – 10%

Purpose: Through weekly in-class activities, you will practice applying concepts and skills learned by participating in individual and group activities. Activities will take place during class. Attendance in class is required in order to complete the activity for a given week. The lowest grade will be dropped.

Learning Tasks (4 Tasks) - 20%

Purpose: Through a variety of short learning tasks, you will practice your ability to

- understand course concepts and terminology;
- identify information needs;
- critically read sources; and
- summarize a scholarly article

These activities will help you build the skills necessary to complete your other assignments.

Evaluating Sources Effectively (25%)

Purpose: This assignment will require you to utilize the skills and knowledge you have learned in class to date. You will practice

- finding credible sources related to a research question;
- evaluating and critically reading sources; and
- using APA style citations and references.

Task: Using your research question and search strategy as guides, you will search for scholarly sources related to your research question. You will read, evaluate, cite, and reference each source you find, following the “Evaluation Template” provided by your instructor.

Instructions

1. Use your “Search Strategy” task as a guide to search for 3 sources relevant to your research question. A relevant source is related to your research question and helps you understand something about your topic.

Your 3 sources must include

- a. 1 scholarly journal article and
 - b. 2 other scholarly sources (can be journal article or other sources)
2. Download and save the full-text of each source (if full-text is not available, you must find a different source).
 3. Download and save the “Evaluation Template” from D2L.
 4. Use the “Evaluation Template” to read, evaluate, and reference each of the 3 sources.
 5. Upload your completed assignment to the D2L Dropbox by March 1, 2021. It should have a file name as follows: Evaluating Sources– Your name_ your student number.

Infographic Assignment (25%)

Purpose: In this assignment you will work on the next step in the research process – using sources and communicating information. You will practice your ability to

- use information to answer a research question,
- organize and write information clearly, and
- use APA style citations and references.

Task: Using the sources from your “Evaluating Sources Effectively” assignment, you will create an infographic about your research question. Infographics are a visual representation of information, data, or knowledge. They have three main parts:

- visual (color, graphics/images, layout);
- content (data/facts); and
- knowledge (analysis of data/facts).

Through your infographic, you will try to answer your research question using information from your sources. You will present your infographic to your peers on the final day of class.

Instructions:

1. Choose a template* for your infographic. Your design must be easy to read. Fonts and colors should not distract the reader from your ideas.
2. Download and save your template.
3. Add content to your template. You must include
 - a statement of your research question;
 - sub-headings that describe the main topics in your infographic;
 - summarized and paraphrased information from your 3 sources to support your main ideas; and
 - APA style in-text citations and a references list.
4. Visual elements like images, graphics, charts, etc. can be used but must have a clear purpose, such as
 - to help organize content,
 - to communicate information about your research question, and/or
 - to emphasize a main point.
5. Upload your completed assignment to the D2L Dropbox by March 29, 2021 at 11:59pm. It should have a file name as follows: Infographic – Your name_ your student number.

* Links to free, online templates will be posted in D2L.

Reflective Paper – 20%

Purpose: Through a reflective paper, you will begin to develop your ability to

- think critically;
- summarize key concepts; and
- express your ideas about course concepts.

TESTS AND EXAMS

No final tests and exams are required for this course.

11. GRADING

The following grade scale percentage equivalents are used in the Department of Communication, Media, and Film:

Grade Point Value	Grade	Department grade scale equivalents	Letter grade % equivalent for calculations
4.00	A+	96 - 100%	98.0%
4.00	A	90 - 95.99%	93.0%
3.70	A -	85 - 89.99%	87.5%
3.30	B+	80 - 84.99%	82.5%
3.00	B	75 - 79.99%	77.5%
2.70	B-	70 - 74.99%	72.5%
2.30	C+	65 - 69.99%	67.5%
2.00	C	60 - 64.99%	62.5%
1.70	C-	55 - 59.99%	57.5%
1.30	D+	53 - 54.99%	54.0%
1.00	D	50 - 52.99%	51.5%
0.00	F	00 - 49.99%	0%

Minimum passing grade for this course is D.

Translations of marks to Letter Grade:

This course uses a **Final Percentage Calculation** converted to a letter grade. Evaluative components will receive numerical scores converted based on the weight of the assignment. The numerical scores are added to achieve a total percentage score out of 100. This percentage is then converted to a letter grade for the course (see above **Grading Scale**). Sample: discussion posts are 30%, in-class learning tasks are 30%, critical reading assignment is 20%, and infographic assignment is 20%. The student scored 25/30; 28/30; 15/20; and 20/20 for a final course total score of 88/100, which is a final course grade of "A-."

12. POLICIES

ACADEMIC ACCOMMODATIONS POLICY

The Student Accommodation Policy and the Procedure for Accommodations for Students with Disabilities or medical conditions sets out the University's obligation to provide reasonable accommodation to students when they have requested such an accommodation. More information about this policy can be found at <https://www.ucalgary.ca/pubs/calendar/current/index.html>

ACADEMIC MISCONDUCT

The Academic Conduct Policy describes acts or attempted acts by students that leads to or can lead to their unfair academic advantage. These acts include plagiarism (students submit or present work as if it were the student's own work when it is not), cheating, and other academic

misconduct such as tampering with exams, information not authorized by the instructor, or falsifying clinical information. More information about this policy can be found in the 2020-2021 University of Calgary Academic Calendar:

<https://www.ucalgary.ca/pubs/calendar/current/index.html>.

NON-ACADEMIC MISCONDUCT

The Non-Academic Conduct Policy describes student behaviours that are considered prohibited or forbidden. These behaviours include respect for the dignity of all, fair treatment of individuals, respect for academic freedom, and respect for the University resources and the property of individuals. More information about this policy can be found in the 2020-2021 University of Calgary Academic Calendar, Non-Academic Misconduct:

<https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

REAPPRAISAL OF GRADES

The Reappraisal of Grade policies guide students who wish to challenge a decision about academic policy, graded term work (e.g., term paper, test, etc.), or final grade (i.e., the grading of the final assessment that makes up the final marks). Information about this policy can be found in the 2020-2021 University of Calgary Academic Calendar:

<https://www.ucalgary.ca/pubs/calendar/current/index.html>.

STUDENT STANDING

The Student Standing policy defines the academic performance of students registered in the Faculty of Nursing. More information about this policy can be found in the 2020-2021 University of Calgary Academic Calendar: <https://www.ucalgary.ca/pubs/calendar/current/index.html>.

COMMUNICATION AND RESPONSIBILITIES

The email policy describes the ways that students must communicate with their instructors. Email related to this course will be directed through Desire2Learn (D2L). All students **MUST** use their University of Calgary email address throughout their nursing program to communicate. When sending an email to your course instructor, **please write the name of the course in the subject line and include your first and last name in the email message**. More information about this policy can be found in the 2020-2021 University of Calgary Academic Calendar:

<https://www.ucalgary.ca/pubs/calendar/current/index.html>.

Students are accountable for communicating in a professional and responsible manner. More information about this policy can be found in the University of Calgary Electronic Communication Policy (2009):

<http://www.ucalgary.ca/policies/files/policies/Electronic%20Communications%20Policy.pdf>.

EXAMINATION AND TESTS

The examination and test policies describe student responsibilities related to proof of identity, rules related to final examination, deferral of final examination, and accessing examination results. More information about this policy can be found in the 2020-2021 University of Calgary Academic Calendar: <https://www.ucalgary.ca/pubs/calendar/current/index.html>.

The exam period is posted in the University of Calgary Calendar. A final exam can be scheduled anytime during this period. Students must be available for examinations up to the last day of the examination period. Student Services at the University of Calgary in Qatar will email the final

exam schedule to students in advance. The exam schedule will also be posted on campus at the University of Calgary in Qatar

13. ADDITIONAL COURSE INFORMATION

WITHDRAWAL DEADLINE

The last day to withdraw from this course without financial penalty is **January 21, 2021**

The last date to withdraw from this course is **April 8, 2021.**

ATTENDANCE

Regular attendance is advised for students in all courses and there is no regulation that precludes an instructor from taking attendance in the class. The University has directed that attendance will not be considered when assessing a student's grade except in courses where class participation is a required component of the course. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.3: *Attendance*: <https://www.ucalgary.ca/pubs/calendar/current/e-3.html>

In these cases, if a student is absent from a course the student may be asked to provide documentation regarding the absence. Students may be asked to provide supporting documentation for an exemption/special request. This may include but is not limited to a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

For additional information on supporting documentation, see section [M.1. Supporting Documentation and the Use of a Statutory Declaration](#).

USE OF TECHNOLOGY IN ACWR 201

The use of laptop and cell phone devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for fellow learners (e.g. personal emails, Instagram, Snapchat, Facebook, YouTube, etc.) except when directed by the instructor for in-class activities.

ACADEMIC WRITING

The University supports the belief that throughout their University careers, students should be taught how to write well; therefore, written assignments in this course will be evaluated based on the required elements as well as quality of academic writing. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: *Writing Across the Curriculum*: <https://www.ucalgary.ca/pubs/calendar/current/e-2.html>

WHERE TO GO FOR ASSISTANCE

Academic & Personal Help		Administrative Help	Sponsorship Concerns
<ul style="list-style-type: none"> • Study skills • Managing stress • Interpersonal difficulties • Difficulties at home 	<ul style="list-style-type: none"> • Research skills • Writing skills • Reading skills • Understanding course materials • Support from Peer Mentors 	<ul style="list-style-type: none"> • Advice on academic regulations • Assistance with registration 	<ul style="list-style-type: none"> • Consequences of non-attendance • Contractual obligations
Counselling Services	Learning Commons	Student Services	Your Sponsor

LEARNING COMMONS (ACADEMIC SUPPORT)

1) **Writing support** – Writing support includes understanding assignment requirements, developing a plan and organizing your ideas, revising and improving your grammar and sentence structure, and understanding APA-style formatting, citation, and referencing.

Advice and guidance about any stage of the writing process is available from the Writing Centre. You can make an appointment with a writing specialist using WC Online (<https://ucalgary.mywconline.com/>) or use the writing discussion page in D2L for quick questions (<https://d2l.ucalgary.ca/d2l/le/101176/discussions/topics/418908/View>).

2) **Research and library support** – assistance with library resources and research is provided by the library staff in the Learning Commons. They can help you find, access, and use library resources; support you with using technology, such as D2L and Turnitin; and help with any aspect of the research process.

For focused research support, you can make an appointment with a librarian using WC online (<https://ucalgary.mywconline.com/>) or you can use the research discussion page in D2L for short questions (<https://d2l.ucalgary.ca/d2l/le/101176/discussions/topics/418909/View>).

For technology related assistance (i.e., D2L, Turnitin, and the library website), you can use the Technology support page in D2L (<https://d2l.ucalgary.ca/d2l/le/101176/discussions/topics/418907/View>).

STUDENTS IN RESEARCH

Students are not expected to be involved in research projects, as researchers or participants, as part of this course.

SUPPLEMENTARY FEES

There are no supplementary fees associated with this course.

UNIVERSAL STUDENT RATINGS OF INSTRUCTION (USRI)

The USRI provides a forum for student feedback to instructors, department heads, and deans about the overall quality of instruction. Information gathered from the surveys is used by instructors, department heads, and deans to improve instruction at the University of Calgary and in performance feedback. Students can access previous results to assist them in their course selection. For more information, visit www.ucalgary.ca/usri/welcome/about.

PROGRAM EVALUATION

Students are requested to complete year end evaluations for each year of the nursing program. These evaluations are conducted to identify strengths in the curriculum and to assess opportunities for improvement. The evaluation assumes that the curriculum is continually evolving, requiring annual review and appropriate revision. All evaluations will be conducted at the end of the academic year during course time and/or independently.

EMERGENCY EVACUATION MEETING PLACE

As part of the University of Calgary in Qatar Emergency Evacuation plan, students, faculty, and staff should locate the closest Assembly Point in case of Fire Alarm. Safety signage is posted throughout the campus showing the locations and the possible routes to these locations. All students, faculty, and staff are expected to promptly make their way to the nearest Assembly Point if the Fire Alarm is activated. No one is to return into campus facilities until an all clear is given to the warden in charge of the Assembly Area.

For more information, see <http://www.ucalgary.ca/emergencyplan/node/55>.

FREEDOM OF INFORMATION AND PROTECTION FOR PRIVACY (FOIPP)

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary in Qatar. For further information about the collection and/or use of student information, please contact Student Services at +974 4406 5222.

14. OVERVIEW OF TOPICS COVERED:

*Please note that the schedule may change due to unforeseeable circumstances **or based on class needs**. The course instructor will notify students a week in advance of changes to the class schedule and of required preparations.*

Wk	Date	Topics	Assignment due date	Notes
1	January 11	<ul style="list-style-type: none"> ● Introduction to the course ● Information literacy ● Academic Literacy (reading & writing) ● Purpose and value of reflection ○ Process of reflection 	Learning Task 1 assigned	Foundations Librarian
2	January 18	<ul style="list-style-type: none"> ● Information life cycle ● Information sources ○ Scholarly vs. popular ○ Primary vs. secondary ○ Source types (purpose & context) ● Reading scholarly sources (Pt.1) ○ Characteristics of a scholarly source ○ Parts of a scholarly article ○ Reading scholarly articles 	Learning Task 1 due	Foundations Librarian

3	January 25	<ul style="list-style-type: none"> ● Academic Integrity & APA (Part 1) ● Guest Lecture (TIM) 		Foundations Librarian
4	February 1	<ul style="list-style-type: none"> ● Reading Scholarly Sources (Pt. 2) <ul style="list-style-type: none"> ○ Characteristics of a scholarly source ○ Parts of a scholarly article ○ Reading scholarly articles ● Research process ● Developing questions for research ○ Identifying key concepts using 5Ws ○ Writing effective research questions 	Learning Task 2 assigned	Foundations Librarian
5	February 8	<ul style="list-style-type: none"> ● Evaluation (1) <ul style="list-style-type: none"> ○ Introduction to bias (confirmation bias and filter bubbles) ● Information Search Skills (1) <ul style="list-style-type: none"> ○ Identifying information needs ○ Accessing sources ○ Developing a search strategy 	Learning Task 2 due Evaluating Sources assigned In-class: Learning Task 3	Librarian
6	February 14	READING WEEK – NO CLASS <ul style="list-style-type: none"> ● Practice Self-Care 		
7	February 22	<ul style="list-style-type: none"> ● Evaluation (2) <ul style="list-style-type: none"> ○ Source evaluation (CRAAP, types of authority, relevancy) ○ Lateral reading ● Information search skills (2) ○ Conducting a search 		Librarian
8	March 1	<ul style="list-style-type: none"> ● Reading critically & evaluating sources <ul style="list-style-type: none"> ○ analyzing structure - thesis, supporting points, evidence, arguments ● Introduction to APA and academic integrity (Part 2) 	Evaluating Sources due	Foundations Librarian
9	March 8	<ul style="list-style-type: none"> ● Summarizing and paraphrasing source ideas <ul style="list-style-type: none"> ○ identifying important concepts ○ annotating text ○ critical reading to find important information to summarize and paraphrase 	Learning Task 4 assigned	Foundations

		<ul style="list-style-type: none"> ○ summary organization and structure ○ elements of effective paraphrasing ○ effective citation and referencing 		
10	March 15	<ul style="list-style-type: none"> ● Reading critically ○ responding through questioning ○ connecting to other sources and experience 	<p>Learning Task 4 due</p> <p>Evaluating Sources returned</p> <p>Infographic Assignment assigned</p>	Foundations
11	March 22	<ul style="list-style-type: none"> ● Paragraph structure in scholarly writing ○ topic sentence; detail/supporting sentences; concluding/transitional sentence ● Organization of writing ○ Use understanding of scholarly article structure to find information from sources for infographic assignment 	Reflective Paper assigned	Foundations
12	March 29	<ul style="list-style-type: none"> ● Writing a reflective paper 	Infographic Assignment due	Foundations
13	April 5	<ul style="list-style-type: none"> ● Course Review & wrap-up 	Reflective Paper due	Foundations Librarian