

**University of Calgary**  
**Department of Communication, Media and Film**

**Academic Writing (ACWR) 303 - Lecture 02**

**Intermediate Academic Writing**

**Winter 2020 – ONLINE**

**Virtual MONDAYS: Mon., Jan. 13 to Wed., April 15 (except Feb. 17 & April 13)**

|                      |  |
|----------------------|--|
| <b>Instructor:</b>   | Ms. Jo-Anne Andre  |
| <b>Office:</b>       | Social Sciences 300                                      |
| <b>Office Phone:</b> | (403)-220-7429   |
| <b>Email:</b>        | <a href="mailto:andre@ucalgary.ca">andre@ucalgary.ca</a> |
| <b>Web Page:</b>     | D2L available through MyUofC portal                      |
| <b>Office Hours:</b> | Thursdays 1:30 to 3:30 or by appointment                 |

### **Course Description**

This inquiry-based course is intended to help students develop skill in academic writing. The course focuses on the writing styles, genres, evidence, and reasoning that characterize academic writing in health and human service fields. The course will emphasize connections between reading, writing, research, reflection, and critical reasoning.

**This is an online course.** You must have reliable access to a computer and the Internet to complete this course. There are no regularly scheduled class meetings or online chats.

### **Required Textbook & Materials**

- (1) *Publication Manual of the American Psychological Association (APA) (7<sup>th</sup> ed., 2020).*
- (2) Weekly course module readings (some with links to additional readings) posted to D2L. Detailed assignment guidelines and other course resources will also be posted to D2L.

### **Course Objectives**

This course is intended to help students to develop

1. an understanding of the purposes, genres, and conventions of academic writing;
2. an effective writing process, with strategies for developing research questions, finding information, notetaking, organizing ideas and synthesizing information, writing and revising;
3. skill in the information search (research) process, including competence in using specialized online databases and other search tools to locate (and assess) relevant scholarly sources;
4. skill in critically analyzing, using, and citing sources using APA format;
5. competence in developing arguments and structuring papers effectively in a range of genres including proposals, summaries and critical analyses, reflective pieces, and research papers;
6. competence in writing with clarity, conciseness, and a professional tone, and skill in editing to eliminate common writing errors.

## Policy on the Use of Electronic Communication Devices

Students must have access to a reliable computer and to the internet. If you have technical problems, please contact [itsupport@ucalgary.ca](mailto:itsupport@ucalgary.ca)

**TO DO:** Before the course begins, please do the following:

1. Email yourself from D2L and check that your email appears in your inbox.
2. Update your notification settings in D2L. To do so,
  - 1) Click on your name on the top right-hand corner of the course page on D2L.
  - 2) Click on NOTIFICATIONS in the drop-down menu that appears.
  - 3) In the Notifications area, change your email to an email you check frequently if you did not receive the email you sent to yourself in step 1.
  - 4) Click the following options to ensure that you receive course news postings and reminders either by email or instant messaging:
    - News – item updated
    - News – new item available
    - Quizzes – quiz due date or end date is 2 days away
  - 5) Click SAVE.

**Assignments, Readings, and Due Dates** (tasks & quizzes due are highlighted. Please enter these due dates into your calendar and see D2L for detailed assignment guidelines.)

|  |  |                |                        |
|--|--|----------------|------------------------|
| 5%   | <b>Module 1: Intro to Academic Writing &amp; the Writing Process</b>                             | <b>Task 1</b>  | <b>Mon., Jan. 20</b>   |
| 5%   | Module 2: Writing Research Questions & Proposals   | <b>Task 2</b>  | <b>Mon., Jan. 27</b>   |
| 5%   | Module 3: Conducting an Information Search   | <b>Task 3</b>  | <b>Mon., Feb. 3</b>    |
| 5%   | Module 4: Editing for 12 Common Writing Errors   | <b>Task 4</b>  | <b>Mon., Feb. 10</b>   |
| 5%   | Module 5: Using Sources & APA Citation Style Effectively   | <b>Quiz 1</b>  | <b>Mon., Feb. 24</b>   |
| <b>15%</b>   | <b>RESEARCH PAPER PROPOSAL*</b> (incl. 5% for APA documentation)                                 |                | <b>Mon., Feb. 24</b>   |
| 5%   | Module 6: Writing with Style   | <b>Task 5</b>  | <b>Mon., Mar. 2</b>    |
|  | Module 7: Building Good Arguments & Reading and Writing Critically (covered in Quiz 2, March 23) |                | <b>Mon., Mar. 9</b>    |
| <b>15%</b>   | <b>MINI LITERATURE REVIEW</b> (section for final paper)*   |                | <b>Mon., Mar. 16</b>   |
| 5%   | Module 8: Structuring Papers Effectively   | <b>Quiz 2</b>  | <b>Mon., Mar. 23</b>   |
|  | <b>RESEARCH PAPER WITH ABSTRACT*</b> (35%)   |                |                        |
|  | Draft sent for peer review (without abstract)  | <b>Task 6a</b> | <b>Mon., Mar. 30</b>   |
| 5%   | Completed peer review sent to peer   | <b>Task 6b</b> | <b>Mon., Apr. 6</b>    |
| <b>30%</b>   | <b>Final revised RESEARCH PAPER with abstract</b>  |                | <b>Tues., April 14</b> |
| <b>*The proposal, mini lit review, &amp; final paper must be submitted to pass the course.</b> |  |                |                        |

Registrar-schedule Final Exam: NO

**Module Tasks (5% each, due January 20, 27, February 3, 10, March 2, April 6)**

Instructions for written module tasks are provided at the end of each module. The module tasks are of two types: (1) A discussion board posting (for Module 1 only) and (2) short tasks typically involving brainstorming, research, critical analysis, reflection, or editing.

**Online Quizzes (5% each, due February 24 & March 23)**

The online quizzes, each comprising 10 to 20 multiple-choice questions, can be accessed under the ASSESSMENT tab in D2L. The quizzes will each be available for the 14 days before the posted deadline. You may save partially finished quizzes and submit them later, but if you do not click on SUBMIT before the quiz deadline, you will earn a zero on the quiz. The quizzes will not be reopened after the posted deadlines.

**Research Paper Proposal (15%, due Mon., Feb. 24)** (includes 5% for APA citation style)

Length: **600 to 1000 words** (not counting the reference list), double-spaced

This proposal for research for your final paper should include

- an informative title and your name at the top of page 1. (Do not include a title page)
- section headings (as in the Module 2 examples)
- the research question for your final research paper
- a tentative answer to your research question in a 1- to 3-sentence thesis statement
- a 1- or 2-paragraph overview of your topic, establishing its context and importance, defining key terms as needed, and using and citing **at least two sources** in APA citation format. (Your APA-style in-text citations and reference list will be marked separately, out of 5%)
- a brief description of your proposed research method (i.e. secondary research relying on published sources) and strategies (i.e., indicating the kinds of sources you will search for and what search tools and search terms you will use). (Write this section in the future tense, even if you have already done your research.)
- an APA-style reference list (double-spaced in hanging indent format) including entries for all sources cited in the proposal as well as entries for any other sources you expect to use in completing your final paper. Put an asterisk(\*) before any entries you plan to use in your final paper but have not cited in your proposal.

*Note: The proposal should be for a paper based on new original work; do not reuse topics from other courses (e.g., PHIL or KNES courses). Check with the instructor for guidance if needed.*

**Mini Literature review (15%, due Mon., March 16)**

Length: **600 to 1000 words** (not counting the reference list). Double-spaced.

In this paper, you will draft a section for your final paper in which you summarize and draw connections between two studies relevant to your final paper. The paper must include proper in-text citations and a reference list in APA format. Further details will be provided on D2L.

*Note: in developing this paper, you may reuse material from your proposal. The three major assignments in this course are intended to build upon each other.*

### **Research Paper with Abstract (30%, due Tues., April 14)**

Length: **2100 to 2800 words** (not counting the reference list). Double-spaced.

This final paper will be based on the research question stated in your proposal. It should be based on a minimum of 6 sources, and it should include a title page, an abstract, informative section heading, and a reference list. See D2L for more information.

As indicated above, there is a 5% peer review task associated with the final paper. Your draft must be sent to your designated peer for review on Mon., March 30, and you must provide feedback on your peer's draft by Mon., April 6.

*Note: The final paper may include material originally used in your proposal and mini literature review assignments; however, when reusing sections from previous assignments, you will need to edit carefully to ensure that the material fits logically and grammatically into your final paper.*

### **Submission of Assignments**

- Assignments are due at 11:59 pm on the due dates listed above.
- Except for the Module 1 task (a discussion board posting), submit all assignments to dropboxes under the ASSESSMENT tab in D2L (and check there for feedback).
- **Submit work in .doc or .docx** (Word) or .rtf format. **Do not use .pdf or Pages formats.**
- **Include your name in the file name** (e.g., ACWR Proposal Jones.docx) **and on page 1** of all assignments. *Note: When markers download multiple assignments from D2L, it becomes confusing when downloaded files share a file name (e.g., ACWR 303 Proposal).*
- Note that it is your responsibility to keep a copy of each submitted assignment and to ensure that the correct copy of the assignment is submitted.
- Be aware that personal information is collected in accordance with the **Freedom of Information and Protection of Privacy (FOIP) Act**.

### **Policy for Late Assignments**

Assignments submitted after the due date may be penalized with the loss of a partial letter grade (e.g.: A- to B+) for each day late. If you require an extension, email the instructor before the due date to explain any extenuating circumstances to support your request.

### **Student Accommodations**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Students seeking accommodation for transient illnesses (e.g., the flu) or another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require that a medical note be presented. For the policy on supporting documentation the use of a statutory declaration, see Section M.1 of the *University Calendar*: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>. Also see FAQs for Students: <https://www.ucalgary.ca/registrar/registration/appeals/student-faq>

## Expectations for Writing

Department policy directs that all written assignments and, to a lesser extent, written exam responses be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization and proper documentation of research sources. For further information, please refer to the *University of Calgary Calendar* section on writing across the curriculum:

<http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

## Grading & Department of Communication, Media and Film Grade Scale

In this course, all written assignments will earn a letter grade, and quizzes will be marked using percentage grades. Final grades are reported as letter grades. The following chart outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film. In calculating final grades in this course, letter grades will be converted to the midpoint of the percentage range, as shown in the final column of the table.

| Grade Point Value | Description  | Grade      | Dept of CMF grade scale equivalents* | Letter grade % equivalent for calculations* |
|-------------------|--|------------|--------------------------------------|---|
| <b>4.00</b>       | Outstanding performance  | <b>A+</b>  | 96 - 100%                            | 98.0%                                       |
| <b>4.00</b>       | Excellent performance  | <b>A</b>   | 90 - 95.99%                          | 93.0%                                       |
| <b>3.70</b>       | Approaching excellent performance  | <b>A -</b> | 85 - 89.99%                          | 87.5%                                       |
| <b>3.30</b>       | Exceeding good performance   | <b>B+</b>  | 80 - 84.99%                          | 82.5%                                       |
| <b>3.00</b>       | Good performance   | <b>B</b>   | 75 - 79.99%                          | 77.5%                                       |
| <b>2.70</b>       | Approaching good performance   | <b>B-</b>  | 70 - 74.99%                          | 72.5%                                       |
| <b>2.30</b>       | Exceeding satisfactory performance   | <b>C+</b>  | 65 - 69.99%                          | 67.5%                                       |
| <b>2.00</b>       | Satisfactory performance   | <b>C</b>   | 60 - 64.99%                          | 62.5%                                       |
| <b>1.70</b>       | Approaching satisfactory performance   | <b>C-</b>  | 55 - 59.99%                          | 57.5%                                       |
| <b>1.30</b>       | Marginal pass. Insufficient preparation for subsequent courses in the same subject | <b>D+</b>  | 53 - 54.99%                          | 54.0%                                       |
| <b>1.00</b>       | Minimal pass. Insufficient preparation for subsequent courses in the same subject  | <b>D</b>   | 50 - 52.99%                          | 51.5%                                       |
| <b>0.00</b>       | Failure. Did not meet course requirements.   | <b>F</b>   | 0 - 49.99%                           | 0%  |

\* Column 4: If percentages are used to calculate final grades, then grades falling within these ranges will be translated to the corresponding letter grades. Column 5: These percentage equivalents will be used for calculating final grades unless an alternative method of final grade calculation is outlined above.

## Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. **In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin.** Wording taken directly from a source must be

enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there.

For information on citation and documentation styles (MLA, APA, Chicago, IEEE, etc.), visit the Student Success Centre resource links at <https://ucalgary.ca/student-services/student-success/writing-support> or the Purdue Online Writing Lab (OWL) Research and Citation Resources at [https://owl.purdue.edu/owl/research\\_and\\_citation/resources.html](https://owl.purdue.edu/owl/research_and_citation/resources.html)

If you need help with your writing or have questions about citing sources, please consult your instructor or visit the Student Success Centre, 3<sup>rd</sup> floor, Taylor Family Digital Library. To book an appointment, go to [https://ucalgary.ca/student-services/student-success?utm\\_source=ssc&utm\\_medium=redirect&utm\\_campaign=redirect](https://ucalgary.ca/student-services/student-success?utm_source=ssc&utm_medium=redirect&utm_campaign=redirect)

### **Instructor Intellectual Property & Copyright Legislation**

Course materials created by the instructor (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the same course section and term may be allowed under fair dealing. Check with the instructor if you have any questions about sharing materials with classmates.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **Academic Misconduct**

For information on academic misconduct and its consequences, please see the *University of Calgary Calendar* at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **Research Ethics**

Whenever you perform research with human participants, including surveys, interviews, or observations as part of your university studies, you are responsible for obtaining research ethics approval and for following university research ethics guidelines. In some cases, your instructors may apply for course-based research ethics approval for certain assignments, and in those cases, they must review and approve your research plans and supervise your research. For more information about your research ethics responsibilities, please see <https://arts.ucalgary.ca/research/arts-researchers/resources-researchers-and-instructors/ethics>. In your proposal, please do not propose to do research involving surveys or interviews as no course-based research ethics approval is in place for such methods.

### **Deferrals of Course Work and Requests for Reappraisal**

For university regulations and procedures related to deferrals of exams and course work, requests for reappraisals, and other matters, please see the relevant sections in the *University Calendar*: <https://www.ucalgary.ca/pubs/calendar/current/academic-regs.html>

## **Student Support Services and Resources**

Please visit <https://www.ucalgary.ca/registrar/registration/course-outlines> for information about student support services and resources, including Wellness and Mental Health Resources, Student Success programs and services, the Student Ombuds Office, the Student Union, and Safewalk.

For resources on D2L, visit <http://elearn.ucalgary.ca/desire2learn/home/students>. IT support is available at [itsupport@ucalgary.ca](mailto:itsupport@ucalgary.ca) or by calling 403-220.5555.

## **Schedule of Lecture Topics and Readings**

See the Assignments section above for a list of the weekly module readings. Note that page 1 of each module may direct you to further readers provided via links or posted to D2L.

You should schedule a minimum of five hours each week to complete readings and associated module tasks, to review feedback on completed assignments, and to work on the three larger assignments in this course.