University of Calgary
Department of Communication, Media and Film

ACWR 303 (L04): Discipline-based Academic Writing

WINTER 2022: ONLINE (entirely asynchronous)

January 10 to April 12 (excluding Feb. 20-26)

IMPORTANT NOTE FOR ONLINE COURSE DELIVERY

Asynchronous & Synchronous Course Components: Please read this outline carefully to see which course components will be offered synchronously (where you are expected to participate in person or online at the usual scheduled course time) and which components will be offered asynchronously (to be completed on your own time). Synchronous sessions hosted on Zoom can be accessed on D2L by clicking on the Communications tab and selecting Zoom.

Note: If you will not be able to participate in synchronous in-class or online class sessions owing to time differences or geographical location, then consult with the instructor to see if accommodation is possible or arrange to take this course in a future term.

Online Quizzes and Exams: You will be allowed a minimum window of 24 hours to access online quizzes and exams, but there may be a time limit for completing a quiz once you open it. Read the description carefully. The time specified for any timed online assessments includes 50% extra time.

Instructor:	Andrea Hanslip
Office:	N/A
Email:	arhansli@ucalgary.ca
Web Page:	D2L (access via MyUofC portal)
Office Hours:	Mondays 10:30-11:30am and Thursdays 7-8pm on Zoom (links in D2L)

Course Description
An intermediate level course in the writing styles, genres and modes of evidence and reasoning appropriate to academic writing in a specific discipline or disciplines. Emphasis on connections between reading, writing, critical reasoning and, where appropriate, other discourse forms such as oral and electronic presentation.

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.

Additional Information
This is a fully online course with no scheduled class meetings or synchronous components (except for scheduled office hour appointments). To do well in the course, please schedule at least 5 hours a week to watch the course videos, to complete readings and module tasks, to review feedback on assignments, and to work on the three major assignments.

The weekly schedule of topics and readings can be found below and on D2L.

Students are responsible for reading and following all course and university policies discussed in this outline.

Before the course begins, please do the following to ensure that you get all course updates:

1. Email yourself from D2L and check that your sent 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.

Objectives of the Course
The course objectives are to develop…
- a general understanding of the purposes, genres, and conventions of academic writing and of the requirements of ethical research;
- an effective writing, research, and revision process;
- the ability to develop a good research question and a tentative thesis to guide their research;
- skill in the information search (research) process, including in the use of specialized online databases in their discipline to locate relevant scholarly sources for a basic literature review;
- skill in critically assessing sources and the ability to distinguish scholarly from non-scholarly sources;
- skill in effectively using and citing sources (including the ability to develop a properly formatted reference list) in **APA format** (7th edition, 2020), the standard format required in nursing and in community rehabilitation;
- competence in synthesizing information, developing arguments, and refining a thesis statement to reflect research-based conclusions;
- skill in structuring papers in a range of academic genres including reflective pieces, proposals, summaries and critical analyses, and research papers;
- skill in revising for clarity, conciseness, a professional tone, and bias-free language (see Chapter 5 of the APA Manual, 2021);
- ability to edit effectively to eliminate common writing errors in grammar, sentence structure, punctuation, and use of APA style;
- ability to offer (and use) effective peer feedback on drafts.

Textbooks and Readings

Publication Manual of the American Psychological Association (APA) **(7ᵗʰ ed., 2020).** (Earlier versions of the manual are not acceptable.)

Weekly course module readings (some with links to additional readings) will be posted to D2L. On the D2L site, you will also find detailed assignment guidelines and links to other course resources.

Learning Technologies and Requirements

In order to complete courses, University of Calgary students are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates, with current antivirus software enabled;
- Broadband internet connection, and a current and updated web browser;
- A webcam (built-in or external), and a microphone and speaker (built-in or external) or headset with microphone (for online courses only).

If you need access to other software programs to complete assignments, your instructor will provide relevant information and links.

If you have technical difficulties, contact IT support services. See https://www.ucalgary.ca/pubs/calendar/current/student-campus-services-information-technologies-it.html

Policy on the Use of Electronic Communication Devices

Please familiarize yourself with the University's policy on the recording of lectures, which is outlined at https://www.ucalgary.ca/pubs/calendar/current/e-6.html, and carefully review the section on Instructor Copyright at the end of this outline.

Assignments, Topics and Readings, and Due Dates

Modules (which may include additional assigned readings) are posted on D2L. Please note that the readings should be completed before doing each assignment.

There will also be ***videos each week***, which can be viewed asynchronously. These will support the readings and explain the assignments. Each video will be available in the week prior to each due date (for example, a welcome video and the Module 1 video will be available a week before the Mod 1 Task is due). Please watch the videos before completing the assignments.

	Topics and Readings	**Assignment**	**Due**
5%	Module 1: Intro to Academic Writing & the Writing Process	Mod 1 Task	Tues., Jan. 18
5%	Module 2: Writing Research Questions & Proposals	Mod 2 Task	Tues., Jan. 25
5%	Module 3: Conducting an Information Search	Mod 3 Task	Tues., Feb. 1
5%	Module 4: Editing for 12 Common Writing Errors	Mod 4 Task	Tues., Feb. 8

5%	Module 5: Using Sources & APA Citation Style Effectively	Mod 5 Quiz	Tues., Feb. 15
15%	**Research Paper Proposal**		Tues., **Feb. 15**
5%	Module 6: Writing with Style	Mod 6 Task	Tues., March 1
5%	Module 7: Building Good Arguments & Reading and Writing Critically	Mod 7 Quiz	Tues., March 8
15%	**Mini literature review (a section of your final paper)**		Tues., **March 15**
5%	Module 8: Structuring Papers Effectively	Mod 8 Quiz	Tues., March 29

5%	Peer review of DRAFT research paper with abstract
	
	     Send your draft paper to your assigned peer by 11:59 pm →
	     Send comments to your peer on their draft by 11:59 pm →
			Tues., April 5
			 Fri., April 8

25%	**Research paper with abstract**		Tues., **April 12**

NOTES:

1. Assignments are described below, with detailed guidelines on D2L (where indicated).

2. All assignments & quizzes are due at 11:59 pm.

Registrar-scheduled Final Examination: No

Note: You must complete all assignments worth *15% or more* in order to receive a passing grade in this course.

Submission of Assignments
Please submit all assignments (except for the discussion board posting) by uploading them to the designated D2L Dropbox. Include your name in the file name (e.g., Jones Proposal.docx) and on page 1 of all assignments. If D2L is experiencing issues, email the assignment directly to the instructor.

Submit work in .doc or .docx format.

Be sure to keep a copy of each submitted assignment and to submit the proper version.

Check the Dropbox for your marked assignments, download each marked assignment, and read the comments carefully.

Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty, and personal information is collected in accordance with the *Freedom of Information and Protection of Privacy (FOIP) Act*. Please note that instructors may use audio or video recording for lesson capture, assessment of student learning, and self-assessment of teaching practices.

Module Tasks & Quizzes (5% each)
Instructions for written module tasks are provided at the end of each module. Module tasks are short written assignments that may involve brainstorming, finding and assessing sources, reflection, revising, or editing.

The three online quizzes can be accessed under the ASSESSMENT tab in D2L. Note that
- The quizzes are open book and will each consist of 10 to 20 multiple-choice questions.
- The quizzes will not be timed. You may save partially finished quizzes and complete and submit them later. However, if you do not click on SUBMIT to submit a quiz before the deadline (even if you have saved a copy), you will earn a zero on the quiz.
- Quizzes will be available for 7 full days before the posted deadline and will remain open for 24 hours after the due date for penalty-free late submissions, after which they will close for good. They may be reopened only in exceptional circumstances.
- Email the instructor if you are experiencing technical difficulties.

Research Paper Proposal (15%): 600 to 1000 words (plus 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 format.
- 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., CORE, PHIL, or KNES courses). Ask the instructor for guidance if needed.

Mini Literature review (15%). 600 to 1000 words (plus 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 (or more) studies relevant to your final paper. The paper must include proper in-text citations and a reference list in APA format. See the detailed assignment guidelines 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 one other.*

Research Paper with Abstract (25%), 2200 to 2800 words plus the reference list. This final paper will be based on the research question stated in your proposal. It should be double spaced and developed using at least 6 sources. It should include a title page, an abstract, informative section headings, and a reference list. See the detailed assignment guidelines on D2L. The final paper may include material originally used in your proposal and mini literature review assignments; however, when reusing sections from previous assignments, you should edit carefully to ensure that the material fits logically and grammatically into your final paper.

Peer Review Task: As indicated in the chart of assignments above, there is a 5% peer review task associated with the final paper. See the detailed assignment guidelines on D2L.

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. Note that you will have a 24-hour penalty-free grace period after the stated deadline to submit the quizzes and to submit your final paper

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/. Students who require an accommodation based on a protected ground other than disability should communicate this need in writing to their Instructor. For the full policy on Student Accommodations, see https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy

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 a medical note. For information on the use of a statutory declaration, see the *University Calendar*: https://www.ucalgary.ca/pubs/calendar/current/m-1.html

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
The following table outlines the grade scale percentage equivalents used in the Department. of Communication, Media and Film. Final grades are reported as letter grades. For components graded using percentages or numerical scores, those values will be used directly in calculating the final course grade, while for components graded using letter grades, the letter grades will be converted to the midpoint values listed in the final column of the table below in calculating the final course grade.

In this course, letter grades will be used for written assignments, while percentage or numerical grades will be used for quizzes. (NOTE: for letter grades used on quizzes, any grade under 50% will be calculated as 0% when calculating final grades.)

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

If you need help with your writing or have questions about citing sources, consult your instructor or visit the Student Success Centre, Taylor Family Digital Library. To book an appointment, go to https://ucalgary.ca/student-services/student-success/writing-support

Instructor Intellectual Property & Copyright Legislation
Course materials created by the instructor (including lectures, 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.

To ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes & electronic versions of textbooks), all students are required to read the *University of Calgary Policy on Acceptable Use of Material Protected by Copyright* at https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy and the requirements of the *Copyright Act* (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html). Students who use material protected by copy-right 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 deferral of term work, see https://www.ucalgary.ca/pubs/calendar/current/g-7.html

For information about deferrals of final examinations, see https://www.ucalgary.ca/pubs/calendar/current/g-6.html

For information about requesting a reappraisal of course work or of a final grade, see https://www.ucalgary.ca/pubs/calendar/current/i.html

Student Support Services and Resources

Please see 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, Zoom, Yuja, etc., see https://elearn.ucalgary.ca/resources-for-students/. (Find the topic menu under the icon to the left of the ELEARN banner.)