



**UNIVERSITY OF CALGARY**  
SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

Course Title: Advanced Special Topics in Environmental Design - The Practice of Writing			
Course Number	683.05		
Pre/Co-Requisites			
Instructor Name	David Monteyne	Instructor Email	d.monteyne@ucalgary.ca
Office Location	4183		
TA Name	n/a	TA Email	n/a
Class Dates	Winter 2020, Thursdays		
Class Times	4-7 pm		
Class Location	PF 2140		

Course Information / Description of the Course
<p>This course is meant for students who need to gain experience expressing themselves in written English, and for those who want to practice and improve their writing skills, in order to raise their level of success in graduate school and future careers. This course welcomes and mixes students from all degree programs in the School of Architecture, Planning and Landscape.</p> <p>The course will be comprised of lectures, demonstrations, and discussions of aspects of writing, along with various in-class writing exercises. The course will be heavily oriented toward peer review sessions in which small groups of students read and provide feedback on each other's texts. While there will be writing assignments specific to this class, as much as possible the students in this course will be able to draft and edit writing assignments from the other courses they are taking simultaneously. In this way, writing will be taught in an applied manner, related to student needs.</p>

Learning Resources
Technology requirements (D2L etc.): <b>all readings will be posted to D2L</b> ; students will need to upload assignments and materials to D2L

Course Learning Outcomes
<p>At the end of this course, students will be able:</p> <ol style="list-style-type: none"><li>1. To develop skills and experience in writing and editing.</li><li>2. To recognize, critique, edit, and produce clear and functional written works of different types.</li><li>3. To improve the quality of the writing assignments required to be completed in other courses.</li><li>4. To cultivate an appreciation for writing as an iterative process formed by drafting, reading and responding, and re-drafting.</li></ol>

Assessment Method	Number	Weight	Aligned Course Learning Outcome
Reading Reflections	Two	20%	2,4
Writing and other Exercises	Several	20%	1,2,3,4
Peer Review Responses (not including January 23)	Two, plus one proofreading	30%	1,2,4
Participation	Ongoing	20%	3,4
Revision Process	Two	10%	1,3,4

Assessment and Evaluation Information
<p>Assignments: You must complete every assignment in order to pass this course.</p> <p>Attendance and Participation Expectations: Students are expected to attend and participate in every class.</p> <p>Guidelines for Submitting Assignments: Assignments may be required to be submitted in hard copy or in soft copy on D2L.</p> <p>Final Examinations: There is no final examination for this course.</p> <p>Expectations for Writing (<a href="https://www.ucalgary.ca/pubs/calendar/current/e-2.html">https://www.ucalgary.ca/pubs/calendar/current/e-2.html</a>): This is a writing course.</p> <p>Late Assignments: Late assignments will be reduced in grade each day they are late.</p> <p><b>Important Note:</b> Beyond the assignments specific to this course, you must draft, revise, and polish at least ten pages (a maximum of twenty-five pages) of academic writing from outside (other classes, thesis, etc.). This amount could include two or three shorter papers, one longer essay or term paper, a portion of a dissertation proposal, or a thesis chapter. I will not grade those outside writings. Rather, your grade will be based on you providing them on time for peer review and your engagement with the revision process.</p>

## Detailed Class Schedule

The following detailed class schedule will be flexible, and may change to reflect actual due dates of the students' writing assignments in their other courses. Class meetings will include short lectures, discussions, in-class writing assignments, and reading responses. Significant classroom time also will be reserved for peer review sessions, editing, and solving specific writing issues. *For days with assigned readings and writings, have them completed by the time of our class.*

### Thursday January 16

#### *First Day Activities*

Introductions, expectations, syllabus review; principles underlying the course; types of writing; habits and approaches; the importance of reading actively, critically, and rhetorically; the importance of planning; thinking about writing and writing to think; two in-class writing exercises (a writing experience, short essay writing)

### Thursday January 23

#### *Starting the Process*

#### **Reading:**

- *Purdue Online Writing Lab (OWL)*. Make yourself familiar with this website, what it covers, and how to find useful information for your writing. Read the following pages found in the Table of Contents on the left side of the page, <https://owl.purdue.edu>

General Writing/General Writing Introduction

General Writing/The Writing Process/Writing Task Resource List

General Writing/The Writing Process/Invention: Starting the Writing Process

General Writing/The Writing Process/Prewriting Introduction & Prewriting Questions

- *The Nature of Writing*. Likewise, make yourself familiar with this website, what it covers, and how to find useful information for your writing. Read at least one page from each of the first six sections found in the Table of Contents, <https://natureofwriting.com/>

- For thesis students only, also take a look at <http://learnerassociates.net/dissthes>

There are links to other thesis-writing websites at the bottom of that page.

#### **Writing:**

- ☼ A list of your writing assignments due this semester in other courses, or for the progress on your thesis degree (PhD dissertation proposal, a chapter of your Master's thesis, etc.). Include a description of the writing requirements, type of document, length, due date, etc. If you have multiple writing assignments, indicate your preference about which assignments to work on in the context of this course. Please email this to me by the end of the day, Tuesday January 21<sup>st</sup>.

- ☼ Peer review responses for several of your peers' essays about food, as described and organized by me.

## Thursday January 30--Guest: Lee-Ann Penaluna, SSC

*Academic Integrity/Using Sources*

### Reading:

- ▣ *Purdue Online Writing Lab (OWL)*. Read the following pages found in the Table of Contents on the left side of the page, <https://owl.purdue.edu>

Research and Citation/Using Research/Avoiding Plagiarism/Overview & Is It Plagiarism? & Safe Practices

Research and Citation/Using Research/Quoting, Paraphrasing, and Summarizing/Quoting, Paraphrasing, and Summarizing

Research and Citation/Using Research/Quoting, Paraphrasing, and Summarizing/ Paraphrasing

Research and Citation/Using Research/Quoting, Paraphrasing, and Summarizing/Signal and Lead-in Phrases

- ▣ Read the two University of Calgary handouts from the Student Success Centre found here:

<https://ucalgary.ca/live-uc-ucalgary-site/sites/default/files/teams/9/organizing-sources-documenting-sources.pdf>

<https://ucalgary.ca/live-uc-ucalgary-site/sites/default/files/teams/9/using-sources-documenting-sources.pdf>

- ▣ Richard Manning, “Combustion Engines,” *Harper’s Magazine* (Aug. 2018), 25-31.

### Writing:

- ☼ A one paragraph *summary* of the Manning article from *Harper’s Magazine*. Use paraphrasing *and* at least one direct quotation taken from the article. Discuss his sources.

## Thursday February 6--Guest: James Murphy, U of C librarian

*Research and Organization, Managing and choosing sources*

### Reading:

- ▣ *Purdue Online Writing Lab (OWL)*. Read the following pages found in the Table of Contents on the left side of the page, <https://owl.purdue.edu>

Research and Citation/Conducting Research/Research Overview/Synthesizing Sources

Research and Citation/Conducting Research/Evaluating Sources of Information/Where to Begin

Research and Citation/Conducting Research/Evaluating Sources of Information/General Guidelines

- ☐ *The Nature of Writing* also has a good section that discusses deploying quotations in the context of the different citation systems, under Essay Writing/Using Quotations. Take a look so you know where to go when you need help in this area of writing.
- ☐ Stephen J. Pyne, *Fire in America: A Cultural History of Wildland and Rural Fire* (Princeton: Princeton University Press, 1982), 404-13.
- ☐ Mike Davis, *Ecology of Fear: Los Angeles and the Imagination of Disaster* (NY: Vintage, 1998), 95-122.

**Writing:**

- ☼ A 2-3 paragraph *microtheme* comparing and contrasting the Pyne and Davis readings. Consider their choice and use of sources, their tone, and audience. Your microtheme should include quoting, paraphrasing, and summarizing as described in the OWL readings. Also consider using a few signal phrases or lead-ins as described in OWL.

## Thursday February 13

*Coding/Brainstorming/Outlining*

**Reading:**

- ☐ *Purdue Online Writing Lab (OWL)*. Read the following pages found in the Table of Contents on the left side of the page, <https://owl.purdue.edu>

General Writing/The Writing Process/Developing an Outline/How to Outline

- ☐ *The Nature of Writing*. Read the following found in the Table of Contents, <https://natureofwriting.com/>

Essay Writing/The Writing Process/Brainstorming Strategies  
Essay Writing/The Writing Process/Outlines

**Writing:**

- ☼ Produce examples of coding, brainstorming, and an outline related to one of your upcoming writing assignments.

Thursday Feb. 20—NO CLASSES DUE TO SPRING BREAK

## Thursday February 27

*Thesis Statements/Paragraphs/Structure*

**Reading:**

- ▣ *Purdue Online Writing Lab (OWL)*. Read the following pages found in the Table of Contents on the left side of the page, <https://owl.purdue.edu>

General Writing/The Writing Process/Creating a Thesis Statement  
 General Writing/Academic Writing/Paragraphs and Paragraphing

- ▣ *The Nature of Writing*. Read the following found in the Table of Contents, <https://natureofwriting.com/>

Essay Writing/The Parts of an Essay/[read this entire, very useful, section of seven parts]

### **Writing:**

☼ Bring in two paragraphs of your writing that we can workshop in class.

## **Thursday March 5**

*Editing/Proofreading*

### **Reading:**

- ▣ *Purdue Online Writing Lab (OWL)*. Read the following pages found in the Table of Contents on the left side of the page, <https://owl.purdue.edu>

General Writing/Academic Writing/Conciseness  
 General Writing/Academic Writing/Paramedic Method

- ▣ *The Nature of Writing*. Read the following pages found in the Table of Contents, <https://natureofwriting.com/>

Essay Writing/Editing/General Editing Advice

Thursday Mar. 12—NO CLASSES DUE TO BLOCK WEEK

## **Thursday March 19**

*Mechanics/Grammar*

### **Reading:**

- ▣ *Purdue Online Writing Lab (OWL)*. Read the following pages found in the Table of Contents on the left side of the page, <https://owl.purdue.edu>

General Writing/Mechanics/Transitions and Transitional Devices

General Writing/Grammar/[browse this large section, focusing on aspects of grammar that you have trouble with]

General Writing/The Writing Process/Proofreading/[entire section of five parts]

**Writing:**

☼ Bring in 2-3 problems or confusions about mechanics and grammar from one of your writing assignments, or that you have ongoing issues with.

**Thursday March 26**

**Thursday April 2**

**Thursday April 9**

Grading Scale				
Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	95-100	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	90-94.99	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	85-89.99	Very good performance
B+	3.30	3.15-3.49	80-84.99	Good performance
B	3.00	2.85-3.14	75-79.99	Satisfactory performance
B-	2.70	2.50-2.84	70-74.99	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	65-69.99	All final grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	2.00	1.85-2.14	60-64.99	
C-	1.70	1.50-1.84	55-59.99	
D+	1.30	1.15-1.49	50-54.99	

D	1.00	0.50-1.14	45-49.99	
F	0.00	0-0.49	0-44.99	

A student who receives a "C+" or lower in any one course will be required to withdraw regardless of their grade point average (GPA) unless the program recommends otherwise. If the program permits the student to retake a failed course, the second grade will replace the initial grade in the calculation of the GPA, and both grades will appear on the transcript.

## Media and Recording in Learning Environments

### Part 1

University Calendar: <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>

Recording of lectures (other than audio recordings that are pre-arranged as part of an authorized accommodation) is not permitted.

Students may not record any portion of a lecture, class discussion or course-related learning activity without the prior and explicit written permission of the course instructor or authorization from Student Accessibility Services. For any other use, whether by duplication, transcription, publication, sale or transfer of recordings, written approval must be obtained from the instructor for the specific use proposed. Any use other than that described above constitutes academic misconduct and may result in suspension or expulsion.

### Part 2

The instructor may use media recordings to capture the delivery of a lecture.

The instructor will notify all students and guests in the class that the event is being recorded. If a student or guest wants to take steps to protect privacy, and does not want to be recorded, the instructor will provide the individual (s) with an alternative means of participating and asking questions (e.g., passing written notes with questions). Students cannot be penalized for choosing not to be recorded in situations where participation is part of the course. Students must be offered other ways of earning participation credit that do not involve recording.

Any video-recording would be intended to only capture the instructor and the front of the classroom. Students/other participants would not necessarily be visible on video recordings.

## University of Calgary Policies and Supports

### ACADEMIC ACCOMMODATION

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional 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 in relation to their coursework 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>.

### ACADEMIC MISCONDUCT

Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when: (a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work, (b) parts of the work are taken from another source without reference to the original author, (c) the



whole work (e.g., an essay) is copied from another source, and/or, (d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved. While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence. Any suspicion of plagiarism will be reported to the Dean, and dealt with as per the regulations in the University of Calgary Graduate Calendar.

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>

### **COPYRIGHT LEGISLATION:**

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 unauthorised 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.

### **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**

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.

**UNIVERSITY STUDENT APPEALS OFFICE:** If a student has a concern about the course, academic matter, or a grade that they have been assigned, they must first communicate this concern with the instructor. If the concern cannot be resolved with the instructor, the student can proceed with an academic appeal, which normally begins with the Faculty. <https://ucalgary.ca/student-appeals/>

**More student support and resources (e.g. safety and wellness) can be found here:**

<https://www.ucalgary.ca/registrar/registration/course-outlines>