UNIVERSITY OF CALGARY
FACULTY OF SCIENCE

Natural Sciences Program
EEEL 445
403 220-8600
usc@ucalgary.ca

COURSE OUTLINE

1. **Course:** SCIE 311, Write & Review Scientific Reports - Winter 2022

   Lecture 01 : TR 09:30 - 10:45 in ES 920

Instructor	Email	Phone	Office	Hours
Éowyn Campbell	eowyn.campbell@ucalgary.ca	403 870-0392	REMOTELY	TBA

   Lecture 02 : TR 11:00 - 12:15 in ES 920

Instructor	Email	Phone	Office	Hours
Dr Rodolfo Meyer	rmeyer@ucalgary.ca	403 210-7848	ES 110	Open-door policy or by appointment via email

   Lecture 03 : TR 14:00 - 15:15 in ES 920

Instructor	Email	Phone	Office	Hours
Dr Bronwen Wheatley	bmmwheat@ucalgary.ca	403 220-8077	SA 144C	please see D2L

   Coordinator(s)

Name	Email	Phone	Office	Hours
Dr Bronwen Wheatley	bmmwheat@ucalgary.ca	403 220-8077	SA 144C	please see D2L

SCIE 311 Key Outcomes:

1. Reading scientific papers and identifying key conclusions in order to write a well-supported argument

2. Searching for scientific information using a wide range of library skills and properly documenting those sources

3. Recognizing milestones in the writing process and beginning to develop a personal approach to any writing assignment

4. Identifying essential formatting and style elements of scientific writing

5. Giving and receiving peer feedback throughout the writing process by working effectively as part of a team.

Rationale:

Writing and Reviewing Scientific Reports is the writing course offered by Faculty of Science and the Natural Sciences Program. Our overarching goal for this course is to help you develop writing strategies that will be useful throughout your degree and career in science.

Aims:

During this course, you will prepare a major paper reviewing a scientific topic of your choice. Milestone assignments and various activities will lead you through the topic selection process and through the important stages of reviewing and revising. By focusing on excellence in your written communication, you will develop essential skills for your academic and career development as you learn to think about writing as a process.

To account for any necessary transition to remote learning in the winter 2022 semester, courses with in-person lectures, labs, or tutorials may be shifted to remote delivery for a certain period of time. In addition, adjustments may be made to the modality and format of assessments and deadlines, as well as to other course components and/or requirements, so that all coursework tasks are in line with the necessary and evolving health precautions for all involved (students and staff).

In Person Delivery Details:

In-person student attendance is expected at all Registrar-scheduled SCIE 311 lecture times for which a lecture topic has been provided, and might be required for teamwork or one-on-one consultations during Registrar-scheduled SCIE 311 lecture times designated as "open classes". SCIE 311 Teams will be formed before or during the first class. Instructors might use information that students will provide via an ITP Metrics survey (students would receive an invitation to complete this survey early in January).

We provide the Detailed Syllabus for Science 311 at the end of this document and also as a separate file on D2L.

Re-Entry Protocol for Labs and Classrooms:

To limit the spread of COVID-19 on campus, the University of Calgary has implemented safety measures to ensure the campus is a safe and welcoming space for students, faculty and staff. The most current safety information for campus can be found [here](#).

Course Site:

SCIE 311 L01 -ALL- (Fall 2021) - Write & Review Scientific Reports

Note: Students must use their U of C account for all course correspondence.

Equity Diversity & Inclusion:

The University of Calgary is committed to creating an equitable, diverse and inclusive campus, and condemns harm and discrimination of any form. We value all persons regardless of their race, gender, ethnicity, age, LGBTQIA2S+ identity and expression, disability, religion, spirituality, and socioeconomic status. The Faculty of Science strives to extend these values in every aspect of our courses, research, and teachings to better promote academic excellence and foster belonging for all.

2. **Requisites:**

   See section [3.5.C](#) in the Faculty of Science section of the online Calendar.

   Prerequisite(s):
   Any 200-level course offered by the Faculty of Science.

   Note(s):
   a. Only declared majors in Chemistry, Applied Chemistry, Geology, Applied and Environmental Geology, Petroleum Geology or the Geosciences program will be admitted prior to the date registration restrictions are lifted. Consult the Enrolment Services website (http://www.ucalgary.ca/registrar/) for registration details.

3. **Grading:**

   The University policy on grading and related matters is described in [F.1](#) and [F.2](#) of the online University Calendar.

   In determining the overall grade in the course the following weights will be used:

Course Component	Weight	Due Date (duration for exams)	Modality for exams	Location for exams
Microconferences or equivalent	5%	Ongoing		
Responses in tutorial	5%	Ongoing		
Team responses in synchronous classes	5%	Ongoing		
iRAT 0	1%	Jan 12 2022		
tRAT 0	1%	Jan 13 2022		
Reflection 1	3%	Jan 14 2022		
iRAT 1	1%	Jan 17 2022		
iRAT 1	1%	Jan 18 2022		
Question milestone assignment	1%	Jan 19 2022		
Team Contract	1%	Jan 21 2022		
Encountering Academic Integrity Assignment	2%	Jan 21 2022		
Paper Plan milestone assignment	8%	Jan 28 2022		
iRAT 2	1%	Jan 31 2022		
iRAT 2	1%	Feb 01 2022		
iRAT 3	1%	Feb 09 2022		
tRAT 3	1%	Feb 10 2022		
mid-semester ITP metrics comments	1%	Feb 11 2022		
Topic Approval	1%	Feb 18 2022		
Colour-Coded Introduction milestone assignment	5%	Feb 18 2022		
Colour-Coded Body Paragraph milestone assignment	5%	Feb 18 2022		
Reflection 2	3%	Feb 18 2022		
Reflection 3	3%	Mar 11 2022		
iRAT 4	1%	Mar 14 2022		
TA Version 1	4%	Mar 14 2022		
Instructor Version 1	12%	Mar 14 2022		
tRAT 4	1%	Mar 15 2022		
TA Version 2	2%	Apr 08 2022		
Instructor Version 2	20%	Apr 08 2022		
end-of-semester ITP metrics comments	1%	Apr 12 2022		
Reflection 4	3%	Apr 12 2022		

Each piece of work (reports, assignments, quizzes, midterm exam(s) or final examination) submitted by the student will be assigned a grade. The student's grade for each component listed above will be combined with the indicated weights to produce an overall percentage for the course, which will be used to determine the course letter grade.

The conversion between a percentage grade and letter grade is as follows.

	A+	A	A-	B+	B	B-	C+	C	C-	D+	D
Minimum % Required	95 %	90 %	85 %	80%	75%	70 %	65 %	60%	55%	50 %	45 %

Your grade is determined by marks for both individual work and team-scored components (i.e. team quizzes and team activities).

***At the end of the term, you will evaluate the contributions of the other members of your team using an online survey via itpmetrics.com. Each team member will rate your contributions using parameters relating to teamwork. We calculate the average of these ratings and determine your Peer Evaluation Score (PES) based on your teammates' evaluation. Your total Team-scored Writing Activities score will be multiplied by the PES to determine the final mark for the teamwork component of the course.

Communication, in both oral and written form, is the cornerstone of this course, and the quality of your writing will factor into the evaluation of all assignments. Constructive critical analysis of peer work is also an essential course component.

Additional Academic Integrity Information: All work submitted for this course (whether as a draft version or for final grading) is held to the strictest standards for intellectual honesty. During the first two weeks of the semester, you will complete the Encountering Academic Integrity Assignment. You must successfully pass this assignment before any other assignments will be graded. See the scoring rubric on D2L. We also emphasize academic integrity by asking you to write your paper in stages:

- Your Paper Plan Assignment will be crucial to your success. We will approve your topic as part of the scoring of this assignment before you can move on to the Version 1.
- Your Version 1 Assignment will be reviewed by your TA. We ask TAs to advocate for your overall paper by making suggestions to improve your writing before you can move on to the Version 2.

We encourage SCIE311 students to discuss academic integrity issues surrounding assignments with TAs and instructors. Please come speak with us if you feel like you are about to make a bad decision with respect to your academic integrity.

The University of Calgary offers a flexible grade option, Credit Granted (CG) to support student's breadth of learning and student wellness. Faculty units may have additional requirements or restrictions for the use of the CG grade at the faculty, degree or program level. To see the full list of Faculty of Science courses where CG is not eligible, please visit the following website: https://science.ucalgary.ca/current-students/undergraduate/program-advising/flexible-grading-option-cg-grade

4. **Missed Components Of Term Work:**

The university has suspended the requirement for students to provide evidence for absences. Please do not attend medical clinics for medical notes or Commissioners for Oaths for statutory declarations.

In the event that a student legitimately fails to submit any online assessment on time (e.g. due to illness etc...), please contact the course coordinator, or the course instructor if this course does not have a coordinator to arrange for a re-adjustment of a submission date. Absences not reported within 48 hours will not be accommodated. If an excused absence is approved, one possible arrangement is that the percentage weight of the legitimately missed assignment could also be pro-rated among the components of the course. This option is at the discretion of the coordinator and may not be a viable option based on the design of this course.

Please see the detailed syllabus in Section 13.

We understand that you might miss classes. SCIE 311 classes will be varied in format and require student engagement, and therefore cannot be easily captured in posted slides or videos.

If you miss class or tutorial, please reach out first to your teammates to catch up and learn what they accomplished as a team in your absence. If you have missed a graded in-class or in-tutorial activity, please reach out to your instructor and/or TA to find out what might be possible for make-up work. All decisions about make-up work or extended deadlines will be based on what should best allow you to succeed in writing your Version 2 paper but will still be equitable for other students.

5. **Scheduled Out-of-Class Activities:**

There are no scheduled out of class activities for this course.

6. **Course Materials:**

Learning Resources:

Any required handouts, videos, and readings for this course are available through postings on D2L. You will be responsible for looking at electronic handouts in Scheduled Zoom classes and to keep current with the reading material posted on D2L.

Online Course Components:

ITP Metrics provides some teamwork resources; this system involves secure web-based tools for team peer evaluations. TopHat will be used to collect team responses during synchronous classes. These tools are free for all students and are not dependent on prior access.

D2L will be used to provide course documents and to accept student submissions.

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses 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;
- A current and updated web browser;
- Webcam/Camera (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;

- Current antivirus and/or firewall software enabled;
- Stable internet connection.

For more information please refer to the UofC [ELearning](#) online website.

7. **Examination Policy:**

iRAT quizzes are to be completed 24 h before each student's lecture section begins. We encourage you to take this quiz closed-book to test your understanding (the quiz is only expected to take 10 minutes) but we are not prohibiting you from consulting your notes or the readings. Missed iRAT quizzes may not be written at a later time, but we will allow one excused absence for a single missed iRAT quiz. The follow-up tRAT quizzes during a Scheduled Zoom class are open-book and completed as a team, and all team member receive the tRAT grade, regardless of participation or attendance.

Students should also read the Calendar, [Section G](#), on Examinations.

8. **Approved Mandatory And Optional Course Supplemental Fees:**

There are no mandatory or optional course supplemental fees for this course.

9. **Writing Across The Curriculum Statement:**

For all components of the course, in any written work, the quality of the student's writing (language, spelling, grammar, presentation etc.) can be a factor in the evaluation of the work. See also Section [E.2](#) of the University Calendar.

10. **Human Studies Statement:**

If you agree, your course work may be used for research purposes. Your responses will remain anonymous and confidential. Grouped data (no individual responses) may be used in academic presentations and publications. Participation in such research is voluntary and will not influence grades in this course. Students' signed consent forms will be withheld from instructors until after final grades are submitted. More information will be provided at the time student participation is requested.

See also [Section E.5](#) of the University Calendar.

11. **Reappraisal Of Grades:**

A student wishing a reappraisal, should first attempt to review the graded work with the Course coordinator/instructor or department offering the course. Students with sufficient academic grounds may request a reappraisal. Non-academic grounds are not relevant for grade reappraisals. Students should be aware that the grade being reappraised may be raised, lowered or remain the same. See [Section I.3](#) of the University Calendar.

   a. **Term Work:** The student should present their rationale as effectively and as fully as possible to the Course coordinator/instructor within **ten business days** of either being notified about the mark, or of the item's return to the class. If the student is not satisfied with the outcome, the student shall submit the Reappraisal of Graded Term work form to the department in which the course is offered within 2 business days of receiving the decision from the instructor. The Department will arrange for a reappraisal of the work within the next ten business days. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected. See sections [I.1](#) and [I.2](#) of the University Calendar

   b. **Final Exam:** The student shall submit the request to Enrolment Services. See [Section I.3](#) of the University Calendar.

For work submitted to D2L, we ask you to first consult your work's D2L feedback box for comments or uploaded files, the feedback box(es) within the rubric on D2L, and your uploaded document for any electronic instructor/TA annotations. Then, please email the instructor or TA (depending on who marked the assignment). They can clarify any comments on your assignment or answer questions about the grade you have earned. If you still have concerns, you proceed to contact the Course Coordinator as described in 11a.

For concerns about the iRAT or tRAT, please ask your instructor for clarification, then e-mail the course coordinator if still unclear.

12. **Other Important Information For Students:**

   a. **Mental Health** The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the mental health resources available throughout the university

community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, Mental Health Services Website) and the Campus Mental Health Strategy website (Mental Health).

b. **SU Wellness Services:** For more information, see www.ucalgary.ca/wellnesscentre or call 403-210-9355.

c. **Sexual Violence:** The Sexual Violence Support Advocate, Carla Bertsch, can provide confidential support and information regarding sexual violence to all members of the university community. Carla can be reached by email (svsa@ucalgary.ca) or phone at 403-220-2208. The complete University of Calgary policy on sexual violence can be viewed at (https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Sexual-and-Gender-Based-Violence-Policy.pdf)

d. **Misconduct:** Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity. Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional Code of Conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. Some examples of academic misconduct include but are not limited to: posting course material to online platforms or file sharing without the course instructor's consent; submitting or presenting work as if it were the student's own work; submitting or presenting work in one course which has also been submitted in another course without the instructor's permission; borrowing experimental values from others without the instructor's approval; falsification/fabrication of experimental values in a report. Please read the following to inform yourself more on academic integrity:

> Student Handbook on Academic Integrity
> Student Academic Misconduct Policy and Procedure
> Research Integrity Policy

Additional information is available on the Student Success Centre Academic Integrity page

e. **Academic Accommodation Policy:**

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf.

Students needing an accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, by filling out the Request for Academic Accommodation Form and sending it to Dr. Edwin Cey by email ntscdirector@ucalgary.ca preferably 10 business days before the due date of an assessment or scheduled absence.

f. **Freedom of Information and Privacy:** This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIPP). Students should identify themselves on all written work by placing their name on the front page and their ID number on each subsequent page. For more information, see Legal Services website.

g. **Student Union Information:** VP Academic, Phone: 403-220-3911 Email: suvpaca@ucalgary.ca. SU Faculty Rep., Phone: 403-220-3913 Email: sciencerep@su.ucalgary.ca. Student Ombudsman, Email: ombuds@ucalgary.ca.

h. **Surveys:** At the University of Calgary, feedback through the Universal Student Ratings of Instruction (USRI) survey and the Faculty of Science Teaching Feedback form provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. Your responses make a difference - please participate in these surveys.

i. **Copyright of Course Materials:** All course materials (including those posted on the course D2L site, a course website, or used in any teaching activity such as (but not limited to) examinations, quizzes, assignments, laboratory manuals, lecture slides or lecture materials and other course notes) are protected by law. These materials are for the sole use of students registered in this course and must not be redistributed. Sharing these materials with anyone else would be a breach of the terms and conditions governing student access to D2L, as well as a violation of the copyright in these materials, and may be pursued as a case of

student academic or [non-academic misconduct](), in addition to any other remedies available at law.

Responsibilities and Expectations

Science 311 is a writing course in the Faculty of Science. Writing papers is both challenging and informative. You will learn to critically and substantially revise your paper rather than simply making grammatical and superficial changes.

We note that successful students tend to:

- Come prepared to participate actively in **Scheduled** class activities and **Scheduled** tutorials.
- Read all material on Desire2Learn.
- Complete all assignments to the best of their ability.
- Submit all or most assignments on time.
- Provide thoughtful, well-organized, and critical suggestions to their peers during the review process.
- Reflect on their TA and peer reviews and incorporate suggestions into their papers.

What can you expect from us?

Most of this syllabus is directed at giving you information about the structure of the course, grading and assignment information and what we (the instructors) expect from you. However, we also recognize that there are certain expectations that we need to meet in order for you to have a positive learning experience in this course.

Specifically, we will:

- Be respectful of all persons in the course and create an environment where all opinions and comments are heard and valued.
- Be available outside of class time to discuss course work or other course concerns (or just to chat).
- Encourage you to be well read
- Provide you with instructional material that will enable you to excel in this course.
- Develop activities that allow you to build your writing skills.
- Assess all assignments fairly and provide suggestions and comments for improvement.

We are excited about this course and look forward to helping you improve as a writer.

Format and Procedures:

Team-Based Learning:

This course is likely very different in format from others you encounter. In this course, we will be using a Team-Based Learning (TBL) approach. We will practice the approach in Module 0 during the first week of the semester.

In this process, you will spend many **Scheduled** classes working in teams **applying** what you've learned from the assigned readings. Teams in TBL are different than the kind of group work you may have done in other classes: the instructor forms the teams (as described below) and you will work together throughout the term to complete course activities and quizzes; team members also evaluate each other's contributions to the group throughout the term.

Before your team tackles an activity, TBL uses short quizzes to make sure you've got the basics from the required readings. They're not ordinary quizzes, though: you take the quizzes both individually and as a team, and you get immediate feedback, so the quizzes function as learning tools. Some classes will involve lecturing but most of our **Scheduled** class time will be spent on applying what we've learned either in your team. You will also spend time individually working on your own writing-in-progress before you submit assignments.

Here are the basics of TBL in SCIE311:

1. It's an instructor's job to make the teams as diverse as possible, so you will be divided in teams of 4 or 5 students based on factors that will help us form successful teams. To help with this step, you may be asked to complete an ITP metrics survey before the semester begins.

2. For each major Module in the course, you will be assigned some readings, short videos, and animations; we prepared Reading Guides for all assigned readings to help you focus on the most important points. At the beginning of the Module, you will take an individual quiz (no more than 10 multiple-choice questions) called an "Individual Readiness Assessment Test" (iRAT) to see how well you've understood the concepts in the assigned reading. These quizzes will be available on D2L 24 hours before the Module begins. **Missed quizzes may not be written at a later time.**

3. In class, after taking the iRAT, you will take the same quiz with your team. This version is called a "Team Readiness Assessment Test" (tRAT). For the group quiz, you'll use a special online survey quizzing tool that immediately tells you whether you have the correct answer for full marks. If your team doesn't choose the correct answer on the first try, you make a second choice for partial credit. If it takes you three tries to get the correct answer, you again earn partial credit for the item. **The whole team earns the same score for the tRAT even if some students are absent.**

4. When you've finished the tRAT, your team will have the opportunity to provide written feedback for any concepts that are still unclear or for any that would need more information.

5. Your instructor will use your individual and team scores as well as your written feedback to determine what material needs to be discussed and clarified in the subsequent class meetings. To complete the Team Writing Activities in-class involving application of what you learned in the readings, we'll also incorporate any supplemental information that you'll need. We will grade these activities and provide feedback via D2L. **The whole team earns the same score for the activity even if some students are absent.**

6. We will use ITP Metrics to survey your teammates and determine your **Peer Evaluation Score (PES)**. Your total **Team-scored Activities** (i.e. the tRATs and the team responses in synchronous classes) score will be multiplied by the PES to determine the final mark for the teamwork component of the course.

What will you write in SCIE311?

Our course is designed so that you can think about writing as a process. You will write and submit milestone *Assignments* leading up to your final paper as Version 2 at the end of the semester: Encountering Academic Integrity, Question Assignment, Paper Plan Assignment, Colour-Coded Body Paragraph Assignment, Colour-Coded Introduction Assignment, and Version 1 Assignment. You will give and receive feedback from your peers for these writing assignments. A variety of *Writing Activities* will support your writing process.

End-of-Semester Goal: Version 2

To write a brief, well-supported and documented review paper that provides analysis of on a topic of your choice.

Context: Regardless of the type of scientific writing you do, a key skill that you need to develop is identifying related research and discussing and analyzing the results and conclusions of all of the resources you find as a single, connected unit.

- *Readings for Module 1* and classes will provide more resources for including a reference list (in CSE format) of all sources that you cited in your paper. Your reference list should be sorted into three sections titled: *Research Papers*, *Review Papers, Other Instructor-Approved Sources*. In class, we will help you identify a Question based on your interests and to find additional articles that allow you to answer the question.
- *Readings from Module 2* and in-class activities will provide more instruction about how to use evidence from the results and discussion sections of these research papers.

You must use at least six *research papers* that together with your other sources span the history of the topic

- Look at the authors in your list; all your citations should not come from one research group.
- Look at the dates on your list; established facts in the field will be from your *Review Papers* section or your *Other Instructor Approved* section. The evidence in your body should be mostly from more recent work. The actual dates for these papers will be very much dependent on the pace of research in the field you choose to write about; sometimes, papers that are ten years old are fine, but sometimes papers that are less than two years old are outdated!
- Your TA will help critique your list, but don't hesitate to ask your instructor for advice!

Once you have found suitable resources, make notes on the key results and conclusions of the papers making special notes about how the papers fit together and help you to understand the question. In our library sessions, the librarians will teach you how to do a cited reference search, because this strategy will help you to find the more recent literature that you need. There are many paths that your paper can take and remember, a discovery in one area can allow for scientific discoveries in another!

Your paper needs to present a critical analysis of a segment of a body of knowledge. This kind of analysis is essential for all types of scientific writing – most notably introduction and discussion sections of research papers, field reports and literature reviews.

D2L provides templates to complete in Word for all milestone assignments.

Your Instructor will provide feedback and score your Version 2 using the Scoring Guide available on D2L.

Course Requirements:

1. Class Attendance & Scheduled Tutorial Attendance:

- *Arrive* at **Scheduled** classes and **Scheduled** tutorials on time. Late arrivals and early departures can be disruptive and can result in you missing important information. We understand that there are special circumstances when you may have to arrive late or leave early; please make your arrival/departure as unobtrusive as possible and be sure to let your teammates know about your situation in advance of class. **Your team members will determine your PES score depending on your communication with your team.**
- *Attend* all **Scheduled** classes and **Scheduled** tutorials. If you must miss class, email the Course Coordinator ahead of time to find out if alternative arrangements are possible. If you are ill, email the Course Coordinator as soon as possible and make-up arrangements might be able to be planned. If your email concerns a tutorial session, you should cc to your TA so that they know your situation.

2. Writing Activities:

Our goals for the Activities in this course are all intended to move you forward in your writing and to clarify *communication* of the course outcomes and how you can meet them! Our plans with the Individual Activities are *simple*; we ask you to work along at these

activities and then report on your progress throughout the semester.

Submissions:

- Your Reflection Activities will be submitted to D2L Dropboxes and scored by your Instructor.
- iRATs and tRATs will be completed through D2L and autograded according to a key set by the teaching team.
- Your Team Activities will be submitted to D2L Dropboxes or TopHat and scored by your Instructor or a TA.
- Your Tutorial Activities will be submitted according to your TA's instructions and scored by your TA.
- Your milestone assignments will be submitted to D2L and scored by your instructor and/or your TA.
- Your ITP metrics comments about your peers will be scored by your Instructor.
- Your microconference participation will be evaluated by your instructor and/or your TA.

Late or Missing:

If you miss a **Scheduled** class or **Scheduled** tutorial, you will not be able to participate completely in the writing activities completed in that class or tutorial. Contact the Course Coordinator (see **1.** above) so that we don't need to enter zeros for late or missing submissions not reported. **Your team members will determine your PES score depending on your participation and communication surrounding your participation in team activities**.

Peer Reviewing Expectations:

Peer review is an important component of this course and research into student learning clearly indicates that student writing improves when at least one peer review step is included before the submission of a final paper. In order for the peer review process to be successful, your work must be completed on time. Depending on the type of peer review, you might not be able to participate if your work is not submitted on time and will forfeit the grades associated with these activities.

3. Assignments (Plan, Version 1, Version 2)

Submissions:

- Each Assignment will be submitted to D2L Dropboxes and scored by your Instructor.
- Your TA will review all parts of your Version 1; your instructor will review one paragraph and one aspect of the Introduction.
- You will respond to your TA in a Cover Letter attached to Version 2.

What happens if you are late for any of these three major assignments?

For the three major assignments (the Plan, Version 1, Version 2), we aim to balance being **fair** and **reasonable** about deadlines. We know that life happens during the semester:

1. Let us know as soon as you realize you will be late! Your instructor will be able to help you plan the next steps. You might need an **excused extension (mental or physical health, emergencies, etc.)** and we can plan your subsequent deadlines accordingly.
2. For these assignments, you can also use one **48 hour postponement** with *no questions asked*. You do need to let your instructor know that you are cashing in on this policy (See Step 1 above).
3. For the Version 1 and Version 2 Assignments, if you are late, you also impact your TA's planning. When you contact your instructor, include your TA in the email message or follow-up with your TA in a separate message.

Please come speak with us if you feel like you are about to make a bad decision

with respect to your academic integrity.

4. Re-grading of Assignments

If you are concerned about the comments on your assignment or have questions about the grade you have earned, you should email the instructor or TA (depending on who marked the assignment). If you think the mark earned is not appropriate, you should write an email letter to the Course Coordinator to present your argument. You must submit this information to the Course Coordinator within 10 business days of the date your mark on this assignment was made available to you via D2L. Please note: The assignment may be re-graded by another individual. The mark may go up, down, or it may stay the same. In our experience with Science 311, the mark typically stays the same.

Science 311 Guidelines for Team Contract

Modified with permission from BIOL435 Course Materials

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Rationale

To prepare you for the teamwork in professional school and/or the workforce, you will be assigned a team for the semester. Your team will work together to complete the collaborative team-scored activities in Science 311 this semester.

As you learned from the assigned readings, videos and animations about teams, there are four stages of team development. Writing a team contract can help a team reach the final or performing stage, at which point teams are highly effective. The process of generating a team contract can actually help jump-start a group's collaborative efforts by immediately focusing the team members

on a definite task. The team members must communicate and negotiate in order to identify the quality of work they all wish to achieve, and the level of group participation and individual accountability they all feel comfortable with. A well-formulated team contract helps a team avoid problems that lead to a dysfunctional team and poor-quality work.

Team Contract Activity

There are two major sections to a team contract:

1. identification of expectations
2. specification of the consequences for failing to fulfill these expectations

Since the basic purpose of this team contract is to accelerate your team's development, to increase individual accountability for team tasks, and to reduce the possibility for team conflict, make your contract **as specific as possible**; the more specific that you can be about your team expectations and procedures, the greater chance you have for a successful team experience.

- Read the draft Team Contract that begins with the " **Draft Team Contract Template** " heading on the next page. Please edit that template as needed to create your Team Contract (please note that there are already some prompts for adding your team's information).
- Think about what other ground rules you think are necessary, and how you think your group should deal with failure to follow these ground rules.
- Your team will discuss the contract in designated **scheduled** class time.
- Once you have all agreed on the contract for your team, one team member will upload a signed version to the team *D2L Dropbox > Team Contract (under "Team Submissions")* for Approval by your instructor.

What if you find that your team is not working as well as you had hoped, despite the team contract?

This experience is normal but needs to be attended to immediately. Perhaps your team is simply not following the established contract procedures or roles as strictly as you should be, or perhaps you need to change some of the procedures or roles as outlined in your contract. Immediately discuss and resolve the challenges your team is facing; do not delay, as the problems will not go away by themselves.! Don't forget that you can ask your instructor to help your group resolve the conflict so that you will have the most positive team experience possible.

Draft Team Contract Template

Science 311 Team Contract Semester _____   Team # _____

The *ground rules* for our team are: [add additional rules as discussed by your team]

q. Come to all **scheduled** classes and on time
q. Come prepared and ready to participate in the team
q. Listen actively to what others have to contribute
q. Be supportive of the efforts and initiatives of others
q. [insert text here]
q. [insert text here]
q. [insert text here]

Our **outside-of-scheduled-classes** *communication plan* will be:

[using the D2L Discussions, using other technology, etc. insert text here]

Our **scheduled-class plan** *for device-multitasking* will be:

[only use devices for team communication and team activity, etc. insert text here]

We will *assign roles* for each **Team Activity** by:

[asking for volunteers, rotating by last name, etc. insert text here]

We agree that the consequences for failing to follow the above ground rules are:

[add additional consequences as discussed by your team]

q. If a team member is unable to attend a **scheduled** class, they will notify the team ahead of time.
q. If someone on the team is not paying attention during a team RAT or activity (e.g., not listening; distracted by texting or emailing during team task), other team members will point this out and that person will immediately give their full attention to the task.
q. If someone on the team is being too critical or otherwise unsupportive, other team members will point this out and they will make efforts to watch their words and interactions.
q. [insert text here]
q. [insert text here]

If the infractions continue, our team will: [add plan as discussed by your team]

[insert text here]

Team Members: [decide who will upload the final version and add their name as #1]

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a. *All team members participated in formulating the standards, roles, and procedures as stated in this contract.*
b. *All team members indicate that they have read the* **Readings in Module 0** *regardless of whether they attended RAT 0 and when they registered in SCIE 311*
c. *All team members understand that they are obligated to abide by these terms and conditions.*
d. *If you cannot sign a digital copy, adding a* **New Comment** *using the features of Word using track-changes is also acceptable so that we can see each team member has worked with the file if you are logged into your Office account.*

1) signature_____   date_____

Name: [type name here]

My teamwork goal for F21 will be: [type teamwork goal here]

2) signature_____   date_____

Name: [type name here]

My teamwork goal for F21 will be: [type teamwork goal here]

3) signature_____   date_____

Name: [type name here]

My teamwork goal for F21 will be: [type teamwork goal here]

4) signature_____   date_____

Name: [type name here]

My teamwork goal for F21 will be: [type teamwork goal here]

5) signature_____   date_____

Name: [type name here]

My teamwork goal for F21 will be: [type teamwork goal here]

Course Outcomes:

- Reading scientific papers and identifying key conclusions in order to write a well-supported argument
- Searching for scientific information using a wide range of library skills and properly documenting those sources
- Recognizing milestones in the writing process and beginning to develop a personal approach to any writing assignment
- Identifying essential formatting and style elements of scientific writing
- Giving and receiving peer feedback throughout the writing process by working effectively as part of a team.

Electronically Approved - Jan 14 2022 16:11

Department Approval

Electronically Approved - Jan 14 2022 16:11

Associate Dean's Approval