



## COURSE OUTLINE

### 1. **Course:** SCIE 311, Write and Review Scientific Reports - Winter 2024

#### **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.

#### **Coordinator(s)**

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

#### **Section(s)**

Lecture 01 : TR 09:30 - 10:45 in HNSC 124A

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

Lecture 02 : TR 11:00 - 12:15 in EEEL 445

Instructor	Email	Phone	Office	Hours
Dr Glenn Dolphin	glenn.dolphin@ucalgary.ca	403 220-6025	ES 134	By appointment

Lecture 03 : TR 14:00 - 15:15 in EEEL 445

Instructor	Email	Phone	Office	Hours
Dr Jared Stang	jared.stang@ucalgary.ca	403 220-8073	SB 527A	By appointment

To account for any necessary transition to remote learning for the current 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:**

**SCIE 311 lectures and tutorials are run entirely in-person, on campus.**

#### **Course Site:**

SCIE 311 - ALL - (Winter 2024) - Write & Review Scientific Reports

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

Communication, both oral and written form, is the cornerstone of this course, and constructive critical analysis of peer work is also an essential course component. Real-time demonstrations of writing, revising, and editing followed by relevant hands-on writing activities are provided in most lectures. Students are therefore expected to attend participate actively in all classes and tutorials.

#### **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
in-tutorial responses <sup>1</sup>	4%	Ongoing		
in-class responses <sup>2</sup>	7%	Ongoing		
iRAT 0 <sup>3</sup>	1%	Jan 11 2024		
iRAT 1 <sup>4</sup>	1%	Jan 16 2024		
Question Assignment	2%	Jan 17 2024		
Encountering Academic Integrity Assignment	3%	Jan 19 2024		
Paper Plan Assignment <sup>5</sup>	10%	Jan 25 2024		
iRAT 2 <sup>6</sup>	1%	Jan 30 2024		
Concrete Step #1	3%	Feb 08 2024		
Version 1 Instructor review <sup>7</sup>	10%	Feb 15 2024		
Version 1 TA review <sup>8</sup>	5%	Feb 15 2024		
Mid-semester peer evaluation <sup>9</sup>	2%	Feb 16 2024		
iRAT 3 <sup>10</sup>	1%	Feb 27 2024		
Concrete Step #2	3%	Mar 01 2024		
Peer Review <sup>11</sup>	2%	Mar 07 2024		
Version 2 TA review <sup>12</sup>	9%	Mar 08 2024		
Version 2 Instructor review <sup>13</sup>	12%	Mar 08 2024		
iRAT 4 <sup>14</sup>	1%	Mar 12 2024		
Concrete Step #3	3%	Mar 28 2024		
Version 3 TA review <sup>15</sup>	3%	Apr 05 2024		
Version 3 Instructor review <sup>16</sup>	17%	Apr 05 2024		

<sup>1</sup> Your TA will ask you to participate in tutorial, most likely by filling out an exit slip, answering specific questions, completing a small exercise, or having a brief conversation etc. This participation will be assessed and added together to generate this grade.

<sup>2</sup> Your instructor will ask you to participate in class, most likely by engaging with your peers in an in-class exercise but possibly by generating solo work. This participation will be assessed and added together to generate this grade.

<sup>3</sup> iRAT 0 will close at the beginning of Class 02; it will open at least 24 h before your scheduled lecture begins.

<sup>4</sup> iRAT 1 will close at the beginning of Class 03; it will open at least 24 h before your scheduled lecture begins.

<sup>5</sup> Stale date = Wednesday, February 7

<sup>6</sup> iRAT 2 will close at the beginning of Class 07; it will open at least 24 h before your scheduled lecture begins.

<sup>7</sup> Stale date = Wednesday, February 28

<sup>8</sup> Stale date = Wednesday, February 28

<sup>9</sup> Use of ITP metrics as required by your instructor.

<sup>10</sup> iRAT 3 will close at the beginning of Class 13; it will open at least 24 h before your scheduled lecture begins.

<sup>11</sup> Peer review completed in class

<sup>12</sup> Stale date = Wednesday, March 27

<sup>13</sup> Stale date = Wednesday, March 27

<sup>14</sup> iRAT 4 will close at the beginning of Class 17; it will open at least 24 h before your scheduled lecture begins.

<sup>15</sup> Stale date = Tuesday, April 9: no Version 3 work can be accepted for grading after this day without being officially deferred or without mandatory -10%/day.

<sup>16</sup> Stale date = Tuesday, April 9: no Version 3 work can be accepted for grading after this day without being officially deferred or without mandatory -10%/day.

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	96 %	90 %	86 %	82%	78%	74 %	70 %	66%	62%	56 %	50 %

Your grade is determined by marks for both individual work (worth 93%) and team-scored components (worth 7%; consisting of the in-class activities). Students cannot be awarded a letter grade higher than a D+ if **all** of the Paper Plan Assignment, Version 1, Version 2, and Version 3 documents are not submitted for grading, even if they are submitted so late that they score zero for lateness due to late mark penalties or submission past the Stale Date. See the rationale behind this course policy in Section 13.

Instructors will manage in-class teamwork as they see fit. Teams might be newly created every Class (or even more than once during each Class), or they might be kept constant for the duration of the semester. **Students should not assume they will be awarded a team grade, if absent, just because they are nominally a member of a team.** Students cannot make up missed in-class team work, but might be eligible to have it exempted (see section 4.).

The University of Calgary offers a [flexible grade option](https://science.ucalgary.ca/current-students/undergraduate/program-advising/flexible-grading-option-cg-grade), 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:

In the event that a student legitimately fails to submit any online or in-person assessment on time (e.g. due to illness, domestic affliction, 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, or possible exemption and reweighing of components. Absences not reported within 48 hours will not be accommodated. Students may be asked to provide supporting documentation ([Section M.1](#)) for an excused absence, See [FAQ](#).

If an excused absence is approved, options for how the missed assessment is dealt with is at the discretion of the coordinator or course instructor. Some options such as an exemption and pro-rating among the components of the course may not be a viable option based on the design of this course.

**SCIE311 Course Policies:** In order for your experience in the course to be successful and to avoid workflow problems for you and your TA/instructor, your work must be completed on time (and sometimes brought to class). Valid reasons for missing a deadline are generally illness or serious family afflictions. Official documentation for missing a class or tutorial, or for failing to submit work on time, is not required.

- o **Please contact your instructor and/or TA in advance of missing a deadline, if possible, and include a brief note as to why the deadline cannot be met.**
- o **Failing that, please contact the Course Coordinator within 48 hours of having missed a deadline with a brief note of why the deadline was missed.**

More extensive absences might require more extensive documentation.

Late marks are applied to individual coursework (except for iRATs) as follows:

-5% for each half-day past the Due Date defined as follows: -5% from 1 minute past to 18 h past, -10% from 18 h 1 minute past to 24 h past, -15% from 24 h 1 minute past to 40 h past, -20% from 40 h 1 minute past to 48 h past etc. (In general, this will mean -5% if handed in by 4 p.m. the following day, -10% if handed in by 11:59:59 p.m. of the following day...please make sure you get some sleep!)

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

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

## 6. Course Materials:

Required Textbook(s):

Anthony Weston, *A Rulebook for Arguments*: Hackett.

Additional handouts and readings for this course are available through postings on D2L. Students will be responsible for bringing handouts to class, either printed out or by bringing a device that can show the material. Students also need to keep current with the reading material posted on D2L, because lecture is typically the application rather than the review of that reading material. It is normally sufficient to bring an electronic device with a screen large enough to read easily (e.g. a laptop) to each lecture.

ITP Metrics and Top Hat might be used in SCIE 311. These systems involve secure web-based tools for team peer evaluations and collecting in-class responses, respectively. These tools are free to all students and are not dependent on prior access.

We will also explore freely available online tools such as generative artificial intelligence. For practice in lecture/tutorial, you might be asked to input text into such tools. We respect your intellectual property and so understand if you prefer to only input generic or less applicable text into tools, rather than your more complete or personalized writing. If you have serious concerns about your text being used in such tools, please contact your lecturer and TA along with the course coordinator. The teaching team should not be inputting your text into any such tools but depending on your topic, terminology, and length of text sample, there could be some overlaps between your work and tool demonstrations.

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 open book and should only require ~10 minutes to complete, but you have 24 h to complete them. Please save your quiz and be sure to submit it when completed, and contact the course coordinator if you have any technical difficulties.

**Missed iRAT quizzes may not be written at a later time (please see 4.).**

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 [1.1](#) and [1.2](#) of the University Calendar

- b. **Final Exam:** The student shall submit the request to Enrolment Services. See [Section 1.3](#) of the University Calendar.

**SCIE311 Course Policies:** If you are concerned about the comments on your assignment or have questions about the grade you have earned, you should first email the instructor or TA (depending on who marked the assignment). Please note that some assignments have rubrics that do not allow for partial credit, and some work might be graded with reference to previous submissions. Please also note that TA and instructor rubrics are very different for Versions 1, 2, and 3, and therefore success according to one rubric does not guarantee success according to the other.

**Additional Academic Integrity Information:** All work submitted for this class (whether as a draft or for final grading) is held to the strictest standards for intellectual honesty. During the first few weeks of the semester, you will complete two assignments about understanding academic integrity. You must successfully complete these assignments in order for all subsequent assignments to be given credit - **even if you see grades for work in D2L, they will not contribute towards your grade without completion of the two academic integrity assignments.** We strongly encourage SCIE 311 students to openly discuss academic integrity issues surrounding assignments with TAs and instructors.

## 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 their [website](#) 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](mailto:svsa@ucalgary.ca)) or phone at [403-220-2208](#). The complete University of Calgary policy on sexual violence can be viewed [here](#).
- d. **Student Ombuds Office:** A safe place for all students of the University of Calgary to discuss student related issues, interpersonal conflict, academic and non-academic concerns, and many other problems.
- e. **Student Union Information:** [SU contact](#), Email your SU Science Reps: [science1@su.ucalgary.ca](mailto:science1@su.ucalgary.ca), [science2@su.ucalgary.ca](mailto:science2@su.ucalgary.ca), [science3@su.ucalgary.ca](mailto:science3@su.ucalgary.ca).
- f. **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. Nicole Sandblom by email [ntscdirector@ucalgary.ca](mailto:ntscdirector@ucalgary.ca) preferably 10 business days before the due date of an assessment or scheduled absence.

- g. **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](#)  
[Faculty of Science Academic Misconduct Process](#)

Additional information is available on the [Student Success Centre Academic Integrity page](#)

- h. **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.
- i. **Freedom of Information and Privacy:** This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP). 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.
- j. **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.

## FACULTY OF SCIENCE

### SCIENCE 311: WRITING & REVIEWING SCIENTIFIC REPORTS

#### DETAILED COURSE SYLLABUS in Section 13 of Course Outline

Science 311 is a writing course in the Faculty of Science. Writing papers is both challenging and informative. Our course is designed so that you can think about writing a researched document as a process. You will write and submit milestone assignments leading up to your final paper, so that you will learn to critically and substantially revise your writing instead of simply making grammatical and superficial changes. You will also practice searching the literature and critically examining published journal articles' science. Finally, you will provide and accept peer review, and learn how to apply reviews of your work towards the next milestone assignment.

#### Features:

##### In-class and In-tutorial 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 activities are simple; we ask you to work on the assigned exercises in lecture or tutorial time so that your instructor/TA can review your understanding before you need to apply your understanding to the next milestone assignment.

##### Out-of-class Preparation

In addition to our textbook content, we have collected resources such as readings and short videos in the SCIE 311 Module Resource Guide. Once each new Module has been initiated, you will take an individual quiz (~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 for 24 hours before they are closed. **Missed quizzes may not be written at a later time.**

##### Work in Teams

In order to have successful peer review sessions, we will begin work in teams at the beginning of the semester. Our SCIE 311 Module Resource Guide begins with team-related resources in Module 0. Please be open to your instructor's team management – attendance alone might require different teams from one Class to the next. Your teamwork will have an impact on your in-class responses grade.

##### Timely Milestone Assignments

Several milestone assignments are held to help you generate a 2000-word paper, Version 3, by the end of the semester: two Academic Integrity assignments, a Question Assignment, the Paper Plan Assignment, Version 1, Version 2, and Version 3. The last four Assignments are weighted quite heavily and are therefore key milestones in your writing progression. We will hold two official peer review sessions during class time; you should both give and receive peer feedback to other students throughout the course. Additional in-class and in-tutorial activities will support your writing process.

*D2L provides Word templates to complete, and rubrics, for all course Assignments.*

#### [Paper Plan Assignment](#)

This milestone assignment will allow you to focus on the important articles and ideas from your information search process and start to build your own interpretation and analysis leading to Version 1. You will critique a sample Plan in lecture. You can review this example and your critique while you are building your own Plan. This kind of planning can help you generate ideas for your writing; consider your interpretations and conclusions from your research thus far in order to identify supporting details and missing pieces.

#### [Version 1 Assignment](#)

This milestone assignment will allow you to focus on **writing paragraphs** and including **evidence** from your cited sources in the body of your paper. You will critique a sample of paper body text in lecture. Your TA will provide a review of your Version 1 and your Instructor will provide feedback and score the paragraph that you think is your best. You should change **the colour of the text** for the paragraph you would like to be scored. By Version 1, you will be graded on your choice of proper SCIE 311 topic for this paper.

#### [Version 2 Assignment](#)



This milestone assignment will allow you to focus on your **background** and **context** while **revising** your body and writing an Introduction. You will critique an example Introduction in lecture. You should write a cover letter to your TA; your TA will provide a review of your Version 2 and your cover letter. Your Instructor will provide feedback and score the body paragraph that you think is your best. You should change **the colour of the text** for the paragraph you would like to be scored.

### Version 3 Assignment

This milestone assignment is your final paper. You will critique a sample Conclusion and two sample Abstracts in lecture. You will write a cover letter to your TA; your TA will score this cover letter. Your Instructor will score the entire paper, as well as your [possibly updated] choice of proper SCIE 311 topic for the paper.

### Concrete Steps

To ensure you identify and prioritize feedback to be implemented, then actively plan to implement the most important feedback, you will fill out three Concrete Step assignments shortly before Versions 1, 2, and 3 are due. These short assignments should help you gain the clarity or motivation you need to address concerns in your Paper Plan, Version 1, and Version 2.

Milestone Assignment	Concrete Step Due Date	Due Date	Stale Date
Paper Plan	-----	Jan. 25	Feb. 7
Version 1	Feb. 8	Feb. 15	Feb. 28
Version 2	Mar. 1	Mar. 8	Mar. 27
Version 3	Mar. 28	Apr. 5	Apr. 9

### Appropriate Resources

The goal of SCIE 311 is for you to write a brief, well-supported and documented review paper that provides analysis of on a topic of your choice. In our library sessions, the librarians will teach you how to use a range of search tools.

- o Your reference list should be sorted into three sections titled: Research Papers, Review Papers, and Other Instructor-Approved Sources.
- o You must use at least six recent research papers for the evidence in the body of your paper. Relevant papers are usually 2-3 years old, but sometimes the nature of the research means that results take a long time to obtain and therefore papers 4-10 years old might be reasonable. Your citations should not all come from one research group.
- o If you wish to pursue a topic that you are actively researching or have researched in another course, please talk to us so we can ensure your work is equitable. *This is a very easy conversation to have and it avoids awkwardness if your TA/instructor happen to attend your research presentation.*
- o Your TA and instructor can help critique your reference list.

### Responsibilities and Expectations

We note that successful students tend to:

- Come prepared to participate actively in class activities and tutorials.
- Read all material on D2L.
- Complete all assignments to the best of their ability.
- Submit assignments **on time**.\*
- Provide thoughtful, well-organized, and critical suggestions to their peers during the review process.
- Reflect on their peer, TA, and instructor reviews and incorporate suggestions into their papers.\*\*

*\*We understand that life happens and are willing to consider extensions of e.g. 48 h where appropriate. Extensions beyond 48 h usually delay the return of feedback and therefore delay student progress towards the next milestone assignment.*

*\*\*You have the academic freedom to write on any topic of your choice; however, there are topics that are not suitable for the course – and cannot receive high scores using our rubrics – because they are not suitable topics for a second-year scientific review paper. Some of these topics, and why they are not useful in SCIE 311, will be discussed in lecture and tutorial, but you might also receive notice that your topic is unlikely to succeed as early as the Question Assignment. Please get in touch with us if you need help with your topic!*

Therefore...

- *Please arrive* at scheduled classes and 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.
- *Please attend* all scheduled classes and tutorials. If you have to miss class, email your instructor and/or the Course Coordinator as soon as possible to let them know why you are missing class, and make-up arrangements might be planned at this time. If your email concerns a tutorial session, please contact your TA directly with this information.

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

For the four major assignments (Paper Plan, Version 1, Version 2, Version 3), we aim to balance being **fair** and **reasonable** about deadlines.

1. You must submit each of these four assignments to receive credit for subsequent one(s) and ultimately to have the potential to earn more than a D+.
2. 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, within the limits of the course policies.

3. We understand that you have other courses with midterms that might fall uncomfortably close to SCIE 311 deadlines. You have five 'flex-days' this semester. You can use the five days individually or collectively to push back deadlines with no questions asked. When you do so, please e-mail your instructor, TA, **and** course coordinator so these flex-days can be tracked. The course coordinator will be watching D2L submissions on D2L!

**We recommend submitting an on-time milestone assignment that requires more effort, rather than submitting a late milestone assignment with added effort.**

- o a great deal of work is needed to overcome the 5-10% late deduction for each additional day taken
- o every day the work is late, it seems easier to continue to work on it to perfect it, trying to make up for the late deduction, rather than to just submit it
- o the course content will continue to progress with new items that do not yet apply to the milestone assignment you are still working towards

**Unless you are confident that you can submit better work with a minimal late penalty, please submit your work on time and benefit from the feedback!**

*Please contact us if you feel like you are about to make a bad decision  
with respect to your academic integrity.*

#### **What can you expect from us?**

Most of this syllabus is directed at giving you information about the structure of the course and recommendations for success. 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 class.

#### **Specifically, we will:**

- Be respectful of all persons in the class 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.
- Encourage you to be well read.
- Provide you with instructional material that will enable you to excel in this class.
- 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 class and look forward to helping you improve as a writer.***

Electronically Approved - Jan 05 2024 14:47

---

**Department Approval**