

**University of Calgary**  
**Department of Communication, Media and Film**  
**Academic Writing (ACWR) 303 - Lecture 01 & 02**  
**Academic Writing for Specialized Audiences (Intermediate)**

**Winter 2017 – ONLINE**

**Virtual WEDNESDAYS: January 11 to April 12 (excluding Feb. 22)**

**Instructor:** Jo-Anne Andre, M.A.  
**Office Location:** Social Sciences 300 (*Send campus mail to SS 320*)  
**Office Phone:** (403) 220-7429  
**E-Mail:** [andre@ucalgary.ca](mailto:andre@ucalgary.ca) (*Please put ACWR in the e-mail subject line*)  
**Office Hours:** Tuesdays 2:00 to 4:30 pm (or other times by appointment)  
**Course Site:** <https://d2l.ucalgary.ca/>

### **Course description**

This inquiry-based course is intended to help students develop skill in academic writing. The course focuses on the writing styles, genres, evidence, and reasoning that characterize academic writing in health and human service fields. The course will emphasize connections between reading, writing, research, reflection, and critical reasoning. The course is open only to students in Nursing, Community Rehabilitation and Disability Studies, Health Sciences, and Social Work.

### **Additional Information**

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

Please be aware that this online course is a reading- and writing-intensive course and will require just as much (or more) work than your other courses. You should set aside 5 or 6 hours a week for course work.

Students will be randomly assigned to one of three marking groups:

- Group 1 – marker Andrea Hanslip -- [arhansli@ucalgary.ca](mailto:arhansli@ucalgary.ca)*
- Group 2 – marker Christine Sopczak -- [cmsopcza@ucalgary.ca](mailto:cmsopcza@ucalgary.ca)*
- Group 3 – marker Jo-Anne Andre -- [andre@ucalgary.ca](mailto:andre@ucalgary.ca)*

You may contact your marker directly if you have questions about a marked assignment; however, all other questions about the course and assignments should go to the instructor. In a drop-in visit during office hours or scheduled appointment with the instructor, you can

- go over course concepts that you are unsure about (including APA style)
- get hands-on help with library research or D2L functions
- review assignment drafts or marked papers
- get questions answered and chat about your progress in the course.

If you are studying at a distance, you can get instructional support via phone or email.

### **Textbook**

*Publication Manual of the American Psychological Association (APA)* (6<sup>th</sup> ed., 2010).

All course modules and additional readings will be available on the D2L course site.

## Course Objectives

This course is intended to help students to develop

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

## Internet and electronic communication device information

Students must have frequent, regular access to the Internet and email. Students are responsible for

- Checking the course D2L site and their ucalgary email at least twice a week.
- Checking their system's compatibility in D2L by going to My Tools > System Check.
- Contacting [itsupport@ucalgary.ca](mailto:itsupport@ucalgary.ca) if they have problems with D2L.
- Sending themselves an email from within D2L in order to check that course messages (emails) do not get filtered into spam or junk folders or get rejected by their mail server.
- Setting their notification preferences by clicking on their name in D2L and clicking on *notifications* in the drop-down menu to get to the options.

## Assignments, Readings, & Due Dates:

3%	Module 1: Intro to Academic Writing. <b>Task 1</b>	Wed., Jan. 18
3%	Module 2: Writing a Research Proposal. <b>Task 2</b>	Wed., Jan. 25
3%	Module 3: Conducting an Information Search. <b>Task 3</b>	Wed., Feb. 1
3%	Module 4: Eliminating 12 Common Errors. <b>Task 4</b>	Wed., Feb. 8
3%	Module 5: Documenting Sources in APA Style. <b>Task 5</b>	Wed., Feb. 15
<b>15%</b>	<b>RESEARCH PAPER PROPOSAL*</b>	Wed., Feb. 15
3%	Module 6: Building good arguments & Using sources & Module 7: Managing the Writing Process. <b>Quiz 1</b>	Wed., March 1
3%	Module 8: Writing with Style. <b>Task 6</b>	Wed., March 8
3%	Module 9: Reading and Writing Critically. <b>Quiz 2</b>	Wed., March 15
<b>20%</b>	<b>COMPARATIVE ARTICLE SUMMARY &amp; CRITIQUE*</b>	Wed., March 22
3%	Module 10: Structuring Papers Effectively. <b>Quiz 3</b>	Wed., March 29
3%	Peer review of draft of final paper--2 parts: <ul style="list-style-type: none"><li>• Send draft to your designated peer</li><li>• Return completed review to peer. <b>Task 7</b></li></ul>	Wed., April 5 (8 pm) Sat., April 8 (noon)
<b>30%</b>	<b>RESEARCH PAPER WITH ABSTRACT*</b>	Wed., April 12
5%	Editing checklist to be submitted with the proposal comparative summary and final paper assignments	Feb. 15, March 22, April 12

**\*NOTE:** The proposal, comparative summary, & final paper must be submitted to pass the course.

**Registrar-schedule Final Exam: No**

### **Assignment Information:**

#### **Research Paper Proposal (15%, due Wed., Feb. 15)**

Length: **700 to 1000 words** (not counting the reference list or editing checklist)

This double-spaced proposal for research for your final paper in this course should include

- an informative title at the top of page 1
- section headings (as in the Mod. 2 examples)
- the research question that you will pursue for your final research paper
- a tentative answer to your research question in the form of a 1- to 3-sentence thesis statement
- a 1- or 2-paragraph overview of your topic, putting it into context, establishing its importance, defining key terms as needed, and using and citing at least **THREE** sources in proper APA citation format. (Note: Your in-text citations and reference list will be marked separately, as the 3% Module 5 task.)
- a brief description of your proposed research methods and strategies, indicating the kinds of sources you will search for and the online search tools (databases) and search terms you will use. (Although you may already have completed your research prior to writing your proposal, you should write this section in the future tense, implying that you still have research to complete.)

NOTE: any proposed research involving interviews or surveys must be pre-approved by the instructor at least one week before the submission of the proposal.

- an APA-style reference list (double-spaced and using hanging indent format) with at least **FIVE** sources that you will use in your final paper, three of which should be used and cited in the proposal.
- Along with the proposal (as the last page), include an **editing checklist**, a chart listing editing issues from previous assignments, along with notes (as needed) and a notation indicating that you proofread the current assignment explicitly for the problems on the list. See D2L for a template to use.

Note: The proposal should be for a paper based on new original work; please do not reuse topics from other courses (e.g., Philosophy 249, 259, 313, or 347, or Kinesiology 260).

#### **Comparative Article Summary-Critique (20%, due Wed., March 22).**

Length: **900 to 1400 words** (not counting the reference list or editing checklist)

In this double-spaced assignment, you will summarize, critique, and draw connections between two journal articles that you will use in your final paper in the course. See D2L for detailed assignment guidelines.

Along with this assignment (as the last page), include the **editing checklist** from your proposal, which should be updated with additional editing issues noted from task 6 and the proposal (and from marked assignments from other courses if you wish).

#### **Research Paper with Abstract (30%, due Wed., April 12).**

Length: **2450 to 3000 words** (not counting the reference list or editing checklist)

- Send draft to your designated peer **Wed., April 5 (8 pm)**
- Return completed review to peer. **(Task 7)** **Sat., April 8 (noon)**

This double-spaced paper will be based on your research question as outlined in your proposal. Please see D2L for detailed assignment guidelines (including guidelines for the peer review task). Note: The final paper may include material originally used in your proposal and summary critique assignments; however, you will need to edit any recycled material to ensure that the material fits logically and grammatically into your final paper. To earn full marks on Task 7 (worth 3%), you must submit your draft (even a partially complete draft will be fine) to your peer as well as complete a peer review for your designated peer. Along with your

final paper (as the last page), include your **editing checklist**, which should be updated with editing issues from your comparative summary.

**Editing Checklist (5%) -- to be submitted with the proposal, comparative summary, and final paper**

The editing checklist is intended to encourage you to apply the feedback from your marker and to get into the habit of systematically editing your work for the errors that you tend to make in academic writing.

Grading: for each of the three submissions, your marker will enter a grade of 0, 1, 1.5, or 2 into the “Edit” column in the gradebook. At the end of term, the values will be translated into letter grades:

Editing checklist points on each assignment (maximum points = 6)	Letter grades
0 = editing checklist not submitted	5 or 6 points = A+
1 = checklist submitted, but little or no evidence of editing based on it	4 points = B+
1.5 = checklist submitted, generally successful editing based on it	3 points = C
2 = checklist submitted, clear evidence of editing based on it	2 points = C-
	1 point = D
	0 points = F

**Module Tasks & Quizzes**

The Module tasks are outlined at the end of each module. They may involve short reflective writing tasks posted to a discussion board, short editing tasks, or other short tasks submitted to the d2L dropbox. Three of the Module tasks involve quizzes administered through the ASSESSMENTS (Quizzes) area of D2L.

**Assignment Due Dates, Grace Period, & Late Penalties**

Assignments are due at 8:00 pm MST on the due date indicated. For all written assignments except the peer review, you will have a 24-hour grace period: we will not take a late penalty if your assignment is submitted within 24 hours of the due date. Quizzes will all remain open until Sunday 11:59 pm following the due date; in other words, you will have four-day grace period for the quizzes. Missed quizzes will normally earn a grade of zero. Written assignments submitted after the grace period may have one grade level deducted for each day late (e.g., B to B-), including weekends, to a minimum grade of D.

**Assignment Submission:**

- Submit all assignments in Word format (.doc or .docx); .rtf files may also work. Do not use .pdf or pages formats.
- Use a 12-point font and 1” (2.54 cm) margins all round for all assignments.
- **Include your name in the file name** (e.g., ACWR Proposal Jones.docx) and on page 1 of all written assignments. Your markers may download all the assignments in your section, and it gets confusing if all the files downloaded have the same file name (e.g., Proposal).
- Except as instructed in the Module Task descriptions, all written assignments should be submitted to the designated DROPBOX for your marking group on D2L. You can access the dropboxes via the ASSESSMENTS tab on the red navigation bar in D2L.
- To access the online quizzes, click on the ASSESSMENTS tab on the red navigation bar in D2L and then click on QUIZZES in the drop-down menu. You may save partially finished quizzes and submit them later, but if you do not click on SUBMIT before the quiz deadline, you will earn a zero on the quiz. When quizzes become available for completion, a news announcement will be posted to D2L.

Note: It is the student's responsibility to keep a copy of each submitted assignment. For courses in which assignments are submitted electronically, it is the student’s responsibility to ensure that the correct copy of the assignment is submitted. (Including the version date or version number in your file name may help you avoid submitting the wrong version of your written assignments.)

### Assignment Revisions:

If you earn a C- (C minus) or lower (before late penalties) on your proposal or comparative summary critique, you may revise those assignments and resubmit them by email directly to the instructor (at [andre@ucalgary.ca](mailto:andre@ucalgary.ca)). Successful revisions may earn a grade increase to a maximum of C+. Revisions must be submitted by 8:00 pm April 1.

### Student Accommodations

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\\_0.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf).

Please note:

1. Students seeking accommodations for transient illnesses (e.g., the flu) should contact their instructors directly. Whenever possible, students should advise their instructors in advance if they will be missing quizzes, presentations, in-class assignments, or group meetings.
2. When accommodations are granted, they may take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.
3. For information on Deferrals of Final Exams and Term Work, see sections G.6 and G.7 of the *University Calendar* at <http://www.ucalgary.ca/pubs/calendar/current/g-6.html> and <http://www.ucalgary.ca/pubs/calendar/current/g-7.html>

### Writing Skills Statement

Department policy directs that all written assignments will be assessed at least partly on writing skills. For details see <http://comcul.ucalgary.ca/needtoknow>. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the Writing Centre. Visit the website for more details: <http://www.ucalgary.ca/ssc/writing-support>

### Grading System & Grade Scale

Final grades will be reported as letter grades. Written assignments will be given letter grades, and quizzes will earn a percentage score. The calculated final grade will be converted back into a final letter grade using the range in column 4 of the table below.

Grade Point Value	Description	Grade	Department grade scale equivalents	Letter grade % equivalent for calculations
4.00	Outstanding	A+	96 - 100%	98.0%
4.00	Excellent—superior performance, showing comprehensive understanding of subject matter.	A	90 - 95.99%	93.0%
3.70		A -	85 - 89.99%	87.5%
3.30		B+	80 - 84.99%	82.5%
3.00	Good--clearly above average performance	B	75 - 79.99%	77.5%

	with knowledge of subject matter generally complete.			
<b>2.70</b>		<b>B-</b>	70 - 74.99%	72.5%
<b>2.30</b>		<b>C+</b>	65 - 69.99%	67.5%
<b>2.00</b>	Satisfactory—basic understanding of the subject matter.	<b>C</b>	60 - 64.99%	62.5%
<b>1.70</b>		<b>C-</b>	55 - 59.99%	57.5%
<b>1.30</b>	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject	<b>D+</b>	53 - 54.99%	54.0%
<b>1.00</b>		<b>D</b>	50 - 52.99%	51.5%
<b>0.00</b>	Fail – unsatisfactory performance or failure to meet course requirements.	<b>F</b>	00 - 49.99%	0%

### **Plagiarism:**

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possible suspension or expulsion from the university. Please be aware that if you are in a program for which ACWR 303 is a required course (e.g., Nursing), failure in the course owing to plagiarism could cost you an entire year of study as ACWR is offered only in the winter term.

**You must provide an in-text citation not only for direct quotations but also for paraphrases and borrowed ideas where they appear in your text. However, when you use wording taken directly from a source, in-text citations and corresponding reference list entries are insufficient. You must use quotation marks (or block-indent formatting for quotations over 40 words) so that readers can tell exactly what passages were taken from the source.** This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources.

Feel free to discuss your ideas with others and to have someone review your written work to point out weaknesses and typos. These practices do not constitute plagiarism as long as you do the corrections and rewriting. All of the following, however, constitute plagiarism:

- passing off the work of others as your own
- submitting work that you have done previously (or that you are now doing for another course) as if it were new work done for this course
- borrowing wording from published material without using quotation marks (or formatting a long quoted passage according to a standard documentation format)
- using wording, ideas, information, or graphics from published material or from the internet without acknowledging the source.

In addition, collaborating on quizzes without explicit permission to do so is considered academic misconduct.

Information about the APA documentation styles is included in Module 5, in the APA Manual. If you need further guidance about whether or how to document a source, please contact your instructor or an instructor in Writing Support Services in the Taylor Family Digital Library.

### **Academic Misconduct**

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

## Research Ethics

Whenever you perform research with human participants (i.e. surveys, interviews, observation) as part of your university studies, you are responsible for following university research ethics guidelines. This course will not involve research with human participants. However, if you want to interview someone as part of the research for your final paper, you must consult the instructor before submitting your proposal, and you must follow the research ethics guidelines outlined at <http://arts.ucalgary.ca/research/research/research-ethics> . Failure to comply with these requirements could result in failure on your final paper.

If you wish to undertake any interviews as part of your research for your final paper in ACWR 303, you must contact the instructor at least one week before the proposal assignment is due as such research may require a full research proposal for the ethics review committee.

## Schedule of Lectures and Readings

See the schedule of assignments above for module and assignment due dates. All readings are included in or listed with the weekly modules. Modules will be posted on D2L.

## Important information, services, and contacts for students

For information about . . .	Visit or contact . . .
<b>CAMPUS SECURITY</b> <ul style="list-style-type: none"> <li>• Calgary Police Service</li> <li>• Emergency Text Messaging</li> <li>• Emergency Evacuation &amp; Assembly</li> <li>• Safewalk Program</li> </ul>	<a href="http://www.ucalgary.ca/security/">http://www.ucalgary.ca/security/</a> <b>403-220-5333</b> <b>403-266-1234</b> <b>Emergency: call 911</b> <a href="http://www.ucalgary.ca/emergencyplan/textmessage">http://www.ucalgary.ca/emergencyplan/textmessage</a> <a href="http://www.ucalgary.ca/emergencyplan/assemblypoints">http://www.ucalgary.ca/emergencyplan/assemblypoints</a> If you feel uncomfortable walking alone at any time, call Campus Security for an escort ( <b>220-5333</b> ). For more information, see <a href="http://www.ucalgary.ca/security/">http://www.ucalgary.ca/security/</a>
<b>DESIRE2LEARN (D2L) Support</b> <ul style="list-style-type: none"> <li>• IT help line</li> </ul>	<a href="http://elearn.ucalgary.ca/desire2learn/home/students">http://elearn.ucalgary.ca/desire2learn/home/students</a> 403-220-5555 or <a href="mailto:itsupport@ucalgary.ca">itsupport@ucalgary.ca</a>
<b>STUDENT SUCCESS CENTRE</b> <ul style="list-style-type: none"> <li>• Writing Support Services</li> <li>• Student Services Mobile App</li> </ul>	<a href="http://ucalgary.ca/ssc">http://ucalgary.ca/ssc</a> <a href="http://www.ucalgary.ca/ssc/writing-support">http://www.ucalgary.ca/ssc/writing-support</a> <a href="http://ucalgary.ca/currentstudents">http://ucalgary.ca/currentstudents</a>
<b>STUDENTS' UNION CONTACTS</b> <ul style="list-style-type: none"> <li>• Faculty of Arts Reps</li> <li>• Student Ombudsman</li> <li>• Graduate Students' Association</li> </ul>	<a href="http://www.su.ucalgary.ca/governance/elections/home.html">http://www.su.ucalgary.ca/governance/elections/home.html</a> <a href="http://www.ucalgary.ca/provost/students/ombuds">http://www.ucalgary.ca/provost/students/ombuds</a> <a href="http://www.ucalgary.ca/GSA/">http://www.ucalgary.ca/GSA/</a>
<b>SU WELLNESS CENTRE</b> <ul style="list-style-type: none"> <li>• Counselling Services</li> <li>• Health Services</li> </ul>	<b>403-210-9355</b> (MSC 370), M-F, 9:00–4:30 pm <a href="http://ucalgary.ca/wellnesscentre/counselling">http://ucalgary.ca/wellnesscentre/counselling</a> <a href="http://ucalgary.ca/wellnesscentre/health">http://ucalgary.ca/wellnesscentre/health</a>

<ul style="list-style-type: none"><li>• <b>Distress centre 24/7 CRISIS LINE</b></li><li>• <b>Online resources and tips</b></li></ul>	<p><b>403-266-HELP (4357)</b></p> <p><a href="http://ucalgary.ca/wellnesscentre/healthycampus">http://ucalgary.ca/wellnesscentre/healthycampus</a></p> <p>If you're concerned about a friend or your own well-being, it is important to seek help early. Call or visit the SU Wellness Centre or the 24-hour crisis line.</p>
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