

University of Calgary, Department of Communication, Media and Film
Academic Writing (ACWR) 303 - Lectures 01 & 02
Discipline-based Academic Writing
Winter 2023: Jan. 9 – Apr. 12 (excluding Feb. 19-25; Apr. 7, Apr. 10)
This course is online, asynchronous.

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|----------------------|-------------------------------------|
| Instructor: | C. Remillard |
| Email: | csremill@ucalgary.ca |
| Web Page: | D2L available through MyUofC portal |
| Office Hours: | WED 3:00 to 5:00 (by appointment) |

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.

Additional Information

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

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

1. Email yourself from D2L and check that your sent email appears in your inbox.
2. Update your notification settings in D2L. To do so,
 - 1) Click on your name on the top right-hand corner of the course page on D2L.
 - 2) Click on NOTIFICATIONS in the drop-down menu that appears.
 - 3) In the Notifications area, change your email to an email you check frequently if you did not receive the email you sent to yourself in step 1.
 - 4) Click the following options to ensure that you receive course news postings and reminders either by email or instant messaging:
 - News – item updated
 - News – new item available
 - Quizzes – quiz due date or end date is 2 days away
- 5) Click SAVE.

Recommended Textbook & Materials

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

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

**These resources were developed by J. Andre (2021) and used with her permission.

Andre, J. (2021). *Course modules for ACWR 303*. D2L.

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 and assessing sources, notetaking, organizing ideas and synthesizing information, writing and revising;
3. skill in the information search (research) process, including competence in using specialized online databases and other search tools to locate relevant scholarly sources;
4. skill in critically analyzing, using, and citing sources in APA format;
5. competence in developing arguments and structuring papers effectively in a range of academic genres including proposals, summaries and critical analyses, reflective pieces, and research papers;
6. competence in writing with clarity, conciseness, and a professional tone;
7. skill in editing to eliminate common writing errors.

Learning Technologies and Requirements & Policy on the Use of Electronic Communication Devices

This is an online course. In order to complete online (or blended) courses, University of Calgary students are required to have reliable access to the following technology:

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

Most current laptops will have a built-in webcam, speaker and microphone. If you need access to other software programs to complete assignments, your instructor will provide relevant information and links.

For resources on D2L, visit <http://elearn.ucalgary.ca/desire2learn/home/students>. If you have technical difficulties, contact the university's IT department. For contact information, see <https://www.ucalgary.ca/pubs/calendar/current/student-campus-services-informationtechnologies-it.html>

Assignments, Readings, and Due Dates

Modules (which may include additional assigned readings) are posted on D2L.

| Week | Readings | Assignment | Due |
|---------------------|---|------------|--|
| 1 | Orientation to Course & Materials | N/A | |
| 2 | Module 1: Intro to Academic Writing & the Writing Process | Mod 1 Task | Thurs., Jan. 19 |
| 3 | Module 2: Writing Research Questions & Proposals | Mod 2 Task | Thurs., Jan. 26 |
| 4 | Module 3: Conducting an Information Search | Mod 3 Task | Thurs., Feb. 2 |
| 5 | Module 4: Editing for 12 Common Writing Errors | Mod 4 Task | Thurs., Feb. 9 |
| 6 | Module 5: Using Sources & APA Citation Style Effectively | Mod 5 Quiz | Thurs., Feb. 16 |
| Reading Week | | | |
| 7 | Research Paper Proposal | | Thurs., March 2 |
| 8 | Module 6: Writing with Style | Mod 6 Task | Thurs., March 9 |
| 9 | Module 7: Building Good Arguments & Reading and Writing Critically | Mod 7 Quiz | Thurs., March 16 |
| 10 | Mini literature review (a section of your final paper) | | Thurs., March 23 |
| 11 | Module 8: Structuring Papers Effectively | Mod 8 Quiz | Thurs., March 30 |
| 12 | Peer review of DRAFT research paper with abstract Send your draft paper to your assigned peer by 11:59 pm → Send comments to your peer on their draft by 11:59 pm → Submit YOUR comments on your peer's draft | | Thurs., April 6 Mon., April 10 Thurs., April 13 |
| 13 | Research paper with abstract | | Thurs., April 13 |

Module Tasks & Quizzes (8x5% each, 40%)

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

The three online quizzes can be accessed under the ASSESSMENT tab in D2L. Note that

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

Research Paper Proposal (15%): 600 to 1000 words (plus the reference list), double-spaced

This proposal for research for your final paper should include

- an informative title and your name at the top of page 1. (Do not include a title page.)
- section headings (as in the Module 2 examples).
- the research question for your final research paper.
- a tentative answer to your research question in a 1- to 3-sentence thesis statement.
- a 1- or 2-paragraph overview of your topic, establishing its context and importance, defining key terms as needed, and using and citing **at least two sources** in APA format.
- a brief description of your proposed research method (i.e. secondary research relying on published sources) and strategies (i.e., indicating the kinds of sources you will search for and what search tools and search terms you will use). (Write this section in the future tense, even if you have already done your research.)
- an APA-style reference list (double-spaced in hanging indent format) including entries for all sources cited in the proposal as well as entries for any other sources you expect to use in completing your final paper. Put an asterisk(*) before any entries you plan to use in your final paper but have not cited in your proposal.

Note: The proposal should be for a paper based on new original work; do not reuse topics from other courses (e.g., CORE, PHIL, or KNES courses). Ask the instructor for guidance if needed.

Mini Literature review (15%). 600 to 1000 words (plus reference list), double-spaced. In this paper, you will draft a section for your final paper in which you summarize and draw connections between two (or more) studies relevant to your final paper. The paper must include proper in-text citations and a reference list in APA format. See the detailed assignment guidelines on D2L. *Note: in developing this paper, you may reuse material from your proposal. The three major assignments in this course are intended to build upon each other.*

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

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

Registrar-scheduled Final Examination: NO

Policy for Late Assignments

Assignments submitted after the due date may be penalized with the loss of a partial letter grade (e.g.: A- to B+) for each day late. If you require an extension, email the instructor before the due date. Note that you will have a 24-hour penalty-free grace period after the stated deadline to submit the quizzes and to submit your final paper

Submission & Review of Assignments

- Except for discussion board postings, upload all assignments to the designated dropboxes under the ASSESSMENT tab in D2L. Check the dropbox for your marked assignments.
- Submit work in .doc or .docx (Word) or .rtf format. **Do not use .pdf or Pages formats.**
- Use the following naming protocol for files (e.g., Lastname_UCID#_Assignment; Remillard_555555_Proposal) and include your full name and student number on page 1 of all assignments. *Why I ask for this: When I download multiple assignments from D2L, it is confusing when files share a file name (e.g., ACWR 303 Proposal).*
- Keep a copy of each submitted assignment.
- Note that personal information is collected in accordance with the Freedom of Information and Protection of Privacy (FOIP) Act.

Student Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Students seeking accommodation for transient illnesses (e.g., the flu) or another legitimate reason should contact their instructors.

Expectations for Writing

Department policy directs that all written assignments and, to a lesser extent, written exam responses be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization and proper documentation of research sources. For further information, please refer to the *University of Calgary Calendar* section on writing across the curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

Grading & Department of Communication, Media and Film Grade Scale

Final grades are reported as letter grades. The chart below outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film. In calculating final grades in this course, letter grades will be converted to the midpoint of the percentage range, as shown in the final column of the table.

In this course, all written assignments and tasks will earn a letter grade, and quizzes will be marked using percentage grades.

| Grade Point Value | Description | Grade | Dept of CMF grade scale equivalents* | Letter grade % equivalent for calculations* |
|-------------------|--|-------|--------------------------------------|---|
| 4.00 | Outstanding performance | A+ | 96 - 100% | 98.0% |
| 4.00 | Excellent performance | A | 90 - 95.99% | 93.0% |
| 3.70 | Approaching excellent performance | A - | 85 - 89.99% | 87.5% |
| 3.30 | Exceeding good performance | B+ | 80 - 84.99% | 82.5% |
| 3.00 | Good performance | B | 75 - 79.99% | 77.5% |
| 2.70 | Approaching good performance | B- | 70 - 74.99% | 72.5% |
| 2.30 | Exceeding satisfactory performance | C+ | 65 - 69.99% | 67.5% |
| 2.00 | Satisfactory performance | C | 60 - 64.99% | 62.5% |
| 1.70 | Approaching satisfactory performance | C- | 55 - 59.99% | 57.5% |
| 1.30 | Marginal pass. Insufficient preparation for subsequent courses in the same subject | D+ | 53 - 54.99% | 54.0% |
| 1.00 | Minimal pass. Insufficient preparation for subsequent courses in the same subject | D | 50 - 52.99% | 51.5% |
| 0.00 | Failure. Did not meet course requirements. | F | 0 - 49.99% | 0% |

Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. **In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin.** Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there.

For information on citation and documentation styles (MLA, APA, Chicago, IEEE, etc.), visit the Student Success Centre resource links at <https://ucalgary.ca/student-services/student-success/writing-support> or the Purdue Online Writing Lab (OWL) Research and Citation Resources at https://owl.purdue.edu/owl/research_and_citation/resources.html

If you need help with writing or have questions about citing sources, consult your instructor or visit the Student Success Centre, 3rd floor, Taylor Family Digital Library. To book an appointment, go to <https://ucalgary.ca/student-services/student-success/writing-support>

Instructor Intellectual Property & Copyright Legislation

Course materials created by the instructor (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the same course section and term may be allowed under fair dealing. Check with the instructor if you have any questions about sharing materials with other students.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-useofmaterial-protected-by-copyright.pdf) and requirements of the copyright act (<https://lawslois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Academic Misconduct

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

Research Ethics

Whenever you perform research with human participants, including surveys, interviews, or observations as part of your university studies, you are responsible for obtaining research ethics approval and for following university research ethics guidelines. In some cases, your instructors may apply for course-based research ethics approval for certain assignments, and in those cases, they must review and approve your research plans and supervise your research. For more information about your research ethics responsibilities, please see <https://arts.ucalgary.ca/research/arts-researchers/resources-researchers-and-instructors/ethics>. In your proposal, please do not propose to do research involving surveys or interviews as no course-based research ethics approval is in place for such methods.

Deferrals of Course Work and Requests for Reappraisal

For university regulations and procedures related to deferral of term work, see <https://www.ucalgary.ca/pubs/calendar/current/g-7.html>

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

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

Student Support Services and Resources

Please visit <https://www.ucalgary.ca/registrar/registration/course-outlines> for information about student support services and resources, including Wellness and Mental Health Resources, Student Success programs and services, the Student Ombuds Office, the Student Union, and Safewalk.