

**University of Calgary**  
**Department of Communication, Media and Film**  
**ACWR 303 (L03 & 04): Discipline-based Academic Writing**  
**WINTER 2023: ONLINE (entirely asynchronous)**  
**January 9 to April 12 (excluding February 19-25, April 7 & 10)**

**IMPORTANT NOTE FOR ONLINE COURSE DELIVERY**

**Timed Online Quizzes/Tests:** You will be allowed a minimum window of 24 hours to access online quizzes and exams, but there may be a time limit for completing a quiz once you open it. Read the description carefully.

**Timed Online Final Exams:** You will be allowed a minimum window of 24 hours to access online final exams, but there may be a time limit for completing the final exam once you open it. Read the description carefully. Timed final exams allow for an additional 50% extra time.

<b>Instructor:</b>	Andrea Hanslip
<b>Office:</b>	N/A
<b>Email:</b>	arhansli@ucalgary.ca
<b>Web Page:</b>	D2L (access via MyUofC portal)
<b>Office Hours:</b>	Mondays 10:30-11:30am and Thursdays 7-8pm by appointment on Zoom (links in D2L)

### **Course Description**

*An intermediate level course in the writing styles, genres and modes of evidence and reasoning appropriate to academic writing in a specific discipline or disciplines. Emphasis on connections between reading, writing, critical reasoning and, where appropriate, other discourse forms such as oral and electronic presentation.*

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, please schedule at least 5 hours a week to watch the course videos, to complete readings, to do tasks and quizzes, to review feedback on your marked work, and to work on the three major assignments.

The weekly schedule of topics and readings can be found below and on D2L. Students are responsible for reading and following all course and university policies discussed in this outline.

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.

### **Objectives of the Course**

The course objectives are to develop...

- a general understanding of the purposes, genres, and conventions of academic writing and of the requirements of ethical research;
- an effective writing, research, and revision process;
- the ability to develop a good research question and a tentative thesis to guide their research;
- skill in the information search (research) process, including in the use of specialized online databases in their discipline to locate relevant scholarly sources for a basic literature review;
- skill in critically assessing sources and the ability to distinguish scholarly from non-scholarly sources;
- skill in effectively using and citing sources (including the ability to develop a properly formatted reference list) in **APA format** (7<sup>th</sup> edition, 2020), the standard format required in nursing and in community rehabilitation;
- competence in synthesizing information, developing arguments, and refining a thesis statement to reflect research-based conclusions;
- skill in structuring papers in a range of academic genres including reflective pieces, proposals, summaries and critical analyses, and research papers;
- skill in revising for clarity, conciseness, a professional tone, and bias-free language (see Chapter 5 of the APA Manual, 2021);
- ability to edit effectively to eliminate common writing errors in grammar, sentence structure, punctuation, and use of APA style;
- ability to offer (and use) effective peer feedback on drafts.

### **Textbooks and Readings**

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

Weekly course 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.

## Learning Technologies and Requirements

In order to complete 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), and a microphone and speaker (built-in or external) or headset with microphone (for online synchronous courses only).

If you need access to other software programs to complete assignments, your instructor will provide relevant information and links.

If you have technical difficulties, contact IT support services. See <https://www.ucalgary.ca/pubs/calendar/current/student-campus-services-information-technologies-it.html>

## Policy on the Use of Electronic Communication Devices

Please familiarize yourself with the University's policy on the recording of lectures, which is outlined at <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>, and carefully review the section on Instructor Copyright at the end of this outline.

## Assignments and Evaluation

Chapter readings/modules (which may include additional assigned readings) are posted on D2L. Please note that the readings should be completed before doing each task/assignment.

There will also be **videos each week**, which can be viewed asynchronously. These will support the readings and explain the assignments. Each video will be available in the week prior to each due date (for example, a welcome video and the Week 1 video will be available a week before Task 1 is due). Please watch the videos in their assigned week and before completing the assignments.

Weight	Assessed Components	Due Dates
5%	<b>Task 1: Discussion Board Posting:</b> 200-300 word posting addressing either Option 1.1 or 1.2 (instructions in Discussion Board in D2L); based on readings for Week One	Tuesday, January 17
5%	<b>Task 2: Topics, Research Questions, Brainstorming, and Tentative Thesis:</b> activity to help begin and shape focus for the final Research Paper (detailed instructions in D2L); based on readings for Week Two	Tuesday, January 24
5%	<b>Task 3: Conducting an Information Search Worksheet:</b> activity to help with finding relevant and credible sources research for your major assignments this term (worksheet in D2L); based on readings for Week Three	Tuesday, January 31
5%	<b>Task 4: Editing for Common Writing Errors:</b> error correction in a short text (worksheet in D2L); based on readings for Week Four	Tuesday, February 7

5%	<b>Quiz 1: APA citation and referencing:</b> based on APA manual and readings for Week Five (multiple choice, 10 questions, open book, not timed). Quiz will open February 7 at 9 am.	Tuesday, February 14
15%	<b>Research Paper Proposal (major assignment)</b>	Tuesday, February 14
5%	<b>Quiz 2: Building Good Arguments &amp; Reading and Writing Critically:</b> based on readings for Week Six (multiple choice, 10 questions, open book, not timed). Quiz will open February 14 at 9 am. (The quiz is open for longer because Reading Week does not count as class time.)	Tuesday, February 28
5%	<b>Task 5: Writing with Style:</b> revision for conciseness and clarity in a short text (worksheet in D2L); based on readings for Week Seven	Tuesday, March 7
15%	<b>Mini Literature Review (major assignment)</b>	Tuesday, March 14
5%	<b>Quiz 3: Structuring Papers Effectively:</b> based on readings for Week Five (multiple choice, 10 questions, open book, not timed). Quiz will open March 14 at 9 am.	Tuesday, March 21
5%	<b>Peer Review of DRAFT research paper with abstract</b> Send your draft paper to your assigned peer by 7pm → Send comments to your peer on their draft by 7pm →	Mon., April 3 Thurs., April 6
25%	<b>Research Paper with Abstract</b>	Tuesday, April 11
	<b>Notes:</b> 1. Assignments are described below; detailed guidelines are in D2L 2. All assignments and quizzes are due at 11:59pm	

### Tasks & Quizzes (5% each)

Instructions for the Tasks are provided in D2L and reviewed in the course videos. 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 are open book and 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.
- Email the instructor if you are experiencing technical difficulties.

### Major Assignments

The course has 3 major assignments, which are related to the Tasks and Quizzes. You will write a Proposal for a research paper (600-1000 words), a Mini Literature Review (600-1000 words) that can form part of the body of your final paper, and a Research Paper with Abstract (2200-2800 words). Detailed instructions for these major assignments are provided in D2L (the document is titled "Assignment Guidelines") and reviewed in the course videos.

You will also apply what you have learned from the course readings, the quizzes and the Tasks to help you complete these major assignments.

### **Peer Review Task**

As indicated in the chart of assignments above, there is a 5% peer review task associated with the final paper. See the Assignment Guidelines on D2L.

### **Registrar-scheduled Final Examination: No**

**Note:** You must complete all assignments worth *15% or more* in order to receive a passing grade in this course.

### **Submission of Assignments**

Please submit all assignments (except for the discussion board posting) by uploading them to the designated D2L Dropbox by 11:59pm on the due date. Include your surname in the file name (e.g., Jones Proposal.docx) and your full name on page 1 of all assignments. If D2L is experiencing issues, email the assignment directly to the instructor.

Submit work in .doc or .docx format. (Students have access to Office 365 through the University.)

Be sure to keep a copy of each submitted assignment and to submit the proper version.

Check the Dropbox for your marked assignments, download each marked assignment, and read the comments carefully.

Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty, and personal information is collected in accordance with the *Freedom of Information and Protection of Privacy (FOIP) Act*. Please note that instructors may use audio or video recording for lesson capture, assessment of student learning, and self-assessment of teaching practices.

### **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

### **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/](http://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. For the full policy on Student Accommodations, see <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

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

The following table outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film. Final grades are reported as letter grades. For components graded using percentages or numerical scores, those values will be used directly in calculating the final course grade, while for components graded using letter grades, the letter grades will be converted to the midpoint values listed in the final column of the table below in calculating the final course grade.

In this course, letter grades will be used for written assignments, while percentage or numerical grades will be used for quizzes.

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

\* Column 4: If percentages are used to calculate final grades, then grades falling within these ranges will be translated to the corresponding letter grades. Column 5: These percentage equivalents will be used for calculating final grades unless an alternative method of final grade calculation is outlined above.

## 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](https://owl.purdue.edu/owl/research_and_citation/resources.html)

If you need help with your writing or have questions about citing sources, consult your instructor or visit the Student Success Centre, 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 lectures, 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 classmates.

To ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes & electronic versions of textbooks), all students are required to read the *University of Calgary Policy on Acceptable Use of Material Protected by Copyright* at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> and the requirements of the *Copyright Act* (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>). 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 see <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. For resources on D2L, Zoom, Yuja, etc., see <https://elearn.ucalgary.ca/resources-for-students/>. (Find the topic menu under the icon to the left of the ELEARN banner.)



## Schedule of Topics, Readings, and Course Work: Winter 2023

Please enter due dates in your calendar and complete all readings and videos during the specified week.

Week	Topics, Readings/Videos, <b>Activities</b>	<b>Work Due</b>
Week 1 January 9-15	<p data-bbox="345 289 649 317"><b>Introduction to course</b></p> <ul data-bbox="410 327 1161 743" style="list-style-type: none"><li data-bbox="410 327 927 359">• Read course outline (posted on D2L)</li><li data-bbox="410 369 841 401">• Watch Welcome video in D2L</li><li data-bbox="410 411 1101 491">• Set up D2L to ensure you are receiving emails and notifications</li><li data-bbox="410 501 1161 581">• Browse all areas in D2L to find News, readings, videos, the class list, quizzes, discussions, and the Drop boxes</li><li data-bbox="410 592 1016 623">• Download instructions and course readings</li><li data-bbox="410 634 1122 743">• Feel free to look ahead at any readings/assignment instructions and at any sample assignments from previous years (in D2L)</li></ul> <p data-bbox="345 800 795 827"><b>Introduction to Academic Writing</b></p> <ul data-bbox="410 848 1203 1163" style="list-style-type: none"><li data-bbox="410 848 1154 957">• Read Chapter on Introduction to Academic Writing (in D2L, Content, Chapters), and do all additional reading suggested in the chapter.</li><li data-bbox="410 968 1138 999">• Watch the video on Academic and Reflective Writing</li><li data-bbox="410 1010 1203 1163">• Look ahead to Chapter on Research Questions and Starting Points, and begin to think about topics you might like to research for your term project (with your Research Paper as your final deliverable)</li></ul> <p data-bbox="345 1220 591 1247"><b>Reflective Writing</b></p> <ul data-bbox="410 1268 1187 1583" style="list-style-type: none"><li data-bbox="410 1268 1138 1331">• Read Chapter on Reflective Writing (in D2L, Content, Chapters)</li><li data-bbox="410 1352 1187 1541">• Go into the Discussion Board for <b>Task 1</b> and look at Options 1.1 and 1.2. Write your posting. Be sure to revise and edit, and to use proper APA citation. The due date for this assignment is Tuesday in Week 2, but you can hand it in early.</li><li data-bbox="410 1551 1138 1583">• Watch the video on Academic and Reflective Writing</li></ul> <p data-bbox="345 1640 740 1667"><b>APA Citation and Referencing</b></p> <ul data-bbox="410 1688 1179 1892" style="list-style-type: none"><li data-bbox="410 1688 1130 1751">• Familiarize yourself with your APA Manual (required textbook)</li><li data-bbox="410 1772 1179 1835">• Watch the video on Matching a Citation and References entry in D2L</li><li data-bbox="410 1856 854 1892">• Visit and bookmark these sites</li></ul>	

	<ul style="list-style-type: none"> <li>○ American Psychological Association. (2021). <i>Style and grammar guidelines</i>. APA Style. <a href="https://apastyle.apa.org">https://apastyle.apa.org</a></li> <li>○ Purdue Online Writing Lab. (2020). <i>APA formatting and style guide (7<sup>th</sup> edition)</i>. <a href="https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html">https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html</a></li> </ul>	
Week 2 January 16-22	<p><b>Topics, Research Questions, Brainstorming, and Tentative Thesis</b></p> <ul style="list-style-type: none"> <li>● Read Chapter on Research Questions &amp; Starting Points (in D2L, Content, Chapters), and look at all additional readings and videos linked in the chapter</li> <li>● Watch Week 2 video</li> <li>● <i>Draft &amp; revise Task 2, preparing to hand it in next Tuesday, January 31. Leave time for thinking and for revising.</i></li> </ul>	<p><b>Tuesday, January 17</b>  <b>Task 1 Due:</b>  discussion board posting on Academic/Reflective Writing</p>
Week 3 January 23-29	<p><b>Conducting an Information Search</b></p> <ul style="list-style-type: none"> <li>● Watch Week 3 video</li> <li>● Read Chapter on Conducting an Information Search, and look at all additional readings and videos linked in the chapter</li> <li>● Go through the WISPR workshop and then go through all the steps in the chapter, using the topic, questions, keywords, and tentative thesis developed for Task 2</li> <li>● Look over the comments in the marked Task 2 assignment (returned through the Dropbox in D2L). There may be some direction on your wording, scope, and tentative thesis to consider.</li> <li>● <i>Complete the Task 3 worksheet. Leave time for thinking and for revising.</i></li> </ul>	<p><b>Tuesday, January 24</b>  <b>Task 2 due:</b>  short assignment on Topics, Research Questions, Brainstorming, and Tentative Thesis: submit to Dropbox</p>
Week 4 January 30- February 5	<p><b>Editing for Common Errors</b></p> <ul style="list-style-type: none"> <li>● Read Chapter on Revising and Editing, and look at all additional readings and videos linked in the chapter</li> <li>● Read Editing handouts (under Content on D2L)</li> <li>● Watch Editing videos in D2L</li> <li>● <i>Complete the Task 4 worksheet (fixing editorial issues in a text); do multiple editing sweeps, using the course materials to help you find and fix all errors.</i></li> </ul> <p><b>APA Citation and Referencing</b></p> <ul style="list-style-type: none"> <li>● Read Chapter on Using and Citing Sources, doing the extra readings in your APA Manual and online where directed; bookmark pages you will be using often</li> </ul>	<p><b>Tuesday, January 31</b>  <b>Task 3 Due:</b>  worksheet on Conducting an Information Search: submit to Dropbox in D2L</p>

	<ul style="list-style-type: none"> <li>• Watch the more detailed video on APA Citation in D2L</li> </ul>	
Week 5 February 6-12	<p><b>Writing a Proposal</b></p> <ul style="list-style-type: none"> <li>• Read Chapter on Writing a Research Proposal, and look at all additional readings and videos linked in the chapter</li> <li>• Read Assignment Guidelines Document (get an overview of the whole assignment set)</li> <li>• Read the Proposal Instructions carefully</li> <li>• Watch video on Proposal in D2L</li> <li>• Read sample proposals in D2L</li> <li>• <i>Write and revise/edit your proposal, adhering to the Assignment Guidelines. Leave time for thinking and for revising/editing.</i></li> </ul> <p><b>APA Citation and Referencing</b></p> <ul style="list-style-type: none"> <li>• <i>Take Quiz 1 on APA in D2L:</i> the quiz is open book with no time limit</li> <li>• Use all materials and links to help you complete the quiz</li> </ul>	<p><b>Tuesday, February 7</b> <b>Task 4 Due:</b> worksheet on fixing editorial issues: submit to Dropbox in D2L</p> <p>Tuesday, February 7: Quiz 1 on APA opens</p>
Week 6 February 13-18	<p><b>Building Good Arguments and Writing Critically</b></p> <ul style="list-style-type: none"> <li>• Read Chapter on Building Arguments and Writing Critically, and look at all additional readings and videos linked in the chapter</li> <li>• <i>Take Quiz 2 on Building Arguments and Writing Critically in D2L:</i> the quiz is open book with no time limit (note that the quiz is open for 14 days to accommodate Reading Week)</li> <li>• Use all materials and links to help you complete the quiz</li> </ul>	<p><b>Tuesday, February 14:</b> <b>Proposal Due:</b> submit to Dropbox in D2L</p> <p><b>Tuesday, February 14:</b> <b>Quiz 1 Due</b></p> <p>Tuesday, February 14: Quiz 2 opens</p>
February 19-26	<b>Reading Week</b>	
Week 7 February 27- March 5	<p><b>Writing with Style</b></p> <ul style="list-style-type: none"> <li>• Read Chapter on Writing with Style, and look at all additional readings and videos linked in the chapter</li> <li>• <i>Complete the Task 5 worksheet (fixing style issues in a text); do multiple editing sweeps, using the course materials to help you find and fix all errors.</i></li> </ul>	<p><b>Tuesday, February 28:</b> <b>Quiz 2 Due</b></p>
Week 8 March 6- 12	<p><b>Writing a Mini Literature Review</b></p> <ul style="list-style-type: none"> <li>• Re-read material on Literature Reviews in the Proposal Chapter and in the Chapter on Building Good Arguments</li> </ul>	<p><b>Tuesday, March 7:</b> <b>Task 5 Due:</b> worksheet on</p>

	<ul style="list-style-type: none"> <li>• Read the instructions for the Mini Lit Review in the Assignment Guidelines</li> <li>• Review the instructions for the Research Paper as well</li> <li>• Watch the video on the Mini Lit Review Assignment</li> <li>• Look at samples of Mini Lit Reviews in D2L</li> <li>• <i>Write and revise/edit your Mini Lit Review, adhering to the Assignment Guidelines. Leave time for thinking and for revising/editing.</i></li> </ul>	fixing style issues: submit to Dropbox in D2L
Week 9 March 13-19	<b>Structuring Papers Effectively</b> <ul style="list-style-type: none"> <li>• Read Chapter on Structuring Papers Effectively, and look at all additional readings and videos linked in the chapter</li> <li>• <i>Take Quiz 3 on Structuring Papers Effectively:</i> the quiz is open book with no time limit</li> </ul>	<b>Tuesday, March 14:</b> <b>Mini Lit Review Due:</b> submit to Dropbox in D2L  Tuesday, March 14 14: Quiz 3 opens
Week 10 March 20-26	<b>Research Paper</b> <ul style="list-style-type: none"> <li>• Re-read the instructions for the Research Paper with Abstract in the Assignment Guidelines</li> <li>• Watch the video on the Research Paper Assignment</li> <li>• Look at sample Research Papers in D2L</li> <li>• <i>Continue to work on researching, organizing, and drafting your research paper</i></li> <li>• <i>Review chapters and other class material as necessary to help with your work. I suggest re-reading the first chapter on Academic Writing.</i></li> </ul>	<b>Tuesday, March 21: Quiz 3 Due</b>
Week 11 March 27-April 2	<b>Research Paper + Peer Review Preparation</b> <ul style="list-style-type: none"> <li>• <i>Continue to work on researching, organizing, and drafting your research paper</i></li> <li>• <i>Be sure to have a draft ready by the end of the week</i></li> <li>• <i>Revise and edit to prepare your draft for peer feedback</i></li> <li>• Read the instructions for the Peer Review Assignment</li> <li>• Watch the video on the Peer Review Assignment</li> </ul>	
Week 12 April 3-9	<b>Peer Review</b> <ul style="list-style-type: none"> <li>• <i>Send your draft paper to your designated peer</i></li> <li>• <i>Review the draft paper sent to you by your peer according to the instructions.</i></li> </ul> <b>Research Paper</b> <ul style="list-style-type: none"> <li>• <i>Continue to work on researching, organizing, and drafting your research paper</i></li> </ul>	<b>Monday, April 3:</b> <b>Research Paper Draft to Peer due:</b> email to peer and double check

	<ul style="list-style-type: none"> <li>Incorporate advice from your peer as part of your revision/editing process</li> </ul>	<b>Thursday, April 6:</b> <b>Comments on Peer's Draft Research Paper</b> <b>Due:</b> submit to Dropbox in D2L and email to peer
Week 13 April 11-12	<b>Research Paper: Final Edits and Hand in</b> <ul style="list-style-type: none"> <li>Do final revision/editing of research paper</li> </ul>	<b>Tuesday, April 11</b> Final Research Paper (with abstract) due: submit to Dropbox in D2L