



## RELS 377 RESEARCH and CRITICAL INQUIRY in RELIGIOUS STUDIES

UNIVERSITY OF CALGARY  
FACULTY OF ARTS

*DEPARTMENT OF CLASSICS AND RELIGION*

FALL 2020, TTH 11-12:15 Synchronous Zoom sessions

Instructor: Dr. Wendi L. Adamek

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### INSTRUCTOR EMAIL POLICY:

Please note that all course communications must occur through your @ucalgary email, and I usually respond to emails sent via student's @ucalgary emails within 48 hours.

### COURSE DESCRIPTION:

This course is required for Religion majors and minors. It is designed to provide opportunities to get continuous feedback during the process of writing a research paper, and provides a forum for experimentation with different methods. The process is cumulative -- all the assignments build toward the final paper. The approaches introduced here are heuristic categories, students are not expected to "pick one" and then write a paper. Exposure to a variety of approaches, as well as engagement with the variety of topics chosen by peers, are intended to help students develop their own approaches based on their particular interests. Throughout, students will have opportunities to share their experiences and ask questions about the research process.

### ONLINE FORMAT: SYNCHRONOUS ZOOM SESSIONS

Attendance will be taken through sign-in to synchronous Zoom sessions. Participation is part of the grade, see details below.

You are strongly encouraged to have your webcams on and join in the discussion in order to support your participation grade.

### COURSE LEARNING OUTCOMES

- **Practical:** Students will engage in a workshop process for each stage of writing and presenting a research paper. *The Craft of Research* gives detailed "how-to" instructions. The final outcome will be a research paper that can be used as a writing sample for applications, or a platform for further research.
- **Analytic:** Examples of major methodological approaches will be presented in class. Students will learn to analyze how arguments are constructed and supported, how different styles of writing are used, and how appeals to sources of authority are made.

- **Meta/Theoretical:** Oliver Freiberger's *Considering Comparison* presents the argument that Religious Studies is a discipline in which comparison plays a defining role. We use this as a springboard for theoretical discussion of student paper topics.

## LEARNING RESOURCES

**Required Textbooks, ebooks available for purchase through the bookstore:**

**NOTE: DO NOT WAIT UNTIL THE LAST MINUTE TO TRY TO USE THE LIBRARY LINKS. IF OTHER PEOPLE ARE DOWNLOADING, ACCESS WILL BE SLOW.**

Booth, Wayne C., et al. (2016). *The Craft of Research*, 4th edition. Chicago: University of Chicago Press. (Download up to 101 pages per time, through library link:)

<http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4785166>

Freiberger, Oliver (2019). *Considering Comparison: A Method for Religious Studies*. Oxford: Oxford University Press. (Download up to 65 pages per time, through library link:)

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=5624943>

### Other Required eMaterials:

Abe, Stanley K. (1990). "Art and Practice in a Fifth-Century Chinese Buddhist Cave Temple." *Ars Orientalis* 20: 1-31. <http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/4629399>

Adamek, Wendi L. (2009). "A Niche of Their Own: The Power of Convention in Two Inscriptions for Medieval Chinese Buddhist Nuns." *History of Religions*, 49.1: 1-26. <http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/10.1086/605900>

Gold, Jonathan C. (2006). "No Outside, No Inside: Duality, Reality and Vasubandhu's Illusory Elephant." *Asian Philosophy* 16.1: 1-38.

<http://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1080/09552360500491817>

McMahan, David (1998). "Orality, Writing, and Authority in South Asian Buddhism: Visionary Literature and the Struggle for Legitimacy in the Mahāyāna." *History of Religions* 37.3: 249–274. <http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/3176607>

Solinger, Dorothy J. (2006). "Interviewing Chinese People: From High-level Officials to the Unemployed." In Maria Heimer and Stig Thøgersen, ed. *Doing Fieldwork in China*. Copenhagen: Nordic Institute of Asian Studies, pp. 153-167. (PDF posted in D2L)

## LEARNING TECHNOLOGIES AND REQUIREMENTS

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see [d2L.ucalgary.ca](http://d2L.ucalgary.ca)).

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 (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.
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Most current laptops will have a built-in webcam, speaker and microphone.

## ASSESSMENT COMPONENTS

See Course Schedule items marked \*\* for details

All written assignments should be sent to my email ([wadamek@ucalgary.ca](mailto:wadamek@ucalgary.ca)) and the email of your peer-editor (if applicable). (Not using D2L dropbox, it's cumbersome and slow.)

- PDF format, Times or Calibri fonts preferred. Include your name and date on first page.
- **PDF file title: Surname, Course number, Assignment. (Example: Smith 377 Proposal)**

Date	Assessment	Weight (%)	Notes
Sept. 24	1-2 page Evaluation of a secondary source	5%	PDF document due via email by 11pm
Oct. 1-3	2-3 sentence description of Paper Topic and Thesis Statement	5%	PDF document due via email by 11pm on Oct. 3
Oct. 14	1-5 page Outline plus bibliography	5%	PDF document due via email by 11pm
Oct. 27	1-3 page Comparison of views in 2 secondary works	5%	PDF document due via email by 11pm
Nov. 3	Discussion of draft with peer-editor	Pass/Fail, must participate to pass	Synchronous Zoom groups
Nov. 6	6-8 page First Draft	20%	PDF document due via email by 11pm
Nov. 17, 19, 24	Peer Editor's presentations	Pass/Fail, all must participate to pass	Synchronous Zoom

Dec. 1, 3, 8	Paper Presentations	15%, all must participate to pass	Synchronous Zoom
Dec. 17*	16-18 page Final Paper	30%	PDF document due via email by 11pm
Ongoing	Participation	15%	Attendance and participation in workshop process

There will be no registrar-scheduled final exam.

\*Papers will be accepted up until Dec. 17<sup>th</sup>. Please let the instructor know if you are intending to graduate this term.

### Note Regarding Participation Assessment (15%)

- Attendance will be taken through sign-in to synchronous Zoom sessions. Participation is mandatory. You must participate in two-thirds of the total classes (beginning from Week Three to pass the course.

(There are 21 required classes, two-thirds of 21 = 14, so if you must participate in at least 14 classes to pass)

- Your grade will be based on your ongoing participation and attention to the details of the project throughout the course. This means meeting deadlines for specific assignments and participating actively in classroom, group, and paired discussions. Importantly, this includes acting as peer-editor and reading the drafts of your writing partner.

### MISSED OR LATE ASSIGNMENTS

If students miss a required component of the course, they must contact the instructor in writing within 24 hours to discuss options to submit and/or make-up for that component.

### GRADING

<https://www.ucalgary.ca/pubs/calendar/current/f-1.html>.

A numerical mark will be given for each course requirement except the Pass/Fail paper draft mark. Numerical marks are assigned on the following number and letter grade scheme, used within the Department of Classics and Religion:

A+	100 - 96	A	95 - 90	A-	89 - 85
B+	84 - 80	B	79 - 75	B-	74 - 70
C+	69 - 65	C	64 - 60	C-	59 - 55
D+	54 - 53	D	52-50	F	Under 50

A student's final grade for the course is the sum of the separate assignments. It is necessary to pass each assignment separately in order to pass the course.

## EXPECTATIONS FOR WRITING

### FINAL RESEARCH PAPER GUIDELINES

- **All papers must be based on a combination of primary sources and peer-reviewed secondary sources.**
- **The paper must utilize at least one primary-source text.** Primary sources are texts or works that you discuss and analyze. Secondary sources are the research of others whom you use as support for your arguments.
- Source material must include at least **800 pages from non-assigned materials** (books, selections from edited collections, and/or articles). If you are in doubt about whether or not your source meets acceptable standards, consult with the instructor. Bibliographies and “further readings” suggestions in the assigned texts are good places to start searching for material, in addition to consulting with the instructor and/or library staff.

### PAPER ASSESSMENT CRITERIA

#### 1) Aims:

- **You are not writing a journalistic general descriptive essay**, you are writing an original research paper focussed on specific texts, questions, topics of exploration, arguments, aims, etc.
- You are not writing for the instructor, you are writing for an educated person who does not know your particular subject.
- All papers should show attention to structure: the **introduction** explains what the paper is about and gives a **thesis statement** outlining the writer's arguments and methods. Throughout the paper there are good **transitions** between different sections, and the **conclusion** summarizes the main points of the paper.
- Regardless of what you may have been told, there is no reason to avoid first-person pronouns. It is not only acceptable but preferable to say things like “I intend to argue that....” or “my research has led me to the conclusion that....” Use of first-person pronouns signals your intention to take responsibility for your claims. Be sure to acknowledge **all** the sources on which your claims are based.
- For graduate students, the benchmark to aim for is professional (publication quality) work.

#### 2) Format:

- Drafts and paper format: US Letter, double-spaced, one-inch margins, 12-point Calibri or

Times font. Include page numbers and title page.

- Pay attention to grammar, always spell-check and **proof-read**.
- Give a brief definition in parentheses the first time you use any foreign language term.  
Example: *upaya* (skillful means).
- Give dates (if that information is available) for each person or period you discuss.  
Example: Wuzhu (714-774). Tang Dynasty (618-906)
- Word limit does not include notes and bibliography.

### 3) Citations and Bibliographies

The Department of Religious Studies uses the most recent edition of the Chicago Manual of Style and requires references and bibliographies to adhere to the Chicago citation system. You can find a quick guide here: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html). Alternatively please consult with the library staff for help with using the Chicago citation style. If you use online materials, make sure they are academic sources with **peer-reviewed authors** (not Wikipedia, etc.) and include the full url and date accessed.

### 4) Qualitative standards

**Fail range (Below 50%)** Work may fail for any of the following reasons: plagiarism; lack of sufficient research using appropriate sources; irrelevance of content; failure to address the specified question or treat the specified theme; lack of analysis or interpretation; unacceptable levels of paraphrasing; excessive reliance on quotations; presentation, grammar or structure so deficient that work cannot be understood; very late submission without an extension.

**D range (50-54%)** Work meets basic requirements in terms of topic selection and demonstrates some understanding of the chosen topic. However, it has major gaps or inadequacies in research, comprehension, and editing for grammar and spelling.

**C range (55-69%)** Work may be reasonably well-researched and show signs of attempts to organize material, but remains weak in areas like formulating a paper statement, providing transitions, maintaining the thread of an argument or theme, and summarizing relevant conclusions.

**B range (70-84%)** Work has considerable merit; contains evidence of an accurate command of the subject matter and a sense of its broader significance, offers synthesis and evaluation of material, and demonstrates an effort to engage with challenging reading. It maintains clear focus on the principal issues and shows understanding of relevant scholarly arguments and

diverse interpretations, though there may be some weaknesses in clarity or structure. Articulate writing, with research properly documented.

A range (85-96%) Work shows evidence of extensive reading and initiative in research, sound grasp of subject matter and appreciation of key issues and context. Engages critically and creatively with questions, proposes an original and valid paper, and attempts an analytical evaluation of material. Makes a good attempt to critique various interpretations, and offers a pointed and thoughtful contribution to an existing debate. Shows evidence of ability to think theoretically as well as empirically, and to conceptualize and problematize issues in terms of the relevant discipline. Well-written and documented.

A+ (96-100%) Work of superior standard that demonstrates initiative and ingenuity, pointed and critical analysis of material, and innovative interpretation of evidence. Makes insightful contributions to debate in the relevant discipline, engages with values, assumptions and contested meanings in source texts, and develops abstract or theoretical arguments on the strength of detailed research and interpretation. Writing is characterized by creativity, style, and precision as well as proper documentation. Work may suggest that the author has advanced research potential in the following ways: critical insights into the work of established scholars; the proposal of a new perspective from which to view a problem; the identification of a problem not adequately recognized in the existing literature.

## CONDUCT

Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment. As members of the University community, students, employees, and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at:

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

### USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

Include information on the use of internet, laptops and devices during course activities.

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's Internet and email use policy, which can be found at

<https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf>

### GUIDELINES FOR ZOOM SESSIONS

Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g [Student Non-Academic Misconduct Policy](#)).



If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/> .

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

#### **COURSE EVALUATIONS AND STUDENT FEEDBACK**

Student feedback will be sought at the end of the course through the standard University Student Ratings of Instruction (USRI) and Faculty course evaluation forms. A midterm evaluation may also be included to provide students an opportunity to provide feedback, for the instructor to adjust their approaches to teaching and learning, and to continuously improve the course. Students are welcome to discuss the process and content of the course at any time with the instructor.

## CLASS SCHEDULE (subject to change)

### Week One

Tues. Sept. 8: INTRODUCTION

Thurs. Sept. 10: CHOOSING A RESEARCH TOPIC

Booth, et al., *The Craft of Research*, Part I: "Research, Researchers, and Readers," 3-26.

### Week Two

Tues. Sept. 15: METHOD ANALYSIS 1: Literary

McMahan, David (1998). "Orality, Writing, and Authority in South Asian Buddhism: Visionary Literature and the Struggle for Legitimacy in the Mahāyāna." *History of Religions* 37.3: 249–274.

**\*\*Note:** For each type of method analysis, pay particular attention to the ways **primary sources** are used. All the examples draw from History as a discipline, so use of primary sources is critical.

Thurs. Sept. 17: COMPARATIVE METHOD 1

Freiberger, *Considering Comparison*, 1-44.

### Week Three

Tues. Sept. 22: METHOD ANALYSIS 2: Philosophical Argument

Gold, Jonathan C. (2006). "No Outside, No Inside: Duality, Reality and Vasubandhu's Illusory Elephant." *Asian Philosophy* 16.1: 1-38.

Thurs. Sept. 24: WHAT DO PUBLISHED AUTHORS DO?

**\*\*Prepare 1-2 page Evaluation for class discussion**

**\*\*Send pdf to instructor by 11pm (5%)**

Students should read one **peer-reviewed SECONDARY (not tertiary) source** article or book related to their paper topic and prepare a 1 page written Evaluation of the article. **Be prepared to discuss your source and evaluation in class. Pay particular attention to how the author uses primary sources.**

**BE SURE TO DESCRIBE YOUR SOURCE AND ITS MAIN CLAIMS.**

If you do not yet have a topic or source in mind, consult with the instructor.

Questions to consider while reading and evaluating your source:

1. **Topic:** The topic should involve an interesting question that can be answered given the available evidence. The topic should also be sufficiently focused so that it can be meaningfully discussed in the chosen page range. Has the author of this article or book

defined the topic with enough focus to make it manageable and clear?

2. **Title:** The title is the work's first impression on the reader. It should engage the reader and represent the contents of the paper concisely. Does the title of this paper achieve these goals?

3. **Introduction:** The introduction should be clear about the problem or question that the work is attempting to solve or answer. This might be done through a brief contextualization of the topic.

**The introduction should include an easily recognizable thesis statement. After reading the introduction to this paper, can you identify the thesis statement and/or the question the paper will seek to answer?**

4. **Situating the paper in a broader conversation:** Any piece of academic writing is one piece of a bigger conversation among scholars. Has the author identified and framed the broader scholarly debate within which the paper fits? Does the author summarize other writers' views on the question or topic clearly? Does the author take a clear stand in relation to this conversation/debate and explain how the work adds to this conversation?

5. **Sources and critical analysis:** A successful work involves critical engagement with carefully selected primary sources. Has the author done this? A writer must make judicious use of secondary sources, not simply mining them for information but critically engaging them. Has this author succeeded?

6. **Organization and style:** Is this work well-organized and well-written? Is the thread of the argument clear, with transitions between sections?

7. **Documentation:** Has the author consistently used proper form for citing both primary and secondary sources? Is the bibliography complete and in proper form?

8. **Editing:** Has the paper been carefully proofread so that it is free of grammatical errors and awkward or convoluted phrasing?

#### **Week Four**

Tues. Sept. 29: COMPARATIVE METHOD 2

Freiberger, *Considering Comparison*, 45-110.

Thurs. Oct. 1: PROVISIONAL TOPICS and THESIS STATEMENTS

**\*\*Prepare 1-2 page Evaluation for class discussion**

**\*\*Send pdf to instructor by 11pm Oct. 3 (5%)**

Booth et al., *The Craft of Research*, Part II: "Asking Questions, Finding Answers," 29-104.

Students are asked to bring a brief description of their **provisional** topics and thesis statements/questions to class on Oct. 1. It is understood that this topic could change. Your thesis statement need be no more than a few sentences. These will be discussed in break-out groups.

Revise your topic and descriptions after class, **send pdf to the instructor by 11pm on Saturday, Oct. 3 (5%)**. These will be provided to the reference librarian who will prepare a workshop for the class.

Note: the reference librarian may be able to save you valuable research time, so it is to your advantage to be precise in your descriptions and identify areas where you think you need help.

### **Week Five**

Tues. Oct. 6: METHOD ANALYSIS 3: Gender Studies and Non-Western Topics

Adamek, Wendi L. (2009). "A Niche of Their Own: The Power of Convention in Two Inscriptions for Medieval Chinese Buddhist Nuns." *History of Religions*, 49.1: 1-26.

Thurs. Oct. 8: ZOOM CLASS WITH REFERENCE LIBRARIAN JERREMIE CLYDE

On the basis of the topic descriptions handed in last week, the reference librarian will give a workshop for the class.

Bring questions, this is a chance to get help with your bibliography assignment!

Booth et al., *The Craft of Research*, Part III: "Making an Argument," pp. 105-172.

### **Week Six**

Tues. Oct. 13: METHOD ANALYSIS 4: Art History

Abe, Stanley K. (1990). "Art and Practice in a Fifth-Century Chinese Buddhist Cave Temple." *Ars Orientalis* 20: 1-31.

**\*\*Wed. Oct. 14: PROPOSAL OUTLINE AND BIBLIOGRAPHY (1-5 pages).**

**Send pdf to instructor by 11pm (5%)**

- Outline of paper. Include thesis statement.
- Preliminary bibliography of potential sources. Search for good-quality resources; even though you may not end up reading all of them, this provides a basis for further suggestions as your bibliography evolves. Your bibliography must be divided into two sections: primary and secondary sources. Must read: RESEARCH PAPER GUIDELINES; above.

Thurs. Oct. 15: DISCUSS PROPOSALS AND BIBLIOGRAPHIES

Students should be prepared to discuss their topics with other students in break-out groups. Have your one-page paper outline and your preliminary bibliographies on hand.

## Week Seven

Tues. Oct. 20: METHOD ANALYSIS 5: Fieldwork

Solinger, Dorothy J. (2006). "Interviewing Chinese People: From High-level Officials to the Unemployed." In Maria Heimer and Stig Thøgersen, ed. *Doing Fieldwork in China*. Copenhagen: Nordic Institute of Asian Studies, pp. 153-167.

Thurs. Oct. 22: COMPARATIVE METHOD 3

Freiberger, *Considering Comparison*, 111-197.

## Week Eight

Tues. Oct. 27: COMPARISON OF VIEWS

**\*\*1-3 page summary, present in class and send pdf to instructor by 11pm (5%)**

Students will prepare a comparison of two important secondary works to be used in their paper drafts. These sources should present differing or even opposing views. **This analysis will be presented to other students in break-out groups.** Students should consider these questions: What is the theoretical or methodological orientation of each writer? What are the aims of each writer? What assumptions underlie each author's approach to the evidence? Where do these two writers agree and where do they disagree?

Thurs. Oct. 29: GUIDELINES FOR FIRST DRAFT PREPARATION

Booth, et al., *The Craft of Research*, Part IV: "Writing Your Argument," 173-267.

## Week Nine

Tues. Nov. 3: DISCUSSION OF DRAFT WITH PEER EDITOR

**\*\* (Pass/Fail, must participate to pass)**

- Based on random selection, students will be paired, and will act as peer editors for each other for the duration of the class. Editors should ask questions and gain a clear understanding of the author's arguments and aims. RE-READ: Booth p. 111 & 142-3

Thurs. Nov. 5: GENERAL DISCUSSION OF DRAFT PROGRESS

- This is your chance to ask questions, share challenges, and test your ideas and approaches.

**\*\*Fri. Nov. 6: PAPER DRAFT DUE, send pdf to instructor *and* peer editor by 11pm (20%)**

- The draft should be minimum 6 pages (see formatting guidelines, above), but if you want to go over, that is fine. The bibliography is not included in the page-limit. Include at least 1-2 pages of introduction and 4-6 pages of substantive research.

- Your thesis statement should be in the first paragraph! Your introduction should define

the problem under investigation, identify the approach/es used, and identify significant scholarly literature on the topic.

- Your draft may be “rough” in organization, but should be **polished (proof-read) in style**. It must consist of complete sentences and paragraphs. It should be a connected piece of work (not annotated outlines, disconnected topics, or bullet-points). It should include proper citations.

- **One portion of this draft must identify and summarize your main primary source/s**, evaluating reliability and point of view, and clarifying your strategies for reading it critically and using it in your paper.

- You may include your “comparison of views assignment, above.

- It is understood that introductions and conclusions are provisional at this stage, and will evolve.

- There should also be a **bibliography** of works cited, again divided into sections for primary and secondary sources.

#### **Pitfalls to avoid:**

- **Using quotations to do your work for you instead of using them to support your arguments**

- **Revealing the purpose of your paper only in the conclusion; this belongs in the introduction**

- **Using a secondary source as if it were a primary source. Remember: you would have to read *all* the sources used by another scholar in order to take her/his work as your primary source for analysis.**

- **Extensive paraphrasing of others’ work -- borderline or outright plagiarism.**

### **FALL BREAK: WORK ON YOUR DRAFTS AND PRESENTATIONS**

#### **Week Ten**

Tues. Nov. 17: EDITORS’ PRESENTATIONS

**(Pass/Fail, must participate to pass)**

Peer editors will present to the class their understanding of the main aims and arguments of the draft they have read and the author’s plans for further work. This may or may not agree with the author’s own conception of their work. The author will have a chance to respond, and the class may make suggestions.

Note:

- Presentations will be made without using laptops. You may rely on handwritten notes, but the main point here is to present what you remember about the paper based on discussing it with the author and reading the draft.

- Peer-editor comments and instructor comments may disagree. This is often the case when

your work is being read by others -- you will get multiple or conflicting points of view. It is your job to consider comments carefully, and then decide what you really want to do and be able to defend your decision. Bring this up for discussion in class.

Thurs. Nov. 19: EDITORS' PRESENTATIONS, cont.

**(Pass/Fail, must participate to pass)**

### **Week Eleven**

Tues. Nov. 24: EDITORS' PRESENTATIONS, cont.

**(Pass/Fail, must participate to pass)**

Thurs. Nov. 26: PAIRED CONFERENCES and GROUP DISCUSSION

PAIRED CONFERENCES

- Students will meet with their editors to discuss progress on paper, and bring up any problems experienced.

Peer editors should ask writers the following questions about their papers:

- Are the claims and aims in the thesis statement carried out?
  - Are the arguments well-supported?
  - Are there helpful transitions from one section to the next?
  - Is the primary source material explained and analyzed?
  - Are quotations used appropriately?
- 
- Last part of class: group discussion of experiences with the writing process, sharing strategies and stories.

### **Week Twelve-Thirteen**

**\*\*Tues. Dec. 1: PAPER PRESENTATIONS (15%)**

Based on topic, papers will be organized into conference-style panels. Students will present their paper topics to the class (7 mins., may include slides) and then respond to questions.

**\*\*Thurs. Dec. 3: PAPER PRESENTATIONS, cont.**

**\*\*Tues. Dec. 8: PAPER PRESENTATIONS, and CLASS WRAP-UP**

**\*\*FINAL PAPER DUE Thursday, Dec. 17. Send pdf to instructor by 11pm (30%)**

- 16-18 pages (approx. 4000-4500 words), plus bibliography (the word count does not include your bibliography or notes)

## **UNIVERSITY OF CALGARY POLICIES AND SUPPORTS**

### **\*ACADEMIC MISCONDUCT**

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

Additional information is available on the Academic Integrity Website at <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

### **\*ACADEMIC ACCOMODATION**

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (<https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf>). 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.

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/).

### **\*RESEARCH ETHICS (if applicable)**

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.



### **\*INSTRUCTOR INTELLECTUAL PROPERTY**

Course materials created by instructors (including 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 course at the same time may be allowed under fair dealing.

### **\*FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

### **\*COPYRIGHT LEGISLATION**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised 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 <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

### **\*MEDIA RECORDING (if applicable)**

Please refer to the following statement on media recording of students:

[https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP\\_FINAL.pdf](https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf)

### **\*Media recording for lesson capture**

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms.

### **\*Media recording for self-assessment of teaching practices**

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that

student participation in the course may be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.

***\*Media recording for the assessment of student learning***

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

**SEXUAL VIOLENCE POLICY**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

**\*OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk