

University of Calgary
Department of Communication, Media and Film

Academic Writing ACWR 201 L01
Introductory Academic Writing I

Fall/Winter 2018/2019

Wednesday, September 5 – Wednesday, April 10

Lecture: Wednesday 12:00-13:30

Tutorial: Wednesday 13:30-14:00

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Office Hours: TBA

Course Description

This course is an introduction to academic reading, language, and writing skills. Emphasis will be placed on reading critically, developing arguments, and improving writing skills connected to a variety of academic writing genres.

This course is being run as a paired elective with NURS207 – Nursing Inquiry. Students must be enrolled in both courses. In ACWR 201, In-class writing assignments stem from a focus on building a base of academic reading and writing skills through interaction with the content of NURS207 readings.

Objectives of the Course

By the end of this course, students will learn to:

- read and think critically
- write organized sentences and paragraphs
- construct cohesive samples of extended academic writing
- use proper citations

Textbooks and Readings

All material for this course will be provided by the instructor.

The course modules and related readings are available online on the course Desire2Learn (D2L) site.

Internet and electronic communication device information

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for fellow learners (e.g. personal emails, Facebook, YouTube).

Assignments and Evaluation

Although students will be required to do further work outside of classroom time, all in-class assignments will be worked on during class and submitted to the instructor at the end of the class. All assignment due dates may be subject to change at the instructor's discretion.

Extended writing assignments: 20%

(Part A – November 21)

(Part B – March 27)

Emphasis will be placed on writing strong, clear paragraphs to build an extended, cohesive paper. If sources are used, they must be properly cited using APA format

Writing skills assignments: 35%

(Part A – September 19, October 3, October 24, November 28)

(Part B – January 23, February 6, February 27, April 3)

These assignments will help you build essential micro-skills, such as note-taking, peer reviewing, and reflecting, that support and improve your larger writing assignments.

In-class assignments: 35%

(Part A – September 12, 26; October 10, 17, 31; November 7)

(Part B – January 16, 30; February 13, 20; March 6, 20)

These are short assignments that will help you apply the course material: creating sentences, writing paragraphs, summarizing and paraphrasing information, connecting ideas, choosing words, ordering information, developing concept knowledge and creating unity and coherence. They are done in class and must be handed in at the end of the class. In-class assignments cannot be made up at a later date.

Presentation: 10%

(Part A – November 28)

(Part B – April 3)

The presentation will give you a chance to summarize and present your key learning from the course.

Registrar-scheduled Final Examination: No

You do not need to complete all assignments and exams in order to receive a passing grade in the course.

Submission of Assignments: All assignments are to be scanned and uploaded to Dropbox in D2L (exceptions may be made by the instructor). The files must be readable so please review before sending. Assignments should have a file name as follows: Assignment name, Your name, e.g. Essay 1 - Khaled

All assignments must be submitted before class on the date that they are due. Your NAME must appear on each assignment. Assignments without a name are considered incomplete. Please include your name and ID number on all assignments.

Note: It is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted (particularly in courses requiring electronic submission). Including a version date in your file name may be useful.

Policy for Late Assignments

Assignments submitted after the deadline may be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

Grading & Department of Communication, Media and Film Grade Scale

Work in this course will be graded using letter grades, except for the tests, which will use percentages. The following chart 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 below.

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%

* If percentages are used to calculate final grades, then grades falling within these ranges will be translated to the corresponding letter grades.

** These percentage equivalents will be used for calculating final grades unless an alternative method of final grade calculation is outlined above.

Writing Skills Statement

Department policy directs that all written assignments (including, to a lesser extent, written exam responses) will 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. Sources used in research papers must be properly documented. If

you need help with your writing, you may use the writing support services in the Learning Commons.

For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum:

<http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

At the University of Calgary in Qatar, academic support can be found at the Learning Commons to provide students with:

1) Writing support – for advice and guidance at any stage of the writing process, make an appointment or drop into the Writing Center. This includes understanding assignment requirements, developing a plan, revising and improving your grammar, and APA-style referencing

2) Research support – for assistance with your research or for answers to your questions related to literature review, make an appointment or ask at the Learning Commons desk.

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. 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. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

For information on citation and documentation styles (including APA, Chicago, IEEE, MLA, and others), visit the links provided at <https://ucalgary.ca/ssc/resources/writing-support/436>.

Research and citation resources are also available on the website of the Purdue Online Writing Lab (OWL) at https://owl.purdue.edu/owl/research_and_citation/resources.html

If you have questions about how to document sources, please consult your instructor or visit the writing support services in the Student Success Centre (3rd floor, Taylor Family Digital Library, at <http://www.ucalgary.ca/ssc/writing-support>).

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>

Withdrawal Deadline

The last day to withdraw from this course is September 12, 2018 without financial penalty; April 9, 2019 with financial penalty. More information can be found in the University of Calgary Academic Calendar: <http://www.ucalgary.ca/pubs/calendar/current/b-14.html>

Turnitin

Turnitin is an online program available to all UCQ students. It helps students become better writers by producing an Originality Report that identifies possible plagiarism problems. Students can use this report to improve their paraphrasing and summarizing skills.

Instructors at UCQ may require the submission of a Turnitin Originality Report along with a written assignment. Before submitting the report to their instructor, students will have the opportunity to submit and revise multiple drafts of an assignment in order to resolve any issues with paraphrasing and summarizing.

When a UCQ student's work is submitted to Turnitin, it is submitted to the Turnitin database. The database is confidential; students retain the copyright to their work, and student work cannot be viewed by other students or instructors. However, students' work will be stored and compared to future student submissions.

Note: If a UCQ student has concerns about his or her work being stored in the Turnitin database, it is his or her responsibility to discuss these concerns with his or her instructor or the Associate Dean (Academic).

Universal Student Ratings of Instruction (USRI)

The USRI provides a forum for student feedback to instructors, department heads, and deans about the overall quality of instruction. Information gathered from the surveys is used by instructors, department heads, and deans to improve instruction at the University of Calgary and in performance feedback. Students can access previous results to assist them in their course selection. For more information, visit www.ucalgary.ca/usri/welcome/about

Emergency Evacuation Meeting Place

As part of the University of Calgary in Qatar Emergency Evacuation plan, students, faculty, and staff should locate the closest Assembly Point in case of Fire Alarm. Safety signage is posted throughout the campus showing the locations and the possible route to these locations. All students, faculty, and staff are expected to promptly make their way to the nearest Assembly Point if the Fire Alarm is activated. No one is to return into campus facilities until an all clear is given to the warden in charge of the Assembly Area.

For more information, see <http://www.ucalgary.ca/emergencyplan/node/55>

Freedom of Information and Protection of Privacy (FOIPP)

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 in Qatar. For further information about the collection and/or use of student information, please contact Student Services at +974 4406 5222.

Schedule of Lecture Topics and Readings (subject to change)

Date	Topic
September 5	Introduction Course overview (Part – A)
September 12	Grammar and style Understanding what you read

September 19	Information literacy
September 26	Taking notes and structuring ideas
October 3	Information Literacy
October 10	Taking notes and structuring ideas
October 17	The literature review – part 1
October 24	The literature review – part 2
October 31	The literature review – part 3
November 7	The literature review – part 4
November 14	No Class (Reading Week)
November 21	Reflective writing
November 28	Final presentations
December 5	Final presentations
January 9	Course overview (Part – B)
January 16	Grammar and style Understanding what you read
January 23	Information literacy
January 30	Taking notes and structuring ideas
February 6	Information literacy
February 13	Taking notes and structuring ideas
February 20	No Class (Reading Week)
February 27	Extended paper – part 1
March 6	Extended paper – part 2
March 13	Extended paper – part 3
March 20	Extended paper – part 4
March 27	Reflective writing
April 3	Final presentation
April 10	Review