



## ACADEMIC LAUGH TRACKS: READING AND WRITING HUMOUR RESEARCH IN STEM AND COMMERCE FIELDS

Writing, Research, and Discourse Studies (WRDS) in the School of Journalism,  
Writing, and Media

### ACKNOWLEDGEMENT

The Vancouver campus of UBC is located on the traditional, ancestral, unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

### CONTACT INFORMATION

Instructor: Dr. Jaclyn Rea (Please call me Dr. Rea or Professor Rea)

EMAIL: [jackie.rea@ubc.ca](mailto:jackie.rea@ubc.ca)

I'm happy to provide quick answers to less involved questions over email. When you email me, please put WRDS 150B in the subject line, along with the best word or phrase that describes the topic of your email (e.g., WRDS 150B Question about Reading). You should know that I do not use email to re-teach lectures, that is, to offer lengthy explanations of course material or assignments. If you need more substantive help, please make an appointment to see me during my office hours.

**BEFORE EMAILING ME TO ASK A QUESTION, MAKE SURE THAT YOU'VE CONSULTED THE COURSE SYLLABUS OR RELATED ASSIGNMENT DESCRIPTION (THE ANSWER TO YOUR QUESTION MIGHT BE IN THESE DOCUMENTS).**

PLEASE NOTE THAT I DO NOT CHECK MY EMAIL ON WEEKENDS AND TRY TO STAY AWAY FROM IT IN THE EVENINGS. I NEED THIS TIME AWAY FROM EMAIL TO ATTEND TO OTHER WORK (RESEARCH AND WRITING, PREP FOR COURSES, ADMINISTRATIVE DUTIES, SERVICE DUTIES, AND MARKING YOUR ASSIGNMENTS). AND, OF COURSE, I NEED TO SPEND A BIT OF TIME WITH MY FAMILY. 😊

### OFFICE HOURS

To book an appointment to see me during office hours, just go to our Canvas site, click on calendar, then click on "Find an Appointment" (located on the right-hand side of the page). If your course or work schedule conflicts with my regular office hours, email me directly ([jackie.rea@ubc.ca](mailto:jackie.rea@ubc.ca)) and we can sort out a time that works for both of us. If you do need to email me to arrange for an appointment to see me outside of regularly scheduled office hours, please provide a range of days and times you can meet so that I can check these against my own schedule.

## COURSE DESCRIPTION

Welcome! WRDS 150B is an academic research and writing course. As such, this course will introduce you to the knowledge-making practices of scholarly communities, such as those found in academic disciplines and research fields. You will begin to participate in scholarly conversations within these communities by performing the actions of apprentice academic researchers, scholarly writers, and peer-reviewers. You will also produce work in several scholarly genres and familiarize yourself with the communication practices of several academic disciplines. In doing so, you will begin to develop your own scholarly identity as a member of the larger academic research community.

This course partially fulfills the Faculty of Science's communication requirement and fulfills the Faculty of Applied Science's first-year English requirement. No LPI (Language Proficiency Index) is required.

## OUR SECTION OF WRDS 150B

Typically, sections of WRDS 150 are designed around a research topic—a concept or issue that has attracted both public interest and scholarly attention. In this section of WRDS 150B, we will focus on the commonplace but nonetheless complex phenomenon of humour from several disciplinary perspectives, including computer science, neuroscience, science communication, health sciences, and marketing.

We will consider how scholars in these disciplines study and talk about humour. For example, what do these scholars say about humour's scientific and technical functions and effects? More specifically, what might scholars in health sciences say about humour's role in health messaging? What might neuroscientist say about humour styles and brain response? What might computing science scholars say about the social functions of humour, particularly as these relate to improvements in human-computer interaction? What might marketing researchers say about the persuasive effects of the use of humour in advertising? More importantly, how do scholars in these disciplines produce knowledge about humour – what methods do they use? And, most importantly, how is this knowledge-making activity represented in their scholarly writing?

## LEARNING OBJECTIVES

### **Working with scholarly sources to read and interpret academic discourse in context:**

1. You will work with scholarly articles to recognize how the conventions of communication within academic disciplines, including scholarly forms of persuasion, reflect and shape the types of knowledge associated with research cultures in the university. This will be done by:
  - a. Reading, summarizing, comparing, and critically evaluating scholarly articles, retaining the key claims/findings and emphases of the originals.
  - b. Recognizing forms of persuasion and identifying the rhetorical moves made by members of specific academic research disciplines, such as practices of attribution, positioning, and hedging.
  - c. Recognizing the goals, methods, and citation practices of specific academic research disciplines.

### **Engaging in apprentice scholarly research:**

2. You will participate as apprentice members of academic research communities by identifying and tracing the scholarly conversation around a research issue/problem and by developing questions, reviewing the literature, identifying gaps in this literature, and offering areas for future consideration. This will be done by:
  - a. Developing a research review project that addresses a gap in knowledge within a particular research community, and which implements relevant discursive features and rhetorical moves in a

- variety of genres, including a summary, an annotated bibliography and proposal, a presentation, and a final paper (a literature review).
- b. Gathering relevant and credible sources, using appropriate tools and methods, including UBC Library resources.
  - c. Engaging responsibly with and within research communities, using appropriate citation practices that meet the expectations of academic integrity and adhere to ethical standards of material collection.
  - d. Engaging in constructive and collaborative practices of knowledge production, including performing peer review and integrating feedback.

## ASSIGNMENTS AND ASSESSMENTS

Annotated Bibliography Entries (2 x 150 words)	15%
Annotated Bibliography (6 x 150 words) & Proposal for Literature Review (400 words)	20%
Literature Review (1600-1800 words)	35%
ComPair Peer Reviews (x2) on Proposal and Literature Review	10%
Participation	20%

## BRIEF ASSIGNMENT DESCRIPTIONS: LITERATURE REVIEW PROJECT

The following are short descriptions of our course assignments. Please refer to assignment descriptions on Canvas for more information and for each assignment's due date. All assignments will be described in more detail on Canvas as we progress through the course material. You will be given opportunities throughout the course to practice the thinking and writing required for each assignment.

### ANNOTATED BIBLIOGRAPHY ENTRIES (2 X 150 WRDS EACH)

Drawing on the practices you will learn in this course (scholarly practices of notetaking, summarizing and citing), you will produce bibliographic annotations for two related peer-reviewed, scholarly articles, one from our course reading list and the other from the UBC Library databases.

### ANNOTATED BIBLIOGRAPHY & PROPOSAL (6 X 150 WRD ANNOTATED BIBLIOGRAPHY + 400 WORD PROPOSAL FOR A LITERATURE REVIEW)

Using the course research topic as your guide (humour), you will produce an annotated bibliography of several peer-reviewed sources, two of which will be revisions of the annotations you produced for the first assignment (see above). So, this assignment provides you with additional practice summarizing scholarly writing and provides you, in your proposal, with an opportunity to start thinking about how you might shape the literature review you will

complete later in the course. The proposal itself will detail the relevance of your proposed literature review, explain a gap in current research, and pose a research question that will focus your review. You will also detail the methods you used to conduct your search for studies to review.

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## LITERATURE REVIEW (1600-1800 WORDS)

Your final paper, a literature review, represents, in many ways, your learning in WRDS 150B. This assignment asks you to draw on all that you've learned about scholarly knowledge-making to produce a review – a summary and critique – of the research literature on humour in a STEM or Commerce field covered in our course readings.

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## COMPAIR PEER REVIEW OF PROPOSAL AND LITERATURE REVIEW

For this assignment, you will have an opportunity to give and receive peer feedback on two of your assignments: the literature review proposal and the literature review itself.

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### *Late Assignments*

Do your best to meet the deadlines I set for your assignments. If you are having trouble submitting on time – for whatever reason – just let me know, and we can arrange a different deadline. Keep in mind, though, that the assignments are scaffolded; I'll need time between assignments to give you feedback before you submit the next one.

## PARTICIPATION

Your participation will be assessed based on the following:

1. the quality of discussion forum posts;
2. the quality of assigned homework (e.g., note-taking activities for readings);
3. the quantity and quality of CLAS annotations on course readings and quality of participation in google docs activities
4. overall commitment to and engagement in course work (demonstrated by e.g., the quality of questions/discussions during class and in our Zoom chat; completion of assigned homework activities; office hour visits; etc.);
5. attendance in synchronous classes.

## REQUIRED READING (SEE COURSE SCHEDULE FOR READING DUE DATES)

The following readings are listed in the order that they appear on the course schedule.

Please download all readings listed below and store them in a file on your laptop (or other appropriate device) by the beginning of the second week of classes.

### **Review articles, research articles, and conference proceedings**

Miller, E., Bergmeier, H., Blewitt, C., O'Connor, A., & Skouteris, H. (2021). A systematic review of humour-based strategies for addressing public health priorities. *Health Promotion, 45*, 568-77, doi: 10.1111/1753-6405.13142. Available in the UBC Library: <https://go.exlibris.link/3f8gIKxs>

- Vilk, J., & Fitter, N. (2020). Comedians in cafes getting data: Evaluating timing and adaptivity in real-world robot comedy performance. *Proceedings of the 2020 ACM/IEEE International Conference on human-robot interaction*, 223-231. Available in the UBC Library: <https://go.exlibris.link/RQ9Cw4Lf>
- Warren, C., Carter, E.P., & McGraw, A.P. (2019). Being funny is not enough: the influence of perceived humor and negative emotional reactions on brand attitudes. *International Journal of Advertising*, 38(7), 1025-1045, DOI: 10.1080/02650487.2019.1620090. Available in the UBC Library: <https://go.exlibris.link/ytC17vhB>
- Manfredi, et al. (2017). tDCS application over the STG improves the ability to recognize and appreciate elements involved in humor processing. *Experimental Brain Research*, 235, 1843–1852, DOI 10.1007/s00221-017-4932-5. Available in the UBC Library: <https://go.exlibris.link/hCHlcQQH>
- Brigaud, E., Lafont, A. and Blanc, N. (2021). Your eyes do not lie! Dissecting humor effects in health messages using eye tracker technology. *Frontiers in Public Health*, 9, 653584, doi: 10.3389/fpubh.2021.653584. Available in the UBC Library: <https://go.exlibris.link/Yrw2PFt>
- Kaltenbacher, M. & Drews, S. (2020). An inconvenient joke? A review of humor in climate change communication, *Environmental Communication*, 14(6), 717-729, DOI: 10.1080/17524032.2020.1756888. Available in the UBC Library: <https://go.exlibris.link/4knb3qcd>

## UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website (<https://senate.ubc.ca/policies-resources-support-student-success>).

## COURSE POLICIES

### ACADEMIC INTEGRITY

We – your instructors in JWAM-WRDS, UBC and the scholarly community at large – share an understanding of the ethical ways that we use to produce knowledge. A core practice of this shared value of academic integrity is that we **acknowledge the contributions of others** to our own work, but it also means we **produce our own contributions that add to the scholarly conversation**: we don't buy or copy papers or exams, or have someone else edit them. We also don't falsify data or sources, or hand in the same work in more than one course.

Because it is so important that research be done ethically, I expect WRDS 150B students to meet these expectations. The University requires that any instance of cheating or taking credit for someone else's work, whether intentionally or unintentionally, will result in at minimum a zero for the assignment, and these cases will be reported to the Chair of WRDS and the Faculty of Arts Associate Dean, Academic. See the UBC Calendar entries on "[Academic Honesty](#)," "[Academic Misconduct](#)," and "[Disciplinary Measures](#)." See "[Tips for Avoiding Plagiarism](#)" from the Chapman Learning Commons, and bookmark the [OWL](#) website for how to use APA citation style.

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## TUTORING SERVICES AND WRITING SUPPORT FOR STUDENTS

Some students hire tutors, use a tutoring service, or consult their friends/family members on an occasional basis to assist them with specific assignments. Others work with a tutor or a friend/family member on a regular basis. While we recognize that tutors and friends/family members are sometimes helpful, we have also observed that some tutors and friends/family members misdirect WRDS 150B students and thus impede their learning, as well as their success in the course. Using tutors (both paid and unpaid) may even inadvertently result in questionable academic conduct. We therefore encourage students interested in tutoring to seek support through the follow:

- [UBC Centre for Writing and Scholarly Communication \(CWSC\)](http://learningcommons.ubc.ca/tutoring-studying/writing/), <http://learningcommons.ubc.ca/tutoring-studying/writing/>, provides dedicated support to WRDS 150 students in a variety of ways, most notably through peer consultants. For more information and to book appointments, visit [www.library.ubc.ca/writing](http://www.library.ubc.ca/writing) or email [cwsc.info@ubc.ca](mailto:cwsc.info@ubc.ca).
- [UBC's Extended Learning](https://extendedlearning.ubc.ca/study-topic/english-additional-language): Supports for students for whom English is not their first language <https://extendedlearning.ubc.ca/study-topic/english-additional-language>

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## ACADEMIC ACCOMMODATION FOR STUDENTS: IN-TERM CONCESSIONS

If you miss marked coursework that will negatively impact your success in the course (assignments, presentations, substantial participation in class) and the course is still in-progress, please consult [your Faculty's webpage on academic concession](#), and then contact me where appropriate.

## WELL-BEING

University is demanding, and student life can be complicated – especially now when we are trying to stay healthy and safe in the midst of a global pandemic. Be sure to take care of yourself and look out for each other. If you are struggling or need help, including emotional and physical support or following sexual harassment or assault, see UBC's counselling and support services: <https://students.ubc.ca/health-wellness>

If I am concerned for your wellbeing, I will reach out. I may also report my concerns to Early Alert, which is a UBC program that quickly connects students with support services. The information I provide is kept confidential and is sent because I wish to support your wellbeing and academic success, which I can do best by connecting you to helpful resources. For more information on Early Alert, see: [earlyalert.ubc.ca](http://earlyalert.ubc.ca).

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## UBC Counselling Services

For information about the kinds of mental health supports UBC offers, please see:

<https://students.ubc.ca/health-wellness/mental-health-support-counselling-services>

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## Academic Inclusion and Diversity

The University's goal is to ensure fair and consistent treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with academic principles. If you need accommodation to ensure a fair outcome in this course, please contact Access and Diversity to set up an appointment: <http://students.ubc.ca/about/access>

## GRADING

All faculty at UBC are required to follow UBC's grading scale for student assessment. The overall average in WRDS 150B classes typically falls between 70-74%.

Percentage	Letter grade
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
55-59	C-
50-54	D
0-49	F

## OTHER, IMPORTANT MATTERS

### LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: Canvas and Zoom. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- Review statistics on course content being accessed to support improvements in the course
- Track participation in discussion forums
- Assess your participation in the course

### COPYRIGHT

All materials of this course (course handouts, lecture slides and lecture recordings, assessments, samples of writing, recorded material during classes, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Students **are not** permitted to record classes (audio or visual) or take screen shots of others in the course, including the instructor. Taking screen shots of your instructor and/or classmates without their permission may lead to academic discipline.

I will record portions of our synchronous class time for those who can't attend and those who wish to review class or session material. These recordings are for WRDS 150B use only and not for circulation or redistribution.