

**Course:** WRDS 150 (671): Writing and Research in the Disciplines (3 credits)

**Day/Time:** XXXXX

**Classroom:** XXXXX

\*While this course will be taught online, you are welcome to use the quiet designated classroom space to log on for our weekly synchronous sessions. Please see policy below related to COVID safety.

**Instructor:** Dr. Jonathan Otto

**Email:** XXXXX

**Undergraduate Teaching Assistant:** XXXXX

**Virtual Drop-In Office hours** (to be held via Zoom – see Canvas site for link):

- Tuesdays, 1:00pm-3:00pm (PDT)
- Fridays: 9:00am-11:00am (PDT)
- By Appointment (please give advanced notice if you need to meet outside of normal office hours)

## COURSE DESCRIPTION

WRDS 150 is a course designed to introduce you to the world of research and writing in the university. It is centered on three specific facets of scholarly work, including: a) reading published research; b) designing and proposing research; and c) analyzing and writing in scholarly genres. In this course, you will engage with each of these elements of scholarly work. In doing so, you will be able to examine the distinct stylistic approaches of researchers in a disciplines like engineering, natural science, mathematics, and medicine, and to draw on their work as you develop your own research and writing. Ultimately, this will prepare you to complete meaningful research and to write for multiple audiences in diverse situations at UBC and beyond.

Our exploration of scholarly research and writing in WRDS 150 will be organized around the concept of sustainability. Sustainability is a broad concept, and scholars within distinct research disciplines across the university understand it to mean different things, analyze it in different ways, and write about it in genres that are unique to their scholarly communities. By looking at the concept of sustainability and by conducting research on the topic, you will have an opportunity to examine how knowledge about sustainability is produced and communicated across the university and to participate in those research and communication practices.

## LEARNING OBJECTIVES

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

You will work with scholarly articles to recognize how the conventions of communication within academic disciplines, including forms of argumentation and what counts as evidence, 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 arguments/findings and emphases of the originals.
- b. Recognizing forms of argumentation and identifying the rhetorical moves made by members of specific academic research disciplines, including practices of positioning, definition, attribution, hedging, and presupposition/assertion.
- c. Recognizing the goals, methods, and citation practices of specific academic research disciplines.

## 2. Engaging in apprentice scholarly research

You will participate as apprentice members of academic research communities by identifying and tracing the scholarly conversation around a research problem and by developing questions, collecting evidence, and constructing arguments through ethical and collaborative practices of scholarship. This will be done by:

- a. Developing a research 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 research proposal and working bibliography, a presentation, and a final paper.
- b. Gathering relevant and credible primary and secondary 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 adhering to ethical standards of data collection with research collaborators.
- d. Engaging in constructive and collaborative practices of knowledge production, including performing peer review and integrating feedback.

### WEEKLY COURSE STRUCTURE\*

I have structured our WRDS 150 course to account for the unique characteristics and dynamic potential of online education. This class is divided into three parts, each of which will be four or five weeks long. Each week will include a mix of recorded lectures and videos and synchronous (live/in-person) meetings, and a series of activities, assignments, and group discussions that you can complete on your own time. ***Check out the “Home” and “Modules” pages of our course Canvas site for more info. about the topics and assignments for each module.***

I know it can be tough to juggle multiple on-line (and maybe even some in-person!) classes at once while navigating the many stresses arising out of the COVID-19 pandemic. Thus, my hope is that this structure will provide you with a consistent, yet flexible, framework for moving through each week of the semester at a pace that works best for you. This course will consist of three main elements:

1. **Recorded Lectures & Quizzes (Asynchronous)**: Each week, I will provide a series of required short videos and recorded lectures for you to watch and take notes on. These will take the place of some of the in-person (synchronous) lectures that are more common in in-person educational settings. You can watch/listen to and take notes on the lectures at a time and day that is most convenient for you so long do so **prior to** our synchronous sessions each week. In these videos I will:
  - a. introduce the module and explain how it: a) builds on the material from the previous week; and b) how it relates to the course’s learning objectives; and
  - b. introduce and discuss course material relevant to that particular module.

You will be expected to complete a short quiz each week covering the materials from each video. These quizzes should be completed **prior to** our synchronous sessions each week and will contribute to your participation marks in the course.

2. **Synchronous (in-person) meetings**: In-person meetings will be conducted using Zoom and will be held each week. Typically these will be held on Wednesdays, but, at times, may also be held on Mondays or Fridays (I will let you know if this is the case!). They will be held during our normally scheduled class

time (remember that the class is scheduled in the **Pacific Daylight Time [PDT]**). In these meetings we will:

- a. dive deeper into the material discussed in the recorded lectures;
- b. participate in group activities and discussions designed to solidify your comprehension of the course material and to build a sense of community within the online course structure; and
- c. discuss upcoming asynchronous activities, assignments, and homework.

\*\* Your participation in these sessions will also contribute to your participation marks in this course.

3. **On-Line Discussions (Asynchronous)**: During most weeks, you will be asked to complete an online discussion. These will often be introduced during our synchronous meetings each week and are designed to: a) help you connect the course material to your work in the semester-long Research and Writing Assignment; and b) to further build community in our on-line course structure.

\* This course schedule is subject to change throughout the course of the semester to accommodate student needs and to allow us to meet our course learning objectives.

## ZOOM NETIQUETTE

- Test your software in advance and close all background apps. If you have to share your screen, this will reduce the risk of sensitive information being displayed inadvertently.
- If possible, a headset mic to reduce background noise and to be considerate of others around you. Mute the mic when joining and listening, unmute to speak.
- It's desirable to show your presence by using video (a lot of communication is non-verbal). Some tools allow you to use a virtual background to protect those around you. You are encouraged to turn your camera on to facilitate a sense of community in our online class but are not required to do so.
- If the meeting is being recorded (I will advise in advance), you should turn off your camera if in a shared space to protect the privacy of those around you.

## COURSE ASSIGNMENTS

Your assessment in this course will be based, in large part, on your work on one multi-faceted research and writing assignment.

<i>Research and Writing Assignment*</i>	<b>75%</b>
• Research Proposal	25%
• Research Proposal Peer Review	5%
• Research Proposal Defense	10%
• Literature Review Peer Review	5%
• Literature Review	30%

\* The Research & Writing Assignment is designed to replicate the multifaceted processes of conducting academic research and completing scholarly writing. Each of the above components builds on the preceding elements, meaning that that to do well on each component, you will need to complete your best work on those leading up to it. If you do not fully engage with any one piece, it will much more difficult for you to advance to the next part of the assignment.

*Additional Assessment* **25%**

- Participation\* 15%
- Meta-Discourse Assignment 5%
- Article Summary Assignment 5%

\* Participation marks will include the following items:

- *Video Quizzes (5% of 15%):* For most modules you will be expected to complete a short quiz covering the information from the recorded lectures for that week. The quizzes are “open-note” and are designed to help you determine your comprehension of the material covered in the lecture videos. **Each quiz should be completed prior to the synchronous session held for that week.**
- *On-line Discussions (5% of 15%):* On-line discussions will be assigned at several points over the course of the term and will typically feature some sort of collaborative element. They are designed to help you make connections between the course material and your research and writing assignment and to help build a sense of community in our on-line class.
- *Synchronous Session Engagement (5% of 15%):* You will be expected to participate in and contribute to the activities and discussions that will comprise a large portion of our weekly synchronous meetings. **Some examples** of active participation that Samantha and I will look for each week include: unmuting your microphone and participating verbally in class discussions, providing constructive contributions in the Zoom chat, participating in polls and white board activities, and taking active roles in group discussions. **Attendance alone does not constitute active participation.**

\*\* Many synchronous sessions will not be recorded given the extensive use of breakout rooms and group work in our classes.

I recognize there are circumstances that may limit your ability to join in a Zoom class or fully participate in a synchronous session at some point in the semester. These circumstances range from illness, accident, and family tragedy to technology and internet related issues. If you are unable to attend or fully participate in a synchronous session, please speak to me as soon as possible so that we can figure out how best to support your wellbeing and ensure that you are able to stay up to date on your assignments. I also encourage you to contact your faculty’s advising office about academic concession and other resources you can use to help you manage your particular situation.

## GRADING SCALE\*

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

\* At UBC, marks of A+ are uncommon, and marks of A and A- are reserved for the most excellent work.

If you would like to contest a mark received on an assignment, you must wait 48 hours from the time you receive feedback from the instructor to do so. When we meet, you must bring with you a 1-page single-spaced typed explanation for where you believe your assignment should have received a different mark. Your explanation must be based in the course material rather than vague personal opinion. Finally, please note that, if upon further review, previously unseen weaknesses are identified, the mark may be changed to reflect them as well.

## REQUIRED READINGS

### **Academic Articles:**

In place of a textbook, we will read six academic articles from a variety of disciplines. These articles will play a key role in introducing you to the concept of "disciplinarity" throughout the course of the semester. The articles we will read include:

#### Biology

- **Article:**  
Loring, P.A. (2013) "Alternative Perspectives on the Sustainability of Alaska's Commercial Fisheries"  
*Conservation Biology*, 27(1): 55-63.

#### Forestry

- **Article:**  
Hurteau et al. (2014) "Climate change, fire management, and ecological services in the southwestern US"  
*Forest Ecology and Management* 327(1): 280-289.a

### Engineering

- **Article:**  
Schwartz, Stuart S. and Brennan Smith (2020) “Cultivating Stormwater Services with Soil Decompaction and Amendment” *Journal of Hydrological Engineering* 26:1.

### Mathematics

- Zhu et al. (2021) “Sustainable border control policy in the Covid-19 pandemic: A math modeling study” *Travel Medicine and Infectious Disease* 41.

### Medicine

- **Literature Review**  
Hasselgren et al. (2020) “Blockchain in healthcare and health sciences – a scoping review” *International Journal of Medical Informatics* 134. – *Scoping Review*

### Multidisciplinary

- **Literature Review**  
Patterson et al. (2021) “The political effects of emergency frames in sustainability” *Nature Sustainability – Narrative Overview*

### **Textbook (optional):**

We will not be using a textbook in this class. However, many of our discussions and exercises will draw on the following textbook. If you would like additional insight into the course material, you may consider obtaining a copy.

Giltrow, J., Gooding, R., Burgoyne, D. & Sawatzky, M. (2014) *Academic Writing: An introduction* (3rd edition). Peterborough, Ont.: Broadview Press.

Here is a link for purchasing the book online:

[https://www.campusebookstore.com/integration/AccessCodes/default.aspx?bookseller\\_id=16&Course=WRDS+150A.EC1&t=permalink](https://www.campusebookstore.com/integration/AccessCodes/default.aspx?bookseller_id=16&Course=WRDS+150A.EC1&t=permalink)

### COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, videos, course readings, 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. Synchronous class sessions and office hours meetings may not be recorded.

## COMMUNICATION

- **Canvas Announcements:** From time to time, I will post new announcements for important course updates. Check frequently. Update your notification setting if you wish to receive my announcement via your email. Here is a [step-by-step guide](#).
- **Email:** For private communication, use email. Please put the course ID {WRDS 150} on the subject line. Emails are typically answered within 48 hours (except for holidays and weekends).
- **Course Q&A Forum:** Use this forum to ask logistical questions about the course or report any problems you encounter. Your classmates may have the same question. Students are encouraged to respond to questions and help each other!
- **Discussion Forums:** we will be using discussion forums for our regular discussion activities.
- **Zoom:** We will be using Zoom videoconferencing software for our weekly synchronous sessions and weekly office hours.

## ACADEMIC INTEGRITY

While there are many facets to the issue of academic integrity, they may be distilled into one basic principle: *you will only receive academic credit for work that features your own original effort and insight and the effective use of citation*. This means that cheating, plagiarism, the falsification of information or data, or the selling or purchase of papers, notes or study guides is strictly forbidden.

For more information, please see the UBC Calendar entries on “[Academic Honesty](#),” “[Academic Misconduct](#),” and “[Disciplinary Measures](#).” Please also have a look at the [Student Declaration and Responsibility](#). Finally, please review “[Tips for Avoiding Plagiarism](#)” from the Chapman Learning Commons.

You are responsible for familiarizing yourself with the University's regulations for completing original work and providing appropriate attribution for work that is not your own. You are also responsible for abiding by these policies. For more information, please see:

- UBC Library info. on plagiarism: <http://help.library.ubc.ca/planning-your-research/academic-integrity-plagiarism/>
- Policy re: Student Discipline: <http://www.calendar.ubc.ca/vancouver/?tree=3,54,0,0>

## ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

“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 are in need of accommodation for a disability, please contact UBC’s Centre for Accessibility to set up an appointment as soon as possible:

<http://students.ubc.ca/about/access>

<http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,34,0,0>

## WELL-BEING

This year has proven to be difficult for all of us as we navigate a global pandemic, an economic recession, and the many related challenges these have presented. Additionally, the online educational experience will present many of us with difficulties ranging from technology issues to navigating and balancing a full on-line course load. In the context of all of this, please 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, please see UBC's 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 will be kept confidential and is sent because I wish to support your wellbeing and academic success, which I can do best by helping connect you to helpful resources. For more information, see [earlyalert.ubc.ca](http://earlyalert.ubc.ca).

## LATE POLICY

Work is to be submitted by the determined due date. Each student will receive one late pass for the semester, allowing them to submit any assignment (except for the peer review and the conference poster) 48 hours after the deadline.

## COVID SAFETY

You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms, and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment.

## IN-TERM CONCESSIONS

Please contact your faculty's advising office as soon as you are aware you may need an in-term concession. They can advise you about the concession process.

## RELIGIOUS ACCOMMODATION PROVISIONS

Religious diversity enriches our class and the UBC community more generally. With this in mind, UBC supports students who need to miss class in order to observe the holy days of their particular religion. If you need to miss one of our synchronous sessions due to a religious holiday this semester, please let me know within the first week of the semester so that we can re-schedule any missed assignments. To learn more about religious accommodation please see:

[https://senate.ubc.ca/sites/senate.ubc.ca/files/downloads/J-136\\_Religious-Cultural-Observances\\_20200415.pdf](https://senate.ubc.ca/sites/senate.ubc.ca/files/downloads/J-136_Religious-Cultural-Observances_20200415.pdf)



## TUTORING SERVICES

*Some students hire tutors or use a tutoring service on an occasional basis to assist them with specific assessment tasks. Others work with a tutor on a regular basis. While ASRW recognizes that tutors can be helpful, we have also observed that tutors may misdirect WRDS 150 students and thus impede their learning, as well as their success in the course. Using tutors may even inadvertently result in questionable academic conduct. We therefore discourage the use of tutors in this course except those available through the Access and Diversity Office.*

If you feel that you need outside assistance with your work in WRDS 150, I highly encourage you to explore the following options:

- *One-on-One Sessions with a Peer Consultant*

The UBC Centre for Writing and Scholarly Communication (CWSC) provides students with the opportunity to sign up for a one-on-one appointment to review their writing assignments with a peer writing consultant. Some of the services provided by writing consultants include working with students to improve their writing and supporting them in developing writing process. For more information, visit [www.library.ubc.ca/writing](http://www.library.ubc.ca/writing).

- *UBC Extended Learning*

UBC Extended Learning provides support for students for whom English is not their first language. Please see the following link for more information:

<https://extendedlearning.ubc.ca/study-topic/english-additional-language>

- *UBC Centre for Accessibility*

Information about the UBC Centre for Accessibility can be found at: <https://students.ubc.ca/about-student-services/access-diversity>

- *WriteAway*

WriteAway is a free, online writing support service for students registered at 13 postsecondary institutions in British Columbia. Students may send up to three drafts of a paper to the service and a tutor from one of the participating institutions will provide strategies for improving their writing. The service also serves as a repository for various writing resources. Students can access the service through [UBC's eTutoring platform login page](#).