

LFS 150, Section 002

LFS 150, Section 008

Scholarly Writing and Argumentation in LFS

O1.

TEACHING TEAM

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Textbook



[They Say/I Say: The Moves That Matter in Academic Writing](#), 5th ed., Graff and Birkenstein

Where & When



LFS 150.002 MWF 1-2 (BIOL 1001)
LFS 150.008 MWF 2-3 (MCML 258)

Zoom



I record my lectures on Zoom (accessible through Canvas); Zoom is not a substitute for in-person classes; only use Zoom when absolutely necessary

O2.

Pedagogy of Inclusiveness

- lectures will be recorded
- PPT slides will be shared
- lots of in-class and out-of-class writing support
- 50% (ish) of the class will be labor-based grading
- our class will accommodate for almost any student access, inclusion, or diversity need; namely, if you're handing in an assignment late, if you missed an assignment, or if you missed classes or need to miss classes in the future. So, you need to miss a class, let us know. You need an extension on an assignment, let us know. Having a difficult time with the class or school, let us know. You require extra support in your writing, let us know. A theme of the above accommodations is "let us know" – communication is key.

O3.

WHAT CAN I EXPECT TO DO IN THIS CLASS?

READ & WRITE

- (Actively) Read. A lot. Read PPT slides; read assignment instructions; read on Canvas; read articles; read your peers' writing; read your own writing with a mind to drafting it into something more effective; read feedback on assignments and incorporate that feedback into successive writing; learn how to read.
- Write. A lot. On comPAIR, on CLAS, on Padlet, for in-class writing prompts, as active reading on articles in marginalia, on assignments, as peer commenting, when workshopping, as notes.

THINK & QUESTION

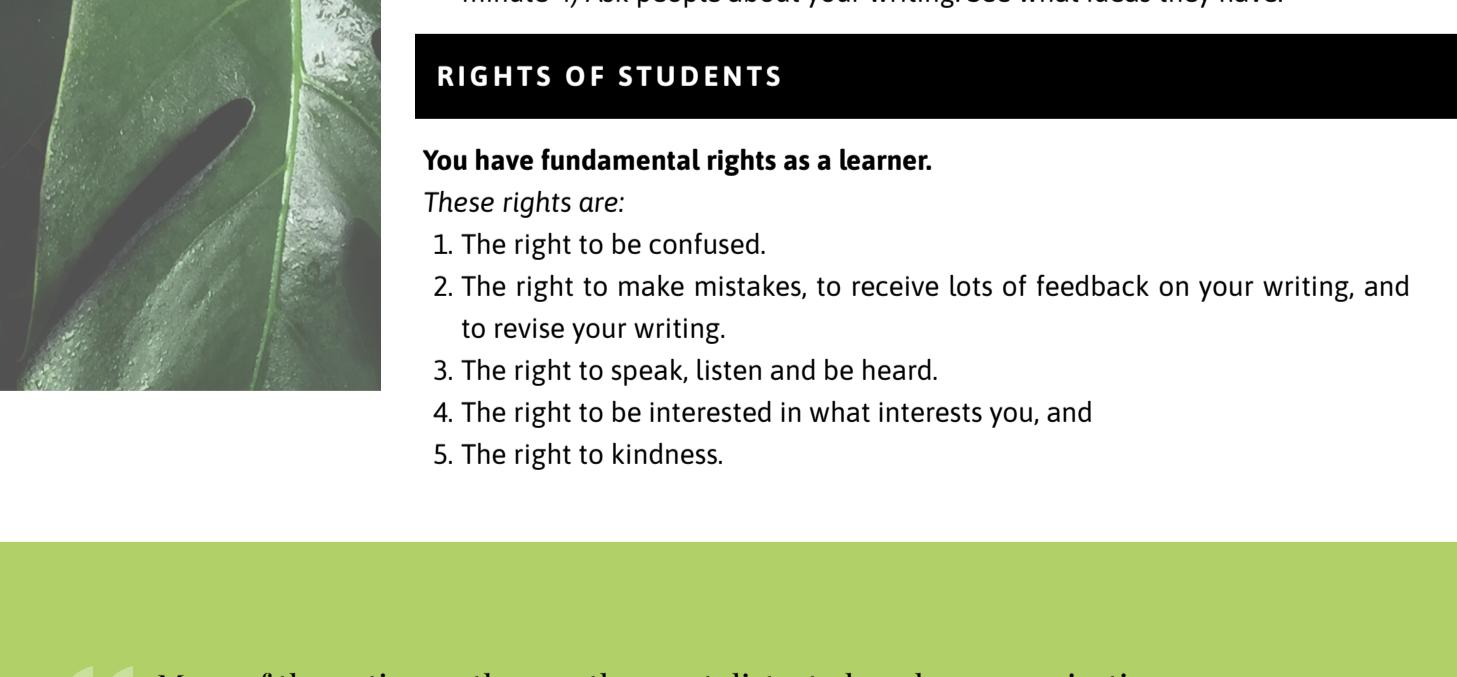
- Think. A lot. Thinking is writing and writing is thinking. Deep processing becomes better (writing) product. The product of this thinking will become how you contribute to the state of knowledge in a conversation being held in your discipline. Or, as Germano and Nicholls put it, "the work of thinking— imagining, absorbing, reflecting challenging, inventing, making big mistakes, making small discoveries—requires a lot of coursetime."
- Ask questions. A lot. During lectures, when writing, during student hours (either in person or via Zoom), to seek clarification on assignments, to review assignments and their comments, about phenomenon.

WRITING COMMUNITY

- Become citizens of our classroom, a collaborative writing community, and a community of intentional kindness and care
- Learn to see your own work – your own writing – as an act of generosity, as a way to build a community
- To become an agent and self-advocate for your own writing's role in furthering and adding to conversations

O4.

Assignments & Evaluation



O5.

UBC RESOURCES

- [UBC Learning Commons](http://learningcommons.ubc.ca/): UBC-selected learning resources.
- [UBC Writing Centre](http://cstudies.ubc.ca/writing/): non-credit writing courses and tutoring.
- [UBC Library](http://www.library.ubc.ca/): among other things, a useful series of workshops.
- [Academic English Support](http://cstudies.ubc.ca/student-information-services/academic-english-support/): support for those who use English as an additional language.
- [Live Well](http://students.ubc.ca/livewell/): resources related to time and stress management, and other counseling, health, and wellness issues.
- [UBC Counseling Services](http://students.ubc.ca/counselling-services/): counseling for all UBC Students.
- [UBC First Nations House of Learning](http://aboriginal.ubc.ca/longhouse/mhl/): resources including academic advising and a computer centre for Indigenous students.
- [International Student Guide](http://international.students.ubc.ca/international/): resources, information, and services for international students.
- [Access & Diversity](http://access.diversity.students.ubc.ca/about/access/): provides leadership on issues of accessibility for students who require academic concession.
- [Positive Space](http://positive-space.ubc.ca/resources-vancouver/): includes a more thorough list of campus resources and information for LGBT*QIA+ people.
- [Science Advising](http://science.ubc.ca/students/advising/): advising services for Arts students, including handling requests for academic concession.
- [The Kaleidoscope](http://the-kaleidoscope.ubc.ca/): on-campus mental health support group.
- [AMS Sexual Assault Support Centre](http://amssexualassaultsupportcentre.ubc.ca/): free and confidential support for people of all genders who have experienced sexual assault, partner violence, and harassment.
- [Pride UBC](http://pride.ubc.ca/content/): AMS resource group for sexual and gender diversity, which offers educational and social services, support, information, and events.
- The Central UBC Student Communications: resources and tips on everything from navigating academics online to making friends virtually.

O6.

ACADEMIC INTEGRITY

All writing must be your original work. The minimum penalty for improper documentation is an "F" for the assignment. More serious cases of plagiarism warrant dismissal from the class and possible disciplinary action from the University. Students should acquaint themselves with the University's policy's on academic misconduct and specifically plagiarism here: <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3.54.111.959>. Students will also "sign" an academic integrity pledge on Canvas.

BENEFITS OF "STUDENT HOURS" (aka OFFICE HOURS)

The benefits of seeing Duffy or your TA during Student Hours:

- clarification on what is required for any assignment
- go over the PPT slides
- a second pair of eyes on any of your Journal or comPAIR or peer scholar or CLAS assignments
- explanation of feedback (both summative and formative) on any assignment
- how to improve
- collaboratively thinking about research paper topics or focuses
- to chat about school life, maybe while drinking tea
- problem solving
- to resolve Assignment "incompletes"

3 TIPS FOR DOING WELL - FROM PREVIOUS STUDENTS

- "Take ComPAIR [and peerScholar] seriously. Seriously, it's really helpful."
- "Be patient with yourself; it is a process."
- "1) Follow instructions 2) Do all the assignments thoroughly including reading journals. This is good practice 3) Don't leave writing to the last minute 4) Ask people about your writing. See what ideas they have."

RIGHTS OF STUDENTS

You have fundamental rights as a learner.

These rights are:

- The right to be confused.
- The right to make mistakes, to receive lots of feedback on your writing, and to revise your writing.
- The right to speak, listen and be heard.
- The right to be interested in what interests you, and
- The right to kindness.

“

Maps of the entire earth were the most distorted, and every projection designed to solve the problem came saddled with its own limitations.

Directions weren't true or the proportions got wonky or—as in the case of the globe cut into petals and flattened on the page—it became impossible to get a sense of how anything was connected. “There's no straight line here,” Siwash said, stabbing his finger towards a map that illustrated this point. “I know there are straight lines really. I can draw one in the soil.” He drew one with the toe of his boot in the dust of the pillbox floor. “Proving,” he said, eyes wide, “that too much map is problematic.”

“Smaller maps?” Jeremy tried...

True. The smaller the map, the less the distortion. “A map of the city is pretty reliable,” Siwash said. “But a map of just this room would be better. A map of one square foot of this room better still! How about that? With a map of just one square foot of this room, you'd really know where you were.”

“As long as you happened to be on that one square foot,” Jeremy said.

“Exactly!” Siwash cried, on his feet now, head brushing the ceiling. “Only problem is carrying around all those maps. How many square feet a day do you use? I use dozens, and I conserve. But you use more, citypeople do. Tens of thousands, squander them. Chew them up, spit them out.”

– Timothy Taylor's Stanley Park