



# LFS 150-008: Scholarly Writing & Argumentation

## Course Syllabus

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## Welcome!

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Story and conversation are central to all writing, including scholarly writing. This course helps you craft stories and join academic conversations.

As a community of apprentice scholars, you will explore the stories and controversies at the heart of Land and Food Systems. The writing techniques, tools, and strategies you learn during this course will equip you to contribute your own voices and original research to these stories, now and over the rest of your academic and professional careers.



**REQUIRED TEXTBOOK**

*They Say, I Say: The Moves That Matter in Academic Writing* by Gerald Graff and Cathy Birkenstein

\$35.95 (new) / \$18.95 (ebook rental)  
@ UBC Bookstore



**WHEN AND WHERE?**

2 to 3pm, Wed & Fri on Zoom  
Lecture & discussion (Wed)  
Writing workshops (Fri)

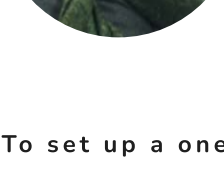
*If we return to in-person classes, we will meet in SWNG 403*

**ADDITIONAL READINGS AND MATERIALS**

Each week, you will see additional required reading/viewing/listening material besides *They Say, I Say* (e.g. articles, videos, guides, Twitter threads). I will post these by end-of-day Friday. They will **always** be free to access.

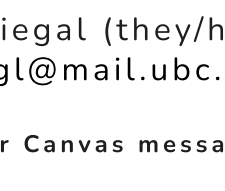
## Teaching Team

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**Instructor Sarah-Nelle Jackson (they/she)**  
**Email** sarah-nelle.jackson@ubc.ca

I will respond to email and Canvas messages within 24 hours between 9:00 and 4:30, Monday to Friday. Please reach out to me or Beck with questions, ideas, or concerns.



**TA Beck Siegal (they/he)**  
**Email** becksigl@mail.ubc.ca

To set up a one-on-one meeting with either of us, please reach out via email or Canvas message.

## Course Structure

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<b>SELF-DIRECTED READING &amp; ORGANIZATION (MONDAY)</b> <p>Familiarize yourself with the week ahead via our <b>Weekly Overview</b>. This overview includes weekly objectives, a short warm-up video introducing the unit, required readings, and assignment info.</p>	<b>LECTURE AND DISCUSSION (WEDNESDAY)</b> <p>My <b>lectures</b> always involve at least some <b>discussion</b>. Here's why: We don't improve significantly at research or writing just by listening to someone tell us about research and writing!</p>	<b>WRITING WORKSHOPS (FRIDAY)</b> <p>On Fridays, you'll put the week's writing skills, strategies, and techniques into practice! We will design a <b>workshop activity</b> for you based on your ideas and questions about, and challenges with, the week's material.</p>
<b>FIRST DRAFTS &amp; PEER REVIEW</b> <p>You will receive and provide <b>peer feedback</b> twice in this course: first, on Canvas for your first major assignment (Summary and Response); second, in a live workshop of draft thesis statements and outlines for your research essays.</p>	<b>FIELD NOTES &amp; WRITING EXPERIMENTS</b> <p><b>Field notebook assignments and scholarly writing experiments</b> are short, low-stakes assignments to help you practice writing and/or prepare for larger assignments. Four of each will be posted through term; <b>you only need to complete 3 of each</b>.</p>	<b>READINGS &amp; PARTICIPATION</b> <p>Do your best to <b>complete the week's assigned readings before Wednesday</b>. You'll get a lot more out of each class that way! <b>Participation</b> is central to this course. You will evaluate your own participation at the end of term.</p>

## Course Schedule

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WEEK	TOPICS	READINGS & ASSIGNMENTS <i>small assignments / big ones</i>
1 (Jan 10–14)	Science as story Land and identity	Additional materials (Canvas) <b>Field Notebook Entry #1 (Jan 16)</b>
2 (Jan 17–21)	Scholarly writing as genre Scholarly writing as conversation	Textbook: Introduction Additional materials <b>Field Notebook Entry #2 (Jan 23)</b>
3 (Jan 24–28)	Active reading Knowledge gaps	Textbook: Ch. 1 Additional materials <b>Scholarly Writing Experiment #1 (Jan 30)</b>
4 (Jan 31–Feb 4)	Summary APA citation	Textbook: Ch. 2 & Ch. 3 Additional material <b>Sch. Writing Experiment #2 (Feb 6)</b>
5 (Feb 7–11)	Responding to scholarship Avoiding plagiarism 1	Textbook: Ch. 4 Additional materials <b>Summary &amp; Response Draft (Feb 13)</b>
6 (Feb 14–18)	Revision techniques 1 Constructive feedback Paragraph structure	Textbook: Ch. 11 Additional materials <b>Sum. &amp; Response Peer Review (Feb 17)</b> <b>Summary &amp; Response Final (Feb 21)</b>
Reading Week (Feb 21–25)	—	<i>Consider starting Week 7 early</i>
7 (Feb 28–Mar 1)	Finding sources Evaluating sources	Textbook: Ch. 15 Additional materials
8 (Mar 7–11)	Research questions	Additional materials <b>Field Notebook Entry #3 (Mar 13)</b>
9 (Mar 14–18)	Evaluating arguments Types of evidence	Textbook: Ch. 6 Additional materials <b>Sch. Writing Experiment #3 (Mar 20)</b> <b>Proposing &amp; Evidence Table (Mar 20)</b>
10 (Mar 21–25)	Prewriting strategies Outlines	Textbook: Ch. 7 Additional materials
11 (Mar 28–Apr 1)	Thesis statements Abstracts Introductions and conclusions	Textbook: Ch. 8 Additional materials <b>Thesis &amp; Outline Peer Review (Apr 1)</b> <b>Sch. Writing Experiment #4 (Apr 3)</b>
12 (Apr 4–8)	Revision techniques 2 Avoiding plagiarism 2	Textbook: Ch. 5 & Ch. 9 Additional materials <b>Field Notebook Entry #4 (Apr 10)</b>
<b>RESEARCH PAPER</b>  <b>Revision Option: First draft due Apr 8; revised draft due Apr 22</b> <i>Option of revising your essay based on feedback &amp; grade</i>  <b>No Revision Option: Due Apr 15</b>		

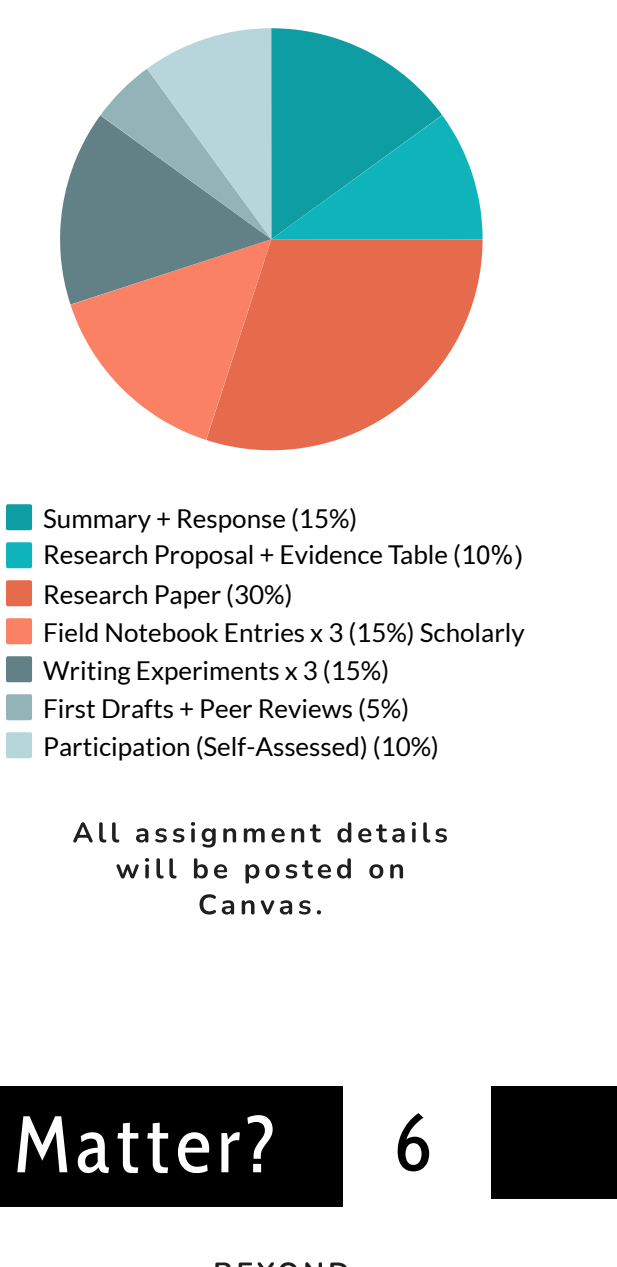
## Learning Goals

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BY THE END OF THIS COURSE, you will be able to:

- Apply strategies of **active reading** to understand key features of academic research and scholarly publications and "listen" to **research conversations** in LFS and Forestry.
- Use a discipline-appropriate format (APA) for **citing** others' ideas.
- Compose an effective **summary** of others' scholarly writing.
- Understand and apply academic "moves" to **respond** to academic writing and enter scholarly conversations in your discipline.
- **Analyze and evaluate argumentative strategies** in scholarly writing.
- Compose an effective **research question** and **thesis statement**.
- Use search engines and UBC Library databases to **find credible sources**.
- Synthesize existing research to **form a cohesive, evidence-supported argument**.
- Apply prewriting, writing, and **revision** techniques to produce a piece of **apprentice scholarship**: a formal research paper.
- Provide relevant and useful feedback through **peer review**.
- Become a more confident writer!

### How Will I Earn My Grade?



## Why Does This Course Matter?

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<b>RIGHT HERE, RIGHT NOW</b> <p>The skills you'll develop in this class will make you more successful in all your classes. Knowing how to think critically, communicate your ideas, be concise, perform research and back up your claims with evidence is key to pretty much everything you do at university.</p>	<b>WRITING IS LIFE</b> <p>You can use the skills you develop in this class to win arguments with friends, wow your family with your well-articulated ideas, ace job interviews, build confidence in yourself as a writer and feel part of a community.</p>	<b>BEYOND UNIVERSITY</b> <p>Whether you go on to graduate school, teach, work for government or a non-profit, change the world, start your own business or your own punk rock band, the skills you'll develop in this class will give you a solid foundation you can build on.</p>
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## Roles & Integrity

**WHAT ARE THE STUDENTS' ROLES IN THIS COURSE?**

- Actively participate in the online and/or in-person class environment through readings, activities, lectures, workshops, and assignments.
- Make decisions with students and the instructors that will benefit the whole group.
- Take action to figure out what's important to know, how to learn it, and how to assess that you've learned it well enough.
- Take responsibility for your actions.

**WHAT ARE THE INSTRUCTORS' ROLES?**

- Prepare for the course by structuring activities and bringing effective resources.
- Create learning activities in response to students' needs.
- Make decisions with students and co-instructor that will benefit the whole group.
- Provide guidance to help students meet learning outcomes.
- Implement decisions about UBC policies and academic integrity.

**HONESTY AND INTEGRITY**

Beck and I trust you. We're both students at UBC, too. And in my own teaching experience (this is Sarah-Nelle, by the way), I've found that students engage with course material and their own work with dedication, integrity, and thought. And even if you blow off an assignment or a reading, I'll tell you now: that doesn't really matter in the long run. We will respect you no matter where you are in the course or where you're at with the material.

In return, I would ask that you trust and respect your peers, Beck, and me. Engage thoughtfully with the assignments, readings, and drafts you'll encounter over the course of the term. Submit only your own, original work to me, Beck, and your fellow students. Do not take someone else's writing, research, or other work and pretend it is yours. That is plagiarism. I am not interested in monitoring your work for academic dishonesty: please do not oblige me to do so.

We will cover strategies for avoiding plagiarism this term. In the meantime, our "Start Here!" and "UBC Supports and Resources" modules include information on UBC's policies for addressing academic misconduct.



## Late Policy & Missed Work

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We will not deduct late marks for assignments. Assignments often arrive late because of student jobs, illness or disability, or family obligations. I have no interest in penalizing you for facing challenges in your life. You will probably be facing enough stress as it is.

Late work can begin to pile up, however, and this can increase stress for all of us. For that reason, **please advise me or Beck as soon as possible if you anticipate needing extra time on an assignment**. Feedback for late assignments may be delayed and the feedback itself may be briefer than usual. I do not intend either of these things to be punitive; your teaching team must also balance workloads and deadlines.

**NOTE:** UBC has time limits re: grade submission and my contract with LFS ends April 30. These factors limit my flexibility.

Note that two assignments, the **Field Notebook** and the **Scholarly Writing Experiments**, are designed to allow you to miss assignments. I will post 4 of each type of assignment throughout the term. **You are only required to complete 3 of each.**

## Learning Analytics

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We (instructors and students) will use Canvas to communicate, schedule, and submit writing throughout the term. Canvas captures data about your activity and provides information that I can use to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress
- Track your progress in order to provide you with personalized feedback (i.e., to mark your assignments I will download them from and upload them to Canvas; your grades will be stored on Canvas; etc.)
- Review statistics on course content access to support improvements in the course
- Track weekly participation

I will never again use this data after the course ends. I do not know how long Canvas stores old courses and their data.

## University Policies

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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.

See details of the policies and how to access support on [the UBC Senate website](#).