



**Instructor:** Lindsay Cuff

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I will respond to emails and direct messages through Canvas within 24 hours between 9:00–4:30 Monday to Friday. Please do not hesitate to contact me if you have any questions or concerns about assignments, topics we are exploring in class, etc. **I am here to support your learning.**

**Office:** MCML 191

**Office hours:** My office hours are **drop-in on Mondays and Wednesdays from 11-12**. If these times don't work for you or if you'd prefer to meet on Zoom, email me and we'll set up an appointment.

## **LAND ACKNOWLEDGEMENT**

The University of British Columbia is located on the traditional, ancestral and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. As an uninvited settler on Indigenous territory, this land acknowledgement does not absolve me of my responsibility to work towards right relations every day.

## **COURSE DESCRIPTION**

### **The Gist**

During this course, you will discover and join research conversations in the discipline of Land and Food Systems. You will explore and experiment with the scholarly writing genre, learn how to form impactful scholarly arguments, and come up with research questions to inform and guide the creation of a final research paper.

## The Specifics

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 the research conversations in Land & Food Systems
- Use a discipline-appropriate format (APA) for citing others’ ideas
- Compose an effective summary of a passage of scholarly writing
- Understand and apply academic rhetorical “moves” to respond to a passage of academic writing and enter scholarly conversations in your discipline
- Analyze and evaluate argumentative strategies in a passage of scholarly writing
- Devise an effective research question and thesis statement, use search engines and UBC Library databases to find credible sources to help answer your research question and synthesize content from your research to form a cohesive argument supported by evidence
- Apply pre-writing, writing and editing techniques to produce a longer piece of scholarly writing.
- Provide relevant and useful feedback through peer review

## WHAT TEXTBOOK DO YOU NEED?

The primary textbook for this course is an Open Online Resource (OER): [Writing Place - A Scholarly Writing Textbook](#)

The supplementary textbook for this course is:

Graff, Gerald and Birkenstein, Cathy. *"They Say, I Say": The Moves that Matter in Academic Writing*. Fourth edition. New York: W.W. Norton and Company, 2018.

This is a small, but mighty, textbook that you can buy new through the [bookstore](#) or through [Amazon](#), source second-hand by doing an internet search, or find in the library.

## WHAT ARE THE STUDENTS’ ROLES IN THIS COURSE?

- Actively participate in the class community through activities, discussions and assignments
- Complete assigned readings
- Make decisions with students and the instructor that will benefit the whole group
- Take action to figure out what’s important to know, figure out how to learn it, and figure out if you learned it well enough
- Take responsibility for your decisions and actions

## WHAT IS THE INSTRUCTOR'S ROLE?

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

## WHAT ELSE DO YOU NEED TO KNOW?

There are so many resources available at UBC to help you navigate your studies, this course, and to give you extra support with your writing.

Check out some of the resources and supports for online learning [here](#).

Check out this amazing UBC resource to support your writing [here](#).

## HOW WILL YOU EARN YOUR GRADE?

Assignment	Percentage Toward Final Grade
Writing Notebook*	15%
Scholarly Writing Activities*	50%
Research Paper Final Draft	25%
Final Self-Assessment	10%

## \*A NOTE ON GRADES

I center my teaching on two core beliefs:

1. We get better at writing through writing, receiving feedback and revising.
2. In order to get better at writing, we need a space in which we can take risks without consequence.

To create a learning community for you that aligns with these core beliefs (and supports you in growing as a writer), I will be mostly using an alternative assessment or “ungrading” approach. What does that mean? It means that the assignments in this class will be assessed mostly as complete/incomplete.

This does not mean you won't have to work hard—you will!—or that you won't get feedback on everything—you will!—it just means that I will not be assigning a letter grade/percentage to everything you turn in. If you do the assignment and it meets the assignment criteria, you will get the full points for it.

The only assignment that is the exception to this alternative grading scheme is the final draft of your research paper. This is worth 25% of your final grade and is the teaching team's opportunity to weigh into how you have met the learning goals of the course.

You will complete a self-assessment at the end of the course that will ask you to reflect on your engagement in this course and assign yourself a mark out of ten. This will also be factored into your final grade.

On a final note, it's important to keep up with your readings, activities and assignments so your work doesn't pile up. But if, for any reason, you cannot submit an assignment on the due date, you must contact me at least 24 hours in advance to discuss a possible extension.

## ACADEMIC HONESTY

If you use someone else's work without clearly acknowledging the source—this is plagiarism. This includes paraphrasing or directly quoting any work, published or unpublished, that another person wrote without clearly acknowledging that person as the source. If you allow someone else to do your work for you and claim that work as your own, you will have committed collusion, which is a form of plagiarism.

I am committed to helping you work honestly, and I will help you learn how to avoid these mistakes. If you have any questions about whether you might be plagiarizing without knowing it, please ask me before you turn in your assignment.

## IMPORTANT DATES

Last day to drop <b>without a W standing</b>	September 19, 2022
Last day to use the Student Service Centre to drop <b>with a W standing</b>	September 20 - October 28, 2021
Student service centre unavailable, <b>faculty approval required</b>	After October 28, 2021

## COURSE SCHEDULE

Note: Links to all readings, details about each assignment, due dates and weekly overviews/checklists will be posted in each Weekly Module on Canvas. Check our Canvas page often!

WEEK	Topics	Assignments/Activities
1	Science & Story	<ul style="list-style-type: none"> <li>Writing Notebook: A Meaningful Place</li> </ul>
2	Decoding Genre	<ul style="list-style-type: none"> <li>Writing Notebook: Recipes and Love Letters</li> </ul>
3	Reading is Listening	<ul style="list-style-type: none"> <li>Writing Notebook: Reflections on Reading</li> <li>Scholarly Writing Activity: Reading the Faculty</li> </ul>
4	They Say: Incorporating Others' Ideas into our Writing	<ul style="list-style-type: none"> <li>Scholarly Writing Activity: Summary Practice</li> </ul>
5	I Say: Stepping Into the Conversation, Responding, Thinking Critically	<ul style="list-style-type: none"> <li>Scholarly Writing Activity: Summary &amp; Response Peer Review</li> <li>Scholarly Writing Activity: Revision of Summary &amp; Response</li> </ul>
6	Finding Credible Sources: Research Skills	<ul style="list-style-type: none"> <li>Writing Notebook: Scholarly Inspiration is Everywhere</li> <li>Mid-point course survey</li> </ul>
7	Lighting a Spark: Asking Research Questions	<ul style="list-style-type: none"> <li>Writing Notebook: Lighting a Spark</li> <li>Scholarly Writing Activity: Research Proposal</li> </ul>
8	Crafting a Research Argument	<ul style="list-style-type: none"> <li>Scholarly Writing Activity: Summary of Sources Table</li> </ul>
9	Pre-Writing & Outlining	<ul style="list-style-type: none"> <li>Scholarly Writing Activity: Outline</li> </ul>
<b>WINTER BREAK</b>		
10	Writing Your First Draft (and letting go of perfectionism)	

11	Titles and Abstracts	<ul style="list-style-type: none"> <li>• Scholarly Writing Activity: Research Paper Peer Review</li> </ul>
12	Revision	<ul style="list-style-type: none"> <li>• Revise and submit Final Draft of Research Paper</li> </ul>
13	Sharing and Celebration	<ul style="list-style-type: none"> <li>• Writing Notebook: Writing Advice to my younger self</li> <li>• Submit completed Writing Notebook</li> <li>• Participation Self-Assessment</li> </ul>

**I look forward to getting to know you this semester!**