

WRDS 150: Sustainability and Adaptation

Arts Studies in Research and Writing (ASRW) program

CONTACT AND COURSE INFORMATION

Instructor: Dr. Mike Borkent

Contact: mborkent@mail.ubc.ca > I try to respond within 24 hours, but I am not available evenings or weekends.

Please do not use Canvas for messaging me: use email instead, please.

Online course content: canvas.ubc.ca I will post handouts, along with some lecture slides and supplementary resources here. Do not rely on it for all content – come to class and take notes.

Office hours: MWF, 11am-12, or by appointment, at BUTO #204

Late Assignment Dropbox: *Do not* put materials under my office door. Please use the metal mailbox located on the left-hand wall just inside #380 Irving K. Barber Learning Commons (IKBC), M-F, 830-5. The First Year Programs office (#379), just inside #380 on the right, can help direct you if need be.

Late assignment policy = 5% per calendar day. See full syllabus for details.

Electronics policy: Laptops and phones will not be used in class except when specifically requested.

Copyright: All course materials are covered by copyright and may not be distributed without permission. See policies section below for complete information.

LAND ACKNOWLEDGEMENT

It is important to acknowledge that UBC-Vancouver is located on the traditional, ancestral, unceded (occupied) territory of the xwməθkwəyəm (Musqueam) people. I thank the Musqueam people for extending their welcome to the University faculty, staff, and students to pursue academic research and education. I, like many of us, commute in from other Coast Salish territories, to whom we should also be grateful.

COURSE DESCRIPTION

How we discuss and engage with “Nature” or the “Environment” has profound impacts on our world, as human needs, actions, and outcomes vary according to different social, cultural, and environmental contexts. Recent concerns about environmental impacts and sustainability have come to include a focus on climate change adaptation in light of our contemporary anthropogenic “climate emergency.” Governmental and non-governmental organizations, businesses, and individual citizens are all increasingly concerned with addressing human impacts on the environment, including climate change and resilience as part of the UN Sustainable Development Goals.

Academic research has played an important role in informing these conversations about what has happened and



how we might best understand and adapt to these concerns. In this course, we will read academic articles from a variety of disciplines that engage with questions of sustainability, adaptation, and climate change. Through these readings and subsequent course research, we will examine how academics develop knowledge about their research area and specifically how they communicate this to others as part of a scholarly conversation. We will consider how an interdisciplinary approach to questions of society and the environment helps us isolate the values, ideas, and practices of different approaches to research and the features of how they communicate this. Students will engage in a series of interconnected assignments and develop projects about sustainability and adaptation that engage with the scholarly conversation. In so doing, students will develop their skills as scholarly communicators by employing key features of academic style across a variety of genres while expanding their understanding of the complex interactions between human societies and the environment.

COURSE LEARNING OBJECTIVES

From the ASRW WRDS 150 curriculum statement

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. Identifying the discursive moves and arguments made by members of specific academic research disciplines, including practices of positioning, definition, attribution, hedging, and orchestration.
- c. Recognizing the goals, methods, and communication 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.

REQUIRED ASSIGNMENTS

1. Reading Response Entries (5%)
2. In-class Summary Assignment (10%)
3. In-class Academic Style Test (15%)
4. Attendance and participation (5%)*
5. Research Project:**
 - a. Research proposal, incl. stamped research statement with working bibliography, and peer review draft (15%)
 - b. Presentation (15%)
 - c. Final Essay, incl. peer review draft (35%)

Detailed criteria for assignments will be provided separately in class on handouts (and uploaded to Canvas).

*** This is a writing, exercise, and discussion intensive class.** I expect your active participation in class discussions, exercises, and activities, which all support the learning objectives of the course. Attendance is not enough. **Participation is required**, including by engaging with me and your peers in a respectful and inquisitive manner.

**** All of the Research Project assignments build upon each other**, so be sure to have each in on time to make the most of feedback.

All project assignments will use APA bibliographic style for citing source information (on Canvas see a UBC handout on APA, as well as the links below to online resources).

REQUIRED READINGS

Scholarly Articles

The following list of articles (in order of class reading schedule) are **available online by searching the UBC library website**: library.ubc.ca.

NOTE

1. You must **download** (in PDF format), **print**, and **read** each article for its assigned class. I recommend downloading and printing all of the readings at the beginning of semester, to make sure you have them when you need them. Keep a digital copy for reference to color figures and searching for features.
2. You must **bring your readings (including past ones) to class, like a textbook**, until we start presentations. We will be actively working with and writing on these articles throughout much of the semester, including comparing elements between them.

Griggs, D., Stafford-Smith, M., Gaffney, O., Rockström, J., Öhman, M. C., Shyamsundar, P., ... & Noble, I. (2013). Sustainable development goals for people and planet. *Nature*, 495(7441), 305.

Black, R., Bennett, S. R. G., Thomas, S. M., & Beddington, J. R. (2011). Migration as adaptation. *Nature*, 478(7370), 447-449. doi:10.1038/478477a

Bastin, J-F., Finegold, Y., Garcia, C., Mollicone, D., Rezende, M., Routh, D., ... Crowther, T. (2019). The global tree restoration potential. *Science* 365 (6448): 76-79, doi: 10.1126/science.aax0848

Chazon, R. & Brancalion, P. (2019). Restoring forests as a means to many ends. *Science* 365 (6448): 24-25, doi: 10.1126/science.aax9539

Zari, M. P. (2010). Biomimetic design for climate change adaptation and mitigation. *Architectural Science Review*, 53(2), 172-183. doi:10.3763/asre.2008.0065

Hennessey, R., Pittman, J., Morand, A., & Douglas, A. (2017). Co-benefits of integrating climate change adaptation and mitigation in the Canadian energy sector. *Energy Policy*, 111, 214-221. doi:10.1016/j.enpol.2017.09.025

Over >>

- Veeramani, A., Dias, G. M., & Kirkpatrick, S. I. (2017). Carbon footprint of dietary patterns in Ontario, Canada: A case study based on actual food consumption. *Journal of Cleaner Production*, 162, 1398-1406. doi:10.1016/j.jclepro.2017.06.025
- Hsiang, S., Kopp, R., Jina, A., Rising, J., Delgado, M., Mohan, S., ... Houser, T. (2017). Estimating economic damage from climate change in the United States. *Science* 356, 1362-1369. DOI: 10.1126/science.aal4369
- McIlwaine, S. (2013). Journalism, climate science and the public: Towards better practices. *International Journal of Media & Cultural Politics*, 9(1), 47–58. https://doi-org.ezproxy.library.ubc.ca/10.1386/macp.9.1.47_1

RECOMMENDED TEXTBOOK AND RESOURCES

Giltrow, Janet, Richard Gooding, Daniel Burgoyne, and Marlene Sawatsky. *Academic Writing: An Introduction*. 3rd ed., Broadview Press, 2014. [On Reserve at Koerner library.]

We will not use this book as a textbook. However, I encourage you to buy it, since the theoretical approach it describes informs much of this course and I will reference it in lectures and in the schedule. You may also wish to review the glossary definitions or do extra practice exercises.

Foster, David H. 2017. *A concise guide to communication in science and engineering*. Oxford. [UBC online: <http://resolve.library.ubc.ca/cgi-bin/catsearch?bid=9168298>]

Science Writing Resource for Learning (ScWRL)

A very useful digital resource from UBC's Faculty of Science for effective communication in the sciences (we will cover some but not all of these elements): <http://scwrl.ubc.ca/student-resources/>

SUPPLEMENTAL ONLINE RESOURCES

You will be required to use **APA style** for your in-text citations and bibliographical lists with your project assignments. Use these resources to help you follow this bibliographic style of citation.

- **UBC Library's APA guide** is reposted in Canvas > Supplementary Handouts

This resource introduces APA style in a concise and relevant manner.

- **Purdue's Online Writing Lab:** https://owl.purdue.edu/owl/purdue_owl.html

This source provides more extensive and detailed overviews and examples of in-text citation and source documentation in several styles, including APA. Follow the sidebar menu to examine many elements.

SUPPLEMENTAL READINGS AND GUIDES

Alley, M. (2018). *The craft of scientific writing*. Fourth ed. New York: Springer. [UBC library online]

---. (2013). *The Craft of Scientific Presentations*. New York: Springer. [UBC library online]

Babington, D., LePan, D., Okun, M., & Ruddock, N. (2016). *The Broadview Pocket Guide to Writing*. Rev. 4th Canadian ed. Toronto: Broadview Press.

Graff, G., & Birkenstein, C. (2018). *They Say, I Say: The Moves That Matter in Academic Writing*. 4th ed. New York: Norton. [On Reserve at Koerner Library]

RESEARCH AND WRITING HELP

Attend class and consult the textbook and guides.

Office hours: Come to my office hours and discuss your thoughts and concerns with me!

The Centre for Writing and Scholarly Communication offers excellent tutors that you can access regularly. I strongly encourage you to make use of this great resource for your writing and presentation assignments throughout the semester (for any course, not just this one!):
<http://learningcommons.ubc.ca/improve-your-writing/>

Library Help Section: <https://help.library.ubc.ca/>

UNIVERSITY POLICY

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

Communication

I expect respectful interactions between all people in my class. Everyone has a voice and a place, as long as it does not negatively impact others. I encourage diverse perspectives, active listening, rigorous discussion, and debate.

Students are encouraged to ask me questions in class and during office hours. In person is always the best way to clarify concerns with class content and assignments quickly and comprehensively. Email should be used primarily for scheduling alternative meeting times or very brief questions.

Attendance and Participation

You are expected to attend and participate in all classes. The course is structured so that lectures and in-class activities and exercises build upon each other. If you miss classes, you will miss key information and activities. More importantly, actively participating and engaging in class activities, including taking notes, engaging in discussions and asking questions, strongly supports the development of scholarly skills.

You are responsible to take notes, and to get notes for missed classes from a fellow student—don't email me and ask if you "missed anything." Yes, you did. Lecture slides may be posted online to the Canvas site, but they will not reflect the full, detailed discussions surrounding them. You will need to find a source for notes about that content.

If there are serious circumstances that prevent you from attending class (for instance, illness, accident, or family tragedy), please email or speak to me as soon as you know, so that we can discuss how to accommodate it.

If you are struggling or going through a difficult time, I encourage you to contact your program advisor or the

Centre for Access and Diversity about academic concessions and other resources you can use to help you manage your particular situation. They also make recommendations to me so I can respond effectively and fairly to the situation. See the “Academic Accommodations” section below for more details should you need an extension.

Assignments

Take-home assignments are to be submitted on the due date and time (or at the start of class) listed on the course schedule. Due dates are built into the course in order to help you manage your time and plan your course work over the term. In addition, assignments in this course are scaffolded and it is required that you complete and receive approval on the proposal assignment before moving on to the presentation and final paper. For these reasons, planning ahead to meet all due dates will help you to successfully complete the course.

I recognize that there might be circumstances that impact your ability to meet an assignment deadline. Please let me know in advance, if possible, so we can work together to ensure that you successfully complete the assignment and receive any necessary supports.

Late submission of assignments will receive a penalty of **5% per calendar day** (including weekends), beginning immediately after the deadline (in class, or online). I won't accept assignments if they are more than 5 days late.

Late assignments must be handed in to me in person, or dropped in the First Year Programs mailbox in #380 Ike Barber Learning Commons (between 830-430, M-F), just inside the door, on the left hand wall, so they can be date stamped.

I do not accept assignments that have been slipped under my office door, since I do not know when they were submitted.

Academic Accommodations

Short extensions may be granted for unforeseen circumstances (see the advising website linked below for more details on types of circumstances that may be considered), *if you provide appropriate documentation* in a “Student Self-Declaration – Academic Concession” form in a prompt and timely manner. You can only use this form once with me. For further issues, you will need to discuss your situation with your program's Advising office.

Concession information and the declaration form are available on the Advising website here:

<https://students.arts.ubc.ca/advising/academic-performance/help-academic-concession/>

To be excused from a class or to reschedule assigned work to observe a religious holiday or attend a sports trip, students must notify me well in advance (and in non-religious cases, with appropriate documentation). Other changes or accommodations must be worked out with the Centre for Accessibility or Advising.

Academic Integrity

Note: the following statement is abridged and adapted from the ASRW faculty handbook and UBC policies.

We – your instructors, ASRW, UBC and the scholarly community at large – share an understanding of the ethical ways that we produce knowledge. A core practice of this shared value of academic integrity is that we acknowledge the contributions of others to our own work (we cite them in our writing and provide reference lists), 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 150 students to meet these

expectations. Any instance of cheating or taking credit for someone else's work, whether intentionally or unintentionally, can and will result in at minimum a zero for the assignment, and these cases will be reported to the First-Year Programs Chair and the Dean's office.

For more information, see:

- The online resources listed above with course readings for how to use an appropriate bibliographic style for documenting sources.
- UBC Learning Commons: <https://learningcommons.ubc.ca/academic-integrity/>
- UBC calendar entries on Student Conduct and Discipline:
<http://www.calendar.ubc.ca/vancouver/?tree=3,54,0,0>

Tutoring Services and Writing Support

Some students hire tutors or use a tutoring service on an occasional basis to assist them with specific assignments. Others work with a tutor on a regular basis. While we recognize that tutors are sometimes helpful, we have also observed that some tutors 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 encourage students interested in tutoring to seek support through the follow:

- UBC Centre for Writing and Scholarly Communication (CWSC), located on the 3rd floor of the Irving K. Barber Learning Centre, <http://learningcommons.ubc.ca/tutoring-studying/writing/> provides dedicated support to WRDS 150 students in a variety of ways, most notably through peer consultants in one-on-one, 25-minute appointments. For more information and to book appointments, visit www.library.ubc.ca/writing or email cwsc.info@ubc.ca.
- UBC's Extended Learning: Supports for students for whom English is not their first language <https://extendedlearning.ubc.ca/study-topic/english-additional-language>
- UBC's Access and Diversity Office: The Access & Diversity Office is located at Brock Hall, Room 1203; 604.822.5844.
- WriteAway through UBC's eTutoring platform:
<https://etutoringcanada.ca/login.cfm?institutionid=14&returnPage>).

Grading

All faculty at UBC are required to follow UBC's grading scale for student assessment. The overall average in WRDS 150 classes typically falls between 68-72%.

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

Well being

University is demanding, and student life can be complicated. 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 helping connect you to helpful resources. For more information on *Early Alert*, see: earlyalert.ubc.ca.

Copyright

All materials of this course (course handouts, lecture slides, and presentations, assessments, readings, etc.) are the intellectual property of the Course Instructor or licensed to be used by the copyright owner. Recording of classes is not permitted. 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.

SCHEDULE

Date	Topic (--) = Supplemental reading from Giltrow <i>et al's Academic Writing (AW)</i>	Required readings and Assignments
Week 1		
Jan 6	Introductions and overview	
8	What is academic writing? (<i>AW Ch 1</i>)	
10	Griggs et al. and Black et al. Locating sustainability, adaptation, climate change.	Reading: Griggs et al. And Black et al.
Week 2		
13	Reading academic writing	Assignment: <i>Bring Bastin et al.'s article as a printed out PDF (no need to read before class).</i>
15	Bastin et al and Chazon & Brancalion	Reading: Bastin et al. and Chazon & Brancalion Assignment: Reading Response for Bastin et al.
17	Summary and levels of generality (<i>AW 31-42</i>)	
Week 3		
20	Zari , reporting expressions, citation, and establishing positions (<i>AW 46-60</i>)	Reading: Zari Assignment: Reading Response
22	Summary workshop	Reading: Zari
24	In-class summary Assignment	Assignment: <i>In-class Summary</i> (Bring your <u>printed</u> copy of Zari's article)

Week 4

Jan 27 **Hennessey** **Readings:** Hennessey et al.
Assignment: Reading Response

29 Project introduction; Orchestrating sources and types of evidence (AW 109-122; see also *They Say, I Say*)

31 Researching: academic integrity, documentation styles, gathering evidence **Assignment:** Come with research topic. Sign up for research cluster in class

Week 5

Feb 3 **Veeramani, Dias, & Kirkpatrick** **Reading:** Veeramani, Dias, & Kirkpatrick
Assignment: Reading Response
Project research clusters finalized

5 Abstractions and definitions (AW Ch 7)

7 Proposals and knowledge deficits (AW 131-134, Ch 8) **Assignments: (1) IN CLASS:** Bring your project working bibliography with research statement.
(2) ONLINE: Cut and paste citations and notes to your group post in *Canvas: Discussions*

Week 6

10 Metadiscourse

12 Introductions, positions, discursive reference, and forecasting (AW 8, 11).

14 Proposal peer review workshop, and the mental desktop (AW 9) **Assignments:** bring printed draft proposal to class.

Week 7

18-21 **NO CLASSES – Midterm Break** **Assignment:** Proposal due on Tuesday by 9:00 am on Canvas (in .doc or .docx format only); if late, email it to me.

Week 8

24 **Hsiang et al** **Reading:** Hsiang *et al.*
Assignment: Reading Response

26 Limiting expressions and modality (AW Ch 13)

Feb 28	McIlwaine	Reading: McIlwaine
		Assignment: Reading Response
		All Reading Responses (5 of 6) due
Week 9		
March 2	Types of evidence and genres	
4	Integrating evidence and visual sources into analyses	
6	Conclusions and extensions (AW, Ch 14)	
Week 10		
9	Writing for action and coherence	
11	Nominal style (AW Ch 10)	
13	Presentation peer-review workshop	Assignment: bring a printed draft presentation handout and presentation notes/script
Week 11		
16 -20	Presentations	Assignment: Presentations and peer reviews, according to the assigned schedule.
Week 12		
23-25	Presentations	Assignment: Presentations and peer reviews continue
27	Conference review and going forward	
Week 13		
30	Academic Style Quiz	Assignment: In-class Academic Style Quiz– bring laptop (preferably) or phone
April 1	Editing for style and concision	
2	Paper peer review workshop	Assignment: bring a printed draft of your paper
Week 14		
6	Editing for academic style	Bring draft again (or new draft)
8	Last class: review	Assignment: Final paper due on Canvas (as PDF or DOC(x)) and in class (printed, stapled, and including the workshop annotated draft)