

UNIVERSITY OF BRITISH COLUMBIA
ASRW 150: Research and Communication
Syllabus

Term 1 (2019 -2020) • 3 credits •

Instructor: Dr. Janet Fu
Office: BUTO 204*
Office hours:
MW 3 – 4 pm or by appointment
E-mail: jing.fu@ubc.ca

Class time & Locations:
Section 641: MWF 12:00 - 1:00 pm (WMSS 409)*
Section 653: MWF 1:00pm - 2:00 pm (WMSS 405)*
Section 662: MWF 2:00pm - 3:00pm (Hennings 301)

*WMSS : West Mall Swing Space , *BUTO: Buchanna Tower, 1873 East Mall

I. Course Description and Objectives

WRDS 150 is an academic research and writing course for both Arts and Non-Arts students. This course is designed for Non-Arts students and to introduce project-based research. The course will cover research theories and regular process of research and writing including outline, review research, draft, revision, and manuscript. By review of theories and practice, students will have better understanding of how to conduct research and how to write essays at university level. Upon successful completion of this course, students will be able to do the following:

- To develop critical reading and writing skills
- To find and evaluate sources, synthesize information, and to formulate research questions
- To read, summarize, compare and critically evaluate scholarly articles, retaining the key arguments/findings and emphases of the originals
- To identify the functions of key features of academic discourse (e.g., abstraction, citation, definition) and to integrate these features into their own scholarly writing
- To distinguish between quantitative and qualitative research and their associated styles
- To develop research questions in response to gaps in the scholarly conversation and to design and implement their own original research
- To present research activity and the results of this activity in a variety of modes (oral, visual, textual)
- To conduct constructive peer-reviews of the scholarly writing of their peers and to integrate peer-review feedback into their own writing
- To use one of the leading citation (e.g., APA) correctly and appropriately and to be able to access help in using other systems, as needed

Format: The course meets three times weekly for a total of three hours a week. As classes consist of both lectures and discussions, regular attendance is expected, and as material is presented through course website, online participation is expected.

II. TEXTS

There is no mandatory text for this course. However, the books below are strongly recommended.

- **Recommended Readings:**

- Giltrow, J., Gooding, R., Burgoyne, D., & Sawatsky, M. (2009). *Academic Writing: An introduction (3rd ed.)*. Peterborough, ON: Broadview Press. (Available at UBC bookstore).
- Alley, M. (2018). *The Craft of Scientific Writing (4th ed.)*. Springer. ISBN: 1-4419-8287-6, 978-1-4419-8287-2 (Available at UBC library, e-book)

- Supplementary course reading package will be available on course website and /or UBC library.

- **Core Readings:** see details in Reading Schedules.

1. Background Readings:

Ally, M. (2018). *The Craft of Scientific Writing (4th ed.)*. Springer. Chapter 1: Analyzing the Audience, Purpose, and Occasion (pp. 1-13).

Giltrow, J., Gooding, R., Burgoyne, D., & Sawatsky, M. (2009). *Academic Writing: An introduction (3rd ed.)*. Peterborough, ON: Broadview Press. Chapter 2: Citation and summary (pp.13 -30)

2. Topic Readings

Topic 1) Research Communication in Science

Davis, A.P., Chadburn, H., Moat, J., O’Sullivan, R., Hargreaves, S., Lughadha, E. N. (2019). High extinction risk for wild coffee species and implications for coffee sector sustainability. *Science Advances*, 5 (1), 1-9.

Campton, J. (2018). When weather forecasters are wrong: image repair and public rhetoric after severe weather. *Science Communication*, 40(6), 778–788.

Topic 2) Research Communication in Engineering

Lewenstein, B. V. (2003). Models of public communication of science and technology. Cornell University.

Cummings, J.N., & Kiesler, S. (2005). Collaborative Research Across Disciplinary and Organizational. *Social Studies of Science*, 35 (5), 703 -722.

Topic 3) Communication in Business

Kelly, S. & MacDonald, P. (2019). A look at leadership styles and workplace solidarity communication. *International Journal of Business Communication*, 56(3), 432–448.

Madlock, P., & Booth-Butterfield, M. (2012). The influence of relational maintenance strategies among coworkers. *Journal of Business Communication*, 49 (1), 21-47.

3. Additional Recommended Readings:

Topic 1) Research Communication in Science

Cherney, A., Head, B., Boreham, P. Povey, J., Ferguson, M. (2013). Research utilization in the social sciences: a comparison of five academic disciplines in Australia. *Science Communication*, 35(6), 780–809

Topic 2) Research Communication in Engineering

Spelt, E. J. H, Luning, A., Mulder, M. (2017). A multidimensional approach to examine student interdisciplinary learning in science and engineering in higher education. *European Journal of Engineering Education*, 42 (6), 761–774

Topic 3) Communication in Business

Whillans, A. (2019). Are New Graduates Happier Making More Money or Having More Time? *Harvard Business Review*, July 25, 4, 2-5

Research / Writing

Johnson-Sheehan, R., Paine, C., Shaw, C., & Stouck, J. (2019). *Writing today, second Canadian edition*. Ontario: Pearson Canada Inc.

Creswell, J. W. (1994). *Research design: Qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.

Currie, P. (1998). Staying out of trouble: Apparent plagiarism and academic survival. *Journal of Second Language Writing*, 7(1), 1-18.

Neuman, W. L. (2017). *Basics of social research: Qualitative and quantitative approaches (4th Edition)*. New York: Pearson.

Pecorari, D., & Petric, B. (2014). Plagiarism in second-language writing. *Language Teaching*, 47(3), 269-302.

III. RESOURCES

- 1) **UBC Libraries:** books, journal articles, newspapers, and DVDs are available at the library:
http://www.library.ubc.ca/?utm_campaign=UBC+CLF&utm_medium=CLF+Global+Header&utm_source=https%3A%2F%2Fwww.ubc.ca%2Fundergraduate-students%2F
- 2) Cambridge Dictionary Online: <https://dictionary.cambridge.org/dictionary/english/>
- 3) American Psychological Association (APA) style, the 6th edition,
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
- 4) Further references links will be posted on the course website.

IV. Grading:

Evaluations will be calculated as following (out of 100%):

a)	Discussion & Participation	10%
b)	Reading Summary	10%
c)	Research Proposal Presentation	10 %
d)	Annotated Bibliography	20%
e)	Research Proposal	15%
f)	Peer Review	10%
g)	Final draft	25%
	Total	100%

Essential Components: Students who do not complete the essential components of the course — defined as a reading summary, presentation, bibliography, peer review, first draft, final draft and discussion in class — will not receive a pass grade.

Formatting of Written Assignments: All written assignments must be APA formatting. double spaced, 1-inch margins, 12-point font, Times New Roman.

All rubrics will be available on course website.

a) **Discussion /Participation (Discussion 10 %):**

As the course combines with lectures and discussions, regular attendance and class/online discussions are expected. Active classroom / online participation is important. Posting your questions and discussion on Canvas is the best way to get feedback from the instructor and peers. Please carefully read the course schedule and come to class prepared. You should preview and read all materials as the course requires. In order to

obtain updated information, you should check the course website daily.

b) Reading Summary (10 %):

Students are required to sign a reading at the beginning of the semester.

c) Presentation of Research Proposal (10%):

Students are required to sign up as a group for the research proposal presentation at the beginning of the semester. Two or three students as a group. The presentation schedule is indicated in course schedule. 10 minutes presentation including time for questions.

d) Annotated Bibliography (20%)

By using knowledge that the course has covered, students develop an Annotated Bibliography of your paper. Full citations and small summaries of major findings for a total of 10 journal articles that are relevant to your proposed research topic. The content should be in your own research area. Bibliography is due in Week 6.

e) Research Proposal (15%)

A very short literature review including relevant literature (with citations) to establish a research gap; define the gap; present your proposed research questions or research objectives. Also include the purpose of the paper (e.g., journal article, etc.) and the page range you think is appropriate for your proposed goal. As well as the citation style that you're following (e.g., APA)

600 -800 words exclusive of references, APA formatting.

f) Peer Review (10%)

Students will bring the revised first draft to your partner /tablemates to have a review. Two students a pair, give the feedback each other.

g) Final Paper/Short Essays (25%):

Based on your revised first draft, peer's feedback, you will develop the final draft. The paper should highlight the main points of theory and practice relevant to your topic with a well-developed structure. Citations and endnotes, as well as the general formatting of the paper should follow the APA ((American Psychological Association) style guides. Refer to "Resources" in Section III above.

1200 words, excluding references (double spaced, 1-inch margins, 12-point font, Times New Roman).

V. Course Policies

Late Assignments: Late assignments will not be accepted unless an extension has been granted. If you know you'll need an extension, please arrange it with me **at least two** days in advance of the due date. If you have an extension on a "draft" you may not receive peer review but will still need to review a colleague's work.

A penalty of 10% per calendar day (i.e. including week-ends and holidays, during which students are not be able to submit term work) up to and including the last day of classes, will be applied by the Instructor. No penalty will be assigned if request is made for special consideration, described below.

Work submitted after **16:00** or placed under the professor's door with no date as late (5% penalty per calendar day including weekend and holidays). Assignments **late by more than 2 calendar days** will not accepted and will be assigned a mark of ZERO.

Unavoidable late assignment submissions (due to illness, death in the family, etc.) should be approved by the instructor. Please contact the me to discuss how your work will be adjusted.

VI. University and Course Policies:

Course Webpage

The website associated with this course is accessible via

<https://authentication.ubc.ca/idp/profile/SAML2/Redirect/SSO?execution=e2s1>

Use your student ID and password to login. This is the same login that gets you onto the wireless network with your laptop, and the same one that you use to check your email. In order to access course material, monitor course information, and view your grades you must log in. Students should be aware of University's "Policies on Information Technology". If you have any questions regarding technical support, please contact IT helpdesk _ or call 604.822.2008.

Access Ability resource: Centre for Accessibility- Student Services. Students with special needs should contact the Centre for Accessibility (Email: accessibility@ubc.ca; Phone: 604.822.5844). See the details at: <https://students.ubc.ca/campus-life/diversity-campus/disability#contact-us>

Course Policies: The UBC calendar states: "Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final paper. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes." In addition to attendance at lectures, it is expected that students attending these sessions will comply with the following requirements.

**If any students in the lecture hall attempt to engage in ongoing conversations during the lecture they will be required to leave the lecture hall for the remainder of that class period.*

** Any students who are seen using these devices for social media, phone call, or/and for fun during the lecture will be required to leave the lecture hall for the remainder of that class period.*

Academic Integrity and Plagiarism

Honesty and fairness are considered fundamental to the University's mission, and, as a result, all

those who violate those principles are dealt with as if they were damaging the integrity of the University itself. The University of British Columbia treats cases of cheating and plagiarism very seriously. Please take the time to review the section on Academic Honesty at:

<https://learningcommons.ubc.ca/academic-integrity/>

Plagiarism is a serious offence, and it can take several different forms. Two of the most common are: 1) handing in work that was done in conjunction with or by another student and passing it off as your own; and 2) using published work in a way that does not give credit to the author.

Cheating: Cheating is any attempt for securing a grade by unethical behaviors. Assisting someone to cheat is also cheating. For details, please see university website.

All students must refer to this website to obtain information on what constitutes plagiarism: **Plagiarism and Cheating will not be tolerated. Any attempt to plagiarize or cheat on academic works (e.g. exams, quizzes, assignments, final paper, and etc.) will be reported, and disciplinary actions will be taken.**

VII. GUIDANCE

1) Conflict with Other Courses

Students who have a time overlap with another course, must choose one course or the other. The course schedule is fixed for one academic semester. Therefore, please **make sure that you have no conflict with other courses.**

2) E-Culture Policy

Students may reach the instructor by UBC Email only. All emails from students must include the course code in the subject line, with the full student name and student number, "**ASRW150+ [your section number]**" **in the subject line of any emails** with a brief phrase or best word to describe the topic of your email. It is students' responsibility to ensure that the instructor received your emails. Emails should be written in a professional manner. For example, addressing the instructor as "Dr. Fu" or "Professor Fu".

Posting your inquiries about course-related issues on course website is highly recommended. Emails will be answered within 24 hours from Monday to Friday. Emails will not be answered on weekends, holidays, inclement weather, and after **17:00** on weekdays. Please contact a classmate if you missed the class discussions.

3) Office Hour

I encourage students to visit me and discuss with me course-related issues during the semester. We may exchange general insights and information about the course. If you are

not able to come to my office during the regular office hours, you can make an appointment for another time.

4) Mobile Devices, Laptops, Audio/Video Recording Devices

The course materials, lectures and discussion classes are instructor's intellectual properties. **Bringing friends to the class, photocopying, scanning, transferring, or /and audio/video recording are NOT permitted.**

Mobile Devices, Audio/Video Recording Devices and other electronic devices are NOT permitted in the class.

Students must switch off all electronic devices and put in their backpacks or pockets before class starts. If you want to use the laptop for notes-taking, please consult with the Professor to get permission beforehand.

5) Supporting documentation for in-term concession requests

Students must contact me via email as soon as you are aware you may need an in-term concession. I/They will adjudicate the request. Please include a Student Self-Declaration form, found on the **Arts Advising website**. If you require a second concession, you must make your request to your Faculty Advising Office.

Arts Students must contact Arts Advising as soon as you are aware you may need an in-term concession. Please review their website for concession criteria as well as process to follow. Students in other Faculties should contact their Faculty advising office for direction.

6) **UBC's Academic English Support Program:** Supports for students for whom English is not their first language. <https://cstudies.ubc.ca/student-information/services/academic-english-support>

7) **UBC Centre for Writing and Scholarly Communication (CWSC):** Student writing supports, including peer tutors. <http://learningcommons.ubc.ca/tutoring-studying/improve-your-writing/>

VIII. Course Schedules (Subject to change) *

ASRW 150: Research Communication						
Weekly Readings - Fall 2019						
Weeks	Date	Contents	Contents by Day	Due	Notes	
		Topic 1: Research Communication in Science				
Week 1	Sept 4 (W) and 6 (F)	Introduction to the course. Expectations. What is research? What is Communication ?	W: Introduction; F: Analyze professional communicational tools: email and letter			

Week 2	Sept 9 (M), 11 (W), 13 (F)	Introduction to the topic/ Academic reading and writing	Alley (2018) Chapter 1 AW: Chapter 1		
Week 3	Sept 16 (M), 18 (W), 20 (F)	Summary and citation	AW: Chapter 2 & 3 Alley (2018) Chapter 2 Reading: Davis, et al (2019)		
Week 4	Sept 23 (M), 25(W), 27 (F)	Summary and citation	AW: Chapter 2 & 3 Alley (2018) Chapter 3 Reading: Campton (2018) • <u>Paraphrasing/plagiarism</u> • In-class summary writing		
Topic 2: Research Communication in Engineering					
Week 5	Sept 30 (M), Oct 2(W), 4 (F)	Conducting research	Alley (2018) Chapter 4 & 5 AW: Chapter 6 Reading: Lewenstein (2003) -Research (primary/secondary, RQs, finding gaps, methods, data, ethics, etc.)		
Week 6	Oct 7 (M), 9 (W), 11 (F)	Literature Review	AW: Chapter 12: Methods & positions -In-class peer review on literature review of the topic of your choice	Bibliography due on Oct 11, 11:59 pm	
Week 7	Oct 14 (M), 16 (W), 18 (F)	Research Proposal	Alley (2018) Chapter 5 & 6 AW: Chapter 5: Readers reading • Proposal workshop Reading: Cummings (2005)		Oct 14 is Thanksgiving . * No class*
Topic 3: Research Communication in Business					
Week 8	Oct 21 (M), 23 (W), 25 (F)	Data collection	• Data collection/analysis • In-class peer review on proposal • Self-reflection on your proposal (based on peer feedback)	Research Proposal due on Oct 25, 11:59 pm	

			Reading: Kelly (2019)		
Week 9	Oct 28 (M), 30 (W), Nov 1 (F)	Genre Analysis	Alley Chapter 9 & 10 AW: Chapter 11 & 13: Scholarly styles • Discourse in research • In-class genre analysis		
Week 10	Nov 4 (M), 6 (W), 8 (F)	Genre Analysis	Alley (2018) Chapter 7 & 8 Reading: Madlock et al (2012)		
Week 11	Nov 11 (M), 13 (W), 15 (F)	Putting all together	AW: Chapter 14: Conclusion • Making an effective presentation		
Week 12	Nov 18 (M), 20 (W), 22 (F)	Research presentation	• Disseminating knowledge • In-class presentations	PPT due 11:59 pm Nov 17, 2019	
Week 13	Nov 25 (M), 27 (W), 29 (F)	Review and finish the course	• Peer review of research paper • course review	Final paper due on Nov 29, 11:59 pm	Final paper upload on Canvas