

ACADEMIC LAUGH TRACKS: READING AND WRITING HUMOUR RESEARCH

Arts Studies in Research and Writing (ASRW)

CONTACT INFORMATION

Instructor: Dr. Jaclyn Rea

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I am available for email correspondence Mondays to Fridays, during the hours of 9:00 am – 5:00 pm. In other words, I do not open emails after 5:00 p.m. or on weekends and holidays.

I'm happy to provide quick answers to less involved questions over email. When you email me, please put WRDS 150 in the subject line, along with the best word or phrase that describes the topic of your email (e.g. WRDS 150 Absence or WRDS 150 Question about Reading). You should know that I do not use email to teach, that is, to offer lengthy explanations of course material or assignments or to provide feedback on writing. If you need more substantive help, please make an appointment to see me during my office hours.

BEFORE EMAILING ME TO ASK A QUESTION, MAKE SURE THAT YOU'VE CONSULTED THE COURSE SYLLABUS OR RELATED ASSIGNMENT DESCRIPTION (THE ANSWER TO YOUR QUESTION MIGHT BE IN THESE DOCUMENTS).

OFFICE: ORCH 3011 (6363 AGRONOMY ROAD)

To book an appointment to see me during office hours, just go to our Canvas site, click on calendar, then click on "Find an Appointment" (located on the right-hand side of the page). If your course or work schedule conflicts with my set office hours, email me directly and we can sort out a time that works for both of us.

ACKNOWLEDGEMENT

The Vancouver campus of UBC is located on the traditional, ancestral, unceded territory of the *xwməθkwəy̓əm* (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site. I, like many of us, reside in and commute from other territories of Coast Salish peoples, to whom we should also be grateful.

COURSE DESCRIPTION

Welcome! WRDS 150 is an academic research and communication course. As such, this course will introduce you to the knowledge-making practices of scholarly communities, such as those found in academic disciplines and research

fields. You will begin to participate in scholarly conversations within these communities by performing the actions of apprentice academic researchers, scholarly communicators, and peer-reviewers. You will also produce work in several scholarly genres and familiarize yourself with the conventions of communication of specific academic disciplines. In doing so, you will begin to develop your own scholarly identity as a member of the larger academic research community.

This course fulfills the writing component of the Faculty of Arts Writing and Research Requirement. No LPI (Language Proficiency Index) is required.

OUR SECTION OF WRDS 150

Typically, sections of WRDS 150 are designed around a topic—a concept or issue that has attracted both public interest and scholarly attention. In this section of WRDS 150, we will focus on the commonplace but nonetheless complex phenomenon of humour from several disciplinary perspectives, including but not limited to psychology, cultural studies, media studies, and sociology.

We will consider how scholars in these disciplines study and talk about humour. For example, what do these scholars say about humour's functions and effects? More specifically, what might psychologists say about humour's role in attraction and mate selection? What might sociologists say about humour's role in the maintenance of normative social identities? What might cultural and media studies scholars say about how humour can act as a political identifier, a means of cultural persuasion, or a means of social participation and belonging? More importantly, how do scholars in these various disciplines produce knowledge about humour – what methods do they use? And, most importantly, how is this knowledge-making activity represented in their writing?

LEARNING OBJECTIVES

Working with scholarly sources to read and interpret academic discourse in context:

1. You will work with scholarly articles to recognize how the conventions of communication within academic disciplines, including scholarly forms of persuasion, 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 claims/findings and emphases of the originals.
 - b. Recognizing forms of persuasion and identifying the rhetorical moves made by members of specific academic research disciplines, such as practices of attribution, positioning, and hedging.
 - c. Recognizing the goals, methods, and citation practices of specific academic research disciplines.

Engaging in apprentice scholarly research:

2. You will participate as apprentice members of academic research communities by identifying and tracing the scholarly conversation around a research issue/problem and by developing questions, collecting and analyzing data, and offering claims/findings. 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 annotated 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 adhere to ethical standards of data collection.
- d. Engaging in constructive and collaborative practices of knowledge production, including performing peer review and integrating feedback.

ASSIGNMENTS AND ASSESSMENTS

Reading Notes (see template)	10%
Mid-term (in-class)	10%
Research Proposal (350 words) and Annotated Bibliography (300 words)	15%
Data Collection and Analysis (see template)	10%
Research Presentation (4 minutes; 4 slides; 500-word script)	15%
Research Paper (1700-1800 words)	35%
Participation	5%

BRIEF ASSIGNMENT DESCRIPTIONS

The following are short descriptions of our course assignments. Please refer to the course schedule or to assignment descriptions on Canvas for each assignment’s due date. All assignments will be described in more detail on Canvas as we progress through the course material. You will be given opportunities throughout the course to practice the thinking and writing required for each assignment.

READING NOTES

For each one of the required readings (there are 6 of them), you will produce a set of reading notes that you can use for class discussion and your research project. Instructions can be found under “Assignments” on our Canvas site.

MID-TERM

In class, you will learn several strategies to help you summarize and cite scholarly texts. The mid-term will provide you with an opportunity to practice these strategies and to demonstrate your ability to work with scholarly texts in ways that scholars do.

DATA COLLECTION AND ANALYSIS

This assignment provides you with an opportunity to get feedback on the data you’ve collected and to get some help fine-tuning your analysis of this data.

RESEARCH PROJECT: PROPOSAL & ANNOTATED BIBLIOGRAPHY, PRESENTATION, AND PAPER

This set of assignments invites you to participate, as an apprentice, in the sort of research and writing that scholars do. *You may wish to work with a partner for this research project. If you choose to work with a partner, you must work with your partner for all three components of this research project. Let me know who your partner is well before the research proposal and annotated bibliography are due.*

For your research proposal and annotated bibliography, you will choose a research topic (one related to the course readings and focus on humour), summarize the research of 3 peer-reviewed articles on this topic, identify a gap in this research (3 articles), and design a research project that attempts to address this gap.

For your research presentation, you will have 4 minutes and 4 slides to detail the key components of your research project for your classmates. If you are working with a partner, you will be allowed 5 minutes and 4 slides.

For your research paper, you will contextualize your study in relation to others' studies on the same topic, describe your own study (what you examined and how you examined it) and share, with your readers, your findings or claims and the evidence that explains these findings or claims. In your research paper, you will also speculate about the significance of your findings or claims, the limitations of your research and, from these limitations, possibilities for future research.

REQUIRED READING (SEE COURSE SCHEDULE FOR READING DUE DATES)

Go to the UBC library homepage. Copy and paste the titles of the articles listed below into the homepage search box. Download each article and store them in a file on your laptop (or other appropriate device) by the beginning of the second week of classes. Bring your laptop or other device to every class so that you can access these articles when needed during class.

Chen, Shih-Wen. (2014). Baozou manhua (rage comics), Internet humour and everyday life. *Continuum*, 28(5), 690-708.

Hall, J. Sexual selection and humor in courtship: A case for warmth and extroversion. *Evolutionary Psychology*, 1–10.

Li, N.P., et al. (2009). An evolutionary perspective on humor: Sexual selection or interest indication? *Personality and Social Psychology Bulletin*, 35(7), 923-936.

Lockyer, S. (2010). Dynamics of social class contempt in contemporary British television comedy. *Social Semiotics*, 20(2), 121-138.

Ross, A. and D. Rivers. (2017). Digital cultures of political participation: Internet memes and the discursive delegitimization of the 2016 U.S Presidential candidates. *Discourse, Context and Media*, 16, 1–11

Thomas, David J. (2016). Jeff Foxworthy's redneck humor and the boundaries of middle-class American whiteness. *SAGE Open*. 1-15.

UNIVERSITY POLICIES

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

ELECTRONICS POLICY

You may bring your laptop or tablet to class but must use it for WRDS 150-related work. If you use your device for anything other than WRDS 150-related work, you will no longer be permitted to have it out during class time.

I do not allow cell phones in my classes. Please put away your cell phone at the beginning of each class (in your bag or pocket).

ATTENDANCE

Regular attendance is the most crucial factor determining success in this course. WRDS course activities and assignments are designed to build upon each other, so missing class activities and falling behind in your assignments will result in lack of preparation for subsequent activities and assignments. Regular attendance, coupled with informed and active participation during class, is a crucial factor in student success. It is also an important way to uphold your responsibility to your academic community, as we learn and produce knowledge together. Missing classes puts you at risk of not passing the course. For these reasons, we urge you to come to each class.

If there are serious circumstances that prevent you from attending class (for instance, illness, accident, family tragedy), please speak to me about it. I also encourage you to contact Academic Advising for your program about academic concession and other program supports and resources you can use to help you manage your particular situation.

ACADEMIC INTEGRITY

We – your instructors, ASRW, UBC and the scholarly community at large – share an understanding of the ethical ways that we use to produce knowledge. A core practice of this shared value of academic integrity is that we acknowledge the contributions of others to our own work, 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. The University requires that any instance of cheating or taking credit for someone else's work, whether intentionally or unintentionally, will result in at minimum a zero for the assignment, and these cases will be reported to the First-Year Programs Chair and the Faculty of Arts Associate Dean, Academic. See the UBC Calendar entries on "Academic Honesty," "Academic Misconduct," and "Disciplinary Measures," and check out the Student Declaration and

Responsibility. See “[Tips for Avoiding Plagiarism](#)” from the Chapman Learning Commons, and bookmark the [OWL](#) website for how to use MLA, APA, or Chicago citation styles.

TUTORING SERVICES AND WRITING SUPPORT FOR STUDENTS

Some students hire tutors, use a tutoring service, or consult their friends/family members on an occasional basis to assist them with specific assignments. Others work with a tutor or a friend/family member on a regular basis. While we recognize that tutors and friends/family members are sometimes helpful, we have also observed that some tutors and friends/family members misdirect WRDS 150 students and thus impede their learning, as well as their success in the course. Using tutors (both paid and unpaid) 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.**

ACADEMIC ACCOMMODATION FOR STUDENTS

For WRDS 150 Student Athletes

Before the end of week 2, please provide me with a hard copy of the letter that outlines your anticipated absences this semester.

For all WRDS 150 students

If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, immediately submit a [Student Self-Declaration](#) to me so that your in-term concession case can be evaluated.

If this is not the first time you have requested concession or classes are over, fill out Arts Academic Advising’s [online academic concession form](#) immediately, so that an advisor can evaluate your concession case.

If you are a student in a different Faculty, please consult [your Faculty’s webpage on academic concession](#), and then contact me where appropriate.

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 connecting you to helpful resources. For more information on Early Alert, see: earlyalert.ubc.ca.

ASSIGNMENT DUE DATE POLICY

Assignments are to be submitted on the due date and time listed on the course schedule and our Canvas site. 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; **therefore, it is required that you complete and receive approval on the proposal & annotated bibliography 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.

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%.

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

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COURSE SCHEDULE V02, V09, AND 14P (SUBJECT TO REVISION)

DATE	READINGS	DUE DATES
Jan. 6-10	1 st Class: (a) Introduction to Course (b) Conceptual Frameworks 2 nd Class: (a) Taking Useful Reading Notes (b) Style and Situation (Genre)	
Jan. 13-17	1 st Class: Read Chen 2014 2 nd Class: Summary & Citation	Submit reading notes for Chen (2014) 30 minutes before 1 st class of the week (see "Assignments" for submission location).
Jan. 20-24	1 st Class: Read Ross and Rivers (2017) 2 nd Class: Summary & Citation Cont'd	Submit reading notes for Ross and Rivers (2017) 30 minutes before 1 st class of the week (see "Assignments" for submission location).
Jan. 27-31	1 st Class: Read Li et al. (2009) 2 nd Class: Summary & Citation Cont'd	Submit reading notes for Li et al. (2009) 30 minutes before 1 st class of the week (see "Assignments" for submission location).
Feb. 3-7	1 st Class: Levels of Reasoning 2 nd Class: Levels of Reasoning, Cont'd	
Feb. 10-14	1 st Class: Read Hall (2015) 2 nd Class: MID-TERM	Submit reading notes for Hall (2015) 30 minutes before 1 st class of the week (see "Assignments" for submission location).
Feb. 17-21	Reading Break: No Classes	
Feb. 24-28	1 st Class: Read Lockyer (2010) & Read Thomas (2016) 2 nd Class: Orchestrating Voices	Submit reading notes for both Lockyer (2010) and Thomas (2016) 30 minutes before 1 st class of the week (see "Assignments" for submission location).

Mar. 2-6	1 st Class: Proposing Research 2 nd Class: Methodological Styles	
Mar. 9-13	1 st Class: Data Collection and Analysis, Part 1 2 nd Class: Data Collection and Analysis, Part 2	Research Proposal Due on Canvas: Friday, Mar. 13, 9:00 pm.
Mar. 16-20	1 st Class: Presenting your Research 2 nd Class: Scholarly Styles: Positioning yourself as a knowledge-maker	
Mar. 23-27	1 st Class: Working with your data 2 nd Class: Introducing & Concluding your Research	Due 1st class: submit data collection and analysis worksheet 30 minutes before class (See "Assignments" on Canvas site).
Mar. 30 – Apr. 3	1 st Class: RESEARCH PRESENTATIONS 2 nd Class: RESEARCH PRESENTATIONS	1 st Class – Group A Research Presentation Due: please post related materials on Canvas 1 hour before your class starts 2 nd Class – Group B Research Presentation Due: please post related materials on Canvas 1 hour before your class starts
Apr. 6 – Apr. 8	LAST DAY OF CLASS: Research Paper Peer Review	Draft Research Paper Due: Last day of class Revised Research Paper Due: Saturday, April 11 by 11:00 p.m.