KNOWLEDGE-MAKING IN THE DISCIPLINES: CULTURES, DISCOURSES & IDENTITIES

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Note: Please see our Canvas course site for my email policy and for instructions on how to book an appointment to see me during office hours (see our course's Canvas calendar for available times).

https://labs.la.utexas.edu/smits/research-team/past-staff-and-research-assistant-reflections/

ACKNOWLEDGEMENTS

UBC's Point Grey Campus is located on the traditional, ancestral, and 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.

CALENDAR DESCRIPTION

An advanced scholarly research and writing course that allows students to build on their existing knowledge of academic research and writing practices by studying specific features of scholarly writing relevant to their own interests and disciplines.

COURSE DESCRIPTION

Welcome to WRDS 350! Our course provides a unique opportunity for you to engage in the study of your discipline's knowledge-making practices and the uses of language that both represent and enact these practices. What does this mean? Well, it means a number of things. First and foremost, this is an advanced scholarly writing course. In it, you will learn about and produce a range of research genres that represent the university's ways of using language (e.g. research proposal, research paper). So, yes, you will learn *how to* produce scholarly texts. But, more importantly and perhaps more interestingly, this

course invites you to consider *why* we produce texts in the ways that we do, to consider questions about the contexts that shape researchers' motives for communicating and for communicating in specific ways. Why do philosophers write the way they do, and why is this writing so different from the way political scientists and anthropologists write? Why does 'argument' and 'evidence' seem to mean different things in art history and economics? Why do writers in psychology use fewer integral citations than writers in sociology and literary studies? What is the function of passive agentless expressions (e.g. transcripts <u>were transferred</u> to a database), and why might you see their heavy use in some disciplines but not others?

This course recognizes that while you are not a newcomer to scholarly practice, you may not be familiar with your discipline's practices as *discursive practices*, as ways of knowing, thinking, speaking, writing, and of being. So, to answer questions such as the ones posed above, we will draw on current theories of and methods for analyzing scholarly communication: discourse theory, new rhetorical genre theory, and corpus-supported applied linguistics. This list may appear a little daunting. Not to worry. The aim of this course is to introduce you to the analytic frameworks that researchers, interested in the examination of disciplinary discourses, use.

In short, I'm inviting you to see yourself as an anthropologist of sorts, one who examines scholarly texts as cultural artifacts that can tell you something about the contexts that inform textual production in the disciplines. Along the way, we will interrogate the university—the systems and cultures that produce these artifacts—and your place in it.

LEARNING OUTCOMES

- Identify the role that disciplinary cultures play in how knowledge is made and research genres are written.
- Using the analytic frameworks of the course, distinguish between different disciplinary and non-disciplinary discourses.
- Recognize the different roles that written genres play within disciplinary and university systems.
- Apply methods of writing and discourse studies to various research genres.
- Design and carry out a theoretically-informed research project on writing related to your chosen discipline.
- Write and present in a variety of research genres, including e.g. an annotated bibliography, research proposal and annotated bibliography, research presentation, and research paper.

ASSIGNMENTS

Assignment	Notes	Grading
COMPair Peer Reviews of Assignments #2 and #4		5% each = 10%
Assignment #1: 3 Reading Roundtable Presentations	900 words; collaborative assignment with individual components	5% each = 15%
Assignment #2: Research Proposal & Annotated Bibliography	1000-1200 words	15%
Assignment #3: Research Presentation	8 power point slides + 1200-1250 word script; collaborative-comparative	20%
Assignment #4: Research Paper	2500 words	30%
Participation		10%

BRIEF ASSIGNMENT DESCRIPTIONS

Assignments are scaffolded and meant to help you better understand the discursive practices of your own discipline as you move through the course. These assignments will also provide you with opportunities to practice the sorts of rhetorical moves typically found in a range of research writing. More fulsome descriptions of these assignments will be posted on our Canvas course site.

COMPAIR PEER REVIEWS OF ASSIGNMENTS #2 AND #4

For assignments #2 (Research Proposal and Annotated Bibliography) and #4 (Research Paper), you will be given the opportunity to get and give feedback on your writing, using COMPair, a peer assessment and feedback application on our Canvas course site.

READING ROUNDTABLE PRESENTATION

Three times during the semester, in a group of 3 students, you will read an assigned article from the course reading list and present information from the article to another group of 3 students. Each member of the presenting/hosting group will be assigned a role: Summarizer, Connector, and Comparer. I explain these roles in more detail on the assignment description posted on our Canvas course site. All participants of the roundtable will be required to post a brief reflection on the assigned reading and table discussion of it on our Canvas Discussion forum after the roundtable.

RESEARCH PROPOSAL & ANNOTATED BIBLIOGRAPHY

This assignment asks you to *design* a research project that investigates the discursive/rhetorical practices of a discipline of your own choosing (or an issue related these practices). You will use the analytic methods learned in the course. You will propose this project and include an annotated bibliography of the scholarly sources you refer to in your proposal. We will spend time in class discussing the discursive/rhetorical features of research proposals and annotated bibliographies. We will also spend time brainstorming possible research projects. There are many!

RESEARCH PRESENTATION

This assignment assumes that you have completed much of the research that you proposed for your research project (see brief assignment description above). For this presentation, you will work with another student to produce a scripted power point presentation that compares your research findings with your partner's. The goal of this assignment is twofold: (1) to provide you with some added practice presenting scholarly material and (2) to provide you (and your audience!) an opportunity to compare the discursive practices of your disciplines and/or raise issues related to disciplinary communities and identities.

RESEARCH PAPER

Your final assignment pulls together the thinking and practice you have done throughout the term. Here, you will write a paper that reports on your research (see above descriptions). This paper will demonstrate your understanding of the analytic methods and theoretical frameworks we used in the course. It will also demonstrate your ability to use the discursive features and make the sorts of rhetorical moves typically found in research papers from a range of disciplines.

LATE OR MISSED ASSIGNMENTS

I expect that all assignments will be submitted and submitted on time. If you are having trouble submitting an assignment on time because of family tragedy, illness, or other issue beyond your control, please contact me as soon as possible to arrange a new deadline. There will be no make-up opportunities at the end of the course unless a pre-arranged agreement has been made between us (usually in the case of an official academic concession arrangement – see note on in-term concession arrangements below).

REQUIRED READINGS

The following list of peer-reviewed articles is ordered according to the sequence the articles appear on the course schedule. Please download from the online UBC Library and keep in a folder on your laptop or tablet.

Klass, P. "She's Your Basic LOL in NAD." Document can be found here on page 52 under the subtitle "Learning the Language."

Vernon, J. (2018). The making of the neoliberal university in Britain. *Critical Historical Studies*. 5(2), 267-280.

Hyland, K. (2015). Genre, discipline and identity. *Journal of English for Academic Purposes*, 19, 32-43.

Hyland, K. (1999). "Academic attribution: Citation and the construction of disciplinary knowledge." *Applied Linguistics.* 20(3), 341-367. <u>Note: this article is a bit difficult to locate – go through the journal (Applied Linguistics) rather than search for the title of the article itself or the author's name.</u>

Ädel, A. and G. Garretson. (2006). Citation practices across the disciplines: The case of proficient student writing. PDF Link found [here](#).

Halleck, Gene B. and Ulla M. Connor. "Rhetorical moves in TESOL conference proposals." *Journal of English for Academic Purposes*, 5 (2006), pp. 70-86.

Hyland, K. (2001). Humble servants of the discipline? Self-mentions in research articles. *English for Specific Purposes*, 20, 207-226.

McGrath, L. (2016). Self-mentions in anthropology and history research articles: Variation between and within disciplines. *Journal of English for Academic Purposes*, 21, 86-98.

Hyland, K. (2005). Stance and engagement: a model of interaction in academic discourse. *Discourse Studies*, 7(2), 173-192.

Hyland, K. (1996). "Talking to the academy: Forms of hedging in science research articles." *Written Communication*, 13,251-81.

Lancaster, Z. (2016). Expressing stance in undergraduate writing: Discipline-specific and general qualities. *Journal of English for Academic Purposes*, 23, 63-30.

Cotos, E., S. Huffman, and S. Link. (2017). A move/step model for methods sections: Demonstrating Rigour and Credibility. *English for Specific Purposes*, 46, 90-106.

COURSE POLICIES

PARTICIPATION: ACTIVE ENGAGEMENT IN A LEARNING COMMUNITY

Participation involves ongoing, active engagement with the course's content and with your class colleagues, who represent a learning/knowledge community. The assessment of your participation will be based on the following:

- you attend almost all classes
- in preparation for class, you have read course readings and taken notes on the readings
- in class, you have copies of the readings with you and are ready to comment on the readings and/or engage in class activities using these readings
- when questions are posed or comments offered, in groups or in class as a whole, you participate in the discussion
- you make space for others to contribute to group work and group discussions
- when activities are assigned in class or online, you contribute, meaningfully, to these activities
- you make connections between readings and integrate ideas from previous classes
- you are not distracted by unrelated online activity (on your mobile, tablet, or laptop)

A NOTE ON ATTENDANCE

Our data indicates that regular attendance is a crucial factor determining a student's success. Course activities and assignments are designed in sequences that build upon one another, so that missing class activities and falling behind in your assignments will leave you poorly prepared for subsequent activities and assignments. In addition, as a member of a scholarly community, your involvement enhances the learning process for the class.

Extended absence from the course means you miss the instruction and in-class activities that are necessary to meet the learning outcomes of the course. If there are serious circumstances that prevent you from attending class (for instance, prolonged illness, accident, family tragedy), please speak to me.

FORMAT OF ASSIGNMENTS

Please use the citation style that you typically use in your discipline (the one you are majoring in): MLA, APA, or Chicago Manual (Author/Date), Harvard Style, etc.

ACADEMIC INTEGRITY

We – your instructors in Arts Studies in Research and Writing (ASRW), UBC and the scholarly community at large – share understandings and a set of values around how we produce knowledge. These understandings and values involve us in what is referred to as 'academic integrity'. 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 (or something else, i.e. editing software such as Grammarly) edit our writing to the point that it is no longer our own. We also don't falsify data or sources.

To encourage you to develop similar understandings, values, and practices, you will only receive academic credit for work that is the product of your own effort and insight. It is your obligation to inform yourself of the applicable standards for academic integrity. Penalties will be imposed in instances where students submit work as their own that has been done, in whole or in part, by others. If you are in any doubt regarding standards of academic integrity in any of your courses, please consult your instructor before submitting any work. For more information and resources, please see: https://learningcommons.ubc.ca/academic-integrity/

ARTS STUDIES IN RESEARCH AND WRITING POLICY: TUTORS FOR WRDS 350

Some students hire tutors or use a tutoring service on an occasional basis to assist them with specific assignments; others work with a friend, relative or fellow student who helps them with 'grammar and stuff'. While we recognize that tutors can be helpful, we have also observed that tutors or other types of helpers may misdirect students and thus impede their learning as well as their success in the course. Using tutors (paid or unpaid) may even inadvertently result in questionable academic conduct. For additional help on your written assignments, please see me during office hours. You can also book an appointment with one of the staff in the Centre for Writing and Scholarly Communication.

If you are using the help of a tutor on assignments who does not work in the Centre for Writing and Scholarly Communication, you are required to hand in the drafts of your written work with your tutor's feedback along with the revised text. **Make sure that you turn on your track changes in your document as you work on it** *so that, if there is ever any question about your contribution to the writing, you will be more likely to identify your work on the document.*

To book an appointment to see me about help with your writing, just go to our Canvas site, click on calendar, then, on the right-hand side, click on "Find an Appointment."

To book an appointment with a writing consultant at the **Centre for Writing and Scholarly Communication,** go to https://learningcommons.ubc.ca/improve-your-writing/writing-consultations/

OTHER RESOURCES

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.

Academic Inclusion and Diversity

The University's goal is to ensure fair and consistent treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with academic principles. If you need accommodation to ensure a fair outcome in this course, please contact Access and Diversity to set up an appointment: http://students.ubc.ca/about/access

According to UBC's new policy for in-term concessions, you may contact me (your instructor) via email as soon as you are aware you may need an in-term concession. I 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.

If you would rather speak to an advisor about the possibility of a first in-term concession, you can 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 the process to follow.

UBC Counselling Services

For information about the kinds of mental health supports UBC offers, please see:

https://students.ubc.ca/health-wellness/mental-health-support-counselling-services

LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: Canvas, COMPair, and CLAS. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- Review statistics on course content being accessed to support improvements in the course
- Track participation in discussion forums
- Assess your participation in the course

I do not permit students to record my classes (audio or visual). If you have difficulty understanding what I am saying or what your classmates are saying, I'm happy to go over class discussions with you during office hours. I'm also happy to allow you to take photos of the notes we write on the white board. If this policy causes an undue burden or hardship on you, please come and talk to me.

COURSE SCHEDULE

Week	Focus	Readings & Activities	Due Dates
September 2-6	Knowledge-making cultures and institutional identities	**Tuesday**: No class. Imagine Day Orientation. **Thursday**: Introductions – Syllabus & Klass, P. "She's Your Basic LOL in NAD." Page 52 here under the subtitle "Learning the Language."	
September 9-13		**Tuesday**: Introduction to course frameworks – style & situation, community & identity. **Reading:** Hyland, K. (2015). Genre, discipline and identity. *Journal of English for Academic Purposes*, 19, 32-4. **Thursday**: Vernon, J. (2018). The making of the neoliberal university in Britain. *Critical Historical Studies*. 5(2), 267-280.	
September 16-20	Constructing the Scholarly Community	**Tuesday**: Lecture – Reported Speech & Citation **Thursday**: Hyland, K. (1999). "Academic attribution: Citation and the construction of disciplinary knowledge." *Applied Linguistics.* 20(3), 341-367.	
September 23-27		**Tuesday**: Ädel, A. and G. Garretson. (2006). Citation practices across the disciplines: The case of proficient student writing. PDF Link found here **Thursday**: Developing a corpus of disciplinary research articles & Designing and proposing a research project	*Groups 1-5 host roundtable*

September 30 – October 4	Constructing Researcher Identities	**Tuesday**: Halleck, Gene B. and Ulla M. Connor. "Rhetorical moves in TESOL conference proposals." *Journal of English for Academic Purposes*, 5 (2006), pp. 70-86 **Thursday**: Hyland, K. (2001). Humble servants of the discipline? Self-mentions in research articles. *English for Specific Purposes*, 20, 207-226.	*Groups 6-10 host roundtable* *Groups 1-5 host roundtable*
October 7-11		**Tuesday**: McGrath, L. (2016). Self-mentions in anthropology and history research articles: Variation between and within disciplines. *Journal of English for Academic Purposes*, 21, 86-98. **Thursday**: Analyzing self-mentions in your corpus & workshopping your research proposal	*Groups 6-10 host roundtable*
October 14-18	Constructing Stances and Relations	**Tuesday**: COMPair peer reviews of your research proposal & annotated bibliography **Thursday**: Lecture on stance features	*Due on October 15: Draft of Research Proposal & Annotated Bibliography* *Due on October 17: Revised Research Proposal & Annotated Bibliography*
October 21-25		**Tuesday**: Hyland, K. (2005). Stance and engagement: a model of interaction in academic discourse. *Discourse Studies*, 7(2), 173-192. **Thursday**: Hyland, K. (1996). "Talking to the academy: Forms of hedging in science research articles." *Written Communication*, 13,251-81.	*Groups 1-5 host roundtable* *Groups 6-10 host roundtable*
October 28 – November 1	Making rhetorical moves	**Tuesday**: Lancaster, Z. (2016). Expressing stance in undergraduate writing: Discipline-specific and general qualities. *Journal of English for Academic Purposes*, 23, 63-30. **Thursday**: Analyzing stance features in your corpus	
November 4-8		**Tuesday**: Identifying moves in research paper introductions & conclusions **Thursday**: Cotos, E., S. Huffman, and S. Link. (2017). A move/step model for methods sections: Demonstrating Rigour and Credibility. *English for Specific Purposes*, 46, 90-106.	
November 11-15		**Tuesday**: Presenting your research in oral and written forms	

	Presenting your research in different modes	**Thursday**: Identifying moves in other parts of research articles and/or non-traditional research articles; identifying moves in research presentations	
November 18-22		**Tuesday**: Research Presentations **Thursday**: Research Presentations	*Research presentations due this week; you will be assigned a presentation day closer to November*
November 22-29		**Tuesday**: Writing Workshop **Thursday**: COMPair peer reviews of your research paper	*Due Nov. 28: Draft of Research Paper Due* *December 6: Revised Research Paper Due*