

# LFS 150: SCHOLARLY WRITING & ARGUMENTATION



**Instructor:** Lindsay Cuff ([lindsay.cuff@ubc.ca](mailto:lindsay.cuff@ubc.ca))

*The practice of telling stories is the practice of generating a diversity of meanings. It is a practice of deep relationality, not a looking at, but a looking with or a looking through or a thinking through together. ~Leeanne Simpson*

**Instructor:** Lindsay Cuff

**Email:** [lindsay.cuff@ubc.ca](mailto:lindsay.cuff@ubc.ca)

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 at any point throughout the term if you have any questions or concerns about assignments, topics we are exploring in class, etc. **I am here to support your learning.**

**My Office:** MCML 191 | **Office Hours:** Wednesday from 11-1.

**What are office hours?** Office hours are open drop-in times when you can come to my office to get one-on-one support. Maybe you want some feedback on a research question, a draft of a paragraph, a sentence, a section in a paper, or even just the seed of an idea. Or maybe you're still struggling to read research papers. Come on in! Let's work through it together. Come to office hours early in the term and come often.

**Teaching Assistant:** Camila Navarrete ([camnava@mail.ubc.ca](mailto:camnava@mail.ubc.ca))

## **INSTRUCTOR POSITIONALITY STATEMENT & LAND ACKNOWLEDGEMENT**

I live and work next to the Pacific ocean as an uninvited guest on the traditional unceded lands of the Musqueam people. I was born next to the Atlantic ocean on Mik'maq territory, but grew up at the confluence of the Red and Assiniboine Rivers on Treaty One territory, and on the banks of the Fraser River on the traditional unceded lands of the Semá:th (Sumas) Nation. I am a white settler of Irish, English and Scottish descent. As both a settler and a teacher of writing, I am

keenly aware of the importance of multiple stories and try to hold both of these things to be true: that language can be harmful, and it can also be transformative.

## **LEARNING OUTCOMES**

In this course, you will:

1. Value and actively use writing – to learn, explore, and figure out connections between self, community, place, scholarly discipline, and urgent global challenges
2. Reflect on and articulate how your positionality (e.g., identities, histories, culture, personal experiences) affects your scholarly work
3. Consistently apply critical thinking skills to effectively analyze complex information to deepen your understanding of key topics and issues
4. Build skills in effective scholarly writing, including:
  - a. Creating interesting research questions, based on scholarly exploration and personal reflection
  - b. Finding, evaluating, and integrating different types of evidence (including peer-reviewed research) to make insightful contributions to scholarly dialogues
  - c. Developing distinct written arguments informed by your research, positionality, and thoughtful consideration of multiple perspectives
  - d. Giving and receiving critical and authentic feedback
5. Develop a sustainable writing practice (including pre-writing, free writing, drafting, revision) that will persist through times of challenge and continue to benefit you, both academically and personally

## **WHAT TEXTBOOK DO YOU NEED?**

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

All additional course readings will be provided and posted on Canvas. Check Canvas often!

## **RESOURCES FOR YOU**

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 the [UBC Centre for Scholarly Communications](#) to book online or in-person consultations on your writing.

[LFS Student Services](#) provide incredible guidance and support.

Is your laptop broken and you need to borrow one? Do you need tutoring or want to go to a workshop that goes deeper into library skills or citations? Check out the [Chapman Learning Commons](#) in the Irving K. Barber Library.

### HOW WILL YOU EARN YOUR GRADE?\*

Assignment	Percentage Toward Final Grade
Writing Notebook	10%
Positionality Assignment	10%
Scholarly Writing Activities <ul style="list-style-type: none"> <li>• “Reading” the Faculty Knowledge Gap Assignment</li> <li>• Summary &amp; Response Draft and Peer Review</li> <li>• Research Paper Proposal</li> <li>• Research Paper Outline &amp; Summary of Sources Table</li> <li>• Research Paper Draft &amp; Peer Review</li> </ul>	30%
<ul style="list-style-type: none"> <li>• Summary &amp; Response Final Draft</li> </ul>	15%
Research Paper Final Draft	30%
Final Self-Assessment	5%

### IMPORTANT INFORMATION ON GRADES

I center my assessment and grading structure 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

To create a learning community for you that aligns with these core beliefs (and supports you in growing as a writer), **most of your assignments will be graded using an alternative assessment approach.** What does that mean? **It means that half of the assignments in this class** (everything except the Summary and Response and Research Paper final drafts and your Final Self-Assessment) **will be assessed as incomplete (0%) / complete (80%) / complete+**

**(95%).** Each assignment will have detailed instructions including grading rubrics that clearly lay out what you need to do to achieve a complete. Achieving a complete+ will depend on you going above and beyond the expectations by showing insight, a high level of craft, and original thought. Assignments that achieve complete+ are exemplary—they are original, thought-provoking and shift the reader's thinking in some way. Examples of assignments in each category will be provided.

**You will be allowed to complete two revisions and resubmissions throughout the term on any two assignments of your choice** (i.e. if you receive an incomplete on an assignment and want to revise according to the feedback to receive a complete, or if you receive a complete and want to revise according to the feedback and resubmit to try and get a complete+). **These revisions MUST be resubmitted within one week of receiving your feedback.**

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.

## **LATE ASSIGNMENT POLICY**

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.**

This course is carefully designed so that each assignment builds upon each other. The teaching team provides detailed and personalized feedback so that you can either revise or incorporate the feedback into your next assignment. This is essential to your growth as a writer in this course. Because of this, **I will not accept assignments that are more than a week late.** The only exception to this is a formal academic concession granted by Student Services. If you are struggling and don't think you'll be able to complete an assignment on time, please reach out to me or to your TA as soon as you can! Don't put it off and think that things will magically change. Communication is key.

## **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, this is also 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.

In this course, we are working together to develop and nurture your voice as a writer, a researcher, a thinker, and a scholar. Because of this, use of AI technology in your assignments

is not acceptable and will receive a zero. We will be exploring this topic during the course, so stay tuned for more discussion on this important theme!

## IMPORTANT DATES

Last day to drop <b>without a W standing</b>	September 16, 2024
Last day to use the Student Service Centre to drop <b>with a W standing</b>	October 25, 2024
Student Service Centre unavailable, <b>faculty approval required</b>	After October 25, 2024

## 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. This schedule is just an outline and is subject to change according to the class needs and pace, determined together as a community. **Check our course 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	Positionality	<ul style="list-style-type: none"> <li>Positionality Statement Assignment</li> </ul>
3	Decoding Genre	<ul style="list-style-type: none"> <li>Writing Notebook: Recipes and Love Letters</li> </ul>
4	Finding Credible Sources: Research Skills	<ul style="list-style-type: none"> <li>Writing Notebook: Scholarly Inspiration is Everywhere</li> </ul>
5	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>
6	They Say: Incorporating Others' Ideas into our Writing	<ul style="list-style-type: none"> <li>Draft a Summary</li> </ul>
7	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>Summary and Response Assignment</li> </ul>
8	Lighting a Spark: Asking Research	<ul style="list-style-type: none"> <li>Writing Notebook: Lighting a Spark</li> </ul>

	Questions	<ul style="list-style-type: none"> <li>Scholarly Writing Activity: Research Proposal</li> </ul>
9	Crafting a Research Argument	<ul style="list-style-type: none"> <li>Scholarly Writing Activity: Summary of Sources Table</li> </ul>
10	Pre-Writing & Outlining	<ul style="list-style-type: none"> <li>Scholarly Writing Activity: Outline</li> </ul>
Reading Week (Nov. 11 - 13)		
11	Making a Contribution; Titles and Abstracts	
12	Peer Review & Revision	<ul style="list-style-type: none"> <li>Scholarly Writing Activity: Research Paper Peer Review</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> <li>Revise and Submit Final Draft of Research Paper</li> </ul>

**I look forward to getting to know you and learning together this semester!** Please don't hesitate to get in touch with me if you have any questions about any aspect of this course, if you need to request an accommodation, or if you have any feedback as we go along.