

*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**: Amelia MacRae ([amelia.macrae@ubc.ca](mailto:amelia.macrae@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 183 | **Office Hours**: By appointment

**What are office hours?** Office hours are when we can meet for you 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. *Office hours on Zoom for on-line courses.*

**Teaching Assistant**: Alicia Haniford ( [ahanifor@student.ubc.ca](mailto:ahanifor@student.ubc.ca))

***LAND ACKNOWLEDGEMENT***

*The University of British Columbia is located on the traditional, ancestral and unceded territory*

*of the xʷməθkʷə̓y əm (Musqueam) people. As an uninvited settler on Indigenous territory, this*

*land acknowledgement does not absolve me of my responsibility to work towards right relations every day.*

**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:
   1. Creating interesting research questions, based on scholarly exploration and personal reflection
   2. Finding, evaluating, and integrating different types of evidence (including peer-reviewed research) to make insightful contributions to scholarly dialogues
   3. Developing distinct written arguments informed by your research, positionality, and thoughtful consideration of multiple perspectives
   4. 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](https://pressbooks.bccampus.ca/writingplace/).

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](https://writing.library.ubc.ca/undergraduates/writing-consultations/) to book online or in-person consultations on your writing.

[LFS Student Services](https://www.landfood.ubc.ca/current/undergraduate/academic-support-and-advising/connect-with-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](https://learningcommons.ubc.ca/) in the Irving K. Barber Library.

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

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| --- | --- |
| **Assignment** | **Percentage Toward Final Grade** |
| Writing Notebook | 10% |
| Positionality Assignment\* | 10% |
| Scholarly Writing Activities   * “Reading” the Faculty\* Knowledge Gap Assignment * Summary & Response Draft and Peer Review * Research Paper Proposal\* * Research Paper Outline & Summary of Sources Table\* * Research Paper Draft & Peer Review | 30% |
| * Summary & Response Final Draft | 10% |
| Research Paper Final Draft | 30% |
| Final Self-Assessment | 5% |
| iClicker Engagement/Attendance | 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), **many of your assignments will be graded using an alternative assessment approach**. What does that mean? **It means that some of the assignments in this class** **will be assessed as incomplete (0%) / complete (80%) / complete+ (90-95%)**. This alternative grading applies to positionality, reading the faculty, proposal and outline. 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.

**Of the assignments that are graded with incomplete/complete/complete+, you will be allowed to complete TWO revisions and resubmissions throughout the term on any two 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 or they will not be accepted.**

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, **please contact me at least 24 hours in advance to discuss an extension**. If you do not contact me, this will be reflected in your grade. 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 in order to grow as a writer in this course. 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.

**AI USE AND WRITING AS THINKING**

In this course, writing is not just about producing polished texts—it is how we think, grapple, relate, and make meaning. Because of this, using AI to generate assignments or bypass the thinking process undermines the purpose of this course. However, if you choose to engage with AI tools (e.g., for brainstorming, revision, or structural feedback), you must:

* Reflect on and document *how* and *why* you used AI.
* Include an **AI Use Statement** with your submission that acknowledges this engagement as part of your ethical commitment to transparency, trust, and relational accountability.

**Consider these questions:**

* What were you seeking from AI?
* Did AI help you avoid something hard? What might you have learned by staying with the struggle?
* How did AI shape—not just your writing—but your sense of voice, agency, and relationship to knowledge?

We will co-create more specific guidelines around AI, Trust, and Transparency together as a classroom community.

**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 (including GenAI) 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. See the earlier section in this syllabus for more about AI use.

**IMPORTANT DATES**

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| --- | --- |
| Last day to drop **without a W standing** | September 15, 2024 |
| Last day to use the Student Service Centre to drop **with a W standing** | October 24, 2024 |
| Student Service Centre unavailable, **faculty approval required** | After October 24, 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!**

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| --- | --- | --- |
| WEEK | Topics | Assignments/Activities |
| 0 | Introduction to the Course | Read the syllabus, explore the course |
| 1 | Science & Story | * Writing Notebook: A Meaningful Place |
| 2 | Positionality | * Positionality Statement Assignment * Writing Notebook: Reflection |
| 3 | Decoding Genre | * Writing Notebook: Recipes and Love Letters |
| 4 | Finding Credible Sources: Research Skills | * Writing Notebook: Scholarly Inspiration is Everywhere |
| 5 | Reading is Listening | * Writing Notebook: Reflections on Reading * Scholarly Writing Activity: Reading the Faculty |
| 6 | They Say: Incorporating Others’ Ideas into our Writing | * Draft a Summary * Writing Notebook: Why Summarize? |
| 7 | I Say: Stepping Into the Conversation, Responding, Thinking Critically | * Scholarly Writing Activity: Summary & Response Peer Review * Summary and Response Assignment * Writing Notebook: Adding Your Voice |
| 8 | Lighting a Spark: Asking Research Questions | * Writing Notebook: Lighting a Spark * Scholarly Writing Activity: Research Proposal |
| 9 | Crafting a Research Argument | * Scholarly Writing Activity: Summary of Sources Table * Writing Notebook: The Believe Game |
| 10 | Pre-Writing & Outlining | * Scholarly Writing Activity: Outline |
| Reading Week (Nov. 10 - 12) | | |
| 11 | Making a Contribution; Titles and Abstracts | * Writing Notebook: Process |
| 12 | Peer Review & Revision | * Scholarly Writing Activity: Research Paper Peer Review * Writing Notebook: Writing Advice to My Younger Self |
| 13 | Sharing and Celebration | * Writing Notebook: Hero’s Journey * Submit completed Writing Notebook * Participation Self-Assessment * Revise and Submit Final Draft of Research Paper |

**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.