

NORD 830: Introduction to Graduate Academic Writing

| | UNIVERSITY OF REGINA CAMPUS | UNIVERSITY OF SASKATCHEWAN CAMPUS |
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| INSTRUCTOR: | | Heather McWhinney |
| PHONE: | | 306 850-2929 |
| E-MAIL: | | Heather.mcwhinney@usask.ca |
| OFFICE HOURS: | | no set hours |
| OFFICE LOCATION: | | n/a |
| TERM: | | 1 |
| ROOM: | | n/a |
| DATE AND TIME: | | n/a |

CALENDAR DESCRIPTION

This course will introduce you to academic writing and skills relevant to a university research degree. You will learn the form and function of key academic documents, such as a summary, academic paper, and a literature review. You will learn how to make and sustain an argument, how to uphold standards of academic integrity, how to avoid plagiarism, and how to integrate evidence into your writing.

LEARNING OBJECTIVES

- Write a paper that makes a logical argument, with a clear thesis statement supported by evidence from the literature.
- Identify examples of plagiarism, use strategies to avoid it, and apply APA style to citing and referencing.
- Integrate the ideas of others into your academic writing.
- Write a well-organized summary that captures the main points of an original work.
- Write a synthesis or literature review that integrates the ideas of others in the support of a claim.
- Draft, revise, edit, and document a piece of academic writing.

ATTRIBUTES OF JSGS GRADUATES

Through the development of the following competencies, JSGS MPA graduates will be prepared to meet the policy challenges of a rapidly changing world:

- **Analysis and Use of Evidence** – how to use evidence and develop the necessary analytical skills to succeed in a public administration career;
- **Politics and Democracy** – ensuring that students have a deep understanding of the role of politics and democracy in public policy development including the roles of the various institutions and policy actors; and
- **Policy Delivery** – the importance of effective service delivery and the ongoing management and evaluation of public policy.

COURSE CONTENT AND APPROACH

You will learn writing skills needed for success in your graduate degree, such as paraphrasing, summarizing, and developing coherent paragraphs and papers. The instruction consists of a combination of pre-recorded modules, videos, PowerPoint presentations, Word documents, and a writing textbook. To make the learning experience engaging and useful, you will work on reading and writing activities (quizzes) while completing the modules. Completion of these activities will be critical to your success in the course.

COURSE OUTLINE AND ASSIGNMENTS (See Course Outline in Canvas for links)

Module 1: Course Introduction–Academic Writing and Argument (Sept. 3–13)

date)

REQUIRED VIDEOS, PRESENTATIONS, AND READINGS

Module Overview–Video

Presentation 1–Video: Introduction to Academic Writing

Presentation 2–Video: Writing a Well-Argued Paper: Strength of Claim

Presentation 3–Video: Writing a Well-Argued paper: Parts of an Argument

Document 1–How to Write a Thesis Statement

Document 2–Scholarly Peer-Reviewed Journal Articles

Presentation 4–Video: How to Read a Scholarly Journal Article

Document 4–A Sample of a Student’s Source Summary Log

Document 5–Mapping Your Research Ideas

Chapters 1, 2, and pp. 34–42 of *Mastering Academic Writing*



**J O H N S O N
S H O Y A M A**

Module 2: Maintaining Academic Integrity (Sept. 14–20)

REQUIRED VIDEOS, PRESENTATIONS, AND READINGS

Module Overview–Video

Presentation 1–Video: Academic Integrity–Avoiding Plagiarism in Your Writing

Presentation 2–Video: Strategies for Avoiding Plagiarism: Paraphrasing

Presentation 3–Video: Strategies for Avoiding Plagiarism: Summarizing

Presentation 4–Video: Citing and Paraphrasing–Frequently Asked Questions

Document 1–PowerPoint Slides: Paraphrasing Tips

Document 2–PowerPoint Slides: APA Style: Citing and References

Chapter 3 of *Mastering Academic Writing*

Module 3: The Literature Review–Synthesizing Ideas from Multiple Sources (Sept. 21–27)

REQUIRED VIDEOS, PRESENTATIONS, AND READINGS

Module Overview–Video

Presentation 1–Video: Purpose and Role of a Literature Review

Presentation 2–Video: Organizing a Literature Review

Presentation 3–Video: Synthesizing

Presentation 4–Video: Critiquing the Literature

Document 1–Synthesizing: Unsuccessful and Successful Examples

Chapter 4 of *Mastering Academic Writing*

www.schoolofpublicpolicy.sk.ca

Module 4: Paragraph Development and Flow (Sept. 28–Oct. 4)

DESCRIPTION OF ASSIGNMENTS (See the course on CANVAS for a full description of the assignments and rubrics):

SUMMARY: Students will write a 200- to 250-word summary of Clark, D., Lee, D., Freeman, M.M.R., & Clark, S.G. (2008). Polar bear conservation in Canada: Defining the policy problems. *Arctic* 61(4), 347-360.

25-SENTENCE ARGUMENT: Students will write a 25-sentence paper arguing for a specific position and presenting and dispelling the counterargument.

CRITIQUE OF A PARTNER'S 25-SENTENCE ARGUMENT: Students will critique their partner's 25-sentence argument.

REFLECTION PAPER: Students will write a 500- to 700-word reflection paper on their experience of and challenges with writing and revising the 25-sentence argument.

FINAL PAPER: Students will write a final paper of 1,500 – 2,000 words.

MODULE QUIZZES: Students will write and submit a short quiz at the end of every module.

POSTS: Students will post about their writing experiences and strategies, and then respond to their classmates' posts.

EVALUATION

Assessment

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| A summary of <i>Polar Bear Conservation in Canada: Defining the Policy Problems</i> | 10% |
| A 25-sentence argument: a preliminary version of your final paper | 25% |
| A reflection paper on your experiences writing the 25-sentence argument | 10% |
| A 1500- to 2000-word paper | 30% |
| Module Quizzes | 15% |
| Class participation (posts and partner activity) | 10% |

The University of Saskatchewan uses a percentage system for reporting final grades. The university-wide relationship between literal descriptors and percentage scores for undergraduate courses is as follows:



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| 90-100 Exceptional | A superior performance with consistent strong evidence of the following: <ul style="list-style-type: none">• a comprehensive, incisive grasp of subject matter;• an ability to make insightful critical evaluation of information;• an exceptional capacity for original, creative and/or logical thinking;• an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently. |
| 80-90 Excellent | A very good to excellent performance with strong evidence of: <ul style="list-style-type: none">• a comprehensive grasp of subject matter;• an ability to make sound critical evaluation of information;• a very good to excellent capacity for original, creative and/or logical thinking;• a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently. |
| 70-79 Satisfactory to Good | A satisfactory to good performance with evidence of: <ul style="list-style-type: none">• a substantial knowledge of subject matter;• a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;• satisfactory to good capacity for logical thinking;• some capacity for original and creative thinking;• a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner. |
| 60-79 Poor | A generally weak performance, but with some evidence of: <ul style="list-style-type: none">• a basic grasp of the subject matter;• some understanding of the basic issues;• some familiarity with the relevant literature & techniques;• some ability to develop solutions to moderately difficult problems related to the subject matter;• some ability to examine the material in a critical & analytical manner. |
| <60 | <ul style="list-style-type: none">• An unacceptable performance. |

LATE ASSIGNMENTS

You are expected to submit assignments and complete discussion board postings on time. Only exceptional circumstances will be considered as reasons for late submissions of assignments. Marks will be deducted for late submissions of main and weekly assignments that have not been approved in

advance by the instructor. Late or incomplete submissions of discussion board postings will result in lower class participation marks.

STUDENTS WITH SPECIAL NEEDS

University of Saskatchewan (USask): Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact Access and Equity Services (AES) at 966-7273 or aes@usask.ca (<https://students.usask.ca/health/centres/access-equity-services.php>).

STUDENTS EXPERIENCING STRESS

University of Saskatchewan (USask): Students in this course who are experiencing stress can seek assistance from the University of Saskatchewan Student Wellness Centre. For more information, please visit this website: <https://students.usask.ca/health/centres/counselling-services.php>, or call (306) 966-4920 between 8:30 a.m. to 4:30 p.m. Monday to Friday.

ACADEMIC INTEGRITY AND CONDUCT

University of Saskatchewan (USask): Understanding and following the principles of academic integrity and conduct as laid out in the University of Saskatchewan's Guidelines for Academic Conduct is vital to your success in graduate school (available at <http://www.usask.ca/secretariat/student-conduct-appeals/academic-misconduct.php>). Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact any faculty member and we can discuss your questions.

STUDENT SUPPORTS

There are additional personal and academic support services and programs available for students and the university community. For more information and a comprehensive guide, please go to: <https://students.usask.ca/>.