

NORD 830.2 Academic Writing

	UNIVERSITY OF SASKATCHEWAN CAMPUS	UNIVERSITY OF REGINA CAMPUS
INSTRUCTOR:	Heather McWhinney	
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OFFICE LOCATION:	n/a	
TERM:	Term 1	
ROOM:	n/a	
DATE AND TIME:	n/a	

CALENDAR DESCRIPTION

NORD 830.2 introduces students to academic writing and the skills relevant to a research degree. Students will learn the form and function of key academic documents, such as a summary, research paper, and literature review, and about academic integrity and strategies for avoiding plagiarism.

ATTRIBUTES OF JSGS GRADUATES

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

- Analysis and Use of Evidence – know how to use evidence and develop the necessary analytical skills to succeed in a public administration career;
- Politics and Democracy – 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 – identify the importance of effective service delivery and the ongoing management and evaluation of public policy.

COURSE LEARNING OBJECTIVES

NORD 830 will help prepare you to meet these three policy challenges. By the end of the course, you will be able to do the following:

- Use effective strategies to read academic articles, to generate ideas, and to draft and revise your academic papers.
- Draft and revise a coherent 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.

- Develop your writer’s voice, lead your readers through your argument, and use an appropriate writing style.
- Write a perceptive critique of an academic article.
- 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.

REQUIRED READINGS

The textbook for the course is Samuels, B., & Garbati, J. (2019). *Mastering academic writing*. Sage.

All the other information for the course is contained in the course modules on Canvas. The modules identify the sections to read from the textbook. The textbook also includes important information not included in the course, such as writing a scholarship application.

COURSE OUTLINE

Week	Topics	Course Material
Sept. 2–19 Module 1	Module 1: Course Introduction: Academic Writing and Argument	Module Overview Part 1: Introduction to Academic Writing <ul style="list-style-type: none"> • Academic and Professional Writing: A Comparison • Considerations in Academic Writing: Audience, Organization, and Style Part 2: Developing Helpful Writing Strategies <ul style="list-style-type: none"> • Reading Good Journalism, Reading Models, Finding Topics That Interest You • Managing Your Writing Process • Inventing, Drafting, and Revising Part 3: Introduction to Academic Argument <ul style="list-style-type: none"> • Arguments and Counterarguments • Forms of Argument • Thesis Statements • Strength of Claim Module Summary
Sept. 20–Oct. 3 Module 2	Module 2: Reading Critically and Writing a Critique	Module Overview Part 1: Managing Your Reading Load <ul style="list-style-type: none"> • Scholarly Journals and Articles • Parts of Academic Articles • Strategies for Reading Academic Papers Part 2: Critical Reading and Thinking <ul style="list-style-type: none"> • Heuristics to Guide Critical Thinking Part 3: Writing a Critique <ul style="list-style-type: none"> • Organizing a Critique • Drafting and Revising a Critique Module Summary
Oct. 4–17 Module 3	Module 3: Academic Integrity: Avoiding Plagiarism	Module Overview Part 1: Academic Integrity and Plagiarism <ul style="list-style-type: none"> • University Definitions of Plagiarism • Acknowledging the Ideas and Words of Others Part 2: Avoiding Plagiarism by Citing and Quoting <ul style="list-style-type: none"> • Citing • Quoting Part 3: Avoiding Plagiarism by Paraphrasing <ul style="list-style-type: none"> • Paraphrasing Versus Quoting • Problems with Paraphrases • Tips for Paraphrasing Part 4: Avoiding Plagiarism by Summarizing <ul style="list-style-type: none"> • Reading to Summarize • Problems with Summaries • Summaries in Academic Work Module Summary

Oct. 18–31 Module 4	Module 4: Flow and Coherence: Sending Signals to Your Readers	<p>Module Overview</p> <p>Part 1: Strategies for Developing Flow and Coherence</p> <ul style="list-style-type: none"> Using the Old-New Information Technique Signaling Your Argument to Your Readers by Repeating Key Terms Guiding Your Readers with Connecting/Transition Words Paying Attention to Flow <p>Part 2: Writing Body Paragraphs</p> <ul style="list-style-type: none"> The Shape of a Body Paragraph Common Problems with Student Paragraphs <p>Part 3: Introductory and Concluding Paragraphs</p> <ul style="list-style-type: none"> Writing Introductory Paragraphs General to Specific Pattern Specific to General Pattern <p>Module Summary</p>
Nov. 1– Nov. 14 Module 5	Module 5: Developing Your Writer's Voice and Style	<p>Module Overview</p> <p>Part 1: Developing Your Voice</p> <ul style="list-style-type: none"> Using Signal Words Skilfully Paying Attention to Tone Integrating Evidence from Sources <p>Part 2: Maintaining an Academic Style</p> <ul style="list-style-type: none"> Ten Features of Academic Writing Balancing Clarity, Formality, and Precision Problems in Student Writing The Revision Process: Improve Clarity in Six Steps <p>Module Summary</p>
Nov. 15–28 Module 6	Module 6: Writing a Literature Review	<p>Module Overview</p> <p>Part 1: The Role and Purpose of a Literature Review</p> <ul style="list-style-type: none"> Function of a Literature Review in a Thesis/Project The Create a Research Space (CARS) Model <p>Part 2: Organizing a Literature Review</p> <ul style="list-style-type: none"> Organizing the Literature That You Find Organizing Principles for Your Review Using a Thematic Organization <p>Part 3: The Art of Synthesizing</p> <ul style="list-style-type: none"> The Synthesis vs. Silo Approach The Key to Avoiding the Silo Approach <p>Part 4: Critiquing the Literature</p> <ul style="list-style-type: none"> Why You Need to Critique <p>Module Summary</p>

WORKSHOPS IN REAL TIME

Sat. Sept. 26: Writing Challenges You Face and Strategies That Work

Sat Oct 23: Paraphrasing and Summarizing

Sat Nov 20: Flow, Voice, and Style

ASSIGNMENTS

Assignments	Weight	Due Date
A critique of <i>Review of the Current State of Research on the Water, Energy, and Food Nexus</i>	15%	Sunday, October 9 at midnight

<i>A reflection paper on the experience of writing the critique</i>	5%	Sunday, October 9 at midnight
A summary of <i>Polar Bear Conservation in Canada: Defining the Policy Problems</i>	10%	Sunday, October 31 at midnight
A 25-sentence argument about polar bear conservation	25%	Sunday, November 28 at midnight
A reflection paper on the experience of writing the 25-sentence argument	10%	Sunday, November 28 at midnight
Module quizzes	30%	See below
Class participation (posts, workshops)	5%	ongoing

MODULE QUIZZES AND DUE DATES

Quiz 1 (5%)—Sun. Sept. 19

Quiz 2 (5%)—Sun. Oct. 3

Quiz 3 (5%)—Sun. Oct. 17

Quiz 4 (5%)—Sun. Oct. 31

Quiz 5 (5%)—Sun. Nov. 14

Quiz 6 (5%)—Sun. Nov. 28

EVALUATION

Each assignment will be evaluated using a rubric that lays out the standards by which you will be evaluated.

GENI GRADE DESCRIPTIONS

The GENI program follows a graduate grading policy that is consistent with the College of Graduate and Postdoctoral Studies at University of Saskatchewan, and as agreed upon in the Collaboration Agreement with UiT Arctic University of Norway. For details on this grading system see this site: <https://programs.usask.ca/grad-studies/policies.php#GradingSystem>

LATE ASSIGNMENTS

If you need extra time for an assignment, please let the instructor know at least five days in advance of the due date. Late assignment that have not been approved will be assigned a penalty of 5%; assignments more than a week late will lose a full grade of 10%; special circumstances will be considered upon application by the student.

ENROLLMENT LIMIT

Class enrollment will generally be limited to 30 students.

INTELLECTUAL PROPERTY ACKNOWLEDGEMENT

This course was developed by Heather McWhinney, with the technical assistance of University of Saskatchewan instructional designer JR Dingwall.