

**University of Calgary**  
**Arts and Science Honours Academy**

**ASHA 503 (L01): Quests and Questions**  
**Winter 2020: January 13 to April 15 (excluding Feb. 17-21)**  
**Seminar: Tuesdays 17:00 to 19:45**  
**Room: SS209 (Social Sciences)**

<b>Instructor:</b>	Dr. Annette Tézli
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<b>Office Hours:</b>	Tuesday 15:00 to 16:30 or by appointment <a href="#">via Zoom</a>

### **Course Description**

In this seminar-style, inquiry-based course, you will reflect on your intellectual journey from both disciplinary and interdisciplinary perspectives. This course is designed to help you reflect on past, present, and future learning and personal growth. Particular emphasis will be placed on communication and presentation skills to make specialized scientific work accessible to non-expert audiences. We will be working collaboratively throughout the term and make use of peer feedback to enhance the work of colleagues through respectful and constructive critique. Each student will prepare two separate presentations: one group presentation on a topic related to scientific inquiry in general, the other related to their honours thesis or disciplinary specialty.

### **Objectives of the Course**

By the end of this course, successful students will be able to...

- critically read, interpret, analyze, and discuss scientific texts from a variety of disciplines.
- link scientific inquiry to social contexts.
- identify and critically evaluate major ideas and common controversies within their own disciplines.
- communicate complex, scientific information to non-expert audiences in writing, through leading discussions, as well as formal and informal presentations.
- meaningfully contribute to the education of others.
- work in teams effectively and respectfully.
- provide constructive and respectful feedback to their peers.

### **Textbooks and Readings**

(available at the UofC Bookstore, Bound and Copied, and TFDL reserve)

**Fleck, L. ([1935] 1979). *Genesis and Development of a Scientific Fact*. Chicago: University of Chicago Press.**

Note: Additional readings supplementing and expanding the main text will be discussed in class and circulated on D2L week by week as they become relevant for exercises and assignments.

## Policy on the use of Electronic Communication Devices

Laptops, tablets, and mobile phones may be used in class only for course-related purposes and only if their use is not distracting others or negatively impacting the learning environment. No audio or video recording is allowed in any class without the instructor's permission.

### Assignments and Evaluation

	Due Date	% of final grade
Critical Self-reflection	January 28	5
Discipline analysis	February 25	20
<del>1</del> Group presentation	<del>March 17</del>	<del>15</del>
1 Individual <a href="#">online</a> presentation <del>In-class (rehearsal)</del> <del>Public</del>	March 31/ <del>April 7</del> <del>April 14</del>	<del>20</del> <del>25</del>
<del>2</del> <u>1</u> Peer evaluations	<del>March 17</del> <del>March 31</del> /April 7	<del>10</del> <del>15</del>
Learning reflection	April <del>14</del> <u>17</u>	<del>30</del> <del>35</del>

#### Critical Self-reflection (5%)

It is all too easy to dismiss an idea or experience because it does not mesh with our personal views. Similarly, there is a tendency to unquestioningly accept the points of view that do agree with our preexisting knowledges and beliefs. This short 2/3-page reflection paper will help you reflect on who you are as a person, a learner and an educator. We need to be reflexive so that we are fully aware of our own position in the social world and its complex social hierarchies, and how that position shapes our knowledges, beliefs, values, experiences, opportunities and constraints. This low-stake assignment gives you the opportunity to express yourself freely in writing. It also gives me an opportunity to get to know you and your writing early in the semester. Assignment guidelines and writing resources will be discussed in class and posted on D2L.

#### Discipline Analysis (20%)

This research assignment will give you the opportunity to conduct a critical investigation of your own discipline's central ideas, controversies, and limitations using assigned readings and course discussions. We will discuss permissible assignment formats and develop assignment guidelines in class. Students will select an assignment format that best suits their strengths and interests as identified at the beginning of the semester. Guidelines and assignment resources will be posted on D2L.

#### Group Presentation (15%)

~~The Conference Board of Canada identified being able to work with others, participating in projects and tasks, problem solving, and adaptability as key employability skills. To develop these skills further, you will work in small, interdisciplinary groups to present on a topic related to scientific inquiry in general and lead a short class discussion. Presentations should target non-expert audiences and be reflective of, and expand on course content covered in the first half of the semester. We will develop presentation guidelines and evaluation standards as well as peer evaluation procedures collaboratively in class. Detailed assignment guidelines will be posted on D2L.~~

### Individual Presentation (2025%)

The objective of the individual presentation is to present research related to your honours thesis or disciplinary specialty to a non-expert audience. You will present to the class ~~first and receive peer feedback, which will allow you to refine your presentation before presenting it publicly to the UofC community on the last day of class by posting your recorded presentation on the discussion board by March 31.~~

#### 2-1 Peer evaluations-evaluation1 (10%; 4%, and 6% respectively)

~~On two occasions, y~~You will provide a peer evaluation of ~~a your peer's in-classonline presentations. We will discuss the peer review process as well as feedback and grading criteria in detail in class and information will be circulated on D2L. You will use the~~ feedback form we developed to provide constructive feedback to each presenter. Please upload your feedback form onto each presenter's discussion board between March 31 and April 7.

### Learning Reflection (3035%)

This end-of-term assignment asks you to critically reflect on your own learning process in the course, ASHA in general, as well as your own program of study. All arguments should be supported by evidence, so make sure to document your insights throughout the semester. Detailed assignment guidelines and permissible formats will be discussed in class and circulated on D2L.

**Note:** You must complete all assignments or a course grade of F may be assigned at the discretion of the instructor. If you miss a required course component, please contact your instructor as soon as possible.

### **Final Exam Information**

There will be no registrar-scheduled final exam for this course. Final papers are due on the last day of class.

### **Submission of Assignments**

Please note that all assignments must be submitted at the beginning of class via D2L dropbox on the day they are due. Any assignments submitted thereafter without due cause as defined in the course outline will be considered late and respective deductions will apply.

**Note:** It is your responsibility to keep a copy of each submitted assignment and to ensure that you submit the proper version (particularly in courses requiring electronic submission).

Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty, and personal information is collected in accordance with the ***Freedom of Information and Protection of Privacy (FOIP) Act***. Please note that instructors may use audio or video recorded for lesson capture, assessment of student learning, and self-assessment of teaching practices.

### **Policy for Late Assignments**

It is your responsibility to complete all assessments listed in this course outline. If at all possible, you must provide advance notice to the instructor if you are unable to submit

an assignment on time. All requests for a deferral of an exam or assignment due to health reasons must be accompanied by written documentation as outlined in the University Calendar. Valid reasons to miss an assessment are: illness, domestic affliction, religious conviction, and student athletes travelling for competitions. Travel arrangements, misreading of the syllabus, and scheduling conflicts with other classes or employment responsibilities are not considered valid reasons to miss an assessment.

If you have missed an assignment, you must contact the instructor to discuss a new deadline and mode of paper submission. Assignments submitted via email or placed under the office door without prior consultation will not be accepted.

Assignments submitted late (as of the beginning of class on the dates indicated in the assignment schedule) without due cause are subject to a 5-percentage points deduction (i.e. 80% instead of 85%) for each day past the due date. Assignments not submitted within 7 calendar days of the due date without approval for extension will automatically receive a grade of 0.

*Deferred Term Work Form:*

Please note that requests to defer the final assignment are dealt with through the Registrar's Office. Further information about deadlines, and where paperwork should be taken, is available on the form, which can be found at:

[https://live-ucalgary.ucalgary.ca/sites/default/files/teams/1/deferred\\_termwork15\\_0.pdf](https://live-ucalgary.ucalgary.ca/sites/default/files/teams/1/deferred_termwork15_0.pdf).

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

### **Student Accommodations**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Students seeking accommodation for transient illnesses (e.g., the flu) or another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require that a medical note be presented. For the policy on supporting documentation the use of a statutory declaration, see Section M.1 of the *University Calendar*.

<https://www.ucalgary.ca/pubs/calendar/current/m-1.html>. Also see FAQs for Students: <https://www.ucalgary.ca/registrar/registration/appeals/student-faq>

### **Expectations for Writing**

Department policy directs that all written assignments and, to a lesser extent, written exam responses be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization and proper documentation of research sources. For

further information, please refer to the *University of Calgary Calendar* section on writing across the curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

### Arts and Science Honours Academy Grade Scale

The following table outlines the grade scale percentage equivalents used in for the Arts and Science Honours Academy. Final grades are reported as letter grades. For components graded using percentages or numerical scores, those values will be used directly in calculating the final course grade, while for components graded using letter grades, the letter grades will be converted to the midpoint values in calculating the final course grade.

In this course, *percentage grades will be used for all assessments*. Final letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent-superior performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	60 – 64.99%	2.0	Satisfactory performance
C-	55 – 59.99%	1.7	Approaching satisfactory performance
D+	53 – 54.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 52.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	0-49.99%	0	Failure. Did not meet course requirements.

### Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. **In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin.** Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there.

For information on citation and documentation styles (MLA, APA, Chicago, IEEE, etc.), visit the Student Success Centre resource links at <https://ucalgary.ca/student-services/student-success/writing-support> or the Purdue Online Writing Lab (OWL) Research and Citation Resources at [https://owl.purdue.edu/owl/research\\_and\\_citation/resources.html](https://owl.purdue.edu/owl/research_and_citation/resources.html)

If you need help with your writing or have questions about citing sources, please consult your instructor or visit the Student Success Centre, 3<sup>rd</sup> floor, Taylor Family Digital Library. To book an appointment, go to [https://ucalgary.ca/student-services/student-success?utm\\_source=ssc&utm\\_medium=redirect&utm\\_campaign=redirect](https://ucalgary.ca/student-services/student-success?utm_source=ssc&utm_medium=redirect&utm_campaign=redirect)

### **Instructor Intellectual Property & Copyright Legislation**

Course materials created by the instructor (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the same course section and term may be allowed under fair dealing. Check with the instructor if you have any questions about sharing materials with classmates.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **Academic Misconduct**

For information on academic misconduct and its consequences, please see the *University of Calgary Calendar* at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **Research Ethics**

Whenever you perform research with human participants, including surveys, interviews, or observations as part of your university studies, you are responsible for obtaining research ethics approval and for following university research ethics guidelines. In some cases, your instructors may apply for course-based research ethics approval for certain assignments, and in those cases, they must review and approve your research plans and supervise your research. For more information about your research ethics responsibilities, please see <https://arts.ucalgary.ca/research/arts-researchers/resources-researchers-and-instructors/ethics>

### **Deferrals of Course Work and Requests for Reappraisal**

For university regulations and procedures related to deferrals of exams and course work, requests for reappraisals, and other matters, please see the relevant sections in the *University Calendar*: <https://www.ucalgary.ca/pubs/calendar/current/academic-regs.html>

## **Student Support Services and Resources**

Please visit <https://www.ucalgary.ca/registrar/registration/course-outlines> for information about student support services and resources, including Wellness and Mental Health Resources, Student Success programs and services, the Student Ombuds Office, the Student Union, and Safewalk.

For resources on D2L, visit <http://elearn.ucalgary.ca/desire2learn/home/students>. IT support is available at [itsupport@ucalgary.ca](mailto:itsupport@ucalgary.ca) or by calling 403-220.5555.

## **Attendance, Participation, and Classroom Etiquette**

Regular attendance and reading the assigned material, an open mind, as well as your active and meaningful participation is required for this class to reach its fullest potential and to make it a rewarding experience for you and me. Lectures will build on, but not necessarily summarize the assigned reading. I expect you to have critically read the assigned texts, that you are an active participant in class discussions, and that your contributions are informed by the assigned reading.

I expect you to be on time so that other students in the class are not interrupted by your late arrival. During lectures, please make sure not to distract your fellow students in any way. If you have to arrive late or need to leave class early, please sit in the designated sections identified at the beginning of the semester so you can settle down or leave without disrupting others. If you miss a class due to unexpected circumstances, make sure to obtain notes from a class mate.

Please keep in mind that all participants in this class are diverse in terms of their positions in complex social hierarchies organized around social class, race, ethnicity, gender identities and expressions, sexual orientation, age, disabilities, etc. Material discussed in class will at times reflect, at times challenge or even contradict your own life experiences. In an effort to make this course welcoming and safe for all, please interact with all participants (fellow students, the instructor, and guest speakers) professionally and respectfully.

## **E-mail**

Please send emails only from your ucalgary account. Please put your course and section number in your email's subject line. It is courteous to include a proper salutation, your full name, student ID, and a proper closing in the body of your email. All emails will be answered within one business day. I tend to not check or answer emails on weekends. Please e-mail me for administrative purposes only. Questions about the course content, concerns about grades, or personal issues should be discussed in person during my office hours. If you have a specific course-related question, please check the course outline first.

## **Schedule of Lecture Topics and Readings**

A detailed list of topics and assigned readings will be discussed on the first day of class and circulated on D2L. We will begin our discussions with Fleck ([1935] 1979) in week 3 of classes (January 28) if you wish to read ahead.