

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

**ASHA 503 (L01): Capstone Seminar**

**Winter 2021: January 11 to April 15 (excluding Feb. 14-20, 2021)**

**Seminar: Tuesdays 17:00 to 19:45, online via Zoom**

<b>Instructor:</b>	Dr. Annette Tézli
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<b>Email policy:</b>	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 office hours.
<b>Office Hours:</b> (via Zoom)	<b>Mondays 1:00-2:30pm (MST); Wednesdays 10:00-11:30am; and by appointment</b> Please book your appointment* here: <a href="https://calendly.com/atezli">https://calendly.com/atezli</a> * If you cannot keep an appointment, please cancel it to make the slot available to others.

### **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 mid-semester presentation on a topic related to scientific inquiry, and a final presentation related to their honours thesis or disciplinary specialty that builds on the feedback provided for the first presentation.

### **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

No text has been assigned for this course. Students will read primarily academic literature immediately relevant to their own research projects and presentations.

## Course Format

We will meet on Tuesdays at 5:00pm (MST) via Zoom. The main objective of weekly meetings is to discuss research ideas, develop assignment guidelines and grading criteria for upcoming assessments, refine essential skills, facilitate interaction between course participants, and provide mutual support.

You should be prepared to attend weekly meeting regularly and contribute to group discussions and exercises as an active participant. Please notify the instructor in advance if you are unable to attend a meeting. All meetings will be recorded and posted on D2L for those who had miss a session.

The length of our weekly meetings will vary depending on the topic of discussion, but you should be prepared to be present from 5:00pm-7:45pm (MST) on days for which a meeting has been scheduled as per course schedule below.

## Learning Technologies Requirements

In order to be able to fully engage in this course, you should have reliable access to the following learning technology:

- A computer with a supported operating system & the latest security, and malware updates;
- A current and updated web browser;
- A Webcam (built-in or external) for presentations;
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- A stable, reliable Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

## Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g [Student Non-Academic](#)

[Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

### Assignments and Evaluation

	Due Date	% of final grade
<b>Discipline analysis</b>		
1) Topic Proposal	February 2	10
2) Presentation	February 23	15
3) Peer feedback	March 2	5
<b>Research Presentation</b>		
1) Strategy	March 9	15
2) Presentation	March 30	25
3) Peer feedback	April 6	5
<b>Learning reflection</b>	April 20	25

**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.

#### Discipline Analysis (30% in total)

This research assignment will give you the opportunity to conduct a critical investigation of your own discipline's key ideas, central controversies, and limitations. There are 3 components to this assignment:

- 1) You will submit a 2-page topic proposal that identifies the focus of your analysis as well as list of 10 peer-reviewed, academic journal articles to support your arguments.
- 2) You will share the results of your analysis with the rest of the class via a pre-recorded 15-minute presentation.
- 3) You will watch your peers' pre-recorded presentations and provide constructive feedback to help them prepare for the research presentation. To make the workload manageable, we will randomly form 2 teams for the review process.

We will discuss possible presentation formats and collaboratively develop assignment guidelines in class. Further, we will discuss the peer review process as well as feedback and grading criteria for your peer feedback in detail in class. Guidelines and assignment resources will be posted on D2L.

### Research Presentation (45% in total)

The objective of the 20-minute research presentation is to present insights related to your honours thesis or disciplinary specialty, in full or in part, to a non-expert audience. There are 3 components to this assignment:

- 1) You will submit a 3-page presentation strategy in which you detail what information your presentation will convey, how you will present your insights, and how you will ensure your presentation is suitable for a non-expert audience.
- 2) You will present the results of your analysis to your peers.
- 3) You will watch your peers pre-recorded presentations and provide constructive feedback. To make the workload manageable, we will randomly form 2 teams for the review process.

### Learning Reflection (25%)

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. In this assignment, you will describe key learning experiences, analyze them, and identify specific changes in your thinking or conduct as a consequence of your learning. All arguments should be supported by evidence, so make sure to document your insights throughout the semester. Detailed assignment guidelines and permissible formats to present your insights will be discussed in class and circulated on D2L.

### **Final Exam Information**

There will be no registrar-scheduled final exam for this course. All graded course work must be completed no later than April 20, 2021.

### **Submission of Assignments**

Please note that all assignments must be submitted at the beginning of class via D2L on the day they are due as indicated in the course schedule. The assignment guidelines will specify where exactly on D2L to submit assignment.

**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. That said, the ongoing pandemic and the transition to online learning can create exceptional challenges for some when it comes to completing scheduled assessments on time.

If you cannot submit an assessment as scheduled in the course outline, you must notify the instructor immediately. If the reason provided for the absence is acceptable, you will work on a new, reasonable deadline with the instructor. Assignments not

submitted within 7 calendar days of the due date without notifying the instructor or explicit approval of an extension will automatically receive a grade of 0.

*Deferred Term Work Form:*

Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at:

<https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.pdf>

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre ([ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca)) for approval by the Associate Dean.

### **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
<b>A+</b>	96 – 100%	4.0	Outstanding performance
<b>A</b>	90 – 95.99%	4.0	Excellent-superior performance
<b>A-</b>	85 – 89.99%	3.7	Approaching excellent performance
<b>B+</b>	80 – 84.99%	3.3	Exceeding good performance
<b>B</b>	75 – 79.99%	3.0	Good performance
<b>B-</b>	70 – 74.99%	2.7	Approaching good performance
<b>C+</b>	67 – 69.99%	2.3	Exceeding satisfactory performance
<b>C</b>	60 – 64.99%	2.0	Satisfactory performance
<b>C-</b>	55 – 59.99%	1.7	Approaching satisfactory performance
<b>D+</b>	53 – 54.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
<b>D</b>	50 – 52.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
<b>F</b>	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.

## Proposed Course & Assignment Schedule

January 12	Welcome and Introductions
January 19	Ways of Knowing
January 26	The Social Construction of Scientific Knowledge
February 2	Giving Effective Presentations <i>Discipline Analysis Topic Proposal due by 5:00pm (MST) via D2L</i>
February 9	Providing Constructive Peer Feedback
<b>February 16</b>	<b>Midterm break, No Course Meeting</b>
February 23	Presentations: Watch independently via D2L, No course Meeting <i>Discipline Analysis Presentation due by 5:00pm (MST) via D2L</i>
March 2	Finding a Presentation Focus <i>Presentation Peer Feedback due by 5:00pm (MST) via D2L</i>
March 9	Making Scientific Knowledge Accessible <i>Research Presentation Strategy due by 5:00pm (MST) via D2L</i>
<b>March 16</b>	<b>Wellness week, No Course Meeting</b>
March 23	Communicating Scientific Knowledge Effectively
March 30	Presentations: Watch independently via D2L, No Course Meeting <i>Research Presentation due by 5:00pm (MST) via D2L</i>
April 6	Reflecting on Learning <i>Presentation Peer Feedback due by 5:00pm (MST) via D2L</i>
April 13	Conclusion
April 20	<i>Learning Reflection due by April 20, 5:00pm (MST) via D2L</i>

### Important dates for the Winter 2021 semester:

January 11	First day of classes
January 21	Last day to drop a class without financial penalty
January 22	Last day to add/swap a course
February 14-20	Midterm break – no classes
April 2	Good Friday – Statutory holiday
April 5	Easter Monday – No classes
April 15	Last day of classes, last day to withdraw from a course