# ASCI\*1120, Course Outline: Winter 2017

## General Information

**Course Title: Society and Inquiry II**

**Course Description:**

Through a series of historical and/or current case studies, students will continue to explore the ways in which social forces shape inquiry. Students will learn to balance the weight of evidence from multiple sources and present those findings both orally and in writing.

**Credit Weight: 0.5**

**Academic Department (or campus): Bachelor of Arts & Sciences**

**Semester Offering: Winter 2017**

**Class Schedule and Location: Mondays & Fridays 3:30-4:20, Landscape Architecture (LA) 204**

## Instructor Information

Instructor Name & Location: Pat Barclay, Mackinnon 3009 (Mack extension)

Instructor Email: [barclayp@uoguelph.ca](mailto:barclayp@uoguelph.ca)

Office hours: Drop-in Tues 1:15-2:30 & Fri 1:30-3:20 in 3009 Mackinnon, no appointment needed. Additional office hours available by appointment (incl. Skype or phone)

## GTA Information

GTA Names: Malissa Bryan, Mark Sholdice, Rebekah Aloisio

GTA Email: [mbryan@uoguelph.ca](mailto:mbryan@uoguelph.ca), [msholdic@uoguelph.ca](mailto:msholdic@uoguelph.ca), [rebekah@uoguelph.ca](mailto:rebekah@uoguelph.ca)

GTA office location and office hours: by appointment

## Course Content

### Specific Learning Outcomes:

Please refer to the [University of Guelph’s Learning Outcomes](http://www.uoguelph.ca/vpacademic/avpa/outcomes/) for elaboration:

1.1 Critical & Creative Thinking: Inquiry/Analysis (Level 1: Introduce)

1.3 Critical & Creative Thinking: Creativity (Level 1: Introduce)

1.4 Critical & Creative Thinking: Depth and Breadth of Understanding (Level 1: Introduce)

2.1 Literacy: Information Literacy (Level 1: Introduce)

2.3 Literacy: Technological Literacy (Level 1: Introduce)

4.1 Communicating: Oral Communication (Level 1: Introduce)

4.2 Communicating: Written Communication (Level 1: Introduce)

4.3 Communicating: Reading Comprehension (Level 1: Introduce)

4.4 Communicating: Integrative Communication (Level 1: Introduce)

5.1 Professional & Ethical Behaviour: Teamwork (Level 1: Introduce)

5.4 Professional & Ethical Behaviour: Leadership (Level 1: Introduce)

### Lecture Content:

The course will consist of two 50-minute lectures per week by the professor on related topics (see schedule of topics for approximate content), plus one 50-minute seminar per week. The lectures will also include workshops from Learning Services on topics like searching for information and effective writing. The seminars will include discussions, as well as group work and presentations.

### Labs: None

### Seminars (tutorials):

Please note that there are no seminars in the first week of classes.

0101: Mondays 10:30-11:20 in MINS 128 (TA: Rebekah Aloisio)

0102: Mondays 10:30-11:20 in MINS 101 (TA: Malissa Bryan)

0103: Wednesdays 3:30-4:20 in MINS 128 (TA: Mark Sholdice)

0104: Wednesdays 3:30-4:20 in MINS 101 (TA: Malissa Bryan)

0105: Tuesdays 1:30-2:20 in MCKN 306 (TA: Rebekah Aloisio)

0106: Tuesdays 1:30-2:20 in MINS 128 (TA: Mark Sholdice)

### Course Assignments and Tests:

| **Assignment or Test** | **Due Date** | **Contribution to Final Mark (%)** | **Learning Outcomes Assessed** |
| --- | --- | --- | --- |
| **Tutorial Participation** | **In tutorial** | **10%** | **1.1, 4.1, 4.4** |
| **Submitting Tutorial Questions** | **24h before each of your tutorials** | **10%** | **1.1, 1.3, 4.3, 5.4** |
| **In-class essay #1,# 2 & #3** | **Written in class Fri Feb 10, Fri Mar 3, & Fri Mar 24** | **10% each (30% total)** | **1.1, 1.3, 1.4, 2.1, 4.2** |
| **Group presentation** | **In tutorial between Feb 27 - Apr 7 (dates assigned in seminar)** | **20%** | **1.1, 1.3, 1.4, 2.1, 2.3, 4.1, 4.4, 5.1, 5.4** |
| **Reflection on essay 1** | **Fri Feb 17th, in class (3:30)** | **2%** | **1.3, 4.2** |
| **Reflection on group presentation** | **In tutorial one week after your presentation** | **3%** | **1.3, 4.2, 5.1, 5.4** |
| **Final Exam** | **Wed Apr 19, 2:30-4:30** | **25%** | **1.1, 1.3, 1.4, 2.1, 4.2, 4.4** |

Additional Notes:

Tutorial Participation (10%): The tutorials offer you a chance to discuss the course issues in a more “conversant” style than offered in large lectures. This is also a good opportunity to share your insight and comments. This will also be where your group presentations will be done. More information about the format of the tutorials is available on a separate handout and from your TAs in the first week of tutorials.

Submitting Tutorial Questions (10%): As important as the ability to find information and provide answers, is the ability to ask intelligent, insightful, productive questions. Art begins with questions imagined. Research cannot begin without good questions. Science does not progress if good questions are not asked. As such, a portion of the grade in the tutorial section of the course will be given for asking good questions. For each tutorial, students will be required to write out and send questions based on the readings to their TA prior to the tutorial and bring them to tutorial. Please submit them to the Dropbox on Courselink 24 hours before your tutorial starts.

In-Class Essays: These essays will be written in-class: in addition to being a normal assignment, writing it in class functions as a writing exercise to help you plan and structure essays. You are expected to create an outline for your essay *before* class, which you should bring in with you and fill in the sentences in class. Your outline should be a hard copy of anything **other than a completed essay.** The instructor and TAs will examine what you have brought to ensure that it is not a complete essay: it can be a point-by-point layout of each paragraph, including what the main point of each paragraph will be and what each sentence will be (& how it supports the point of the paragraph), but it cannot include full sentences. Imagine it as coming into class with a “skeleton” of an issue, where each point is carefully positioned within its paragraph like a bone within the skeleton, whereupon in class you put the flesh onto the skeleton to create your full essay. You will hand in your outline along with your written essay, and will be graded on your outline as well as your actual essay. See the handouts for these essays.

If you know in advance that you cannot attend the in-class essay, contact me at least **one week in advance** to reschedule. I will reschedule times that work for the most people, and these will normally occur within 2-3 weekdays of the original writing date. If you contact me more than three days after the normal writing date, you must provide documentation for medical or compassionate grounds.

Final examination date and time: Wed April 19th, 2:30PM-4:30PM (location TBA)

## Course Resources

### Required Texts:

Thomas Gilovich, *How We Know What Isn’t So*. Free Press, 1993.

In addition to this book, there will also be required readings (e.g., journal articles) to correspond to each class (see schedule of topics). These are posted on Courselink.

### Other Resources:

I have placed a copy of How We Know What Isn’t So on reserve at the library, and have posted the additional articles and links on Courselink.

## Course Policies

### Grading Policies

Tutorial questions must be submitted on Courselink at least 24 hours before your tutorial; late questions will not be counted. If you miss an in-class essay, please contact me as soon as possible to arrange an alternative time; please provide documentation. If you miss a tutorial, please contact your TA as soon as possible to get excused from participation that class; multiple absences will require documentation.

We will use peer-evaluation for group projects: each group member will privately divide 100 points among all group members according to each person’s contribution to the group’s products, and will state who contributed what to the process as well as the product. If there is some agreement that some people have contributed much more or less than other group members, then those people’s grades for the group project will be adjusted up or down accordingly. However, the rest of the group’s grades will be unaffected; this allows people to reward strong contributors without harming their own grade, and prevents them from penalizing others to try and increase their own grade.

Regrades: I will gladly entertain requests for a regrade on any written assignment, but your request must be put in writing. I will regrade it personally, and the new grade stands whether it is higher or lower than the original. Please see the following for details:

I am happy to discuss our comments or grades with you. Please feel free to come by office hours or arrange a time to meet. During this meeting, we can discuss the ideas, clarify what the comments meant, and give tips for improvement. However, I will not change any grades during the actual meeting... only in response to a written justification. If you do disagree with your grade, or feel that a TA has grossly misinterpreted something you have written, I will gladly entertain requests for a re-grading. To request a regrade, the reasons for your request (and your argument as to why you deserve a higher grade) *must* be clearly spelled out in writing and submitted along with the test/logs. This takes the emotion out of the process and makes it so that the grade is assigned based on what is actually written. To request a re-grade, submit in writing a re-grade request along with the graded work.

A word of caution: I re-grade the entire assignment (e.g. written work plus outline) rather than just a specific section of your choice, and the new total grade will hold. This could cause your grade to go up or down or stay the same, depending on whether the second reading (and consideration of your rationale) is more or less favourable than the first. As such, I would advise against using this option to “dig” for extra points unless you legitimately feel that you have been misinterpreted or unjustly graded. I am open to the possibility having made a mistake – we are all human – but we must all accept the possibility that the mistake could have worked against you or in your favour. If you **do** legitimately feel that you have been misinterpreted or that I missed your point or graded it too harshly, then by all means submit your rationale for a regrade.

Because I will re-grade the whole assignment, you will want to look at *all* the sections: it is possible that you have been graded too hard on one section but too easy on another (e.g. a misinterpretation that gives you the benefit of the doubt). These misinterpretations for and against you should balance out on average, and if they do then you would receive the grade you actually deserve (but for different components than expected). By requesting a re-grade, you would be arguing that overall you have been misinterpreted for the worse more often than you have been misinterpreted for the better, such that you deserve a higher grade overall. You can’t just pick the sections that worked against you; you have to look at all of them. By requesting a re-grade, you are saying that your overall grade is lower than you deserve, and I will be the final arbiter of what you actually deserve as an overall grade. As such, you may want to talk to me about your overall score in order to get an overall assessment on **all** sections (not just the ones where you disagree with the grade). I have certainly agreed with many re-grade requests in the past, and if you have a legitimate complaint overall then I will probably agree with you. At the same time, I am merely asking that you recognize the possibility that you actually deserve a lower grade overall because some sections of the assignment were graded higher than they should have been. As such, resubmitting will give you the overall grade you deserve… whether this is higher or lower than the original.

Before submitting a regrade request, please consider the following. When grading, I approach each paper with the expectation that it will be average. Grades advance or drop depending on both content and style; for an A-/A-/A+, the paper must impress me with exceptional thoughtfulness, reasoning, and presentation. “A” papers involves hard (but rewarding) work! A solid “B” is a mark of achievement which reflects critical reasoning and/or thorough research and solid writing skills. Please refer to Chapter VIII of the Undergraduate Calendar for descriptions of what constitutes an A, B, C, D, & E.

[Undergraduate Grading Procedures](https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-grds-proc.shtml)

### Course Policy on Group Work:

The group project is expected to be a collaboration between group members. If your group has difficulties, please try to work them out yourselves first. If you have difficulty doing so, then please consult me after you attempt to work it out yourselves.

For your written work, you are encouraged to discuss ideas with others to sharpen your arguments – this is collaborative learning. However, you may not collaborate on the actual writing of the essay.

### Course Policy regarding use of electronic devices and recording of lectures:

Because we want students to feel free to voice their opinions and raise questions on challenging topics, electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

## University Policies

### Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Academic Consideration, Appeals and Petitions](http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml)

### Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](https://www.uoguelph.ca/registrar/calendars/undergraduate/2014-2015/c08/c08-amisconduct.shtml)

### Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the [Student Accessibility Services](https://www.uoguelph.ca/csd/) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email csdexams@uoguelph.ca or the [Student Accessibility Services Website](https://www.uoguelph.ca/csd/)

### Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](https://courseeval.uoguelph.ca/ceval_CEC.php) **.**

### Drop date

The last date to drop one-semester courses, without academic penalty, is Fri. March 10th 2017. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c03/index.shtml).

[Current Undergraduate Calendar](https://www.uoguelph.ca/registrar/calendars/undergraduate/current/)