



ASCI*4010 Arts and Sciences Honours Research

Seminar

Winter 2022

Section(s): 01

College of Arts

Credit Weight: 1.00

Version 1.00 - January 07, 2022

1 Course Details

1.1 Calendar Description

Under faculty supervision students will devise and research a topic, and then plan, develop, peer-edit and complete a major paper. Designed to function as a senior-level writing seminar, this course is particularly recommended to students who plan to pursue graduate study and who have a cumulative average of at least 75%.

Pre-Requisites: 12.00 credits, including (1 of ASCI*3000, ASCI*3100, ASCI*3200, ASCI*3700); cumulative average of 75%

Restrictions: ASCI*4000. Registration in the BAS degree program.

1.2 Course Description

Wednesdays 11:30-2:30, starting online synchronous delivery via Zoom (accessed through Courselink), and/or MCKN 307

Under faculty supervision, students will plan, develop, peer-edit, and complete a major paper on a research topic selected in consultation with the faculty supervisor, which follows a general theme chosen by the student and approved prior to the commencement of the course. This course is designed to function as a senior-level writing seminar and is particularly recommended to students who wish to pursue graduate study.

Due to COVID restrictions, this course will start for at least the first two weeks as an online synchronous delivery course (Wed 11:30-2:20), using Zoom available through Courselink. The Zoom link will be posted in News, and is also available under Content. Depending on COVID numbers and school closures, the course may continue online for longer - students should be prepared for online delivery the whole semester. However, classes may shift to face-to-face if it is safe to do so; if so, the face-to-face classes will be in MCKN 307. The instructor will notify the class if we will shift to face-to-face.

1.3 Timetable

Timetable is subject to change. Please see WebAdvisor for the latest information.

1.4 Final Exam

There is no final exam for this course, just a final paper.

2 Instructional Support

2.1 Instructional Support Team

Instructor:	Dr. Patrick (Pat) Barclay (PhD)
Email:	barclayp@uoguelph.ca
Telephone:	unavailable due to COVID - use e-mail/Zoom
Office:	unavailable due to COVID - use e-mail/Zoom
Office Hours:	Drop-in office hours will be held on Zoom (accessed through CourseLink) on Wednesdays 9:30-10:30 and 2:30-3:00 (no appointment necessary), other office hours available by appointment. You are strongly encouraged to meet with me occasionally for individualized feedback. Due to COVID restrictions, I cannot be in my office or access my office phone - please contact me by e-mail or come to the drop-in Zoom office hours.

3 Learning Resources

Required Texts: none. Students will be conducting independent research.

Recommended Texts: none. Students will be conducting independent research.

3.1 Additional Costs

Additional Costs: none.

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. pose and solve problems by drawing on and integrating the protocols and methods of the

- humanities/social sciences and sciences
2. communicate in both oral and written forms for both academic and general audiences
 3. conduct research using both traditional and electronic sources in both humanities/social sciences and scientific contexts
 4. demonstrate creative and analytical thinking and use of knowledge
 5. address the complexities and uncertainties of knowledge with both creativity and vigour
 6. integrate academic work and broader issues of global citizenship through experiential learning

4.2 ASCI Learning Outcomes

All the instructors in the core of ASCI courses fully expect that you will look back on your 4 years here and agree that you have met those outcomes. But each course will not address every outcome. Nor will each instructor make the same kinds of bridges between the 'Arts' (i.e., the Humanities and Social Science) and Science. We each have very different ranges of expertise and skill sets – that is one of the strengths of the program. Initially you as a student might have some difficulty seeing how each ASCI course fits into the bigger picture of the complete list of Learning Outcomes. So the purpose of this section is to show you how this course provides you with one piece of a larger puzzle that you will complete by Year Four. As you go through the ASCI courses and gain new pieces, the whole puzzle will unfold.

5 Teaching and Learning Activities

5.1 Lecture Content:

- Jan 12: Introduction to course
 - Jan 19: Library workshop: Locating & Assessing Sources (Dave Hudson from library)
 - Jan 26: Self-directed research
 - Feb 2: Writing workshop: Developing & Refining Arguments – Writing a Strong Essay
 - Feb 9: Presentation workshop (Learning Services): Effective Oral Communication
 - Feb 16: Student presentations of projects: aim to have your research be >50% complete
 - Feb 23: READING WEEK (no class)
 - Mar 2: Student presentations of projects: aim to have your research be >75% complete
 - Mar 9: Poster workshop 1 (Learning Services): Creating Research Posters
 - Mar 16: Writing workshop: Effective Written Communication
 - Mar 23: Poster workshop 2: bring a draft of your poster for comments on the poster and your presentation of it
 - Mar 30: ASCI*4010 Online Poster Session.
 - Apr 6: Peer-Reviewing Session: have draft of your final paper ready for others to comment on
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6 Assessments

There is no final exam.

6.1 Assessment Details

Participation in class (10%)

Date: Weekly in class

Includes participation in class and questions/feedback on other students' presentations (oral presentations & poster drafts).

Progress reports (10%)

Date: 11:59PM every Tues (except week 1)

Every week, you must write a short paragraph (100-300 words) describing your progress. Be as specific as possible... "I read 6 papers" is better than "I read some papers". Must be submitted on Courselink's Dropbox before midnight every Tuesday evening. Late assignments will be penalized 20% per day. I will take your best 10 progress reports out of 11, so you have one week to go easy. If you miss two progress reports in a row, you must meet with me to continue in the course.

Detailed outline (5%)

Due: Wed, Feb 9, 11:30 AM

Skeleton outline of your proposed project, approx. 1 page single-spaced, which outlines all major planned sections (e.g., intro, 2-6 body sections, conclusions), all planned subsections and sub-subsections, estimated word counts for each part to display relative weights, and number of references currently read in each part (some sections may be zero at time of writing, if other sections are well-researched). You are not bound to stick to your detailed outline, but it can help in your planning. You may re-use this outline as a Table of Contents in final paper (but are not obligated to do so).

Oral presentation (15%)

Date: In class, Wed Feb 16 or Wed March 2 (TBD in class 1)

Present your individual project in class on Wed Feb 16th or Wed March 2nd. The schedule will be determined in the first class.

Reflection on Arts & Science Deconstructed Conference (2.5%)

Date: Wed, Mar 16, 11:30 AM

You will be asked to attend some of the talks in the Arts & Science Deconstructed Conference on March 7th & 9th and reflect on the content. This reflection is to be about one single-spaced page (~300 words).

Poster & poster presentation (10%)

Due: Wed, Mar 30, 11:30 AM - 2:30 PM, online or TBD

Present your research in poster form. Poster-making workshop and assistance will be offered. No prior experience required!

Peer-review exercise (5%)

Due: Wed, Apr 6, In class

Participation in a peer-review exercise in class on April 6th

Reflection on Course (2.5%)

Date: Fri, Apr 15, 11:59 PM

You are to reflect on your learning in this course and how your skill development relates to the course's Learning Objectives. This is to help you develop awareness of your growth.

This reflection is to be about one double-spaced page (~300 words) and is due two days after you submit your final paper (i.e., Fri Apr 15th before midnight).

Final paper (40%)

Due: Wed, Apr 13, 11:59 PM

8,000-9,000 words, *not including* references (APA style preferred). Due in Courselink's Dropbox & e-mailed to the professors by Wednesday April 13th *before* midnight. **Late papers will not be accepted without prior agreement of the professor.**

The final paper should have:

- Title page with name, title, and word count
- Abstract (100-200 word summary of research question & findings)
- Table of Contents: this not only helps the reader, but also helps you ensure that all subheadings are at the same "level"
- Main text of 8,000-9,000 words, *not including* references. You may use subheadings as appropriate, or tables and figures if needed, but you are not obligated to do so. Tables and figure captions count towards the word count.
- Reference section with all cited works (APA style preferred); this is not included in the word count
- Format: 12-point Times New Roman, double-spaced, 1" or 1.25" margins, page numbers, and running head (unless your topic explicitly requires you to deviate from this format)

Note on the length: "padded" writing (i.e., verbosity) and omitted info (i.e., insufficient elaboration) are both things to avoid. Which is worse: "padding" or omitting information? It depends on whether your paper is short or long. At <8,000 words, I'm slightly more accepting of "padding" and verbose writing, but I'm less tolerant if you omit arguments or should have elaborated more on something... there's no excuse for omitting it if you had the space to elaborate. Conversely, at >9,000 words the conciseness is more important and I'm less tolerant of padding (because you don't need "filler"), but I'm more tolerant if you didn't elaborate as much on something due to space constraints. But most of all: **the tighter the prose, the less concerned I am with the exact word count.** I'd rather have 7,500 well-written and concise words than that same 7,500 + 1,000 words of padding just to make it between 8,000-9,000. Similarly, I'd prefer 10,000 well-written and concise words where every word and section is necessary, rather than have 9,000 words that are unclear because crucial evidence or definitions or links or elaborations are missing.

6.2 What are presentations like?

Typical in the life sciences, the lab meeting is a weekly (or otherwise) meeting where members of a lab gather to watch presentations from colleagues regarding their research projects. The presenters are in the midst of their research, so they present the background and their most up-to-date findings. There is no expectation for the project to be complete. Instead, this is a forum where the presenter can benefit from feedback from the audience, as helpful insight can be incorporated into the ongoing research. The presenter can even present problems that he or she has encountered and solicit suggestions from the audience. Non-presenters are encouraged to ask questions and offer constructive criticism.

Presentations are about 12 minutes long (if >16 students, or 15 min if <16 students), followed by time for comments and questions. Presenters should have a slide presentation (e.g., PowerPoint, Prezi). Additional materials like handouts are options. An effective presentation engages the audience—speaks at the right level of knowledge/expertise, provides background context for why the project is interesting and/or important, and explains the research clearly, thereby motivating the audience to critically think about the project and offer feedback.

Do NOT go over your allotted presentation time. We may have a relatively tight presentation schedule due to the large class size. When we have fewer than 16 students, we can have 15 min presentations. With more than 16 students registered, we have to make presentations shorter (12 minutes), and even so the timeline is a little tight. Given these time constraints, it would be unfair to other students if you used up their time on your oral presentation. In order to be fair to other students, I *will* cut you off if your oral presentation is far too long and encroaches on others' time. Please don't make me do this.

Some tips for a successful lab meeting presentation:

<http://www.lifetechnologies.com/us/en/home/communities-social/blog/blogs/lab-meeting-presentations.html>

7 Course Statements

7.1 Grading Policies

Progress reports, detailed outlines, and final papers should be submitted on Courselink by the deadlines listed above. Please also bring a hard copy of your detailed outline to class on the due date. Late progress reports and detailed outlines will be penalized 20% per day or portion thereof without prior written agreement by the instructor. ***Final papers will not be accepted late without prior agreement of the instructor*** (this is due to time constraints for grade

submission). For participation grades, if you must miss a week, please let me know so I can reweight participation to the other weeks (no documentation required for 2 or fewer absences). Students who miss their oral presentation, poster presentation, or peer-review exercise must have appropriate documentation, otherwise a zero will be assigned. You are expected to have something for a draft of your poster for the second poster workshop (March 23rd) and of your final paper for the peer-review exercise (Apr 6th): these need not be finished products, and there are no points assigned to these drafts, but if you come with nothing then your final product will be graded down.

7.2 Group Work

You are welcome to ask others for advice, or to have them comment on drafts of your work or practice presentations... this is how research often works. However, you must prepare all writing and presentations yourself. After all, this is a course on conducting independent research!

7.3 Electronic Devices and Recording of Lectures

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.

7.4 Turnitin

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. 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.

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

8 University Statements

8.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

8.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

8.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

8.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

8.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

For Guelph students, information can be found on the SAS website
<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website
<https://www.ridgetownc.com/services/accessibilityservices.cfm>

8.6 Academic Integrity

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 encourages academic integrity. 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.

Undergraduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

8.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

8.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>

8.9 Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

8.10 Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g.. final exam or major assignment).

8.11 Covid-19 Safety Protocols

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.
