



UNIVERSIDAD SAN FRANCISCO DE QUITO
SCHOOL: CIENCIAS SOCIALES Y HUMANIDAD

Semester: 202120 - Segundo Semestre 2021/2022
Schedule: MJ 14:30 - 15:50 (Aula H-221)

INSTRUCTOR/TEACHER INFORMATION

Professor: Troy E. Spier
Email tspier@usfq.edu.ec
Office: H101A
Office Hours: By Appt.

COURSE INFORMATION

Course: ESC-2002E – RESEARCH WRITING
NRC: 4336
Credits: 3
Prerequisites: Verify prerequisites in Banner academic system.
Corequisites: The course doesn't have co-requisites.

COURSE DESCRIPTION

This course provides a multidisciplinary approach to the theory and practice of academic research writing. Building on academic writing and rhetorical analysis skills gained in foundational writing courses, this class aims specifically to develop your skills as a scholarly researcher. Along the way, you will learn to craft focused research questions, examine existing scholarship, write effective research proposals, and develop your own potential intervention in an academic discipline.

COURSE LEARNING OUTCOMES

#	Learning Outcomes	Level
1	Analyze the main argument, purpose, and audience of academic sources.	Medio
2	Evaluate sources' credibility and relevance.	Medio
3	Apply conventions of different research-based genres of writing.	Medio
4	Develop an effective research process.	Medio

5	Articulate a viable research proposal.	Medio
6	Integrate academic sources into a sustained research project.	Medio
7	Revise research writing for coherence and cohesion.	Medio
8	Edit research project according to specific academic style/conventions.	Medio

COURSE CONTENTS

- ◇ Rhetorical analysis of academic texts
- ◇ Searching academic databases
- ◇ Research writing conventions across disciplines
- ◇ Peer-review methodology
- ◇ Principles of scholarly essay organization
- ◇ Research questions
- ◇ Proposal writings
- ◇ Ethics of scholarly research
- ◇ Citation methods
- ◇ Conventions of academic style

METHODOLOGY FOR THE INTEGRATION OF THEORETICAL AND PRACTICAL CONTENTS

The teaching methodology used in all courses at USFQ follows the liberal arts philosophy: encourage dialogue and enable learning through opportunities to exchange ideas among teachers and students. It is expected that all the theoretical content courses explore potential applications to professional practice and work contexts through the integration of diverse activities and simulations that foster the contextualized understanding of concepts using reality and professional practice as frames of reference.

ASSESSMENT

As indicated in the table below, there are four major areas in which you will be assessed during this semester: attendance/participation, response papers to the readings, formal written assignments, and the project presentation. For the written assignments, you will want to pick a topic about which you feel passionate and already have at least some prior knowledge; otherwise, it will be incredibly difficult and time-consuming to complete these tasks.

Type	General Description	% of Grade
Attendance/Participation	Active, daily participation Peer feedback days	10% 5%
Response Papers (15)	Written responses to the assigned readings. Submitted no later than the start of each session.	20%

Written Assignments (5)	Book Review	7.5%	60%
	Research Proposal	10%	
	Literature Review	12.5%	
	Research Project	20%	
	Wikipedia Project	10%	
Project Presentation	A eight- to ten-minute presentation to the class about your research paper and Wikipedia project.	5%	

GRADING SCALE

Codigo	Equivalencia	Puntaje	Rango y Observaciones
A	Sobresaliente	4	91-100%
B	Bueno	3	81-90.99%
C	Regular	2	71-80.99%
D	Deficiente	1	61-70.99%*
F	No aprueba el curso	0	≤60.99%

* Aceptable a nivel de grado para materias de Colegio General, a menos que la materia requiera otra nota superior. La nota D no es aprobatoria para materias de posgrado ni de carrera, aunque además satisfaga un requisito de Colegio General.

DESCRIPTION OF ASSESSMENT CATEGORIES

15% of your grade will be determined by your daily attendance and participation. This includes not only coming to class on time, but also helping us construct our understanding of the text(s), practicing during in-class activities, asking questions where needed, and generally becoming a fully functional member of our academic community. Although I understand that some of us might be shy, we can all find at least a few opportunities in which we feel comfortable participating every session, particularly because this is a small class. If you find that you need to miss a session and have the appropriate medical and/or funeral-related documentation, please feel free to speak to me privately. Ultimately, the message is this: You can't learn the material if you aren't here; if you could, you wouldn't need me! 😊

20% of your grade will be determined by your responses to the readings, which will be submitted on D2L before class begins. These responses ensure that we have completed and engaged with the readings prior to arrival in the classroom, enabling us to be able to undertake full-class discussions. These must be submitted no later than the start of the session, should be no fewer than two-hundred (200) words, should clearly identify particular (implicit or explicit) arguments from the readings, engage with and effectively cite textual evidence, and present two final question for continued consideration. The two questions do **not** contribute toward the length requirement. If we have more than one reading for a given session, your response should address them all. You may exceed the length requirement, but you will not receive credit for responses that fall below the minimum.

7.5% of your grade will be determined by your book review. This assignment will be three to four pages in length. The primary rhetorical modes of this written assignment are illustration/exemplification, comparison-contrast, and argumentation. This piece of writing will require you to read a published book in your area of interest and/or specialty, after which point you will write a review that includes a summary of each chapter and a critical review of the book that may involve consultation with external sources for comparison.

10% of your grade will be determined by your research proposal. This assignment will be four to five pages in length and require you to submit the topic for your semester research project, the accompanying thesis statement, the rationale for your project, the rough outline of the paper, and the stylesheet you intend to use (MLA, APA, or Chicago/Turabian) for formatting, in-text citations, and references.

12.5% of your grade will be determined by your literature review. This assignment will be five to seven pages in length and will enable you to identify, justify, summarize, and cite a minimum of ten external sources to be used in your research project. As a result, while this will be the easiest 'essay' to write for this class, it does require a greater amount of preparation, as you will be locating, reading, evaluating, and contemplating information found in a variety of traditionally academic sources: journal articles, books, and book chapters. Anything else must be approved beforehand. Your formatting, in-text citations, and final references must follow the stylesheet you selected for the research proposal (MLA, APA, or Chicago/Turabian).

20% of your grade will be determined by your research project. This assignment will be seven to ten pages in length and must follow the standard content arrangement for a typical journal article or book chapter in your field; additionally, the formatting, in-text citations, and final references must follow the stylesheet you selected for the research proposal (MLA, APA, or Chicago/Turabian). The research project should demonstrate sustained, independent, scholarly engagement with a topic, issue, or problem. This might sound daunting, but don't worry: Our readings and in-class sessions will make this a very manageable task to undertake.

10% of your grade will be determined by your Wikipedia project. This assignment does not have a length requirement; instead, it is accompanied by five separate research and writing tasks that will be announced, discussed, and developed in class. The schedule dedicates four days toward the completion of this project, *so only limited work outside of the classroom should be required if you are present.*

LIBRARY BIBLIOGRAPHY

The following book is required by the university for this course. Although we will not need it exclusively during the first two weeks, you should order it immediately to ensure its timely arrival.

Booth, Wayne C. et al. 2008. *The Craft of Research*. Chicago, IL: The University of Chicago Press.

COURSE BIBLIOGRAPHY

In an attempt to limit expenses for this course, any other reading materials will be provided as PDFs on a Google Drive organized by week. These arrive from a variety of anthologies, textbooks, and online publications, including those listed below. You might find some of these to be particularly useful for your career; however, **you are not required to purchase any of them**. Nonetheless, these will inform the in-class lessons.

- Amdur, Robert and Elizabeth A. Bankert. 2011. *Institutional Review Board: Member Handbook (3rd Ed)*. Sudbury, MA: Jones and Bartlett Publishers.
- Barros, Luiz Otávio. 2016. *The Only Academic Phrasebook You'll Ever Need: 600 Examples of Academic Language*. Los Gatos, CA: Smashwords Edition.
- Bergstrom, Carl T. and Jevin D. West. 2020. *Calling Bullshit: The Art of Skepticism in a Data-Driven World*. New York, NY: Random House.
- Dollahite, Nancy E. and Julie Haun. 2012. *Sourcework: Academic Writing from Sources (2nd ed)*. Boston, MA: Heinle, Cengage Learning.
- Glasman-Deal, Hilary. 2010. *Science Research Writing: For Non-Native Speakers of English*. London, UK: Imperial College Press.
- Greene, Anne E. 2013. *Writing Science in Plain English*. Chicago, IL: The University of Chicago Press.
- Harmon, Joseph E. and Alan G. Gross. 2010. *The Craft of Scientific Communication*. Chicago, IL: The University of Chicago Press.
- Lipson, Charles. 2006. *Cite Right: A Quick Guide to Citation Styles--MLA, APA, Chicago, the Sciences, Professions, and More*. Chicago, IL: The University of Chicago Press.
- Lunsford et al. 2013. *Everyone's an Author with Readings (Second Edition)*. New York, NY: W.W. Norton and Company.
- Singh, Anneliese A. and Lauren Lukkarila. 2017. *Successful Academic Writing: A Complete Guide for Social and Behavioral Scientists*. New York, NY: The Guilford Press.
- Swales, John M. and Christine B. Feak. 2012. *Academic Writing for Graduate Students: Essential Tasks and Skills*. Ann Arbor, MI: University of Michigan Press.

POLICIES

General

All students taking courses at USFQ must follow the rules for ethics of learning, research, and behavior detailed in the USFQ's [Code of Honor and Coexistence](#). All courses should follow the policies stated in USFQ's [Manual del Estudiante](#).

Classroom Environment/Etiquette

The act of writing is always a deeply personal act, primarily because writing realizes our own ways of perceiving and engaging with the world. In fact, we are all in ESC-2002E to improve our abilities to discriminate among a variety of scholarly opinions and approaches; to locate, evaluate, and synthesize new and old ideas alike; to demonstrate thorough engagement with the writing process; and to undertake our own research projects. As a result, it should be understood that viewpoint diversity is valuable in our classroom, creating a place where we should feel free to express ourselves, to elicit feedback, to share ideas, and, perhaps most importantly, to make

mistakes. However, discrimination and/or hate speech of any kind will **not** be tolerated. We should certainly be critical—but, above all, we must be respectful and kind to others. Finally, if you have a preferred name and/or preferred pronouns, please let me know as soon as possible, e.g. my preferred name is *Tahir* (pronounced *Ta-jir* in Spanish).

Attendance/Participation

Punctual attendance is incredibly important to your success this semester *and* in life more generally. If you arrive up to fifteen minutes late to class, you will be marked as late (-50%) for that session. Beyond the first fifteen minutes, however, you will be marked as absent (-100%). Two lates are equivalent to one absence. More than five total absences per semester will result in a failing grade for attendance/participation. Because we will begin every day by looking at our agenda for that session and issuing reminders for assignments, missing the first few minutes of class can actually be quite detrimental to your overall performance.

After you have arrived, please make sure to remove any unnecessary distractions from your learning environment, including cell phones. If you find that you will miss a session, need to leave early, must take a phone call during class, or are having other difficulties, please inform me as soon as possible. I will be your strongest advocate/cheerleader this semester, but you need to meet me halfway.

Although all readings and assignments must be completed *before* the relevant session, I reserve the right to implement graded reading quizzes if in-class discussions do not demonstrate that students have completed the readings.

Time Management, Missed Classes, and Late Assignments

Because it can be quite stressful to take college-level courses, particularly if you are the first in your family to pursue a university education and/or if you also have a full- or part-time job, I would strongly recommend—if possible—that you try to stay one or two sessions ahead of the schedule, especially because a three-credit course requires between six to nine hours of independent study/work outside of the classroom. Furthermore, you may consider sharing contact information with a classmate in the event that you do have to miss a class, as I, unfortunately, will not have enough time to respond to emails asking questions like the following: “I missed last class. Did I miss anything?” or “I couldn’t come to class yesterday. What did I miss?” The syllabus and your classmates are your first line of defense! However, if you do fall behind and submit a formal essay after the due date, I will gladly accept it for a reduction of ten percentage points per day, **not** per session.

Essay Formatting

All formal essays for this course require proper formatting according either to the conventions of your field or to your preferred stylesheet, whether this is MLA, APA, or Chicago. You must, however, employ these conventions consistently, even though we will discuss all three of these formatting and citational styles in class. If you had an upcoming job interview, you wouldn’t simply prepare answers to the questions; rather, you would also invest time into ensuring you have the appropriate outfit to wear for the occasion. The same applies to our essays: Content and form are both important.

Writing Center

Although you are not required to visit the USFQ Writing Center (WC), doing so could be tremendously helpful toward improving and revising your formal written assignments. Additionally, visiting me during office hours for a non-required conference will also enable you to ask specific questions in a one-on-one setting. With supporting documentation, each non-required conference can earn you one-percentage point (1%) in extra credit toward your overall grade up to a total of three percentage points (3%). **NOTE:** Optional revisions of essays, which *require* an office hour meeting, do not also award extra credit.

Oficina de Necesidades Educativas Especiales

USFQ offers equal opportunities to all its students; therefore, and in compliance with current legal regulations, it provides individualized attention to all students who present a special education need, associated or not with disability. The service is contemplated in two instances:

- Students who enter USFQ: we work together with the Admissions Department to identify and refer cases to the Service for Students with Special Education Needs.
- Students who are in the second semester or later: the Service is available to all students throughout their time at USFQ. Students can approach the Dean of Students and/or make an appointment with the Service Coordinator (aesevilla@usfq.edu.ec); professors, in turn, may suggest a student referral. It is important that all students have documentation certifying their special education needs (disability ID or others).

Once the students are part of the Service, continuous monitoring is carried out from the beginning of each school period (defining schedules, possible needs to adjustments in the classroom, notifying professors) and throughout the process through actions such as periodic meetings with the student, constant communication and workshops with professors, pre-registration configuration, individualized analysis of half-semester results, contact with parents and external professionals (depending on the case), and monitoring of the required facilities.

Honor Code

Es responsabilidad de todos los miembros de la USFQ obedecer y hacer respetar el siguiente Código de Honor:

- Actuar de tal manera que no se debiliten en ninguna forma las oportunidades de realización personal y profesional de otras personas dentro de la comunidad universitaria. Entre otras acciones, evitar la calumnia, la mentira, la codicia, la envidia y promover la bondad, el reconocimiento, la felicidad, la amistad, la solidaridad y la verdad.
- Ser honesto: no copiar, plagiar, mentir ni robar en ninguna forma que implica no recibir ayuda ni copiar de fuentes no permitidas. Mantener en reserva pruebas, exámenes y toda información confidencial, sin divulgarla.

- Respetar a todos los miembros de la comunidad universitaria y cuidar el campus, su infraestructura y equipamiento.
- No difamar a otro miembro de la comunidad por cualquier medio, incluso por medios virtuales.
- Denunciar a la autoridad correspondiente toda acción de irrespeto al Código de Honor y Convivencia y a las normas que rigen el sistema de educación superior por
- parte de cualquier miembro, y cooperar en todo proceso de investigación y juzgamiento de las violaciones a las normas disciplinarias y académicas.
- No incurrir en actos de deshonestidad académica ni de conducta inapropiada dentro y fuera del campus, así como a través de sus redes virtuales.

Plagiarism and Academic (Dis)honesty

All work formally submitted for evaluation by the instructor must be prepared individually, i.e. with honesty and integrity. According to the guidelines set forth by USFQ, this means you will not engage in plagiarism, fabrication, cheating, the unauthorized distribution of copyrighted materials, etc. As a result, academic dishonesty of any kind will not be accepted, and the offense will be addressed following the institution-specific guidelines below:

Description	Action(s) Taken
<p>Careless Citations: Plagiarism resulting from careless documentation methods, such as misplaced citations, inadequate signal phrases, or poor summary, paraphrase, or quotation techniques. In these cases, a student tried to cite the source, but the citations are poorly executed.</p>	<p>The assignment may be resubmitted within 48 hours with a twenty percent (20%) grade penalty. No Denuncia.</p>
<p>Copied Material (Small Parts of Essay): Plagiarism in which any material, even a few sentences, was copied or improperly paraphrased without any clear attempt to cite the source. In these cases, no clear attempts at citations were made.</p>	<p>A Denuncia is filed with the Dean of Students. Penalty in the course will range from a reduced grade to failing the course.</p>
<p>Copied Material or Dishonesty (Large Sections or Entirety): Plagiarism in which a student submits an essay, in whole or part, that (1) was not originally written for this class, (2) was written by someone else, (3) was taken from a website or other source, or (4) was purchased. "Large" sections include a paragraph or more in any part of the essay.</p>	<p>A Denuncia is filed with the Dean of Students. Penalty in the course will range from a reduced grade to failing the course.</p>
<p>Second Offense: Repeated offenses of plagiarism in any form, no matter how severe.</p>	<p>A Denuncia is filed with the Dean of Students, and the student fails the entire course.</p>

SCHEDULE OF ACTIVITIES

The schedule listed below is tentative and is subject to change with prior notice. I would strongly recommend that you print a copy of this schedule and cross off the sessions as we finish them, so that you can ensure that you are on-track. Anything in-class activities listed under “Agenda” will be discussed, addressed, or practiced during our sessions. Any readings or video clip viewings listed under “Agenda” must be completed *before* that class session. The most important—and perhaps non-obvious—abbreviations under the “Due” section include **DBP** (Discussion Board Post) and **RD** (Rough Draft). All other abbreviations are straightforward.

Week	Date	Agenda	Due
1	1/18	In-Class Activities: <ul style="list-style-type: none"> ◇ Introduction to, Goals of, and Syllabus for ESC-2002E ◇ Self-Introductions/Icebreakers ◇ Writing Assessment ◇ “Shitty First Drafts” – Anne Lamott (pp. 1-2) 	—
	1/20	In-Class Activities: <ul style="list-style-type: none"> ◇ Discuss Reading Strategies & the Writing Process Readings: <ul style="list-style-type: none"> ◇ “How to Read Like a Writer” – Mike Bunn (pp. 1-16) ◇ “A Guide to Reading and Analysing Academic Articles” – Amanda Graham (pp. 1-11) ◇ “Manage the Unavoidable Problem of Inexperience” (Booth, p. 64) ◇ “Why Write Science in Plain English?” (Greene, pp. 1-5) 	DBP #1
2	1/25	In-Class Activities: <ul style="list-style-type: none"> ◇ Discuss Academic Writing and the Rhetorical Situation Readings: <ul style="list-style-type: none"> ◇ “What Is Academic Writing?” (Singh and Lukkarila, pp. 3-26) ◇ “Preparing for Writing Success In Your Discipline” (Singh and Lukkarila, pp. 27-50) 	DBP #2
	1/27	In-Class Activities: <ul style="list-style-type: none"> ◇ Discuss Paragraph/Essay Structure ◇ Discuss the Anatomy of Academic Articles, Books, and Book Reviews Readings: <ul style="list-style-type: none"> ◇ “Arranging Matters” (Harmon and Gross, pp. 86-95) ◇ “Varying Matters” (Harmon and Gross, pp. 96-115) ◇ “Arrange Your Paragraphs” (Greene, pp. 75-85) 	DBP #3
3	2/1	In-Class Activities: <ul style="list-style-type: none"> ◇ Discuss Rhetorical Modes and Form vs. Content Readings: <ul style="list-style-type: none"> ◇ “Thinking in Print: The Uses of Research, Public and 	DBP #4

		<p>Private” (Booth, pp. 3-15)</p> <ul style="list-style-type: none"> ◇ “Connecting with Your Reader: Creating a Role for Yourself and Your Readers” (Booth, pp. 16-26) ◇ “The Art of Writing Science” – Kevin W. Plaxco (pp. 2261-2266) 	
	2/3	<p>In-Class Activities:</p> <ul style="list-style-type: none"> ◇ Introduction to MLA, APA, and Chicago/Turabian Formatting ◇ Discuss Plagiarism and Academic Honesty <p>Readings:</p> <ul style="list-style-type: none"> ◇ “Why Cite?” (Lipson, pp. 3-4) ◇ “The Basics of Citation” (Lipson, pp. 5-10) ◇ “Distributing Credit” (Harmon and Gross, pp. 77-85) ◇ “Book Reviews” (Swales and Feak, p. 232) ◇ “Some Notes on Plagiarism” (Swales and Feak, pp. 196-198) 	DBP #5
4	2/8	<p>In-Class Activities:</p> <ul style="list-style-type: none"> ◇ Giving Effective Peer Feedback (SPARK & RISE) ◇ Individual Conferences and Peer Editing 	BOOK REV. (RD)
	2/10	<p>In-Class Activities:</p> <ul style="list-style-type: none"> ◇ Crash-Course on Mechanics, Sentence Variety, and Transitional Words and Phrases 	—
5	2/15	<p>In-Class Activities:</p> <ul style="list-style-type: none"> ◇ History of ‘Rhetoric’ and Aristotelian Appeals <p>Readings:</p> <ul style="list-style-type: none"> ◇ “Backpacks vs. Briefcases: Steps Toward Rhetorical Analysis” – Laura Bolin Carroll (pp. 45-58) ◇ “Means of Persuasion: Emotional, Ethical, and Logical Appeals” – Lunsford et. al, pp. 389-399) 	BOOK REV.
	2/17	<p>In-Class Activities:</p> <ul style="list-style-type: none"> ◇ Thesis Statements and Research Questions <p>Readings:</p> <ul style="list-style-type: none"> ◇ “From Topics to Questions” (Booth, pp. 33-48) ◇ “From Questions to a Problem” (Booth, pp. 49-63) ◇ “Using a Research Question” (Dollahite and Haun, pp. 31-36) 	DBP #6
6	2/22	<p>In-Class Activities:</p> <ul style="list-style-type: none"> ◇ Outlining a Research Project <p>Readings:</p> <ul style="list-style-type: none"> ◇ “Creating a Rough Outline” (Dollahite and Haun, pp. 40-44) ◇ “Creating a Detailed Outline” (Dollahite and Haun, pp. 66-70) 	DBP #7
	2/24	<p>In-Class Activities:</p> <ul style="list-style-type: none"> ◇ Propositional Logic and Logical Fallacies 	DBP #8

		<p>Readings:</p> <ul style="list-style-type: none"> ◇ “Making Good Arguments: An Overview” (Booth, pp. 110-121) ◇ “Making Claims” (Booth, pp. 122-131) ◇ “Assembling Reasons and Evidence” (Booth, pp. 132-140) 	
7	3/8	<p>In-Class Activities:</p> <ul style="list-style-type: none"> ◇ Giving Effective Peer Feedback (SPARK & RISE) ◇ Individual Conferences and Peer Editing 	RES. PROP. (RD)
	3/10	<p>In-Class Activities:</p> <ul style="list-style-type: none"> ◇ Argumentation (Classical, Rogerian, Toulmin, Invitational) <p>Readings:</p> <ul style="list-style-type: none"> ◇ “Acknowledgments and Responses” (Booth, pp. 140-154) ◇ “Warrants” (Booth, pp. 155-172) 	DBP #9
8	3/15	<p>In-Class Activities:</p> <ul style="list-style-type: none"> ◇ Distinguishing Types of Sources ◇ Locate Sources for Annotated Bibliography <p>Readings:</p> <ul style="list-style-type: none"> ◇ “From Problems to Sources” (Booth, pp. 65-84) ◇ “Engaging Sources” (Booth, pp. 85-103) 	RES. PROP.
	3/17	<p>In-Class Activities:</p> <ul style="list-style-type: none"> ◇ Testing Sources: <i>CRAAP</i>, <i>SIFT</i>, and <i>RADAR</i> ◇ Locate Sources for Annotated Bibliography <p>Readings:</p> <ul style="list-style-type: none"> ◇ “Assessing Source Credibility for Crafting a Well-Informed Argument” – Kate Warrington, Natasha Kovalyova, and Cindy King (pp. 189-201) ◇ “Effectively and Efficiently Reading the Credibility of Online Sources” – Ellen Carillo and Alice Horning (pp. 35-50) 	DBP #10
9	3/22	<p>In-Class Activities:</p> <ul style="list-style-type: none"> ◇ Incorporating Outside/External Sources ◇ In-Text/Parenthetical Citations and References <p>Readings:</p> <ul style="list-style-type: none"> ◇ “Incorporating Sources” (Booth, pp. 200-213) ◇ “Communicating Evidence Visually” (Booth, pp. 214-231) ◇ “Quoting, Paraphrasing, and Summarizing” (Lunsford, pp. 512-521) 	—
	3/24	<p>In-Class Activities:</p> <ul style="list-style-type: none"> ◇ Dissection Day: Taking Apart Published Research (IMRAD) <p>Readings:</p> <ul style="list-style-type: none"> ◇ “Writing the Abstract: Structure” (Glasman-Deal, pp. 197-200) ◇ “How to Write an Introduction: Structure” (Glasman-Deal, pp. 1-3) ◇ “Writing About Methodology: Structure” (Glasman-Deal, 	DBP #11

		pp. 44-46) ◇ “Writing About Results: Structure” (Glasman-Deal, pp. 91-94) ◇ “Writing the Discussion/Conclusion: Structure” (Glasman-Deal, pp. 154-157) ◇ “Introductions and Conclusions” (Booth, pp. 232-247)	
10	3/29	In-Class Activities: ◇ Work on Research Project Readings: ◇ “Planning and Drafting” (Booth, pp. 177-187) ◇ “Organizing Your Argument” (Booth, pp. 189-199)	DBP #12
	3/31	In-Class Activities: ◇ Giving Effective Peer Feedback (SPARK & RISE) ◇ Individual Conferences and Peer Editing	LIT. REV. (RD)
11	4/5	In-Class Activities: ◇ Peer Review and Ethics of Research ◇ Predatory Publishing and Beall’s List ◇ Academic Affairs: Grievance Studies, Sokal, and Bogdanov Readings: ◇ “The Ethics of Research” (Booth, pp. 271-274) ◇ “Ethics of Peer Review: A Guide for Manuscript Reviewers” – Sara Rockwell (pp. 1-19)	DBP #13
	4/7	In-Class Activities: ◇ Institutional Review Board (IRB) Readings: ◇ “A Brief History of the IRB System” (Amdur and Bankert, pp. 7-18) ◇ “Principles of the Belmont Report” (Amdur and Bankert, pp. 19-27) ◇ “Review Categories” (Amdur and Bankert, pp. 29-32)	LIT. REV.
12	4/12	In-Class Activities: ◇ Discuss Wikipedia Project (WIKI) and Requirements ◇ Discuss Wikipedia and Collaborative Online Projects Readings: ◇ “Wikipedia: Friend, Not Foe” – Darren Crovitz and W. Scott Smoot (pp. 91-97) ◇ “Wikipedia Uses in Learning Design: A Literature Review” – Georgios Fessakis and Maria Zoumpatianou (pp. 97-106) ◇ “What I Learned While Editing Wikipedia” – Noopur Raval ◇ “What We Can Learn from Wikipedia: Why We Should Jump Onboard” – Lori Bowen Ayre (pp. 3-6)	DBP #14
	4/14	In-Class Activities: ◇ Discuss Wikipedia Project (WIKI) and Requirements ◇ Discuss Wikipedia and Collaborative Online Projects Readings:	DBP #15

		<ul style="list-style-type: none"> ◇ “Ten Simple Rules for Editing Wikipedia” – Darren W. Logan et. al (pp. 1-3) ◇ “Evaluating Wikipedia: Tracing the Evolution and Evaluating the Quality of Articles” – Wikimedia Foundation (pp. 1-8) ◇ “How to Evaluate a Wikipedia Article” – Phoebe Ayers (pp. 1-2) ◇ “Wiki Markup Cheatsheet” – Wikimedia Foundation (p. 1) 	
13	4/19	In-Class Activities: <ul style="list-style-type: none"> ◇ Giving Effective Peer Feedback (SPARK & RISE) ◇ Individual Conferences and Peer Editing 	RES. PROJ. (RD)
	4/21	** NO CLASS – DR. SPIER IS AWAY **	—
14	4/26	In-Class Activities: <ul style="list-style-type: none"> ◇ Work on Wikipedia Project 	RES. PROJ.
	4/28	In-Class Activities: <ul style="list-style-type: none"> ◇ Work on Wikipedia Project 	WIKI
15	5/3	In-Class Activities: <ul style="list-style-type: none"> ◇ Student Presentations 	PRES
	5/5	In-Class Activities: <ul style="list-style-type: none"> ◇ Student Presentations 	PRES

This syllabus was reviewed and approved by the coordination of the respective academic area or department. All sections of this course must follow this syllabus. Any changes or adjustments to this syllabus must be approved by the coordinator responsible for this academic area or department and must be reflected in the Curricular Design system.

During the 202110 SEMESTER the learning process for the courses has been designed according to the approved plans respecting the required distancing within each classroom area. Some classes will be entirely face to face, some courses will have hybrid learning modality (combined face to face and virtual synchronous learning), other classes will be completely virtual (without any face to face learning) and there will be some ON LINE classes for students enrolled in that learning modality. Each syllabus should be designed according to the learning modality. Each course according to its learning modality has integrated technological, telematic tools and alternative methodologies to facilitate learning during the transition to normality. All the learning activities aim to guarantee the accomplishment of the academic plans for undergraduate and graduate programs and sustain the students' continuous learning; to protect the physical integrity of students, preserving educational quality and academic rigor and to respect the right to work, to preserve the personal health of faculty, administrative and support staff.