ASCI*4010 BAS Honours Research Seminar  
Winter 2014  
Mondays, 11:30-2:20, MACK 238

Instructor  
Professor Sofie Lachapelle  
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Phone: (519) 824-4120 ext. 53214  
Email: slachap@uoguelph.ca  
Office hours: Mondays, 2:30-4pm or by appointment

COURSE DESCRIPTION  
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. This course is designed to function as a senior-level writing seminar and is particularly recommended to students who wish to pursue graduate study.

COURSE EVALUATION  
• Participation in lab meetings 15%  
  Includes participation in class, presentation of individual project on February 10, and at least one individual meeting with assigned librarian (before February 3).

• Peer-review exercise 5%  
  Participation in peer-review exercise in class on March 31.

• Weekly progress reports 10%  
  Every week, you are required to write a short paragraph (100 to 300 words) informing me of your progress.  
  Due on Dropbox every Friday before midnight.

• Final poster and poster presentation 10%  
  Poster-making workshop and assistance will be offered. No prior experience required!

• Major research paper 60%  
  10,000 words including bibliography (Chicago Style). Due on Dropbox Monday, 7 April at 5pm.  
  Graded by course instructor and second reader (to be chosen by the student and the instructor).

RECOMMENDED REFERENCE BOOKS  


4. Writing Services Handouts on the University’s library webpage:  
  http://www.lib.uoguelph.ca/assistance/writing_services/resources/handouts.cfm
LATE POLICY
All assignment will be submitted on Dropbox. The penalty for late assignments will be 3% per day (individual week-end days included.) No material for this course will be accepted after 5pm on April 7.

COURSE SCHEDULE:
January 6: Lab meeting # 1: Introduction to the Course

January 13: Lab meeting # 2: Workshop: Locating and Assessing Sources
Session led by Judy Wanner from Writing Services in the Library Computer Lab

January 20: Self-Directed Research and Individual Meetings with Librarians
No class this week
Schedule a meeting with your assigned librarian (to be held before February 3)

January 27: Lab meeting # 3: Workshop: Developing and Refining Your Argument. How to Write a Strong Essay
Session organised by the Writing Services

February 3: Lab meeting # 4: Workshop: Effective Oral Communication
Session organised by the Writing Services

February 10: Lab meeting # 5: Presentation of Individual Projects
Each student is required to present his or her project and up-to-date progress. Presenters should prepare a 15 to 20 minutes presentation using Power Point. The presentations will be followed by a question period.

(Week of February 17-21: No classes)

February 24 Self-directed research
No class this week

March 3: Lab meeting # 6: Workshop: Effective Written Communication
Session organised by the Writing Services.

March 10: Lab meeting # 7: Poster Workshop
Session led by Jason Dodd in the Library Computer Lab

March 17: Lab meeting # 8: Poster Workshop
Session led by Jason Dodd in the Library Computer Lab
Class will start at 1pm!!!

March 24: ASCI*4010 Poster Session
Time and location TBA

March 31: Lab meeting # 9: Peer-Editing Session

* MAJOR RESEARCH PAPER DUE ON MONDAY, 7 APRIL 2014 at 5pm
**Contribution of this course to the ASCI core:**
The Integrated Plan for the BAS program, written in 2006, identifies a number of Learning Outcomes to be achieved by students graduating from the program. Graduates will be able:

a. to pose and solve problems by drawing on and integrating the protocols and methods of the humanities/social sciences and sciences
b. to communicate in both oral and written forms for both academic and general audiences
c. to conduct research using both traditional and electronic sources in both humanities/social sciences and scientific contexts
d. to be creative and analytical thinkers and practitioners
e. to approach the complexities and ambiguities of the “risk society” with both creativity and vigour
f. to integrate academic work and broader issues of global citizenship through experiential learning

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.

**Pieces of the jigsaw puzzle of learning outcomes**
In the table below, the learning outcomes listed above are broken down into their components. The components you will be exposed to in this course are highlighted. You will work on other components on other courses to complete the table by year 4.

The table also indicates the level of competence that you are expected to achieve in each component in the course of this semester:

- **Introduce** - Key ideas, concepts or skills related to learning outcomes are introduced.
- **Reinforce** - Students develop and become increasingly proficient in demonstrating learning outcomes. Learning outcomes are reinforced with feedback.
- **Master** - Students demonstrate learning outcomes with high level of independence and a level of understanding and sophistication expected upon graduation.

The following terms are used in the table to indicate the degree to which you should learn each skill, based on the level of practice.

<table>
<thead>
<tr>
<th>a. Solve problems</th>
<th>Using Humanities/Social Science methods</th>
<th>Using methods from Science</th>
<th>Integrating both types of method</th>
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<tbody>
<tr>
<td></td>
<td>Master</td>
<td>Master</td>
<td>Master</td>
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<tr>
<td>b. Communication</td>
<td>Written</td>
<td>Oral</td>
<td>Academic audience</td>
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<td></td>
<td>Master</td>
<td>Master</td>
<td>Master</td>
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<td>c. Research</td>
<td>Traditional sources</td>
<td>Electronic sources</td>
<td>Humanities/Social Science context</td>
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<td>Master</td>
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<td>Master</td>
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<td>d. Think</td>
<td>Creatively</td>
<td>Analytically</td>
<td></td>
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<td>Master</td>
<td>Master</td>
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<td>e. Risk Society</td>
<td>Handle complexity</td>
<td>Handle ambiguity</td>
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<td>Master</td>
<td>Master</td>
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<td>f. Experiential learning</td>
<td>Learning by experience</td>
<td>Understanding global citizenship</td>
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<td>Master</td>
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RELEVANT UNIVERSITY RULES AND REGULATIONS

E-Mail Communication:
As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the university and its students.

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 teaching assistant) in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for Academic Consideration ([http://www.uoguelph.ca/undergrad_calendar/08_ac.shtml](http://www.uoguelph.ca/undergrad_calendar/08_ac.shtml)) or the BA Counseling Office Website ([http://www.uoguelph.ca/baco](http://www.uoguelph.ca/baco)).

Drop Date:
The last date to drop one-semester Winter 2014 courses, without academic penalty, is **Friday, 7 March 2014**. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar. ([http://www.uoguelph.ca/undergrad_calendar/c08/c08-drop.shtml](http://www.uoguelph.ca/undergrad_calendar/c08/c08-drop.shtml))

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.

Student Rights and Responsibilities
Each student at the University of Guelph has rights which carry commensurate responsibilities that involve, broadly, being a civil and respectful member of the University community. The Rights and Responsibilities are detailed in the Undergraduate Calendar: [http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c14/c14-strightsrespon.shtml](http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c14/c14-strightsrespon.shtml)

Academic Misconduct
The University of Guelph is committed to upholding the highest standards of academic integrity and enjoins 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. The Academic Misconduct Policy is detailed in the Undergraduate Calendar: http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml

**Recording of Materials**
Presentations which are made in relation to course work—including lectures—cannot be recorded in any electronic media without the permission of the presenter, whether the instructor, a classmate or guest lecturer.

**Resources**
The Undergraduate Calendar is the source of information about the University of Guelph’s procedures, policies and regulations which apply to undergraduate programs. It can be found at: http://www.uoguelph.ca/registrar/calendars/undergraduate/current/

If you find yourself in difficulty, contact the undergraduate advisor in your program, or the BA Counselling Office: http://www.uoguelph.ca/baco/contact.shtml

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MAJOR RESEARCH PAPER – GRADING RUBRIC
(to be used by course instructor)

INFORMATION LITERACY: ________________/20

Quality and Relevance of Sources (10 points)
8-10 points: Sources are extensive, well-chosen and varied.
7-8 points: Sources are generally good but there is a lack of variety or some errors of omission. The essay may need more sources or sources of better quality. There may be some irrelevant sources.
6-7 points: There is an excessive dependence on a limited number of sources. Sources may be poor.
5-6 points: Very little or largely irrelevant sources. Sources are very poor.
0-5 points: There are virtually no relevant sources.

Ethical and Responsible Use of Information (10 points)
8-10 points: Sources are quoted and cited correctly (using Chicago style).
7-8 points: Most of the sources are quoted or cited correctly (using Chicago style).
6-7 points: Sources may be quoted or cited incorrectly or not always cited.
5-6 points: Sources are incorrectly quoted or cited.
0-5 points: At best, sources are incorrectly quoted or cited.

INQUIRY AND ANALYSIS: ________________/40

Quality of Analysis (20 points)
16-20 points: The essay is written in a way that is clear, focused and insightful way. The approach is interesting, original and limited in scope.
14-16 points: The essay is written in a way mostly clear and focused. It may lack sophistication. May read like a summary. Scope may be too ambitious.
12-14 points: The essay is written in a way that is fairly simplistic. There may be too few insightful moments. May read like a summary. Scope may be too ambitious.
10-12 points: The essay may be based on misinterpretations. There may be little focused development. May read more like an encyclopaedic entry than an essay.
0-10 points: There is no discernible analysis. At best, reads like an encyclopedic entry.

Use of Evidence (20 points)
16-20 points: Reliable and relevant sources are deployed to support the claims being made. Sources are used so as to provide a critical perspective. Sources are used to ask in-depth questions. If used, quotations are used sparingly and always justified.
14-16 points: Sources are deployed to support the claims but they may be deployed in limited ways or as a simple affirmation of the writer's viewpoint. There may be some inconsistent connections between evidence and arguments. If used, quotations are used sparingly and always justified.
12-14 points: Substantial omissions or irrelevancies and/or minor errors of fact may be present. Sources may be used simply to affirm writer's viewpoint. Some evidence may be taken out of context. Quotations may appear undigested or used as fillers. The essay may present some misreading.
10-12 points: Evidence may be taken out of context. There may be substantial errors of facts. Quotations may be undigested or used as fillers.
0-10 points: Very serious errors of fact.
WRITING COMMUNICATION: ___________________________/40

Structure and Organization (20 points)
16-20 points: Logical progression with strong and obvious links between points. Coherent and well-organized paragraphs.
14-16 points: Generally logical structure but can be unclear, disorganised or overly predictable at times. Some disorganised paragraphs.
12-14 points: Confusing or overly predictable structure. May lack a clear focus. Disorganised structure or paragraphs.
10-12 points: Disorganized structure and paragraphs.
0-10 points: No discernible structure.

Quality of Prose (10 points)
8-10 points: Clear and persuasive prose.
7-8 points: Clear and understandable prose. Might be weighed down by fancy diction meant to impress.
6-7 points: Understandably written but at times vague or choppy. May be simplistic or hard to read. Might be weighed down by fancy diction meant to impress.
5-6 points: Confusing or hard to understand.
0-5 points: Writing is nearly unintelligible.

Grammar, Spelling and Format (10 points)
8-10 points: No grammatical, spelling or format errors.
7-8 points: A few grammatical, spelling or format errors.
6-7 points: Substantial grammatical, spelling, or format errors that detract attention from the content.
5-6 points: Frequent grammatical, spelling or format errors.
0-5 points: Severe errors in grammar, spelling, and format that render the essay nearly incomprehensible.

GRADE: ___________________________/100