



LLED200

Introduction to Writing in Academic and Professional Registers



Land Acknowledgement

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.



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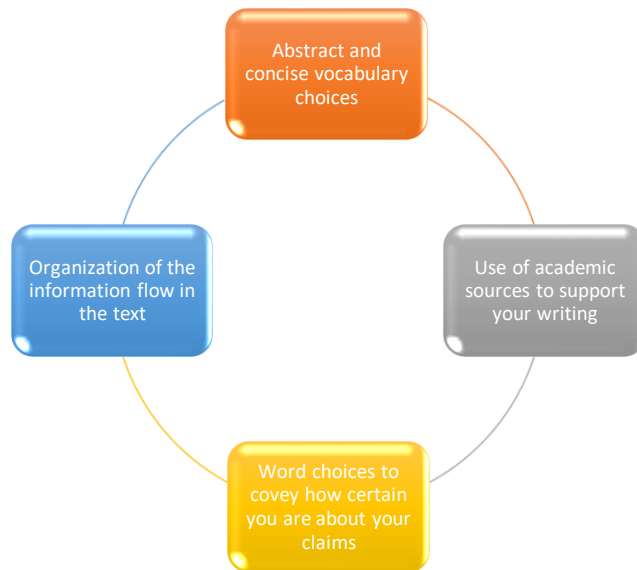
Course Title	Course Code Number	Credit Value
Introduction to Writing in Academic and Professional Registers	LLED 200	3 credits

Course Instructor(s)	Contact Details	Virtual Tutorials & Office Hours
Full name and title: Alys D. Avalos-Rivera Preferred name: Alys or Dr. Avalos Pronouns: She/her/hers	Email: alys.avalos@ubc.ca Emails and other online communications will only be responded to during business hours. (Monday through Friday 9am-5pm, Pacific Daylight Time)	You can access and book AEP tutorial hours through https://ubc.mywconline.net/ You can also drop-in during my virtual office hours: Monday 8-9pm Tuesday 8-9am

Course Description

The objective of this course is to prepare undergraduate students in Science and Applied Science to write academically in English. You will improve your academic writing by increasing your understanding of the language features and purposes of writing in the university. You will read and analyze your writing and that of experts, and carry out a range of short, practical writing tasks. With instructor and peer feedback, you will produce multiple drafts of two major assignments featuring three types of academic texts: a description of an important concept, a commentary on visual data, and an extended problem/solution text. In these texts, you will expand your familiarity with the major kinds of writing – descriptive, explanatory, expository, and argumentative – that are typical of academic research practices.

As a student in this course you will gain control of your writing by attending to the choices in English for organizing the message, representing their ideas, and negotiating knowledge claims with their readers. More specific features of writing that you will learn to control are:



For this online course we will use UBC's Canvas learning management system (available at: www.canvas.ubc.ca). Homework is assigned every week, and this is frequently the basis of class activities.

The course is taught over thirteen weeks, with approximately 180 minutes of class work per week with other 3 to 4 hours of independent work.

Course Structure & Learning Activities

The mode of instruction in LLED200 includes live and/or video recorded lectures, group discussions, peer feedback and tutoring sessions. The course will be held online including **asynchronous** and **synchronous** interactions:

- **Asynchronous interaction** means that you and your colleagues can contribute or participate in course tasks at any hour of the day or night within a given period of time. For instance, for an online discussion, students may be granted a week to participate in the task. This means that students may access the online discussion board at any time to make their contributions as long as the messages are posted within the time-frame given for the discussion.
- **Synchronous interactions** are all those that require the participants to meet at a specific date and time for a live online interaction.

Synchronous sessions will be held on Tuesdays or Thursdays on the following time slots depending on the section in which you are enrolled:

LLED 200 – VE90: 11am-12:30 pm

LLED200 – VE92: 12:30- 2:00 pm



Note: All online tasks and assignments must be completed within the established deadlines, and this will count towards your participation grades.

For more information on the types of tasks included in this course check the [task cycle video](#).

Learning Outcomes

LLED 200 will help you to:

1. Identify various purposes of academic writing and their typical language features.
 2. Write texts that include descriptions, explanations, and/or evaluations by carefully selecting appropriate language features.
 3. Write with greater grammatical accuracy and better-informed vocabulary choices based on individualized feedback.
 4. Evaluate the kinds of writing that are valued at university through peer-feedback.
 5. Paraphrase, summarize, quote, and cite academic sources appropriately to participate in academic conversations.
 6. Use appropriate metalanguage (terms such as “content”, “interpersonal positioning”, and “organization” are examples of metalanguage) to describe language variation across different texts and contexts.
 7. Reflect on your improvement as an academic writer
-

Learning Materials and Equipment

You will not need a textbook for this course. All required resources and learning tasks will be delivered through Canvas. In order to participate in course tasks and assessments the following virtual/electronic setting is recommended:

Basic equipment

- PC or a 14 to 15 inches laptop
- Webcam and microphone



Software

Microsoft Office 365 provided by UBC: <https://it.ubc.ca/software-downloads>

Browsers that work well with Canvas:

- Firefox, Chrome, or Safari

Screen Readers (for users with a visual special needs)

- Macintosh: VoiceOver (latest version for Safari)
- PC: JAWS (latest version for Firefox)
- PC: NVDA (latest version for Firefox)
- There is no screen reader support for Canvas in Chrome

Course Evaluation and Submission Policies

Course Evaluation

You are required to complete ALL assignments in this course.

Please note that assignment due dates are subject to change.

Assessment	Due Date	Grade Percentage
Assignment 1 (Data Commentary) Draft (this assignment will be done in pairs)	October 2, 10 pm	Draft 10%
Assignment 1 Final Version (individual work)	Oct 30, 10 pm	Final 20%
Assignment 2 (Problem Solution Text) Draft (individual work)	November 13, 10 pm	Draft 15%
Assignment 2 Final Version (individual work)	December 4, 10 pm	Final 25%
Reflection (individual work)	December 6, 10 pm	10%
Participation and other tasks	throughout the term	20%

*

Detailed information about all assignments and assessments will be provided in class and through CANVAS



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Term 1: September 2020 – December 2020

Course Schedule

Wk	Dates	UNIT	Course Topics *	Assignments
1	Sep 8 – 11	<i>Unit 1: Language of Description</i>	<i>Introduction and course outline</i> Introduction to the 3 Metafunctions of Language	
2	Sep 14 - 18	<i>Unit 1: Language of Description</i>	Description vs. explanations Overview of paragraph structure: Clausal definitions in Assignment 1	
3	Sep 21- 25	<i>Unit 1: Language of Description</i>	The prewriting process: Generating outlines Paragraph structure: Topic sentences, supporting sentences and closing sentences of a descriptive paragraph. Introduction to academic source use: direct quotations	
4	Sep 28-Oct 2	<i>Unit 1: Language of Description</i>	Information flow: theme and rheme Theme patterns Generating the draft of Assignment 1	Assignment 1 Draft Submission October 2, 10 pm
5	Oct 5 - 9	<i>Unit 2: Language of Explanation</i>	Introduction to nominalizations in the indicative summary Introduction to interpersonal positioning: engagement markers in the highlighting statement Types of explanations	
6	Oct 12 - 16	Unit 2: Language of Explanation	Expressing logical connections Introduction to summaries as in-text citations Introduction to source management systems	
7	Oct 19 - 23	Unit 2: Language of Explanation	Interpersonal positioning: Boosters and hedges as a way to engage other people’s voices. Writing the extension of a data commentary	



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Wk	Dates	UNIT	Course Topics *	Assignments
8	Oct 26 -30	Unit 2: Language of Explanation	Integrating feedback to revise a text. Introduction to APA Assignment 1 Workshop	Assignment 1 Final Submission Oct 30, 10 pm
9	Nov 2- 6	Unit 3: Language of Evaluation	Introduction to Assignment 2 Generating a thesis statement for the problem-solution text. Selecting sources	
10	Nov 9 - 13	Unit 3: Language of Evaluation	Applying nominalizations to generate paraphrased intext citations Attitude markers and self-mentions	Assignment 2 Outline Draft November 13, 10 pm
11	Nov 16 - 20	Unit 3: Language of Evaluation	Marked themes Projecting verbs	
12	Nov 23 - 27	Unit 3: Language of Evaluation	Conceding and refuting in the evaluation paragraph Course Reflection	
13	Nov 30 -Dec 3	Unit 3: Language of Evaluation	Workshop on Assignment 2 Course Recap	Assignment 2 Final Version December 4, 10 pm Reflection December 6, 10 pm

Please note that this is a tentative calendar. Dates are subject to change.



Submission Policies

Missed assignments:

Students are expected to complete all assessments. A missed quiz, class task, online pair-work or assignment will receive a grade of 0. Students who miss assessments due to extenuating circumstances must contact their instructor immediately.

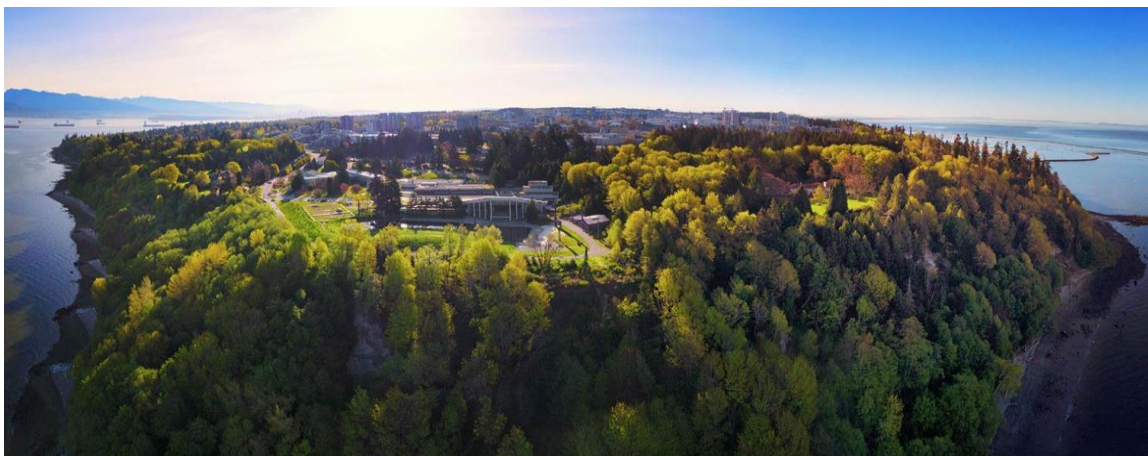
Late submissions:

All assignments have a submission period, a deadline (due date), and a grace period after the deadline. The submission period will be of 36 hours. This means that you can submit your work at any time during this period without penalties. The deadline or due date marks the end of the submission period in which you can submit your work without penalties. After the deadline, you will have a grace period of 48 hours. You do not need to ask for special concession or explain anything to submit during the grace period. However, if you decide to submit during the grace period, you will receive a penalty of a 20% mark reduction. Any assignment submitted after the grace period has expired will receive a mark of zero.

Submission extensions:

If you anticipate a challenge that will not allow you to submit on time (before the deadline), you can ask for an extension that will allow you to submit after the deadline without penalties. Each student will be given the chance to ask for an extension in the entire course. This will only apply to one of the three major assignments (assignment 1, assignment 2 and reflection). Extensions should be requested via email and you do not need to explain why you need it. The instructor will decide the length of the extension. If you fail to submit your assignment after the extension period, you will receive a mark of 0.

*If any extenuating circumstances did not allow you to submit on time (e.g. an accident, a sudden illness), communicate with your instructor as soon as possible.





Other Important Internal Policies

Ethical Use of Tutors Policies and AEP tutorial procedures

Some students hire external tutors to help them with university writing assignments, while others request help from friends and acquaintances. Many students do not view this as a potential problem and argue that the tutors simply help them correct grammar and vocabulary. However, because this is an academic writing course, it is essential that students submit their own, original writing without significant help from anyone other than their instructors so that the student may develop the essential skills of editing and revising independently, which is a key component of success in academic and professional contexts. Moreover, a tutor can misdirect students since the tutor has not attended the class and may not understand the purpose of an assignment clearly. In other cases, such tutoring (suggesting different ways of wording a sentence or editing a student's grammatical mistakes) can lead to plagiarism, in which the paper can no longer be considered to be written by the LLED 200 student, but rather written by both the tutor and the student. For these reasons, it is strongly advised **to not use tutors outside of the AEP tutoring sessions students may book each week**. These tutoring sessions are conducted by AEP instructors that will provide guidance according to the course content and goals. If a student does decide to receive support from an external tutor, the student must communicate this to her/his LLED 200 instructor immediately by email. The LLED 200 instructor then has the right to request original drafts written before the student receives any support, later drafts that were based on feedback received from a tutor, and/or hardcopies of any sources used in the assignment. Failing to follow these policies may result in a failing grade or zero for an assignment.

AEP Tutorials:

The AEP instructors can offer you the most professional and productive feedback on your writing development for all courses including LLED 200. To book an appointment for a tutoring session with an AEP instructor, visit <https://ubc.mywconline.net/>. You can book up to 30 minutes of tutoring hours per week.

Assignment Revision Rationale and Policies

Why is revising drafts important? Revising and editing earlier drafts is an essential part of the writing process. It allows you to reflect on your language choices, through self-editing and attention to peer and instructor feedback. Successful revisions to your writing demonstrate your ability to think critically about your writing and respond to feedback, while showing both a deep understanding and ability to apply the strategies learned throughout LLED 200.



What if I fail to address and integrate feedback provided? A complete failure to integrate any of your instructor's feedback (i.e., resubmitting the same draft assignment) **will result in a zero** for the final assignment. Making only partial revisions and addressing only some feedback will also impact your grade negatively. Remember, you can book a tutorial session for up to 30 minutes per week with any AEP instructor, particularly if you are having difficulty integrating the feedback into your text. Be sure to read the feedback carefully and make effort to integrate it into your assignment before coming to the tutoring session. This will ensure you have specific questions prepared for the instructor.

Finally, keep in mind that the standards for final assignments are of course higher than for drafts, and thus instructors will be grading them with higher expectations since you've had the opportunity to receive feedback, make tutorial appointments, and attend additional LLED 200 classes that teach you how to improve your academic writing.

Attendance Policy

Success in LLED 200 depends on students actively engaging in class, joining synchronous (live) lectures on-time, being prepared, and participating actively. According to UBC policies, regular attendance is required in all synchronous sessions. Attendance and lateness will be recorded in each class starting from week 1 and they will have an impact on **participation grades**.

Missing or being late for class has negative consequences for students: students who are late miss important content, do not get to participate fully, and may also miss in-class assessments. Therefore, arriving late is not acceptable.

On top of attending and being on time students need to be actively engaged in class. This means that you should be listening, asking questions, completing class activities and participating in discussions. To be actively engaged means you are not engaging in other activities such as sleeping or texting. Not being engaged in class could result in you being marked absent.

Students who know they will not be in class due to unforeseen circumstances (Wi-Fi disconnections and other technical issues, accidents, health issues etc.) must communicate via email with the instructor as soon as possible.

Students who miss class are responsible for catching up on all missed class activities, including assignments by communicating with their fellow classmates.

Students who are late or miss several classes will receive a warning, and they may be required to meet with their instructor or academic advisor to discuss their progress in the course.



Participation Policy

A dynamic online learning environment requires active engagement from all students. Active engagement means that each student is responsible for learning and helping others to learn. Accordingly, class participation is an important component of your overall evaluation. It is expected that each student will contribute to a respectful and intellectually engaging online interaction. Participation can take many forms:

- 1) Watching, listening and/or reading all materials required by the instructor before the synchronous session.
- 2) Working on post-tasks such as online quizzes and discussions in due time and manner.
- 3) Attending all synchronous online meeting and engaging in small-group work with other students when required.
- 4) Making verbal and non-verbal contributions during synchronous sessions (using chats, polls, emoticons or hand ups, among other tools) during synchronous meetings

Together, we strive to create a classroom environment in which everybody feels comfortable exploring ideas through questions and discussions. In order to encourage and facilitate participation, all students support their classmates' efforts to contribute to online class discussions and online small group interactions. The opinions and perspectives of all individuals are valued and respected, no matter their age, gender, ethnicity, or sexual orientation. Individuals should feel safe to express their thoughts and opinions without judgment, ridicule, or discrimination. To this end, thoughts and opinions should only be shared in a respectful manner.

Because this is a class in which the participants speak different languages, including the instructor, all communications should be conducted in English, so that everybody feels included and acknowledged.

To know more about how your instructor will mark your participation visit the **participation rubric on Canvas**.

Institutional Policies

You can find out more about the UBC policies that will guide and regulate our work and interactions on the following links:

- [The UBC Senate website](#)
- [Academic Honesty and Standards](#)
- [Academic Misconduct](#)
- [Learning Analytics](#)



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If you choose not to take time to read these policies, your ignoring them will not excuse you from penalties if you fail to comply with institutional regulations. Therefore, being informed of all these policies is highly recommended.

Copyright

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