



Introduction to Academic Writing

Summer, [REDACTED] Online synchronous on Mondays and Wednesdays [REDACTED]

Zoom [REDACTED]

Instructor: [REDACTED]

Office Hours (on Zoom*): Mondays, 5:00- 6:00 pm, or by appointment

Land Acknowledgment

I would like to acknowledge that the [REDACTED] Iniskim—is situated on Treaty 7 territory, the lands of the Kainai Blackfoot Nation. The city of [REDACTED], from where this course is taught, is also home to the Métis Nation of Alberta, Districts 5 and 6. I deeply respect Indigenous cultural heritage, beliefs, and relationship to the land, past, present, and future. Being passionate about Indigenous ways of learning, I welcome suggestions to de-colonize my teaching and learning views.

Course Description: Writing is a **continuous practice** that can be developed by learning skills in critical reading and writing. This course focuses on writing and reading skills through the analysis of text features using a genre-based approach. You will develop your academic literacy by practicing strategies for summary, synthesis, text analysis, academic argumentation, writing conventions, revision, and scholarly research.

Objectives: This course aims to help you demonstrate the following abilities:

- Use Genre-based approach to recognize academic textual features
- Summarize and critique scholarly articles
- Write clearly, concisely, and powerfully
- Revise and reshape your writing, give generous, generative peer feedback, and self-reflect

Theme: This section of [REDACTED] will be investigating the theme of **Ethical Uses of Artificial Intelligence in Higher Education: A Post-plagiarism Era**. You will be invited to investigate this theme through inquiry and collaborative work.

Required Texts:
<ul style="list-style-type: none"> • Graff, G., & Birkenstein, C. (2024). <i>"They say / I say" the moves that matter in academic writing</i> (6th ed.). W.W. Norton & Company. https://ncia.wwnorton.com/ebook-theysay6
<ul style="list-style-type: none"> • Selected readings on  Moodle.
Recommended Websites & Supports:
<ul style="list-style-type: none"> • The Oxford English Dictionary online, which is accessible through the library database system at the U of L Library webpage: http://www.oed.com/ • For general writing and APA 7th citation tips, see the Online Writing Lab (OWL), Purdue University: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html • Monash University APA 7th citation site: https://guides.lib.monash.edu/citing-referencing/apa7th • APA official website: https://apastyle.apa.org

Class Engagement & Assignments
Class Engagement:
E-textbook and Moodle Activities
Library Modules
Digital-Portfolio Assignments:
Annotated Bibliography (100-150 words per entry)
Paper Proposal (500-700 words)
Position Paper (1000-1300 words)
Self-Reflections (3 reflections)

Ungrading and Assessment

"Extrinsic motivation, which includes a desire to get better grades, is not only different from, but often undermines, intrinsic motivation, a desire to learn for its own sake." (Kohn, 2011, para. 11, as cited in Stommel, 2023). "The Case Against Grades"

Instead of grades, I expect you to focus on:

- **Actively engaging** with course work.
- **Participating** in our learning community, contributing, learning, listening, reflecting, speaking, and questioning.
- **Giving and receiving feedback** that help peers with their writing process.
- **Reflecting** on your own work and carefully reading feedback on assignments.

Course Grades

Excellent	Good	Satisfactory	Poor	Minimal Pass	Fail
A+	B+	C+	D+	D	F
A	B	C			
A-	B-	C-			

***By doing the e-textbook, readings and activities on Moodle, attending class, participating in discussions, applying learnt concepts, and completing assignments and self-reflections in the Digital-Portfolio (not only doing the work—quality counts!), you will be on track to earn an A at the end of the semester.**

Guidelines and Expectations

In WRIT [REDACTED] we will focus on writing as a journey, with emphasis in the writing process. **Assignments are ungraded**, so I encourage you to **carefully read the feedback and apply the suggestions** I will provide on each assignment to improve your writing skills, rather than focusing on letter grades. You will also engage in giving and receiving peer feedback. This approach asks you to focus on your writing development rather than striving to meet a certain standard. I am happy to discuss your progress and address any concerns you may have about your performance throughout the course. Do not hesitate to schedule a meeting with me during office hours or by appointment. I am excited to join you on this writing journey and help you achieve your goals! I will always do my best to respond to emails within **two working days**. **This syllabus is your guide to the course. I expect you to read and consult it on an ongoing basis**. For add/drop and withdrawal deadlines, as well as statutory holidays consult the University of [REDACTED] Calendar. To be well prepared for class discussions, **you will need a computer/tablet/smartphone to access online resources such as Moodle, your [REDACTED] email account, and Google docs**. Before each class, read assigned texts, do required activities on Moodle, write down questions you have, research topics of interest, and be ready to share your ideas with your group. I strive to make our classroom a safe and brave space, where all viewpoints are welcomed and ruled by respect for one another.

Course Format

This section of WRIT [REDACTED] is a **six-module online** course. Each module should take **one week to complete**. **Assigned materials should be completed before class**. We meet twice a week on Zoom* to engage in structured team-based workshops. Use the **Course Schedule**** (pp. 5-8) to help you **plan and manage time** to successfully complete course work.

Methodology

I am a passionate teacher and life-long learner; thus, I welcome your curiosity and passion for learning. Our course is designed to be engaging, interactive and challenging. We will practice writing following the **“Academic Writing Model” (Motta-Roth, 2001) which uses context and text exploration to inform text production**. Because learning is a self-determined process, I encourage you **to have agency over your learning process** and reflect on **how** you can apply course concepts, **what** concepts resonate with you, and **why** they influence the writing choices you make. To build a strong sense of community, I

expect you to engage in class discussions and work collaboratively with everyone by sharing your knowledge and content understanding in class and on Moodle.

Project-based and Team-based Learning Approach

In class, we will be using Project-Based Learning (PBL) and Team-Based Learning (TBL), which place a strong emphasis on the problem we are trying to solve throughout the writing process, engaging in small group learning. By doing so, we can understand the value of collaborative work both within the classroom and beyond. We will be working together to create authentic questions that relate to the problem at hand and seeking answers through a series of structured tasks. Our end goal is to produce a revised Position Paper that we can share with a real audience. By foregrounding the problem throughout the scaffolded tasks, we will gain a deeper understanding of the value of each step of our project work. I will be there to guide you through the process and help you complete the project. PBL and TBL have been shown as effective methods to increase intrinsic motivation, building confidence in self-directed learning activities and enhancing problem-solving skills. I am excited to see how this approach will help us grow and learn together!

Plagiarism & Academic Integrity

Plagiarism is usually defined as the presentation of someone else's work or ideas as one's own, without proper documentation or acknowledgement of the original source. It can be intentional or unintentional, but either way, it constitutes theft of intellectual property. Our course invites you to consider the use of generative artificial intelligence (GenAI) technologies ethically, by responsibly acknowledging sources and authorship of the information you are re-presenting. **Submitting AI-produced assignments without proper citation is a breach of academic honesty. To maintain Academic Integrity, students must cite all sources and acknowledge all instances of GenAI used in assignments, adding a [Declaration of Generated Material](#).** Familiarize yourself with the **"Academic Regulations, Policies and Program Requirements"** section of the current University [REDACTED] Calendar (see especially Part Four); by accepting the offer of enrollment at the U [REDACTED], you have agreed to be administered by these policies, whether you have read them or not. The University [REDACTED] subscribes to **Turnitin.com, a plagiarism detection service**. Note that such services monetize student intellectual property and contribute to a culture of suspicion in education. **I value a culture of trust. I trust all student submitted work is original and that external sources are properly cited.** Students are responsible for all work they submit. If you are unsure of how to cite sources properly, I am happy to help.

Assignment Guidelines

- Work with your group.**
 - Peer review, edit, and proofread assignments.**
 - Follow the submission guidelines on assignment descriptions.**
 - Submit assignments on Moodle on the day that they are due.**
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- Double-space all assignments, use a 12-point Times New Roman font, and follow APA 7th ed. conventions.**
 - Include a word count at the end of the text of all assignments.**
 - Submit self-reflections after each assignment. Expect a two-week or longer waiting period for feedback on work.**

Revision: Edit & Proofread

Revision is a crucial part of proficient writing and a cornerstone of  All assignments are designed to encourage revision. Students should consider the comments and suggestions I make on their assignments, as well as peer feedback comments. Review is built into the writing process in this class to encourage revision. **Students are asked to edit and proofread the Annotated Bibliography, Paper Proposal, and Position Paper.** Participate in the review process and engage in group work. **Engaging in revision will help you write the self-reflection after each assignment.**

Engagement: Participation, Commitment & Content Application

I expect you to be prepared to actively participate in class discussions and to do so in a respectful, egalitarian, constructive, and informed manner. Class engagement requires **content application, editing and proofreading assignments, completing textbook and Moodle activities, and doing Library Modules.** Remember that **participation** (discussions and other activities) **means much more than simply doing the work—quality counts!** Your **active engagement is expected** in the course. In the case of serious illness or a major crisis please inform me, as well as the Registrar's Office, as soon as possible, and **submit the appropriate documentation.**

Course Weekly Schedule

Please note that our course has **six Modules. Each module should take you **One week to complete.** This weekly schedule presents **Moodle and in-class activities and assignments** dates to help you **plan and manage time** to successfully complete course work.

Modules	Date	Content & Activities	In-class Discussions & Assignments
One	Jul. 3- 10	<p><u>Readings*</u></p> <p>Why ChatGPT and Bing Chat are so good at making things up</p> <p>Textbook: Chapter 1</p> <p><i>The Little Seagull Handbook</i></p> <p><u>W-1-2</u></p> <p><u>APA Style</u></p> <p><u>Appendix: Writing with Generative AI</u></p>	<p>1. Course Orientation- Moodle, E-book, Expectations & Assignments</p> <ul style="list-style-type: none">• Choose Groups• Wiki Digital-Portfolios <p>2. Introduction to AI Ethics in Higher Education</p> <ul style="list-style-type: none">• Introduction to ethical considerations in AI, including bias, privacy, accountability, and transparency• Discussion of the importance of ethical use of AI in the educational context <p>Start: Library Modules on Moodle</p>

Modules	Date	Moodle (online)	In-class Discussions & Assignments
Two	Jul. 15-17	<p><u>Readings*</u></p> <p><u>AI Colonialism</u></p> <p>Textbook:</p> <p>Chapters 2-3</p> <p><i>The Little Seagull Handbook</i></p> <ul style="list-style-type: none"> • W-4/9/12/16-17 • R-1-2-3 <p>Grammar Practice:</p> <ul style="list-style-type: none"> • E-1-5 • S-1-3 <p><u>Checklist for Revising and Editing</u></p>	<p>3. Understanding ChatGPT: Benefits and Limitations</p> <ul style="list-style-type: none"> • Exploring how and why AI-writing apps make up content • Defining the term “confabulation” • Discussing the implications of fabricated content on academic integrity • Generating ideas about how to fact-check AI-generated content to ensure its accuracy <p>4. Exploring AI and the Post-Plagiarism Era through Research and Writing</p> <ul style="list-style-type: none"> • Investigation of the impact of AI on the post-plagiarism era and how it is changing the way we view and prevent plagiarism through research and writing <p>Project Part 1: Annotated Bibliography (due Jul. 18)</p> <p>Reflection 1: Writing an Annotated Bibliography (due Jul. 20)</p>
Three	Jul. 22-24	<p><u>Readings*</u></p> <p><u>Chatting and Cheating Ensuring Academic Integrity in the Era of ChatGPT</u></p> <p>Textbook:</p> <p>Chapters 4-5</p> <p><i>The Little Seagull Handbook</i></p> <ul style="list-style-type: none"> • W-15 <p>Grammar Practice:</p> <ul style="list-style-type: none"> • S-5/7 • P-1 	<p>5. Artificial Intelligence (AI) and Ethics</p> <ul style="list-style-type: none"> • Examination of privacy concerns related to the use of AI in higher education • Discussion of data collection, storage, and usage in AI systems • Analysis of privacy regulations and their implications for AI in educational settings <p>6. Accountability and Responsibility in AI</p> <ul style="list-style-type: none"> • Examination of the roles and responsibilities of stakeholders in AI-enabled education • Analysis of legal and ethical frameworks for holding individuals and organizations accountable for AI use • Group activities on designing accountability mechanisms in AI systems

		<p>Plagiarism:</p> <ul style="list-style-type: none"> • R-4 <p>If English Is Not Your Only Language</p>	<p>Project Part 2: Paper Proposal (due Jul. 30)</p> <p>Based on the annotated bibliography:</p> <ul style="list-style-type: none"> • develop a research proposal of 1-2 pages outlining the research question, objectives, methodology, and expected outcomes. • critically analyze the articles, identify gaps in the research, and state the purpose and focus of your position paper. • use proper citation and referencing throughout their research and writing.
Modules	Date	Moodle (online)	In-class Discussions & Assignments
Four	Jul. 29-31	<p>Readings*</p> <p><u>AI and AI: Exploring the Contemporary Intersections of Artificial Intelligence and Academic Integrity</u></p> <p>Textbook:</p> <p>Chapters 6-7</p> <p><u>NINETEEN “HELP ME UNDERSTAND. . .”: When Your “They Say” Is a Bot</u></p> <p><i>The Little Seagull Handbook</i></p> <p>W 18</p> <p>Grammar Practice:</p> <ul style="list-style-type: none"> • S-7-9 	<p>7. AI and Academic Integrity</p> <ul style="list-style-type: none"> • Exploration of ethical implications of AI in detecting and preventing academic misconduct • Discussion on the balance between AI monitoring and student privacy • Strategies for promoting academic integrity while respecting ethical boundaries <p>8. Social and Ethical Implications of AI in Education</p> <ul style="list-style-type: none"> • Examination of broader social and ethical implications of AI in education • Analysis of potential impacts on employment, decision-making, and human agency • Group discussions on the ethical responsibilities of educators and institutions <p>Reflection 2: Writing a Paper Proposal (Due Aug. 1)</p>
Five	<p>Holiday Aug. 5</p> <p>Aug. 7- 12</p>	<p>Readings*</p> <p>“We Need To Talk About ChatGPT”: The Future of AI and Higher Education”</p>	<p>9. Future Directions and Ethical AI Advocacy</p> <ul style="list-style-type: none"> • Exploration of emerging trends and future developments in AI and education

		<p>The critique of AI as a foundation for judicious use in higher education</p> <p>Textbook: Chapters 8-9</p> <p><i>The Little Seagull Handbook</i></p> <p>W-5-9</p> <p><u>Menu for Editing the Details That Matter</u></p>	<ul style="list-style-type: none"> Discussion on the role of ethical AI advocates in promoting responsible use of AI Final project and reflections on ethical considerations in AI-enabled education <p>Library Modules (Due Aug. 12)</p> <p>10. Project Part 3: Position Paper</p> <ul style="list-style-type: none"> Exploration of emerging trends and future developments in AI and education Discussion on the role of ethical AI advocates in promoting responsible use of AI Final project and reflections on ethical considerations in AI-enabled education
Modules	Date	Moodle (online)	In-class Discussions & Assignments
Six	Aug. 12-14	<p>Textbook: Chapters 10 and 12</p>	<p>11. Position Paper Final Touches</p> <ul style="list-style-type: none"> Peer feedback <p>Due Aug. 14</p> <p>12. Reflection 3: Writing a Position Paper</p> <p>Due Aug. 14 (in class)</p>