

*Erin Spring***EDUC 211: Academic Writing in Education  
Winter 2025**

**Land acknowledgement:** The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta, Region 3.

**Course Dates:** January 13 – April 11

**Term Break:** February 16 – 22

**Last Day to Add/Drop/Swap:** Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

**Pre-requisite:** Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

**Office Hours:** By appointment; conducted via Microsoft Teams.

**Email:** Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence. The course instructor will normally respond within 24 hours, Monday – Friday.

**COURSE DESCRIPTION:**

Focusing on students' writing skills, this course develops awareness of academic language genres, formal versus informal language use, as well as the skills required for researching and referencing academic work in written texts. The development of study skills and approaches that foster long-term academic success are integrated with academic language skills development.

**COURSE PEDAGOGY RATIONALE:**

In the view of this instructor, the wide availability of generative artificial intelligence (GAI) tools for producing high-quality written texts requires a seismic rethink of traditional pedagogies for teaching, learning and assessment of writing. The instructor's own bias is that of a techno-optimist (Andreesen, 2023), so the assumption of this course is that GAI means of written text production should be embraced: understood as *enhancements* to deeper learning, rather than barriers requiring bans by instructors or hidden use by students.

**LEARNER OUTCOMES:**

Learners who successfully complete this course will demonstrate that they are able to:

#	Learning Outcome (LO)	Learning Domain (Anderson & Krathwohl, 2001)	LO assessed by: Learning Task (LT)
L01	Identify, organize, describe and present elements of self-learning through discussions with a writing chatbot.	Cognitive	LT1: Video blog LT2: Writing conference LT3: Video essay
L02	Discuss, conceptualize, propose and reconcile the roles of generative artificial intelligence and human intelligence underlying writing.	Affective	LT1: Video blog LT2: Writing conference LT3: Video essay
L03	Replicate, recreate, synthesize and generate multimedia recordings using the class learning management system, and coordinate recordings in response to classmates.	Psychomotor	LT1: Video blog LT2: Writing conference LT3: Video essay

Rubrics for each Learning Task, aligned to each Learning Outcome and Learning Domain, are provided in D2L.

**COURSE DESIGN AND DELIVERY:**

This course is delivered and assessed online. Instruction will be comprised of regular online conference sessions via Microsoft Teams; and through video blogs posted on the course learning management system (D2L).

To successfully complete the Learning Outcomes and Learning Tasks for this course, students will need reliable internet access; an internet-connected device able to access, install and run the University of Calgary's suite of software; and a computer microphone for recording.

Three assessed Learning Tasks will encourage reflection on learning from the course content related to students' growing understanding of writing with educational research.

**REQUIRED RESOURCES:**

American Psychological Association. (2020). *Publication Manual of the American Psychological Association, 7<sup>th</sup> Edition*. [APA 7th digital edition](#)

**ADDITIONAL RESOURCES:**

Shatiya, K., Lloyd, N. & MacKay, S. (2022). *Introduction to university writing*. [Vancouver Community College](#). [CC by 4.0](#).

## LEARNING TASKS AND ASSESSMENT

LEARNING TASK	DESCRIPTION	GROUP / INDIVIDUAL	WEIGHT	DUE
<b>LT01 Video blog*</b>	Learners will: <ul style="list-style-type: none"> <li>prepare, present and post multimedia presentations to the course learning management system (D2L), which reflect on self-learning gained through interactions with a writing tutor chatbot as they develop and revise sections / drafts of an educational research paper.</li> <li>reflectively review, respond, and reply to the D2L posts of others.</li> </ul>	Individual	40%  grading rubric posted to D2L	Saturdays, 23:59 MDT <ul style="list-style-type: none"> <li>Jan 11</li> <li>Jan 18</li> <li>Feb 01</li> <li>Feb 08</li> <li>Mar 01</li> <li>Mar 15</li> <li>Mar 22</li> <li>Apr 12</li> </ul>
<b>LT02 Writing conference*</b>	Learners will: <ul style="list-style-type: none"> <li>engage in a scheduled writing conference with the course instructor to discuss learning progress and identify topics for LT03.</li> </ul>	Group	20%  grading rubric posted to D2L	Sunday - Thursday, Feb 09-13 23:59 MDT
<b>LT03 Video essay*</b>	Learners will: <ul style="list-style-type: none"> <li>prepare, present and post a multimedia presentation to D2L, which reflects on self-learning gained through interactions with a writing tutor chatbot as they present the final version of an educational research paper.</li> <li>prepare, present and post to D2L the final version of a completed educational research paper.</li> </ul>	Individual	40%  grading rubric posted to D2L	Saturday, April 05 23:59 MDT

\*Rubrics with detailed instructions for successful completion of each LT, and accompanying grading criteria, will be posted to D2L.

### WEEKLY COURSE SCHEDULE:

The weekly course schedule is posted, with regular updates, to D2L. Because changes to schedule may occur in response to the emerging needs of learners, students should refer to D2L in the first instance for updated course schedule information.

### CHANGES TO SCHEDULE:

Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.

### THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the [University of Calgary Academic Calendar](#) carefully. The [Werklund School of Education](#) section describes the program, the [Academic Schedule](#) section provides important dates, and the [University Regulations](#) section contains information on expectations for student work and academic conduct. In addition, procedures are described regarding concern about student performance in the program.

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties collaborating as a group, please inform the instructor.

### MISSING OR LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course with accompanying written evidence. Please view the [Supporting Documentation for Absences](#) section of the Academic Calendar.

### ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

**GRADING:** Please view the [Grading System and Transcripts](#) section of the Academic Calendar.

Grade	GPA Value	%	Description as per <a href="#">University of Calgary Calendar</a>
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

### Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Additional information is available on the Academic Integrity Website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

### Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>

Students needing an accommodation in relation to their coursework or to fulfill requirements for a graduate degree based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the designated contact person in their faculty. The course outline should clearly list the appropriate Faculty

contact person(s) and their contact details. For further information see E.1 C. Course Policies and Procedures <https://calendar.ucalgary.ca/pages/a89ecfbf758841b5983c4b67746e7846>

### **Research Ethics**

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfreb>) or the Conjoint Health Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreb>)

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

For further information see E.5 Ethics of Human Studies <https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac350>

### **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: <https://www.ucalgary.ca/hr/work-compensation/working-ucalgary/freedom-information-and-privacy-act>

### **Copyright Legislation**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>.

### **Sexual and Gender-Based Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

### **Other Important Information**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

**The Freedom of Information Protection of Privacy Act** prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

**For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit**  
<https://www.ucalgary.ca/registrar/registration/course-outlines>

**Education Students Association (ESA)** President for the academic year is Claire Gillis, [esa@ucalgary.ca](mailto:esa@ucalgary.ca).

**Werklund SU Representative** is Tracy Dinh, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca).

## REFERENCES

- Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A revision of Bloom's Taxonomy of educational objectives*. Longman.
- Andresen, M. (2023, 29 September). The Techno-Optimist Manifesto. <https://a16z.com/the-techno-optimist-manifesto/dressen> Horowitz (a16z.com)