

INTE 298/4/B

EWCI: Writing a Research Paper 101

Concordia University – Winter 2020

January 17th – April 3rd, 2020

**Please note: Communication in this course will be primarily by email and/or on MOODLE.
Please make sure to check your email inbox regularly.**

Course Coordinator:	Mebs Kanji (WSSR Director)
Office Hours:	By appointment
Email:	mebs.kanji@concordia.ca
Lead Guest Lecturer:	Diana L. Gustafson
Office Hours:	Tuesdays 12noon-1pm via SKYPE @ dgustafs
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Office Hours:	Mondays 10:00am-11:00am in H1225.30 Thursdays 2:00pm-3:00pm in H1225.30
Email:	ta.INTE298@gmail.com
WSSR Coordinator:	Kerry Tannahill (for workshop related questions)
Email:	wssr@concordia.ca

COURSE DESCRIPTION

This credit course is ideal for students who would like to learn how to write an original research paper that adheres to the standards of academic integrity. In this course students will take six day-long, information and skill-building workshops. The workshops introduce the basics of the scientific method and where a research paper fits into the broader research universe. You will gain helpful insights and writing strategies by engaging in activities that show you how to organize your time, choose a worthy research problem, and structure, draft, revise, edit and polish a research paper that includes a(n):

- **TITLE:** That accurately captures the key message of the paper and sparks reader interest;
- **ABSTRACT:** That concisely provides an overview of the paper and the main argument;
- **INTRODUCTION:** That identifies a topic of interest, a research problem/puzzle worthy of investigation; a clearly stated research question or testable hypothesis that addresses a gap in knowledge, the relevance/significance of the research and the purpose and roadmap of the paper;
- **LITERATURE REVIEW:** That presents the results of a systematic literature review and establishes what is known about the problem and points to the gap in knowledge that the study intends to fill and justifies the research question or hypothesis;
- **METHODS SECTION:** That outlines a research plan that includes an appropriate justification for the approach and indicates how quality data were collected from credible sources and analyzed competently;
- **RESULTS SECTION:** That describes and explains the significant research findings that address the research question or hypothesis and effectively uses non-textual elements (e.g., figures, graphs, tables) where appropriate;
- **DISCUSSION SECTION:** That interprets the findings in light of the existing literature and, where appropriate, theory and/or policy and/or contemporary public debate;
- **CONCLUSION:** That summarizes the argument and key findings, and identifies the implications, recommendations and limitations of the study;
- **REFERENCE LIST:** That includes a complete, accurate and appropriately formatted list of all in-text citations and demonstrates a commitment to academic integrity.

WORKSHOPS AT A GLANCE

Jan 17 9:00am-4:30pm	Workshop 1	Introduction to a Research Paper Purpose of Research and How It Is Communicated Structure of a Research Paper Identifying a Topic and a Research Problem Academic Integrity and Citation Style
Jan 24 9:00am-4:30pm	Workshop 2	Introduction & Literature Review Sections Purpose and Structure of the Introduction Conducting a Literature Search Using a Reference Manager Critiquing a Journal Article Purpose and Structure of the Literature Review Section
Feb 7 9:00am-4:30pm	Workshop 3	Research Methodologies & Methods Section Overview of Research Methodologies Purpose and Structure of the Methodology/Methods Section
Mar 6 9:00am-4:30pm	Workshop 4	Data Analysis & Findings Section Introduction to Primary and Secondary Data Analysis Purpose and Structure of the Findings Section Use of Figures, Graphs and Tables
Mar 13 9:00am-4:30pm	Workshop 5	Discussion & Conclusion Sections Purpose and Structure of the Discussion Purpose and Structure of the Conclusion
Apr 3 9:00am-4:30pm	Workshop 6	Revising, Editing & Polishing a Research Paper Purpose and Structure of the Title Purpose and Structure of the Abstract Strategies for Aligning the Argument Revising, Editing and Proofreading the Paper

For all workshops listed above please check in on the 9th floor of the MB Building between **8:30am and 9:00am. (Follow the **WSSR** signs). Here you will be directed to the classroom where your workshop will take place.**

LEARNING RESOURCES

Activities and online resources are assigned for each workshop. You can access each of these readings and activities through MOODLE. To take full advantage of the workshop experience, you are **expected to complete the readings and other preparatory activities in advance of each workshop**.

ASSIGNMENTS AND GRADING SCHEME

Assignment		Due Date	%
In-Class Worksheets	1 – Identifying a researchable topic	Jan 17 @ 4:30pm	4
	2 – Critiquing the introduction to a research paper	Jan 24 @ 4:30pm	4
	3 – Selecting a research methodology	Feb 7 @ 4:30pm	4
	4 – Diagramming a secondary analysis	Mar 6 @ 4:30pm	4
	5 – Critiquing a conclusion	Mar 13 @ 4:30pm	4
	6 – Drafting a title and abstract	Apr 3 @ 4:30pm	5
Total in-class worksheets			25
Take-home Assignments	1 – Identifying a researchable topic	Jan 23 @ 5:00pm	5
	2 – Critiquing the introduction to a research paper	Jan 30 @ 5:00pm	10
	3 – Creating a literature search strategy	Feb 20 @ 5:00pm	15
	4 – Critiquing the methods and findings sections	Mar 12 @ 5:00 pm	15
	5 – Critiquing the discussion and conclusion sections	Mar 30 @ 5:00pm	15
	6 – Providing feedback on a research paper	Apr 14 @ 5:00pm	15
Total take-home assignments			75

In-Class Worksheets

In-class worksheets must be completed *in the workshops (in-class)* and delivered in person to Dr. Gustafson at the end of each workshop. Worksheets will be graded and returned as quickly as possible.

Submissions of in-class worksheets **will not be accepted after 4:30pm** AND if you are absent from a workshop you cannot submit the in-class worksheet for that day.

Take-Home Assignments

Take-home assignments must be completed individually outside of the workshops. The instructions for each take-home assignment as well as an evaluation template will be made available on MOODLE only after they have been discussed in class. Discussion of assignments will take place in-class one week before the assignment in question is due. (See due dates listed above). These instructions and templates make the grading expectations for your assignments transparent. You will benefit by consulting these documents.

Be sure to refer to **Appendix A** in this course outline for more GENERAL INSTRUCTIONS FOR TAKE-HOME ASSIGNMENTS.

Use the evaluation templates and **Appendix B** in this course outline for REVISING, EDITING AND PROOFREADING your work before submitting it. Marks will be deducted for neglecting any instructions that are provided.

Take-home assignments must be submitted ELECTRONICALLY to the TA at ta.INTE298@gmail.com on or before the due date. Make sure that the subject header of your email accurately reflects the take-home assignment that you are handing in. So for instance, Take-home Assignment 1, 2, 3 and so on. Take-home assignments that are not correctly identified in an email subject header will not be searched for and may not be graded. Also, once graded, assignments will be returned to students electronically by email.

7-DAY LATE PASS PROVISION (“Debit Card”)

All students will be given a late pass, similar to a “Debit Card”, which will be tracked by the TA for this course. This pass provides you with a **total of 7 possible late days without penalty**, to be used over the ENTIRE semester. **The expiry date for “Debit Card” is April 17th**. It cannot be used after this date.

You may use up these 7 days early in the semester or spread them out over the term. That decision is entirely up to you. Remember however, that once all 7 late days are used up, any late assignments will no longer be accepted for grading without a doctor’s note or demonstrated extenuating circumstances.

BONUS OPPORTUNITIES (for a total of up to 4.5%)

BONUS Opportunities	%
This term, you will have the following BONUS opportunities available to you, which give you the chance to supplement your final grade in this course (for a maximum of 4.5%):	
January 31 1:00pm-4:00pm - Library-led seminar <i>Hands-on seminar on creating a search strategy and conducting a literature search</i>	1.5
February 14 9:00am-4:30pm - WSSR Workshop <i>Public Opinion and Polling: Is Western alienation for real?</i> with Janet Brown, Pollster and Political Commentator <u>OR</u> February 21 9:00am-4:30pm - WSSR Workshop <i>Women in Politics</i> with Dr. Shannon Sampert, Communications Consultant, Columnist and Owner of Media Diva <u>OR</u> February 21 9:00am-4:30pm - WSSR Workshop <i>Intersectional Perspectives: Race, Class, and Gender in Contemporary Social Life</i> with Dr. Lakshmi Jayaram, Senior Policy Fellow, School of Public Policy, University of Maryland-Baltimore County	3

BONUS opportunities are intended to create a safe learning environment where, if you attend, you will get BONUS points added to your overall grade **simply** for attending the seminar, evening or lunch talk or workshop **in its entirety**.

Please note: it is your responsibility to make sure that your name has been recorded on the attendance sheets that will be available during each BONUS event, confirming your participation. Note, too, that students are not *required* to attend these bonus opportunities and will not lose points for not attending.

An email will be sent to all students after January 17th and posted to MOODLE, listing all bonus opportunities and giving students the chance to sign up.

If you sign up for a BONUS opportunity, you will be expected to show up, sign the attendance sheet and stay for the entire workshop, seminar, or talk. Bonus points will not be awarded unless these three criteria are met.

Important: If you sign up for a BONUS session but do not show up or fail to advise us at least 24 hours in advance of your absence (by email to wssr@concordia.ca), you will be **NOT be permitted to attend any further BONUS sessions. If you have signed up for additional sessions, you will be automatically deregistered from those sessions. Exceptions to this rule will be made **ONLY** if a doctor’s note is provided.**

APPENDIX A: GENERAL INSTRUCTIONS FOR TAKE-HOME ASSIGNMENTS

Read carefully and please follow these general requirements (in addition to the specific instructions) of each take-home assignment that you submit:

1. Format your submission with 1” margins, Times New Roman font 12, and double line spacing. Submissions that do not adhere to these formatting requirements **will not be read or evaluated**.
2. Include a title page and reference list for all submissions.
3. Do NOT exceed the word count allowed for each take-home assignment. **Content that exceeds the word count will NOT be read or evaluated.**
4. Indicate the **word count** on the title page. The title page and reference list are not considered part of the word count. **In-text citations are part of the word count.**
5. Adhere to **APA 6th edition citation style** for all other formatting requirements.
6. Do NOT use headings or subheadings. Use appropriate transitional word and phrases to indicate you are moving to a new idea or point in the argument.
7. Do NOT use bullet points or footnotes. All take-home assignments must be in narrative form (sentence and paragraph).
8. Include a figure, diagram, table or appendix only when that element is a specifically required part of the assignment. When included, those elements should complement rather than replace text and will be NOT be considered part of the word count.
9. Revise, edit and proofread each assignment carefully before submitting it. Organization, style, format and grammar are evaluated on all assignments. See Appendix B.
10. Adhere to Concordia University Standards for academic integrity. Submissions that violate these standards may be subject to reporting.

APPENDIX B: CHECKLIST FOR REVISING, EDITING AND PROOFREADING

Evaluation Element	Comments or Suggested Changes
Focus and Organization	
Accurate content	
Clear argument	
Consistent message	
Convincing argument	
Logical narrative flow	
Quality evidence	
Other	
Elaboration and Style	
Accessible language	
Active voice	
Consistent voice	
Scholarly tone	
Sparkling presentation	
Succinctness	
Transitions and Segues	
Other	
Format	
Adherence to citation style	
Appropriate headings	
Figures and tables labelled	
One idea per paragraph	
References properly cited	
Sentences of varied lengths	
Text explains figures/table	
Other	
Grammar	
Acronyms	
Correct spelling	
Proper punctuation	
Proper verb tense	
Sentence structure	
Subject-verb agreement	
Word choice	
Other	