

Please submit your completed forms and supporting documents to wqb_cert@sfu.ca

REQUEST FOR CERTIFICATION AS A WRITING-INTENSIVE COURSE

Thank you for your interest in offering writing-intensive (W) courses. W courses will help meet Simon Fraser University's commitment to General Education, which enhances undergraduate degrees by informing and complementing students' programs of study, encouraging students to develop understandings and skills that equip them for life-long learning, and preparing them to appreciate, critique and contribute ideas and values of diverse, complex, and interdependent local and global communities in an ethical and comprehensive manner.

Completing this form will provide information for assessment by a faculty committee regarding whether your course meets the criteria for Writing-Intensive courses. Please contact the Director, University Curriculum and Institutional Liaison (UCIL) at ucildir@sfu.ca if you have any questions about completing this form.

A **WRITING-INTENSIVE** course provides students with opportunities to use reading, writing, and revision to increase understanding and further development of ideas. A writing-intensive course fosters the development of transferable writing skills for effective and professional communication, and the ability to express ideas in the forms and genres typical of the student's program of study. These skills may include structures and styles, accepted modes of reasoning and argumentation, convincing use of evidence, and appropriate technical language.

Writing-intensive courses are expected to explicitly address the craft of writing, and they must include significant levels of timely, actionable instructor feedback and student revision in response to feedback to ensure the development of strong transferable writing skills. A minimum of 50% of the course grade must be based on individual (not group) written work.

EXAMPLES

Examples of W courses can be found on the General Education Curriculum page [here](#).

Please note, you can answer any of the following questions with screenshots, copying and pasting from Canvas, or by attaching documents. The attached documents can be in any format (ie PDF, word document). A short paragraph is normally sufficient to answer the questions on this form.

COURSE TITLE, NUMBER AND DESCRIPTION:

Course #: IAT103W

Course Title: Design Communication and Collaboration

Frequency of offering (# / year) 5/year

Average enrollment per offering: 40

OTHER INFORMATION:

Please indicate if this course currently has or will have another WQB designation: Has W designation

Instructor(s) responsible for the course: Chantal Gibson, Niranjan Rajah

**If multiple instructors are responsible for teaching this course, please list them all and include a course syllabus or course outline for each one.

List course pre-requisites: None

*Optional: Is this course mandatory or required for any other programs: No

Please give a one-paragraph description of the content and overall format (lecture, seminar, tutorial, etc.) of the course, listing any prerequisites (maximum 200 words).

The goal of IAT 103W is to teach students essential skills that will enable them to negotiate their first-year coursework successfully and provide a strong foundation for their academic career. The writing, research, critical thinking and collaborative learning assignments present a variety of practical learning opportunities designed for students to develop the communication and interpersonal skills necessary for university studies. Lectures, presentations, readings, peer activities, and other materials will help first-year students develop a thoughtful practice of reading, interpreting, writing, and talking about social, cultural and disciplinary issues related to IAT so they can begin to contemplate their place within the program. IAT103W is delivered in person each week as a three-hour interactive lecture. Writing is integrated into each class building from low stakes to a major research writing project. Students are required to attend classes each week to successfully complete the course and earn a lower W course requirement.

WRITING-INTENSIVE COURSE RATIONALE (please be concise)

1. A writing-intensive course provides opportunities to use reading, writing, and revision to increase understanding and further development of ideas. In approximately one paragraph, please explain how your course does this.

IAT103W has an extensive reading list that introduces the course content (writing by media experts) and illustrates the contexts for academic writing and writing about art and culture (writing handbook and developing arguments). In weeks 1-3 students respond to readings with an in-class reading comprehension exercise (A1) and a short writing response assignment (A2) that scaffold into an iterative research paper assignment completed from weeks 4 to 9 (A3/A4). Assignment outlines exemplifying this attached to this package.

2. A writing-intensive course fosters the development of transferable writing skills for effective and professional communication, and the ability to express ideas in the forms and genres typical of the student's program of study. In approximately one paragraph, please explain how your course

does this.

IAT103W (along with IAT206W and IAT309W) emphasize critical thinking and ethical writing practice over English grammar and sentence-level structure. As well the courses highlight academic writing as a form of iterative thinking and design. Foundational skills introduced in IAT103W are drawn from the customized 4Cs of ethical citation framework (shown below) developed by SIAT W instructors during a 2019-2021 Dewey Teaching Fellowship. All three courses draw from the same writing handbook *They Say / I Say* (Graff & Birkenstein, 2024).

Name: _____

Performance Criteria (Traits)	Exceeds Standard 4	Meets Standard 3	Progressing to Standard 2	Below Standard 1
Audience how you talk/write to your audience	Clarity: Uses language to promote understanding	Uses effective, engaging language; thoughtful use of technical/disciplinary language; appropriate tone for intended academic audiences & purpose	Uses effective language; appropriate use of technical/disciplinary language; word choice creates appropriate tone for intended audiences & purpose	Uses limited & predictable vocabulary; inappropriate use of technical/disciplinary language; tone may not be appropriate for intended audiences & purpose
Argument how you articulate your research to your audience	Focus: Presents knowledge of research topic	Compelling topic, issue is clearly contextualized; appropriate scope for research paper. Analytical research questions (how/why) are clear; thesis takes a strong stance. Maintains exceptional focus on the issue—strong connection between thesis and topic; sentences throughout the document.	Topic is clear with attention needed to narrow or widen scope; Issue is described in context with some areas for explanation or support. Analytical research questions and working thesis may require some focus. Thesis takes clear stance. Maintains consistent focus on the issue throughout with some lapses between thesis and topic sentences.	Topic is not clear, likely too wide or narrow. Issue is vague, based on generalizations and includes unsupported claims; Research questions not clear (descriptive rather than analytical); working thesis is general, lacks stance and link to research; lack of focus across the document with inconsistent use of topic sentences.
	Ethical Support: Use of credible contextualized evidence to support claims;	Document provides Relevant, Reliable, Recent supporting details; claims are backed up with evidence and examples. Summarized material, provides CONTEXT and relevant background for sources to situate reader. Demonstrates clear, CONNECTION between the writer's ideas and chosen sources. CONVEYS thoughtful, nuanced handling of source material and writer's understanding of the borrowed material in own words without patchwriting.	Document provides Relevant, Reliable, Recent supporting details with some areas for clarification; claims are backed up with credible evidence and examples. Summarized material, provides some CONTEXT and relevant background for sources to situate reader. Demonstrates CONNECTION between the writer's ideas and chosen sources. CONVEYS adequate handling of the source and writer's understanding of the borrowed material in own words without patchwriting.	Includes some supporting details but lapses in Relevance, Reliability and Recency; may make unsupported claims or includes extraneous or loosely related material, with lapses into supposition and generalizations There is some CONTEXT and relevant background for sources to situate reader but is inconsistent. Demonstrates some CONNECTION between the writer's ideas and chosen sources. CONVEYS some of writer's understanding of the borrowed material but may have some patchwriting or lapse in relevance.
Citation: borrowed material presented ethically.	Borrowed material is quoted or summarized, CITED accurately in-text and on References page in APA.	Borrowed material is quoted or summarized, CITED accurately in-text and on References page in APA.	Borrowed material is CITED accurately in-text and on References page in APA with a few minor lapses.	Borrowed material is not CITED consistently in-text and on References page in APA.
Form structure as a vehicle for thinking	Structure: Follows formatting guidelines	Organizational structure and formatting clear and consistent; conveys completeness in thinking and understanding	Organizational structure and formatting are clear and consistent; conveys completeness in thinking & understanding with a few lapses	Organizational structure and formatting are inconsistent; may not follow instructions; creates some moments of reader resistance; conveys lapses in thinking/understanding
	Visual Argument: Uses graphics	Figures, tables, & graphics clearly provide appropriate context and necessary detail; cited in APA	Figures, tables, & graphics provide appropriate context and necessary details with few lapses; cited in APA	Figures, tables, & graphics provide some context and details; Cited in APA
Style	Language conventions	Consistently follows the rules of Standard English	Generally follows the rules of Standard English	Generally does not follow the rules of Standard English



4Cs of ethical citation.

- Writing-intensive courses are expected to explicitly address the craft of writing, and they must include significant levels of timely, actionable instructor or TA feedback and student revision in response to feedback to ensure the development of strong transferable writing skills. In

approximately one paragraph, please explain how your course does this.

One example of the iterative research process is drawn from the research paper:

Week 4: Student Learning Commons introduction, Assignment instructions and 4Cs of Citation

- students are introduced to SFU writing resources and core concepts for ethical engagement with sources and argument structure from thesis to conclusion

Week 5: Draft prep: Personal Wikipedia history, 200 wd Problem Description, 4 Annotated Sources (2pts)

- students develop an assignment outline and concept map of their relationship with the research topic which is discussed and peer reviewed in class (first level of feedback)

Week 6: First draft submission (10%)

- students submit first draft of research paper which receives extensive feedback from the TA (second level of feedback)

Week 7: IAT103W reading comprehension midterm (30%)

- students complete short-answer and written arguments related to key course concepts and fundamentals of research writing such as the 4Cs of citation and supporting arguments with evidence (in preparation for Week 8)

Week 8: First draft returned with feedback

- in-class students receive general feedback from instructor and receive overview from TA regarding feedback on papers

Week 9: Final paper submission (20%)

4. A minimum of 50% of the course grade must be based on individual (not group) written work with feedback and revision. Please attach example assignment instructions for the committee that demonstrate this requirement.

Writing is included in every assignment. Individual writing is 75% of the course grade. Assignments that showcase individual writing have been attached to this package.

5. Other ways in which this course meets the goals and criteria of a Writing-intensive course are:

All three courses make use of the ethical writing checklist (attached) that incorporates the 4Cs of citation with APA citation practice. This is a requirement before first draft and final draft submission.

PLEASE SUBMIT A CURRENT OR RECENT COURSE SYLLABUS,
INCLUDING A CLASS SCHEDULE AND GRADING SCHEME WITH THIS FORM.

IAT 103W (D100) Course Syllabus

Design Communication & Collaboration (Spring 2024)

All instructors of IAT 103W use the same syllabus.

Class: Tuesdays 2:30pm-5:20pm

Room: SUR 0000

Web: canvas.sfu.ca

TA : TA

Email : TBA@sfu.ca

Office : TBA

Office Hour: TBA

or by appointment

Instructor: Instructor

E-mail: TBA@sfu.ca

Office: SUR 0000

Office Hours: TBA

or by appointment

Content, Objectives & Expectations: What you need to know first

Welcome to IAT103W Design Communication and Collaboration.

Art, design and technology are inspiring and productive forces in our world. *Design Communication & Collaboration* teaches key principles and practices of effective written and visual communication, by engaging you with a broad range of creators, creative expressions, media, and theoretical ideas relevant to the practice of art and design within the context of SIAT.

The goal of this course is to teach you essential skills that will enable you to negotiate your first-year coursework successfully and provide a strong foundation for your academic career. The course's writing, research, critical thinking and collaborative assignments present a variety of practical learning opportunities designed for you to develop communication and interpersonal skills necessary for university studies.

Lectures, presentations, readings, peer activities, and other materials will help you, as first-year students, develop a thoughtful practice of reading, interpreting, writing, and talking about issues related to SIAT so you can begin to contemplate your place within it.

IAT103W will be delivered in person each week. It is important to note that this is not a hybrid course--there is no online version. Each class builds on the next, so that means students are required to attend classes each week to successfully complete the course and earn a lower W course requirement.

Students who miss 3 or more classes (25% of the term) without a doctor's note or legitimate reason will be asked to meet with the course instructor and may be given an Incomplete Grade (I) for the course. Scheduling outside work during class time or scheduling another course or lab or taking a family holiday during the term are not acceptable reasons for missing class.

Due to the collaborative nature of the course, we will be working and learning together. All students are expected to adhere to SFU Policies and Guidelines for ethical participation and academic citizenship.

The IAT103W instructional team has designed a thoughtful course curriculum to promote diverse and inclusive learning practices, to encourage community building, and to support manageable workloads for students, TAs and instructors.

Please remember the first rule of online communication: Remember the Human. It's that start of a new term, and no one is perfect. Let's blend criticality and kindness, and balance imperfection with patience. Let's be open and make room for learning. Please read the **Goodwill Guidelines for Course Communication and Online Conduct* at the end of this document.

Learning Outcomes

In IAT103W, students will:

1. Practice how to interpret, generate, compose, and revise reasonable arguments within a persuasive writing process.
2. Develop an understanding of academic writing as an *iterative* design practice.
3. Develop critical research strategies and implement these in an academic research paper
4. Practice interpersonal communication and public speaking skills that will support a team presentation.
5. Practice peer review and critique using effective professional feedback strategies.

Weekly Class & Homework Schedule

Date	Topic/Theme	Readings	Homework Deliverables
Week 1 Jan 9	Course Introduction: IAT103W in a SIAT Context Theme: Reading, Issues & Things	Read the following before class next week: IAT103W Syllabus and Readings Module IAT103W Module 1 & Week 1 Overview	Intro to 103W Survey 2pts Complete in Canvas by Thursday January 11 th 11:59pm.
Week 2 Jan 16	Critical Thinking: Reading Context & Content of Arguments Ethical Writing 1	Wikipedia at 20 (The Guardian and pdf.) Death of Wikipedia (Barkeep 49 and pdf.) Wikipedia's Moment of Truth (NYT and pdf) Ruggiero: Critical Thinking (pdf) They Say, I Say: Ch. 1, 2, 3 (Textbook)	
Week 3 Jan 23	Critical Reading: Reading Context & Content of Arguments Ethical Writing 2	Wikipedia at 20 (The Guardian and pdf.) Death of Wikipedia (Barkeep 49 and pdf.) Wikipedia's Moment of Truth (NYT and pdf) Ruggiero: Critical Thinking (pdf) They Say, I Say: Ch. 1, 2, 3 (Textbook)	In class: Reading Response and Paraphrase: 5%
Week 4 Jan 30	Critical Reading: Ways of Talking about Things: Design Analysis	Norman: Emotional Design TedTalk Howells: Semiotics p. 94-114 (pdf) Howells: Hermeneutics p. 115-128 (pdf) They Say, I Say: Ch. 4, 5, 6, 7 (Textbook)	Image Analysis: due 5% <ul style="list-style-type: none"> • Description • Interpretation • Evaluation
Week 5 Feb 6	Critical Writing: Introduction to Research Writing 1	Norman: Emotional Design TedTalk Howells: Semiotics p. 94-114 (pdf) Howells: Hermeneutics p. 115-128 (pdf) They Say, I Say: Ch. 8, 9, 10 (Textbook)	
Week 6 Feb 16	Critical Writing: Introduction to Research Writing 2 and midterm prep	Norman: Emotional Design TedTalk Howells: Semiotics p. 94-114 (pdf) Howells: Hermeneutics p. 115-128 (pdf) They Say, I Say: Ch. 8, 9, 10 (Textbook)	Research Paper First Draft Due 10%
Feb 20-23	READING WEEK	No Classes	
Week 7 Feb 27	Midterm Exam	Exam is written by hand during class time.	Midterm Exam 30%
Week 8 Mar 5	Critical Writing: Feedback, Iteration and Revision	Research Papers will be returned with Feedback. Revision is due next week.	
Week 9 Mar 12	Research Paper Wrap-Up and Intro to Team Project	Tuckman's Stages of Group Development Communication in the Real World: Chapter 8 8.1 Foundations of Culture and Identity 8.2 Exploring Specific Cultural Identities 8.3 Intercultural Communication 8.4 Intercultural Communication Competence	Final Research Paper Due 20%
Week 10 Mar 19	Team Project		Team project workshop
Week 11 Mar 26	Team Project		Team project workshop
Week 12 April 2	Team Project		Team project workshop
Week 13 April 9	Team Project Presentations		Team Project Presentations 20%

*Syllabus is subject to change over the course of the term.

**Students must receive a C- in the course for a lower division W credit

Required Texts (Purchase through SFU Bookstore)

Graff, G. & Birkentsein, C. (2021). *They Say / I Say: The Moves that Matter in Academic Writing (5th Edition)*. W. W. Norton & Co., New York.

Required Readings (Provided online or in PDF form in Canvas Reading Module)

Barkeep 49. (Nov 30, 2022) [Death of Wikipedia](#). Wikipedia entry. Retrieved August 15, 2023. Online and in CANVAS

Gertner, J. (2023). Wikipedia's Moment of Truth. The New York Times. Retrieved August 15, 2023. Online and in CANVAS

Hern, A. (2021). [Wikipedia at 20: last gasp of an internet vision, or a beacon to a better future?](#) The Guardian. Retrieved August 15, 2023. Online and in CANVAS.

Howells, R. (2003). Semiotics. *Visual Culture* (94-114). USA: Blackwell. Pdf in CANVAS

Howells, R. (2003). Hermeneutics. *Visual Culture* (115-128). USA: Blackwell. Pdf in CANVAS

M Libraries Publishing (2016) [Communication in the Real World: An introduction to communication studies](#). Chapter 8 Culture and Communication. University of Minnesota licensed under a [Creative Commons Attribution-Non Commercial-ShareAlike 4.0 International Licence](#).

Norman, D. (2003). Three ways good design makes you happy [Video file]. Retrieved from https://www.ted.com/talks/don_norman_3_ways_good_design_makes_you_happy?language=en

Ruggiero, V. (2008). What is Critical Thinking? *In Beyond Feelings: A Guide to Critical Thinking*, 8th Ed. McGraw-Hill: New York. In CANVAS

West Chester University. Tuckman's Stages of Group Development. Collaborative Online Research and Learning. Retrieved <https://www.wcupa.edu/coral/tuckmanStagesGroupDevelopment.aspx>

Wyatt, L. (2020). Endless palimpsest: Wikipedia and the future's historian. *Studies in Higher Education* 2020. Routledge. VOL. 45, NO. 5, 963–971 <https://doi.org/10.1080/03075079.2020.1749793> Pdf in CANVAS and Online SFU Library.

Resources & Learning Support:

1. IAT103W Online course materials: <http://canvas.sfu.ca>
2. Writing support at Student Learning Commons: <http://learningcommons.sfu.ca/>
3. Research & resources at SFU Library: <http://www.lib.sfu.ca>

Assignments

Paraphrase Writing	5%
Image Analysis	5%
Research Paper Draft	10%
Research Paper Final	20%
Midterm Exam	30%
Team Project	20%
Participation & Workshops	10%
<hr/> Total:	100%

Submission Guidelines for Assignments

Read assignment instructions carefully for submission specifications. Some writing assignments will be submitted in hardcopy form in class. All assignments will require you to submit your work electronically via CANVAS. **Ensure that you hold on to all graded assignments and archive all digital assignments over the course of the term.**

Developing and maintaining a strong professional image in your writing is something you will continually work at throughout your academic careers, so it is important to develop good writing habits. Follow the general submission guidelines outlined below when handing in your assignments:

Marks will be awarded (and deducted) for document presentation. Follow the general submission guidelines outlined below when handing in your assignments:

- Word-process/type all assignments using standard 12pt fonts.
- Prepare a cover page for all assignments, including *course title* and *section number*, *assignment title* and *number*, *your full name* and *student number*, *instructor name*, *TA's name*, and the *date of submission*.
- Assignment pages should be numbered and double-spaced with 1” margins on all sides.
- Submit assignments through CANVAS according to instructions, as Word, docx or pdf files.
- You may print hardcopy assignments on both sides of the paper.

Do your part to support sustainable TA workloads. We have 40 students in the class. Submit on time via Canvas. Do not email assignments unless requested by your instructor. This makes file organization, downloading and grading manageable.

Attendance & Timeliness

To support consistency and fairness across the class and support timely marking deadlines for peers, TAs and Instructors, assignment submission deadlines must be respected. Unless otherwise stated by your instructor, all written assignments are due in class or in CANVAS on the specified dates.

Due to the collaborative nature of this course and the scaffolded/iterative nature of the course design—attendance for IAT103W is mandatory. **Students who miss 3 or more classes during the term without a doctor's note or credible reasoning will be asked to meet with the instructor.**

Late to Class

Students are expected to show professionalism and support each other's learning through collaborative and collegial peer review activities. Students who arrive late on peer workshop dates may not be able to participate in the peer review activity and may have to work on their own that day.

To ensure fairness across the class and timely marking deadlines for the TA team, assignment submission deadlines will be observed. Unless otherwise stated by your instructor, all assignments are due at the time specified in the instructions. On workshop days, hardcopies of the assignments will be peer-reviewed and collected within the first 10 minutes of class. **A 10-minute grace period is afforded to students only on assignment submission days.**

Submissions that come in after the 10-minute grace period (when the workshop has started or papers have been collected) will be given an Incomplete grade (-). One late grade during the course will be removed at the end of the term, during the final grading process. Multiple incomplete grades over the course will each be given zero (0).

Students are expected to show professionalism and support each other's learning through collaborative and collegial peer review activities. Students who arrive late on peer workshop dates may not be able to participate in the peer review activity and may have to work on their own that day.

Late Assignment Submission

To support fairness and effective grading, assignments submitted late in hardcopy or CANVAS without a doctor's note or other form of valid reason will receive an automatic deduction.

- 20% for 1 day late (first 24 hours after deadline)
- 40% for 2 days late (first 48 hours after deadline)
- Assignments submitted 3-5 days late will receive written feedback and an F grade.
- Assignments submitted more than 5 days late will not be graded.

Missed Classes due to Illness or Circumstance

Attendance in class and participation in team project-related activities is required for a success in the course. If you miss a class, it is your responsibility to inform your instructor and to review the class slides and handouts **in the Canvas module**.

Please, do not email your instructor and ask "Did I miss anything important?"

As we continue to navigate stages of Covid 19, we ask that you take care of yourself—that means self-test as needed, and stay home if you are ill or symptomatic. If you miss an assignment deadline, feedback workshop or team project class due to illness or personal concerns you must inform your instructor via email.

Repeated Missed Classes

If you miss 2-3 classes due to illness or miss the Week 7 Midterm (30%) a doctor's note (or a credible reason) must be provided to your instructor. Grades will not be given for incomplete work. Infrequent attendance or unsatisfactory contributions during the team project may result in your removal from the team.

Extension Requests

Requests for extensions must be done so responsibly. If you need more time to complete an assignment, submit a written request to your instructor by email at least three (3) days before the assignment's due date. Avoid making excuses and present a clear compelling reason for your request and be specific about the length of extension you need.

Code of Academic Honesty & Student Conduct

All writing assignments must be researched and written individually. Each student is responsible for writing and submitting their own original work. Be aware that collaborating with others and sharing answers with students may lead to unintentional plagiarism. Submitting work that has not been correctly cited may result in a lower grade, but if the infraction is serious enough, it can earn an F for the assignment or the course, and leave a permanent mark on your academic record.

Here is what academic dishonesty looks like:

- Submitting work that has been written, produced, researched or edited by someone else or some organization,
- Submitting work that has previously been submitted for another class, using material (quotes, ideas, pictures, etc.) from another source without clearly indicating where the information came from using a proper citation, or
- Presenting someone else's ideas as your own
- Using work from a previous IAT103W class

You are part of the SFU community, so it is important to be an ethical citizen. Read the institutional policies related to Academic Integrity and Assessment and other policies at SFU.

- SFU Code of Academic Integrity and Good Conduct: <http://www.sfu.ca/policies/gazette/student/s10-01.html>
- ChatGPT and AI: <https://www.sfu.ca/students/academicintegrity/UsingGenerativeAI.html>
- Grading Practices: <http://www.sfu.ca/policies/teaching/t20-01.htm>

We will discuss academic honesty in class. If you have any questions about this code or about plagiarism or academic dishonesty in general, please discuss them in office hours.

Goodwill Guidelines for Course Communication and Online Conduct

Resources: <https://distancelearning.ubc.ca/learner-support/communicating-online-netiquette/>

EMAIL

At SFU, email is the primary form of professional communication between students, faculty and university staff and administrators. Course instructors and TAs receive a large number of emails from professional colleagues, staff, and administrators, as well as students.

Students are required to check SFU email regularly to stay updated on course, school and university related communications. This is also part of being a university citizen. Students are required to respond to email communication sent from an instructor or TA.

When contacting members of the SFU community, peers, instructors and staff, remember The Rules of Netiquette by Virginia Shea: <http://www.albion.com/netiquette/corerules.html>

To promote understanding with your reader

- Write a clear subject line that shows your section number and the purpose of the email (IAT103W D200 Request for Office Hour Appointment)
- Identify your audience by name (Hello Chantal or Good morning, Chantal)
- Compose a direct, concise message with a clear purpose (I am requesting a one-day extension or I have a question about today's activity or I will be not be in class next week.)
- Make dates, times and action items clear (Please send the file by Thursday at 10am)
- Proofread and use appropriate language for the context of your message.
- Close with your name and student number (Regards, Brenda Sans (301001010))

Email Response Protocols

- Your Instructor and TA will reply to e-mails within 24 hours during weekdays.
- We do not answer emails after 5pm, or on weekends and holidays.
- Inquiries or Requests for grade changes and extensions must be sent to the course Instructor.
- Assignment feedback is not provided via email (for online office hours only).

Ethical use of VIDEO/AUDIO Recording and Privacy

In keeping with SFU Policy, **students are NOT permitted to video or audio record lectures without the expressed permission of the instructor.** Do not take photos of the instructional team or students during class lectures or discussions. Students will be given time to photograph notes on the white boards during breaks or at the end of class.

CANVAS

All course materials will be organized in **Weekly Modules** and stored in CANVAS. This includes lecture slides, asynchronous teaching videos, assignment instructions, and learning tools. Each module contains an **Overview page** outlining the objectives, materials and activities for the current week. All assignments will be submitted to CANVAS for assessment. Grades will be assigned in CANVAS. Make sure to review your Canvas notification preferences at the beginning of the semester and set up notifications for Canvas Announcements, Messages and Discussions.

OFFICE HOURS

Office hours will be held at the specified time slots or by appointment. You can sign up for an office hour slot through "Find Appointment" option in Canvas Calendar. Office hours will be held through Zoom Meetings as specified by the instructor/TA. Students should sign-up for only one office hour appointment per week.

Students must sign up at least 2hrs prior to the appointment time. This will help the teaching team manage their appointments.

Office hours will be held in 15 min time slots. To ensure effectiveness of office hour appointments, students should come prepared with 1-3 specific questions that can be productively discussed within the 15 min timeframe.

IAT103W Grading Scale

Letter Grade	Percentage	Definition	GPA
A+	95-100	Excellent, outstanding performance	4.33
A	90-94		4.0
A-	85-89		3.67
B+	80-84	Very good, good performance	3.33
B	75-79		3.0
B-	70-74		2.67
C+	65-69	Satisfactory performance	2.33
C	60-64		2.0
*C-	55-59	Marginal performance	1.67
D	50-54		1.0
F	49-0	Unsatisfactory performance	0.0

*Students must achieve a C- in the course for W credit

**Syllabus is subject to change.

IAT103W Research Paper APA Citation Checklist Name:

Check all sources are cited ethically in APA. Scan and upload this form to Canvas with your final IAT103W research paper. Your research paper will not be graded without it.

SFU Code of Academic Integrity and Good Conduct

4.1.2 Forms of Academic Dishonesty: The following acts or omissions constitute academic dishonesty and are prohibited.

a. Plagiarism, including:

- i. submitting or presenting the work of another person, including artistic imagery, as that of the student without full and appropriate accreditation;
- ii. copying all or part of an essay or other assignment from an author or other person, including a tutor or student mentor, and presenting the material as the student's original work;
- iii. failing to acknowledge the phrases, sentences or ideas of the author of published and unpublished material that is incorporated into an essay or other assignment. (SFU, 2009, Plagiarism)

I have completed the SFU Plagiarism Tutorial in Canvas Yes No

I have completed the Academic Honesty Tutorial in Canvas Yes No

Avoiding plagiarism. Review your sources and ensure proper APA citation before submission.

This Annotated APA Citation Guide is a resource designed for SIAT W courses. It is based on the SFU Library's General Notes on APA 7 citation --it is not the APA Style Guide. Review each section and ensure your work meets the ethical requirements for submission. Consult the SFU Library APA Resources for citation information not included in this document.		Check if Complete
1. <i>Form/Layout</i> : APA requires that the entire paper be double-spaced , including all the lines in the reference list.		yes / no
2. <i>Form/Layout</i> Number all pages consecutively , beginning with the title page, in Arabic numerals (e.g., 4, not IV) in the upper right-hand corner (Section 2.18, p. 44)		yes / no
3a. <i>Citation (in-text)</i> : in the body of the text identify all borrowed ideas and information used within your essay. Ethical Check Point: do all of your in-text citations connect to a full text citation in the References list at the back? (If not, your paper contains uncited information.)	In <i>Emotional Design</i> , Donald Norman (2004) argues "cognition interprets the world, leading to increased understanding and knowledge" (p. 20). In 'Examining Longhand vs. Laptop Debate: Evidence from Replication, researchers Mitchell and Zheng (2017) report that "speed" was the primary reason that study participants chose to take notes with laptops.	yes / no
3b. <i>Citation (References)</i> : provide a full citation in the Reference list at the end of your paper to inform the reader where they should look if they want to find the borrowed sources. ! Ethical Check Point: do all of your full References connect to an in-text citation? (If not, your paper contains uncited information.)	Mitchell, A. & Zheng, L. (2017). Examining Longhand vs. Laptop Debate: Evidence from Replication. <i>Twenty-third Americans Conference on Information Systems</i> . Norman, D. (2004). <i>Emotional Design: Why We Love (or Hate) Everyday Things</i> . Basic Books.	yes / no
3c. <i>Context</i> : Do you provide relevant background information (ex: author, title, description of source, stance of source) to introduce borrowed ideas and separate them from your own?		yes / no

<p>They Say with quotation</p> <p>→ In <i>Emotional Design</i>, Donald Norman (2004) argues “cognition interprets the world, leading to increased understanding and knowledge” (p. 20).</p> <p>I Say</p> <p>→ Understanding how we think about things informs the research and study that go into art, media and product design.</p> <p>They Say with paraphrase</p> <p>→ According to cultural theorist Roland Barthes (1981), the punctum of an image is a detail that leads the viewer to a new world outside the frame of the photograph.</p> <p>I Say</p> <p>→ Since the punctum produces a spontaneous viewer response, photographers and image makers must be aware of new interpretations beyond their control.</p> <p>I Say</p> <p>→ When used thoughtfully, quotes are powerful tools for persuasive writing.</p> <p>They Say with quotation</p> <p>→ Graff, Birkenstein and Durst (2018) state that “quotations function as a kind of proof of evidence, saying to readers:…’here it is in her exact words” (p. 43).</p> <p>I Say</p> <p>→ Student writers must be selective when using quotes, to highlight the point of speaker. When overused, quotes give every point the same value and weight—and the writer appears lazy or unable to comprehend and summarize another’s ideas in their own words.</p>	<p>In <i>Emotional Design</i>, Donald Norman (2004) argues “cognition interprets the world, leading to increased understanding and knowledge” (p. 20). Understanding how we think about things informs the research and study that go into art, media and product design.</p> <p>According to cultural theorist Roland Barthes (1981), the punctum of an image is a detail that leads the viewer to a new world outside the frame of the photograph. Since the punctum produces a spontaneous viewer response, photographers and image makers must be aware of new interpretations beyond their control.</p> <p>When used thoughtfully, quotes are powerful tools for persuasive writing. Graff, Birkenstein and Durst (2018) state that “quotations function as a kind of proof of evidence, saying to readers:…’here it is in her exact words” (p. 43). Student writers must be selective when using quotes, to highlight the point of speaker. When overused, quotes give every point the same value and weight—and the writer appears lazy or unable to comprehend and summarize another’s ideas in their own words.</p> <p><i>! Ethical Check Point: Check Do you provide context the first time you mention a source? (If not, your paper contains uncited information.)</i></p>	
<p>Citation: When quoting from print sources or online articles, give the author, year, and page number in parentheses (Section 8.25, p. 270)</p>	<p>In <i>Emotional Design</i>, Donald Norman (2004) argues “cognition interprets the world, leading to increased understanding and knowledge” (p. 20).</p>	<p>yes / no</p>
<p>Citation: When paraphrasing from a source, or referring to an idea contained in another work, provide author and year. You are encouraged to include page or paragraph number if it will help readers locate the section (Section 8.23, p. 269).</p> <p><i>! Ethical Check Point: Is the paraphrase in your own words? Have you avoided patch writing? (If not, your paper contains plagiarized material.)</i></p>	<p>In “Examining Longhand vs. Laptop Debate: Evidence from Replication” researchers Mitchell and Zheng (2017) report that speed was the primary reason that study participants chose to take notes with laptops (p. 6).</p>	<p>yes / no</p>
<p>Citation: Many electronic sources do not provide page numbers. In this case, use whichever approach will best help readers to find the quotation (Section 8.28, p. 273):</p> <p>→ Provide a heading or section name (these can be shortened but should then be placed in quotation marks)</p> <p>→ Provide a paragraph number, preceded by the abbreviation ‘para’ (count the paragraphs if they are not visibly numbered)</p>	<p>(Verbunt, Pernot, & Smeets, 2008, Discussion section)</p> <p>(Centers for Disease Control and Prevention, 2017, “What Can You Do” section)</p> <p>In his article, “Is Facebook Making Us Lonely,” writer Stephen Marche (2014) uses the death of horror movie actress Yvette Vickers to symbolize what he calls “our growing fear of loneliness” (para. 2).</p> <p>(DeAngelis, 2018, Musical Forays section, para. 4)</p>	<p>yes / no</p>

→ Provide a heading or section name in combination with paragraph number		
<p><i>Citation:</i> If there is no date of publication, use the abbreviation (n.d.). (Section 9.17, p. 291)</p> <p>! Ethical Check Point: Is there a reason the source does not have a date? Have you learned about your source (author, publication, etc.) (If not, the reliability of the source is in question.)</p>	<p>For example: (Johnson, n.d.)</p>	<p>yes / no</p>
<p><i>Citation:</i> The list of sources at the end of the paper is titled References, and this title should be centered. The reference list must include all the sources cited in the text of your paper. (Section 9.43, p. 303)</p>		
<p>References are in alphabetical order, by last name of the first author (or by title if author is not available) (Section 9.44 & 9.49, p. 303-304, 306)</p> <p>For the author's first name use only initials (Section 9.8, p. 286)</p>	<p>For example (note: partial citations): Bauchspies, W., Croissant, J., and Restivo, S. Brown, J. R. Browning, A. F.</p>	<p>yes / no</p>
<p>Second and subsequent lines of each entry in the References are indented 0.5 inches (Section 9.43, p. 303). Notice the capitalization of the title is different from the in-text style.</p>		
<p style="text-align: center;">References</p> <p>American Psychological Association. (2021). APA style blog. https://apastyle.apa.org/blog</p> <p>Barthes, R. (1981). <i>Camera Lucida: Reflections on Photography</i>. Hill & Wang.</p> <p>Bauchspies, W., Croissant, J., & Restivo, S. (2006) <i>Science, Technology and Society: A Sociological Approach</i>. Blackwell.</p> <p>Graff, G., Birkentsein, C., & Durst, R. (2018). <i>They Say / I Say: The Moves that Matter in Academic Writing (4th ed.)</i>. W. W. Norton & Co.</p> <p>Mitchell, A. & Zheng, L. (2017). Examining Longhand vs. Laptop Debate: Evidence from Replication. <i>Twenty-third Americas Conference on Information Systems</i>.</p> <p>Norman, D. (2004). <i>Emotional Design: Why We Love (or Hate) Everyday Things</i>. Basic Books.</p> <p>Simon Fraser University Library. (2021). General notes: APA (7th ed., 2020) citation guide. https://www.lib.sfu.ca/help/cite-write/citation-style-guides/apa</p> <p>Simon Fraser University. (2009). Code of academic integrity and good conduct. http://www.sfu.ca/policies/gazette/student/s10-01.html</p>		
<p>Citing Tables and Images</p> <p>Tables are used to visually represent information. Researchers often use them to summarize and interpret data. A table uses text (written and numerical data) and may include graphs which use shapes and forms to show relationships.</p> <p>Figures include photos, screenshots, maps, graphs, drawings, or any illustration incorporated into the text of a paper. They are visual illustrations that help describe, explain, or exemplify information.</p> <p>For example, if you want to show the increase in Instagram users over the past five years, you could integrate a table from a study into your work. If you want to write a research paper about the increase in accidental deaths due to risky selfie-taking, you could use images of Instagram users posing in dangerous situations as examples.</p> <p>Tables and Figures should be treated ethically, like other borrowed sources. They must be introduced in the text and contextualized (author, purpose, date, etc.) to maintain the accuracy and intention of the original source.</p> <p>Citation and source information goes below any Table or Figure. Tables or figures also have a corresponding entry in the References section unless you are the copyright holder (Section 12.18, p. 389-390).</p>		

General formatting rules

Above the table or figure, write 'Table' or 'Figure' in bold font, aligned on the left, followed by the number (E.g. Figure 1). Tables and figures are separately numbered in consecutive order. Immediately below (double spaced), write a brief and explanatory title for the table/figure in italic case (Section 7.24 & 7.25, p. 227).

[Embed image]

Below the table or figure, aligned on the left, write 'Note.' General note content should follow this order:

- 1) If necessary, include any additional details needed to understand the table/figure, such as abbreviations.
- 2) State if the table/figure is reprinted ("From") or adapted ("Adapted from"), then provide title, author, year of publication, and source of the material (this info is similar to reference list entry but in a different order).
- 3) Indicate the material's copyright status and, if applicable, a statement regarding permission to reprint. (Sections 7.14, 7.28 & 12.18, p. 203, 229, 389-390)

Following these rules, the note underneath an image integrated as a figure would follow this template:

Note. Descriptive caption of image. From *Image Title*, by Creator's Name, year of creation, Database/URL. Copyright date by Name of copyright holder. Reprinted with permission (only if applicable). [If the image has passed out of copyright, replace the previous two phrases with "In the public domain". If it is licensed through Creative Commons, include the standard abbreviation for that particular license (e.g. CC BY-NC)]

In your text, refer to figures/tables by their number (i.e. Figure 1 or Figure 2). Do not refer to them as "the figure below" or "the table above."

Most used for IAT103W Assignments and Research Paper

Citation for image from an online source

Figure 1 *Three Planets Dance Over La Silla*

[Embedded image]

Note. Syzygy (when three or more celestial bodies align in the sky) visible above an observatory in Chile. From *Three Planets Dance over La Silla*, by Y. Beletsky, 2013, European Southern Observatory (<https://www.eso.org/public/images/potw1322a/>). Copyright 2013 by Y. Beletsky/ESO.

Citation for an Instagram post

Figure 2 *Fog Impairs Visibility at Simon Fraser University's Burnaby Campus*

[Embedded image]

Note. From *Foggy day at the #Burnaby campus. #sfu #sfugram #university*, by Simon Fraser University [@simonfraseru], 2019, January 23, Instagram (https://www.instagram.com/p/Bs_fr0gA-eH/). Copyright 2019 by Simon Fraser University.

Citation for screen capture of a video; very similar to citing an online image.

Figure 3 *Characteristics of an Effective Issue for Persuasive Essay Composition*

[Embedded image]

Note. Screen capture of the definition of an issue, as used in IAT 309W courses at Simon Fraser University. From *Finding Topics with an Issue for Effective Persuasive Writing*, by H. Mareck, 2015 (<https://vimeo.com/137537246>). Copyright 2015 by H. Mareck and D. MacPhail.

IAT103W D100 A1: Reading Comprehension Quiz (5%) Name:**Student #:**

Both the Alex Hern article “Wikipedia at 20: last gasp of an internet vision or beacon to a better future?” (2021) and Barkeep49’s “Death of Wikipedia” (2023) address the life of Wikipedia, past, present and future. Answer the following in clearly. *Hand in your Week 2 worksheet and Week 3 paraphrasing worksheet with this quiz.*

/20

1. How would you describe the Alex Hern article to a friend outside SIAT? What kind of article is it? What is the main point (or thesis)? (2pts)

2. Why does Alex Hern include the voices of *Jimmy Wales* and *Abigail Brady* in his article? Why do *They* matter? (4pts)

3. Why did *The Guardian* writer Alex Hern include this *image with captions* for the reader? Describe the image (what are we looking at?). Then outline the purpose of the images within the article (the role does it play in Hern’s argument). (2pts)



Collaborative editing allows hundreds of people to work on pulling together an authoritative overview of breaking news, such as the attack on the US Capitol. Photograph: John Minchillo/AP

4. How would you describe the Barkeep49 piece to a friend outside SIAT? What kind of writing is it? What is the main point (or thesis)? (2pts)

5. Look at the writings by Alex Hern and Barkeep 49. Answer the following questions in clear sentences and provide examples from the articles to support your claims. Avoid vague statements.

a. What do the articles have in *common*? Explain two (2) aspects or characteristics that are similar. (4pts)

b. What is *different* about them? Provide two aspects or characteristics that are different and explain why. (4pts)

6. Ethical paraphrasing: Write this in your own words and use your in-class notes to help you! (4pts)

Original Text:

“I think the key to its long-term success has been its lack of commercialisation. Jimmy Wales made a decision that Wikipedia should be non-profit very early on, and stuck to it.” (p3.)

IAT103W Assignment 2 5%. Write-up with Image + Caption: Why I love/hate Wikipedia

Due Week 4: (a) Submit pdf file to Canvas before class at 2:30pm. (b) Bring your laptop for workshop next week. 2pts

Introduction: *Learning how to integrate images into your writing* is a core skill for successful academic writing. As in IAT100 and 102, graphics (images, graphics, symbols) are tools for communicating meaning. *Representation*—is how signs function to create meaning. As a media creator in SIAT, when you create an image, you must understand the contents and the contexts of the image—that means knowing everything you can about your subject (the focus of the work) and everything you can about the compositional, connotative, disciplinary and cultural milieu you position it in.

Instructions: Read over the instructions carefully before starting this assignment.

Step 1: The Readings. For your analysis you *must* review the [Donald Norman TedTalk on Emotional Design](#) and the related Week 3 slides, as well as the assigned chapters from *They Say, I Say*. Make notes on your observations and questions as you review the necessary materials for this exercise. Your task in Assignment 2 is to write a short argument the *engages an idea presented by Donald Norman and demonstrates your understanding of the key ideas presented so far in the course.*

Step 2: Written Argument (200 words).

a. Answer the following question—*What one thing do I love or hate about Wikipedia, and why?* Take time to consider the question. Start with a claim “One thing I love/hate Wikipedia is...” then explain your reasoning and capture all the details that come to mind (circumstances, characteristics, thoughts and feelings, impact on you and/or others).

b. Then, consider your answer and your reasoning and relate it to one of *Donald Norman’s 3 Levels of design*. Consider the behavioural level (Wikipedia performance, functionality), reflective level (Wikipedia cultural social, self-image, what it says about you) and the visceral level (Wikipedia affect, feelings, emotions). You are using information from Norman’s Ted Talk, specifically one level of design to *interpret* your answer to the question why you love/hate Wikipedia. So, think of the text, objects, icons that may be personally or culturally important, the story behind them, perhaps a story totally unique to you!

Design Constraints: Organize your 200-word argument into one *They Say, I Say* response that directly engages one idea from Donald Norman. You must answer the question, *What do I love or hate about Wikipedia, and Why?*

1. *Begin with a claim (topic sentence) that takes a love/hate position on Wikipedia and provide your reasoning.*
2. *Relate your reasoning to an idea from Donald Norman’s TedTalk that stands out to you. You are required to quote or paraphrase a complete idea (not a few words) and to cite in the text using the timestamp [1:13]. You don’t have room (200 words only!) to explain all 3 levels of design, so choose 1 level to be focused and concise.*
3. *Conclude with a final statement that explains the wider impact of Wikipedia on you or others in your experience.*

Step 3: 1 Image that illustrates the +/- with Captions (25 words). Like *Guardian* writer Alex Hern, you need to include *one image/screenshot that supports your argument*. You must generate your own graphic and cite it correctly. You can take a screenshot from Wikipedia or an image from an external site that exemplify the reason you love or hate Wikipedia. The captions must link the image to the text and support reader understanding. *It should be clear to the reader why it’s there.*

Design Constraints: We are working hard in this course to *encourage creativity and reward academic honesty*. Be thoughtful, be provocative, be discerning. Make your TA, say YES!! Take several images, iterate, and then decide what best suits this assignment. If your first impulse is to take a screen shot of Donald Norman’s face—no thanks. We know him now. *Do not simply copy images or graphics from other sources*. Also, consider the elements in your image and how they work together to communicate your point of view. Is it a close up? Make it interesting! No stretch! NO Blurr! Quality matters.

Writing Specs: Follow the assignment specs. 200 words (+/- 10%), double-spaced, 1” margins, word count at the end. Include in-text citations + References list in APA. *For video, in-text citations are time stamps in brackets. Stop the video at the place you want to quote or paraphrase and write down the time [3:12] in brackets after the cited information.*

Step 4: Format the image and written analysis in a single document with your Title page. Save as a pdf file in preparation for our Week 4 class session. Upload to Canvas by 2:30pm. Bring laptop to class for workshop or borrow from the library.

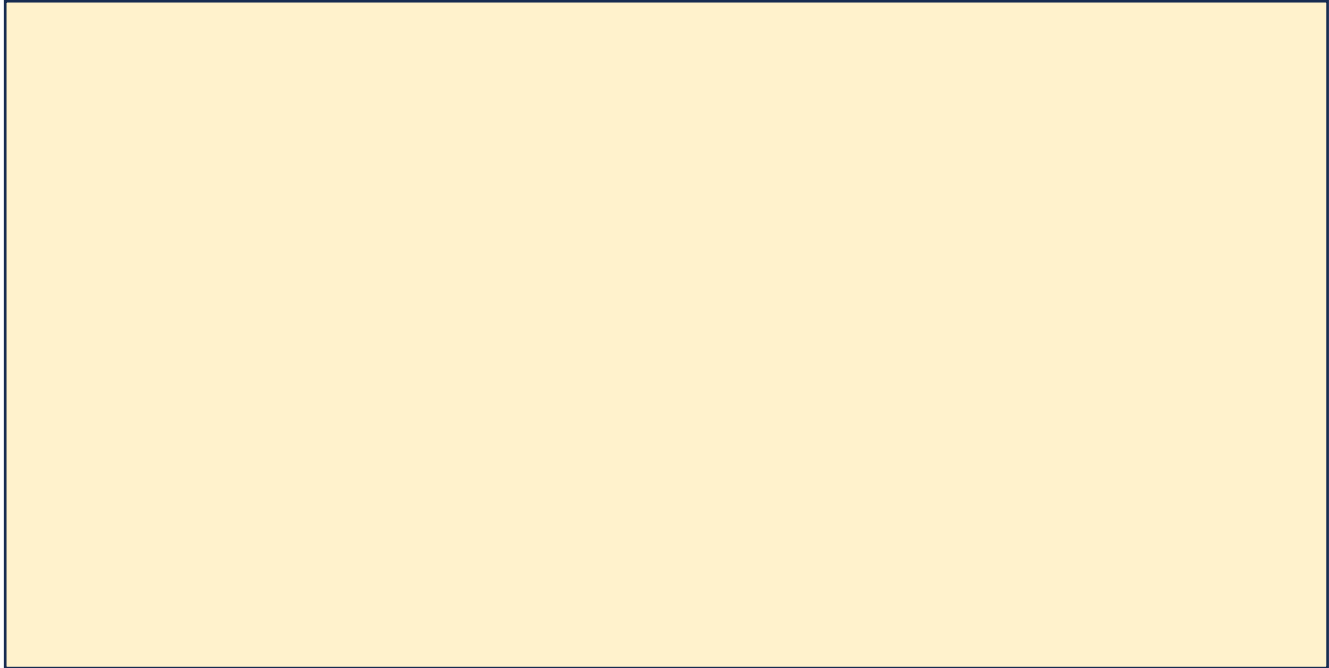


Figure 1: 25-word caption that describes image. Include source and date.

One thing I love/hate about Wikipedia is consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. *According to Donald Norman, in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident* [2:35]. In culpa qui officia deserunt mollit anim id est laborum. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

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References in APA:

Norman, D. (2003). Three ways good design makes you happy [Video file]. Retrieved from https://www.ted.com/talks/don_norman_3_ways_good_design_makes_you_happy?language=en[Links to an external site.](#)

Image citation

IAT 103W Assignment 2 Assessment Rubric 5%

Name: _____

The expectations for this writing assignment are noted in the rubric below. Your TA will use this grading criteria to communicate the quality of your written work and areas for improvement. To review They Say/I Say see your textbook and the week 3 in class ethical paraphrasing exercise.

Performance Criteria (Traits)		Exceeds Standard A	Meets Standard B	Progressing to Standard C	Below Standard D-F
Audience how you talk/write to your audience	Clarity: language promotes understanding for reader	Uses effective, engaging language; appropriate tone for academic audiences & purpose	Uses effective language; word choice creates appropriate tone for intended audiences & purpose	Uses limited & predictable vocabulary; tone may not be appropriate for intended audiences & purpose	Limited, or inappropriate vocab; tone not appropriate for the intended audiences & purpose
Argument how you articulate your message to your audience	Ethics: Ensures borrowed material is presented accurately & ethically.	<p>Articulates ideas clearly and logically; accurate treatment of and engagement with borrowed material</p> <p>Provides focused/targeted CONTEXT for sources; Demonstrates a strong CONNECTION between writer's ideas and source. CONVEYS writer's nuanced, thoughtful understanding of borrowed material; ethically quoted or paraphrased in own words; no patchwriting, CITED correctly in APA.</p>	<p>Articulates ideas clearly with some logic errors, accurate treatment of borrowed material</p> <p>Provides CONTEXT for sources. Demonstrates some CONNECTION between writer's ideas and source. CONVEYS adequate understanding of borrowed material; ethically quoted or paraphrased in own words; has no patchwriting, and CITED correctly in APA.</p>	<p>Several moments lack clarity and logic; some inaccuracies in borrowed material</p> <p>Provides general CONTEXT for sources. Demonstrates general CONNECTION between writer's idea and source. CONVEYS general understanding of sources with lapses, may have cursory quotes or some patchwriting, still CITED in APA.</p>	<p>Overall lack of clarity and logic; inaccurate or absence or borrowed material</p> <p>Missing CONTEXT for sources. Little or no CONNECTION between idea or source, CONVEYS little understanding of source and relies on quoting or patchwriting. Little or no CITATION in APA.</p>
Form how the structure illustrates your thinking	Structure: Follows formatting guidelines	Organizational structure and formatting clear and consistent; conveys completeness in thinking and understanding	Organizational structure and formatting are clear and consistent; conveys completeness in thinking & understanding with a few lapses	Organizational structure and formatting are inconsistent; may not follow instructions; creates some moments of reader resistance; conveys lapses in thinking/understanding	Lacks organizational structure and formatting; does not follow assignment instructions; creates high reader resistance; conveys lapses in thinking/understanding
	Visual Argument: Connection between photo & writing	<p>Compelling, provocative image; Strong connection between image, written argument and readings; cited in APA</p> <p><i>Lots for the writer to talk about and the viewer to engage with</i></p>	<p>Good image with a strong connection between image, written argument and readings; cited in APA</p> <p><i>Lots for the writer to talk about and the viewer to engage with</i></p>	<p>Cliché predictable image; General connection between image, written argument and readings; context/details required; Cited in APA</p> <p><i>Not much for writer to talk about or viewer to engage with</i></p>	<p>Little or no connection between image and writing; no connection to course readings, no citations or not in APA</p> <p><i>Nothing for the writer to talk about;</i></p>
Style how you use writing sentences mechanics	Language English	<p>Consistently follows the rules of Standard English;</p> <p>No reader resistance</p>	<p>Generally follows the rules of Standard English; some edits needed</p> <p>Little reader resistance</p>	<p>Does not follow the rules of Standard English;</p> <p>grammar and sentence level errors are getting in the way of reading</p>	<p>Does not follow the rules of Standard English; numerous grammar and sentence level errors make reading a challenge</p>

End Note:

The Death of Wikipedia: Can you live without it? Why or Why Not?

IAT103W Spring 2024 Research Assignment (30%)

Deliverables:

Week 4: SLC introduction, Assignment instructions and 4Cs of Citation

Week 5: Draft prep: Personal Wikipedia history, 200 wd Problem Description, 4 Annotated Sources (2pts)

Week 6: First draft submission (10%)

Week 8: First draft returned with feedback

Week 9: Final paper submission (20%)

Research Paper Writing Instructions

In the article “Wikipedia’s Moment of Truth” (2023) *New York Times* writer Jon Gertner draws on the thoughts, experiences and opinions of numerous users and experts, to explore the future of Wikipedia in the emergence of ChatGPT and other AI platforms.

Consider, What would life look like for you without Wikipedia? How would its absence impact your life?

If Wikipedia disappeared tomorrow, would it matter to you or those around you? Would you be able function without it? This is the research question you will address directly in your IAT103W research paper.

From Week 4 to Week 9 you will develop a short argumentative paper (1200 words/5 double spaced pages of writing) that invites you to explore your relationship with Wikipedia. Building on your Wikipedia + Image analysis (Assignment 2) your job is to further reflect on the impacts of Wikipedia on you (and those around you) and to engage with the knowledge, expertise and experiences of the individuals, communities, institutions and companies associated with the online encyclopedia.

Read *What is a Research Paper?* (at the end of this document) to ensure you understand the expectations for this major W-Course assignment.

To start you will create a *detailed personal history/reflective analysis* of your experience using Wikipedia. This can be a timeline or a diagram that illustrates your knowledge of and experiences with Wikipedia over your lifetime as well as your connection to other users, community members and or institutions. Include dates with images or icons and cite all borrowed sources. This is part of your research paper.

Then you will connect your personal history to **the research question:** *If Wikipedia disappeared tomorrow, would it matter to you or those around you? Would you be able function without it?* This process will help you create a focused **Thesis** at the start (like you did in A2) that might look like this: If Wikipedia disappeared tomorrow, I would/would not be able to function without it, because.... or If Wikipedia disappeared tomorrow, it would have no/little/a huge impact on my life because...

Your job for this paper is to research the issue(s) associated with your thesis using a variety of sources with different perspectives and points of view—credible newspapers and magazines, academic journals and books, podcasts and videos, and media experts. *Assess what you know and what you don’t know, begin to connect your personal experiences to a wider body of research and expertise.*

Then, once you have collected enough information, enough voices, enough evidence, your task is to compose a short research paper, composed of an introduction, thesis, arguments, counter-arguments, rebuttal and conclusion. Paragraphs should present topic sentences or claims that are explained and supported with research.

This *iterative writing process* allows you to synthesize what you’ve learned in the course. How you describe, explain and interpret your Wikipedia issue should reflect your understanding of the key concepts in our readings and demonstrate your understanding of *They Say, I Say*, the 4Cs of Citation (week 4 Module), and APA citation practices as outlined in the [IAT103W Research Guide](#).

Your research paper should do the following:

1. Identify a *specific issue or problem* related to Wikipedia from your experience or perspective, including a problem affecting a larger community of users. It should lead to a *Thesis* written in response to the research question. Focus on one problem.
2. Put the *problem into context* for your audience. This means telling your story as a Wikipedia user and connecting it to a wider community affected by the problem and wider body of research. Provide necessary background or historical information where you can.
3. *Examine the problem from multiple perspectives* including the opinions, arguments and counter arguments—users, experts, communities, organizations, influencers, researchers—affected by the issue or engaged in the conversation.
4. Integrate *1 personal history diagram* and *2 graphics or images* from external sources (research, books, online, social media) to illustrate the scope or impact of the problem or issue or to help explain an idea or technical information.
5. Provide *a conclusion based on your research* that proposes a solution to the Wikipedia issue, or recommendations to send the reader away with new insights or areas for future consideration.
6. Satisfy each of the conditions above in an ethically researched, well-reasoned, and persuasive manner that demonstrates your critical thinking and the writing skills developed over the term:
 - a. Includes title page, word count, 5 double-spaced pages of text, image captions, in-text citation and an [APA list of References](#). SFU Code of Academic Integrity (<http://www.sfu.ca/policies/gazette/student/s10-01.html>).
 - b. Demonstrates ethical, academic writing skills and strategies discussed in *They Say, I Say* (including summarizing, quoting, paraphrasing others) and the 4Cs Tutorial and [APA citation](#).
 - c. Uses 8-10 relevant sources, including
 - i. at least 1 source from the course Wikipedia readings
 - ii. at least 2 academic/scholarly sources (not including images).
 - iii. at least 1 of the interpretive strategies discussed in the course
 1. Norman Ted Talk (3 levels of design)
 2. Barthes and/or Howells readings (semiotics)

Research Paper General Submission Expectations:

Week 5: Bring to class the first draft of your Wikipedia personal history sketch, a 200-word description of the problem, and 4 annotated sources. You must upload a digital copy of this document to CANVAS prior to class.

A: A visual and textual sketch of your Wikipedia user History/Experience

1. Create a detailed timeline of your Wikipedia history; sketch by hand or digital tools and describe your experiences as a user noting when and how you used the online encyclopedia (first time you used it? high school? Are you an editor? etc).

B: A 200-word description response to the research question “Can you live without Wikipedia?”

1. Based on your history, note the impact on your if Wikipedia ceased to exist and clearly explain any problems
2. Note if and how the problem impacts others

C: Annotated References in APA: Provide a 50-word annotation for each of the following sources:

1. Find an academic journal article related to the issue
2. Find an investigative news article or trade magazine (not from the course readings) related to the issue
3. Find a popular culture reference or social media post or internet meme related to the issue
4. Find a graphic or image that illustrates an important aspect of your topic.

Week 6: Printed copy of Draft 1 writing and citations will be work-shopped in class, with an Ethical Writing Checklist, and then graded by your TA (10%). Bring the hardcopy to class and upload a pdf to CANVAS prior to class.

Week 8: Your marked draft will be returned in Week 8 (midterm week 7). You will have one week to revise your paper based on the feedback provided by your TA. You will submit your final paper and Ethical Checklist in Week 9 in two ways:

- an electronic file must be uploaded to CANVAS before the start of the Week 9 class
- your graded first draft AND a hard-copy of the final version must be handed in at the start of the Week 9 class.

The final paper will be evaluated, based on the same criteria for Draft 1 and the quality of your revisions. It will be given a summative (letter) grade only. The final paper should clearly show that you understood and applied the feedback provided from your instructor, TA, and peers. This is an exercise in iteration, planning and design, therefore papers with cursory revisions or no revisions will lose a full letter grade (ex: a B will get a C).

Note: Due to time constraints on marking deadlines, late submissions will NOT be accepted without a doctor's note or some highly credible form of evidence.

Grading Criteria for IAT103W Research Paper

See larger image in Canvas.

Name: _____

Performance Criteria (Traits)	Exceeds Standard 4	Meets Standard 3	Progressing to Standard 2	Below Standard 1
Audience how you talk/write to your audience	Clarity: Uses language to promote understanding Uses effective, engaging language; thoughtful use of technical/disciplinary language; appropriate tone for intended academic audiences & purpose	Uses effective language; appropriate use of technical/disciplinary language; word choice creates appropriate tone for intended audiences & purpose	Uses limited & predictable vocabulary; inappropriate use of technical/disciplinary language; tone may not be appropriate for intended audiences & purpose	Uses limited, inconsistent or inappropriate language; absence of technical/disciplinary terms; tone not appropriate for the intended audiences & purpose
Argument how you articulate your research to your audience	Focus: Presents knowledge of research topic Compelling topic, issue is clearly contextualized; appropriate scope for research paper. Analytical research questions (how/why) are clear; thesis takes a strong stance. Maintains exceptional focus on the issue—strong connection between thesis and topic sentences throughout the document.	Topic is clear with attention needed to narrow or widen scope; Issue is described in context with some areas for explanation or support. Analytical research questions and working thesis may require some focus. Thesis takes clear stance. Maintains consistent focus on the issue throughout with some lapses between thesis and topic sentences.	Topic is not clear, likely too wide or narrow. Issue is vague, based on generalizations and includes unsupported claims; Research questions not clear (descriptive rather than analytical); working thesis is general, lacks stance and link to research; lack of focus across the document with inconsistent use of topic sentences.	Topic is not clear. Issue or problem is not evident; no evidence of research and support for opinions and claims; Research questions not clear; no thesis; Inconsistency and lack of focus across the document; sections incomplete.
	Ethical Support: Use of credible contextualized evidence to support claims; Document provides Relevant, Reliable, Recent supporting details; claims are backed up with evidence and examples. Summarized material, provides CONTEXT and relevant background for sources to situate reader. Demonstrates clear, CONNECTION between the writer's ideas and chosen sources. CONVEYS thoughtful, nuanced handling of source material and writer's understanding of the borrowed material in own words without patchwriting.	Document provides Relevant, Reliable, Recent supporting details with some areas for clarification; claims are backed up with credible evidence and examples. Summarized material, provides some CONTEXT and relevant background for sources to situate reader. Demonstrates CONNECTION between the writer's ideas and chosen sources. CONVEYS adequate handling of the source and writer's understanding of the borrowed material in own words without patchwriting.	Document provides Relevant, Reliable, Recent supporting details with some areas for clarification; claims are backed up with credible evidence and examples. There is some CONTEXT and relevant background for sources to situate reader but is inconsistent. Demonstrates some CONNECTION between the writer's ideas and chosen sources. CONVEYS some of writer's understanding of the borrowed material but may have some patchwriting or lapse in relevance.	Lacks credible support. Relies on unsupported claims and/or extraneous or loosely related material, supposition and generalizations. The paper lacks CONTEXT, no CONNECTION between writer's ideas and sources, does not CONVEY understanding of material, with significant amounts of patchwriting.
	Citation: borrowed material presented ethically. Borrowed material is quoted or summarized, CITED accurately in-text and on References page in APA.	Borrowed material is quoted or summarized, CITED accurately in-text and on References page in APA.	Borrowed material is CITED accurately in-text and on References page in APA with a few minor lapses.	Borrowed material is not CITED consistently in-text and on References page in APA.
Form structure as a vehicle for thinking	Structure: Follows formatting guidelines Organizational structure and formatting clear and consistent; conveys completeness in thinking and understanding	Organizational structure and formatting are clear and consistent; conveys completeness in thinking & understanding with a few lapses	Organizational structure and formatting are inconsistent; may not follow instructions; creates some moments of reader resistance; conveys lapses in thinking/understanding	Lacks structure, does not follow instructions; high reader resistance; lapses in thinking/understanding
	Visual Argument: Uses graphics Figures, tables, & graphics clearly provide appropriate context and necessary detail; cited in APA	Figures, tables, & graphics provide appropriate context and necessary details with few lapses; cited in APA	Figures, tables, & graphics provide some context and details; Cited in APA	Inappropriate or inconsistent use of figures, tables, & graphics; no citations or not in APA
Style	Language conventions Consistently follows the rules of Standard English	Generally follows the rules of Standard English	Generally does not follow the rules of Standard English	Does not follow the rules of Standard English



4Cs of ethical citation.

Writing Resources:

1.SFU Library & SLC Writing Resources

For assistance with finding sources on your research topic, you can make an appointment with SIAT Librarians Megan Sorenson or Adair Harper (siatpub-lib@sfu.ca) or chat with one of the other SFU research librarians. Resources for planning, writing, using scholarly sources and APA citation are located in the <https://www.lib.sfu.ca/help/research-assistance/subject/siat/iat-103>library IAT103W Resource Guide.

For assistance with writing your research paper, including argument and research writing, summary and paraphrase writing, you can make an appointment with a peer mentor at the Student Learning Commons (<http://learningcommons.sfu.ca/>) or with Surrey Learning Commons Coordinator Cynthia Wright.

Book your appointments early, to avoid the midterm rush.

2.Finding scholarly sources. What do scholarly sources look like?

Wikipedia: Issues mentioned in Gerstner's "Wikipedia's Moment of Truth" that may be of interest.

Issue: Wikipedia Representation & Bias (Gender, Race, Class, Language)

Who's included in Wikipedia, who's not? And what are the impacts of the inclusion of one group's ideas over another?

Lemieux, M. E., Zhang, R., & Tripodi, F. (2023). "Too soon" to count? how gender and race cloud notability considerations on wikipedia. *Big Data & Society*, 10(1), 1-14.

Mandiberg, M. (2023). Wikipedia's Race and Ethnicity Gap and the Unverifiability of Whiteness. *Social Text*, 41(1), 21-46.

Issue: Wikipedia Education & Activism

What role does Wikipedia in public activism? How does the collaborative writing model support/hinder the mobilization and messages of groups seeking social or political change?

Here are a few academic sources for your consideration:

Baker, C. N., & Dove-Viebahn, A. (Eds.). (2022). *Public Feminisms: From Academy to Community*. Lever Press. <https://doi.org/10.3998/mpub.12682117>

Montez, N. (2017). Decolonizing Wikipedia through Advocacy and Activism: The Latina/o Theatre Wikiturgy Project. *Theatre Topics* 27(1), E-1-E-9. <https://doi.org/10.1353/tt.2017.0012>.

(There are many more articles about using Wikipedia in the classroom to improve representation, etc.)

Issue: Wikipedia Information, Data, Privacy and Ethics

Does Wikipedia present a concern for users? And what are the impacts of an open and collaborative editing model?

Here are a few academic sources for your consideration:

Forte, A., Andalibi, N., & Greenstadt, R. (2017, February). Privacy, anonymity, and perceived risk in open collaboration: A study of Tor users and Wikipedians. In *Proceedings of the 2017 ACM Conference on Computer Supported Cooperative Work and Social Computing* (pp. 1800-1811).

Penney, J. W. Chilling Effects: Online Surveillance and Wikipedia Use. *Berkeley Technology Law Journal*. Vol. 31, No. 1 (2016), pp. 117-182 (66 pages) <https://www.jstor.org/stable/43917620>

3. What is a Research Paper?

A research paper is a form of academic writing that you will be asked to use frequently throughout your time in university, so it's important to learn to write effective research papers early in your university career. The skills you learn as you do this iterative writing assignment will be useful far beyond your university life, however. Beyond SIAT, you may be writing to persuade others, both in your work and personal life – grant proposals, company reports, office memos, business letters and emails. By learning how to write a research paper, you will be developing skills that you can use to become more credible and persuasive in your writing.

What is academic writing?

Academic writing typically requires a more abstract, critical and thoughtful approach to writing than you may have been asked to do before. High school students do write essays and papers; however, at the university level, you will be held accountable to a higher standard in academic writing than you have experienced before.

Academic writing requires you to represent more than your own ideas and opinions. You will be expected to become familiar with the writings of experts on the topic you have chosen, to compare their thinking with your own, and to use relevant information from these expert sources to support your own idea—and refute them. Good academic writing actually represents a kind of dialogue between you and the experts you have consulted, so that your final product will integrate the evidence you have located from other sources with your own reflective insights. The final result should be delicately balanced. Too much of your own thinking, without reference to outside experts, will undermine your credibility. Too much reliance on the experts without sufficient reference to your own thinking may lead your reader to conclude you don't have your own original thoughts—that you've got nothing to say.

Good academic writing requires you to think critically. Generally speaking, critical thinking is a process of reflection and deliberation that begins with understanding and progresses to interpretation and reaction. Critical thinking requires you not to consider any view to be true simply because it has been published or because the author has been represented as an expert. Critical thinking requires you to be objective and even skeptical as you read, observe, or listen to others. You require the source to convince you of the truth of its statement through its clear reasoning and logic. This is actually not unlike the way your instructor or TA will be reading the writing you turn in during this course and for other courses in SIAT and SFU. Your teaching team will be looking for clear arguments and logic, not simply unsupported opinion and conjecture.

What are the types of research papers?

Research papers fall into two main types: analyses and arguments.

An **analytical paper** breaks down a topic or idea into its component parts in order to analyze it and restructure it in a way that makes sense to the intended audience. Sometimes this is referred to as answering a research question.

An **argumentative or persuasive paper** attempts to convince an intended audience of the truth or credibility of the THESIS statement you make about your topic.

You will be writing an argumentative or persuasive paper in IAT103W this term.

What are the key elements of a persuasive research paper?

In a persuasive essay, you are required to take a stand on an issue, and back it up with evidence--not merely report informative facts or explore or flesh out an unresolved topic. The debatable statement that forms the basis of your persuasive research paper is known as a **thesis statement**. The thesis is the core of the argumentative or persuasive research paper. "It is an assertion that a reasonable person could disagree with if you only gave the thesis and no other evidence. It is not a fact or casual observation; it must beg to be proved" (Purdue University, 2014, para. 5)

Conventionally, the thesis statement consists of a sentence or two, placed at or near the end of the introductory section of an essay—usually the first or second paragraph in a short paper. Keeping *They Say, I Say* in mind, placing it here ensures you *don't frustrate your reader* by not making your position clear early in your writing (Graff et al., 51). The rest of the essay should then support the thesis. It's important to start your research paper with a strong thesis statement that takes a clear stand on some aspect of your topic. To be engaging, a thesis statement needs to be somewhat controversial. If your thesis doesn't spark interest, or even irritate some people, it probably won't be very interesting to read about. It's not essential to present a thesis that your Instructor or TA agrees with! Your instructor or TA will be much more interested in your paper if it presents a genuinely controversial stand, as long as you back it up solidly with credible evidence. To paraphrase Graff et al., a well-focused thesis statement should tell your reader why your argument matters and address the question "Who Cares?" (88-89).

So how does one back up a thesis with solid evidence? You make an **argument**. This is not the same kind of argument you might have had with your parents over how messy your room is – that kind of conversation is in fact a disagreement rather than an argument. In an academic context, an argument is "a series of generalizations or propositions, supported by evidence or reasoning and connected in a logical manner, that lead to a justified conclusion. You must sustain your argument by giving evidence and reasons" (Purdue University, 2014, para. 7). You need more than just your own opinion to be persuasive. You need evidence, credible expert opinions to support your thesis.

In researching your topic, you will focus on identifying credible evidence that supports your thesis, and developing cogent arguments that are based on that evidence. The number of arguments needed to provide adequate support for a position varies according to the topic, the amount of research information available on the topic, the complexity of the material, and other factors. For purposes of the IAT103W Research Paper, we will be asking you to use as many arguments as you need to provide credible and convincing support.

In providing convincing arguments to support a thesis, it is also important to be able to demonstrate that you have read and understood the other side of the debate on your thesis, and to be able to refute the other side's key points. To do this, typically, in presenting each of your arguments, you will need to consider at least one **counter-argument**, and provide evidence to rebut it.

Well-written research papers present well-reasoned arguments, backed up with credible evidence, and illuminated with your own insights and perhaps even personal experiences.

Who is the audience for this research paper?

Awareness of audience always central to effective writing in any context. Explaining an idea to a kindergarten pupil requires you to take a very different tone and approach than explaining the same idea to a graduate student. Explaining a concept to a lay audience requires a different set of strategies than those used to talk to colleagues in your discipline or area of expertise.

The main audience for your research paper will be the Instructor and TA who will be marking it. However, your Instructor and TA actually stand in for a larger, general academic audience. An academic audience expects you to appear serious about your subject matter, and expects your writing to look something like what appears in academic journals. When you write a research paper you are acting as a junior member of an academic community and you need to establish a relationship between yourself and this community, not just between yourself and your Instructor or TA.

References:

Graff et al. (2006). *They say, I say: The moves that matter in academic writing*. New York: Norton.

Purdue University. (2014, February 10). Tips and examples for writing thesis statements. Retrieved from <https://owl.english.purdue.edu/owl/resource/545/01/>