



|                            |   |
|----------------------------|---|
| <b>COURSE NUMBER:</b>      | <b>DMISC 16476 PTW02 (PACE)<br/>MULT-1000 051 (DEGREE CREDIT)</b>                           |
| <b>COURSE NAME:</b>        | <b>Introduction to University</b>   |
| <b>INSTRUCTOR:</b>         | <b>Claudius Soodeen</b>   |
| <b>INSTRUCTOR CONTACT:</b> | <b><a href="mailto:c.soodeen@uwinnipeg.ca">c.soodeen@uwinnipeg.ca</a></b>                   |
| <b>OFFICE HOURS:</b>       | <b>By appointment only – e-mail or Zoom.</b>  |
| <b>DATES AND TIME:</b>     | <b>January 12 – April 6, 2021<br/>12 Tues - 5:30 – 8:30pm<br/>Online (Nexus &amp; Zoom)</b> |
| <b>EXAMINATION DATES:</b>  | <b>Final Exam (Online via Nexus)<br/>March 30, 2021<br/>Check Nexus for exam details</b>    |

**TECHNOLOGY REQUIREMENTS:** Access to Nexus; Use of webcam and headset microphone for Live Sessions in Zoom and MS Teams; Access to computer with Microsoft Word and Office 365 or equivalent. Video camera or mobile device with camera is helpful for Oral Presentations.

**TEXTBOOKS:**

- 1. Ellis, D. Becoming a master student, 7th Canadian ed. Toronto, ON: Nelson Education, 2020.**
- 2. Faigley, L., Graves, R., & Graves, H. The Little Pearson Handbook, 3rd Canadian ed. Toronto, ON: Pearson Canada, 2016.**

**NEXUS:**

Course materials, resources, assignments and important communications will be posted in Nexus, the online learning management system.

**Nexus Access:** <http://nexus.uwinnipeg.ca> (use WebAdvisor credentials to login)

**ZOOM:**

Several classes have a Live Session (synchronous session) through Zoom. You will need to use your webcam and headset microphone (or mobile device with headset/microphone) to participate.

Links to each Zoom session will be posted in Nexus. Link to Zoom room for individual meetings will be provided to you at your UW email address for each meeting.

**NOTE:**

I will generally not be providing long lectures in the Live Sessions. These will be primarily focused on YOU answering or asking questions based on what you've read during the week or on scenarios I pose in the session.

**COURSE DESCRIPTION:**

This course will provide practical strategies for reading, note-taking and studying effectively. Participants will gain an understanding of the key elements involved in the writing process, critical thinking, listening, learning styles, memory, and time management. A writing component is included which provides students with hands-on experience creating thesis statements, doing library research, and writing a research paper.

The course is intended for:

- Prospective and newly-admitted students wishing to prepare for university-level studies
- Current students who wish to develop and improve their study skills and confidence
- Anyone interested in becoming a more effective learner

**LEARNING OUTCOMES:**

Upon completion of this course you should be able to:

- Select appropriate learning strategies
- Understand the learning process
- Successfully integrate their personal and academic goals
- Develop personal strategies and attitudes that contribute to effective learning
- Develop basic research and writing skills

**DISCLAIMER:**

This course outline is a general guide. Time constraints and other unforeseen factors may require some modification of the course materials and lecture schedule.

*It is recommended that for each hour in class you study two hours outside of class.*

## LECTURE SCHEDULE

*This schedule only contains a summary of the topics, readings, assignments and activities for each class. See the full schedule in Nexus for details about Live Sessions and weekly online activities.*

| Dates & Class Delivery Mode   | Topics, Learning Tasks & Discussions   | Readings – Complete for that class unless otherwise noted<br>Assignments - Note due dates  |
|---|--|--|
| <b>Class 1: Jan. 12</b><br><i>Live Session (Zoom)</i><br><b>17:30-19:30</b>                     | <b>Orientation to course</b><br><b>Introductions</b><br><b>Engaging in the course</b>  | <i>Reading:</i> Ellis, Chapter 1<br><br>Read course outline  |
| <b>Class 2: Jan. 19</b><br><i>Live Session (Zoom)</i><br><b>17:30-19:30</b>                     | <b>Research I: The Library</b> <ul style="list-style-type: none"> <li>• <b>Guest Speaker</b> – Librarian</li> <li>• Learning Preferences, continued</li> <li>• AALT &amp; Metacognition, continued</li> <li>• Engagement, continued</li> <li>• Learning Preferences</li> <li>• Beginning the Research Paper with the Library Assignment</li> </ul> | <b>Assignment due:</b> Journal #I-1<br><br><i>Reading:</i> Ellis, pp. 149 –151, 253-254 (Library & Internet)<br><br><i>Reading:</i> Faigley et al., pp. 40-61, 65-72 (Library & Internet)<br><br>Ellis, pp. 71-75 (Time Monitor/Time Plan).<br><i>Complete for discussion in Week 3.</i>                   |
| <b>Class 3: Jan. 26</b><br><br><i>No Group Live Session: Individual sessions by appointment</i> | <b>Planning</b> <ul style="list-style-type: none"> <li>• Organizing Your Materials</li> <li>• Goal Setting</li> <li>• Time Management</li> <li>• Planning the Research Paper</li> <li>• <b>Discussion Group:</b> Procrastination</li> </ul> <b>Memory</b><br><br><b>Use this time to complete readings and Library Assignment.</b>                 | <b>Assignment due:</b> Library Assignment<br><br><i>Reading:</i> Ellis, Chapters 2 & 3<br><i>Reading:</i> <b>Critical Analysis Articles for Class 4 Discussion – Listed in Nexus</b><br><br><i>Goal Setting Assignment</i> instructions - on Nexus and discussed <b>next</b> class.                        |
| <b>Class 4: Feb. 2</b><br><i>Live Session (Zoom)</i><br><b>17:30-19:30</b>                      | <b>Reading Strategies</b> <ul style="list-style-type: none"> <li>• Muscle Reading</li> <li>• Other Strategies</li> </ul> <b>Critical Thinking</b> <ul style="list-style-type: none"> <li>• Fair interpretation</li> <li>• Bloom’s Taxonomy of Critical Thinking</li> <li>• <b>Discussion:</b> Article “Heck No, You Shouldn’t Go”</li> </ul>       | <b>Assignment due:</b> Journal #4-2<br><i>Start planning your Oral Presentation Topic.</i><br><br><i>Practicing Critical Thinking #5:</i> (Ellis, p. 158) (except last instruction)<br><br><i>Reading:</i> Faigley et al., pp. 2-8<br><i>Reading:</i> Ellis: Chapter 7; pp. 227-236; 242-245, 251, 255-256 |

|   |  |  |
|---|--|--|
| <p><b>Class 5: Feb. 9</b><br/> <i>Live Session (Zoom)</i><br/> <b>17:30-19:30</b></p>               | <p><b>Taking Lecture Notes (Nexus)</b></p> <ul style="list-style-type: none"> <li>Note-taking strategies</li> <li>Class exercise: Using Concept Maps/Mind Maps</li> </ul> <p><b>Research Papers (Nexus &amp; Live)</b></p> <ul style="list-style-type: none"> <li>The Writing Process</li> <li>Learning Task: Constructing Your Thesis Statement</li> </ul>  | <p><b>Assignment due:</b> Goal Setting Paper<br/> <b>Assignment due:</b> Research Topic<br/> <b>Oral Presentation Topic Due</b></p> <p><b>Reading:</b> Ellis, pp. 165-184</p> <p><b>Reading:</b> Faigley et al., pp. 8-25 &amp; 40-45</p> <p><i>Oral Presentation topic approved</i></p>   |
| <p><b>Class 6: Feb. 23</b><br/> <i>Live Session (Zoom)</i><br/> <b>17:30-19:30</b></p>              | <p><b>Research II: Technology (Nexus)</b></p> <p><b>Oral Communication (Nexus &amp; Live)</b></p> <ul style="list-style-type: none"> <li>Speaking in front of others</li> <li><b>Discussion:</b> Article – “Jitters About the Presentation? Good For You”</li> </ul> <p><b>Writing Process - Overview</b></p>  | <p><b>Reading:</b> Ellis:<br/> pp. 288-89: Invention &amp; Collection (getting ready, taking notes &amp; summarizing)<br/> pp. 296-300 (Presenting)</p> <p><b>Reading:</b> Faigley et al.:<br/> pp. 45-61, 65-72 (Technology);<br/> pp. 32-36 (Presenting)</p>   |
| <p><b>Class 7: Mar. 2</b><br/> <i>No Group Live Session: Individual sessions by appointment</i></p> | <p><b>Oral Communication (Nexus)</b></p> <ul style="list-style-type: none"> <li>Effective Listening</li> </ul> <p><b>Writing Process (Nexus)</b></p> <ul style="list-style-type: none"> <li>Sentence &amp; Paragraph Construction</li> <li>Planning, Invention &amp; Collection</li> <li>Organizing your paper</li> </ul>  | <p><b>Research Paper Thesis Statement Due</b><br/> <b>Assignment due:</b> Critical Analysis</p> <p><b>Reading:</b> Ellis, p. 290 (Org &amp; Drafting)<br/> <b>Reading:</b> Faigley et al.:<br/> pp. 10-22 (Org &amp; Drafting; Effective Paragraphs etc ...)</p> <p><i>Continue work on Oral Presentation &amp; Research Paper</i></p>   |
| <p><b>Class 8: Mar. 9</b><br/> <i>Live Session (Zoom)</i><br/> <b>17:30-19:30</b></p>               | <p><b>Academic Integrity (Nexus &amp; Live)</b></p> <ul style="list-style-type: none"> <li><b>Discussion Group:</b> Article – “Cheating Themselves”</li> </ul> <p><b>Test-Taking</b></p> <ul style="list-style-type: none"> <li>Strategies for test-taking</li> <li>Exam anxiety</li> <li>Exam review</li> </ul> <p><b>The Writing Process</b></p> <ul style="list-style-type: none"> <li>Outlining</li> <li>Drafting</li> <li>Revising</li> </ul> | <p><b>Assignment Due: Research Paper Draft Outline</b></p> <p><b>Reading:</b> Ellis:<br/> p. 291 (Revising Your Draft);<br/> pp. 265-72 (Communication);<br/> pp. 294-96 (Plagiarism);<br/> pp. 205-206 (Cheating on Tests)</p> <p><b>Reading:</b> Faigley et al.:<br/> pp. 65-72 (Plagiarism);<br/> pp. 30-32 (Revising, Editing &amp; Proofreading);<br/> pp. 58-61 (Evaluating Sources);<br/> pp. 117-140 (Documenting Sources)</p> |

|  |   |  |
|--|---|--|
| <b>Class 9: Mar. 16</b><br><i>Live Session (Zoom)</i><br><i>17:30-19:30</i>  | Emotional Intelligence<br><br>Health (Textbook)<br><br>Writing: APA Review  | <b>Assignment Due: Oral Presentation Videos</b><br><br><b>Reading:</b> Ellis:<br>pp. 274-75 (Emotional Intelligence);<br>pp. 359-86 (Aspects of Health); |
| <b>March 16, 2021</b>  | <b>U of W DEGREE Students: Final day to withdraw without Academic Penalty</b>   |  |
| <b>Class 10: Mar. 23</b><br><i>Live Session (Zoom)</i><br><i>17:30-19:30</i> | Q&A – Course topics<br>Q&A – Research Paper<br>Q&A – APA<br>Q&A – Final Exam  | <b>Reading:</b> Ellis, pp. 191-211, 217-20<br><b>Reading:</b> Faigley et al., pp. 24-25<br><br><i>Research Paper Draft Outline returned</i>              |
| <b>Class 11: Mar. 30</b>   | <b>Final Exam (Online via Nexus)</b><br><b>Maximum time allowed: To be discussed in class</b><br><b>Exam will begin promptly at 17:30</b> |  |
| <b>Class 12: Apr. 6</b><br><i>Live Session (Zoom)</i><br><i>17:30-19:30</i>  | Final Research Paper Questions<br>Course Wrap-up  | <b>Research Paper Due</b>  |

### METHODS OF EVALUATION:

| VALUE | ITEM OF WORK  | DUE DATE  |
|-------|---|---|
| 5%    | Participation – (includes attendance, discussion group participation) | n/a   |
| 5%    | Note-taking/Summary Exercise  | Various   |
| 5%    | Two Journals @ 2.5 marks each   | Journal # I-1 – Jan. 19<br>Journal # 4-2 – Feb. 2 |
| 10%   | Library Research Assignment   | Jan. 26   |
|       | Oral Presentation Topic   | Feb. 9  |
| 10%   | Goal Setting Paper  | Feb. 9  |
|       | Research Paper Topic  | Feb. 9  |
|       | Thesis Statement  | Mar. 2  |
| 10%   | Critical Analysis   | Mar. 2  |
|       | Draft Research Paper Outline  | Mar. 9  |
| 10%   | Oral Presentations  | Mar. 16   |
| 20%   | Final Exam  | Mar. 30   |
| 25%   | Research Paper*   | Apr. 6  |

**\*Your topic, thesis statement and draft outline are required elements. Not submitting them on time will result in mark deductions on your final Research Paper.**

## INSTRUCTIONS FOR ALL ASSIGNMENTS:

1. All written work:
  - Must use APA (American Psychological Association) 6th edition style:
    - Typed, double-spaced lines
    - One-inch page margins all around
    - Font must be 12 pt., Times New Roman
  - Must be in paragraph form
  - Must **not use** an abstract or sub-headings in the body.
  - Must be submitted electronically via Nexus in MS Word format (.doc or .docx).
2. You are responsible for all class work, **even if you are sick**. Check **Nexus** for any items you might be missing if you miss a class.
3. Assignment revision and resubmission permitted at the **sole discretion** of the instructor.
4. Further instructions will be provided in class or in Nexus. **Marking schemes for all assignments are in Nexus.**

### Late Assignments:

Late assignments will be penalized ½ a mark per week or part thereof.

**Example:** Library Assignment is due Jan. 26. If you submit it **any** day from Jan. 27 to Feb. 2, ½ a mark will be deducted from your mark. If you submit during the period of Feb. 3-9, another ½ mark will be deducted ... and so on.

**Late submissions may not be accepted without prior approval from instructor.**

### ASSIGNMENT/ACTIVITY INFORMATION:

**Nexus has full assignment descriptions.**

#### **Class Participation 5%**

Regular attendance and active engagement in Live Sessions and participation in Discussion Groups let you take responsibility for your own learning and, therefore, are also ways of practicing metacognition. Participation is also a way to practice the “learning cycle” and to improve your long-term memory. Marks will be given for classes attended and Discussion Group participation. Arriving more than 15 minutes late or leaving more than 15 minutes early counts as a “0” for the class.

#### **Note-Taking/Summary Exercise 5%**

This will be an activity in which a small group of 3 students (depending on class size) will be assigned to take notes for a specific live session and summarize key points from the text and Nexus content, and post their notes to a Nexus Discussion Group. Not participating in this activity will count as a '0'. More details to be provided in class.

## Journal Entries 5% (Total)

Journal #1-1 – **Due:** Jan. 19

Journal #4-2 – **Due:** Feb. 2

**Length:** 450-600 words

- Journal entries can be found in the Ellis textbook. **Do not just fill in the page in the textbook.**
- Journals that **do not** meet the required format and length requirements will be returned unmarked. You will not receive credit unless your re-submission meets the requirements.
- Individual journal entries will receive comments.

## Library Assignment 10%

**Due:** Jan. 26

**Length:** 300 words (approximately)

This paper will give you practice in following instructions.

**Note:** You are **not** providing an article review. You are confirming, with examples, that the article meets each criterion.

Choose a topic of interest (e.g. your research paper topic) to research.

Find a full-text academic journal article relevant to your topic in one of the UWinnipeg Library online databases.

Explain, using examples from your article:

- What makes your article academic in nature
- What makes the journal you found it in academic in nature

Also provide:

- Your reason for choosing the article
- The best steps to find the article in the Library

**When you submit this assignment, include a PDF copy of your journal article in the dropbox.**

## **Goal Setting 10%**

**Due:** Feb. 9

**Length:** 600-900 words

Detailed instructions and requirements are in Nexus. This paper will give you practice with writing logically and clearly so readers can follow and understand your thoughts.

## **Critical Analysis 10%**

**Due:** Mar. 2

**Length:** 450-900 words

This assignment builds on the critical thinking lecture and will give you practice in critical analysis – fairly interpreting the author by isolating his main points/arguments and deciding whether he did a good job in supporting his arguments. It is also intended to give you practice in organizing your writing so the reader can easily see what an article is about from how and what you write, without reading the article themselves.

- Generally, in the week before the Critical Analysis is due, there will be a group exercise in doing a critical analysis.

## **Oral Presentation 10%**

**Due:** Mar. 16

**Length:** 4-5 minutes

- Prepare and deliver an effective oral presentation by video on an academic topic approved by the instructor.
  - May be the same topic as your Research Paper.
  - Not submitting topic proposal in advance may result in loss of marks.
- You may refer to notes, but you should not **read** your presentation.
- Full instructions regarding video format and quality in Nexus.

## **Final Exam 20%**

**Date:** Mar. 30

**Time:** 17:30

**Length:** TBD

- Includes multiple choice, true/false, and may include short-answer and essay questions.
- Based on the concepts and topics covered in lectures and textbook readings.



## Research Paper 25%

**Due:** Apr. 6

**Length:** 1500-2100 words – (not including cover page or References)

Components of the research paper include: **the introduction with statement of problem, thesis statement & outline of what you are going to cover in the body; the body (discussion); conclusion.** You must include all components. Your efforts should result in a comprehensive research paper on an academic topic. **Research topics (and thesis statements) must be approved by the instructor in advance.**

Two (2) points per element (for a total of 6 points) will be deducted from your Research Paper if your topic, thesis statement and/or draft outline are not submitted on time.

Writing (or deconstructing) the thesis statement is mandatory, and generally done at least two weeks before the Research Paper Draft Outline is due. You will work in small groups to construct your own research thesis statement.

**The paper must have a minimum of four (4) and a maximum of eight (8) sources.**

The majority of sources must be academic (peer-reviewed journal articles). If you use 4 sources, at least 3 of them must be academic. If you use 8 sources, at least 6 of them must be academic.

The others can be quasi-academic (credible & relevant website, book or other source by a credible author)

***You must upload complete digital copies of the academic journal articles and the book chapter used in your research paper.***

---

### MINIMUM GRADE - PACE:

Students must receive a minimum grade of “C”, or better, in all courses within the program requirements to graduate.

| Letter Graded |            | Non-Graded Course (Audit) |   |
|---------------|------------|---------------------------|---|
| A+            | 96-100     | CP                        | >75% attendance – Certificate of Participation    |
| A             | 91-95      | NC                        | <75% attendance – No Certificate of Participation |
| A-            | 83-90      | I                         | Incomplete  |
| B+            | 75-82      |                           |   |
| B             | 70-74      |                           |   |
| C+            | 66-69      |                           |   |
| C             | 57-65      |                           |   |
| D             | 50-56      |                           |   |
| F             | Below 50%  |                           |   |
| I             | Incomplete |                           |   |

## HOW TO GET DEGREE CREDIT FOR THIS COURSE

**Transfer Credit for PACE students** – Students registering for the Introduction to University course through PACE (Professional, Applied & Continuing Education) are eligible for transfer credit toward a University of Winnipeg degree if a minimum grade of C+ is achieved. The course will transfer to the University of Winnipeg with "Standing" or "S." This means that while the course does count as 3-credit hours towards a degree, it does not count for grade-point averages towards awards. Students will receive a "Transfer of Credit Request" form with their "Final Grade Report" from PACE. All PACE rules and regulations will apply.

**Degree credit for UW students** - Students registering for the Introduction to University course through degree credit admissions will receive 3-credit hours towards a degree. The grade achieved in the course will be listed on the student's transcript and count toward the student's grade-point average. All degree credit rules and regulations will apply.

### WITHDRAWAL:

**PACE** - Students may withdraw from a course without academic penalty up to three quarters of the way through the course. Ceasing to attend a class *does not* constitute withdrawal. All withdrawals and/or transfers must be in writing and submitted to the registration desk, Buhler Centre, 460 Portage Avenue. The withdrawal date for this course is listed on the Course Calendar in this outline.

**Degree Credit** - Ceasing to attend a class does not constitute withdrawal. You can withdraw using WebAdvisor or in-person or by mail. Please see general academic information and policies listed on the University's website – <http://www.uwinnipeg.ca/index/registration-course-drop>. The withdrawal date for this course is listed on the Course Calendar in this outline.

### RESEARCH POLICY:

Students who plan to conduct research interviews, focus groups, surveys, or any other method of collecting data from any person, even a family member, must obtain the approval of the appropriate ethics committee before commencing data collection. Exceptions are research activities as a learning exercise to satisfy course requirements with no intent to publish as research.

### PACE STUDENT HANDBOOK AND ACADEMIC REGULATION AND POLICY INFORMATION:

*Please refer to the [Student Handbook](#) on the UWinnipeg PACE website for academic regulation policy information*

These policies are intended to provide general academic information. **It is the student's responsibility to read the academic policies outlined in the PACE Student Handbook for all University of Winnipeg Academic regulation and policy information.** The PACE Handbook contains important information regarding the PACE Writing Standard; academic disciplinary policies and processes; appeals; code of conduct; and graduation.

**Degree-credit students** are governed by the rules and regulations found in the latest edition of the University Calendar.

<http://www.uwinnipeg.ca/academics/calendar/docs/regulationsandpolicies.pdf>

**ACADEMIC MISCONDUCT:**

Please refer to the Academic Misconduct Policy in the most recent version of the University of Winnipeg General Calendar, under Student Discipline, Section 8a, or see:

[Academic Misconduct Policy](#)

**STUDENT ADVOCACY**

Students facing a charge of academic or non-academic misconduct may choose to contact the UWSA Student Advocacy Centre where student advocates will be available to answer any questions about the process, help with building a case and ensuring students have access to representation. For more information or to schedule an appointment, contact: [advocacycentre@theuwsa.ca](mailto:advocacycentre@theuwsa.ca) or 204-786-9786.

**UWINNIPEG RESPECTFUL WORKING AND LEARNING ENVIRONMENT POLICY:**

All students, faculty and staff have the right to participate, learn and work in an environment that is free of harassment and discrimination. The UW Respectful Working and Learning Environment Policy may be found online at [www.uwinnipeg.ca/respect](http://www.uwinnipeg.ca/respect).

**ACADEMIC ACCOMMODATIONS:**

Students with documented disabilities, temporary or chronic medical conditions, requiring academic accommodations for tests/exams (e.g., private space) or during lectures/laboratories (e.g., note-takers) are encouraged to contact Accessibility Services (AS) at 786-9771 or [accessibilityservices@uwinnipeg.ca](mailto:accessibilityservices@uwinnipeg.ca) to discuss appropriate options. All information about a student's disability or medical condition remains confidential.

<http://www.uwinnipeg.ca/accessibility>.

**Disclaimer:**

Please retain a copy of this course outline for reference purposes and/or future academic endeavors.

**Note:** PACE archives course outlines in PDF format for a period of five years and charges an administrative fee for archived course outline requests.

**DEFINITION OF INFORMATION LITERACY:**

“Information literacy is the ability to locate, evaluate, use, and document sources of ideas and facts” (Ellis, 4<sup>th</sup> Edition, *Becoming a Master Student*, p. 323).