



UNIVERSITY OF ALASKA FAIRBANKS  
**eLearning & Distance Education**

2175 University Avenue Suite 200 | PO Box 756700 | Fairbanks, AK 99775-6700  
p. 907.479.3444 or 800.277.8060 | f. 907.479.3443 | distance@uaf.edu | distance.uaf.edu

**TITLE:** Research Writing  
**NUMBER:** English 414  
**CREDITS:** 3  
**PREREQUISITES:** ; or permission from instructor  
**MEETING TIME:** online; T 6-7:30

**INSTRUCTOR:** Dr. Sarah Stanley  
**OFFICE LOCATION:** Gruening 812  
**OFFICE HOURS:** As needed and by appointment  
**TELEPHONE:** 907-474-7335  
**EMAIL ADDRESS:** sstanley2@alaska.edu

### Course Description

This course encourages less disciplinarity in communicating about climate change findings, problems, and solutions. For this goal, the course introduces a narrative analytical structure to introduce the concept that climate change research writing is storytelling.

My two assumptions about research:

1. Research is a Project of People: Research Writing attracts students from a variety of disciplines. Each discipline has its own style, vocabulary, ways of thinking about a problem, and more. This course builds on that inherent strength by assuming that each of the students enrolled in Research Writing has a unique and diverse way of thinking about a problem that travels *across* the disciplines: Climate Change.
2. Research is Generational Dialogue: The research process is humbling, ongoing, multiple. The more you learn about the projects of other people and how they approached the problem or imagined the problem (past studies), the more innovative you will become in your own contribution (current study), the more potential you uncover for improving the lives of the people for whom the research is ongoing and important (impacts).

### Course Goals

Story will be a method of communicating about a research process or a finding in this class (telling your research story).

- Students will write 5 research narratives (proposal, interview, problem statement, call to action, research scene)

- Students will write 5 reflective process narratives (introduction, interview, group contract, group assessment, vision)
- Students will co-write 3 process memos

Story will be a heuristic for critical thinking about the climate change research project. (analyzing another's story about climate change).

- Students will prepare five primary and secondary resources for a bibliographic entry. (Annotation project)
- Students will collaborate on a multidisciplinary climate change research project. (Multidisciplinary storytelling)
- Students will provide feedback on each other's storytelling. (Peer Review)

### **Student Learning Outcomes**

This course will help you continue to develop your skills in the following roles:

- [Students will be able to access the research conversation about climate change in their discipline](#)
- Students will be able to recognize the writing conventions of their disciplines and identify opportunities to make choices in response to these conventions
- Students will be able to connect their research to community/bigger mission
- Students will be able to defend the writing choices they make, not only as abiding to conventions, but articulating the roots of those conventions
- Students will be able to negotiate decision points in the collaborative research process
- Students will be able to assess their current progress as a research storyteller
- Students will be able to envision a future goal for their research writing story

### **Course Reading/Materials**

The course readings and content can be accessed on our course [website](#).

### **Technical Requirements**

Because of the online nature of the course, students are required to have easy access to a computer with word processing capabilities and regular access to the Internet.

### **Course Expectations**

Everything is broken down into steps. The grade becomes differentiated by incomplete work, no work, and missed deadlines. Certain work becomes valued more based on the unit it is in. All of your progress is recorded in Blackboard.

[check minus]--uncompleted entry and missed deadline (0)

[check]--did not meet expectations but made deadline (can resubmit=50%)  
[check +]--thorough/met expectations (100%)

The structure here mirrors Blackboard. I use weighted columns and you should be able to see your progress by looking for each section of the course based on this breakdown.

#### Path to the Cabin: Introductions (2 weeks) 5%

1. Introduction to each other (40%)
2. Begin climate change annotation project (30%)
3. Inquire about a researcher's methods and share with us (30%)

#### Inside the Cabin/Door: Climate Change and Disciplinarity (6 weeks) 40%

4. Complete 5 source Annotated Project (40%, each 8%)
5. Complete 5 research process narratives (40%, each 8%)
6. Contribute to 5 discussion posts (10%)
7. Reflect on your writing (5%)
8. Prepare for conference (5%)

#### Outside the Cabin: Multidisciplinary Storytelling (6 weeks) 40%

9. Group Contract (10%)
10. Process Memos (30%)
11. Group Assessment (10%)
12. Multidisciplinary Story (50%)

#### Leaving the Cabin: Conclusion (1 week) 15%

13. Vision (25%)
14. Portfolio (75%)

### Course Policies

**Academic Integrity** As described by UAF, scholastic dishonesty constitutes a violation of the university rules and regulations and is punishable according to the procedures outlined by UAF. Scholastic dishonesty includes, but is not limited to, cheating on an exam, plagiarism, and collusion. Cheating includes providing answers to or taking answers from another student. Plagiarism includes use of another author's words or arguments without attribution. Collusion includes unauthorized collaboration with another person in preparing written work for fulfillment of any course requirement. Scholastic dishonesty is punishable by removal from the course and a grade of "F." For more information go to Student Code of Conduct. ([http://www.uaf.edu/catalog/catalog\\_08-09/academics/regs3.html#Student\\_Conduct](http://www.uaf.edu/catalog/catalog_08-09/academics/regs3.html#Student_Conduct))

### How to Submit Assignments

Your assignments will take place in a few different tools and areas of our website, mostly on Google Docs through a shared folder and on Slack. If ever you have a question

about how to submit an assignment, try asking your classmates in our “Help” channel on Slack. You can also always email Sarah: [sstanley2@alaska.edu](mailto:sstanley2@alaska.edu)

### How to check your grade

You can check your grade by accessing our course on Blackboard and heading to the grade center. Please let me know if there is a mistake as soon as possible. There are a lot of assignments in this course and I can make mistakes.

### Evaluation Policies

\*Incompletes are given only in cases of medical or familial emergencies. Late work is not accepted without communication with the Instructor. Students will receive a grade and feedback within 7 days of submission for each assignment.

### Effort and Student Involvement

Course Component	Hours per unit	Percentage of Final Grade
Path to Cabin	5	5%
Inside the Cabin	40	40%
Outside the Cabin	40	40%
Exiting the Cabin	15	15%

### Support Services

#### [A map](#)

**UAF eLearning Student Services** helps students with registration and course schedules, provides information about lessons and student records, assists with the examination process, and answers general questions. Our Academic Advisor can help students communicate with instructors, locate helpful resources, and maximize their distance learning experience. Contact the UAF eLearning Student Services staff at 907. 455.2060 or toll free 1.800.277.8060 or contact staff directly - for directory listing see: <http://elearning.uaf.edu/contact>

#### UAF Help Desk

Go to <http://www.alaska.edu/oit/> to see about current network outages and news. Reach the Help Desk at:

- e-mail at [helpdesk@alaska.edu](mailto:helpdesk@alaska.edu)
- fax: 907.450.8312
- phone: 450.8300 (in the Fairbanks area) or 1.800.478.8226 (outside of Fairbanks)

### **UAF Writing Center**

The Writing Center is a student-staffed, student-oriented service of the English Department. Tutors can assist you in all phases of the writing process, including the following: brainstorming and generating topics, organizing ideas, developing research strategies, use of citation styles (MLA, APA, and Chicago), and editing for clarity and correctness. Tutors collaborate with each student on a one-to-one basis in any phase of the writing process: planning, drafting, or revising. They also help writers discover ways of improving grammar, mechanics, and punctuation.

<http://www.alaska.edu/english/writing-center/>

### **DISABILITIES SERVICES**

"UAF is obligated to provide accommodation only to the known limitations of an otherwise qualified student who has a disability. Please identify yourself to UAF Disability Services by applying for accommodations. To be considered for UAF Disability Services accommodations, individuals must be enrolled for at least one credit as a UAF student. For more information contact Disability Services at [uaf-disabilityservices@alaska.edu](mailto:uaf-disabilityservices@alaska.edu), 474-5655 or by TTY at 474-1827."

**udent Code of Conduct:** <https://alaska.edu/bor/policy/09-02.pdf>

UA is an AA/EO employer and educational institution and prohibits illegal discrimination against any individual: [www.alaska.edu/nondiscrimination](http://www.alaska.edu/nondiscrimination).

**Behavior Intervention Team (BIT):** <https://www.uaf.edu/bit/>

**Official Statement:** The UAF Behavioral Intervention Team (BIT) is dedicated to a proactive, supportive, and coordinated approach to the identification, prevention, assessment, management, and to the safety and well-being of the UAF community. The program allows faculty to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting and intervention of behavioral concerns. As one of your faculty, I may contact the BIT to seek support for you. If you are concerned about someone, or someone is displaying concerning or disruptive behavior, you can report it [here](http://uaf.edu/bit/). (<http://uaf.edu/bit/>)

**Academic Integrity (Student Code of Conduct):**

<https://uaf.edu/deanofstudents/academic-integrity/>

**UAF Board of Regents Policies:** <http://www.alaska.edu/bor/policy-regulations/>

**Title IX:** <https://uaf.edu/titleix/>

**Report Title IX Violation:** <https://uaf.edu/oeo/report/>

University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident.

Your choices for reporting include:

1. You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
2. You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
3. You may file a criminal complaint by contacting the University Police Department at 474-7721.