

RLG404H1S Departmental Capstone-Research Summer 2015

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Lectures TR 6-8pm
Location: BF214

Office Hours: TR 4:30-5:30pm
Location: JHB 324 (or on twitter)
**Also available after lecture in BF214*

Course Description

The purpose of this course is to help you with the process of turning an idea into a first draft and finally into a finished academic paper. Components of this process include: analysing and dissecting published academic essays on the study of religion, identifying and researching a thesis topic, writing a sample abstract and annotated bibliography, and finally, presenting and writing a well-argued and cohesive academic paper.

Specifically, this summer course will focus on building and refining writing and research skills. We will work through the *Craft of Research*, which provides helpful tips and strategies for doing research and communicating ideas (needed for university and beyond). Additionally, we will read through a variety of articles written by the faculty members of the Department for the Study of Religion at UofT.

Learning Outcomes

At the conclusion of this course, you will have:

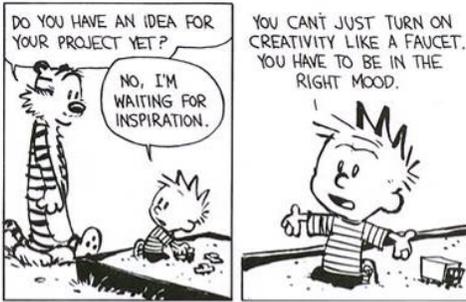
- Become a more reflective writer
- Consciously progressed through various stages in the academic writing process and received feedback throughout
- Completed a polished academic research paper
- Improved editing, writing, and communication skills by practicing giving and receiving feedback

Textbooks

- Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams. *The Craft of Research*. Third Edition. (Chicago: University of Chicago Press, 2008).
**Available online through the UofT Library website, the second edition is posted on Blackboard*
** Third edition is best, but second is acceptable*
- Various Articles posted on Blackboard.



Evaluation Breakdown



- 50%: Final Polished Essay (*Must submit draft in advance)
- 20%: In-class Writing Activities
- 10%: Weekly Progress Reports
- 10%: Annotated Bibliography
- 10%: Abstract and Keywords



Final Polished Essay – due Aug 10th

You must submit a **20 page research paper** on a topic of your choosing (as long as it relates to the study of religion broadly speaking). I highly recommend re-working a paper that you have already submitted in a previous course, however I will allow papers to be written from scratch.

NOTE: I will NOT accept your final polished paper unless you have submitted a rough draft (due July 29th). You will be graded on the quality of your polished essay, but I will also take into account how you incorporated the feedback from the review session.

Mandatory Rough Draft – A complete rough draft means that you will have complete sentences, 80% at least written, and a clear organized frame. It does not have to be polished, but the bones must be there. My expectations are as follows:

- Citations present, though formatting does not have to be perfect
- Introduction with thesis, main paragraphs, conclusion present, even if rough
- Readable, even if there are spelling or grammar mistakes

In-class Writing Activities – 10 x 2%

Several in-class writing activities will take place during lectures and will focus on developing particular writing skills and/or testing out different writing strategies. You will not be told in advance which classes will count towards this portion of your grade. Participants will be graded by a ✓ - (1/2), ✓ (1.5/2), ✓ + (2/2).

Weekly Progress Reports – due July 5, 12, 19, 26, Aug 2.

Each Sunday evening you must email me an update on your weekly progress. Please include brief answers to the following:

1. What did you do well this week?
2. What do you still need to work on?
3. Next steps or to-dos for this upcoming week?
4. Do you have any questions/concerns? (*optional*)

I am having you do this for two reasons: (1) Accountability. This is a very short course and you must start working on your final papers ASAP. (2) Reflection. Throughout the course you will have the opportunity to test out different writing strategies. This journal is your chance to write about their effectiveness (or lack thereof!).

Annotated Bibliography – due July 7th

This assignment is to help you get started on your research. More details will be provided closer to the date. 1-2 pages in length.

Abstract and Keywords – due July 14th

This assignment is to encourage you to think about the argument of your paper. More details will be provided closer to the date. 1-2 pages in length.

Course Schedule

** Readings may be updated throughout the semester*

Week #1:

June 30: Introductions

July 2: Choosing a Topic and Diving in to Research

- Required Readings: Booth, “Prologue” and “Ch. 1: Thinking in Print” (also skim the whole book to see what is in there)
- Assignments: (1) Complete online course survey; (2) Choose topic and prepare a 2 minute short presentation to share in class

Week #2:

July 7: Sources and Note-taking Strategies

- Required Readings: Booth, “Section II: Asking Questions, Finding Answers” (includes Ch. 3-6)
- Assignments: Annotated Bibliography (bring 2 copies to lecture)

July 9: Making Good Arguments

- Required Readings: (1) Coleman, “Only (Dis-)Connect: Pentecostal Global Networking as Revelation and Concealment,” 20 pp.; (2) Booth, “III. Making a Claim and Supporting it” (focus on Ch. 7-9)
- Assignments: Identify 3 helpful tips/strategies from the readings that can help you make a good argument (be prepared to discuss in class)

Week #3:

July 14: Planning, Drafting, and Giving Helpful Feedback

- Required Readings: (1) Goldberg, “First Thoughts,” “Writing as a Practice,” “Composting,” from *Writing Down the Bones*; (2) Garrett, et al. “Narratives of Hospitality and Feeding in Tibetan Ritual,” 22pp. – *be prepared to create a reverse outline in lecture*; (3) Booth, Ch. 12
- Assignments: (1) Read at least 3 abstracts from *Religion* journal (www.mdpi.com/journal/religions) to see what makes a good abstract; (2) Abstract and Keywords (bring 2 copies to lecture)

July 16: What to do when Research goes off Track?

- Required Readings: (1) Goldberg, N. “Writing is not a McDonald’s Hamburger.” from *Writing Down the Bones*; (2) Brown, “The Hallmarks of Bad Scholarship”

Week #4:

July 21: Facing Frustration in Writing

- Required Readings: (1) Read this: <http://thewritepractice.com/feel-like-it/>; (2) Articles TBD
- Assignments: Write (at least) 1000 words of your paper

July 23: Assessing your Progress

- Required Readings: (1) Booth, Ch. 12-14 (Second Edition = Ch. 12-13); (2) Articles TBD
- Assignments: (1) To-do list of what needs to be done for your paper; (2) Prepare a brief presentations of your paper/research status

Week #5:

July 28: Troubleshooting TBD

- Required Readings: (1) Booth Ch. 16 (Second Edition = Ch. 14); (2) Articles TBD
- Assignments: WRITE! (be prepared to discuss your progress in class)

**July 29th – Submit draft of paper by email*

July 30: Introductions, Conclusions, Style (Peer Review Drafts)

- Assignments: (1) Prepare a brief presentations of your paper/research status; (2) Prepare for review session (details to follow, but will involve reading 1-2 papers of your peers and giving feedback)

Week #6:

Aug 4: Formatting and Presentation

- Required Readings: Booth, Ch. 17 (Second Edition = Ch. 16)
- Assignments: WRITE! (be prepared to discuss your progress in class)

Aug 6: Surviving Deadlines, Prioritizing Work, and Lingering Questions

- Assignments: (1) WRITE! (be prepared to discuss your progress in class); (2) Any lingering questions?

Aug 10: Final Paper due (no class) 11:59pm

Important Course Information:

Lecture Expectations:

1. Arrive on time (Class will begin promptly at 6:10pm).
2. Always bring your readings to lecture.
3. Be prepared to write in class (Bring a laptop or pen and notepad).
4. Stay focused (Put away cell phones and/or turn off wifi on laptops).

Email:

Be sure to write “RLG404” in the subject line of the email. Please expect a 24–48 hour turnaround, especially on weekends.

Office Hours:

Please feel free to drop-in to office hours. I am always happy to see students, answer questions, or address concerns. I will also be on twitter during my office hours, if you cannot come in please send me a tweet (@historyofwater).

Submitting Assignments:

Most assignments must be brought to class as a hardcopy (details will be discussed in class). The exception is the final polished paper that should be emailed to me. ***I will not accept late assignments unless an extension has been granted at least 2 days beforehand.***

Requests for extensions may sometimes be granted for serious health and family reasons. Please approach me after class or visit during office hours.

University of Toronto Policies:

On Academic Integrity:

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student’s individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto’s Code of Behaviour on Academic Matters (www.governingcouncil.utoronto.ca/policies/behaveac.htm) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

1. Using someone else’s ideas or words without appropriate acknowledgement.
2. Submitting your own work in more than one course without the permission of the instructor.
3. Making up sources or facts.
4. Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

1. Using or possessing unauthorized aids.
2. Looking at someone else’s answers during an exam or test.
3. Misrepresenting your identity.

In academic work:

1. Falsifying institutional documents or grades.
2. Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see www.utoronto.ca/academicintegrity/resourcesforstudents.html).

On Turnitin.com

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site. For more information on Turnitin.com, please contact [Ryan Green](#), Educational Technology Liaison, CTSL, or [Saira Mall](#), Educational Technology Liaison, CTSL.

On Accommodation:

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs.

For more information on services and resources available to instructors and students, please contact Tanya Lewis, Director, Academic Skills and Accessibility Services at 416-978-6786; tanya.lewis@utoronto.ca.

On the Library: library.utoronto.ca

University of Toronto Libraries provides access to a vast collection of online and print resources to faculty, staff, and students. Research help is available by phone, e-mail, chat, and in person. (See Library website for more details.) University of Toronto.