Like ACWR 101, ACWR 104 uses a variety of individual course themes for reading material. While ACWR 101 introduces students to conventions of academic writing, ACWR 104 presents more advanced reading and writing tasks, including those related in particular to conducting research and writing in the social sciences. Coursework will include the reading of approximately 100 pages of texts (approximately 5-9 content-based readings) from a variety of social scientific disciplines and the completion of 9-12 pages of processed writing over the course of the three principal assignments. Each one of these assignments will focus on a cluster of skills that are key in being able to research and write university-level social science assignments. Both the remediation and argumentative paper will go through conferencing, and the argumentative paper will be completed as at least two drafts. Coursework will otherwise include other, non-process-based class-related writing such as developing a strong research question, becoming familiar with other steps in the research process, data analysis and multimodal remediation. Major goals of this course include:

- Producing academic work documented and formatted according to APA standards
- Developing the ability to thoroughly read and understand and distinguish between a variety of different kinds of texts of varying difficulty (i.e. newspaper articles, magazine articles, book chapters, articles in peer reviewed journals, online sources)
- Developing strategies for approaching and navigating scholarly sources, i.e. academic journal articles and/or book chapters from academic volumes
- Learning how to find, classify, and evaluate a variety of sources
- Paraphrasing, summarizing and synthesizing information from multiple sources
- Demonstrating sound argumentation skills
- Drawing logical inferences and conclusions from textual evidence
- Avoiding plagiarism by successfully referring to and building upon the ideas of others
- Integrating basic data analysis into an argumentative paper
- Learning how to compose critical ‘texts’ for a variety of purposes and audiences as they relate to peoples’ literacy practices in new digital communication environments (multimodality)

**Course theme:**
The theme of this course is Memetics, the study of Memes, which is a concept that refers to how information is copied from one person to another in and across cultures. Memetics argues that memes, like genes, are transmitted from person to person and evolve to shape the ever-changing world in which we live. The readings in this academic writing course will introduce students of the social sciences to the vocabulary and tools required to understand the dynamic nature of society in the information age.
Assignments
Research Based Assignments *using a course reading as the basis 20%
• A 1 page proposal including both a research question and details of a proposed research strategy, including the role of particular library resources in this strategy (5%)
• An annotated bibliography of 5 independently researched sources, including at least two scholarly sources, and including sources that have viewpoints in contrast to one another (15%)

Argumentative Essay 30%
• Five page essay using one or more course readings as the basis of the assignment and including 2 independently researched sources containing views which are in contrast to one another or to the course reading
• This is a ‘process writing assignment’ in two drafts: draft 1 (10%), draft 2 (20%)

Data Analysis/Multimodal Assignment (pair-work) 30%
This is an assignment in three parts and should be completed in a group of two:
• Part one: 2-3 page text, which analyses and explains quantitative data and findings. Data may be collected by students, or may be provided by the instructor. (15%)
• Part two: a 1 page ‘remediation’ project proposal of that analysis--via a creative mode such as photography, audio recordings, web-based creations, video. ‘Remediation’ involves a translation from one mode of presentation (writing) to another, to what can be thought of as a more ‘artistic’ mode using visuality, aurality, tactility or other modes, or several of the latter. The proposal should articulate a clear idea for a remediation, including how and why the student wants to remediate the way they do. (5%)
• Part three: a final presentation/reflection of “remediation” project. The presentation will involve a demonstration of the finished product, as well as a thorough reflection on the process of completing the project. Has the project met the objectives the students set out for themselves in their proposal? Why or why not? (10%)

Participation, Quizzes, Homework 20%
• Participation 5%
  This grade will start at 70% and go up or down depending on your participation in each class. See the web for a detailed list of what constitutes good and poor participation and try to reach 100%.
• Pop Quizzes (based on weekly readings) 5%
  Five 5-minute quizzes will be used to check that you are keeping up with the assigned weekly readings
• Reading Presentation (group-work) 10%
  Working in groups of 2-3, each student will present one of the weekly readings by providing a 200-word summary with three discussion questions and answers as a PowerPoint Presentation.
**Required Course Materials**
1. Course packet for ACWR 104 – Instructor Name, available in the Xerox center on the bottom floor of the library.
3. English/English dictionary.
4. A large binder, folder or datafile in which students will keep their coursework and materials related to their research project.
5. Writing implements: pen or pencil, eraser, paper.

**Plagiarism Policy**
Plagiarism is presenting someone else's words or ideas as your own, without proper reference. You are graded on your own individual work, not another's masquerading as your own. Any student found plagiarizing on or colluding in writing assignments will be referred to the university's disciplinary council. This may result in failing the assignment, failing the course, and/or being suspended from the university. You commit plagiarism when:
1. You copy someone else's writing and do not put it in quotation marks and identify the source;
2. You take someone else's writing, change some of the words, and do not identify the source;
3. You take someone else's ideas or sequence of ideas, put them into your own words, and do not identify the source;
4. Someone else writes your assignments or changes your writing and thus creates a false impression of your abilities.

You engage in collusion by receiving unauthorized help with your writing by paying or otherwise inducing another person to do the writing for you.

**Attendance Policy**
Class attendance is required, and any absences will negatively impact your participation grade. If you accumulate more than 3 unexcused absences, it will result in a reduction of your final grade for the course: 4 unexcused absences = 5% penalty, 5 = 10%, 6 = 15%, 7 = 20%. If you accumulate more than 7 unexcused absences, you will automatically fail the course. Excused absence forms must be submitted within one week of the absence date, or they will not be honored.

Consult with your instructor if you believe there are extenuating circumstances that have made it impossible for you to regularly attend class. **Please come to class on time; each three times you arrive to class more than five minutes late will count as one absence.**

**Policy on Late Work**
There is a five point penalty for each day an assignment is late, and work submitted after the deadline for the next assignment has passed will not be accepted. For example, an outline for a paper submitted on or after the deadline for the submission of the first draft will not be accepted. Furthermore, no student work will be accepted unless all previous stages of the assignment have been completed. For example, a student who has not submitted a research paper proposal on or before the deadline for the outline may not submit the outline. Instructors are not obliged to provide feedback on late work.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100 – 90%</td>
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<tr>
<td>A-</td>
<td>89 – 87%</td>
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<tr>
<td>B+</td>
<td>86 – 83%</td>
</tr>
<tr>
<td>B</td>
<td>82 – 80%</td>
</tr>
<tr>
<td>B-</td>
<td>79 – 77%</td>
</tr>
<tr>
<td>C+</td>
<td>76 – 73%</td>
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<tr>
<td>C</td>
<td>72 – 70%</td>
</tr>
<tr>
<td>C-</td>
<td>69 – 67%</td>
</tr>
<tr>
<td>D+</td>
<td>66 – 63%</td>
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<tr>
<td>D</td>
<td>62 – 60%</td>
</tr>
<tr>
<td>D-</td>
<td>59 – 0</td>
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<td>F</td>
<td>59 – 0</td>
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Grade Disputes
If you dispute a grade for a formal assignment, you must contact your instructor or the Director of Academic Writing by email within two weeks of the date the grade has been issued to discuss the situation.

Note: The Academic Writing Program has a firm policy regarding petitions for re-grading assignments, and will not accept petitions filed after the two week deadline. For more information regarding this policy, contact your instructor.

Course Guidelines and Expectations

- **Keep up with work and expectations.** It is your responsibility to read the syllabus carefully and completely and to keep track of assignments and deadlines. “I was absent,” or “I did not read the syllabus” are not acceptable excuses for not meeting course responsibilities.

- **Behave respectfully toward the instructor and your fellow students.** Come to class on time. Do not converse with those around you, sleep, or talk, write, or play games on your cell phone during class. Please turn off your mobile phones before entering the classroom and keep them out of sight during class. Keep the classroom clean.

- **Communicate professionally and politely with your instructor.** You should send email to your instructor only about questions that cannot be answered by using the resources you already have (e.g., your syllabus, the instructor’s written directions, or KUAIS). When you do communicate with your instructor via email, be sure that your message is composed of clear, grammatically correct complete sentences. All emails should be addressed in a professional manner (“Dear …”) and must include your full name, course, and section number.

- **Submit neat and professional work.** All work submitted for ACWR 104 must be typed, double spaced, in 12 pt. font, printed on only one side of the paper, with 2.5 cm margins on all sides. Of course, all work submitted must be spell-checked, appropriately stapled or bound (according to your instructor’s directions), and clearly marked with your first name, surname, and section number.

- **Come to class prepared.** You must come to class prepared, with a pen/pencil, paper, the textbook or reading pack, any assignments for that day’s class.

Course Outline – This WILL change so please keep checking the syllabus on the website.

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading Texts &amp; Activities</th>
<th>Assignments/ Due Dates</th>
</tr>
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</table>
| Week 1 / Week begins 17 Sept | Course Introduction  
Reading Presentation Assignment OUT  
Sample writing | Diagnostic                      |
| Week 2 23 Sept | Close Reading of Dawkins - Memes: The New Replicators  
APA | Teacher Demo of Reading Presentation  
Potential Pop Quiz (5%) |
| Week 3 30 Sept | APA  
Read Tyler’s “Infected Brains” / “Social Sciences” | APA homework  
Reading Presentation 1 (10%)  
Potential Pop Quiz |
| Week 4 7 Oct | Potential Research Questions Workshop  
Finding relevant sources /source typology  
Read Blackmore’s “Strange Creatures” / “Memes of New Age” | Research Proposal Due (5%)  
Reading Presentation 2  
Potential Pop Quiz |
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<tr>
<td>Week 5 14 Oct</td>
<td>Bayram Break – No classes</td>
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</table>
| Week 6 21 Oct | Library  
Read Brodie’s “Memes” | 4 Academic sources, 1 opposing view  
Reading Presentation 3  
Potential Pop Quiz |
| Week 7 28 Oct  
Tues 29 Oct is a holiday | APA; Synthesis/Thesis Workshop (potential thesis as a result of research question/sources)  
Read Brodie’s “How We Get Programmed” | Annotated Bibliography due (15%)  
Reading Presentation 4  
Potential Pop Quiz |
| Week 8 4 Nov | Taking a position; Short Argument Essay Assignment (using sources)  
Read Blackmore’s “Into the Internet” | Multimodal exercise  
Reading Presentation 5  
Potential Pop Quiz |
| Week 9 11 Nov | Support; review quoting and paraphrasing APA  
Read Csikszentmihalyi’s “Memes v Genes” | Reading Presentation 6  
Potential Pop Quiz |
| Week 10 18 Nov | ESSAY CONFERENCES (No class) | Short Argument Essay Assignment (draft) |
| Week 11 25 Nov | Revisions | Short Argument Essay due (final) (30%) |
| Week 12 2 Dec | Data Analysis; Review of thesis/synthesis; Organization | *Multimodal Reading Discussion  
Data Analysis Exercises  
Short data analysis assignment due (15%) |
| Week 13 9 Dec | Multimodal explanation/examples of successful remediation assignments | |
| Week 14 16 Dec | REMEDIATION CONFERENCES | 1 page Remediation project proposal due (5%) |
| Week 15 23 Dec | PRESENTATIONS | Remediation assignment presentation/reflection due (10%) |
| Make-ups | Additional Class Days (In case of need due to bad weather conditions) on 30 & 31 Dec | |
Koç University Statement on Academic Honesty with Emphasis on Plagiarism

Koç University expects all its students to perform course-related activities in accordance with the rules set forth in the Student Code of Conduct (http://vpaa.ku.edu.tr/academic/student-code-of-conduct). Actions considered as academic dishonesty at Koç University include but are not limited to cheating, plagiarism, collusion, and impersonating. This statement’s goal is to draw attention to cheating and plagiarism related actions deemed unacceptable within the context of Student Code of Conduct:

All individual assignments must be completed by the student himself/herself, and all team assignments must be completed by the members of the team, without the aid of other individuals. If a team member does not contribute to the written documents or participate in the activities of the team, his/her name should not appear on the work submitted for evaluation.

Plagiarism is defined as ‘borrowing or using someone else’s written statements or ideas without giving written acknowledgement to the author’. Students are encouraged to conduct research beyond the course material, but they must not use any documents prepared by current or previous students, or notes prepared by instructors at Koç University or other universities without properly citing the source. Furthermore, students are expected to adhere to the Classroom Code of Conduct (http://vpaa.ku.edu.tr/academic/classroom-code-of-conduct) and to refrain from all forms of unacceptable behavior during lectures. Failure to adhere to expected behavior may result in disciplinary action.

There are two kinds of plagiarism: Intentional and accidental. Intentional plagiarism (Example: Using a classmate’s homework as one’s own because the student does not want to spend time working on that homework) is considered intellectual theft, and there is no need to emphasize the wrongfulness of this act. Accidental plagiarism, on the other hand, may be considered as a ‘more acceptable’ form of plagiarism by some students, which is certainly not how it is perceived by the University administration and faculty. The student is responsible for properly citing a source if he/she is making use of another person’s work. For an example on accidental plagiarism, please refer to the document titled “An Example on Accidental Plagiarism”.

If you are unsure whether the action you will take would be a violation of Koç University’s Student Code of Conduct, please consult with your instructor before taking that action.

An Example of Accidental Plagiarism

This example is taken from a document prepared by the City University of New York.

The following text is taken from Elaine Tyler May’s ‘Myths and Realities of the American Family’:

“Because women's wages often continue to reflect the fiction that men earn the family wage, single mothers rarely earn enough to support themselves and their children adequately. And because work is still organized around the assumption that mothers stay home with children, even though few mothers can afford to do so, child-care facilities in the United States remain woefully inadequate.”

Below, there is an excerpt from a student’s homework, who made use of May’s original text:

“As Elaine Tyler May points out, “women's wages often continue to reflect the fiction that men earn the family wage” (588). Thus many single mothers cannot support themselves and their children adequately. Furthermore, since work is based on the assumption that mothers stay home with children, facilities for day care in this country are still “woefully inadequate.” (May 589)”.

6
You may think that there is no plagiarism here since the student is citing the original author. However, this is an instance of accidental plagiarism. Although the student cites May and uses quotation marks occasionally, the rest of the sentences, more specifically the following section: “Thus many single mothers cannot support themselves and their children adequately. Furthermore, since work is based on the assumption that mothers stay home with children, facilities for day care in this country are still “woefully inadequate.” (May 589)” almost exactly duplicates May’s original language. So, in order to avoid plagiarism, the student either had to use quotation marks for the rest of the sentences as well, or he/she had to paraphrase May’s ideas by using not only his/her own words, but his/her own original ideas as well. You should keep in mind that accidental plagiarism often occurs when the student does not really understand the original text but still tries to make use of it. Understanding the original text and understanding why you agree or disagree with the ideas proposed in that text is crucial both for avoiding plagiarism and for your intellectual development.