

WRITING 123

ENGLISH COMPOSITION: RESEARCH

Winter 2017

Instructor: Matt
Usner
Office: NSH-213

Email: usnerm@linnbenton.edu
Office Phone: 917-4283

Office Hours: Tue/Thur
11:30-12:00 and 2:30-3:00

THE PURPOSE OF THIS SYLLABUS: This syllabus contains all the vital information about this course—what you'll be learning, what will be expected of you, and what you can expect from me. Essentially, this syllabus is a contract that states what is required of both of us during the term. Since this is a valuable document, you should study it and refer to it often. **The better you know the syllabus, the better the chance that you'll do well in the course.**

COURSE CATALOG DESCRIPTION: Writing 123 introduces informative and analytical writing supported by research. Students design a research plan, use primary and secondary sources critically, develop research methods, use proper documentation, and develop writing strategies for longer papers. 3 credits.

PREREQUISITE: Successful completion of **Writing 121 is required** for success in this class.

"NO-SHOW" POLICY: Be aware that you will be withdrawn from this online course if you have not logged-in to our Moodle course site **by noon on the first Friday** and have not contacted your instructor to explain your inactivity.

STUDENT LEARNING OUTCOMES: Students who successfully complete WR 123 will be able to:

- *Analyze the rhetorical needs* (the needs of their audience in relationship to the assignment) for college-level research-based writing assignments.
- *Apply appropriate levels of critical thinking strategies* (knowledge, comprehension, application, analysis, synthesis, evaluation) in their written assignments, with an emphasis on in-depth evidence-based analysis and evaluation in academic contexts.
- *Implement appropriate rhetorical elements and organization* (introduction, thesis, development and research-based support, visual evidence, conclusion, etc.) in their written assignments, with an emphasis on in-depth evidence-based analysis and evaluation.
- *Locate, evaluate, and integrate high-quality information and opinion* appropriate for in-depth research-based informational, analysis and argument assignments.

- *Craft sentences and paragraphs* that communicate their ideas clearly and effectively using words, sentence patterns, and writing conventions at a high college level to make their writing clear and credible.

REQUIRED TEXTBOOK: The textbook below is available at the LBCC bookstore in the Calapooia Center of the Albany campus. A copy is also on library reserve for 2-hour use at the Albany campus. **The book is required. We will be reading most of it, and you will be taking weekly quizzes on its chapters.**

- Howard, Rebecca Moore, and Amy Rupiper Taggart. *Research Matters: A Guide to Research Writing*. 2nd ed. McGraw-Hill. ISBN 0073405949.

ONLINE LEARNING WITH MOODLE: All course materials will be posted on our course site on Moodle, which can be accessed at <http://elearning.linnbenton.edu/>. Because this is a fully online course, it is essential that you have frequent, reliable access to an online computer. It's also essential to realize that **a computer problem is not a valid excuse for missing an assignment or submitting an assignment late**. I strongly recommend using [Google Drive](#) to store your files since it's synced with your LBCC email. Google Drive is a free, cloud-based storage system that lets you access your files from any online computer.

Online learning requires a high level of independence and self-motivation. This means that you give yourself the best chance to do well in the course by being proactive: logging-in to our course site frequently, reading online instructions carefully, paying close attention to the course calendar, and contacting me immediately when you have a question. Students who lack time management skills and self-motivation typically don't fare well in online courses.

An important part of my communication with you will be **course announcements** that I post on Moodle. A link to these appears at the top of our course site, and each time I post an announcement a copy of it will automatically be sent to your LBCC email. **It's absolutely essential that you keep current with these announcements and always read them in their entirety. Oftentimes, these announcements will provide valuable course content that complements the current assignment we are working on.** Typically I will post one or more announcements on Wednesday and Friday mornings, although there will be times when I will post them more frequently.

ASSIGNMENTS AND GRADING: Course content will be organized into weekly sections that will be made available at **9:00 AM Pacific Time on the Friday before the upcoming week. Assignments will always be due on Wednesdays or Sundays by the end of the day (11:59 PM Pacific Time)**. The only exception to this will be the due date of the final research paper, which will be the Monday of finals week (week 11). For all assignments, you should always give yourself adequate time to prepare for the unexpected. **You will have 6-10 days to complete most assignments. Waiting to complete an assignment on the day it is due is not a good idea; if you have a question, you may not receive an answer from me on the same day**

(see “Office Hours and Contacting Me” section below). Likewise, waiting to submit an assignment until a few minutes before it is due is also not a good idea. Again, time management is key!

The major assignment that is due at the end of this course is a **10-12 page research paper**. There will be several smaller assignments that lead up to this paper, and each will introduce you to the specific competencies required in the research process. This [grading rubric](#) will be used to evaluate your research paper, but here are the general requirements that it must fulfill:

- Its primary purpose is to thoroughly answer a socially significant, thought-provoking research question. Specifically, the paper must 1) analyze the topic’s major issues, differing perspectives, and historical development, and 2) present an original action plan as part of your answer to the research question.
- It must respond to a topic and research question that are narrowed enough to be covered thoroughly in 10-12 double-spaced pages (excluding the works cited/references page[s]). All topics and research questions will need to be approved as part of the research proposal assignment in Week 3.
- Its intended audience is college-educated readers who will be reading with a critical mind, meaning they will expect specificity, evidence, and logic.
- It must incorporate 6-10 credible sources (at least 5 of which must be scholarly, peer-reviewed ones, such as database articles) and document them using Modern Language Association (MLA) or American Psychological (APA) formatting.
- It must include a counterargument and your response to it. The counterargument will be an anticipated objection to the action plan you present in the paper.

There are **500 points possible** in this course. Below you will find a list of all course assignments, their point value, and their percentage of the final grade. Detailed instructions for all of these assignments below will be posted on Moodle:

ASSIGNMENTS	POINTS	% OF FINAL GRADE
Syllabus Quiz	10	2%
Student Introduction	10	2%
8 Reading Quizzes out of 10 (all due on Wednesdays except the first one)	5 points each = 40	8%
Summary and Critical Response	20	4%
Interest Inventory	20	4%
Research Proposal + 2 Peer Feedback Responses	10 + 5 + 5 = 20	4%
Web Page Evaluation	20	4%
Database Article Exercise	20	4%

Annotated Bibliography	40	8%
Sentence Outline	20	4%
Annotated Research Paper Draft (5 page min.) + Peer Feedback	70 + 30 = 100	20%
Documentation Quiz	15	3%
10-12 Page Final Research Paper	165	33%
TOTAL →	500	100%

Your final grade will be determined by the following point breakdown:

GRADE	TOTAL POINTS	DESCRIPTION
A	500 to 448 points (89.6% and up)	Passing work that is <u>excellent</u>
B	447 to 398 points (89.4% to 79.6%)	Passing work that is <u>good</u>
C	397 to 348 points (79.4% to 69.6%)	Passing work that is <u>average</u>
D	347 to 298 points (69.4% to 59.6%)	Non-passing work that is <u>below average</u>
F	297 and below (59.4% and below)	Non-passing work that is <u>fundamentally lacking</u>

POLICY ON LATE WORK: All due dates appear on the course calendar and will also be included with assignment instructions. In fairness to all students, an assignment that is submitted after its deadline will either lose points or receive a zero. Specific policies for late penalties are included with assignment instructions, so please read them carefully. **Assignments submitted late will not receive written feedback; they will just receive a score in the gradebook.**

PLAGIARISM AND ACADEMIC INTEGRITY: Presenting someone else's ideas in writing as if they are your own is plagiarism, and it is a serious academic offense. **Any plagiarized elements in your writing will result in, at minimum, a zero for the assignment and, at maximum, automatic course failure.** If you ever borrow information from an outside source to put in an essay, you must cite it properly. If you're not sure how to do this, please ask me for help **before** submitting your paper. Once you submit a plagiarized paper, the consequences mentioned above will be enforced. Be aware that plagiarism-detection software is automatically used for the writing assignments that you submit on Moodle.

OFFICE HOURS AND CONTACTING ME: I encourage you to visit me during my office hours to discuss any questions or concerns you have about the course. It's best to schedule a time in

advance, but I won't mind if you stop by unannounced. I realize that it will not be possible for all of you to come to campus to meet in-person with me. Because of this, I am happy to communicate with you via email, phone, or videoconference. Monday through Friday I **observe a 24-hour turnaround when replying to emails, although I typically respond much quicker than that. If I receive an email on a weekend or holiday, I observe a 48-hour turnaround.** When you have questions about an assignment, do not wait until a few hours before it is due to email me. Instead, be accessing and working on the course content early, and allow yourself time for questions--and time for me to answer those questions. Take advantage of the flexibility that this online course offers.

CAMPUS RESOURCES AND POLICIES:

- **LBCC Student Email:** Please make sure that you check your student email regularly throughout the term. Moodle course announcements will automatically be sent to your student email, so this is another reason to check it frequently. You can find information about accessing your LBCC email here: <http://www.linnbenton.edu/roadrunner-mail>
- **The LBCC Writing Center:** The [LBCC Writing Center](#) (WH-200) is a fantastic free resource for students. Tutors are available to assist you with all aspects of your writing assignments. The Writing Center also offers online tutoring services as well. Get more information here: <http://www.linnbenton.edu/learning-center/writing-center>
- **The LBCC Library:** The [LBCC library](#) is located on the first floor of Willamette Hall. The library has several [databases for research articles](#) that you can access both on and off-campus. Get more information here: <http://library.linnbenton.edu/home>
- **Center for Accessibility Resources (CFAR):** LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in this class, please talk to your instructor as soon as possible to discuss your needs. If you think you are eligible for accommodations, but are not yet registered with CFAR, please go to <http://linnbenton.edu/cfar> for steps on how to apply for services. Online course accommodations may be different than in on-campus classrooms: it is important that you make contact with CFAR as soon as possible.
- **Non-Discrimination Policy:** LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, gender, native language, sexual orientation, marital status, disability, age, veteran status, or any other status protected under law. Everyone in the LBCC community has the right to think, learn, and work together in an environment of respect, tolerance, and goodwill.

COURSE CALENDAR: All required readings, assignments, and due dates are listed below.

DATE	TOPICS, ASSIGNMENTS, AND DUE DATES	REQUIRED READING AND VIDEOS
------	------------------------------------	-----------------------------

<p>WEEK 1 MON 1/9</p>	<p>INTRODUCING WR 123; PREPARING FOR A RESEARCH PROJECT</p> <p><u>ASSIGNMENTS:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Syllabus quiz (due Wed 1/11) <input type="checkbox"/> Student introduction (due Wed 1/11) <input type="checkbox"/> Reading quiz #1 (chapter 1) (due Sun 1/15) 	<p><u>READINGS:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Course syllabus <input type="checkbox"/> <i>Research Matters</i>: chapter 1 <p><u>VIDEOS:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Course Introduction <input type="checkbox"/> 8 Tips for Success in an Online Course <input type="checkbox"/> Introduction to Week 1 <input type="checkbox"/> Research Paper Guidelines
<p>WEEK 2 MON 1/16 (materials available on Friday before.)</p>	<p>READING, SUMMARIZING, AND RESPONDING TO SOURCES</p> <p><u>ASSIGNMENTS:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading quiz #2 (ch. 2 and 119-125) (due Wed 1/18) <input type="checkbox"/> Summary and critical response (due Sun 1/22) 	<p><u>READINGS:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Research Matters</i>: ch. 2 and pages 119-125 (sections on “Summarizing,” “Paraphrasing,” and “Quoting”) <p><u>VIDEOS:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Using Signal Phrases <input type="checkbox"/> Using Turnitin to submit your assignments
<p>WEEK 3 MON 1/23 (materials available on Friday before.)</p>	<p>PREPARING FOR A RESEARCH PROJECT (con’t)</p> <p><u>ASSIGNMENTS:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading quiz #3 (ch. 3 and 5) (due Wed 1/25) <input type="checkbox"/> Interest inventory (due Wed 1/25) <input type="checkbox"/> Research proposal (due Sun 1/29) <input type="checkbox"/> Peer feedback for research proposals (due <u>next</u> Wed 2/1) 	<p><u>READINGS:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Research Matters</i>: ch. 3 and 5 <p><u>VIDEOS:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Developing an Appropriate Research Topic
<p>WEEK 4 MON 1/30 (materials available on Friday before.)</p>	<p>GATHERING AND EVALUATING INFORMATION</p> <p><u>ASSIGNMENTS:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading quiz #4 (ch. 10, 9, and 7) (due Wed 2/1) <input type="checkbox"/> Web page evaluation (due 2/5) 	<p><u>READINGS:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Research Matters</i>: ch. 10, 9, and 7 (read in that order) <p><u>VIDEOS:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluating Web Pages
<p>WEEK 5 MON 2/6 (materials available on Friday before.)</p>	<p>GATHERING AND EVALUATING INFORMATION (con’t)</p> <p><u>ASSIGNMENTS:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading quiz #5 (ch. 6) (due Wed 2/8) <input type="checkbox"/> Database exercise (due Sun 2/12) 	<p><u>READINGS:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Research Matters</i>: ch. 6 <p><u>VIDEOS:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Differences between Scholarly and Popular Sources <input type="checkbox"/> How to Complete the Database Exercise
<p>WEEK 6 MON 2/13</p>	<p>WRITING AN ANNOTATED BIBLIOGRAPHY</p>	<p><u>READINGS:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Research Matters</i>: ch. 12

(materials available on Friday before.)	<u>ASSIGNMENTS:</u> <ul style="list-style-type: none"> • Reading quiz #6 (ch. 12) (due Wed 2/15) • Annotated bibliography (due Sun 2/19) 	
WEEK 7 MON 2/20 (materials available on Friday before.)	ORGANIZING AND OUTLINING <u>ASSIGNMENTS:</u> <ul style="list-style-type: none"> • Reading quiz #7 (ch. 13-14) (due Wed 2/22) • Sentence outline (due Sun 2/26) 	<u>READINGS:</u> <ul style="list-style-type: none"> ☐ <i>Research Matters</i>: ch. 13-14 <u>VIDEOS:</u> <ul style="list-style-type: none"> ☐ Creating a Thesis Statement for a Sentence Outline ☐ Organizing Supporting Ideas in a Sentence Outline
WEEK 8 MON 2/27 (materials available on Friday before.)	DRAFTING YOUR RESEARCH PAPER <u>ASSIGNMENTS:</u> <ul style="list-style-type: none"> • Reading quiz #8 (ch. 15-16) (due Wed 3/1) • Annotated draft of research paper (due Sun 3/5) 	<u>READINGS:</u> <ul style="list-style-type: none"> ☐ <i>Research Matters</i>: ch 15-16 <u>VIDEOS:</u> <ul style="list-style-type: none"> ☐ MLA Formatting Using Google Docs OR APA Formatting Using Google Docs
WEEK 9 MON 3/6 (materials available on Friday before.)	OFFERING PEER FEEDBACK AND DOCUMENTING SOURCES <u>ASSIGNMENTS:</u> <ul style="list-style-type: none"> • Reading quiz #9 (ch. 11, 17, and 21) (due Wed 3/8) • Peer feedback for research paper drafts (due Sun 3/12) • Documentation quiz (due <u>next</u> Wed 3/15) 	<u>READINGS:</u> <ul style="list-style-type: none"> ☐ <i>Research Matters</i>: ch 11, 17, and 21 (MLA) OR 22 (APA) <u>VIDEOS:</u> <ul style="list-style-type: none"> ☐ MLA In-Text Citations ☐ MLA Works Cited Page ☐ APA In-Text Citations ☐ APA Reference Page
WEEK 10 MON 3/13 (materials available on Friday before.)	POLISHING THE FINAL DRAFT OF YOUR RESEARCH PAPER <u>ASSIGNMENTS:</u> <ul style="list-style-type: none"> • Reading quiz #10 (ch. 18) (due Wed 3/15) • Ask final questions about your paper 	<u>READINGS:</u> <ul style="list-style-type: none"> ☐ <i>Research Matters</i>: Chapter 18
WEEK 11 MON 3/20 (materials available on Friday before.)	CONCLUDING THE COURSE <u>ASSIGNMENTS:</u> <ul style="list-style-type: none"> • Final draft of research paper (due Mon 3/20) 	