

Linn-Benton Community College

6500 Pacific Boulevard SW
Albany, Oregon 97321

Fall 2019

3 Credits

CRN 21287

CRN 20459

Location

Online through Moodle
elearning.linnbenton.edu

Instructor

Joyce Bower

Office Hours

Wednesday 5-6 p.m. or by
appointment

Office Location

SSH-210

E-mail Address

bowerj@linnbenton.edu
(Email is the best way to
contact me.)

Writing 123: English Composition—Research

Welcome to WR123! This course is for the curious. In this course, you will become an inquirer, an explorer. You will ask questions that will drive your research and exploration into a topic that interests you. Not only will you learn how to research and write documented essays, but you will also learn how to do so effectively and how to not get overwhelmed.

COURSE DESCRIPTION

This course introduces informative and analytical writing supported by research, so you will design a research plan, use primary and secondary sources critically, develop research methods, use proper documentation, and develop writing strategies for longer papers. Overall, you will learn how to join academic conversations, develop better critical thinking skills, take charge of your own learning, and gain skills that will aid you as you plan further explorations.

Prerequisite: Placement determined by passing WR 121 with a “C” or better.

REQUIRED SKILLS

Because this is an online class, before taking this class, you should know:

- Basic computer skills
- Basic word processing skills
- Basic internet skills

COURSE OUTCOMES

By the end of this course, successful students will be able to:

- Use a research process to write a research-based paper that emphasizes their own thinking in response to the research found.
- Gain skills in researching and documenting materials as well as planning, drafting, revising, and editing.
- Explore new ways of collecting and evaluating information.
- Complete both primary and secondary research from a variety of sources, and practice research methods so they may write documents using primary and secondary research.
- Think critically about information they gather.
- Use primary and secondary information to solve problems or support their own hypotheses.
- Design a research project and use a systematic research process to collect, analyze, synthesize, and present the information in a format commonly assigned in college work.
- Understand how to revise longer papers for logical organization, clarity, and relevance.
- Develop research questions and tentative outlines.
- Develop an organizational system for dealing with information gathering.
- Paraphrase, summarize, and quote material without plagiarizing.
- Accurately document their sources.
- Become independent, self-motivated learners.

NOTE: This syllabus (both class information and the assignment schedules) may change at my discretion.

Required Texts and Materials

- Palmquist, M. (2018). *The bedford researcher* (6th ed.) Boston, MA: Bedford/St. Martin's. (Other editions are too outdated, so please purchase this one.)
 - **Note: The textbook is *absolutely necessary* for success in this class.**
- Computer, or access to one, with the internet
- 3 or more ways (jump drives, e-mail) for storing your work.
- Note: Computer problems are not a valid excuse for being late, being unprepared, or turning in late assignments.

RESEARCH ESSAYS

You will be writing two researched documents. The first will be a shorter document (3-4 pages) based on primary research. **Your second will be an 8-10 page essay. (Please note that the page length is the essay itself and does not include the title page, abstract, or bibliography.)** These will be done in stages.

EVALUATION

The breakdown of your final grade (1000 points) is:

Forums (130 points)

- Introductions (10 points)
 - (5 points for your post + 5 points for responding to at least two others)
- Topic Proposal (10 points)
 - (5 points for your post + 5 points for responding to at least two others)
- Research Question Activity (20 points)
 - (10 points for your post + 10 points for responding to at least five others)
- Full Draft Peer Review: Your Draft and *Two Peer Reviews* (80 points)
 - (40 points for your draft + 20 points per peer review for at least two others)
- Abstract Forum (10 points)
 - (5 points for your post + 5 points for responding to at least two others)

Assignments (870 points)

- Formal Writing Style Activity Quiz (20 points)
- Revising Survey and Interview Questions (10 points)
- Professional Development Write-Up (50 points)
- Survey Write-Up (50 points)
- Interview Write-Up (50 points)
- **Field/Major Assignment (100 points)**
- APA Quiz (15 points)
- Plagiarism Detection Activities (10 points)
- Avoiding Plagiarism Quiz (20 points)
- Research Proposal (p. 120) (50 points)
- Library Research Activity (50 points)
- Database Research Activity (50 points)
- Thesis Statement Quiz (10 points)
- Formal Outline (50 points)
 - (40 points for outline + 10 points for thesis statement)
- Working Bibliography (50 points)
 - (10 points per citation + annotation)
- Final Draft (100 points)
- **Revised Final Research Essay (150 points)**
- Self-Assessment (25 points)
- Final Four Answers (10 points)

GRADING POLICY

A Paper

This paper is an excellent response to the assignment, fulfilling all major requirements and showing critical thinking. With an engaging voice appropriate for the audience, the writer guides the readers through organized and well-developed thoughts. Support and evidence is appropriate and given where needed, and sources are cited using the appropriate documentation style. In addition, the sentences and paragraphs transition well from one to the next. This paper contains few, if any, minor errors in mechanics and demonstrates the entire process of writing.

B Paper

This paper meets all major requirements of the assignment and goes beyond a routine response. This paper has an engaging voice appropriate for the audience and is well-developed, well-organized, well-supported, and well-documented. It contains no major distracting errors in usage or mechanics, and transitions guide the readers. Again, this paper demonstrates the entire process of writing.

C Paper

This paper is a routine response that makes a commitment to fulfill the requirements of the assignment but does so only at a minimum. Containing a few distracting errors and no glaring clichés or mistakes in diction or mechanics, the paper guides the readers who have little difficulty understanding the content. The writing in this paper is neither vigorous nor fresh and spontaneous. This paper also reflects missing stages of the writing process.

D Paper

This paper does not respond to the assignment's requirements and contains distracting errors and glaring mistakes in diction or mechanics. Although it is difficult to read, some of the content is good, and with more work, could form well-developed ideas. Again, this paper reflects missing stages of the writing process.

F Paper

This paper does not accomplish the above criteria.

Important Note about Your Grade

Your grade is not just based on one paper. Although one long essay will be the majority of your grade, the research and steps along the way also count toward your grade. Keep on track with the assignment schedule and be aware of the assignment due dates. Again, you cannot pass this class simply by writing the one long essay. (Please also note that you cannot pass this class without writing the final essay.)

ASSIGNMENT AND FINAL GRADING

Grades A = 90-100% B = 80-89% C = 70-79%	D = 60-69% F = 59% and below
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Incomplete Grades

Incompletes will be given only in extreme circumstances. (Please see the student handbook for qualifications and descriptions for this and any other type of grade.) You must contact me before the end of the term if you need this option. If you need to withdraw from the class, you are responsible for doing so.

WHAT I EXPECT FROM YOU <ul style="list-style-type: none">● Regular checking and participation in Moodle course.● Be prepared for class (i.e., have the assignments completed and have your assignments, texts, and materials with you).● Contribute to the discussions.● Be considerate toward me and your peers.● Care about the class and the work you turn in.● Use the resources available to you.● Ask questions.● Be familiar with the syllabus. (Note: Please contact me as soon as possible if you have any problems or questions about anything in this syllabus.)	WHAT YOU CAN EXPECT FROM ME <ul style="list-style-type: none">● Regular checking and participation in Moodle course.● Be prepared for class and update the Moodle site when needed.● Be considerate to you and other students.● Care about the class and the work you turn in.● Be available to help you in any way I can.● Ask questions.● Give honest feedback.● Listen to your concerns.● Return assignments within three days, on average, of the due date. (I may return them a little sooner or a little later, but I always try my best to get them back to you ASAP.)● Answer emails within two business days.
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ASSIGNMENTS

- **Assignments are due by 11:55 p.m. PST/PDT on the Sunday following each week on the assignment schedule unless otherwise stated. Late assignments are an *inconvenience to both you and me*.** If there is something that is making it difficult to finish an assignment on time, please contact me.
- **Begin the name of your document file with your name** (e.g. for the library research activity, I would name it “Joyce Bower Library Research Activity.doc.”). This makes it much easier and much faster for me to grade your assignments when I am commenting within the document.
- **I will accept late assignments for ten percent off for each day late.** Please email me when you submit a late assignment, so I know to grade it.
- Make sure you complete and upload your assignments in enough advanced time to avoid computer, internet, and email problems. Computer problems are not a valid excuse for being late, being unprepared, or turning in late assignments.
- Your hard work is a reflection of yourself. Using someone else’s work as your own or using information or ideas without proper citation is plagiarism. **Plagiarism and/or academic dishonesty can result in failing the assignment and/or the course.** All instances of plagiarism will be reported to LBCC and become a part of your permanent academic record. (Please look in your book or ask me for help in understanding what plagiarism is and how to avoid it.) Please note that bibliographies (“Works Cited” in MLA and “**References**” in APA) AND in-text citations are required whenever you use sources, including internet sources.

ASSIGNMENT FORMAT AND DESIGN

- All work is to be typed, double-spaced, and composed in **12-point font** and have 1-inch margins unless I otherwise indicate. Use spell check, your dictionary, and handbooks. Sloppy work, including excessive misspelling, will not be accepted.
- Please attach your work in **Microsoft WORD, PDF, or Rich Text Format**. I will be grading your assignments using the comments feature in *Microsoft WORD*, so please find access to a computer that has this program so you can read my comments. If you are near campus, most computers in the labs have *WORD*. You may also use Google Docs, but please remember to save it in one of the formats above.

Important Information about Writing Assignments

No Surprises!

I firmly believe in the motto “No surprises!” For each assignment, you will be provided with the information about what I am looking for and plenty of opportunities to receive feedback throughout the writing process.

Where do I start? (or HELP! I’m stuck!)

One of the most difficult aspects about writing—no matter if one is a published writer or a writer who only writes for work or school—is making yourself sit down and get words on paper. If you find yourself staring at a blank sheet of paper or a blank computer screen, just start writing whatever comes to mind. Whatever you do, get something down on paper. It may seem like a waste of time at the moment; however, it is much more productive than sitting in front of a blank piece of paper thinking, What am I going to write? and only stressing yourself out over what you don’t write. Besides, you will probably surprise yourself with what you produce.

What are peer reviews?

When peer reviews show up the second half of the term, you will be sharing your drafts with those in the class (through the forum in Moodle). You read and provide feedback to each person in your group about his or her paper, and each will provide you with feedback about your paper. Guidelines and instructions will be on Moodle.

PARTICIPATION (INCLUDING FORUMS)

- Participation will be averaged into the final grade. Participation is considered
 - Regular (weekly) checking of Moodle (Information, announcements, discussion forums, lectures, and assignments will be posted weekly.)
 - Readiness and active discussion in the forums
 - Reading and understanding the textbook material and any other readings assigned
 - Quizzes (Please note: Because they are time sensitive and part of participation, quizzes cannot be made up.)
 - Alertness and complexity of thought in discussions
 - Active involvement in group work

- Discussions held in the forums are vital to this class. Do not rush through the discussions. Take the time to provide input that shows complexity of thought and to give other classmates valuable input about their research.

- Discussions in the forums are timely conversations, therefore considered in-class participation, and cannot be “made up”; therefore, a discussion posting will not be given any points if late.
- Please read through the lectures carefully, as they provide important additional information and, at times, assignment information.
- Announced and surprise quizzes will occur throughout the term.
- Expect to work around **NINE hours** per week. (This is an *average* based on three hours of “class time” and six hours of time spent on work outside of “class time.” You might spend more or less time, depending on the week, the assignment, and your knowledge-base.)
- **Respect not only me as your instructor but also your peers as equals.** We are all unique individuals entitled to our own opinions and beliefs; however, any comments, jokes, or remarks that denigrate the worth of an individual’s physical/mental ability, body size, religion, race, creed, ethnic background, sexual preference, or gender are inappropriate and will not be tolerated. If you are disrespectful to your peers or me, you may be asked to withdraw from the class.
- **LBCC Comprehensive Statement of Nondiscrimination**
LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws.

RESOURCES TO HELP YOU SUCCEED

- The [Writing Center](#), located on the second floor of Willamette Hall, provides help with writing. You can also use the Writing Center online through the **Online Writing Lab (OWL)**.
- The **library**, located on the first floor of Willamette Hall, will be helpful when doing research for your projects. Also take advantage of OSU library, or whatever college library is around your area, and the public libraries.
- **Advising Center** If you ever need to talk with someone about school or life situations, you can contact any of LBCC’s counselors. Advising services is located in Takena, room 101, and can be reached by phone at 541-917-4780.

- **LBCC Center for Accessibility Resources Statement**

You should meet with your instructor during the first week of class if

- You have a documented disability and need accommodations.
- Your instructor needs to know medical information about you.
- You need special arrangements in the event of an emergency.

If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources (CFAR) [Online Services webpage](#) every term in order to receive accommodations. If you believe you may need accommodations but are not yet registered with CFAR, please visit the [CFAR Website](#) for steps on how to apply for services or call **(541) 917-4789**.

- **LBCC Comprehensive Statement of Nondiscrimination**

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender, gender identity, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws. For further information see Board Policy P1015 in our [Board Policies and Administrative Rules](#). Title II, IX, & Section 504: Scott Rolen, CC-108, 541-917-4425; Lynne Cox, T-107B, 541-917-4806, LBCC, Albany, Oregon. To report: [linnbenton-advocate.symplicity.com/public report](http://linnbenton-advocate.symplicity.com/public-report).

- **Basic Needs Statement**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Roadrunner Resource Center for support (resources@linnbenton.edu, or visit us on the web www.linnbenton.edu/RRC under Student Support for Current Students). Our office can help students get connected to resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

MISCELLANEOUS NOTES

- **Permission to Use Student Work**

I will be using examples from student papers, which will be anonymous. Please contact me within the first week of class if you do not want your work to be used.

- Note: This syllabus may change at my discretion.

- **My Degrees**

I received my Bachelor of Arts degree in English with an emphasis in Writing from Franciscan University of Steubenville, Ohio, and my Master of Arts degree in English with an emphasis in Rhetoric and Professional Communication from New Mexico State University.