

## Syllabus - Writing 123 Online

# WRITING 123

## ENGLISH COMPOSITION: RESEARCH

### Spring 2015

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**Office Hours:** Tue/Thur 10:50-  
11:20 and Wed 11:45-1:45

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**NO-SHOW POLICY:** Be aware that you will be withdrawn from this online course if you have not logged-in to our Moodle course site by noon on the first Friday and have not contacted your instructor to explain your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

- 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 (<http://elearning.linnbenton.edu/>), which is LBCC's online course management system. You will need to access it regularly to do well in this course, so please plan accordingly. Course content will be organized into weekly sections, with new material being posted on Moodle each Monday by 9:00 AM Pacific Time (Note: sometimes I may post the new week's material on Sunday evenings.) If you need help getting started with Moodle, let me know as soon as possible, and I'll be glad to work with you.

Because this is an online course, it is essential that you have frequent, reliable access to an online computer. Plan on using multiple ways to store your course files (jump drive, cloud storage, email them to yourself) because a computer problem is not a valid excuse for missing assignments. 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.

**ASSIGNMENTS AND GRADING:** The major assignment that is due at the end of this course is an original 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 must be persuasive in nature, as opposed to being solely informational/explanatory in nature. Specifically, your paper must use research to 1) clearly illustrate something that you believe is a problem, and 2) develop and propose an original, viable solution to it. (All topics must be approved in advance.)
- Its intended audience is a college-educated readership.
- 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) formatting.
- It must include at least one counterargument, which is an alternative stance on your topic, and your response to it.
- It must be 10-12 pages long (excluding the works cited page[s]).

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	5	1%
Introduction Post + Replies	10	2%
8 Reading Quizzes (all due on Wednesdays except the first one)	5 points each = 40	8%
Summary and Critical Response	25	5%

Interest Inventory	25	5%
Research Proposal + Peer Feedback	35	7%
Web Page Evaluation	25	5%
Database Article Exercise	25	5%
Annotated Bibliography	50	10%
Sentence Outline	25	5%
Annotated Research Paper Draft (6 page min.) + Peer Feedback	70 + 30 = 100	20%
Documentation Exercise	20	4%
Research Reflection	15	3%
10-12 Page Final Research Paper	100	20%
<b>TOTAL →</b>	<b>500</b>	<b>100%</b>

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 assignment due dates appear on the course calendar and will also be included with assignment instructions. 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). In fairness to all students, an assignment that is submitted after its deadline will either lose points or not be accepted; likewise, late assignments, if accepted, may not receive feedback. Specific policies for late penalties will be included with assignment instructions, so please read them carefully.

**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. I observe a 24-hour turnaround time for replying to emails, although I typically respond much quicker than that during weekdays. When you have questions about an assignment, do not wait until a few hours before the deadline 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.

### **CAMPUS RESOURCES AND POLICIES:**

- **LBCC Student Email:** Please make sure that you check your student email regularly throughout the term. Should I need to contact you, I will be emailing your student account. You can find information about accessing your LBCC email here: <http://www.linnbenton.edu/roadrunner-mail>
- **The LBCC Writing Center:** The [LBCC Writing Center](http://www.linnbenton.edu/learning-center/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](http://library.linnbenton.edu/home) is located on the first floor of Willamette Hall. The library has several [databases for research articles](http://library.linnbenton.edu/home) that you can access both on and off-campus. Get more information here: <http://library.linnbenton.edu/home>
- **Center for Accessibility Resources:** Speak 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, or
  - you need special arrangements in the event of an emergency.
 If you think you may need accommodation services, please, contact the Center for Accessibility Resources at (541) 917-4789.
- **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:** The weekly calendar below contains all required readings and assignment due dates.

DATE	TOPICS, ASSIGNMENTS, AND DUE DATES	TEXTBOOK READING
<b>WEEK 1</b> Mon 3/30	INTRODUCING THE COURSE; PREPARING FOR A RESEARCH PROJECT <ul style="list-style-type: none"> <li>● Assign student introduction (due Wed 4/1; replies due Sun 4/5)</li> <li>● Assign syllabus quiz (due Wed 4/1)</li> <li>● Assign reading quiz #1 (due Sun 4/5)</li> </ul>	Chapter 1

<b>WEEK 2</b> Mon 4/6	READING, SUMMARIZING, AND RESPONDING TO SOURCES <ul style="list-style-type: none"> <li>● Assign reading quiz #2 (due Wed 4/8)</li> <li>● Assign summary and critical response (due Sun 4/12)</li> </ul>	Chapter 2 and pages 119-125 (sections on "Summarizing," "Paraphrasing," and "Quoting")
<b>WEEK 3</b> Mon 4/13	PREPARING FOR A RESEARCH PROJECT (con't) <ul style="list-style-type: none"> <li>● Assign reading quiz #3 (due Wed 4/15)</li> <li>● Assign interest inventory (due Wed 4/15)</li> <li>● Assign research proposal (due Sun 4/19)</li> <li>● Assign peer feedback for research proposals (due Wed 4/22)</li> </ul>	Chapters 3 and 5
<b>WEEK 4</b> Mon 4/20	GATHERING AND EVALUATING INFORMATION <ul style="list-style-type: none"> <li>● Assign reading quiz #4 (due Wed 4/22)</li> <li>● Assign web page evaluation (due Sun 4/26)</li> </ul>	Chapters 10, 9, and 7 (read in that order)
<b>WEEK 5</b> Mon 4/27	GATHERING AND EVALUATING INFORMATION (con't) <ul style="list-style-type: none"> <li>● Assign reading quiz #5 (due Wed 4/29)</li> <li>● Assign database exercise (due Sun 5/3)</li> </ul>	Chapter 6
<b>WEEK 6</b> Mon 5/4	WRITING AN ANNOTATED BIBLIOGRAPHY <ul style="list-style-type: none"> <li>● Assign reading quiz #6 (due Wed 5/6)</li> <li>● Assign annotated bibliography (due Sun 5/10)</li> </ul>	Chapter 12
<b>WEEK 7</b> Mon 5/11	ORGANIZING AND OUTLINING <ul style="list-style-type: none"> <li>● Assign reading quiz #7 (due Wed 5/13)</li> <li>● Assign sentence outline (due Sun 5/17)</li> <li>● Assign annotated draft of research paper (due Wed 5/20)</li> </ul>	Chapters 13 and 14
<b>WEEK 8</b> Mon 5/18	DRAFTING <ul style="list-style-type: none"> <li>● Assign reading quiz #8 (due Wed 5/20)</li> <li>● Assign peer feedback for research paper drafts (due Sun 5/24)</li> </ul>	Chapters 15 and 16
<b>WEEK 9</b> Mon 5/25	CITING AND DOCUMENTING SOURCES <ul style="list-style-type: none"> <li>● Assign reading quiz #9 (due Wed 5/27)</li> <li>● Assign documentation exercise (due Sun 5/31)</li> </ul>	Chapters 11, 17, and 21
<b>WEEK 10</b> Mon 6/1	REVISING, EDITING, PROOFREADING, AND DESIGNING THE FINAL DRAFT <ul style="list-style-type: none"> <li>● Assign reading quiz #10 (due Wed 6/3)</li> <li>● Assign research reflection (due Wed 6/3)</li> <li>● Last chance for final questions</li> </ul>	Chapter 18
<b>WEEK 11</b> Mon 6/8	<b>FINAL RESEARCH PAPER DUE MONDAY, 6/8 BY 11:59 PM</b>	None