WR 123 // RESEARCH WRITING

Fall 2019 Term

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| Instructor | Email | Office Location & Hours |
| Colleen B. Lawrence | lawrenc@linnbenton.edu | RCH 203, TR 10 - 11:30 AM |

# General Information

## Description

This course introduces informative and analytical writing supported by research. Students will design a research plan, use primary and secondary sources critically, develop research methods, use proper documentation and develop writing strategies for longer papers.

Prerequisite: WR 121 English Composition with a grade of "C" or better.

## Learning Outcomes

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| * 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. |  |  | Grading Scale **A = 900 - 1000**  **B = 800 - 899**  **C = 700 - 799**  **D = 600 - 699**  **F = 599 or fewer** |

# Course Materials

## Required Text *(2 copies on 2-hour reserve at the main campus LBCC library)*

***Who Says? The Writer’s Research*** 2nd Edition, Holdstein & Aquiline (ISBN: 978-0190633479)

## Required Materials

* 2 notebooks: one for daily note-taking, and one to be used as a commonplace book
* 1 exam green book (for reading checks)
* Access to the internet and Google Classroom (Google Classroom invite code: **s8ffr7**)

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| **Course Requirements** | | In a writing class, each assignment does not automatically begin with full scores that are then docked as the teacher finds things that are wrong or missing. Rather, each assignment begins at zero; each point awarded is earned.  Overall grades are viewable at any time in Google Classroom, and points are distributed according to the breakdown on the left.  Assignment directions, evaluation guidelines, and any associated resources will always be housed in Google Classroom. |
| Assignments | |
| **250** | **Research Paper & Presentation** |
| **250** | **Scaffolding Tasks** |
| **125** | **Paper Proposal** |
| **150** | **Research Paper Draft & Peer Workshop** |
| **100** | **Reading Checks & Participation** |
| **100** | **Commonplace Book** |
| **50** | **Writing Center Appointment & Reflection** |
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| Reading Checks | | |
| ✓ + | Entry shows a clear understanding of, or concerted engagement with, the content of the assigned reading. Entry uses specific, textual examples (quote, paraphrase, or summary) from the reading to support claims. There is no doubt that the student read the assigned reading. | |
| ✓ | Entry shows some understanding of, or some engagement with the content of the assigned reading. Entry uses some examples (quote, paraphrase, or summary) from the reading to support claims. There is no doubt that the student read the assigned reading. | |
| ✓— | Entry shows little to no understanding of or engagement with the content of the assigned reading. Entry uses few or no examples (quote, paraphrase, or summary) from the reading to support claims. It is unclear whether the student read the assigned reading. | |

# Course Policies

## Attendance & Participation

Your presence in class is one of the ways in which you craft your ethos as a student. While I will not deduct grades for poor attendance, missing too many classes will harm your grade because you will miss Reading Check entries and valuable learning activities that you will not be able to make up.

Being a body in a seat is not full attendance – while you are in class, you are expected to pay attention, arrive prepared, take notes, and participate in class discussion. I will ask you to leave the class that day if you are not actively learning (i.e. sleeping in class, not paying attention to the course materials, or using your phone/laptop extensively). Please also make all efforts to arrive to class on time.

If you anticipate needing to miss class on the day that work is due, email me so that you can arrange turning the work in *before* the due date.

## Absences

Absence is not an excuse for ignorance. If you are absent, it is your responsibility to contact one of your classmates and/or check Google Classroom for any learning materials posted (lecture slides, assignment prompts, rubrics, etc.) to get the information you missed. If you are truly unable to find an answer to your questions through your peers or through your own investigations, then I’ll be happy to answer emails about specific questions.

## Due Dates, Extensions, & Late Work

It is your responsibility as a student to make up the applicable work you’ve missed. I will only accept missed in-class assignments if you bring them as a hard copy on the first day you are back in class.

I provide specific instructions for assignment turn-ins on the course calendar below and on Google Classroom; I may also ask you to bring hard copy drafts for in-class work. Extension requests must be emailed to me at least 48 hours in advance of an assignment deadline; they must also include a rationale for the extension and propose a new due date.

Late work will drop 1/3 of a letter grade for each day it is late. If the assignment has not been turned in within four days of the due date, I will no longer accept it. This is to ensure that you don’t fall too far behind.

## Google Classroom & Email

I will make regular use of Google Classroom and email to post materials, log grades, and contact you with announcements. You will receive an invite code from me during Week 1 to join our Google Classroom course site, so be sure to sign up as soon as you’re able.

You are responsible for checking your email regularly, as well as setting your Google notifications to receive new announcements. If you do not have ready access to the internet (in a way that will prevent you from successfully completing assignments), please inform me at the start of the term so that we can discuss alternatives. You must get my explicit, written permission for this. I will endeavor to respond to emails within twenty-four hours during the work week; if it has been longer than two days and you have not heard back from me, send me a follow-up email or check with me during class. Please plan accordingly.

## Classroom Environment & Technology

The success of our class discussions and activities depends on you being present and respectful; you owe yourself, your classmates, and me the courtesy of being both physically and mentally present. Cell phone use during class is disrespectful and distracting to your classmates, to me, and to yourself as a learner. I will let you know if/when you may use your cell phones, computers, or other technology during class. Otherwise, please respect the learning environment and make sure your devices are put away when class starts.

If you choose to use your device during class, distracting yourself, your classmates, and me in the process, I will give you one warning. For any subsequent occurrences, you will be invited to leave the classroom for the day.

## Statement of Inclusion

To promote academic excellence and learning environments that encourage multiple perspectivesand the free exchange of ideas, all courses at LBCC will provide students the opportunity to interactwith values, opinions, and/or beliefs different than their own in safe, positive, and nurturing learningenvironments. LBCC is committed to producing culturally literate individuals capable of interacting,collaborating, and problem-solving in an ever-changing community and diverse workforce.

## Academic Honesty

Students at LBCC are expected to behave honestly. Any plagiarism – that is, using ideas, information, words, phrases, sentences, or paragraphs from someone else’s essay, book, article, website, etc. without giving full accurate credit to the original source, *including forgetting to put quote marks around your sources* – has serious consequences, up to an F for the class and/or a written report for further disciplinary action. Recycling your own work from other classes is considered self-plagiarism and is not allowed without prior written approval from me.

## High School Students & Student-Athletes

If you are a student-athlete or a student currently enrolled in high school taking college-level courses at LBCC, keep in mind that I will not fill out progress reports during class time. We must chat before I fill out any progress reports; simply handing them to me will result in me handing it back without filling it out. Please plan accordingly to give yourself enough time to fill this requirement.

# Resources Available to You

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| Writing Center & OWL (Online Writing Lab) From invention to revision, beginning to end, the Writing Center can help you take your writing to the next level. Please feel free to [make an appointment](http://tutortrac.linnbenton.edu) or drop in during regular hours to work one-on-one with a Writing Assistant. In addition to your draft, bring your assignment prompt and any questions you have.  You may also [submit your writing online](https://www.linnbenton.edu/current-students/campus-locations-and-maps/benton-center/learning-and-career-services/learning-annex.php) where you will get a personalized response within 2-3 business days. |  |  | Student Disability Accommodations You should meet with me during the first week of class if: you have a documented disability and need accommodations; I need to know medical information about you, or; 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 Online Services web page 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](http://www.linnbenton.edu/cfar) for steps on how to apply for services or call 541-917-4789. Tutoring If you are enrolled in a credit course at LBCC, you are eligible to use the [Learning Center tutoring service](http://www.linnbenton.edu/tutoring-center) for free. |
| Diversity Achievement Center The [Diversity Achievement Center](http://www.linnbenton.edu/dac.) (DAC) provides a welcoming, safe, inclusive and culturally respectful learning, meeting, study and social space where all students are welcome. The DAC also offers opportunities for skill development, coaching, mentorship and empowerment that enhance capacity for self-advocacy in a diverse world, along with helping students with academic and career choices. |

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| Course Schedule // Dates and assignments are subject to change at instructor’s discretion *WS* = reading from *Who Says?* textbook  ✱ = reading from Google Classroom / major assignment submitted via Google Classroom |

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| Date | Topic | Reading Due | Assignments Due |
| 1 // (10/1) | Syllabus & classroom community building; intro to major assignment sequence |  |  |
| 1 // (10/3) | Intro to research writing & strategies; review of rhetorical terminology; tour of Writing Center | *WS:* Chapters 1 & 2 |  |
| 2 // (10/8) | Plagiarism, ethos, & research; intro to commonplace book | *WS:* Chapters 3 & 7  ✱ Commonplace Book Assignment Prompt |  |
| 2 // (10/10) | Developing research topics; turning topics into questions | *WS:* Chapter 4  ✱ “From Topics to Questions”  ✱ “From Questions to a Problem” | Identifying the Problem Activity (in class) |
| 3 // (10/15) | *Meet in NSH 108 computer lab*  Starting research & intro to library resources; database exploration | *WS*: Chapters 5 & 9 |  |
| 3 // (10/17) | *Meet at the main entrance of the LBCC Library (bring your Commonplace Book!)* | *WS*: Chapter 6 | Database Exploration & Peer Reviewed Journal Profile (✱ 11:59 PM) |
| 4 // (10/22) | Annotated bibliography & rhetorical precis; audience exploration |  | Paper Proposal  (✱ 11:59 PM) |
| 4 // (10/24) | Evaluating resources, critical reading strategies, & citation formatting | *WS:* Review Chapter 7 |  |
| 5 // (10/29) | Organizing sources & outlining | *WS*: Chapter 8 | Evaluating Resources Activity (bring to class) |
| 5 // (10/31) | In-class work day |  | Annotated Bibliography (✱ 11:59 PM)  Commonplace Book Check 1 (bring to class) |
| 6 // (11/5) | Introductory paragraphs & defining your terms | ✱ “Introductions”  ✱ “Drafting Your Report” |  |
| 6 // (11/7) | Writing conclusions & titles; intro to research paper draft | ✱ “Writing Conclusions” | Thesis Statement & Formal Outline (✱ 11:59 PM) |
| 7 // (11/12) | Audience exploration & counterarguments |  |  |
| 7 // (11/14) | Incorporating feedback; intro to presentations & final research paper; presentation sign-up |  | Last day to submit Writing Zone Appointment & Reflection (bring to class) |
| 8 // (11/19) | In-class workshop |  | Research Paper Draft (3 hard copies, bring to class) |
| 8 // (11/21) | Revision: style & clarity; style & grammar; in-class work day | *WS:* Chapter 10 | Peer Feedback (✱ 11:59 PM) |
| 9 // (11/26) | Presenting your research visually; presentation guidelines: collaborative rubric building |  |  |
| 9 // (11/28) | *No class - Thanksgiving Break* |  |  |
| 10 // (12/3) | Presentations |  | Group A Presentations (in class)  Research Paper (✱ 11:59 PM) |
| 10 // (12/5) | Presentations & course wrap-up |  | Group B Presentations (in class)  Commonplace Book Check 2 (bring to class) |
| Finals // | Pick up your commonplace book & final meeting: Tuesday, 7:30 - 9:20 AM in my office | | |