

Writing 123: Research Writing

Linn-Benton Community College, 6500 Pacific Blvd. SW, Albany, Oregon 97321

Instructor: Joyce Bower

Office Hours: Zoom Mondays at 10 a.m. or by appointment

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

Course Information

Fall Term 2023

4 Credits

CRN 21287

Location: [Moodle](#)

Course Description

From the course catalog: 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.

Required Skills

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

Before taking this class, you should know:

- Basic computer skills
- Basic word processing skills
- Basic internet skills
- Your LBCC Gmail Account

Course Objectives and Outcomes

From the course catalog: Upon successful completion of this course, students will be able to:

- Write a well-organized 10-12 page research paper for a general audience.
- Demonstrate essential research skills such as developing a research plan, formulating a thesis, synthesizing key information, and presenting balanced ideas based on evidence and logic.
- Practice advanced research methods by finding, evaluating, integrating, and citing appropriate sources.
- Write in clear, effective language.

Required Texts and Materials

- [**Choosing & Using Sources: A Guide to Academic Research**](#)
- Our textbook is an Open Educational Resource book available free online. If you prefer a printed copy, please contact the LBCC bookstore. You may also download it and take it to a print shop, such as Staples. (Please note that the book contains interactive features that cannot be printed.)
- Computer, or access to one, with the internet
- **Note: Computer problems are not a valid excuse for being late, being unprepared, or turning in late assignments.**

Professionalism

You are expected to act professionally in this class. Please remember to turn in your work on time and communicate with your instructor and classmates in a respectful manner. This, and all your college classes, are preparing you for your career. Begin to practice professional behavior now to form good habits. Read ["A Beginner's Guide to Mastering Professionalism in the Workplace."](#)

Assignment Information

Research Essay

You will be writing one researched essay, which will be **10-13 pages**. (Please note that the page length is the essay itself and does not include extra formatting pages, such as the title page, abstract, images, or bibliography.) The essay will be done in stages and have smaller assignments leading up to it. (See assignment schedule on Moodle.)

Evaluation

Your weekly assignment schedule is on Moodle. The breakdown of your final grade of 1000 points is:

- Online Activities 90 points
- Sentence Activities 90 points
- Forums 250 points
- Documents 570 points
 - Final Research Essay (200 points)

Please see Moodle Gradebook for further information and grade breakdown.

Grades

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

Grading Policy

A Paper

This paper is an excellent document, 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 one long essay. (Please also note that you cannot pass this class without writing the final essay.)

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.

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. Note: In most workplaces, if you are late turning in projects, you could be terminated from your job. As part of professionalism, you are expected to turn in your work on time and well done.

Begin the name of your document file with your name (e.g. for the library research activity, I would name it "Joyce Bower Final Research Essay.pdf."). This makes it much easier and much faster for me to grade your assignments when I am commenting within the document.

This class is asynchronous online. Late work (no matter what the circumstance is) is accepted with ten percent deducted for each day late. Please email me to let me know that you have turned in late work, as I will not always be alerted by Moodle. Late work is *not* eligible for revisions.

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—including using ChatGPT or any AI—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 ("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, single-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. You may use Google Docs, but please remember to save it in one of the formats above. I do not accept links.

Additional Information about 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?

For peer reviews, you will be sharing your drafts with those in the class (through the forum or workshop in Moodle). You will read and provide feedback to each person in your group about the paper, and each will provide you with feedback about your paper. Guidelines and instructions will be on Moodle.

Participation (Including Forums and Workshops)

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 and workshops
- 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 and workshops 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.

Announced and surprise quizzes will occur throughout the term.

Expect to work around **TWELVE hours** per week. (This is an *average* based on four hours of “class time” and eight 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.

Expectations

What I Expect from You

- 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

- 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 business 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.

Resources

Help For Success

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

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through Accessibility Resources and would like to use your accommodations in this class, please contact your instructor as soon as possible to discuss your needs. If you think you may be eligible for accommodations but are not yet registered with Accessibility Resource, please visit their website at www.linnbenton.edu/accessibilityresources for steps on how to apply for services. Online course accommodations may be different than those for face to face courses, so it is important that you make contact with Accessibility Resources as soon as possible.

LBCC Comprehensive Statement of Nondiscrimination

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Linn-Benton Community College [does not discriminate](#) 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 in its programs or activities. For further information see [Board Policy 1015](#) and [Administrative Rule 1015-01](#). The following staff members have been designated to handle inquiries regarding the nondiscrimination policies:

For concerns or inquiries regarding disability accessibility and accommodations:

Contact: Carol Raymundo, Accessibility Resources

RCH-101, Albany Campus, Albany, OR 97321
(541) 917-4789
raymundo@linnbenton.edu

For concerns or complaints about the College or an LBCC staff member:

Contact: Heather Mercer, Director of Human Resource Development and Support and Title IX Coordinator
CC-108, Albany Campus, Albany, OR 97321
(541) 917-4425
mercerh@linnbenton.edu

For concerns or complaints about a student:

Contact: Jill Childress, Manager for Student Conduct and Retention and Title IX Coordinator
WH-215, Albany Campus, Albany, OR 97321
(541) 917-4848
childrj@linnbenton.edu

Request for Special Needs or Accommodations

Direct questions about or requests for accommodations to Accessibility Resources, 541-917-4789 or accessibility@linnbenton.edu at least three business days in advance for special events and as soon as possible for classroom or other emerging requests. LBCC will make every effort to honor requests. LBCC is an equal opportunity educator and employer.

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.

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.