

# Writing 123 Winter 2015

**CRN 31636 - Takena 219**  
**rusts@linnbenton.edu**  
**T/TH 11:30am-12:50pm**

**Dr. Stephen Rust /**

**Office Hours 10:30-11:30am in IA 222**

**Welcome to LBCC's WR 123 Research Writing Class.** WR 123 introduces informative and analytical writing supported by research. You will design a research plan, use primary and secondary sources critically, develop research methods, use proper documentation and develop writing strategies for longer academic and professional papers. This class is designed to meet the needs of highly motivated and independent students. Your syllabus contains the materials you need to successfully complete the class and additional documents will be posted on the instructor website. By reading, note-taking, researching and thinking your way through a large research project, you will develop the skills you need to successfully write research papers.

**Course Textbook:** *The Bedford Researcher*, 4<sup>th</sup> Edition. Mike Palmquist.  
Companion Website: [www.bedfordresearcher.com](http://www.bedfordresearcher.com)

Access to a computer for completing assignments, checking your LBCC email and visiting my LBCC instructor website for course documents is also required. If you have a laptop or table to use during class to access course materials you are welcome to bring it to class for course use. Backup all course documents – especially your own materials – on a USB or Cloud drive.

**Learning Outcomes:** As a result of taking WR 123, students will be able to:

1. Analyze the rhetorical needs (the needs of their audience in relationship to the assignment) for college-level research-based writing assignments requiring them to use a broad range of critical-thinking strategies, particularly analysis and evaluation.
2. Apply appropriate levels of critical thinking strategies (knowledge, comprehension, application, analysis, synthesis, evaluation) in their written assignments, with an emphasis on in-depth research-based analysis and evaluation.
3. 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 research-based analysis and evaluation.
4. Locate, evaluate, and integrate high-quality information and opinion appropriate for in-depth research-based analysis and argument assignments.
5. 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, credible, and persuasive.

**What I Expect:**

- Read the assigned materials and be willing to discuss them with classmates.
- Complete course activities and turn in assignments on time and to the best of your ability
- Keep instructor up to date by email and in person about projects
- Spend about six to nine hours per week outside of class on your work for this class

**A Note on Prerequisite Skills and Grading:**

On entering WR 123, you need to have successfully completed WR 121 composition and be able to write a sustained essay with a complex and narrow thesis sentence, with paragraphs developed using a variety of rhetorical modes, and to have basic experience introducing sources to back up main ideas. You should have a fairly good sense of the writing process that works best for you and outstanding proofreading skills. Expect to be graded on all of these attributes by an experienced instructor.

**Plagiarism:**

The penalty for plagiarism is a minimum failing grade for the paper. You may also fail the class and school enrollment may be jeopardized. Source materials and model papers for all assignments must be documented with photocopies of all cited sources, including Internet sources, and turned in with your rough draft. Essay originality must be documented with a complete paper trail of all notes and drafts. SafeAssign plagiarism software will be used to conduct checks on all assignments.

**Incompletes:**

Do not ask for an incomplete. You will have 10 weeks to complete the course. As an adjunct instructor I cannot work with you on coursework after the term has ended.

**Attendance:**

Attendance is required and checked daily. Five absences are excused, no reason required. Beginning with your sixth absence you will receive a 5% course penalty for each absence.

**LBCC Disabilities Services**

The Office of Disability Services (ODS) provides reasonable accommodations, academic adjustments, and auxiliary aids to ensure that qualified students with disabilities have access to classes, programs, and events and Linn Benton Community College.

Students are responsible for requesting accommodations in a timely manner. To receive appropriate accommodations from LBCC, please go to the Office of Disability Services as much advance notice of your disability and specific needs as possible, as certain accommodations such as sign language interpreting take days or weeks to have in place. Contact the Disability Coordinator at Linn-Benton Community College, RCH 105, 6500 Pacific Blvd. SW, Albany, OR 97321, Phone 541-917-4690 or via Oregon Telecommunications Relay TTD at 1800-735-2900 or 1800-735-1232.

### **Assignments and Grading:**

90% = A, 80% = B, 70% = C, 60% = D, 59% and below = F

45% - Final Research Paper

10% - Research Portfolio: Annotated Bibliography, Proposal, Outline, Drafts

15% - Reading Responses

15% - Midterm Essay

15% - Course Participation: Including Presentations, Interview, and Writing Zone Visit

#### *Final Research Project and Portfolio – 60%*

Your job is to identify a question that is currently at issue within the broad context of your field of study and/or intended profession and endeavor to develop an original conclusion/solution to this question. You will complete a number of course activities to help you get started on your research. The project itself will include:

- a) An independent visit with a research librarian that you will schedule for Week 3
- b) A library research worksheet due week 4
- c) A 5-page proposal and annotated bibliography of 10-15 sources due week 4
- d) A 3-5 page outline due week 7
- e) A 10-12 page rough draft for peer review week 8
- f) A 14-18 page second draft for instructor conference week 9
- g) A 14-18 page final draft for week 10

\*The final draft is worth 45% of your course grade; the portfolio (a-f) is worth 15%

You are invited to discuss your project with me during office hours and visit the Writing Zone in the Benton Annex. The essay should evidence depth of reasoning and textured writing that integrates pertinent quotations from the source material. A minimum of eight direct citations from your source texts are required. Include page numbers and use MLA or Chicago format. Use double-sided printing. Format: Double-Spaced, Size 12 Times New Roman Font. Note that length of final document may vary depending on formatting, typeset, images, ect. Final word count must fall between 5000-6000 words.

#### *Reading Responses – 15%*

The Bedford Researcher is designed to help you turn a big project into a series of workable steps. Five times during the term you will complete a series of two page single spaced response assignments. Starting on page 11 of the Fourth Edition of the Bedford Reader are a series of pages highlighted in green with the heading **My Research Project**. These **My Research Project** pages are scattered throughout the assigned readings. They are designed to assist you as make connections between the course readings and your research project. These are brainstorming exercises, research tools, etc that are designed to keep you focused on your project throughout the term. Complete as many of these **My Research Project** activities as you can fit into two single spaced pages. Print these on double-sided paper and bring them to class on the evenings they are due. Late Responses accepted up to one week at 50% penalty.

### *Midterm Essay – 15 %*

Your midterm assignment will be to conduct close reading analysis of two important sources that you plan to use for your final research paper. These could be two sources that disagree with each other, that build upon each other, or that expose some important aspect of your topic that simply cannot be overlooked. You will analyze each text separately in two bluebook essays. Then you will discuss the overlap between the two texts and how they play into your project as you write a short status report on your project.

### *Course Participation – 10 %*

First and foremost you will attend class regularly and engage in lively conversations about your research and the writing process. In addition to being someone who is easy to get along with, genuinely interested in classmates' ideas and opinions, and able to get things done on time, you will need to complete a series of specific activities inside and outside of class:

- a) Daily participation in class discussions and activities throughout the term
- b) An interview with a professional in your field of study Week 6
- c) A 10-minute presentation and discussion leading session Week 7
- d) In-class peer review of research paper rough drafts Week 9
- e) A visit to the LBCC Writing Center any time by Week 9

## **COURSE SCHEDULE**

### **Week 1 - Introductions**

- 1/6 Review Course Syllabus, introduce assessment essay
- 1/8 Write assessment essay in class

### **Week 2 - Topic Development**

- 1/13 Read: Chapters 1-3 in the Bedford Researcher (Bring to your book to class)  
Due: Reading Response One due in class,
- 1/15 Bring to class a list of three possible research paper topics and one article or possible source for each topic

### **Week 3 - Conducting Initial Research**

- 1/20 Read: Chapters 4-6 in the Bedford Researcher  
Due: Reading Response Two due in class
- 1/22 Due: Class Meeting with Librarian, complete Library Assignment Worksheet

### **Week 4 - Analyzing Research and Synthesizing Data**

- 1/27 Meet in Library for Independent Research
- 1/29 Read: Chapter 7-9 in the Bedford Researcher  
Due: Reading Response Three

### **Week 5 - Interpreting and Interrogating**

- 2/3 & 2/5 Midterm: Bring two Bluebooks and two of your very best sources to class.

### **Week 6 - Conducting Field Research**

2/10 Read: Pages 183-188 from the Bedford Researcher

You will arrange an interview outside of class with a person knowledgeable in your field of study. You will transcribe the interview and type a 1-page single spaced analysis of the experience.

2/12 Due: Your interview transcript and analysis

### **Week 7 - Presenting Your Work to Audiences**

2/17 Read: Chapters 11-12 and 19e-19f in the Bedford Researcher

Due: Reading Response Four

Due: Prepare a 5 minute PowerPoint presentation and lead a 5 minute discussion over your research project, including your progress, your interviews, and your tentative conclusions.

2/19 Due: Research Paper Proposal and Annotated Bibliography, continue presentations

### **Week 8 - Final Touches: Style and Flourish in Academic Writing**

2/24 Read: Chapters 13, 15, and 16 in the Bedford Researcher

Due: Reading Response Five

2/26 Due: Research Paper Extended Outline

### **Week 9 – Revising and Editing**

3/3 Read: Chapters 14 and 17 in the Bedford Researcher

Due: Complete first draft of your paper for peer review and instructor conference

Due: Writing Center Visitation Form

3/5 Group Conferences with instructor

### **Week 10 - Final Drafts**

3/10 Group Conferences with instructor

3/12 Final drafts and course portfolios due in class