

Continuing the Academic Conversation

WR 123 CRN# 31636
Times: 1130 – 1250, TR
Location: IA 233
Office: SSH 212
Office Hours: 1430-1520 TR

Winter 2017
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Course Description

In this course we will be working together to continuing the academic conversation. I use “academic conversation” because this is what is actually going on when scholars write papers for scholarly journals and such. This type of interaction is what is asked of you as a student: to engage, respond, critique, and contribute to the kinds of inquiries that scholars and researchers in various fields are pursuing. Before you hastily grab for your drop slips, understand that you already have the basic tools needed to understand and respond to academic discourse. What we will be working on is sharpening the tools you already possess and adding a few more to your repertoire. We will be looking at and interacting with intellectual work of your choosing. As a person interested in these issues you have an existing curiosity in these topics, which gives you a good platform for joining in on the conversation. By the end of the quarter I hope to have shown you that you are an important part of the conversation of academia and that you will have developed additional tools to help you more easily accomplish the tasks that are asked of you during your academic pursuit.

Required Texts

The Bedford Researcher, Fifth Edition. *Mike Palmquist*. ISBN: 978-1-4576-9478-3

Required Course Materials

Presentation/ Résumé folder

Course Requirements

Weekly Reading Responses

One Project:

- Midterm Portfolio Check
- Portfolio

Reflective Letter

Course Policies

Formatting Assignments

All essays are to be:

- In proper MLA, APA, Chicago, or CSE format
- Typed using Times New Roman 12 point font
- Double Spaced
- Have one inch margins

All the above is to be done before your portfolio is turned in for workshopping. Do not fret, all this will be covered in class. A helpful source you may want to refer to when formatting your

paper is the Purdue Owl, which you can find at <http://owl.english.purdue.edu/owl/resource/557/01/>.

Participation

Unlike some classes you may encounter, our class is not a one man show. So I expect everyone to contribute to what is going on in class. This will consist of being here, in mind as well as body, and being part of the conversations that go on in class. Your presence in class is as important as mine. A large portion of class time is dedicated to workshopping the essay you will be eventually turning in to me. Oh, and a percent of your grade is also connected to your ability to participate in class.

Attendance

As you may have gathered from the portion on participation immediately preceding this one, I do expect to see you in class. I am not a complete sadist so I will allow four absences before I crack open the book of pain and start docking your grade. So as the saying goes, “help me, help you.” As long as you make an attempt to be in class on a regular basis I will try and make our time together as pleasurable as possible. Now before anyone freaks out, I do understand that sometimes there are extenuating circumstances that may force you to miss more days than I have allotted. I will deal with such cases when and if they arise.

Weekly Reading Responses

You guys will be writing up quick responses to readings, that we have done for the week, at the beginning of class. The reading responses are meant to engage the readings and give us, as a class, a starting point for conversations that will be taking place in class. “Work checks” will replace reading responses on days that they are due.

Late Work

It is at this juncture that I will have to borrow a line/attitude from one of my favorite movies. When it comes to late work “I am hard, but I am fair,” I expect work to be completed and turned in by its respected due date. I am holding you up to a standard that I hold myself to. I will be reading and returning your assignments by the time I specify to you, so I expect you to give me and your fellow classmates the same respect. Work shopping your papers is a large part of the group dynamics of this course so it is important to have materials ready. I am not completely rigid with late work and can be flexible, if I feel the situation calls for it. With that being said, I will not accept any late work past seven days of its due date.

Final Grade

Your grade will be weighed by:
Participation: 10%
Weekly Reading Response: 20%
Project: 45%
Reflective Letter: 25%

Grade Range

100 – 90% = A
89 – 80% = B
79 – 70% = C
69 – 60% = D
59 – 0% = F

Plagiarism

Plagiarism, that nasty gut wrenching term that is the boogeyman of college writing, will not be tolerated in its blatant form. By “blatant” I mean the purposely misappropriated use of another’s words, thoughts, or ideas. In short give credit where credit is due. Do not fear, we will be going over the “dos” and “don’ts” of referring to, or using, another’s thoughts, words, or text. As part of the academic discussion you are expected to interact with and use terms and ideas that come up in the conversation of academia, but you are also expected to inform others involved in the conversation where you have gotten your information. With that said, it is understandable that mishaps will occur in which case we will work together to rectify the situation. For a full rendering of this college’s plagiarism policy you can refer to the course catalogue.

Cell Phones

Though we all have them, we can all agree that they can be highly disturbing. I will ask you guys to keep your phones on quiet and put away at all times. It is not only disrespectful to me, but also to your classmates. If I do find you with your phones out I will ask you to leave our class for the day.

Student Resources

Students who may need accommodations due to documented disabilities, or who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak with the instructor during the first week of class. If you think you may need accommodation services, please contact ODS, (541) 917-4789.

Readings/Assignments Schedule

Week One

- T 01/10 – Introduction to course
 - What is research writing?
- R 01/12 – Discussing Topics
 - (Annotated Bibliography)
 - (Research Portfolio and Research Paper)

Week Two

- T 01/17 – Chapters 1 & 2
- R 01/19 – A jaunt to the library

Week Three

- T 01/24 – Chapters 3 & 4
 - Research Question check **DUE**
- R 01/26 – Chapters 5 & 6

Week Four

- T 01/31 – Chapter 7
 - What should go into your Research Proposal Portfolio
- R 02/02 – Classroom Q ‘n’ A (Initial questions) / Portfolio work
 - Annotated Bibliography check **DUE**

Week Five

T 02/07 – Portfolio Workshop A (In class office hours)

R 02/09 – Portfolio Workshop B (In class office hours)

Week Six

T 02/14 – Chapters 8

– Research Proposal Portfolio **DUE**

– In work citation and sources check **DUE**

R 02/16 – Chapters 9 –11

Week Seven

T 02/21 – Chapter 12 & 13

– Topic / Thesis statement check **DUE**

R 02/23 – Chapter 14 & 15

Week Eight

T 02/28 – Chapter 16 – 18

R 03/02 – Chapter 19 – 23

– Formatting check **DUE**

Week Nine

T 03/07 – Classroom Q ‘n’ A (Last minute questions)

– Opening and closing check **DUE**

R 03/09 – Workshop A (In class office hours)

Week Ten

T 03/14 – Workshop B (In class office hours)

R 03/16 – Research Portfolio/Research Paper **DUE**

– Reflective Letter

Week Eleven

T 03/21 @ 12:30 a.m. – Reflective Letter **DUE**