**Central Community College**

**ENGL 1020 Writing and Research**

**Syllabus**

**Instructor Name** Mrs. Karrie Wiarda

**Email** k------------------ (CCC email); kwiarda@4rhuskies.org (Aurora email)

**Phone** 402-694-6968

**Mobile** 402-631-9377

**Office Location** Room 102, Aurora High School

**Instructor OfficeHours**

Term 3 2:00-3:30

Term 4 12:30-2:00

**Instructor Information**

The best way to contact the instructor is through email.

**Start Date** 1/06/2014 (Aurora) officially…1/13/2014 (CCC)

**End Date** 1/14/2014 (Aurora) officially… 5/08/2014 (CCC)

**Meeting Times** Monday - Friday ,Block 1A, 8:20-9:10

**Course Website** <http://webcentral.cccneb.edu>

**Course Information**

**Course Number** ENGL 1020

**Course Title** Writing and Research

**Course Description**

Focuses on extended source-based writing and/or projects, including a required research paper.

Emphasizes organizational strategies for research, the integration of multiple sources, and the ethical use of information source.

**Instructional**

**Level**

Associate Degree, transfer course

**Total Credits** 3.00

**Total Hours** 45.00

**Purpose/Goals**

This course is a freshman level writing course which meets the General Education requirements in the Communications area. In addition, the course transfers to most baccalaureate institutions as a Composition or English course. (A student should check with the institution to which he/she plans to transfer for the exact transfer status in the student's major field of study.)

**Target Population**

Students who need to know how to write academic and/or professional level papers using outside sources.

**Pre/Corequisites**

Prerequisite ENGL 1010 - English Composition

**Textbooks**

At Aurora, textbooks are provided for use during the term.

**Course Competencies**

**1 Demonstrate a variety of research techniques utilizing college-level information resources**

**Assessment Strategies**

* by selecting a research paper topic
* by using the services provided by the Central Community College library
* by using academic level databases
* by using search engines and online directories to find appropriate sources on the World Wide Web
* by submitting a working bibliography on your research paper topic

**Criteria**

*Your performance will be successful when:*

* your research paper topic has been submitted to and approved by the instructor
* your research paper topic is an appropriate academic/professional subject
* you list a sufficient quantity of potential sources for your research paper topic
* you include multiple types of sources (book, academic journal, webpage, video, etc.) in your bibliography
* you provide identifying information for each source such as author, title, publisher, issue date, name of periodical,
* web address, etc.
* you are able to identify why each listed item is a credible academic source
* you submit the working bibliography prior to completing your organization plan for your research paper

**Learning Objectives**

* Identify appropriate resources for academic research
* Select appropriate academic sources from selections found in research resources
* Assemble a bibliography of available academic level sources on the research paper topic

**2 Analyze the information and/or methods of persuasion used in a source**

**Assessment Strategies**

* by summarizing a source from your course materials
* by summarizing a source from your research paper materials
* by writing a critical analysis of a source

**Criteria**

*Your performance will be successful when:*

* you identify the main argument(s) in a source
* you identify the sub-arguments used to support the main argument in a source
* you analyze the rhetorical organization of the source
* you create a one-sentence thesis summary of your source
* you develop the summary beyond the thesis summary to include necessary sub-arguments
* you present a general overview of the source in your summary, rather than specific details
* you analyze the specific arguments/details in a more developed critical analysis/critique

**Learning Objectives**

* Analyze a source for meaning beyond surface communication
* Appraise a source for academic credibility
* Appraise a source's use of persuasive rhetoric

**3 Document sources of information using an accepted academic citation style such as MLA, APA,CBE, etc.**

**Assessment Strategies**

* through proper use of the MLA and APA citation styles in various writing assignments and exercises

**Criteria**

*Your performance will be successful when:*

* you correctly identify the type of source (book, periodical, web reprint, etc.)
* you find the correct citation example/model for that type of source in your handbook, text, course materials, etc.
* you create a properly formatted citation for your source following the model found in your handbook, text, course
* materials, etc.
* you identify and properly format the in-text citation information for your source, where appropriate to the
* assignment

**Learning Objectives**

* Identify which citation style is appropriate for a given situation
* Identify the appropriate format for a given source
* Create a properly formatted citation for the given source
* Organize a list of sources according to the proper guidelines

**4 Compose a position/issue paper utilizing the writing process**

**Assessment Strategies**

* by writing a position paper on a current subject

**Criteria**

*Your performance will be successful when:*

* you read multiple sources from multiple perspectives on a current subject
* you use invention techniques to identify your position(s) on the given subject
* you organize a response utilizing support information from your outside sources
* you write an initial draft of the position paper
* you revise the initial draft based on critical response(s)
* you edit the draft for correct grammar and syntax

**Learning Objectives**

* Analyze a variety of sources on a given topic
* Formulate a position on a topic/issue
* Identify the arguments necessary to present a position
* Organize the arguments presenting a position into a coherent presentation
* Synthesize arguments into a complete , properly cited essay

**5 Synthesize multiple sources to argue a position**

**Assessment Strategies**

* by analyzing multiple sources from multiple perspectives on a topic
* by identifying your own position(s) on the topic in response to the materials from the outside sources
* by synthesizing specific information from those sources to support your own positions

**Criteria**

*Your performance will be successful when:*

* you read multiple outside sources from multiple perspectives on a given topic
* you determine what your response/position is to the issue(s) raised in the sources
* you identify the arguments needed to defend/support your position
* you identify the specific pieces of information from the sources necessary to support your position/argument
* you combine information from multiple sources to support your position whenever possible

**Learning Objectives**

* Analyze a topic to determine the author's position
* Identify relevant pieces of information or arguments from multiple sources concerning a topic
* Syllabus - Page 4 of 7
* Tuesday, November 19, 2013 4:32 PM
* Combine information from sources with author's position to create arguments

**6 Follow the steps of the research process**

**Learning Objectives**

* Identify an appropriate topic for a longer academic research paper
* Utilize academic resources to identify appropriate academic level sources on a topic
* Analyze gathered sources for relevant data
* Identify supporting arguments, based on relevant source data, for the overall paper thesis
* Organize the supporting arguments into a coherent essay

**7 Compose a research paper draft utilizing the writing process**

**Assessment Strategies**

* by finding appropriate academic level sources for your research paper topic
* by focusing your topic to fit the available information
* by organizing your points into a coherent overall argument
* by writing a rough draft that builds on and develops the argument presented in the organization plan

**Criteria**

*Your performance will be successful when:*

* you read through your research paper sources
* you focus your topic as much as possible
* you identify what your purpose is in writing the paper
* you identify what your overall position/thesis is on the topic
* you identify what sub-arguments are needed to support your overall position/thesis
* you identify what specific evidence/information from the sources support each sub-argument
* you organize the sub-arguments into a coherent, flowing overall argument
* you compose an rough draft based on your organization plan

**Learning Objectives**

* Identify a position on a topic
* Generate arguments to support a position
* Synthesize position arguments and data from academic sources
* Organize arguments into a coherent long-form paper
* Compose a paper following a specific organization plan

**8 Revise research paper draft in response to audience feedback**

**Assessment Strategies**

* by critically reviewing your rough draft yourself
* by reviewing the feedback received from critical readers (instructor and/or peers)
* by incorporating the received feedback into your revised draft
* by formatting your paper according to proper APA or MLA guidelines

**Criteria**

*Your performance will be successful when:*

* you review your rough draft in terms of your stated purpose/organization plan
* you make any necessary changes to better meet your intended meaning
* you review the feedback received from critical readers (instructor and/or peers)
* you make any necessary changes to incorporate the critical readers' feedback
* you review the revised draft to confirm that it fits your purpose/position
* you edit the draft for proper grammar/syntax
* you format the draft in terms of the formal paper guidelines from APA or MLA

**Learning Objectives**

* Review original research paper draft for positive and negative characteristics
* Revise original research paper draft according to feedback from instructor or peers
* Edit original research paper draft for grammar and syntax

**Course Grading Information**

98-100 A+

90-97 A

87-89 B+

80-86 B

77-79 C+

70-76 C

67-69 D+

60-66 D

≤59 F

**Instructor Grading Information**

***RESEARCH PAPER:*** The student will be expected to complete a Research Paper investigating a topic of their choice, ***using proper college-level sources*** and showing an understanding of the material that goes beyond simple repetition of facts.

The paper will be evaluated in terms of:

 ***the research process,***

 ***depth of support,***

 ***quality of sources,***

 ***appropriate use of sources,***

 ***proper use of citation style,***

 ***use of quotations and paraphrase,***

 ***as well as standard syntax, grammar, mechanics, organization, and audience concerns***

The Research Paper rough draft will be evaluated and then will be handed back for revision. The Final Draft of the Research Paper will also be evaluated and graded. The actual final grade for the Research Project as a whole consists of the Research Paper grade

and the grades for the other steps in the Research Process taken as a whole.

***EXERCISES:*** The exercises in this class are primarily focused on formative skills in research at the beginning of the term, when the class is focused on specific techniques like citation, paraphrasing, and quotation. All of these exercises must be successfully completed in order to

get a final grade in the course.

***SHORT WRITING ASSIGNMENTS:*** These will be short papers asking the student to summarize or critique different reading assignments. The student is expected to get **at least a C** on **one** of **each type** of short writing assignment (i.e. both summary and critique). ***Failure to do so will cause the final grade for the unit to be withheld***. One revision to raise

a grade will be accepted, **if recommended**, on each short writing assignment.

***SYNTHESIS ESSAY:*** The student will be expected to read and analyze a series of essays on a given topic. The student will then use the information gathered from those sources, in combination with his/her own information and opinion/s, and write a paper stating the student's position on/about the topic. This will be a standard classroom length 3-5 page

paper.

***LETTER GRADE DEFINITIONS:*** Because most assignments in this class are writing assignments, not quizzes or tests where there are points assigned to each question, the grades will almost always be given as letter grades. The instructor will use + and - grades on assignments to help the student recognize improvement or decline from previous assignments.

All letter grades will be converted to number grades for easier computation. The actual final grade earned by the student and reported to the registrar will utilize the official grade scale listed under the Course Grading Information section of this document.

The following definitions are general, but do give you a fairly good sense of how your papers will be evaluated. Be sure to review these definitions before turning in an assignment for evaluation.

In general, an **A** essay/research paper is one that really cannot be significantly improved. There are few or only minor grammar/mechanical errors. Sentences use a variety of structural forms, and there are no significant run-ons or comma splices. Outside sources are used appropriately, but are not the emphasis or sole content of the paper. I expect to see original analysis and thought on the subject matter being presented, and not just a simple presentation of other authors' ideas. Theorganization used should be appropriate to the argument.

A **B** essay is one that may contain one problem area, but a problem that could be corrected with another revision. For example, there may be minor organization problems, or an emphasis on summarizing other authors instead of original material, but not both. At the same time, there needs to be something in the essay (style, content, etc.) that lifts the essay out of the ordinary.

A **C** essay is an average essay. It does the job expected of it, but that is it. The basic question/research problem is addressed, but not in any depth or to any original conclusion. There may also be bigger organizational problems or mechanical/grammatical problems.

A **D** essay is a below average essay. It typically shows an author with no control over his/her subject matter. The organization is confusing, and the material is presented in an unoriginal fashion. Following/repeating sources too closely is a typical problem in a D essay. There are typically numerous mechanical/grammar problems in a D essay.

An **F** essay shows an author who has absolutely no control over the material. It is incomprehensible, and too difficult for the audience to read or follow. Grammar and mechanical problems abound, and the sentence structure is irregular and full of run-ons and fragments.

You **MUST** complete **ALL** of the Research Process steps before the Research Paper will be evaluated.

**CCC-Cell Phones**

There are to be no active cell phones during class time as they are a disturbance to others and disrupt any

activities that may be occurring. If a situation occurs that a student may need to be in contact with others, such

as a family emergency, the instructor must be notified prior to accepting any calls.

**CCC-Course Meeting Time and Location**

You will find your course meeting time and location at WebCentral > My Services > Grades, Transcripts &

More... > My class schedule. Select the term and submit.

**CCC-Disability Services**

Any student with a disability has a right to request accommodations. It is the student’s responsibility to contact the Disability Services office; a student services representative will recommend appropriate accommodations to the course instructor and his/her supervisor. The instructor and supervisor will identify with the student which accommodations will be arranged.

**CCC-Equity**

The instructor and students will act with integrity and strive to engage in equitable verbal and nonverbal behavior with respect to differences arising from age, sex, race, color, national origin, handicapping conditions, and religion.

**CCC-General Information**

All college policies and procedures identified in the student handbook will be adhered to for the course. College policies and procedures include, but are not limited to, conditions for dropping or withdrawing from a class, student academic honesty, etc. A copy of the student handbook is available upon request from the Student Services office on each campus or it can be found at WebCentral > Student Life > Student Handbook.

**CCC-Technology Usage Guidelines**

In order to support the activities for this course, Central Community College provides access to computers for students. The College-established “Technology Usage Guidelines” can be found on the College web site at WebCentral > Student Life > Documents and Guidelines.

**Research Process**

The student will be expected to show evidence of having finished different stages of the research process such as finding sources, evaluating sources, organizing the information, and completing a rough draft of the paper. All of these stages are evaluated in terms of the final grade received for the Research Paper. This course is about the PROCESS, not

the final product. Several of these stages are evaluated simply Pass/No Pass, but some are given a letter grade. All of them **MUST** be completed before receiving a final grade for the Research Paper. Simply handing in a paper at the end of the class is **NOT** enough to show that you have learned the skills this course is designed to teach.

**Prior Papers**

Students are ***not allowed*** to submit papers written for prior classes. Students are welcome to revisit topics that they have written about before, but ALL papers for this course MUST be written FOR this course, this semester, following the guidelines, format, assignment, etc as articulated in the assignment sheets. Any assignments that are suspected of

being duplicates of previous work will be returned **ungraded**, and the student will be required to create a new, original paper in its place.

**Plagiarism**

Lately, there has been a rash of plagiarism on campuses across the nation. Be aware that ANY use of another authors IDEAS, not just their exact words, constitutes plagiarism, and will be dealt with harshly in this class. ANYTIME you use another author's ideas or analysis, you are expected to cite that other author, at least by using an "according to" statement." Failure to do so will lead to a ZERO on the assignment, a probable F for the class, and referral to the

administration as per the guidelines set forth in the CCC Student Handbook.

**Turnitin.com**

*Turnitin.com* is a plagiarism detection site that may or may not be required, as the instructor deems necessary. If the instructor requires the use of Turnitin.com for all students, the student MUST submit their paper to the Turnitin.com site BEFORE the instructor will evaluate it or assign it a grade. Or, the instructor reserves the right to submit any assignment submitted by a student individually, should the need arise.