

# WR 123 Syllabus

English Composition: Research  
Fall 2020

## General Information

### Instructor Information and Availability

Instructor: Elizabeth Wilks

Phone: N/A

Email: [wilkse@linnbenton.edu](mailto:wilkse@linnbenton.edu)

Office hours: M/W 8:00-10:00am or by appointment

Office: Online via Zoom

### Course Information

CRN: 27636

Scheduled time/days: M/W 11:00am-12:20pm

Classroom(s): Remote/Online. Moodle, Google Classroom, and Zoom.

### Required Textbook

The textbook below is available at the LBCC bookstore. The book is required. Please refer to the [COVID-19 and LBCC Frequently Asked Questions](#) page for more information on ordering and pick up.

- Holdstein, Deborah H., and Danielle Aquiline. *Who Says?: The Writer's Research*. 2nd ed. Oxford University Press. ISBN 9780190633479.

**Course Description:** Writing 123 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. 3 credits. Prerequisite: WR 121 English Composition with a grade of **C or better**.

### Student Learning Outcomes

Students who successfully complete WR 123 will be able to:

- **Outcome #1:** Analyze the rhetorical needs (the needs of their audience in relationship to the assignment) for college-level research-based writing assignments.
- **Outcome #2:** 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.

- **Outcome #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 evidence-based analysis and evaluation.
- **Outcome #4:** Locate, evaluate, and integrate high-quality information and opinion appropriate for in-depth research-based informational, analysis and argument assignments.
- **Outcome #5:** Craft sentences and paragraphs that communicate their ideas clearly and effectively using words, sentences, and writing conventions at a college level to make their writing clear and credible.

## **Class Policies**

### **Active Pursuit of the Course**

Welcome to WR123! As a member of our WR123 community this term, you have a responsibility to your fellow students and to me to be civil, respectful, and actively engaged in class activities. This means that you work together, sharing your writing, offering responses and input to ultimately achieve a higher quality outcome and a more enjoyable process, than you could have achieved in isolation.

This trust is something we will have to earn and develop over time, since sharing involves risk. We often feel exposed when we share our writing. But because writing is, after all, about communicating with others, we will work together to gain confidence and ultimately improve our writing. Students who are not earning a passing grade after midterm and/or are not actively pursuing the course, may want to consider withdrawing.

### **Online Learning**

Online learning requires a high level of independence and self-motivation. This means that you give yourself the best chance to do well in the course by being proactive: logging-in to our course site frequently, reading online instructions carefully, paying close attention to the course calendar, and contacting me well ahead of time when you have questions, not a few hours before an assignment is due. Students who lack time management skills and self-motivation typically don't fare well in online courses. Because all courses are being taught remotely, it is essential that you have uninterrupted access to a reliable computer and internet connection.

All course materials will be posted on [Google Classroom](#), which can be accessed with the class code **shho7xj**. I strongly recommend using Google Drive to store your files since it's

synced with your LBCC email and is integrated with Google Classroom. When you turn an assignment in through Google Classroom, I am able to give you strategic and effective feedback. Google Docs also allows you to easily share your work with me and your peers. Our course site on Moodle will be used as a “landing page” where you will find a link to our Google Classroom and login instructions, a copy of the syllabus, office hours, contact information, weekly announcements, and links to all of our assignments. If you ever encounter problems with Google Classroom, please contact me rather than the student help desk.

### **Zoom Etiquette**

Our class will be held during the scheduled times through Zoom. I expect you to treat the virtual environment much like a physical classroom with the understanding that some adjustments may be necessary. The new teaching and learning environment may come with a steep learning curve, but we are in this together. In order for class to run smoothly, here are some guidelines to follow:

- Mute your microphone if you aren't talking.
- If you have the camera/internet capabilities, have your video on, so your peers and I can see you.
- Be aware of your surroundings.
- Use the chat feature to ask relevant questions.
- Use the “Raise Hand” feature and wait to be called upon.
- Be professional
  - Be Prompt
  - Be Prepared
  - Be Positive
  - Be Productive
  - Be Polite

### **Communicating with Me**

Email is the best way to communicate with me if you have questions or concerns. It is essential that you check your LBCC student email at least once daily. You can find [information about accessing your LBCC email here](#)). Checking email frequently and reading my messages carefully is your best way to stay current in the class. I have a 24-hour turnaround when replying to emails Monday through Friday, although I typically reply much sooner than that. On weekends, I observe a 48-hour turnaround. When you have questions about an assignment, do not wait until a few hours before it is due to email me. Instead, be working on the course content early, and allow yourself time for questions--and time for me to answer those questions. I also encourage you to schedule a time in advance for office hours to discuss any questions or concerns you may have.

## **Attendance**

Even though class will be conducted remotely, students are expected to show up to class. **Absence is not an excuse for ignorance.** If you are absent, it is your responsibility to check Google Classroom for the information 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**.

It is your responsibility as a student to make up the work you've missed. You are responsible for knowing and implementing any changes to the schedule or expectations on assignments. **You should be checking Google Classroom and your email daily.**

Students may be dropped from the class if they do not attend class during the first week. The last day to Add/Drop is **October 5, 2020**. The last day to Withdraw with a "W" is **November 15, 2020**. If you are still enrolled after this point, you must receive a grade. Be aware that withdrawing from a course can impact your financial aid, so be sure to consult with the Financial Aid Office if you have questions before withdrawing.

## **Academic Integrity and Honesty**

**Any plagiarized elements in your work will result in, at minimum, a zero for the assignment and, at maximum, automatic course failure.** If you ever borrow information from an outside source to put in an essay, you must cite it properly. If you're not sure how to do this, please ask me for help before submitting your paper. Once you submit a plagiarized paper, the consequences mentioned above will be enforced.

Plagiarism is a type of academic dishonesty that involves the theft of another person's idea, words, images, music/sounds, or creative works and/or deceit in the representation of who created the work by not properly crediting sources. Plagiarism, one form of cheating or dishonesty, is not just the failure to give credit for an exact quotation.

Plagiarism includes both intentional and unintentional acts, such as:

1. Obtaining a paper on the Internet and turning it in as the student's own work; this is obviously intentional
2. Copying sections of another's original document, photographs, artwork, songs/sounds, film, video images, lab project, or electronic files and putting the source material or text into one's own work without documentation, as if it were one's own original work;

3. Copying a sentence, or an important exact phrase of two words or more, or a coined word (which may or may not have copyright protection) without the use of quotation marks and credit;
4. Copying the structure of another's argument or premise, thesis, theory, design, or composition and merely translating key parts;
5. Using another's results in one's own words without giving him or her credit, failing to document any borrowing when quoting, paraphrasing, summarizing, or importing and placing a graphic, sound bite or other medium.

(Administrative Rule No. 7030-02)

## **Course Content and Grading**

### **Course Set-up and Due Dates**

Course content will be organized into weekly sections that will be available at 9:00 AM on the Sunday before the upcoming week. Assignment due dates will always be on Tuesdays, Thursdays, or Sundays by 11:59 PM (days may be adjusted due to holidays). A typical week might look something like this:

- Sunday before the upcoming week: materials for next week will be available at 9 AM.
- Tuesday or Thursday: a "minor" assignment (explained below) will be due by 11:59 PM.
- Thursday: a reading quiz (explained below) will be due by 11:59 PM.
- Sunday: a "major" assignment (explained below) will be due by 11:59 PM.

Always give yourself adequate time to prepare for the unexpected. Waiting until a few minutes before the deadline to submit an assignment is NOT a good idea.

### **Assignment Overview**

Over the course of the term, students will hone their research skills through several assignments that cover aspects of the research process. These will have four categories: reading quizzes, minor assignments, major assignments, and the final research paper.

### **Reading Quizzes (10%)**

These quizzes will make sure that you are reading the required textbook selections. In total, they will count for 10% of the final grade. Quizzes are designed to be easy; they are open-book, untimed, and you can take them as many times as you wish. Quizzes will be available each week until Thursday at 11:59 PM. I encourage you to get them done as soon as you can so that you can move on to the week's remaining assignments, which will take more time and work.

**Minor assignments (15%)**

Assignments in this category will be fairly short tasks that are often taken from the textbook. These assignments, unless otherwise noted, will be worth 10 points each. Instead of receiving written feedback, most minor assignments will be graded on this **10-point scale**:

- 10-9 = Excellent to very good
- 8 = Good
- 7 = Adequate
- 6 = Inadequate
- 5 and below = Fundamentally flawed.

**Major assignments (45%)**

Assignments in this category will be longer, more involved tasks that require more planning and work than minor assignments. For each major assignment, a grading rubric with specific criteria will be included in the instructions, and I will give you written feedback along with your grades. **The final exam, a reflection piece, will also be part of this category. The final will take place during finals week, week 11. The test day is Wednesday at 10:00-11:50am.**

**Final Research Paper (30%)**

The most important assignment in this course is a **10-12 page research paper** that will be due at the end of Week 10. It will be evaluated using this [grading rubric](#). The paper must do the following:

- Use academic research to answer a thoughtful research question that is sufficiently narrowed for a 10-12 page paper (excluding the works cited/references page[s]).
- Analyze the topic's significance, history, and differing perspectives on it.
- Be written for a general audience who will be reading with a critical mind, meaning they will expect specificity, evidence, and logic, and they will challenge lapses in any of those areas.
- Incorporate 6-10 credible sources—at least 5 of which must be scholarly, peer-reviewed ones, such as database articles—and document them using Modern Language Association (MLA) formatting or American Psychological Association (APA) formatting.

ASSIGNMENTS	% OF FINAL GRADE
Reading Quizzes	10%
Minor Assignments	15%
Major Assignments	45%
10-12 Page Final Research Paper	30%
TOTAL →	100%

### Final Grade

Your final grade will be determined by the following point breakdown:

Grade	Total Points	Description
A	90% and up	Passing work that is excellent
B	80% to 89.99%	Passing work that is good
C	70% to 79.99%	Passing work that is average
D	60% to 69.99%	Non-passing work that is below average
F	59.99% and below	Non-passing work that is fundamentally lacking

### Late Work

All due dates appear on the course calendar and will also be included with assignment instructions. 11:59 PM is the deadline for all assignments; after that, assignments will be considered late. In fairness to all students, an assignment that is submitted after its deadline will either lose points or receive a zero. Specific policies for late penalties are included with assignment instructions, so please read them carefully. Major assignments submitted late will not receive written feedback.

### Campus Resources

- [The LBCC Writing Center](#): The LBCC Writing Center (WH-200) is a fantastic free resource for students. Tutors are available to assist you with all aspects of your writing assignments. The Writing Center also offers online tutoring services as well.

- **[The LBCC Library](#)**: The LBCC Library is located on the first floor of Willamette Hall, but all services will be available remotely. The library has several databases for research articles that you can access both on and off-campus.
- **[Center for Accessibility Resources \(CFAR\)](#)**: LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) 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 CFAR, please visit the [CFAR Website](#) for steps on how to apply for services. Online course accommodations may be different than those for on-campus courses, so it is important that you make contact with CFAR as soon as possible.

## **College Policies**

### **LBCC Email and Course Communications**

You are responsible for all communications sent via Moodle and to your LBCC email account. You are required to use your LBCC provided email account for all email communications at the College. You may access your LBCC student email account through Student Email and your Moodle account through Moodle.

### **Disability and Access Statement**

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) 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 CFAR, please visit the [CFAR Website](#) for steps on how to apply for services. Online course accommodations may be different than those for on-campus courses, so it is important that you make contact with CFAR as soon as possible.

### **Statement of Inclusion**

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

[Equal Opportunity and Statement of Non-Discrimination](#).



**Basic Needs Statement:**

Any student who has difficulty affording food or finding a safe and stable place to live, or who needs assistance with resources for transportation, childcare, etc., is urged to contact the [Roadrunner Resource Center](#) for support and referral to community resources. Also, please talk with your instructor if you are comfortable doing so. This can help them direct you to the appropriate office and resource.

**Title IX Reporting Policy**

If you or another student are the victim of any form of sexual misconduct (including dating/domestic violence, stalking, sexual harassment), or any form of gender discrimination, LBCC can assist you. You can [report](#) a violation of our [sexual misconduct policy](#) directly to our Title IX Coordinator. You may also report the issue to a faculty member, who is required to notify the Coordinator, or you may make an appointment to speak confidentially to our Advising and Career Center by calling 541-917-4780.

**Non-Discrimination Policy**

LBCC prohibits unlawful discrimination 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. Everyone in the LBCC community has the right to think, learn, and work together in an environment of respect, tolerance, and goodwill.

**Changes to the Syllabus**

I reserve the right to change the contents of this syllabus due to unforeseen circumstances. You will be given notice of relevant changes in class, through a Moodle/Google Classroom Announcement, or through LBCC e-mail.

**Class Schedule**

All readings and assignments are subject to change; double-check the Weekly Announcements for updated information. Readings and Assignments should be completed by the day listed on this course calendar.

**Bold red font = Major Assignments**

Week	Day	Readings Due: Complete these reading on the day they are listed	Assignments Due: Complete these assignments by the day they are listed.
1	Tues		<input type="checkbox"/> Student Introduction

	Thurs	<input type="checkbox"/> <i>Who Says?</i> Pages 1-13, 90-100	<input type="checkbox"/> Critical Reading Exercise <input type="checkbox"/> Reading Quiz #1
	Sun		<input type="checkbox"/> <b>Summarizing Exercise</b>
2	Tues		<input type="checkbox"/> Broad Subjects to Narrowed Topics Parts I and II
	Thurs	<input type="checkbox"/> <i>Who Says?</i> Pages 32-52	<input type="checkbox"/> Broad Subjects to Narrowed Topics Part III <input type="checkbox"/> Interest Inventory <input type="checkbox"/> Reading Quiz #2
	Sun		<input type="checkbox"/> <b>Research Proposal</b>
3	Tues		<input type="checkbox"/> Research Proposal Peer Feedback
	Thurs	<input type="checkbox"/> <i>Who Says?</i> Pages 53-89	<input type="checkbox"/> Web Page Evaluation <input type="checkbox"/> Reading Quiz #3
	Sun		<input type="checkbox"/> <b>Database Exercise</b>
4	Tues		
	Thurs	<input type="checkbox"/> Review <i>Who Says?</i> Pages 90-100 as needed	
	Sun		<input type="checkbox"/> <b>First Draft of Research Paper</b>
5	Tues		<input type="checkbox"/> Peer Feedback for First Draft
	Thurs	<input type="checkbox"/> Review <i>Who Says?</i> Pages 90-100 as needed	<input type="checkbox"/> Reading Quiz #4
	Sun		<input type="checkbox"/> <b>Annotated Bibliography</b>
6	Tues		
	Thurs	<input type="checkbox"/> <i>Who Says?</i> Pages 101-117	<input type="checkbox"/> Reading Quiz #6
	Sun		<input type="checkbox"/> <b>Sentence Outline</b>
7	Tues		

	Thurs	<input type="checkbox"/> Review <i>Who Says?</i> Pages 90-117 as needed	
	Sun		<input type="checkbox"/> <b>Second Draft of Research Paper</b>
8	Tues		<input type="checkbox"/> Peer Feedback for Second Research Draft
	Thurs	<input type="checkbox"/> <i>Who Says?</i> Pages 118-132	<input type="checkbox"/> Reading Quiz #6
	Sun		
9	Tues		
	Thurs	<input type="checkbox"/> <i>Who Says?</i> Pages 133-174	<input type="checkbox"/> Reading Quiz #7
	Sun		<input type="checkbox"/> <b>Revision Exercise</b>
10	Tues		
	Thurs	<input type="checkbox"/> Review <i>Who Says?</i> as needed	
	Sun		<input type="checkbox"/> Final Draft of Research Paper