

WRITING 123

ENGLISH COMPOSITION: RESEARCH

INSTRUCTOR: Matt Usner
OFFICE: NSH-213

EMAIL: usnerm@linnbenton.edu
OFFICE PHONE: 917-4283

OFFICE HOURS: Tue/Thur 1:15-2:15 and
by appointment

THE PURPOSE OF THIS SYLLABUS: This syllabus contains all the vital information about this course—what you'll be learning, what will be expected of you, and what you can expect from me. Since this is a valuable document, you should read it carefully and refer to it regularly throughout the term. **The better you know the syllabus, the better the chance that you'll do well in the course.**

COURSE CATALOG 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: Successful **completion of Writing 121 is required** for success in this class.

"NO-SHOW" POLICY: Students may be **dropped from the class** if they do not complete all of the first week's assignments on time.

STUDENT LEARNING OUTCOMES: Students who successfully complete WR 123 will be able to:

- *Analyze the rhetorical needs* (the needs of their audience in relationship to the assignment) for college-level research-based writing assignments.
- *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.
- *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.
- *Locate, evaluate, and integrate high-quality information and opinion* appropriate for in-depth research-based informational, analysis and argument assignments.
- *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.

REQUIRED TEXTBOOK: The textbook below is available at the LBCC bookstore in the Calapooia Center of the Albany campus. **The book is required.** Two copies are also on library reserve for 2-hour use at the Albany campus.

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

ONLINE LEARNING WITH MOODLE: 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.

All course materials will be posted on our course site on Moodle, which can be accessed at <http://elearning.linnbenton.edu/>. Because this is a fully online course, it is essential that you have uninterrupted access to a reliable computer and internet connection. I strongly recommend using [Google Drive](#) to store your files since it's synced with your LBCC email. Google Drive is a free, cloud-based storage system that lets you access your files from any online computer.

ACTIVE PURSUIT OF THE COURSE: Students often take online courses because they believe they are easier. This is a misconception that often results in poor academic performance. This course may be more flexible than a traditional one in terms of giving you some choice in when and where you complete the required work, but I suspect most of you will find that it requires a much higher level of commitment and independence than a traditional course. **I reserve the right to require a face-to-face meeting or phone call with students who are not earning a passing grade at midterm (the end of Week 5).** Students who are not earning a passing grade after midterm and/or are not actively pursuing the course, may want to consider withdrawing (see more information about this below in the "Last Day to Withdraw" section).

COMMUNICATING WITH ME: My main communication tool with you will be email so it's **essential that you check your LBCC student email at least once daily.** (You can find information about accessing your LBCC email [here](#)). In addition to having useful reminders for upcoming tasks, my emails will also often provide valuable course content that complements the current assignment we are working on. **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 visit me during my office hours to discuss any questions or concerns. It's best to schedule a time in advance, but I may be free to speak with you if you show up unannounced.

COURSE SET-UP & DUE DATES: Course content will be organized into weekly sections that will be available at **9:00 AM on the Friday 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:

- Friday before the upcoming week: materials for next week will be available on Moodle at 9 AM.
- Tuesday: a weekly reading quiz (explained below) will be available until 11:59 PM.

- Thursday: a “minor” assignment (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.**

ASSIGNMENTS & GRADING: The most important assignment in this course is a **10-12 page research paper** that will be due at the end of Week 10. The paper will be worth **24% of the final course grade**, and 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) or American Psychological (APA) formatting.

In addition to the research paper, there will be several other assignments that cover aspects of the research process. These will have 3 categories: reading quizzes, minor assignments, and major assignments.

- **7 Reading 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 Tuesday at 11:59 PM, although I encourage you to get them done sooner so that you can move on to the week’s remaining assignments, which will take more time and work.
- **6 Minor Assignments** will be fairly short tasks that are often taken from the textbook. These assignments will be worth 10 points each. There will be 6 minor assignments, for a total of 60 points total, which is 12% of the final grade. 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.**
- **8 Major Assignments** will be longer, more involved tasks that require more planning and work than reading quizzes and 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. Major assignments will be worth anywhere from 20 to 120 points and will comprise the majority of your final course grade.

There are **500 points possible** in this course. Below you will find a list of all course assignments, their point value, and their percentage of the final grade. Detailed instructions for all assignments will be posted on Moodle:

ASSIGNMENTS	POINTS	% OF FINAL GRADE
7 Reading Quizzes (varying points each)	50 total	10%
6 "Minor Assignments" (10 points each)	60 total	12%
Summarizing Exercise	20	4%
Web Page Evaluation	20	4%
Database Exercise	20	4%
First Draft of Research Paper + 2 Peer Feedback Responses	40 + 5 + 5 = 50	10%
Annotated Bibliography	40	8%
Sentence Outline	20	4%
Second Draft of Research Paper + 3 Peer Feedback Responses	70 + 10 + 10 + 10 = 100	20%
10-12 Page Final Research Paper	120	24%
TOTAL →	500	100%

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

GRADE	TOTAL POINTS	DESCRIPTION
A	500 to 448 points (89.6% and up)	Passing work that is <u>excellent</u>
B	447 to 398 points (89.4% to 79.6%)	Passing work that is <u>good</u>
C	397 to 348 points (79.4% to 69.6%)	Passing work that is <u>average</u>
D	347 to 298 points (69.4% to 59.6%)	Non-passing work that is <u>below average</u>
F	297 and below (59.4% and below)	Non-passing work that is <u>fundamentally lacking</u>

POLICY ON 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.**

PLAGIARISM AND ACADEMIC INTEGRITY: Presenting someone else's ideas in writing as if they are your own is plagiarism, and it is a serious academic offense. **Any plagiarized elements in your writing 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. Be aware that plagiarism-detection software is automatically used for the assignments that you submit on Moodle.

IMPORTANT CAMPUS RESOURCES AND POLICIES:

- **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. Get more information here: <http://www.linnbenton.edu/learning-center/writing-center>
- **The LBCC Library:** The [LBCC library](#) is located on the first floor of Willamette Hall. The library has several [databases for research articles](#) that you can access both on and off-campus. Get more information here: <http://library.linnbenton.edu/home>
- **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 talk to your instructor as soon as possible to discuss your needs. If you think you are eligible for accommodations, but are not yet registered with CFAR, please go to <http://linnbenton.edu/cfar> for steps on how to apply for services. Online course accommodations may be different than in on-campus classrooms: it is important that you make contact with CFAR as soon as possible.
- **Non-Discrimination Policy:** LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, gender, native language, sexual orientation, marital status, disability, age, veteran status, or any other status protected under law. Everyone in the LBCC community has the right to think, learn, and work together in an environment of respect, tolerance, and goodwill.
- **Last Day to Withdraw:** Each term, the Friday that concludes Week 7 is the last day for students to withdraw from a course. 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.

COURSE CALENDAR: The week-by-week schedule below is a key to success; follow it carefully!

DATE	TOPICS, ASSIGNMENTS, AND DUE DATES (all due by 11:59 PM)	WEEKLY READING
WEEK 1 MON 1/7 (course content available Friday before at 9 AM)	INTRODUCING WR 123 AND RESEARCH WRITING <u>Assignments for the week:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Week 1 Reading Quiz (closes Tue) <input type="checkbox"/> Student Introduction (due Tue) <input type="checkbox"/> Critical Reading Exercise (due Thur) <input type="checkbox"/> Summarizing Exercise (due Sun) 	<ul style="list-style-type: none"> <input type="checkbox"/> Syllabus <input type="checkbox"/> <i>Who Says?</i> ch. 1, 2, 3 & 7 <input type="checkbox"/> Check Moodle for additional required readings/videos.
WEEK 2 MON 1/14 (course content available Friday before at 9 AM)	DEVELOPING A RESEARCH TOPIC AND QUESTION <u>Assignments for the week:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Week 2 Reading Quiz (closes Tue) <input type="checkbox"/> Broad Subjects to Narrowed Topics (due Tue) <input type="checkbox"/> Interest Inventory (due Thur) <input type="checkbox"/> Research Proposal (due Sun) and Peer Feedback (due next Tue) 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Who Says?</i> ch. 4 <input type="checkbox"/> Check Moodle for additional required readings/videos.

<p>WEEK 3 MON 1/21 (course content available Friday before at 9 AM)</p>	<p>FINDING AND EVALUATING SOURCES <u>Assignments for the week:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Week 3 Reading Quiz (closes Tue) <input type="checkbox"/> Web Page Evaluation (due Thur) <input type="checkbox"/> Database Exercise (due Sun) 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Who Says?</i> ch. 5 and 6 <input type="checkbox"/> Check Moodle for additional required readings/videos.
<p>WEEK 4 MON 1/28 (course content available Friday before at 9 AM)</p>	<p>BEGINNING TO DRAFT <u>Assignments for the week:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> First Draft of Research Paper (due Thur) 	<ul style="list-style-type: none"> <input type="checkbox"/> Review <i>Who Says?</i> ch. 7 as needed <input type="checkbox"/> Check Moodle for additional required readings/videos.
<p>WEEK 5 MON 2/4 (course content available Friday before at 9 AM)</p>	<p>WRITING AN ANNOTATED BIBLIOGRAPHY <u>Assignments for the week:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Week 5 Reading Quiz (closes Tue) <input type="checkbox"/> Peer Feedback for First Drafts (due Tue) <input type="checkbox"/> Annotated bibliography (due Sun) 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Who Says?</i> ch. 7 (again!) <input type="checkbox"/> Check Moodle for additional required readings/videos.
<p>WEEK 6 MON 2/11 (course content available Friday before at 9 AM)</p>	<p>ORGANIZING AND OUTLINING <u>Assignments for the week:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Week 6 Reading Quiz (closes Tue) <input type="checkbox"/> Sentence Outline (due Sun) 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Who Says?</i> ch. 8 <input type="checkbox"/> Check Moodle for additional required readings/videos.
<p>WEEK 7 MON 2/18 (course content available Friday before at 9 AM)</p>	<p>EXPANDING YOUR DRAFT <u>Assignments for the week:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Second Draft of Research Paper (due Sun) 	<ul style="list-style-type: none"> <input type="checkbox"/> Review <i>Who Says?</i> ch. 7-8 <input type="checkbox"/> Check Moodle for additional required readings/videos.
<p>WEEK 8 MON 2/25 (course content available Friday before at 9 AM)</p>	<p>OFFERING PEER FEEDBACK AND DOCUMENTING SOURCES <u>Assignments for the week:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Week 8 Reading Quiz (closes Tue) <input type="checkbox"/> Peer Feedback for Research Paper Drafts (due Thur) 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Who Says?</i> ch. 9 <input type="checkbox"/> Check Moodle for additional required readings/videos.
<p>WEEK 9 MON 3/4 (course content available Friday before at 9 AM)</p>	<p>REVISING YOUR FINAL DRAFT; ASKING QUESTIONS <u>Assignments for the week:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Week 9 Reading Quiz (closes Tue) <input type="checkbox"/> Revision Exercise (due Sun) 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Who Says?</i> ch. 10 and sample research papers (p. 149-174) <input type="checkbox"/> Check Moodle for additional required readings/videos.
<p>WEEK 10 MON 3/11 (course content available Friday before at 9 AM)</p>	<p>PROOFREADING, EDITING, AND FINAL DETAILS <u>Assignments for the week:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Final draft of Research Paper (due Sun) 	<ul style="list-style-type: none"> <input type="checkbox"/> Review textbook as needed <input type="checkbox"/> Check Moodle for additional required readings/videos.