

WR 123 Research

WINTER TERM 2020

Donna Trask ("Mrs. T")
traskd@linnbenton.edu

Office: SSH 215, MWF 10:00 – 10:50am
Phone: 541-917-4551

CRN 31636 (3 credits) T R 10:00-11:20am meets in MKH-211

TEXTBOOK: *The Bedford Researcher*, Sixth Edition. Mike Palmquist. Bedford/St. Martin's. Boston. 2018.

Required materials and tools: an **LBCC Go-Print account**, a **folder with pockets** for submitting research assignments, a **three-ring binder** for submitting the completed research project, and a **USB drive**.
Recommended: Merriam-Webster's *Everyday Language Reference Set*.

WR 123 is the third term of a three-term sequence in college composition, focusing on effective research procedures. To take WR 123, you need to have successfully completed WR 121. If you have any questions about your readiness for WR 123, please speak with me. **The primary objective of this course is to strengthen your research skills set.** Success in this course means learning how to do college-level research, supporting your position with ***academically acceptable sources***. Over the course of the term, each of you will personally complete **one research project, on a subject of your own choosing**, presented in **an academic essay** having a *minimum* of **fifteen content pages**, and a *minimum* of **seven sources** properly documented in **MLA** style. Members of your writing team will conduct peer reviews of the drafts of your research paper, providing constructive criticism for revising and rewriting. Half of your final grade will be a reflection of your skill in researching, in organizing and developing your ideas, and in employing an effective structure for your finished project, while the other half of your grade will depend upon your correct formal use of standard American grammar, syntax, spelling, punctuation, and academic vocabulary. Please ***anticipate investing ten to twelve hours per week*** preparing for and completing the assignments for this class. The more **effort** you put into your work, the more **strength and confidence** you will gain. Always **read ahead** in the **Class Calendar** to *effectively prepare* for each class meeting.

Expect to work hard, and you will accomplish much!

Academic Decorum Statement:

The English Department expects the classroom to be a place of courteous interaction, a forum for demonstrating mutual respect between teachers and students. Professional communication requires all of us to listen carefully to each other, whether we agree or not, and to state our positions with ***clarity and tact***. These standards for academic courtesy also apply to group work, on-line interaction, and student-teacher conferences.

Peer Reviews:

Writing Peer Reviews provides an opportunity for you to give and receive helpful feedback. These reviews are designed to further develop your audience awareness, helping you understand not only how your writing sounds to others, but also how your writing affects or fails to affect them. You will be given a list of specific questions regarding each other's drafts; after you have carefully read the draft and written your comments, you will verbally share constructive criticism, pointing out the strengths of each draft and identifying areas that need reworking. ***For these opportunities to be successful, your attendance and participation is necessary, and your grade will be affected accordingly.***

RESOURCES:

- **The Writing Center:** While enrolled in WR 123, you are **encouraged** to seek extra help at the Writing Center (541-917-4708), located on the second floor of Willamette Hall on the main campus. During the regular school year, their hours are: Monday - Thursday 8:00am to 5:30pm, Friday 8:00am to 5:00pm, and Saturday 11:00am to 4:00pm. You may drop in without making an appointment; however, appointments are recommended if you wish to meet with a tutor during busy times throughout the term. ***This is an included service available to all LBCC students.***
- **Computer Lab Resources:** The Library classroom may be used as a drop-in computer lab whenever space is available.
- **The LBCC Library :** You can easily navigate from the LBCC homepage to the Library homepage by going to Quick Links in the upper right corner of the screen and clicking on *Library*. The site posts library hours, an online catalogue, **over 75 research databases** (Academic Search Premier, Opposing Viewpoints, etc.), several digital magazines, an interlibrary loan service and a Student HelpDesk, just to name a few of the benefits provided by our *excellent* Library.

As you will be doing research to support your work, please note that since **WIKIPEDIA IS NOT YET A PROPER ACADEMIC SOURCE**, you should ***ALWAYS refer to the ORIGINAL sources*** if you pursue a topic found on Wikipedia.

Submitting Assignments:

All **assignments** must be submitted in a **folder which bears your name**.

All required papers **must be typed** and must follow **proper MLA format**: your work should be **double-spaced**, printed in 12-point Times New Roman or **other equally-legible font** (*I prefer Verdana*), feature **one-inch margins and numbered pages**, and employ **MLA documentation**.

Make sure **your name**, the **instructor's name**, the **course title and meeting time**, and **the date** all appear in the **UPPER LEFT CORNER** of the **first page** of the final draft, much as if it were the front page of business correspondence. The **title** should directly follow, and it must have **center** alignment. Please keep **an electronic copy** of every assignment you submit.

Criteria for Grading:

Assignments earn points on the following: the quality and organization of your ideas, the clarity and conciseness of your writing, the appropriateness of your tone and format, the quality and effectiveness of your proofreading, and your level of adherence to the assignment guidelines.

You will sign **attendance** daily. If you are **absent** due to an illness, or an appointment, or a verifiable emergency, **it is your responsibility to find out what you are missing and to get notes from your writing team**.

POLICY ON LATE WORK:

Work is to be submitted the day it is due.

Our classroom standards reflect workplace standards: **a due date is a deadline**, and you don't miss deadlines at work without informing your supervisor of your progress. If circumstances are working against you, **please make arrangements for an extension prior to the DUE DATE**.

Unless **SUITABLE ARRANGEMENTS** are made, **LATE WORK WILL NOT RECEIVE CREDIT** if it is presented **MORE THAN ONE CLASS DAY** after the due date: **It will receive a ZERO.**

Request for Special Needs or Accommodations

You should meet with your instructor during the first week of class if:

1. You have a documented disability and need accommodations.
2. Your instructor needs to know medical information about you.
3. You need special arrangements in the event of an emergency.

If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources (CFAR) [Online Services webpage](#) every term in order to receive accommodations. If you believe you may need accommodations but are not yet registered with CFAR, please visit the [CFAR Website](#) for steps on how to apply for services or call 541-917-4789.

LBCC Comprehensive Statement of Nondiscrimination

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. For further information see Board Policy P1015 in our [Board Policies and Administrative Rules](#). Title II, IX, & Section 504: Scott Rolen, CC-108, 541-917-4425; Lynne Cox, T-107B, 541-917-4806, LBCC, Albany, Oregon. To report: linnbenton-advocate.symplcity.com/public-report

Discrimination/Harassment Complaints

If you feel you have been discriminated against in any interaction at LBCC or have been harassed by a person while at LBCC or wish to report any concern or complaint, please use this form: [Report Concerns / Complaints Form](#)
Any complaint about a student or a student complaint about the College, contact Lynne Cox, (541) 917-4806, coxly@linnbenton.edu, T-107B, Albany, OR 97321

Any complaint about an LBCC staff member, contact Scott Rolen, (541) 917-4425, rolens@linnbenton.edu, CC-108, Albany, OR 97321

Basic Needs Statement

Any student who has difficulty affording groceries, or who lacks a safe and stable place to live, is urged to contact the Student Resource Navigator Amanda Stanley, stanlea@linnbenton.edu, in the back of the Advising Center: 541-917-4877. The navigator can connect students to resources.

"...research writing is a process of continuous discovery and reflection." – Mike Palmquist

WEEK ONE: January 7 and 9

Tuesday:

Discussion of course description, expectations, and class calendar. Considering Chapter 9, "Avoiding Plagiarism"...brief lecture on the plagiarism scandal and "How to Cite". The plagiarism QUIZ is homework, due on Thursday. Notes taken during the lecture may be used to answer the quiz questions. Selection of members for the writing/peer review teams of four; please **exchange names** and **email addresses** today.

Writing Assignment: (due Thursday) Draft a **five-paragraph** explanation of what you **like** about your writing and what you plan to **accomplish** in this course. **Read** the Intro for Writers and Chapters 1 - 3 for Thursday.

Thursday: *Plagiarism Quiz and Five Paragraphs DUE.*

TOUR @ 10:00 – 10:30 am, Writing Center, Skills Zone, and Library. Intro for Writers. Chapter 1 (Quick Reference, p.27). Key questions (p. 3), Writing as conversation (p. 4), Purposes, Roles, Biases (p. 7), Timeline (p. 14), Freedom in your choice of topic (p. 15), Requirements (p. 18), Generating ideas / getting started (p. 20).*****BEGIN YOUR RESEARCH*****
Chapter 2 (Quick Reference, p. 40). Create a basic research plan (p. 28), Find useful sources (p. 30), Relevant databases -ask a librarian (p. 33), Focus on an issue (p. 35), *****CHOOSE AN ISSUE***** (p. 40).
Chapter 3 (Quick Reference, p. 52). Roles and research questions (p. 44), Focusing the question (p. 46), Refining the research question (p. 48).
HOMEWORK: Draft your *****RESEARCH QUESTION***** Due Tuesday.

WEEK TWO: January 14 and 16

Tuesday: Discuss your research question with your teammates, using the suggestions on page 48. **Read** Chapters 4 through 7 for Thursday.

Thursday: Chapter 4 (Quick Reference, p. 75). Reading sources critically (p. 56), Identifying genre (p. 66), Primary and secondary sources (p. 68), Checklist for critical reading (p. 74). Chapter 5 (Quick Reference, p.84). Genres (p. 80), Relevance and credibility of digital sources (p. 81).
Chapter 6 (Quick Reference, p. 98). Value of taking notes (p. 85), Checklists: Quoting (p. 89), Paraphrasing (p. 90), Summarizing (p. 93). Using notes to improve your understanding (p. 94). Chapter 7 (Quick Reference, p.120). Academic Writing (p.100-101), Annotated Bibliography (p. 105). **DUE next Thursday:** First Annotated Bibliography, 10-12 sources.

WEEK THREE: *January 21 and 23*

Tuesday: Discussion of the value of annotated bibliographies, p. 105. Your first annotated bibliography is DUE this Thursday. **Alphabetize** ten to twelve sources, document them according to **MLA style** (see Chapter 20), and **write four to five sentences about each one**, indicating your evaluation of their suitability for inclusion in your project.

Read Chapters 8 through 13 for Thursday.

Thursday: Submit your First Annotated Bibliography, to be returned next Tuesday. Discuss Chapter 8 (Quick Reference, p.126). Backing up files (p.126). Chapter 10 (Quick Reference, p. 171). Key questions (p. 145). Chapter 12 (Quick Reference, p. 203). Key questions for developing the thesis statement (p. 193), An effective thesis statement (p. 194 – 199). Chapter 13 (Quick Reference, p. 225). Appealing to readers (p. 208 -211), Addressing opposing arguments (p. 211), Avoiding Fallacies (p. 212 – 215), Choosing an organizing pattern (p. 215 -217), Creating an outline (p. 219).

HOMEWORK: Draft your *INITIAL THESIS STATEMENT*, due next Tuesday.

Read Chapter 14 through 17 for next week.

WEEK FOUR: *January 28 and 30*

Tuesday: Initial Thesis Statement due; Annotated Bibliography returned. [*The **second** Annotated Bibliography is due next Thursday, same format.*]

Chapter 14 (Quick Reference, p. 246). Working from an outline (p. 227), Transitions and patterns (p. 229 – 231), Avoid overused phrases (p. 234), Choose words carefully (p. 237), Stating your thesis (p. 241), Effective conclusions (p. 244 – 246).

Thursday: Chapter 15 (Quick Reference, p. 263). Key questions (p. 247). Chapter 16 (Checklist, p. 275). **DESIGN an ACADEMIC ESSAY**(p.273). Chapter 17 (Quick Reference, p. 301). Revising and editing – Key questions (p. 289), Multiple drafts (p. 292), Checklist for revising (p. 295), Proofreading in Reverse Order (p. 299), **Warnings** about spelling checkers (p. 299 – 300), Checklist for editing (p. 300).

Writing Assignment: *FIRST DRAFT* of the Project Essay, due Tuesday, for the First Peer Review. Take a copy to the Writing Center as well.

WEEK FIVE: *February 4 and 6*

Tuesday: Peer Reviews of the First Drafts today. Trade papers within your team, and address the questions in paragraph form. Begin by reading the draft carefully, and please type your responses. Return the drafts and the Peer Reviews this Thursday.

Thursday: Second Annotated Bibliographies due. Return the First Drafts and the Peer Reviews. Team discussion of the Peer Review document: challenges and evaluation. In the reviewing process, what was most useful to you as a writer? What took the most time?

HOMEWORK: Prepare your *REFINED THESIS STATEMENT*, due Tuesday, making use of the First Peer Review comments.

WEEK SIX: *February 11 and 13*

Tuesday: Refined Thesis Statements due today, to be returned Thursday. Second bibliographies returned today.

All this week is WORK WEEK – your *FIRST REVISED DRAFT* is due next Tuesday for the Second Peer Review. (Take it to the Writing Center, too.)

WEEK SEVEN: *February 18 and 20*

Tuesday: First Revised Draft due – Second Peer Review today. Please read the draft carefully, type your response in paragraph form, and return the draft and the review to your teammate on Thursday.

Thursday: Revised drafts and second peer reviews returned today – Team discussions of the peer reviews: How have all the team members' papers improved? Are there some specific items that could benefit from rewriting, and what are your recommendations?

HOMEWORK: Begin the *SECOND REVISED DRAFT*- due next Thursday for your Final Peer Review, which will be returned on Tuesday, Week Nine.

WEEK EIGHT: February 25 and 27

Tuesday: Continue working on your Second Revised Draft, which is due Thursday. Take a copy to the Writing Center as well.

Thursday: Final Peer Review, which will be returned next Tuesday.

WEEK NINE: March 3 and 5

Tuesday: Final Peer Reviews and Second Revised Drafts returned to teammates. Teams discuss the good work they have observed; members note the skills set improvements they have gained during the term.

Thursday: Continue work on the *FINAL DRAFT* of the Research Project, due next Tuesday.

WEEK TEN: March 10 and 12

Tuesday: Assemble all the supporting material for your Project, using the Research Project grading sheet to determine which documents go where, and submit your completed Research Projects.

Time to compose the *REFLECTION* – specific questions will be on the board.

Thursday: Reflections are due. We will meet next Wednesday, regular time, usual classroom, and I will return all the projects and give you your final grade for the term.

FINALS WEEK: March 17 Tuesday

We meet in **our regular classroom from 9:30 to 11:20 am.**

Two questions will be on the board, and I am looking forward to reading your suggestions for improving the course.

* * * * *

My Team Members' Names and Email addresses: