

**WR 123-Research Writing**  
**Linn Benton Community College**  
CRN 23776



Mondays: Forum 104 Main Campus 1-1:50 PM

Zoom for special meetings or conferences

Text: *Who Says: The Writer's Research (2<sup>nd</sup> edition)* by Holdstein and Aquiline  
*Supplemental readings on instructor web site.*

Instructor: Pam McLagan

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Hang out in college long enough, and you'll be asked to look up something and report on it... it's inevitable! Or a friend might be diagnosed with something you've never heard of. She's not sure what it all means, and you want to help. You'll need to look it up. Or on the job, you might need some information that you cannot readily find in the books and brochures at hand...you'll need to look it up or not get the information and, perhaps, lose a client. Ouch! All of this is "research".... "searching again" through documents (virtual or paper) to find out "stuff." Depending on the situation, the methods may involve informal or formal reporting. For the business, it may simply mean taking notes and passing on the information, and for the sick friend, it may mean printing off a web document. But for the college class, it will definitely mean going to the library, the professional journals, and the academic web sites, taking notes, and putting together a complete, formal, academic document. That's what we are about!

This course has been designed to help students

- Design a research plan,
- Use primary and secondary sources critically,
- Develop research methods,
- Use formal documentation, and
- Develop writing strategies for longer papers.

In order to achieve these goals, students will be involved in a variety of activities, group conversations, and independent tasks. **These will be adjusted to our current situation as appropriate.** We will pace the work so that one activity builds on the one before, and the readings and projects will complement one another. Attendance in class is crucial to success in the course. If you miss class, it is your responsibility to get the information.

Be sure to communicate if you have a situation arise which prevents attendance—email is best. Use your LBCC email for all official communication with me.

Evaluation for the course will be based on

- In-class/Moodle activities and exercises;
- Essays, exercises, "journals", and process points;
- Research notes, drafts, and essays completed in a timely manner.

Officially, as a result of completing WR 123, students should be able to:

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

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

All of the related class/course activities will point students toward intellectual honesty, project management, a research voice, and professionalism. And these are essential in every field of endeavor. Welcome!

#### Additional Guidelines:

\*Plan that some pieces of the project will be uploaded and submitted on Moodle. At least one copy for peer review and the final copy will be printed. *Plan for this.*

\*Plan for all work to be done on time... this includes drafts and revisions.

\*Plan to do your own work. Give appropriate credit for information and/or quotations from others' work so that you will avoid plagiarism. When you do it yourself, you'll learn better!

**\*\*\*Since some of the material we work with may have controversial themes, we need to keep focused on what we are about. We will be stretching our world views, so respect for one another and others' ideas is a must! \*\*\***

Late assignments that are part of the overall project will receive a 10% penalty. However, students will receive a "Get out of jail free" card to accompany late assignments when submitted within a week of the due date. "Jail free" cards, if not used for late assignments, may be turned in during week 10 for 10 bonus points.

**To minimize distraction to yourself and others,  
all phones must be silenced and stowed when  
class begins.**



## **Campus Resources:**

- +**Conferences** with the instructor. Since this course is mostly delivered on-line, most conversations will take place via e-mail. Arrangements can be made for other instances. Starting week 2, I will be available on Wednesdays on Zoom for drop-in appointments during our regular class hour, or we can schedule a private zoom meeting or a meeting before or after class.
- +**Library** (541-917-4638)
- +**Writing helps:** a cooperative writing service including ESOL, Writing Desk, Writing and Study Skills Labs and more. These have remote service sites.
- +**Writing Center:** Writing Center Assistants and Writing Peer Tutors will provide assistance (not copy editing, not correcting) with specific paragraph and essay assignments. Check their web sites for arrangements.
- + **Academic coaching:** Check their site for more information.

## **First Resort**

First Resort is a relatively new service available to all students. The First Resort is LBCC's student support and navigation center for both new and continuing students. "Our staff and student ambassadors support you through all parts of your educational journey, helping you understand and navigate complex college processes. We connect you with academic, financial, career, and personal resources on campus, and most importantly, we listen to what you're really asking. Let's find the way together."

## **Request for Special Needs or Accommodations**

Students who may need accommodations due to documented disabilities, who have medical information which the instructor should know, or who need special arrangements in an emergency should speak with their instructor during the first week of class. If you believe you may need accommodations but are not yet registered with the Center for Accessibility Resources (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.symplicity.com/public report](http://linnbenton-advocate.symplicity.com/public-report).

## Class Procedures: WR123

**Overview:** During this course, students will complete an academic-style research paper complete with quotations, paraphrases, citations, and correct formatting and other conventions. Personal observations or an interview are **required** in order to complete the project satisfactorily.

You will need a flash-drive or other device to save drafts and other assignments that will be part of the overall project. Do not depend only on a computer's hard drive!!! These have been known to crash! It's a good idea to have research work backed up in more than one place.

Also, it's a good idea to keep printed copies of all sources used in a project. If books, journals, newspapers or other print sources are part of the research material, photocopy the relevant pages and be sure to copy down the citation information including not only the title and author of the article, but also of the publication and the date of publication. These will be needed for the source list at the end of the paper itself.

Since web sources sometime "disappear," it's a good idea to print or otherwise virtually copy (such as copy/paste) articles/web sites being used for a research paper.

Keep print copies of notes, articles, etc., in an envelope or notebook for easy reference.

**Class format:** This will be an interactive sort of course. I will have information for you and exercises for you to do within class time. This will be a time for you to connect what you are doing right now to research procedures in general. Not every paper you write in college will require all of these steps; however, some will, so be ready.

**Following directions:** Academic research papers follow specific conventions, and part of the content of this course is to learn those conventions. In order to do your best work, please follow directions

carefully. Assignments often need to follow specific formats so that you learn to do them and not embarrass yourself in another course or in a work situation.

**Conventions and style:** By this point in your academic career, you should have a good grasp on the conventions of Standard Written English. This is a formal paper to be written in an appropriate tone. Become aware of the types of errors that you tend to make and make an effort to correct them. Part of your credibility as a student researcher is excellent control of the language. Why should anyone pay attention to a researcher who cannot use the language well—no matter how good the ideas?

**Reading the text:** A separate reading assignment sheet will be provided on the next page.

Are you ready?  
Let's begin!



## Reading assignments

You've paid good money for a book, but it will be of no value to you unless you read it, think about it, and link what it says to what you are doing for a course for which you have paid good money.

Many instructors require quizzes on the text readings, and others require notes to show that students have at least looked at the book. Alas, I don't like quizzes, and I think we'll skip notes for this term. However, I have chosen a book for you which can be helpful as you navigate the waters of formal research writing.

So, for this term, you will **write and submit a reflection** on the chapter under consideration, and you will be ready to contribute to the discussion we will have on each chapter. The reflection will contain:

1. One idea, impression, thought, suggestion, etcetera, which stood out to you. Explain what the idea/suggestion, etcetera, was and why it stood out to you.
2. Then explain how this relates to you, your project, and this term's work.

This should be in the form of a +/- 100 word paragraph, typed in good form and format and should be submitted on Moodle at the appropriate time. It would be a good idea to have notes or a printed copy of your reflection to bring to class for discussion.

Chapters 1-2. Due...**Oct 5**..... One for each chapter  
Chapter 3 Due....**Oct 7**.....  
Chapter 4 Due.....**Oct 14**.....  
Chapter 5-6 Due....**Oct 21**..... One for each chapter  
Chapter 7-8 Due.....**Oct 28**..... One for each chapter  
Chapter 9 .....**resource only.... no reflection required**  
Chapter 10 Due..**Nov 4**.....

These are worth 10 points for each chapter, so make sure to label each chapter's reflection. (90 points total)

## Proposed schedule of assignments and due dates:

- Week 1      **Unit 1... Thinking....**  
Intro to course, class. Read Text Chapters 1-2
- Week 2      Text chapter 3  
Librarian video available on Moodle
- Week 3      **Unit 2... Beginning**  
World View, Argument  
Chapter 4  
Preliminary Proposal due
- Week 4      Chapters 5-6,  
Summaries, paraphrases, resources
- Week 5      **Unit 3...Analyzing**  
Annotated Bibliography, etc., due  
Discuss audience analysis.  
Writing the document... Chapter 7- 8  
Outlining-- Creating a preliminary outline.
- Week 6      Conferences, audience analysis due  
Complete the interview for the paper.
- Week 7      **Unit 4... Writing and Revising**  
Due: Interview/observation write up  
Veterans' Day
- Week 8      First peer reviews  
Writing the abstract
- Week 9      **Unit 5...Editing and Presenting**  
Draft review with peers and instructor. Bring printed version to class. Outside  
review encouraged. Writing center or someone who knows the topic.  
**Thanksgiving weekend. Plan ahead!**
- Week 10     Project due date TBD

