

## ENGLISH 201: The Research Paper



Fall 2013

**Instructor: Natalie A. Martinez**

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Office Hours: 10:30-11:30am and 12:30pm-1:30pm daily in R230-D, Skype, Google+ Hangout or by appointment.

Phone: please reserve for emergency only. (425) 564-2156

### **Section(s):**

- #1151- B meets daily 8:30am-9:20am in R-201
- #1153- D meets in person daily M-F 9:30am-10:20am in L-210
- #1159- H meets in person daily M-F 11:30am-12:20pm in L-222

**Required Textbook:** *There is no official textbook for this course.* Instead, you must have printed or downloaded copies of readings, writing exercises, and assignments. Please keep a separate organized binder for this course. These short readings and handouts will be provided on our course's Canvas site.

**Recommended Textbook:** *Diana Hacker & Nancy Sommers, "A Writer's Reference" (Seventh Edition).* ISBN: 978-0-312-60143-0

### **Other requirements:**

- Access to a computer, internet and Canvas.
- Official BC Email Account and a method of backing up course documents regularly.

## **COURSE DESCRIPTION**

This course is designed to take you step by step through the process of writing a major research paper. We will break the process of writing a research paper down into several manageable phases, each culminating with either a short 2-3 page, single-spaced paper or the presentation of research materials. Throughout the quarter we will read and analyze both our own writing and published articles you gather during your research process. We will learn to use various research tools, including those located in the library and elsewhere in order to locate relevant resources. I will also introduce methods for reading and effectively evaluating your sources, such as note-taking strategies, methods of constructing and organizing an annotated bibliography, and following proper citation conventions appropriate to the writing's context. The final research paper should represent evidence of your ability to summarize and critically analyze outside material while synthesizing it to effectively support a clear and engaging, evolving, original thesis.

## **COURSE OBJECTIVES**

After completing this course, students should be able to:

- Provide an objective summary of college-level material which identifies primary assertions.
- Evaluate of different types of evidence.
- Synthesize source material with own writing.
- Craft an original and clearly supported, evolving thesis.
- Proper in-text and works cited/references citations conventions (MLA or APA, depending on topic area).
- Use a variety of primary and secondary sources which demonstrates a familiarity with library research, as well as ethnographic/field work methods.

## **COURSE POLICIES**

*It can't simply be learned;  
It must be participated in.* -- Barry Lopez

Because we'll be trying to do too much in too little time, we'll need to divide the workload equally over the twelve weeks; every student will be responsible for more than simply his or her own success or failure. If you, for whatever reason, aren't prepared or able to be an active, responsible member of this learning community, another class may more suit your expectations. What follows are our course policies. These policies serve to keep all involved on task, on schedule:

### **Late Assignments**

All assignments are due on the specified date provided on both the Syllabus Schedule, assignment handouts, and on Canvas's assignments' notifications. As a "face-to-face"

section that meets daily Monday-Friday, I will have you submit a copy of your work using our Canvas site's "Assignments Submission" function. Please do not email me your work.

I'll accept nothing after that due date unless specific arrangements are made with me **before** the class in which it is due. I'll permit such an arrangement only once. In the rare instance you become very ill before class, but completed the work, you may email or submit it via Canvas before the beginning of our class to confirm you completed the work on time. I will only permit this one time in the quarter. Each day a major assignment is late, it drops a full letter grade from the grade that was earned (A-=B+, etc.).

**Remember you must complete all major assignments in order to pass the course.**

The guidelines for each major assignment will be provided in each assignment handout and will always be reviewed in class before homework is assigned.

### **Tardiness**

You're tardy if you're more than five (5) minutes late for class where we meet face to face. I will allow you to be tardy three (3) times before your grade will be affected. If the pattern continues I will ask to speak to you individually and we will address the issue. If in some rare instance, I am more than (15) minutes late, feel free to text or call first, but assume our class has been cancelled, and please check the announcements on our Canvas class site for details.

### **Absences**

For those with greater than (5) ABSENCES, receive NO CREDIT for the course. Missing more than 3 classes will drop your final grade by a full grade point. (For example, a "B+" becomes a "B" and so forth). Please note, the Hybrid section, missing an online post is equivalent to missing a class.

Please do not use cell phones or text during class. The first time I will warn you. After that I will simply ask you to leave class and you will be marked down as absent. Coming to class unprepared with require or due materials is also an absence since you are unable to participate in the day's class.

### **Papers and Assignments**

All papers, except the Final Research Paper Portfolio should be single spaced. All works should always be typed. Besides the rough and final drafts of a 10 page minimum research paper in MLA or APA Citation Style, three shorter paper assignments are required for you to receive credit for this course. Throughout the quarter, you will be required to meet various due dates and checkpoints (evidence of research done to that point). **Failure to meet the "Mandatory Checkpoint" will result in no credit for the course.**

### **Grades**

- Homework Exercises- **20% OF FINAL GRADE POINTS** - writing activities online and in class are graded for completion or non-completion points.

- Peer Review Sessions-**5% OF FINAL GRADE POINTS** - guided feedback by peers for each major assignment and paper.
- Prospectus- **5% OF FINAL GRADE POINTS**- a detailed proposal and plan of your research project.
- Counter Argument or Alternative Perspective Paper (a 2-3 page single-spaced paper that explores a unique perspective or potential objections to claims you might want to make in your larger research paper): **10% OF FINAL GRADE POINTS**
- Annotated Bibliography (includes an evaluation of 8-10 sources, abstract and key terms list in proper APA or MLA citation): **10% OF FINAL GRADE POINTS**
- Synthesis Paper (an early 3-4 page single-spaced draft of the final research paper): **15% OF FINAL GRADE POINTS**
- Research Blog- Weekly Research Process Journals of 400-800 words each for 8 weeks total and 2 comment sessions total to peers: **10% OF FINAL GRADE POINTS**
- Final Research Paper Portfolio (10 page double spaced research paper and a collection of all major assignments in their most revised state): **25 % OF FINAL GRADE POINTS**

To figure out your grade at any time, simply divide the total points you have earned by the total points you have submitted to that point. I use standard percentage markings:

94-100	A	87-89	B+	77-79	C+	67-69	D+
		84-86	B	74-76	C	66-60	D
90-93	A-	80-83	B-	70-73	C-	below 60	F

For more information on Grading Policies and Procedures and other grade designations such as Incompletes, Withdrawals, and Hardship withdrawals, please consult the following link: [http://bellevuecollege.edu/policies/3/3000\\_grading.asp](http://bellevuecollege.edu/policies/3/3000_grading.asp)

**Evaluation and the Quality of Student Work-All** major assignments and their accompanying rubrics/grading scales explaining what constitutes the above grades or quality of work that earns these grades will be provided on Canvas. An up to date Gradebook is provided in Canvas as well.

**Always allow me at least a week to grade, comment and return any major paper or assignment.** I will not comment on every piece of writing you do for this course. Because of the sheer volume of work we do in this class I will comment on various sections of your drafts that we are focusing on in class at the time. For example, if we are working on Academic Introductions, I will most likely have you submit these on Canvas and comment just on this particular part of your paper. If we are focused on strong thesis statements, I will respond to the thesis statement you submitted.

While I understand the reality of grades, I'd like students to be motivated to write beyond being evaluated by their instructor or getting a certain GPA. Doing so tends to produce better writing.

**Plagiarism:** Should you use another's words or ideas and represent them as your own, you are plagiarizing. Should you get help with your writing to such a degree that it, in any part, is no longer your own; then, too, you are plagiarizing. If you resubmit a past work of yours and pass it off as new work, this is called collusion, also another form of academic dishonesty and plagiarism. Plagiarism is grounds for failing the course, and possibly for dismissal from school. Please consult your BC handbooks for suggestions on how to avoid these rather dire consequences. Please note that our Canvas site will use "Turn It In" which is an anti-plagiarism technology that helps both instructors and students be aware that there may be issues of citation in submitted work. The BC Writing Lab has a helpful link to regarding how to avoid plagiarism and best practices as researchers:

<http://bellevuecollege.edu/asc/writing/essays-guides/documents/plagiarism.pdf>

### **Student Code at Bellevue College**

"Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Vice President of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services." The Student Code, Policy 2050, in its entirety is located at: [http://bellevuecollege.edu/policies/2/2050\\_Student\\_Code.asp](http://bellevuecollege.edu/policies/2/2050_Student_Code.asp)

### ***Additional Items of Concern***

**Accommodation and DRC resources:** If you require accommodation based on a documented disability, have emergency medical information to share, or need special arrangements in case of an emergency evacuation, please make an appointment with me as soon as possible. If you like to inquire about becoming a DRC student you may call 425-564-2498, check their website (<http://bellevuecollege.edu/drc/>) or go in person to the DRC (Disability Resource Center) is temporarily located this quarter in L-100 of the LMC (Library Media Center). The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc., please meet with your individual instructors to develop a safety plan within the first week of the quarter.

**Time Commitment:** College work is difficult and time-consuming. For college-level work, you should expect two hours of homework for each hour spent in the classroom. So, for a 5-credit course, that's 5 hours a week in class plus ten hours of homework for a total of fifteen hours of work a week. Keep in mind, with a writing class, this can be more. If you feel other obligations (family, employment, sports, performance arts, etc.) will cut into your attendance and/or performance in class, consider taking ENGL 201 when you can devote the necessary time.

**FERPA and Confidentiality-** Students are expected to take an active responsibility in their own education and assessment process. Under federal law, I cannot discuss your academic progress, attendance, or even your enrollment in my class with anyone other than you. Instead of a hindrance, I see these guidelines as a means of fostering a professional academic relationship with students, a relationship necessary for true education. For further reading on the Family Educational Rights and Privacy Act (FERPA), go to <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

### **Public Nature of the Course & Civility Statement**

Because we are in a college setting, students should expect to encounter opinions or beliefs that may be different than their own. While, I won't encourage avoiding any difficult topic or situation, I will not allow students to be excluded or made to feel they are in a hostile learning environment because of their race or ethnicity, religion, class status, or gender. Whether online or face-to-face, I require in this course we cultivate and practice a community of mutual respect. This begins by address one another by their first names in person, online or by email, keeping with a respectful tone in public or private communication despite any frustrations you may feel, and listening to one another. Any student who creates a hostile environment online or in class will be asked to leave the class.

**Research Network or Clusters-** A few weeks into the quarter, students will be grouped into groups of 3-5 in what we will call a Research Network or Research Cluster. You will meet in these groups often, hopefully creating a productive cohort of fellow researchers where you can check in weekly and share and exchange about your findings, successes and failures in research. My hope is that in doing so, you produce better research.

### **Affirmation of Inclusion Statement**

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. <http://bellevuecollege.edu/about/goals/inclusion.asp>

**How to communicate with me, your instructor:** I am interested in helping you do as well as you want in this class. If you're having difficulty, speak to me about it. If life interferes with school, as it has a habit of doing, let me know. If you show me that you're concerned with doing good work in this class, I'll do what I can to help you around those obstacles.

While, I always prefer meetings in person with students when you have questions or concerns, I will make myself available by email and phone as well to be flexible. While, I do have a mailbox in R230, I may not always get a note before class. I'd prefer you simply email me if you missed a class. I teach 3 sections of ENGL 201 per quarter so please note in the heading of your email mention the section you are in when communicating with me. All students should use their BC emails to communicate and not a personal one (like Gmail, Yahoo, etc). While you are welcome to leave a voice message for me, sending an email through our class Canvas site or MyBC email will likely be received just as quickly.

All students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to MyBC and Canvas. To create your account, go to: <https://bellevuecollege.edu/sam>.

BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the Computing Services website.

About **Canvas**— Bellevue College just transitioned to a new Learning Management System/ Online Learning technology called, Canvas. As time goes on, we'll work out the kinks and nuances of the system. However, if you need help or assistance, I ask that all students review our **Canvas Help website** before 9.24.13: <http://bellevuecollege.edu/canvas/>.

**Every week day (M-F) I will post new tasks/assignments.** You will always have no less than 48hrs to complete these tasks. The deadline to post these tasks/assignments will always be by 11:59pm on the due date designated. Often you'll need to be reading/drafting/ researching independently, so it is especially important to check "Announcements" each day before our next class. Often I will post whatever we will be working on in class to this space so that you have electronic copies and that we are supporting the college's campus wide sustainability initiative.

Students will need to meet posting deadlines for assignments using Canvas. Students' activity is logged and tracked online. I'll run reports periodically for individual students during the quarter to see if there are any correlations between course success and time spent online for class.

**For "face-to-face" sections that meet daily (M-F) using Canvas**—I encourage you to email a concern before class the next day or simply address it the next day in person if it can wait. Do, however, know, I won't be online constantly. I will check email and Canvas



between the hours of 8am and 5pm regularly. If you email myBC or ask a question in Canvas allow me 24 hours to answer, and 48 hours if it's over the weekend. I do not "edit" or do additional commenting for students over email outside of the very structured feedback that I already provide for each major writing project as this is a large time commitment. The goal is to get students to have the initiative and begin having insight into their work so that they become less dependent on the teacher to motivate them to write. I am, however, happy to schedule a conference to address concerns or questions over a draft or exercise of yours that can't be answered in class. My goal is to provide lots of support to you while challenging you as writers and researchers.

## **Public Safety**

The Bellevue College (BC) Public Safety Department's well trained and courteous non-commissioned staff provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week. Their phone number is 425.564.2400. The Public Safety website is your one-stop resource for campus emergency preparedness information, campus closure announcements and critical information in the event of an emergency. Public Safety is located in K100 and on the web at: <http://bellevuecollege.edu/publicsafety/>

## **Other Helpful Websites:**

- Academic Success Center – Reading Lab- <http://bellevuecollege.edu/asc/reading/>
- Writing Lab- <http://bellevuecollege.edu/asc/writing/>
- Technology Help Desk- <http://depts.bellevuecollege.edu/helpdesk/students/>

## **Final Exam Schedule**

- #1151- B on Wednesday, 12.11.13 from 7:30-9:20am
- #1153- D on Monday, 12.9.13 from 9:30-11:20am
- #1159- H on Monday, 12.9.13 from 11:30am-1:20pm.

We'll meet in our regular classroom during the final exam time.

For more info consult: <http://bellevuecollege.edu/courses/exams/>

## **Academic Calendar**

The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

- **Enrollment Calendar** – <http://bellevuecollege.edu/enrollment/calendar/deadlines/>. On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
- **College Calendar** - <http://bellevuecollege.edu/enrollment/calendar/holidays/0910.asp>.

This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.



**ENGL 201 The Research Paper Syllabus Schedule**

**Fall 2013**

**Martinez**

<b>Weeks</b>	<b>Discussion/In-class</b>	<b>To Do/ Homework</b>
<p>One</p> <p>September 23-27 Class begins</p>	<p>Welcome &amp; Course Introduction</p> <p>Lecture/Activities on Critical Reading and Analysis</p>	<p><b>Review Syllabus &amp; Schedule</b></p> <p>Canvas Quiz on Syllabus 9.25.13.</p> <p>Loop Writing</p> <p>Blog Set up and Intro entry 1 due by 9.29.13 online in Canvas</p> <p>* Weekly Blog entries will always be due each Sunday night by 11:59pm to Canvas by resubmitting your latest entry via Blog URL.</p>
<p>Two</p> <p>September 30-October 4 * Class will not meet regularly on Oct. 3 &amp; 4. I will assign work in your research topic clusters on these dates. More info to follow.</p>	<p>Introduce the Research Prospectus and Annotated Bibliography assignments.</p>	<p><b>Draft of Prospectus due by 10.4.13</b></p> <p>Choose Research Topic Clusters.</p> <p>Frame and Lens intro.</p>
<p>Three</p> <p>October 7-11</p>	<p>Thesis Development and Argumentation.</p>	<p><b>Annotated Bibliography draft (3-5 sources) due by 10.7.13</b></p> <p>Counter Argument/ Alternative Perspective(s)</p> <p>Essay #1 assigned 10.8.13</p>

<p>Four</p> <p>October 14-18</p>	<p>Library Orientation Week and Gathering a range of sources</p>	<p>Writing due:  <b>Counter Argument Essay #1 on 10.14.13</b> draft due for <b>Peer Review Session 1</b>.</p> <p><b>Final draft of Counter Argument Essay due 10.21.13.</b></p>
<p>Five</p> <p>October 21-25  No class October 23,  College Issues Day</p>	<p>Working with Counter Evidence and Examining the Assumptions of researchers/writers.</p> <p>Introduction to Fieldwork Methods- a range of evidence.</p> <p>IRB Form and Ethics readings</p>	<p><b>Mandatory Progress Checkpoint on 10.25.13</b></p> <p><i>Important:</i> Students who fail to have items turned in and complete on this day will not be able to continue on with the remainder of the course.</p> <p><b>Synthesis Essay assigned on 10.25.13</b></p>
<p>Six</p> <p>October 28-November 1</p>	<p><b>Peer Review Session 2</b></p>	<p><b>Surveys, Interviews, and Observations/Field notes activities due 11.1.13</b></p>
<p>Seven</p> <p>November 4-8</p>	<p><b>Descriptive Outline Exercise</b></p> <p>Read: OWL Purdue website by 11.4.13 for Group Citation Activity</p>	<p><b>Synthesis Essay #2-</b> Peer Review on 11.6.13. This essay is an early, evaluated draft of your final essay where you are incorporating at least 4-5 of your sources already). Minimum length must be at least ½ of the final required length (=5-6 pages double) Final draft due by 11.18.13.</p> <p>Readings on “re-visioning the large research project.”</p>

<p>Eight</p> <p>November 11-15 No class November 11, Veteran's Day</p>	<p>Synthesizing drafts</p>	<p><b>Synthesis Essay #2, Final draft due 11.18.13</b> in Canvas.</p>
<p>Nine</p> <p>November 18-22</p>	<p><b>Rhetorical Grammar &amp; Style Workshop</b></p>	
<p>Ten</p> <p>November 25-29 Thanksgiving, No classes 28-29.</p>	<p><b>Group Peer Review Sessions</b></p>	<p>Read Student Final Paper Portfolio Examples</p>
<p>Eleven</p> <p>December 2-6</p>	<p><b>Final Research Paper Portfolio</b> (all major assignments collated and put together in a portfolio, including a Final Draft with Proper Citations of your Research Paper all <b>due 12.6.13 in person and in Canvas.</b></p>	<p>We'll begin Student Presentations of your Research Blogs.</p>
<p><b>Finals Week</b></p> <p>December 9-13 Quarter ends December 11</p>	<p>We will meet a last time on our assigned final exam time. I will return your final projects at this time with final course grades. Any unfinished student presentations will be wrapped up on this day.</p>	<p>TBA final exam meeting time. * We don't have a final exam in this class, but we are required to meet during our designated Final Exam time provided by the college.</p>
<p><b>* As always, these schedules are tentative and subject to revision.</b></p>		

\*\* Note: additional details and any updates to the schedule or assignment deadlines will be made on Canvas and to Assignments places there.

