

## ENGLISH 201: The Research Paper



Spring 2013

**Instructor: Natalie A. Martinez**

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Office Hours: 10:30-11:30am daily in R230 or by appointment.

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

### Section(s):

- #1130- HYE (hybrid) meets in person *only* TTH 8:30am-9:20am in D-274 and online in Canvas.
- #1131- B meets in person daily M-F 9:30am-10:20am m in R-305.
- #1137- E meets in person daily M-F 11:30am-12:20pm in L-210.

**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 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 hard copy of your work **in person on the day they are due, unless specified otherwise, wherein, we'll submit using our Canvas site. Please do not email me your work.** "Hybrid Section students" will be submitting all work projects online using Canvas's "Assignments" function.

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 me before the beginning of our class to confirm you completed the work on time, but you must print a copy and bring it to the next class you attend. "Hybrid section" students should use the Message function on Canvas, whereas, the "face-to-face" Daily section should use my BC email address to do so. 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. In addition to the rough and final drafts of a 10-12 page 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**
- Peer Review Sessions- **5% OF FINAL GRADE POINTS**
- Prospectus- **5% OF FINAL GRADE POINTS**
- Counter Argument or Alternative Perspective Paper: **10% OF FINAL GRADE POINTS**
- Annotated Bibliography: **10% OF FINAL GRADE POINTS**
- Synthesis Paper (early draft of final research paper): **15% OF FINAL GRADE POINTS**
- Research Blog- Weekly Research Process Journals (1 per week) and 4 comment sessions to peers: **10% OF FINAL GRADE POINTS**
- Final Research Paper Portfolio (collection of all major works done): **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, 90-93% = A-, 87-89% = B+, 84-86% = B, 80-83% = B-, and so on.**

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.

**Always allow me at least a week to grade, comment and return major paper assignments.** I will not comment on every single piece of writing you do for this course, but I will comment on at least one draft per unit. I'd like students to be motivated to write beyond being evaluated by their instructor or getting a certain GPA.

**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**

"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) reception area in B-132. 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.

**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). Hybrid sections should use Canvas for these types of communications as well. Daily sections should use their MyBC email. While you are welcome to leave a voice message for me, sending an email through Canvas or MyBC email will be received immediately in Outlook on my phone and may be just as fast.

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. 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.

**For “hybrid section” (TTH) using Canvas—** As you know our class is online when we are not meeting face to face on Tuesdays and Thursdays. 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 4.4.13: <http://bellevuecollege.edu/canvas/>.

**Every Monday, Wednesday, and Friday at 8 a.m. 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. Mondays, Wednesdays, and Fridays are the days you'll need to be reading/drafting/researching independently, so it is especially important to check “Announcements” on these days.

Online classes that are *asynchronous* simply mean that we are not meeting online in “real-time” or a specific required time all together simultaneously. It’s more flexible. However, students still need to meet posting deadlines for assignments within a designated time frame. 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. 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 over their own work 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 work 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**

- #1130- HYE -Thursday, June 13, 2013 from 7:30am-9:20am.
- #1131- B -Friday, June 14, 2013 from 9:30am-11:20am.
- #1137- E -Friday, June 14, 2013 from 11:30am-1:20pm.

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.

<b>Weeks</b>	<b>Discussion/In-class</b>	<b>To Do/ Homework</b>
One		

April 1-5 Class begins 4.1.13	Welcome & Course Introduction  Lecture/Activities on Critical Reading and Analysis	<b>Review Syllabus &amp; Schedule</b> Quiz on Syllabus 4.5.13. Loop Writing Blog Set up and Intro entry 1 due by 4.7.13 online in Canvas for HYE and Daily. * Weekly Blog entries will always be due each Sunday night by 11:59pm to Canvas by resubmitted your latest entry via Blog URL.
Two  April 8-12	Introduce the Research Prospectus and Annotated Bibliography assignments.	<b>Draft of Prospectus due</b> by 4.11.13 Choose Research Topic Clusters. Frame and Lens intro.
Three  April 15-19	Thesis Development and Argumentation.	<b>Annotated Bibliography draft</b> (3-5 sources) due by 4.18.13 Counter Argument/Alternative Perspective(s) Essay #1 assigned 4.18.13
Four  April 22-26	Library Orientation Week and Gathering a range of sources	Writing due: <b>Counter Argument Essay #1 on 4.24.13</b> draft due for <b>Peer Review Session 1</b> .  <b>Final draft of Counter Argument Essay due 5.1.13.</b>
Five  April 29-May 3	Working with Counter Evidence and Examining the Assumptions of researchers/writers.  Introduction to Fieldwork Methods- a range of evidence.	<b>Mandatory Progress Checkpoint on May 3<sup>rd</sup>.</b>  <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. <b>Synthesis Essay assigned</b>
Six  May 6-10	<b>Peer Review Session 2</b>	<b>Surveys, Interviews, and Observations/Field notes</b> activities due
Seven  May 13-17	<b>Descriptive Outline Exercise</b>  Read: OWL Purdue website by 5.13.13. Quiz on 5.14.13.	<b>Synthesis Essay #2-</b> Peer Review on 5.16.13. 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  Readings on “re-visioning the large research project.”

<p>Eight</p> <p>May 20-24</p>	<p>Synthesizing drafts</p>	<p><b>Synthesis Essay #2, Final draft due 5.24.13</b> in Canvas.</p>
<p>Nine</p> <p>May 27-31</p>	<p><b>Rhetorical Grammar &amp; Style Workshop</b></p>	
<p>Ten</p> <p>June 3-7</p>	<p><b>Group Peer Review Sessions</b></p>	<p>Read Student Final Paper Portfolio Examples</p>
<p>Eleven</p> <p><b>Finals Week</b></p> <p>June 10-14</p> <p>June 11- HYE section last meeting</p> <p>June 12- daily sections last meeting</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 June 12, 2013 in person and in Canvas.</b></p>	<p>We'll begin Student Presentations of your Research Blogs.</p>
<p>June 13- HYE final exam day</p> <p>June 14- Daily sections final exam day</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>* As always, these schedules are tentative and subject to revision.</p>		