

ENGLISH 201: The Research Paper

Fall 2011

Instructor: Natalie A. Martinez

Room: A 240

Email: natalie.martinez@bellevuecollege.edu

Office: R230 (mailbox)

Tel: 206 930 1156- cell

Office Hours: M-TR 11-Noon available online, in person on campus, or also by appointment.

Sections:

Item #1140- Section A, 7:30am-8:20am daily (M-F) in A 240.

Item #1144- Section HYA (hybrid), 9:30am-10:20am, M & W face-to-face in A 240

Item #1145- Section HYB (hybrid), 9:30am-10:20am, T & TR face-to-face in A 240

Required Textbook: Brenda Spatt's, "Writing From Sources" (Eighth Edition) ISBN: 978-0-312-60290-1

Recommended Textbook: For face-to-face daily section: Diana Hacker & Nancy Sommers, "A Writer's Reference" (Seventh Edition). ISBN: 978-0-312-60143-0; For hybrid sections- Diana Hacker & Nancy Sommers, "A Writer's Reference for Online Learners" (Seventh Edition). ISBN: 978-0-312-55199-5

Other requirements: Access to MyBC Email Account (all ENG 201 sections) and Blackboard (for hybrid sections only); 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 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:

- An objective summary of college-level material which identifies primary and supporting assertions
- An evaluation of different types of evidence (i.e., tone/diction, logical reasoning)
- A synthesis of source material with own writing
- An original and clearly supported thesis
- Proper in-text citations and works-cited page
- A breadth of varied primary sources which demonstrates a familiarity with library research skills

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 and the assignment handouts given for any major assignment. For the "face-to-face" section A, that meets daily Monday-Friday, I will accept papers in person on the day they are due. Hybrid sections, HYA and HYB, I will have you post almost all of your work online the date due as specified on the syllabus schedule and major assignment handouts. I'll accept nothing after that time unless specific arrangements are made with me **before** the class in which it is due. I'll permit such an arrangement only once.

I will outline the guidelines for each assignment in class and on the handout.

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 by a letter grade. If the pattern continues I will ask to speak to you individually and we will address the issue. For hybrid students, a missed deadline counts as being tardy in class.

Absences

Those with greater than (4) ABSENCES, receive NO CREDIT for the course. Every (2) absences will affect your final grade by a full grade point. Also, please turn off cell phones or PDAs during class. If this continues to be a distraction during our class, I will ask you to leave class.

Papers and Assignments

All papers, except the Annotated Bibliography and Prospectus, must be double-spaced. All works should always be typed or computer-generated. In addition to the rough and final drafts of an 8-10 page research paper, 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

- Descriptive Outline, Research Prospectus, and Oral Presentation (Hybrid sections will present in Blog portfolio form; Face-to-Face- a PowerPoint presentation).
10% OF FINAL GRADE POINTS
- Counter Argument: **10% OF FINAL GRADE POINTS**

- Annotated Bibliography: **20% OF FINAL GRADE POINTS**
- Synthesis paper: **20% OF FINAL GRADE POINTS**
- Peer Review Session and Reflection on Process Journals (1 per week): **10% OF FINAL GRADE POINTS**
- Final Research Paper and Portfolio (collection of all major works done): **30% 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.

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. I'd like students to be motivated to write beyond being evaluated by their instructor or getting a certain g.p.a.

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. 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. <http://www.bellevuecollege.edu/writinglab/Plagiarism.html>.

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 564-2498, check their website (<http://bellevuecollege.edu/drc/>) or go in person to the DRC (Disability Resource Center) reception area in the Student Services Building.

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, nor 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.

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 the 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 teach early before the office is open, and may not get a note before class. I'd prefer you simply email me if you missed a class. In the most dire cases, you may call the phone number listed with my contact number.

For the "face-to-face" section that meets daily, 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. To be reasonable, if you email or ask a question in the MyBC discussion thread I open on our class page for your questions, allow me 48 hours to answer, especially if it's over the weekend.

For the "hybrid" sections of ENG 201, I will be communicating with you at a minimum 2-3 times a week via our Blackboard Announcements. This should always be the first place you check when you log onto our course Blackboard site. I will also open a specific discussion board space for labeled, "Questions for Natalie." You can email me, but I'd highly prefer questions about the course always posted in this space, as your peers may benefit from you asking them. Please reserve the emails for personal matters you do not want to discuss online, but that is relevant to the class.

Quarter Schedule

Instructor: N. Martínez // ENG 201: The Research Paper// Fall Quarter 2011

ENG 201 Sections: #1140 Section A; 7:30am-8:20 daily, M through F (face-to-face)

1144 Section HYA (hybrid= online +face-to-face); 9:30am-10:20am M,W (in person).

1145 Section HYB (hybrid= online +face-to-face); 9:30am-10:20am T,TR (in person).

- Note: Hybrid sections should check Blackboard Announcements the days they are not meeting in person. For example, M,W face-to-face HYA section, I'll always post our online work before 9:30am T,TR for you. And for T,TR HYB section, you can expect the same from me on M,W before 9:30am. I will keep this consistent so that it becomes a practice for us. The Hybrid sections are asynchronous. This means we will not meet online in "real time." Instead you simply have to complete the online tasks/activities by the deadline given in the directions, which will be never be less than 24 hours. More details for hybrid sections and "netiquette" and online civility will be provided in the syllabus and on Blackboard
- All assignments completed by students shall be posted to the Discussion Board specific to the assignment and the section day listed for when they meet. (For example, M,W hybrid students will post in the same discussion space, and T,TR hybrid students will post in their own). As a practice, always cut

and paste the contents of your word document into the message or text box and then also attach the document before you hit post.

- We will always have the posting deadline before 11:59pm for whatever day it's due. This will not vary.

Weeks	Discussion/In-class	To Do/ Homework
One Mon 9.19.11 – Thurs 9.22.11	Welcome & Course Introduction Lecture/Activities on Critical Reading and Analysis Read Ch. 1 on Reading for Understanding by 9.22.11.	Review Syllabus & Schedule Quiz on Syllabus day two Get to Know You Letter due by 9.22.11. Hybrid sections please post online under designated Discussion Thread on Blackboard. Face-to-Face daily section. Bring a hard copy to class.
Two Mon 9.26.11 –Thurs 9.29.11	Introduce the Research Prospectus and Annotated Bibliography assignments. Read Ch. 2 and 3 by 9.26.11; Ch.4 by 9.28.11	Draft of Prospectus due by 9.28.11 for M, W and daily sections and 9.29.11 for T,TR
Three Mon 10.3.11 – Thurs 10.6.11	Thesis Development and Argumentation. Read: Ch. 5 by 10.3.11	Annotated Bibliography draft (3-5 sources) by 10.5.11 for M,W and daily sections. 10.6.11 for T, TR sections. Counter Argument Essay #1 assigned
Four Mon 10.10.11- Thurs 10.13.11	Library Orientation Week and Gathering a range of sources Read: Ch. 6 by 10.12.11; Ch. 7 by 10.14.11; Ch. 8 by 10.17.11.	Writing due: Counter Argument Essay #1 on 10.10.11. Hybrid sections post online in discussion board designated in Blackboard. The Face-to-Face daily section please bring 2 print copies of Essay #1 to class.

<p>Five</p> <p>Mon 10.17.11-Thurs 10.20.11</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>Mandatory Progress Checkpoint on 10.20.11</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>Six</p> <p>Mon 10.24.11-Thurs 10.27.11</p> <p>No Classes@ BC on 10.26.11.</p>	<p>Peer Review Sessions</p> <p>Read: Ch. 9 & 10 by 10.24.11</p>	<p>Surveys, Interviews, and Observations/Field notes activities due 11.2.11</p>
<p>Seven</p> <p>Mon 10.31.11- Thurs11.3.11</p>	<p>Descriptive Outline Exercise</p> <p>Read: Skim Ch. 11; Ch. 12 and OWL Purdue website by 11.2.11. I'll quiz students on Ch. 12.</p>	<p>Synthesis Essay #2- 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) due by 11.7.11</p> <p>Readings on “re-visioning the large research project.”</p>
<p>Eight</p> <p>Mon 11.7.11-Thurs 11.10.11</p> <p>11.11.11 Veteran’s Day</p>	<p>Conference Week – students will attend scheduled meeting time during our usual class meeting times. A missed conference is an absence. I cannot reschedule these.</p>	
<p>Nine</p> <p>Mon 11.14.11- Thurs 11.17.11</p>	<p>Synthesizing drafts and feedback;</p> <p>Rhetorical Grammar & Style Workshop</p>	
<p>Ten</p> <p>Mon. 11.21.11- Thurs 11.25.11</p> <p>Thanksgiving (no class) 11.24.11 or 11.25.11</p>	<p>Group Peer Review Sessions 11.21.11 & 11.22.11.</p> <p><i>Thanksgiving Break</i></p>	<p>Read Student Final Paper Portfolio Examples</p>
<p>Eleven</p> <p>11.28.11- 12.1.11</p>	<p>Final Research Paper Portfolio (all major</p>	<p>We’ll begin Student Power</p>

	assignments collated and put together in a portfolio, including a Final Draft with Proper Citations of your Research Paper all due 11.30.11	Point Presentations (Face-to-Face)/Blogs (hybrid sections) of your quarter Research Process
Twelve Dec 5-7	Finals Week 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.	TBA final exam meeting time. * We don't have a final exam in this class, but we are required to meet on this day.
* As always, these schedules are tentative and subject to revision.		