

ENGLISH 201 – The Research Paper

Winter, 2015
11:30 – 12:20 M-F
Room R310

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Office Hour: 8:30 – 9:20 M-F

Textbooks: *The Little, Brown Handbook* (11th ed.) Fowler, Aaron

COURSE DESCRIPTION

Structure

This course is designed to take you step by step through the process of writing a major research paper. We will break this process 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 and previously published writing. We will learn to use various research tools, including those located in the library as well as online locate relevant resources. Once material is located, you will be introduced to methods for reading and effectively evaluating it. You will also be introduced to effective note-taking strategies, methods of constructing and organizing a bibliography, and proper source citation. The final paper will present evidence of your ability to summarize and critically analyze outside material while synthesizing it to effectively support a clear and engaging original thesis.

Content

It's been said before: You get out of this experience what you put into it. At its heart, this course is about exploiting resources: hunting down, identifying, analyzing and then extracting information that helps you develop an informed position which you then attempt to persuade your audience to adopt. Your success in this class depends upon the degree to which you make use of your resources. My job is to cultivate some independent thinking and confidence in your own judgment. Your job will be to add insight to an ongoing investigation of your self-selected topic. You will be limited only by certain academic conventions and your own imaginations.

COURSE POLICIES

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

This is not a "Warm Body" class -- one of those classes which you attend half conscious, take the occasional note and leave after fifty minutes. Because we'll be trying to do too much in too little time, we'll need to divide the workload equally; 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, then another class may more suit your expectations. What follows are our course policies. While they *seem* somewhat rigid and daunting, they will soon fade to the background while making your work easier. These policies serve to keep all involved on task, on schedule and attempt to keep stress and related neurosis to a minimum.

Communicating with Your Instructor

I will address you by your first name unless requested to do otherwise. When addressing me in person, you are invited to call me Jeffery, Mr. White or Professor White, whichever you are the most comfortable with. "Dude," "Yo," "Hey," etc. are not effective terms of address.

When communicating with me via email, I will expect the following format: an opening salutation, followed by the content of your message and concluding with your name and course number. I will not respond to written communication that does not follow these conventions. Should you send me an assignment via email, request an acknowledgement to insure its arrival in my mailbox.

Late Assignments

All assignments are due in class on the specified date. I will accept papers either in person or in my mailbox until 12:30 p.m. on the day they are due. (You take your own chances with *Checkpoints* or other assignments that are confirmed in person.) 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.

Not surprisingly, you will need to execute nearly all of your work according to specific guidelines. Work that doesn't meet these guidelines will be evaluated accordingly. I outline the guidelines daily in class, each day supplementing the previous. Most often the first five to ten minutes are crucial to work that is to follow. If you want the information, be there when it's given or cultivate a friendship with a member of class who takes good notes.

Tardiness

You're tardy if you're more than five (5) minutes late for class. I will allow you to be tardy three (3) times. For every time that you're late after that, you risk forfeiting one (1) final grade point. Walk into class late ten (10) times, and you'll receive no credit for the course.

Absences

1. Miss the first week of class: no credit.
2. Students who miss fewer than 5 classes receive a 1-5 point bonus on their final grade. You forfeit 2 final grade points for each absence over four.
3. **TEN ABSENCES, NO CREDIT.**
4. As stated above, you'll need to get missed information from another class member. I will supply you with any missed handouts provided you know which they are.
5. Those with exceptional circumstances should speak to me in person **BEFORE** those circumstances affect their attendance record.

Papers and Assignments

All papers must be double-spaced and typed or computer-generated. In addition to the rough and final drafts of an 8-10 page research paper, three shorter papers (2-3 pages, one of which may be revised and resubmitted) are required for you to receive credit for this course. Throughout the quarter, you will be required to meet various *Checkpoints* (evidence of research done to that point). For each "Paper Checkpoint" met, you receive 2 points; failure to meet a "Paper Checkpoint" results in a loss of two points from your overall grade points. Also, those without drafts on paper checkpoint days will be excused to go work on them and receive an absence for that class. **Failure to meet "Mandatory Checkpoints" will result in no credit for the course.**

Grades

1. Descriptive Outline, Summary Outline, All Paper Checkpoints, and your Oral report receive either a minus (-): 1 point; a check (□): 2 points; or a plus (+): 3 points (bonus) **10% OF FINAL GRADE POINTS**
2. Summary paper: **10% OF FINAL GRADE POINTS**
3. Critical Analysis paper: **20% OF FINAL GRADE POINTS**
4. Synthesis paper: **20% OF FINAL GRADE POINTS**
5. Preliminary Review of Research: **20% OF FINAL GRADE POINTS**
6. Final Research paper: **20% OF FINAL GRADE POINTS**

For those of you interested in keeping score: There are 200 possible grade points (excluding bonus points). A score below 120, 60% of 200, represents a failing grade. With the exception of the Summary paper, all scores translate directly as final grade points (for instance, if you get a 32 on your Synthesis paper, you receive 32 final grade points). To calculate grade points for your Summary paper, divide the scores that appear on your paper by two. **However**, avoid converting your number grade to a letter grade through percentages. Your final grade is based on the **total** of your paper points as well as points awarded for meeting other requirements. An average of a **B** (32) on your papers does not mean that you will receive a **B** as a final grade. You also receive points simply for doing some assignments (checkpoints) regardless of the quality of that work. And there is ample opportunity to receive bonus points for attendance, rewrites and exceptionally well executed checkpoints.

Total Grade Points translate to letter grades in the following manner:

193-200 = A	177-184 = B+	153-160 = C+	129-136 = D+
185-192 = A-	169-176 = B	145-152 = C	120-128 = D
	161-168 = B-	137-144 = C-	

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, are you plagiarizing. Plagiarism is grounds for failing the course, and possibly for dismissal from school. Please consult your Little, Brown Handbook for suggestions on how to avoid these rather dire consequences.

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 the DRC as soon as possible. If you are a student with a documented autism spectrum disorder, there is a program of support available to you. 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.

The DRC office is in B132 or you can call their reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. . . . Please visit their website for application information into our program and other helpful links at www.bellevuecollege.edu/drc

Affirmation of Inclusion

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://www.bellevuecollege.edu/policies/id-4000/>

Student Code

You will be expected to abide by the BC “Student Code” outlined in brief in the paragraph below. Please be aware that I take the expectations for attendance, tardiness (explained above) and mobile phone usage very seriously. **Phones must be silenced and remain out of sight during class time.** Should you need to record information, I suggest you do so on paper and transfer to your phone after class. **Should you fail to adhere to this mobile phone, I will give you one verbal warning followed by a written warning. After that you will be dismissed from class until you have met to discuss the matter with the Dean of Students.** I am willing to discuss individual exceptions to the above should your circumstances require.

“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://www.bellevuecollege.edu/policies/id-2050/>

A FINAL NOTE: 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. Communication is the key here. Keep me informed of your circumstances, and you should do fine. Talk to me after things fall apart, and there will be little that I can offer beyond my sympathy. It will also benefit you the read the Arts and Humanities "Student Procedures and Expectations" page located here:

<http://www.bellevuecollege.edu/artshum/student-information/>