



## English 201 – The Research Paper Tentative Syllabus

Winter 2015

**INSTRUCTOR:** James Torrence  
**OFFICE PHONE:** (425)564-2168  
**OFFICE:** R-230-S  
appointment

**EMAIL ADDRESS:** Please e-mail me via Canvas

**OFFICE HOURS:** TWT 5:30-7:30, or by

### Course Outcomes

Students who successfully complete this course will develop:

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

### How Outcomes will be met

Your assignments for this class parallel the writing process:

#### **A. Pre-writing/Idea Generation**

1. Conduct your research.
2. Read the texts relevant to your research project deeply and thoroughly. If you do not come away from these texts with a new awareness or insight of some sort, you have not engaged with them.
3. Use weekly journals and other assignments as a pre-writing, idea generation activity. Your purpose is to engage in an academic discourse about our texts that helps further understanding in some fundamental way.

#### **B. Draft an Argument/Essay**

4. Develop your own insight, message or understanding and teach us that new insight, message or understanding in formal academic essays.

#### **C. Solicit Feedback/Provide Feedback**

5. Share your essay and provide feedback to your peers on their essays in a peer review exercise. The act of reviewing your peers helps you understand the academic genre and how it is supposed to impact readers. What you learn from reviewing your peers you can then apply to your own essay draft.

#### **D. Revise and Edit**

6. Revise and edit your essay. Use the writing lab. Find additional readers who can give you feedback. Listen to the feedback you receive on your rough draft and apply it to your final draft. If you are to become a good academic writer, you cannot be afraid to completely re-view (re-see) your whole argument and write the paper over basically from scratch. If you simply move a few paragraphs or ideas around and change a few words here and there, you are editing, not revising.
7. Submit a Final Essay

### Grading

#### **GRADED ASSIGNMENTS:**

- Final paper: 20%
- Weekly journal: 24%
- Short essays (three): 30%
- Annotated Bibliography: 10%
- Evaluations and other assignments: 16%

**GRADE SCALE:**

A	94-100%	C+	77-79%
A-	90-93%	C	74-76%
B+	87-89%	C-	70-73%
B	84-86%	D	66-69%
B-	80-83%	F	00-65%

**GRADE-RELATED POLICIES:**

In order to receive a passing grade for this course, you must complete all formal assignments before the last day of class.

Late Work: Assignments submitted after due date will lose 10 percent of their value per 24-hour period that they are late. I will not accept assignments that are more than three days late.

Extra Credit: There will be no extra credit assignments offered for this course.

Dropping a course: If you decide to drop a course, you are responsible for doing the required paperwork online or at the Student Services Center. Should you fail to do so, your name will appear on the final roster and your instructor will be required to assign a grade for you—in most cases, that will be an "F."

- Through the tenth day of the quarter, the dropped course does not become part of the transcript.
- After the tenth school day and through the end of the seventh week of the quarter, the "W" grade will become part of the student's transcript record, regardless of grade status at the time.
- No official withdrawal will be permitted after the start of the eighth week of the quarter.

HW (Hardship Withdrawal): HW indicates a withdrawal request made because of extenuating circumstances after the official withdrawal period is over and before the course has ended. The student must proactively contact the instructor to request this withdrawal option, or the faculty member may initiate the contact. Hardship withdrawals are only appropriate when extenuating circumstances (i.e. hardship) prevent the student from completing the course. HWs must be negotiated in advance.

I (Incomplete): An "I" grade indicates that the student has not completed specific prescribed requirements for a course, usually for unforeseen reasons beyond the student's control. The student is responsible for requesting the assignment of an "I" grade and for demonstrating why the "I" is appropriate. Granting the request and assigning the "I" grade is the prerogative of the instructor. If a student has performed at a passing level during the quarter but for some reason is unable to complete the course requirements, he/she may be assigned an "I" grade at the course instructor's discretion. Typically an "I" grade is appropriate when a student has successfully completed the entire course minus one required assignment.

In such cases, an "I" will be posted to the transcript when submitted by the instructor with a contractual form, which specifically indicates the work the student must complete to make up the deficiency and the date by which the deficiency must be resolved. Both the instructor and the student must sign the contract. The work for the course must be completed before the end of the next quarter (by the end of the following fall term if the "I" is given in the spring term), and an extension can be granted only with the instructor's approval. If the student fails to complete the designated assignment(s), an "F" grade will be posted.

<b>Books and Materials Required</b>
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**REQUIRED MATERIALS:** *The Little Seagull Handbook*, by Bullock, Brody & Weinberg (ISBN 978-0-393-93581-3)

Microsoft Word, MacWord or Open Office (software)

**RECOMMENDED TEXTS:**

*The American Heritage Dictionary*

*A Writer's Reference*, by Diana Hacker

*Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation*, by Lynne

Truss

## Instructor's Expectations

### **CLASS PARTICIPATION**

Because this is an online class, the way you communicate is critical to success. Though there is a somewhat subjective element to grading students' class participation and behavior, this is how I define them in an educational context:

- **An "A" student** takes leadership roles during group activities, consistently contributes to peers' learning, is not afraid to ask questions, respects others, completes work on time, and treats instructors with respect. *Score: 90%-100%*
- **A "B" student** is usually productive in class, willing to help others, respects peers and instructors, and completes most assignments on time. *Score: 80%-90%*
- **A "C" student** is passive during class-related activities, doesn't actively contribute but is responsive when addressed, respects peers and instructors but doesn't communicate proactively. *Score: 70%-80%*
- **A "D" student** is un-productive in class, tries to make others do all the work, distracts or annoys peers and instructors, degrades himself and/or others, or frequently submits work late. *Score: 65%-70%*
- **An "F" student** is counter-productive in class, tries to manipulate peers or instructors, verbally attacks peers or instructors, engages in any inappropriate behavior, degrades himself and/or others, or chronically submits work late. *Score: 0%-65%*

### **FORMAL ACADEMIC WRITING**

There are six things I look for when I am grading your writing. They are:

- 1. Content.** Most importantly, your ideas must be fully developed and express your own insight and analysis. The topic and thesis statement must be significant and clearly expressed. Basically, the paper as a whole should be interesting and substantial. Plagiarized material will earn you a "0" for the assignment in which it is found.
- 2. Citation.** Research writing is a collaboration between you and your sources, but academic ethics demand that we acknowledge our sources. Failure to do so is a form of plagiarism, a serious academic offense, which will invoke the Student Code (cited below). "Clearly acknowledging sources and documenting them correctly both in your text and in a works cited or references list at the end is a basic requirement of academic writing" (*The Little Seagull Handbook* 7). Moreover, effective academic writing will acknowledge multiple perspectives available to the serious researcher.
- 3. Organization.** Your essay should be ordered in logical steps, which remind me that your mind is at work behind the essay. The organization of the essay should reveal a sense of symmetry, beginning with an introduction and ending with a conclusion. Please do NOT structure your essay as a list. Please DO organize it as a logical sequence of related concepts or insights. Your paragraphs should be properly developed (typically 4 to 8 sentences) and should be linked with transitions. Overall, the structure of the essay should be coherent, cohesive, and clear.
- 4. Expression.** Your sentences should be forceful, but not monotonous. Your language should be appropriate (not slang), precise (not vague), and efficient (not wordy). Your tone should complement the subject, distinguish the writer, and define the audience.
- 5. Mechanics.** Use proper grammar. Use proper syntax. Avoid punctuation, spelling, or usage errors.
- 6. Format.** Use 10-point font. Use the standard document design discussed in *The Little Seagull Handbook*, pp. 31-33.

\*\*\*\* *As a final note, please remember that your assignments need to be submitted in a professional manner and on time. Late papers lose 10% of their point value for every day late and will be graded at the end of the quarter.*\*\*\*\*

## 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/>

## Division Statements

### **Values Conflicts**

Essential to a liberal arts education is an open-minded tolerance for ideas and modes of expression that might conflict with one's personal values. By being exposed to such ideas or expressions, students are not expected to endorse or adopt them but rather to understand that they are part of the free flow of information upon which higher education depends.

To this end, you may find that class requirements may include engaging certain materials, such as books, films, and art work, which may, in whole or in part, offend you. These materials are equivalent to required texts and are essential to the course content. If you decline to engage the required material by not reading, viewing, or performing material you consider offensive, you will still be required to meet class requirements in order to earn credit. This may require responding to the content of the material, and you may not be able to fully participate in required class discussions, exams, or assignments.

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

Please also review the Arts & Humanities division standards and expectations at .  
<http://www.bellevuecollege.edu/artshum/student-information/>

**All assignments submitted for this course will be scanned using plagiarism detection software. When I receive a plagiarized assignment:**

1. I lower your course grade by one full grade (first offense)
2. I assign a course grade of "F" (second offense)
3. I notify the College's Student Disciplinary Officer (every offense)

A good resource for Plagiarism is the Writing Lab: <http://bellevuecollege.edu/writinglab/Plagiarism.html>

## Bellevue College electronic resources and access to Canvas

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 Canvas. To create your account, go to: <https://bellevuecollege.edu/netid>.

For the duration of this quarter, all assignments will be submitted via Canvas. All course-related e-mail should also be sent via Canvas.

### **Disability Resource Center (DRC)**

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.

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 located in B 132 or you can call our 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 our website for application information into our program and other helpful links at [www.bellevuecollege.edu/drc](http://www.bellevuecollege.edu/drc)

### **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/>

### **Final Exam Schedule**

There is no final exam for this course. Instead there is a final essay. You can find BC's current exam schedule here: <http://www.bellevuecollege.edu/courses/exams/>

### **Academic Calendars**

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://www.bellevuecollege.edu/enrollment/deadlines/>

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- College Calendar - <http://www.bellevuecollege.edu/enrollment/holidays/>. This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

The specific calendar of daily events and deadlines for this course is available on Canvas.