# WAYLAND BAPTIST UNIVERSITY

# WBU Online

# School of Languages and Literature

Wayland Baptist University Mission Statement**:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success and service to God and humankind.

**Course Name** RSWR 3345 VC-02– Research Writing Methods

**Term and Year:** Fall 2, 2025

**Instructor:** Dr. J. Jeffrey Tillman [Curriculum Vitae](https://wbuwf.com/online/Courses/JAMES%2520JEFFREY%2520TILLMAN.doc) ((clicking on this link will download the document).

**Office Phone and Email :** 940-448-0845-- james.tillman@wayland.wbu.edu

**Office Hours, Building, and Location:** Office Hours— M-Th 3:00-6:00, Building 402, Room 321, Sheppard Air Force Base

**Class Meeting Time and Location**: Online Course

**Catalog Description:** instruction in formulating research topics, conducting research, and writing papers that marshal support from secondary sources. Students will learn to read, analyze, and interpret research sources, developing in-depth, research-based papers centering on topics in their academic disciplines.

**Prerequisite**: ENGL 1301 – Composition and Rhetoric

#### **Required Textbook and Resources**: American Psychological Association, Publication Manual of the American Psychological Association, 7th edition, ISBN: 9781433832154

**This course includes an Automatic eBook.  Opt out date is the 8th day of class (second Monday of the session).  Click on the menu link for more details.**

**Course Outcome Competencies**: Upon the conclusion of this course, students actively engaged in learning will be able to:

1. utilize printed library reference materials, proprietary databases, and Internet resources to locate source material;

2. use borrowed information in a manner that complies with standard academic conventions pertaining to quotation, paraphrase, and summary;

3. analyze, evaluate, organize, and manage the assertions of more than one source or author in order to support your own main point;

4. develop and focus a research topic; and

5. write a research question/proposal, a review of the literature, an abstract, an outline, a summary, a synthesis, and a unified, coherent, complete research paper in proper writing style such as APA, MLA, or Turabian.

The more the student puts into the course, the higher his or her outcome competencies will be.

**Attendance Requirements**: Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a ROUP, a Report of Unsatisfactory Progress, for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given session is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**Academic Integrity**

[Link to WBU’s Statement on Academic Integrity](https://www.wbu.edu/academics/writing-center/Academic%20Integrity%20Statement%20Pol%208.4.1%20Attch%20Oct%2020222.pdf),

No use of any generative AI tools permitted.

* + 1. Students are required to create and produce all work themselves or with assigned group members. Any work submitted that has used an AI generative tool like ChatGPT will be in immediate violation of the academic integrity policies for the course and WBU.
		2. All assignments must be fully created, designed, and prepared by the student(s).
		3. Any work that uses generative AI will be treated as plagiarism.

**Disability Statement**: “In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.”

**Student Responsibility:** Students are responsible for reading, understanding, obeying, and respecting all academic policies, with added emphasis being placed upon academic progress policies, appearing in the Wayland Baptist University Academic Catalog applicable to their curriculum and/or program of study.

**Instructor’s Policy on Dishonesty:** The student should be familiar with university policy regarding academic honesty as stated in the current catalog.

**Course Preparation and General Instructions**

**General Instructions**

All assignments should follow APA style guidelines with the following exception. **In parenthetical citations, the student should include the page number for the source, even if the source is being paraphrased.** All assignments are available on the Blackboard site for this course. Feedback on assignments will be provided through the same platform. To access feedback on any assignment, click on the grade in the grade book and continue following the screens, clicking on the underlined grade till you find feedback entered into a feedback field or an uploaded file which I have marked and edited.

The due dates for assignments are found on the schedule grid at the end of this document.

Students should check the Announcements page of Blackboard frequently to find updates,.

**Course Requirements:**

Syllabus Quiz: The student will find on the Blackboard page for this course a quiz over the syllabus. This is a non-proctored quiz over the contents of the syllabus. It will be a 30 minute multiple choice quiz, and while the student can use the syllabus as reference, the student should be highly familiar with the syllabus prior to beginning the quiz in order to have enough time to complete it. Because the syllabus is so crucial to the structure and process of this course, this quiz requires that the student read the syllabus intensely and follow all of its hyperlinks. This assignment is worth **30 points**, and is due the Saturday of the week listed on the schedule grid.

WBU Article Database Tutorial Quiz: This is a **22 point** quiz over the material found in [Library Guides-Distance Students](http://wbu.libguides.com/DistanceStudents), [Gale Academic One-File](https://www.youtube.com/watch?v=M1yd-hNWSas), and [Finding Journal Articles in a Database](https://www.youtube.com/watch?v=j3mdpMqGrPw) (Produced for a different school library, but contains methods applicable to our library databases). Fifteen minutes will be allowed for the quiz.

Paper Topic Discussion: The student should carefully read this website: [paper topic](http://libguides.weber.edu/researchtopic), and then write at least a 300 word response on the Discussion to the website in regard to the student’s early process of choosing a paper topic, and **relate this process to the student’s specific topic**. One week later, the student should come back to the Discussion and write a 50 word analysis/response to another student’s paper topic Discussion, one to which no other student has yet responded. This should be a critical/analytic response: Not just “I like that.” The student should return to his or her initial posting and copy and pasting the post to the other student’s post so that the professor is able to see it. The initial posting and follow up are worth **10 points** total. Here’s a link to an example for this assignment: [Paper Topic Discussion Example](http://www.wbuwf.com/online/Courses/rswr3345/Paper%20Topic%20Blog2.htm).

Paper Topic and Research Database List—Discussion: The student should begin the first week considering a topic for his/her line of research for the term. This should be a brand new topic and paper for the student. Old papers may not be reworked. This should be an area that interests the student, but also one that is academically oriented and of sufficient focus to allow for significant and creative work. The student should begin by going o the WBU online resources to begin investigating the databases regarding the topic. This investigation will indicate the extent to which the topic is too broad, (e.g. hundreds of articles about the topic)  or too narrow, (e.g. no articles about the topic). The student should then post the topic to appropriate discussion board **along with a listing of the specific databases which have been consulted thus far (just listing “Ebsco host” is not specific enough)**.  Insert this assignment as a text message rather than a file attachment. It may take several communications between the student and the instructor to refine the topic sufficiently for the assignment.

 This assignment is worth **15 points** and is due as listed on the schedule. Here is an example: [Paper Topic and Research Database Example](http://www.wbuwf.com/online/Courses/rswr3345/Paper%20topic%20and%20Research%20Database%20List.htm).

APA Style and Plagiarism Quiz: This is a 180 minute timed, non-proctored quiz on Blackboard over APA style and anti-plagiarism rules. The student should be thoroughly familiar with the relevant sections of the APA Manual, if available, This Purdue [website](https://owl.english.purdue.edu/owl/resource/560/01/), as well as the APA tutorial and Plagiarism tutorial links found on the schedule grid: [APA Tutorial](http://www.apastyle.org/learn/tutorials/), and [Plagiarism tutorial](http://www.lib.usm.edu/plagiarism_tutorial/)

This quiz is worth **50 points**.

Writing Tutorial Quiz: This is a 30 minute timed, non-proctored quiz on Blackboard over the materials on the website [Effective Writing Practices Tutorial: Organization](https://www.niu.edu/writingtutorial/organization/index.shtml). The student should work through the eight listings in this section. This quiz is worth **10 points** and is due by the date indicated on the schedule.

Annotated Reference List-- Each student will submit a typed bibliography in APA format listing the sources which he or she intends to use in the Research Paper. No fewer than five reputable sources should be listed. At the top of the first page of the reference list provide a 25 to 50 word description of the area of research interest. Accompanying each entry will be an annotation describing why this source is useful, credible, and reliable for the student's paper. (Please note that this is different than the ordinary summary type of annotation.) Does the source come from a reputable author, journal, website, or publisher? On what basis, do you claim it to be authoritative? . [See this link for criteria by which to identify quality sources](https://wbuwf.com/online/Courses/rswr3345/source_evaluation.pdf) Also refer to this site: [Journal Quality List](http://www.harzing.com/download/jql_journal.pdf), which contains a ranking of journals and an explanation of the criteria for the ranking. This assignment will be graded on the basis of accuracy to APA style, the amount of research demonstrated, the quality of the descriptions of the sources, and the cogency of the arguments for the sources' applicability to the topic at hand. The student should make every effort to utilize as recent and as high quality of sources as possible. These sources should be primarily recent peer-reviewed journals and should be found through the WBU library article search databases. The professor requires that students use these databases and their accompanying articles and/or books (as in the case of EBSCO Books) for two reasons. First, the WBU resources contain an enormous number of high quality peer reviewed materials that fulfill the research expectations of this course. Second, if there is a question about the use of a particular source, the professor will be able to access that source and verify it. This assignment is worth **50 points** and is due by the date indicated on the schedule. Consulting [a student example](http://www.wbuwf.com/online/Courses/rswr3345/NewAnnotatedBibliography2.doc) (clicking on this link will download the document) may help with this assignment as will reference to the grading rubric for this assignment: [annotated reference list rubric](http://www.wbuwf.com/online/Courses/rswr3345/Annotated%20Rubric.htm). (Please note that while the instructor will not require that the student document the sources for annotations, **the student should not merely cut and paste material**. The material should be paraphrased into the students own words; see statement regarding plagiarism below.) Here is a link to an APA template that is a good starter for addressing issues of APA style in the paper:  [APA Template](http://wbuwf.com/online/Courses/rswr3345/APA%20format%20template/APAFormatTemplate-1.docx). (clicking on this link will download the document). These assignments should be uploaded as attached documents to the assignment tabs in their respective discussion boards. .

Paper Outline Discussion Board Post: This is a sentence outline of the student’s research paper. The thesis statement is listed at the top, and then the major headings and subheadings of the paper are listed, and then under each subheading the topic sentence of each proposed paragraph should be listed. Here is a link to some examples of outlines:  [Outline Link](http://wbuwf.com/online/Courses/rswr3345/Analytic%20Outline%20Example.docx). (clicking on this link will download the document).  Note that these examples are primarily for descriptive papers rather than analytic ones.   You can also look at the table of contents of the sample papers in the links provided under the description of the paper assignment in the syllabus for more guidance. The student will also find this link on planning and organizing writing helpful: [planning and organizing](http://www.writing.utoronto.ca/advice/planning-and-organizing). This assignment is worth **20 points** and is due according to the date listed on the schedule. The more detail the student provides for the assignment the better, in that it will give the instructor the ability to provide direct feedback. This assignment should be posted to the appropriate discussion board on Blackboard as an in text message. Here is a grading rubric for the assignment:  [Paper Outline Grading Rubric](http://wbuwf.com/online/Courses/rswr3345/Paper%20Outline%20Grading%20Rubric.docx). (clicking on this link will download the document)

Discussion about Analytic Research Papers: On this Discussion each student should indicate how an analytical research paper is different from a descriptive paper and an argumentative paper. These weblinks ([Tips on Writing a Descriptive Paper](https://blog.phdify.com/tips-on-writing-a-descriptive-research-paper),  [Genre and the Research Pape](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/research_papers/genre_and_the_research_paper.html)r, and, [Research Paper: Argument or Analysis](http://wbuwf.com/online/Courses/rswr3345/ANALYTICAL%20VS%20ARGUMENTATIVE%20RESEARCH%20PAPERS.htm)), should be consulted to assist in this assignment.. Each explanation must be unique from other postings in word choice and structure. This assignment is worth **five points**.

Research Paper: The research paper should be at 6-10 pages of text in length, and follow APA style. It should address a very specific topic in an informed and analytically creative way using the best possible sources. This [link](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/research_papers/where_do_i_begin.html) provides a step by step description of the research and writing process.

By the date indicated on the schedule, the student should upload the research paper to the assignment tab in the appropriate content folder in Blackboard. The student should have made every effort to put the paper in a style and presentation acceptable for publication in a professional journal. It should include a title page, an abstract, a table of contents, and a non-annotated bibliography/reference list. At least ten quality reference sources should be utilized in the paper. The paper will be graded on the basis of the quality of research, argument, style, and grammar, consistency with APA style, and is worth **100 points**. A student example may help with this assignment: [Sample](http://www.wbuwf.com/online/Courses/rswr3345/Paper%20Examples/) papers, (the items in this link will download to your computer when you click on them) and here is the grading [rubric](http://www.wbuwf.com/online/Courses/rswr3345/Research%20paper%20rubric.htm). The sample papers should not be used as infallible guides for APA style. Students must consult the APA Manual on those matters. Here is a link to an APA template that is a good starter for addressing issues of APA style in the paper:  [APA Template](http://wbuwf.com/online/Courses/rswr3345/APA%20format%20template/APAFormatTemplate-1.docx). (clicking on this link will download the document)

Students should consider preparing their papers ahead of time and submitting it to the WBU [Tutorial Services](https://www.wbu.edu/academics/writing-center/) for feedback prior to submission.

Editing Project— Each student will be assigned the paper of another student to critique and edit with attention to form, structure, and argument. These papers will be assigned by the Blackboard Peer Editing utility when the student’s own paper is uploaded to the paper assignment tab in the week 7 folder. The assignment will be graded on the basis of editing skill demonstrated. Here are two examples of editing projects[: Example 1](http://www.wbuwf.com/online/Courses/rswr3345/Editing%20Project1.doc), [Example 2](http://www.wbuwf.com/online/Courses/rswr3345/Editing%20Project%20%282%29.doc). ((clicking on this link will download the documents to your computer) This assignment is worth **50 points**.

**Grading**: The quality of the individual assignments will be assessed according to the following scale: A-100-90, B-89-80, C-79-70, D-69-60, F-59-below.

 Points

Syllabus Quiz 30

WBU Article Database Tutorial Quiz 22

Paper Topic Discussion 10

Paper Topic and Research Database List 15

APA Style and Plagiarism Quiz 50

Writing Tutorial Quiz 10

Annotated Reference List 50

Discussion about Analytic Research Papers 5

Paper Outline Discussion Board 20

Research Paper 100

Editing Project 50

 Total 362 points

A-325-362

B-289-324

C-253-288

D-217-252

F-0-216

Assignments turned in late will be assessed a penalty of 10% for each class day the assignment is late.

**Assignments which fail to follow the instructions for preparation and delivery outlined above will be subject to a five point deduction.**

 Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation. \*Required by Southern Association of Colleges and Schools Commission on Colleges

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| COURSE SCHEDULE |
| **All assignments are due no later than Saturday at 11:59 PM C.S.T. of the week that they are listed as due, except during the final week when all assignments are due by Wednesday at 11:59 PM CST.** |
| Dates | APA Manual | Assignments | Internet Links Helpful for Assignments |
| **Week 1 –** October 13-18 | Chapters 1-2 | Syllabus Quiz duePaper Topic Discussion-first post | [The Writing Process](http://writing2.richmond.edu/writing/wweb.html)[Plagiarism tutorial](http://www.lib.usm.edu/plagiarism_tutorial/)[Writing Research Papers: Tutorial](http://jjc.jjay.cuny.edu/erc/writing/)  |
| **Week 2 –** October 19-25 | Chapters 3-6 | Paper Topic and Database List Discussion Post duePaper Topic Discussion-follow upWBU Article Database Quiz | [Library Guides-Distance Students](http://wbu.libguides.com/DistanceStudents)[WBU Library Tutorials](http://www.wbu.edu/academics/library/about/tutorials.htm)[Gale Academic One-File](https://www.youtube.com/watch?v=M1yd-hNWSas)[Finding Journal Articles in a Database](https://www.youtube.com/watch?v=j3mdpMqGrPw) (Produced for a different school library, but contains methods applicable to our library databases) |
| **Week 3 –**October 26-November 1 | Chapters 8-11 | APA Style and Plagiarism Quiz due |  |
| **Week 4-** November 2-8 |  | Discussion about Analytical Research PapersAnnotated Reference List  | [APA Tutorial](http://www.apastyle.org/learn/tutorials/) and [Running heads in APA style](http://www.apastyle.org/learn/quick-guide-on-formatting.aspx#Running%20head) |
| **Week 5**-November 9-15 |  | Paper outline due |  |
| **Week 6 –** November 16-22 |  | Writing Tutorial Quiz Due |  |
| Thanksgiving Break November 23-29 |
| **Week 7-** November 30-December 6 |  | Research paper due |  |
| **Week 8 –** December 7-13 |  | Editing Project due |  |

Other Internet Resources

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| [Papers: Expectations, Guidelines, Advice, and Grading](http://www.utm.utoronto.ca/~dwhite/papers.htm) |
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