

**WAYLAND BAPTIST UNIVERSITY**  
**Virtual Campus**  
**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.

This document may also be accessed at [www.wbuwf.com](http://www.wbuwf.com).

**Course Name** RSWR 3345.VC01 – Research Writing Methods

**Term and Year:** Spring 2014

**Full Name of Instructor:** Dr. J. Jeffrey Tillman [Curriculum Vitae](#)

**Office Phone and Email :** 940-855-4322-- 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:** TBA

**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*, 6<sup>th</sup> ed.

**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:** Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file 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 term 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.

**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**

During the first week, if students have not set up their WBU email account, they must do so by going to [http://www.wbu.edu/current\\_students/student\\_email/default.htm](http://www.wbu.edu/current_students/student_email/default.htm).

All assignments are due no later than Saturday at 11:59 PM C.S.T. of the week that they are due. All written assignments, unless otherwise indicated in the assignment description, should be submitted as word files and should be named in this format: **lastnameof student. sec#.assignmentname.doc**. All assignments should contain references to the student's name and class within the document as well.

It is critical that students go through the portions of the APA Manual listed on the schedule grid, as well as the links in the right hand column of the grid. The information and insight of these sources are essential to successful completion of the course. (Important Note: Selecting "APA Style" when downloading articles from the WBU databases or using Microsoft Word will not achieve complete consistency with the APA Manual. At best, one will get perhaps 60% consistency. All students must use the examples and descriptions in the manual in constructing their reference entries and research papers.)

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 blogs, discussion boards, and quizzes 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, notifications, and potential changes to the course.

This document is available on the Blackboard page as well as at [http:// www.wbuwf.com](http://www.wbuwf.com). If the Blackboard version is not working, then the student should consult the direct link. Make sure to refresh the page each time it is accessed.

The WBU Writing Center is available to assist students with writing questions and to provide additional feedback regarding writing issues. The student can read about its services and gain access to the writing portal to submit papers for feedback at [http://www.wbu.edu/academics/academic\\_resources/writing\\_center/](http://www.wbu.edu/academics/academic_resources/writing_center/)

Special note #1 : By signing up for this course, you have consented to enter into an editorial relationship with the instructor. While the instructor will attempt to respect your areas of interest and direction, the student will have to respect the instructor's sensibilities regarding proper form, good writing, and academic standards. Not only will you probably find that your writing is more closely scrutinized in this course than it ever has been before, this is also perhaps the last time anyone will ever look at your writing in any serious way. You should take full advantage of this opportunity and WBU's resources.

Special note #2: Students must use the WBU article databases and Ebscobooks for this course, and only those sources. This is for two reasons. First, these resources contain high quality materials, and gathering and using high quality materials is a central purpose of this course. Second, students frequently demonstrate difficulties in quoting and paraphrasing materials without plagiarizing. The professor will be able to check every source if there is a question, because he will have access to all the sources used.

### **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 according to the date listed on the schedule grid.

**WBU Article Database Tutorial Quiz:** This is a 22 point quiz over the material found in the links [WBU Library Tutorials](#), [WBU Library Distance Education Serv..](#) and [Search Strategies within WBU Databases](#). Fifteen minutes will be allowed for the quiz.

Paper Topic Blog: The student should carefully read this website: <http://library.weber.edu/ref/guides/howto/topicselection.cfm>, and then write a 50 word response on the blog 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 blog and write a 50 word analysis/response to another student's paper topic blog, 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 post a comment indicating which student he or she responded to. The initial posting and follow up are worth 10 points total. Here's a link to an example for this assignment: [Paper Topic Blog Example](#).

Paper Topic and Research Database List—Blog: 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. Check this link for a list of topics that might be of interest: [paper topics](#). These are broad topics, and the professor will confer with you regarding the focusing of the topic into a more specific thesis statement. The student should begin by working through the link [Pathways to Knowledge](#) and understand the ways to focus and refine a topic. The student should then work through the [WBU Library Tutorials](#) link, and go to 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](#).

APA Style and Plagiarism Quiz: This is a 90 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, as well as the APA tutorial and Plagiarism tutorial links found on the schedule grid. 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 <http://jic.jjay.cuny.edu/erc/writing/index.php>. In particular the student should work carefully through the sections on "Generating Ideas," "Introduction and Thesis," "Paragraph Structure," "Paragraph Development," "Concluding Paragraph," "Revising and Editing," and "Writing Research papers." This material is of very high quality and will benefit the student a great deal, but the student should pay attention to several things in regard to this content.

1. These tutorials have excellent practice exercises which the student should work through step by step.
  2. The "testing what you have learned sections" are helpful, but the student does not need to attempt to submit these. No assignments from these exercises need be printed out or emailed.
  3. The material about thesis statements deals with statements that attempt to take specific positions. This is not the focus of the research thesis statements in this course. In this course, what is needed is a statement that provides an analytic way to look at the many sides of an issue instead of position papers that attempt to prove one particular perspective.
  4. Portions of the tutorials recommend some internet sites as viable research sources as well as some newspaper articles, but they will not be allowed in this course. The student will need to use the WBU Library article search databases (see source requirements listed under the Annotated Bibliography assignment below).
  5. The portion of the tutorial covering APA reference style indicates that database retrieval information is included for sources found on full text databases, but APA 6<sup>th</sup> edition does not call for retrieval information to be included.
  6. The description of concluding paragraphs is for essay writing in general, and at a very introductory level. In this course, I am looking for analysis of sources, competing arguments, and insightful overview in concluding paragraphs.
- 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 10 reputable sources should be listed. At the top of the first page of the bibliography 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](#) Also refer to this site: [Journal Quality List](#), 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. A first draft of the assignment is worth 50 points and is due by the date indicated on the schedule. A second draft of the assignment is worth 100 points and is due by the date indicated on the schedule. Consulting [a student example](#) may help with this assignment as will reference to the grading rubric for this assignment: [annotated reference list rubric](#). (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.) These assignments should be uploaded as attached documents to their respective discussion boards.

**Paper Outline Discussion Board Post:** This is a one page 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. The student may also find this example helpful: [example](#). The student will also find this link on planning and organizing writing helpful: [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.

**Blog about Analytic Research Papers:** On this blog each student should indicate how an analytical research paper is different from a descriptive and argumentative paper. This weblink ([link](#)) 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 least 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](#) provides a step by step description of the research and writing process.

**Research Paper Draft 1--**By the date indicated on the schedule, the student should upload a preliminary draft of the research paper to Safe Assignment. The instructor will be able to download the file from there. 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. 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](#) papers, and here is the grading [rubric](#). The sample papers should not be used as infallible guides for APA style. Students must consult the APA Manual on those matters.

The student should also post a copy to the course discussion board to become part of the Editing Project assignment described below. Be careful not to turn in this assignment late. The instructor will assign students other student's papers to edit soon after the due date. **If your paper is not uploaded to the Discussion Board by the deadline, you will not receive a paper assignment to edit.**

About 12 hours after uploading this assignment to Safe Assignment an analysis will be available on Blackboard. If this report indicates significant problems with undocumented words or sources, then the professor will send the report to the student for correction of the paper and resubmission. If the student fails to make the necessary corrections, then the student is in jeopardy of not finishing the course. See the WBU catalog for university policies regarding plagiarism.

**Final Draft:** After the student receives the preliminary draft back from the instructor, the student will then make changes to the paper in accordance with the instructor's suggestions, along with an accompanying page or two appended to the end of the paper listing the types of changes made and how the student would do the paper differently next time. The revised paper will then be uploaded and attached to the corresponding SafeAssignment Link on Blackboard. (This version will be compared by SafeAssignment with the first. Unless the student made a very high grade on the first draft, then the final draft should not match the first draft more than 90%, and in fact should match it much less.) The description of the changes to the paper can be appended to the last page of the paper. Please note that this assignment is graded independently of the first assignment, and much better quality is expected. As a result, the number of points the student gains on the first draft are not assured on the second draft. The student should be sure to make changes to a clean file of the paper. If the professor receives a copy with changes from the previous draft still tracked and showing, then points will be deducted. This assignment is worth 100 points. This assignment should be submitted to the appropriate discussion

board.

**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 found on the course discussion board on Blackboard. Each student will put his or her name on the edited manuscript and submit it to the corresponding discussion board on Blackboard. Students should consult these edits of their own papers for assistance in producing the final draft. Students often catch mistakes the professor misses, but also students often make inaccurate comments. Student authors should therefore be suspicious regarding these comments and direct any uncertainties as questions to the professor. The assignment will be graded on the basis of editing skill demonstrated. Here are two examples of editing projects: [Example 1](#), [Example 2](#). 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.

There are a total of 562 points in this course. Students who wish to make an A in the course must obtain at least 505 points on the available assignments. Those students who wish to make a B in the course must gain at least 450 points from a combination of the course assignments. Those students who wish to make a C in the course must gain at least 393 points. Students who earn at least 337 points will receive a D. Students with point totals below 337 points will fail.

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.**

COURSE SCHEDULE			
Dates	APA Manual	Assignments	Internet Links Helpful for Assignments
February 24-March 1	Section 1.10 Plagiarism Figure 2.1 Sample Papers (note that these are experimental papers unlike the literature review paper you will do for this class)	Syllabus Quiz due  Paper Topic Blog-first post	<a href="#">Pathways to Knowledge</a> <a href="#">The Writing Process</a> <a href="#">Plagiarism tutorial</a> <a href="#">Writing Research Papers: Tutorial</a>
March 3-8	Chapter 3 Writing Clearly and Concisely  Chapter 4 The Mechanics of Style	Paper Topic and Database List Blog Post due  Paper Topic Blog-follow up  WBU Article Database Quiz	<a href="#">WBU Library Tutorials</a> <a href="#">WBU Library Distance Education Serv.</a> <a href="#">Search Strategies within WBU Databases</a>
March 17-22	Chapter 6 Crediting Sources	Writing Tutorial Quiz Due  Annotated Bibliography draft 1	
March 24-29	Chapter 7 Reference Examples	Blog about Analytical Research Papers APA Style and Plagiarism Quiz due	<a href="#">APA Tutorial</a>
March 31-April 5		Paper outline due	
April 7-12		Annotated Bibliography draft 2	
April 14-19			
April 21-26		Draft 1 of research paper due	
April 28-May 3		Editing Project due	
May 5-10			

May 12-17		Final draft of research paper due	
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Other Internet Resources

<a href="#">The Nuts and Bolts of College Writing</a>
<a href="#">Papers: Expectations, Guidelines, Advice, and Grading</a>
<a href="#">Guide to Grammar and Writing from Capital Community Technical College</a>