

**Research Writing Methods**  
**School of Languages and Literature**  
**Wayland Baptist University**  
**SYLLABUS – Summer 2017**  
**May 29 - Aug. 11, 2017**

*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.*

**RESEARCH WRITING METHODS**

**Textbook:** *Writing From Sources*, 9<sup>th</sup> Edition, Brenda Spatt

**Instructor:** Professor Debi Hall

**Course No:** RSWR3345 VC03

**Time:** Various days and times

**Place:** Online

**Term:** Summer 2017

**Office Email:** debra.hall@wayland.wbu.edu

**Office Phone:** 818 648 9111

**Office Hours, Building, and Location:** Online or Conference Line or Telephone.

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

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

**These are the skills students are required to have mastered before taking this course:**

1. Apply standard rules and conventions of the English language to written expressions.
2. Summarize the steps and components of the writing process.
3. Compose academic, nonfiction essays or responses in at least four different rhetorical modes or styles.
4. Demonstrate proficiency in writing skills based on the criteria of standard essay structure and English usage.
5. Compose a clear, coherent, unified essay, organized around a single central idea and use a variety of techniques to support your writing.
6. Compose effective thesis statements.
7. Apply basic rhetorical modes: description, comparison, narration, and illustration.
8. Employ the various stages of the writing process, including: brainstorming, outlining, drafting, revising, and editing.
9. Demonstrate understanding of and effective use of paragraph structure, including topic sentences, supporting examples, and transition sentences.
10. Demonstrate effective use of introductions and conclusions.
11. Employ various forms of support for claims; include concrete, significant and specific examples, illustrations, anecdotes, facts and reasons.
12. Read, analyze, and discuss readings with an understanding of structure and mechanics.
13. Identify effective writing techniques in your own essays and in peer review.
14. Organize and develop essays, demonstrating the ability to write for an academic audience.

15. avoid plagiarism

**Required Textbook and Resources:** *Writing from Sources*, 9th edition, by Brenda Spatt

**Optional Materials:** For examples of content, visit <http://www.thehollywoodquarterly.com>. This ejournal features published student writers. Exploring some of those essays can help you understand assignments.

**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 likely be.

**Course Specifics:** The Scavenger Hunt noted at the beginning of the course is considered the quiz/exam for this course. **Students must successfully complete the Scavenger Hunt before moving forward through the course.** You will be responsible for several writing assignments, and participation in Discussion Boards, Conferences, and viewing Video Tutorials. Credit is also given to students for submitting all assignments in the course, whether discussion boards, registering attendance, or written assignments. In the past, a few students failed to turn in a few assignments because they were of lower percentage weight value in the course. In those cases, points are deducted for failure to complete all work. See Grading for final grade penalties shown below.

Course Requirements and Grading Criteria:

- a. Student participation through Discussion Boards, submitting Written Attendance and Submitting All Assignments in a timely manner
- b. Written Assignments:

### Grading

Textbook Exercises, Basic Skills in Discussion Boards, Scavenger Hunt Quiz and Participation = 20%

Basic Skills My Music = 10%

Single Source – Essay = 25% Research Proposal = 10%

Annotated Bibliography = 5%

Multiple-Source Research Paper = 30%

**IMPORTANT NOTE:** The final grade can be viewed in your Weighted Total Column. Since different assignments carry more weight, you will see the weighted total change throughout the semester as assignments are graded. Failure to submit any assignment: this includes all discussion posts and assignments, a -3 points will be deducted from your final weighted total. Therefore, if you earned an 82% for the semester, but you failed to submit a scavenger hunt, your adjusted grade would be  $82 - 3 = 79$ . If you failed to turn in 2 assignments, there would be a 6 point deduction. So an 83 would then become a 77. This is why I say anything is better than a zero. At least make an effort.

**Final Grade** - The grading scale of the university

catalog is followed in this course: A 89.51-100%

B 79.51-89.5%

C 69.51-79.5%

D 59.51-69.5%

F below 59.50%

- **All assignments will be due no later than Midnight CT on the day listed for them to be submitted.**

**A Note About Discussion Boards** – Discussion Boards are open at the beginning of the semester. Students submit content on the week assigned. The boards close at midnight on the week due. All discussion board content is submitted in an orderly manner. Students may not jump ahead to a week in the future or attempt to add content to a week that has already passed. Please stay current with your posts. This part of your grade is critical. If you want to continue discussing your topic with a student after the board has closed, you can always set up a thread in the Water Cooler, which remains open all semester. Or you may choose to revisit a board and continue discussions

### **Overdue Penalties**

This is critically important. *Each student is allowed **one** excused late submission.* The late submission only applies to: Scavenger Hunt, Water Cooler, Chapter Exercises, Single Source Essay, Multiple Source Topic, Annotated Bibliography. All other essays are to be submitted on time. That one late submission allows the student 24 extra hours to complete and submit the work. Regardless of excuse, late assignments thereafter will be reduced by 10 percentage points for each class day the essay is late. After the third class day, the student will receive a “0” for the assignment. See weighted total penalties for points deducted from final grade. Choose wisely when your one excused late submission will be. Plan ahead for problems which might arise. ***Clear late assignment at least 12 hours before the due date.***

**Academic Honesty:** You are expected to submit original work in this class. This means the work you submit for this class cannot be from another course. Further, plagiarism in this course will not be tolerated. Plagiarism is constituted as stealing words or ideas from another source and passing them as your own. Since this class specifically focuses on research, you should be especially conscious of attributing your sources. Students who plagiarize or recycle work in this class will receive a zero for the assignment and will be subject to university policies regarding plagiarism.

### **Plagiarism Policy**

Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations, or examination materials, forgery, or plagiarism (See WBU catalog). Cheating in this class at any time will result in an immediate grade of F for the class.

### **NOTE:**

Please note that you are responsible for all of the information listed in this syllabus. Students will be held liable for failure to meet requirements stated within the syllabus. It is not the responsibility of the professor to remind the student of information contained in the syllabus.

## Attendance Policy

This is a 3 semester hour University class and you are expected to attend class. Attendance is recorded by coming into the classroom, working with course materials, interacting with classmates in the discussion boards, checking in every Monday and turning in assignments. Each activity click is recorded in Blackboard.

**Monday Attendance** – Each Monday of the semester, by midnight, students check in the Discussion Board attendance thread and register attendance and understanding of the week’s assignments. For example, a student might write: This is Debi Hall and I know that the short expository essay is due this Sunday. The attendance board registers directly to the grade center, and student attendance is credited. If a student has a question, email the professor directly at [debra.hall@wayland.wbu.edu](mailto:debra.hall@wayland.wbu.edu)

### Non-Attendance Consequences:

Any student who does not participate in the weekly student discussions on the Discussion Boards, conference, or assignments will be considered absent for the week. Two absences may constitute a failing grade. Any student who does not participate for two weeks will receive a ROUP notification and may receive an “F” for the course.

Additionally, in this class, you are required to be self-motivated and active in completing all of the assignments by the assigned due date.

**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.”

**Tutorial Videos** A number of youtube and Kaltura tutorials that I have recorded are required. Students are required to watch all of the videos. There are others for research etc.

These videos help students navigate the course and assignments.

### Expectations, Communication, & Other Information:

**First and foremost** – I want this course to be interesting and enjoyable for my students. You are encouraged to write essays on subjects that interest you. I encourage everything from relevant political topics to literary criticism to film study.

While the nature of an online course allows students to work at their own pace, you are expected to keep up with the course materials weekly. *Please note, this is not a self-paced course.* This means that you should keep up with the readings and discussions posted each week and are responsible for turning in any assignments by the posted due date. Students who get behind in the weekly

requirements will likely not do well in the course. Remember, also, that your attendance for the course is measured by your participation in the weekly discussions and/or conferences.

Announcements and important information will be posted on the Blackboard site. Be sure to check the site often. Additional information may be sent to your WBU emails, so make sure you've set up a WBU email and are checking it often.

Answers to questions about topics require a phone call or email at [debra.hall@wayland.wbu.edu](mailto:debra.hall@wayland.wbu.edu). I receive all email on my phone and can get an answer to you quickly.

To accommodate the past requests and preferences of my students, assignments are generally due on Sunday (last day of each week of the term). Note: Frequently, delays arise for any number of reasons. **Always check the Announcement Board (a copy of which is sent to you) as well as your Blackboard calendar for up to date Due Dates.** However, although the homework assignments and major assignments are due on Sunday this does not mean you should wait until the end of the week to think about them, particularly if you need help from me. I also strongly recommend you use the Writing Center. There's a link available in our Bb course. Be aware, too, that using the Writing Center resources likewise requires that you plan ahead for your assignments and your assignment questions. A successful student likely does not wait until Sunday night to begin the week's work.

If ever you have a major life event that will affect your participation in the course, it's imperative that you communicate with me as soon as possible. I try to work with students as best I can, but I can be more flexible and gracious if you tell me in advance rather than after the fact. In an online course, communication is *key*. Try as we all do to make sure instructions are clearly written, I realize that students often need clarification. As I mention above, I cannot help you if I do not know you're struggling.

That said, like most of my students, I realize you probably work full time, have a family, and juggle other courses and commitments. However, this is a 3000-level course, which means it ought to challenge you more than your previous courses. RSWR is also a writing-intensive course, so be prepared to write weekly. If life's current restraints mean you cannot fully concentrate on the course's requirements, then you might consider taking RSWR at another point in your studies.

### Essay Format

Format for all submissions – Your information on the

upper left corner

Your Name

Course

Information

Date

Word Count (For Chapter Exercises, use all words, For Scavenger Hunt, use all words, Proposal all words including working bibliography. Annotated Bibliography – all words. Single Source Essay and Multiple Source Essay include essay only, not Works Cited) **Remember that 10 points will be deducted from rubric total for failure to submit name and course information on every document submitted.**

Title



This image represents the thesis/topic of your essay. Course information is included which explains this in detail

Essay begins here as assigned. For expository project, an Abstract will go here. For other assignments, essay begins here. 2.0 space, 12 font, 1" margins

Works Cited

In MLA7 Format

## **Tentative Schedule:**

**Please note that these due dates are subject to change**

**Scroll Down for Calendar**

Week	Topic	Textbook/Online Reading	Assignment	Due Dates
Week 1 May 29 – June 4	 <b>Scavenger Hunt + Basic Skills</b> <b>My Music</b>	Reading Sources p. 3 Using Evidence p. 40	<b>Scavenger Hunt Quiz</b> <b>Water Cooler</b>	<b>Quiz</b> Due by Sunday June 4 by midnight <b>Water Cooler</b> due Sunday June 4 by midnight
Week 2 June 5 – June 11	<b>Basic Skills My Music</b> Reviewing prerequisite skills and introduction to research writing. Submissions are made to both the Discussion Board and Course Assignment tab	Summarizing Sources p.75 Interviewing and Field Research p. 331	<b>Basic Skills My Music</b> Submission tabs are located in <b>Discussion Board</b> and Week 2 Folder	<b>Basic Skills My Music</b> <b>*Discussion Boards AND *Submission in the Week 2 Folder</b> All Due <b>June 11 by midnight</b>
Week 3 June 12 – June 18	<b>Chapter Exercises</b> Analyzing and Author's Logic Integrating Academic Sources	Chapters 1-3	Textbook Assignments Exercise 4 p. 43 Exercise 6 1-7 p. 60 And Exercise 14 on p. 147-9	<b>Chapters 2 – 5 Exercise 6 p. 65 And Exercise 23 on p. 268 And Discussion Board</b> <b>All Due June 18 by 11:55 PM</b>
Week 4 June 19 – June 25	----- <b>Single Source Essay</b>	Chapter 4 Writing the Single Source Essay p.189	Single-Sourced Essay p. 210 <b>Begin Discussion Board Topics</b>	--- <b>Single-Source Essay</b> <b>Due June 25</b>
Week 5 June 26 – July 2	<b>Research Proposal</b>	Topic narrowing Handout for preparing a formal proposal	Research Proposal <b>Complete all posts for Topics in Discussion Board</b>	<b>Research Proposal And Discussion Board Posts</b> <b>Due July 2</b>
Week 6 July 3 – 9		Read Chapter 8 p. 351	<b>Bibliography In Discussion Board Area, read all instructions for the boards for Weeks 6-9 and 8-10. Choose fellow classmates to work with during these posts.</b>	<b>Work on Bibliography and Create a working Abstract for the research paper.</b>

Week 7 July 10 – July 16	<b>Complete Annotated Bibliography</b>	Study Annotating your Bibliography. Pps. 338, 341-3, 472	Complete an Annotated Bibliography <b>Continue working on posts 6-9 and 8-10 in the Discussion Board area.</b>	<b>Annotated Bibliography</b> Due on the 16th by midnight
Week 8 July 17 – July 23	<b>Essay Outline</b>	Chapter 9 Continue working on Research Essay p. 412 Course information on outlining	Create outline and submit in <b>Discussion Board area Only</b>	Work on Outline
Week 9 July 24 – July 30	Submit abstract draft in discussion board area	Complete draft of the abstract and submit to Discussion Board for Week 9 Give feedback to two other students. Consider Feedback given to you.	<b>All Discussion Board Entries for Weeks 6-9 and 8-10 are wrapping up</b>	<b>Discussion Board submission and feedback</b>
Week 10 July 31 – August 6	Complete Research paper and <b>finalize all discussion boards</b>	Review and edit Research paper	Complete Research Paper <b>Complete all Discussion Boards</b>	<b>Revise and polish Research Paper</b>  All Discussion Boards are due by August 6
Week 11 August 7 – 11	<b>Multiple Source Essay Due</b>	Review Chapters 9 and 10 and MLA style on p. 512	Check all content and submit Outline Abstract Essay Bibliography	<b>Final Research Paper</b> Due on August 11 Midnight



