COURSE: English 102 (3 Cr.), Research Writing, Fall 2018

GENERAL EDUCATION COMPETENCY AREA: Written Communication

INSTRUCTOR: Bryce Kammers
OFFICE: Art 201
E-MAIL: bgkammers@lcsc.edu
OFFICE HOURS: Mon: 10:30-11:30, Tues/Thurs: 9-10:30, and by appt.

COURSE DESCRIPTION
This course is designed to develop your academic research and writing skills. Through a series of research, readings, and writing assignments, class discussion, in-class workshops, and conferences, you will explore in depth an approved topic of your choice and produce a polished research paper that observes the conventions of academic research writing. This writing-intensive course is part of the General Education core. It will help prepare you to engage in research writing throughout your academic career.

GENERAL EDUCATION LEARNING OUTCOMES: Upon completion of a course in this category, students are able to demonstrate the following competencies:

1. Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts.
2. Adopt strategies and genre appropriate to the rhetorical situation.
3. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.
4. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.
5. Address readers' biases and assumptions with well-developed evidence-based reasoning.
6. Use appropriate conventions for integrating, citing, and documenting source materials as well as for surface-level language and style.

COURSE GOALS AND LEARNING OUTCOMES
Students who successfully complete ENGL 102 will be able to:

● Continue to demonstrate competency in the course outcomes for ENGL 101
● Locate, identify, and participate in academic discourse
● Read critically, synthesize, and evaluate information
● Use a variety of research tools (databases, indexes, the Internet, etc.) to locate appropriate information sources
● Develop a focused research topic or project
● Conduct a review of the literature for a specific topic
● Understand what constitutes evidence in a particular discipline
● Use valid evidence to support claims
● Understand and use APA and MLA formats for organizing and documenting multiple source papers
● Understand and demonstrate the ethical responsibility of the research writer to explore multiple
perspectives on a topic and to cite sources and report findings accurately

- Analyze and solve various problems which develop through your research process

**TEXTS (available at the LCSC Bookstore)**


Many readings will be posted on the Blackboard webpage. The course's online component can be accessed at [https://lcsc.blackboard.com/](https://lcsc.blackboard.com/)

**ATTENDANCE**

Attendance in English 102 is mandatory. You are allowed three absences, without penalty, for things like illness, appointments, and scheduling conflicts. After these three, each additional absence will result in a full letter drop in grade (e.g., from a B to a C or from a C to a D). Thus, save your absences for unforeseen emergencies or illnesses later in the semester. Being in attendance means being physically present, awake, coherent, and fully prepared for class, with the day's assignments completed. This also includes observing proper technology etiquette. If you do not meet all of these conditions, you will be marked absent for the day. If tardiness becomes habitual, you will also be marked absent.

**COURSE ETIQUETTE**

*Class Deadlines.* As the term progresses, you will be given major writing assignments, along with your daily writing and reading work. Each of these assignments has a firm deadline and must be time stamped to Blackboard by the required time. I do not accept assignments via e-mail.

*Classroom citizenship.* The classroom is a learning community. Any behavior that disrupts this community will not be tolerated and result in you being asked to leave as well as involvement from the Dean of Student Services. This includes speaking to other students while the instructor is talking, sleeping, passing notes, being rude or belligerent to the instructor or other students, etc. Please be respectful of your fellow students and your instructor. If you have a problem with anything in the course, you may speak to me about it privately after class or in my office hours.

*Technology.* Since more often than not technological devices in college classrooms serve as distractions to you and the people around you rather than as supplements to learning, I have a limited-tolerance policy. All cell phones should be placed on silent and put away. Texting and taking calls is not permitted in class. All laptops should be shut during discussion and participation-based activities. Because our texts are digital, you may use a device to access them during pertinent activities.

*Email etiquette.* I certainly welcome your emails, but know that I stop responding to them after 5pm. If you need immediate answers, exchange information with a classmate. Otherwise, plan on attending my office hours. As a last resort, if you have questions about the course, your work, meeting times, etc., please don't hesitate to contact me at bgkammers@lcsc.edu. However, you should treat this as
professional correspondence: that is, it should have a greeting, complete sentences, your name at the bottom, and be mailed from your official LCMail account. Please do not e-mail me, “did I miss anything today?” Again, all notes covering the day's lessons are available to you on BlackBoard. Please, do not e-mail me your assignments.

COURSE REQUIREMENTS

Major Writing Assignments
Assignments explore a consistent topic chosen by the student and approved by the instructor. All major assignments must be completed to obtain a passing course grade.

- Writing Assignment One: News Analysis
- Writing Assignment Two: TED Talk Review
- Writing Assignment Three: Topic Proposal
- Writing Assignment Four: Annotative Bibliography
- Writing Assignment Five: Literature Review
- Writing Assignment Six: Multi-Source Argumentative Research Essay
- Writing Assignment Seven: Presentation Visual
- Writing Assignment Eight: Open Letter

Essays will use Times New Roman script, black 12-point font, 1-inch margins, double-spacing, and 8.5”x11” paper. They will be submitted via Blackboard. Further MLA/APA requirements TBA.

A formal presentation will also be made to your peers at the end of the semester. It will be persuasive and incorporate your research. These research talks will be 8-10 minutes in length, and can be read or presented. Furthermore, an exam will be administered through Blackboard during Finals Week, testing knowledge of research terms, citation styles, and more.

Daily Assignments/Homework
There will be an assignment due almost every day: reading quizzes and assignments in which you write short responses to those readings that prepare you for the upcoming major assignment. For most major assignments, you will also be asked to read and comment on the papers of other students. You will also be asked to lead discussion for several readings for participation points. Most assignments will be submitted via Blackboard.

Please note that the points that you lose for missing these assignments add up quickly: you cannot pass the course if you don’t do the reading and homework assignments. More than points, though, these shorter assignments are designed to help you complete the major writing assignments. Please take them seriously. You may not make up quizzes, even for days you were ill. I will, however, drop your lowest two quiz scores.

You may not hand in the same papers you used in a previous semester. If you are repeating the course, you need to write new versions of the assignments.

GRADING STANDARDS
<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>GPA Value</th>
<th>Standards</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
<td>4.0</td>
<td>A work shows distinguished thinking throughout, as well as cogent writing and a detailed understanding of the assignment(s). “A” work is superior, not merely good or above average. Such work exceeds expectations.</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
<td>3.67</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
<td>3.33</td>
<td>B work shows superior effort that falls short of the “A” level because it lacks the excellence exhibited in an “A” paper or assignment or is flawed in some way(s). This work demonstrates competence in all aspects and excellence in several.</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82</td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
<td>2.33</td>
<td>C work is satisfactory and completely written. Such work meets all requirements but does not generally exhibit outstanding characteristics.</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69</td>
<td>1.33</td>
<td>D work shows less than competent achievement. Such work is generally lacking in development, organization, content, and/or fails to meet the requirements of the assignment.</td>
</tr>
<tr>
<td>D</td>
<td>60 - 66</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0 - 59</td>
<td>No Credit</td>
<td>F work fails to meet the basic requirements of the assignment(s). This grade is given to plagiarized work or to that which shows greater weaknesses than those graded a “D.”</td>
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**GRADE DETERMINATION**

- Quizzes - 10 points ea.
- Discussion/Participation - 10 points ea.
- News Analysis - 20 points
- TED Talk Review - 20 points
- Annotated Bibliography - 50 points
- Literature Review - 25 points
- Multi-Source Argumentative Research Essay - 100 points
- Presentation Visual - 25 points
- Open Letter - 25 points
- Research Presentation - 50 points
- Online Exam - 50 points
- Misc. Assignments - 10 points ea.

Point totals are updated regularly and are available at https://lcsc.blackboard.com/
POLICY ON PLAGIARISM
I assume that you will do honest work and that you will work with me on improving writing that is your own. But plagiarism is a serious matter, and incidents of it have been on the rise both nationally and at the LCSC. So I feel that it is important to explain what the consequences are.

The two basic kinds of plagiarism:
1. Malicious or intentional. This is the most serious kind of academic theft. It involves using someone else’s work as your own without citing the source, including direct copying, rephrasing, and summarizing, submitting someone else’s paper as your own, or submitting your own work from a different semester or different course. It also involves taking someone else’s idea and putting it in different words. Even if several different sources were copied, it is still plagiarism.
2. “Plagia-phrasing” or mosaic plagiarism. Not indicating directly quoted passages or ideas even while citing the work as a general source.

The consequences of plagiarism:
If a paper involves plagiarism of the second kind, I may ask you to rewrite the paper, using correct forms of documentation. However, if you persist in committing this kind of plagiarism, even after I have explained it to you more than once, you could be subjected to a more severe penalty of the type described below.

If a paper involves plagiarism of the first kind, I am empowered to assign a grade of F for the course, a penalty that may be imposed in particularly serious cases. In most cases of plagiarism, I will also make a complaint to the Dean of Students Office, which is responsible for enforcing the regulations in the Student Code of Conduct. So in addition to the academic penalty of receiving an F in the course, you may also be subject to other disciplinary penalties, which can include suspension or expulsion. Although such severe penalties are rarely imposed for first-time offenders, the Dean of Students Office maintains disciplinary records as part of a student’s overall academic record.

I may demonstrate that a paper involves plagiarism in two ways: 1) by identifying the source, and 2) by showing the discrepancy of style between previous papers and the paper in question. A final word on plagiarism: I understand the occasional temptation to plagiarize—but I am surprisingly good at recognizing plagiarism. My basic message is Do Not Do It. When you need to take something from another person’s work—an idea, a powerful statement, a set of facts, or an explanation—cite your source.

Refer to the LCSC Student Handbook under “Code of Conduct”
http://www.lcsc.edu/osl/SHB/SHBcodeofconduct.htm for LCSC’s statement about plagiarism.