



COURSE SYLLABUS

COURSE TITLE: ENGLISH COMPOSITION II

TERM & YEAR: Spring 2017

COURSE & SECTION NUMBER:
ENG 113.03

TIME & PLACE:
M/W/F 11:00-11:50

NUMBER OF CREDIT HOURS: 3-0-3

INSTRUCTOR: Dr. Alison Witte

OFFICE LOCATION/HOURS: 213 Taylor Hall
M/W/F 9:00-11:00
M/W 2:00-3:00
T/R 9:30-11:00
By Appointment

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COURSE DESCRIPTION: Continuation of ENG 103. Concentration on research paper and library methods.

PREREQUISITES: "C" or better in ENG 103 or ENG 104

REQUIRED TEXT:

Ballenger, *Curious Researcher*, 8th edition, 2015, Pearson, ISBN-13: 9780321992963

REFERENCES:

OTHER MATERIALS:

3-Ring Binder
Access to the Internet

LEARNING OUTCOMES: Upon completion of this course, the student should be able to:

1. Write a coherent, well-organized, and polished argumentative document
2. Employ the following skills:
 - a. Research topics using both print and electronic library sources
 - b. Select primary and secondary research, as appropriate
 - c. Summarize, paraphrase, and quote sources accurately and ethically
 - d. Write and use notes for entries of sources, subjects, quotes, and paraphrases
 - e. Employ documentation
 - f.

HABITS OF THE MIND

As you progress in your academic and professional careers, you will be expected to do more writing on your own and to write about topics and information that more original and unique than simply reporting or regurgitating other people's information. To be successful as a writer, you'll need to develop more than your knowledge of paragraphs and vocabulary. You need to develop habits that will help you accomplish all sorts of writing tasks.

In this class, we will focus on:

- **Intellectual Curiosity:** Successful writers ask questions and actively seek answers.
- **Problem-Solving:** Successful writers see things that aren't working and seek out solutions.
- **Collaboration:** Successful writers work with others to develop their ideas, to write documents, and to rework and polish documents they've written.

COURSE REQUIREMENTS:

Research Portfolio

The Research Portfolio will contain a set of documents, composed and revised over the course of the semester, that reveal the community in which you are doing your research, the questions you pursue in your research, the methods of your research and a report of your research that uses your data to make an argument for some course of action or some change of attitude or understanding.

Your portfolio must include the following documents:

- **Community Profile:** A narrative/descriptive text that describes the community in which you are conducting your research. This text should also situate your place in the community as a member and as a researcher, showing what you hope to do for your community with your research.
- **Problem Statement:** A brief statement of the motivation for your research, that answers the questions (1) Why is my research needed? And (2) What do I see as the potential benefits of my research? This document should also reveal the *very specific* questions you will pursue and attempt to answer with your research.
- **Method Description & Justification:** A formal, step-by-step, description of how you will do your research, including who will participate in your research, how you will choose those people, when and how you will collect data, how you will analyze that data, and the limitations of your choices. Additionally, this document should make an argument for why this method or methods are most suitable for your project. Finally, this document should contain completed versions of any instruments (surveys, interview questions, experimental materials, etc.) that you will use in your research.
- **Research Report:** This final part of the portfolio will combine the previous elements into a formal research report that presents the issue you are focusing on, what other people have said about this issue already, your methods, your findings, analysis of your findings, and an argument for the importance of the findings (what do they tell us) or for a change that needs to be made based on your findings (what should we do). This document should show your ability to combine the research of others with your own research in a clear and productive way. It also should show your ability to document the work of others within your own work.

Portfolio Process

Portfolio Checkpoints: To keep the research on track throughout the semester, we will have four MANDATORY check-points during the semester. **These check-points earn individual grades and are required for me to accept drafts of papers related to the materials for the check-points.**

Portfolio Progress Reports: We will do 5 reports during the semester. These will be oral reports, made to the professor and a small group of students and must clearly describe the progress you are making on your project, an assessment on how you have progressed toward completing the portfolio components, and a specific plan for completing remaining work/new assignments.

Portfolio Workshops: We will workshop the major portfolio components over the course of the semester. Workshops are mandatory and part of your final grade for the course. To earn credit for workshops, you must be present the day of the workshop with a meaningfully revised draft. **You MUST bring a revised draft to the workshop for me to accept future revisions of that paper.** You must provide feedback to your peers on their documents as well.

Research Poster Presentation

At the end of the semester, you will prepare a brief 5-7 minute presentation of your research that you will share with the class, and possibly the campus community, poster style. Poster presentations are less formal because several people present simultaneously to small groups who rotate around the room. You will need to prepare a handout to accompany your presentation, and may include a visual component such as a poster, PowerPoint, or Prezi.

Research Method Presentation

This is a collaborative activity in which groups will teach the class the basics of a particular research method. Your presentation should include (1) a description of how the method works, (2) instructions for designing research instruments such as surveys or experiments and sample instruments, (3) ways this method's data is reported, (4) what fields use this method and (5) recommendations for what types of projects are best-suited for this method.

Research Method Activities

For each of the research methods we will examine, we will do an in-class activity to test out how the method works so you can make an informed decision when designing your own research. These activities may also contain an out of class component that you will need to complete on your own time.

Weekly Citation Activity

Each Monday, you will be assigned a citation task to complete on Moodle. These tasks will include using signal phrases, doing in-text citations, creating and formatting works cited entries and labeling charts, graphs and images. **These activities are due Wednesday before class starts.**

ATTENDANCE/PARTICIPATION:

Attendance in this class is expected. You need to arrive on time and prepared for class—having done your reading and any additional homework—to be considered in attendance. When you come to class unprepared you inhibit my ability to teach, as I prepare for each class assuming you have done your reading and work, and you waste not only my and your classmate’s time, but your own.

Timeliness is also a part of attendance. I will take attendance at the beginning of class, before any other activity. If you are not present when I take attendance, you will be marked absent for that day. If you arrive late, you must speak to me after class and ask me to mark you present; I will not do this automatically. If you fail to speak to me; you will be considered absent.

If you must miss class for any reason, you **MUST** contact me ASAP concerning your absence if you expect to stay on track to complete the course. **You may miss up to 3 classes**, but choosing to miss class may mean missed in-class work that will negatively impact your final grade. For each class you miss beyond the 3, you may have 10 points deducted from your final grade.

You are also responsible for completing any reading or work that is assigned on the calendar for the days you miss and for the day you will return to class. Again, failing to come to class prepared wastes both my time and yours.

GRADING/EVALUATION

ASSIGNMENT	POINTS
Portfolio	500
Portfolio Component Drafts (4x25 points)	100
Workshop Participation (4x15 points)	60
Check-Points (4x10 points)	40
Portfolio Progress Reports (5x10 points)	50
Research Poster Presentation	100
Research Method Presentation	50
Research Method Activities (4x10 points)	40
Weekly Citation Activities (10x5 points)	50
Rethinking the Research Paper Assignment	10
TOTAL	1000

You must complete

- ✓ All the components of the portfolio including check-points
 - ✓ Research Poster Presentation
 - ✓ Research Method Presentation
- to pass the course.

FINAL GRADE	POINTS NEEDED
A	900-1000
B+	870-899
B	800-869
C+	770-799
C	700-769
D+	670-699
D	600-669
F	Less than 600

OTHER POLICIES:

ACADEMIC MISCONDUCT

The University prohibits all forms of academic misconduct. Academic misconduct refers to dishonesty in examinations (cheating), presenting the ideas or the writing of someone else as one's own (plagiarism) or knowingly furnishing false information to the University by forgery, alteration, or misuse of University documents, records, or identification. Academic dishonesty includes, but is not limited to, the following examples: permitting another student to plagiarize or cheat from one's own work, submitting an academic exercise (written work, printing, design, computer program) that has been prepared totally or in part by another, acquiring improper knowledge of the contents of an exam, using unauthorized material during an exam, submitting the same paper in two different courses without knowledge and consent of professors, or submitting a forged grade change slip or computer tampering. The faculty member has the authority to grant a failing grade in cases of academic misconduct as well as referring the case to Student Life.

PLAGIARISM

You are expected to submit your own work and to identify any portion of work that has been borrowed from others in any form. An ignorant act of plagiarism on final versions and minor projects, such as attributing or citing inadequately, will be considered a failure to master an essential course skill and will result in an F for that assignment. A deliberate act of plagiarism, such as having someone else do your work, or submitting someone else's work as your own (e.g., from the Internet, fraternity file, etc., including homework and in-class exercises), will at least result in an F for that assignment and could result in an F for the course.

LATE WORK

Late work reflects poorly on your work ethic as a student and will prevent you from successfully completing the course. **Papers and projects submitted within 48 hours of the due date will be accepted, with a 10% grade deduction, and will receive NO feedback, only a grade.** Without this feedback it will be difficult for you to successfully revise or make improvements for your next papers. Papers and projects will not be accepted more than 48 hours past the due date.

ELECTRONIC DEVICES

Use of electronic devices including smart watches and cell phones is prohibited during exams or quizzes unless directly allowed by the instructor.

The rest of the time, here's the deal...you are in control of your own learning, so you are in control of your devices (computers, tablets, phones, etc.)—that means you choose whether or not to bring them to class and whether or not to turn them off. You can decide whether they will distract, hinder, or help you.

But you are also a member of this class and need to be respectful of your classmates, so if you bring your devices to class, please keep them on vibrate or silent. If you must take a call, please leave the room, quickly and quietly.

EMAIL

You are expected to send professional e-mail to professors and any other people you contact on or off-campus as part of this class. Professional emails should be polite with a greeting and signature, use complete sentences, and use correct grammar, spelling and punctuation.

I check my email regularly during business hours (7am-8pm). I will respond to your email as quickly and thoroughly as possible during these times. However, keep in mind that I teach other classes during the day besides yours, so I may not respond to you immediately. After 8pm, I'm on my own time. I may check my email, but I may not. So if you have questions or concerns after that time, feel free to email me knowing you may not hear from me until the following day. So plan your email communications accordingly.

OFFICE HOURS

I will make every attempt to be available to meet with you during my office hours on campus. I can also be available by email, Skype or Google Plus by appointment.

If you make an appointment to meet with me, please be respectful of my time and that of your classmates by arriving on time and prepared for your appointment. If you must cancel, please let me know ASAP so that I don't wait for you and that I can give that time to someone else.

ALL OTHER POLICIES ARE CONSISTENT WITH UNIVERSITY POLICIES.

COURSE CALENDAR/SCHEDULE:

Below is the anticipated schedule for this course. This schedule is subject to change at the discretion of the instructor and as the class needs throughout the semester.

CR = Curious Researcher

All other readings are available in the Readings section on the ENG 113 Moodle page.

WEEK 1 WHAT IS RESEARCH?		
1/18	IN CLASS: Course Introduction Getting to know each other <i>Exercise 1: Rethinking the Research Paper</i>	FOR NEXT CLASS: ✓ Set up Moodle profile ✓ Read: <i>CR</i> pages 26-29 ✓ Create an informal list of communities in which you are a member to bring to class
1/20	IN CLASS: Discuss Readings Introduce Research Portfolio Assignment Assign Research Portfolio Component #1—Community Profile Project	FOR NEXT CLASS: ✓ Read: Driscoll’s “Introduction to Primary Research: Observations, Surveys, and Interviews” from Moodle
WEEK 2 TYPES OF RESEARCH & RESEARCH QUESTIONS		
1/23	IN CLASS: Developing Research Questions Introduce and Sign-up for Research Method Presentation	FOR NEXT CLASS: ✓ Read: <i>CR</i> pages 49-70
1/25	IN CLASS: Library Research Introduction	FOR NEXT CLASS: ✓ Read: <i>CR</i> pages 45-48; 73-82
1/27	IN CLASS: Using Research to Find/Understand a Problem	FOR NEXT CLASS:
WEEK 3 LIBRARY RESEARCH & LITERATURE REVIEW		
1/30	IN CLASS: Types of Research Look at sample research reports	FOR NEXT CLASS: ✓ Check-Point #1- Preliminary Research Questions
2/1	DUE: Check-Point #1-Preliminary Research Questions IN CLASS: Research Method Presentation: Literature Review Assign Research Method Activity 1:Literature Review Annotated Bibliography	FOR NEXT CLASS: ✓ Bring CR to class ✓ Read: <i>CR</i> pages 106-115
2/3	DUE: Bring Curious Researcher to Class—YOU WILL NEED IT IN CLASS: MLA/APA Review	FOR NEXT CLASS ✓ Read: <i>CR</i> pages 89-95 ✓ Portfolio: Community Profile Teacher Review

WEEK 4 SURVEY RESEARCH		
2/6	<p>DUE: Community Profile for Teacher Review</p> <p>IN CLASS: Research Method Presentation: Survey Research Look at sample surveys Assign Research Method Activity 2: Survey Research Begin Survey Research Activity</p>	<p>FOR NEXT CLASS: ✓ Weekly Citation Activity #1 ✓ Read: “Collecting, Selecting, Organising, and Analysing Data” from Moodle</p>
2/8	<p>DUE: Weekly Citation Activity #1</p> <p>IN CLASS: Assign Portfolio Checkpoint #2: Research Proposal Continue Survey Research Activity by taking other groups’ surveys <i>Exercise 2.3: DataViz: Tell a Story with Facts</i></p>	<p>FOR NEXT CLASS: ✓ Research Method Activity #1: Literature Review Annotated Bibliography</p>
2/10	<p>DUE: Research Method Activity #1: Literature Review Annotated Bibliography Portfolio Progress Report #1</p> <p>IN CLASS: Complete <i>Exercise 2.3</i> Work with survey data</p>	<p>FOR NEXT CLASS: ✓ Read: CR pages 82-89</p>
WEEK 5 ETHNOGRAPHIC & ARCHIVAL RESEARCH		
2/13	<p>IN CLASS: Research Method Presentation: Ethnographic Research Assign Research Method Activity #3: Ethnographic Research Begin Ethnographic Research Activity</p>	<p>FOR NEXT CLASS: ✓ Weekly Citation Activity #2</p>
2/15	<p>DUE: Weekly Citation Activity #2</p> <p>IN CLASS: Research Method Presentation: Archival Research Introduce Portfolio Component #2—Problem Statement</p>	<p>FOR NEXT CLASS: ✓ Research Method Activity #2: Survey Research</p>
2/17	<p>DUE: Research Method Activity #2: Survey Research</p> <p>IN CLASS: Making problems visible and understandable</p>	<p>FOR NEXT CLASS: ✓ Check-Point #2-Research Proposal</p>
WEEK 6 EXPERIMENTAL RESEARCH		
2/20	<p>DUE: Check-Point #2-Research Proposal</p> <p>IN CLASS: Research Method Presentation: Experimental Research Assign Research Method Activity #4: Experimental Research Begin Experimental Research Activity</p>	<p>FOR NEXT CLASS ✓ Research Method Activity #3: Ethnographic Research ✓ Weekly Citation Activity #3 ✓ Read: CR pages 185-193</p>
2/22	<p>DUE: Weekly Citation Activity #3</p> <p>IN CLASS: Discuss Revision Conduct Experiments in Class & Collect Data</p>	<p>FOR NEXT CLASS:</p>
2/24	<p>DUE: Research Method Activity 3: Ethnographic Research</p> <p>IN CLASS: Introduce Portfolio Component #3: Methods Justification Assignment Work with Experiment</p>	<p>FOR NEXT CLASS: ✓ Read: CR pages 193 “Using a Reader” ✓ Portfolio: Initial Revision of Community Profile for Workshop</p>

WEEK 7 INSTRUMENT DESIGN		
2/27	DUE: Revised Community Profile for Workshop IN CLASS: Workshop Community Profile Revisions	FOR NEXT CLASS: ✓ Weekly Citation Activity #4
3/1	DUE: Weekly Citation Activity #4 IN CLASS: Explaining Methods Look at Sample Method Sections Deciding what information you need & how to get it	FOR NEXT CLASS: ✓ Research Method Activity 4: Experimental Research ✓ Read: “Putting Ethics into Practice” from Moodle and “Ethical Issues in Social Research” from Moodle
3/3	DUE: Research Method Activity 4: Experimental Research IN CLASS: Introduce IRB Form and Process Introduce IRB Documents (Consent Form, Instruments, etc.) Instrument Design	FOR NEXT CLASS ✓ Portfolio: Problem Statement for Teacher Review
WEEK 8 RESEARCH ETHICS, IRB, & CONSENT DOCUMENTS		
3/6	DUE: Problem Statement for Teacher Review IN CLASS: Writing Day- IRB Forms, Consent Documents & Data Collection Instruments	FOR NEXT CLASS: ✓ Weekly Citation Activity #5
3/8	DUE: Weekly Citation Activity #5 Portfolio Progress Report #2 IN CLASS: Writing Day- IRB Forms, Consent Documents & Data Collection Instruments	FOR NEXT CLASS: ✓Prepare for a Work Day to fill out IRB Forms & Consent Documents ✓ Check-Point #3: Final Instrument, Consent Document and IRB Form by Midnight
3/10	DUE: Check-Point #3: Final Instrument, Consent Document and IRB Form by Midnight IN CLASS: Writing Day- IRB Forms, Consent Documents & Data Collection Instruments	
WEEK 9 RESEARCH DOCUMENT PREPARATION		
3/13	NO CLASS—SPRING BREAK	
3/15	NO CLASS—SPRING BREAK	
3/17	NO CLASS-SPRING BREAK	
WEEK 10 RESEARCH REPORTING		
3/20	DUE: Bring a data-driven research article (at least 10 pages) from your professional field to class IN CLASS: Assign Portfolio Component #4: Research Report Analyze sample research reports Evaluating Sources/Research	FOR NEXT CLASS: ✓ Weekly Citation Activity #6
3/22	DUE: Weekly Citation Activity #6 IN CLASS: Representing data in writing Look at sample data representations	
3/24	DUE: Method Justification Assignment for Teacher Review IN CLASS: Discuss Data Analysis Procedures Discuss using data to make claims/arguments	FOR NEXT CLASS: ✓ Portfolio: Revised Problem Statement for Workshop

WEEK 11 DATA REPRESENTATION		
3/27	DUE: Revised Problem Statement for Workshop IN CLASS: Workshop Problem Statement Revisions	FOR NEXT CLASS: ✓ Weekly Citation Activity #7
3/29	DUE: Weekly Citation Activity #7 IN CLASS: Ethics of Data Representation Document Format for Research: Headings, Images, Charts & Graphs, Appendices Review Data Analysis and Reporting Procedures	FOR NEXT CLASS:
3/31	DUE: Portfolio Progress Report #3 IN CLASS: Writing Day	FOR NEXT CLASS: ✓ Check-Point #4: Complete data collection, do the report on Moodle, and bring your collected data ✓Bring your data to class
WEEK 12 USING SOURCES REVIEW		
4/3	DUE: Check-Point #4- Complete data collection, do the report on Moodle, and bring your collected data IN CLASS: Writing Day: Working with your data	FOR NEXT CLASS: ✓ Portfolio: Last day to submit revisions of Community Profile & Problem Statement ✓ Weekly Citation Activity #8 ✓ Read: CR pages 170-184 ✓ Read: Stedman's "Annoying Ways People Use Sources"
4/5	DUE: Last day to Submit Revisions of Community Profile & Problem Statement Weekly Citation Activity #8 IN CLASS: Choosing appropriate sources and data	FOR NEXT CLASS ✓ Portfolio: Initial Revision of Method Justification for Workshop
4/7	IN CLASS: Using sources to support claims Synthesizing sources	
WEEK 13		
4/10	DUE: Revised Method Justification for Workshop Portfolio Progress Report #4 IN CLASS: Workshop of Method Justification Revision	FOR NEXT CLASS: ✓ Portfolio: Research Report for Teacher Review ✓ Weekly Citation Activity #9
4/12	DUE: Weekly Citation Activity #9 Research Report for Teacher Review IN CLASS: Finding and using sources to support claims in your Method Justification	FOR NEXT CLASS ✓ Portfolio: Bring ALL portfolio contents for Work Day
4/14	NO CLASS—GOOD FRIDAY	

WEEK 14 REVISION WEEK		
4/17	DUE: Bring ALL portfolio contents for Work Day IN CLASS Review Literature Reviews & Synthesis Writing Day: Portfolio	FOR NEXT CLASS: ✓ Weekly Citation Activity #10 ✓ Read: Klein & Shackelford: “Beyond Black on White” from Moodle
4/19	DUE: Citation Activity #10 IN CLASS: Portfolio Design Review Portfolio Assignment Sheet & Rubric Discuss compiling Final Research Portfolio	
4/21	DUE: Portfolio Progress Report #5 IN CLASS: Writing Day: Portfolio	FOR NEXT CLASS: ✓ Portfolio: Revised Research Reports for Workshop
WEEK 15 REVISION WEEK		
4/24	DUE: Revised Research Reports for Workshop IN CLASS: Workshop Research Report Revisions	FOR NEXT CLASS: ✓ Last Day to submit revisions of Methods Justification & Research Report
4/26	DUE: Last Day to submit revisions of Methods Justification & Research Report IN CLASS: Writing Day: Portfolio	FOR NEXT CLASS: ✓ Bring a copy of your Method Justification & Research Report to class
4/28	DUE: Bring a copy of your Method Justification & Research Report to class IN CLASS: Claims and Evidence Check	FOR NEXT CLASS: ✓ Review CR pages 203-211 ✓ Read: CR pages 213-221
WEEK 16 PORTFOLIO DUE & POSTER PRESENTATIONS		
5/1	IN CLASS: Local Revision Reminders Writing Day: Portfolio	FOR NEXT CLASS: ✓ Portfolio: Completed Research Portfolio
5/3	DUE: Completed Research Portfolios Bring your Portfolio to Class IN CLASS: Discuss Poster Presentations & Handouts Look at sample handouts/displays	FOR NEXT CLASS: ✓Bring materials to work on Poster Presentations & Handouts
5/5	IN CLASS: Final Instructions for Poster Presentations Sign-up for Poster Presentation Time Slots Writing Day: Poster Presentations & Handouts	FOR NEXT CLASS: ✓ Portfolio: Complete Research Poster Presentation
WEEK 17 FINAL EXAMS		
FINAL EXAM	Research Poster Presentations Wednesday 5/10 11:00am-1:00pm	

ADDITIONAL INFORMATION:

WRITING CENTER

The Writing Center offers free one-on-one help with papers for any class to all main campus students. Tutors in the Writing Center can assist with choosing a topic, developing a thesis statement, organizing a paper, basic research, and issues with grammar and usage.

The Writing Center is located in the Academic Success Center on the first floor of the LINK, and is open Monday-Friday. Advance appointments can be made at www.trinewrite.com. Depending on the availability of tutors, walk-ins are welcome, but students with appointments receive preference.

CANCELLATION POLICY

If you cannot attend a scheduled appointment, you must cancel 24 hours before your scheduled appointment by emailing the Writing Center at writingcenter@trine.edu or logging into your TrineWrite.com account and cancelling. Failing to cancel in a timely manner takes appointments from students who need them and prevents others from getting the help they need.

Students who fail to cancel or cancel less than 24 hours before their appointments 3 times will be prohibited from making additional appointments.

ADVICE (from former students)

- When you're in a group, DO the work.
- Take advantage of the Writing Center.
- Use your time wisely.
- Check for homework DAILY.
- Do your citation activities.
- Turn in as many revisions as possible.
- Go to class.
- Don't procrastinate.