



## COURSE SYLLABUS

**COURSE TITLE:** RESEARCH AND WRITING SKILLS FOR PROFESSIONAL SUCCESS    **TERM & YEAR:** Fall 2015

**COURSE & SECTION NUMBER:** ENG 501.05    **TIME & PLACE:** 10:00-10:50am    Taylor Hall L-17

**NUMBER OF CREDIT HOURS:** 3-0-1

**INSTRUCTOR:** Dr. Alison Witte

**OFFICE LOCATION/HOURS:** Taylor Hall 215

M	10:00-12:00
T/R	10:00-12:00
W	2:00-3:00
F	9:00-12:00

**OFFICE PHONE:** (419) 665-4774

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**COURSE DESCRIPTION:** This course provides students with the knowledge and practice to improve their skills at reading, writing, and research—fundamental skills necessary for success in graduate school and beyond.

**PREREQUISITES:** ENG 103 or ENG 104

### REQUIRED TEXT:

Laurence Behrens and Leonard J. Rosen, *What It Takes: Academic Writing in College* (2nd Edition) [Paperback, ISBN-10: 0205864848, ISBN-13: 978-0205864843].

William Strunk Jr. and E.B. White (Illustrator: Maria Kalman), *The Elements of Style Illustrated* [Paperback, ISBN-10: 0143112724, ISBN-13: 978-0143112723].

*Publication Manual of the American Psychological Association* (6th Edition) [Paperback, ISBN-10: 1433805618, ISBN-13: 978-1433805615].

Additional texts as assigned by the instructor

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

- Write various forms of summary, critique, synthesis, and analysis.
- Identify and utilize fundamental tools for effective and efficient graduate-level research and writing.
- Explain what plagiarism is, and how to avoid it.
- Apply the rules of citation from the APA Publication Manual to written assignments.
- Identify what it takes to communicate effectively, especially in academic and workplace settings.
- Through the written word, communicate at the “higher” level of graduate-school scholarship

### 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.
- **Critical Reading:** Successful writers read carefully and analyze both content and writing techniques to get a more complete understanding of texts and to learn how writers write.

## COURSE REQUIREMENTS:

### *APA Exercises*

Each week you will complete an APA exercise on Moodle. These exercises are designed to help you become familiar with APA format and to get practice citing correctly.

### *Intellectual Property Statement of Ethics*

A statement of ethics identifies your personal beliefs about particular topics and identifies behaviors that help you live out those beliefs. In your statement of ethics, you will (1) define intellectual property; (2) define plagiarism; (3) identify what you believe are ethical and responsible uses of intellectual property and substantiate what makes these uses ethical; and (4) identify what you believe are unethical or irresponsible uses of intellectual property and substantiate what makes these uses unethical; (5) compose 4 statements of best practice for handling intellectual property.

### *Journal Exploration*

You will each explore a journal from the assigned list and write a 1 page profile of that journal. Your profile will include a brief history of the journal (who publishes it, how long has it been published), an explanation of the submission guidelines/requirements, and an explanation of the types of articles that are published and the topics that are generally covered in the articles.

### *Article Critiques*

An article critique reviews a scholarly article by providing a brief 1 paragraph summary and by making a supported claim about the strength and validity of the article's claims or research. Based on your claim about the validity of the article, you will need to recommend whether or not someone in your field should read or use this article, and support your recommendations with specific evidence about the content or writing techniques of the article. Critiques should be 2-3 pages and include a Works Cited entry at the end.

### *Literature Review*

A literature review is a synthesis of sources on a particular topic that shows what the currently accepted understandings or perspectives on a particular topic are. You will write a 4-5 page literature review of at least 10 academic sources (books and peer-reviewed journals) on a topic from your field of study to give a robust picture of the topic you've chosen.

## ATTENDANCE/PARTICIPATION:

Attendance in this class is expected; this is a graduate class and you are expected to be present and to contribute actively to the class. Graduate classes are different than undergraduate classes; while I will deliver information to you, you will be expected to actively participate and develop content for discussion in class.

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. Because the class is only 8 weeks, **you may miss 1 class**, 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 1, you will 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
APA Exercises (5 x 10 points)	50
Intellectual Property Statement of Ethics	100
Journal Exploration Project	50
Article Critiques (3 x 50 points)	150
Literature Review (Final Exam)	150
<b>TOTAL</b>	<b>500</b>

FINAL GRADE	POINTS NEEDED
A	465-500
B+	435-464
B	405-434
C+	375-404
C	350-374
F	Less than 350

## 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.

As graduate students, you are expected to have a mastery of citation. The policy for this course is as follows: on the first instance of plagiarism, you receive up to 50% of the grade for the assignment, as dictated by the quality of your work. The second instance will result in a 0 and you will be unable to revise.

### REVISION POLICY

Because this is a writing class and being a good writer includes being able to respond to and incorporate feedback, you will have the option to revise a maximum of 2 papers over the course of the semester. Papers can be revised if you receive a C+ or lower. If you choose to revise a paper, you must complete the revisions within 2 weeks of receiving your feedback.

Submitting a revised paper does not guarantee that you will earn a higher grade. To improve your grade by revising, you must address the major issues identified in the in-text and end comments in a meaningful and substantive way. Simply fixing minor grammar or format issues is not revising and will result in a minor, if any, grade improvement.

### EMAIL

E-mail is a formal communication between you and me. You are expected to send professional e-mails to professors, including me. This means including a subject and a greeting and using complete sentences and formal spelling.

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. 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.

### ELECTRONIC DEVICES

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.

**COURSE CALENDAR/SCHEDULE:**

*WIT = What It Takes: Academic Writing for Graduate Students*

*All other readings are available in the Readings section on the ENG 501 Moodle page.*

<b>WEEK 1 ACADEMIC WRITING, INTELLECTUAL PROPERTY &amp; ETHICS</b>		
10/19	<b>IN CLASS:</b> Course Introduction Getting to know each other Intellectual Property & Ethics Introduce Statement of Ethics Assignment	<b>FOR NEXT CLASS:</b> ✓ <b>Read:</b> Stedman’s “Annoying Ways People Use Sources” from Moodle ✓ <b>Read:</b> “The Inquiring Mind” from Moodle ✓ <b>Statement of Ethics Assignment</b>
<b>WEEK 2 ACADEMIC RESEARCH, APA FORMAT &amp; INTEGRATING SOURCES</b>		
10/26	<b>DUE:</b> Statement of Ethics Assignment <b>IN CLASS:</b> Library Research Evaluating Sources Integrating Sources Citing Sources in APA Format Introduce Journal Exploration Assignment	<b>FOR NEXT CLASS:</b> ✓ <b>Read:</b> <i>WIT</i> Chapter 1 ✓ <b>Read:</b> <i>WIT</i> Chapter 2 ✓ <b>Read:</b> Evaluating a Published Article from Moodle ✓ <b>Journal Exploration Assignment</b>
<b>WEEK 3 SUMMARY, ANALYSIS, &amp; CRITIQUE</b>		
11/2	<b>DUE:</b> <b>Journal Exploration Assignment</b> <b>IN CLASS:</b> Evaluating Sources: Summary, Analysis, & Critique Writing academic arguments Introduce article critiques	<b>FOR NEXT CLASS:</b> ✓ <b>Read:</b> Driscoll “Introduction to Primary Research” from Moodle ✓ <b>Read:</b> <i>WIT</i> Chapter 4 ✓ <b>APA Exercise #1</b> ✓ <b>Article Critique #1</b>
<b>WEEK 4 ACADEMIC RESEARCH REPORTS</b>		
11/9	<b>DUE:</b> <b>APA Exercise #1</b> <b>Article Critique #1</b> <b>IN CLASS:</b> Specific Purposes for Academic and Professional Writing Academic Genres: Research Report Writing about research	<b>FOR NEXT CLASS:</b> ✓ <b>Read:</b> <i>WIT</i> pages 82-125 ✓ <b>APA Exercise #2</b> ✓ <b>Article Critique #2</b>
<b>WEEK 5 ARGUMENTS, MAKING &amp; SUPPORTING A CLAIM</b>		
11/16	<b>DUE:</b> <b>APA Exercise #2</b> <b>Article Critique #2</b> <b>IN CLASS:</b> Academic Genres: Literature Review Introduce Literature Review	<b>FOR NEXT CLASS:</b> ✓ <b>Read:</b> <i>WIT</i> pages 70-82; 136-140 ✓ <b>Read:</b> “Reviewing the Literature” from Moodle ✓ <b>APA Exercise #3</b> ✓ <b>Article Critique #3</b>
<b>WEEK 6 SYNTHESIS &amp; LITERATURE REVIEWS</b>		
11/23	<b>DUE:</b> <b>APA Exercise #3</b> <b>Article Critique #3</b> <b>IN CLASS:</b> Choosing a literature Review Topic Library Research Review Research Day	<b>FOR NEXT CLASS</b> ✓ <b>Email</b> your literature review topic to me ✓ <b>APA Exercise #4</b>
<b>WEEK 7 ADVANCED RESEARCH STRATEGIES</b>		
12/2	<b>DUE:</b> <b>APA Exercise #4</b>	<b>FOR NEXT CLASS:</b>

	<b>Literature Review Topic</b> IN CLASS: Building Synthesis Synthesis Activity	✓ <b>Draft of your literature review in print format</b> ✓ <b>Read:</b> “Using a Reader” from Moodle
<b>WEEK 8 PEER REVIEW &amp; COURSE WRAP-UP</b>		
12/9	<b>DUE:</b> <b>APA Exercise #5</b> IN CLASS: Peer Review of Literature Reviews	FOR NEXT CLASS: ✓ <b>Completed Literature Review</b>
	FINAL EXAM	DUE Friday Oct. 16 by Midnight to Moodle