

<b>Meeting Times</b>	MWF 2:00-3:10
<b>Location</b>	Moore 105
<b>Instructor</b>	Dr. Alison Witte
<b>Office Location</b>	Moore 114
<b>Office hours</b>	T/R 11:00-3:00 By Appointment
<b>Contact Information</b>	<a href="mailto:alison.witte@urbana.edu">alison.witte@urbana.edu</a> 937.772.9321

## Course Description

*This course is an intermediate writing course focusing on the composition of research papers. Students in this course prepare to be active participants in professional discourse communities by examining and practicing the writing conventions associated with their own fields of study and work. By calling attention to the conventions of disciplinary writing, the course also prepares students for upper-division college writing and the special conventions of advanced academic discourse. Course activities include three extended research papers, semi-formal writing addressing interdisciplinary communication, and readings fostering critical engagement with disciplinary conversations.*

<b>Credit</b>	<b>4 credit hours</b>
<b>Prerequisites</b>	<b>ENG 120</b>

## Course Learning Outcomes:

*Students will be able to:*

1	Use online resources, including library databases, search engines, and other research tools, to locate materials relevant to professional interests.
2	Use analytical strategies to identify key claims, as well as supporting reasons, assumptions, and evidence, in academic, popular, and professional readings.
3	Evaluate the relevance and quality of sources for formal writing projects addressed to academic and professional audiences.
4	Use critical reading, discussion, and other prewriting strategies to explore topics relevant to issues of particular interest to academic and professional audiences.
5	Use communication technologies to participate in critical conversations about professional topics.
6	Formulate specific and compelling thesis statements falling within the scope and genre of a given research writing assignment.
7	Provide logical and coherent development of introductory, body, and concluding paragraphs to demonstrate a research paper's thesis to expert and lay audiences
8	Use critical reading and proofing strategies to review one's own formal writing and to peer review that of others, especially by drawing on relevant writing conventions.
9	Revise and edit to eliminate irrelevancies, inaccuracies, and breaches of writing conventions and to improve readability, coherence, and overall effectiveness in communicating with academic and professional audiences.

## Required Books and Resource Materials

**Textbook:** *An Insider's Guide to Academic Writing: A Rhetoric and Reader*. 2<sup>nd</sup> Edition. ISBN: 978-1-319-10399-6

# COURSE REQUIREMENTS

## Individual Projects

### 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:

- **Scholarly Conversation Literature Review:** A literature review is 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 3-4 page literature review of at least 6 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. This text should explain the major questions your community is pursuing regarding this topic, including the various stakeholders, their positions and the connections between their positions. It should also show what you hope to do for this 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.
- **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 (literature review), 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 Component Drafts:** You will submit a draft of each portfolio component for feedback. That feedback will indicate the current grade for the paper if no revisions are made. Final grades will be assigned to each component when they are submitted for in the final Research Portfolio.
- **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.

### Project Team Evaluations

This project will be completed for the group project. In this project, you will assess the work your team members have done and describe their contributions to the team's project, supporting your evaluations with evidence from their work in the team and your experiences working with them. The evaluation will conclude with a grade you believe each team member earned for their work on the project.

**75% of the grade for each Project Team Evaluation will be the average of the grades assigned to an individual by group members.**

## Research Poster Presentation

At the end of the research portfolio project, 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.

## Collaborative Projects

### Urban(a) Legends Project

This is a collaborative multi-stage assignment, part of which is written and part of which is visual. You will be using the information collected through primary research to collaboratively compose (1) a storyboard that plots out the narrative you plan to present, (2) a 2:30-3:00 minute documentary-style video related to the topic. You will also each compose an individual reflection.

### 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.

## ASSESSMENT

### Grading Scale

GRADE	POINT RANGE	%
A	900-1000	90%-100%
B	800-899	80%-89.9%
C	700-799	70%-79.9%
D	600-699	60%-69.9%
F	599 or less	59.9% or less

### Grading Breakdown

ASSIGNMENT	POINTS
INDIVIDUAL PROJECTS	
Research Portfolio	300
Portfolio Component Drafts (3x25)	75
Portfolio Checkpoints (4 x 10)	40
Portfolio Workshops (3 x 15)	45
Urban(a) Legends Project Team Evaluation	100
Research Poster	100
<b>Individual Projects Total</b>	<b>660</b>

COLLABORATIVE PROJECTS	
Urban(a) Legends Storyboard	75
Urban(a) Legends Documentary Video	100
Urban(a) Legends Individual Reflection	50
Research Method Presentation	75
Research Method Activities (4x10 points)	40
<b>Collaborative Projects Total</b>	<b>340</b>
<b>TOTAL</b>	<b>1000</b>

## COURSE POLICIES

### Attendance Policy

Attendance in this course includes **presence** (attend class), **timeliness** (arrive on time), and **participation** (actively engage in any course activities). Failing to attend, to arrive on time, or to participate in in-class activities (discussion, group work, etc.) can result in the student being marked absent.

#### **The 85% Rule**

At a minimum, a student must attend at least 85% of a course session and be engaged in planned learning activities and assignments of the course session to be considered present in that session. A student must attend 85% of the total course sessions to remain enrolled in and complete the course.

Students who miss more the 15% of the course will

- Be automatically dropped from the course by the Registrar's Office
- Receive a Z grade (removal for poor attendance) which counts as an F in the student's GPA
- Be prohibited from dropping the course, even if the period for course withdrawal is still open.

# of weeks in the course	# of course sessions that a student can be absent (unexcused) before failing* due to lack of attendance
16	5 sessions for a course meeting 2x per week 8 sessions for a course meeting 3x per week

#### **Missing a Whole Class**

No absences are excused in this class, except for absences for university-sponsored athletic competitions and university-sponsored field trips or field experiences. To be excused, the student's name must be on the university-distributed travel list.

#### **Arriving Late to Class**

Students need to be present for at least 85% of each course meeting to avoid being marked absent, so arriving on time and remaining through the entire class session is essential.

- In a 3x week (MWF) class, a student must arrive **no later than 10 minutes** into class to be counted as present. Arriving later than 10 minutes will result in a course absence that counts towards the number of course sessions that a student can be absent (unexcused) before failing\* due to lack of attendance explained above.
- In a 2x week (MW or TR) class, a student must arrive **no later than 16 minutes** into class to be counted as present. Arriving later than 16 minutes will result in a course absence that counts towards the the number of course sessions that a student can be absent (unexcused) before failing\* due to lack of attendance explained above.

### ***Participating in Class Activities***

A student can be marked absent for attending, but failing to participate in class. For example, students can be marked absent for sleeping in class, watching videos or playing games on their phones during in-class activities, or failing to complete and/or submit in-class work.

### ***Responsibilities if Class is Missed***

- Students are responsible for (1) notifying the instructor of their absence as soon as possible and for (2) making arrangements to stay on track to successfully complete missed material and work.
- Students are responsible for completing any reading or work that is assigned on the calendar for the day(s) missed and for the day they will return to class.

### **A Note on Attendance**

The policy outlined above details the minimum requirement to remain enrolled in the course. Meeting this minimum requirement does not guarantee success in the course. Success in this course comes from a combination of attending class, completing in-class work, and completing and submitting quality academic work by assigned deadlines.

### **Communication & Email Policy**

It is expected that students should plan to communicate with the professor and with other classmates regularly throughout the course. Students are responsible for reading their Urbana email account on a daily basis. Faculty will communicate with students via the Urbana email account.

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.

### **Late Work Policy**

Late work reflects poorly on your work ethic as a student and will prevent you from successfully completing the course.

- Missed in-class activities can only be made up if you miss class due to a university-sponsored activity.
- **Papers submitted within 48 hours of the due date will be accepted with a 10% grade deduction for each 24 hours late, and will receive NO feedback, only a grade. Late papers are not eligible for revision.** Without this feedback it will be difficult for you to successfully revise or make improvements for your next papers. Papers will not be accepted more than 48 hours past the due date.

## **Revision Policy**

You have the option to revise the papers you write this semester to earn a more successful grade. For me to accept your revisions, you must:

- Participate in workshops
- Submit your original draft on-time
- Submit revisions before the deadline given by the instructor

Papers that earn enough points to be an A will not be eligible for revision and papers that are revised to earn enough points to be an A will receive no additional feedback, even if they have not earned the full amount of points.

### **Portfolio Components**

- Can be revised until the deadline for the final Research Portfolio
- Feedback will be available until deadlines on the assignment sheet

### **Collaborative Projects**

- Can be revised up to 2 weeks after grades are returned
- Revised grade applies to the whole group, regardless of who does the work of revising

## **Use of College Level Writing Skills**

All assignments must be typed. A student must be able to communicate appropriately in speech and in writing. Papers/projects submitted to the instructor are considered to be in the final form. Make sure that you understand all assignments before you hand them in to be evaluated.

If you have questions, see the instructor or get assistance through the Student Success Center. Assignments must include your name, course, section & date and APA citation style must be used to reference all quoted and paraphrased material. The following web link has citation formatting guidelines.  
<http://owl.english.purdue.edu/owl/resource/560/01/>

## **Academic Policies**

All academic and university policies can be found in the 2018-19 Academic Catalog.

## COURSE SCHEDULE

*IGAW = Insider's Guide to Academic Writing*

<b>Week 1: Introduction to Scholarly Conversations &amp; Research Writing</b>		
8/19	IN CLASS Course Introduction & Overview	
8/21	IN CLASS What is research? Academic Research Genres (Research Report, Literature Review/Review Article) Analyzing Texts (C.R.A.A.P. Review)	DUE ✓Read <i>IGAW</i> Chapter 6
8/23	IN CLASS Sign-Up for Research Methods Presentations Finding Academic Conversations Introduce Portfolio	DUE ✓Bring your textbook to class ✓Select groups for the Research Method Presentation
<b>Week 2: Research Questions &amp; APA Review</b>		
8/26	IN CLASS Research Day	DUE ✓Read <i>IGAW</i> pages 211-217
8/28	IN CLASS Designing Research Questions	DUE ✓Read "Introduction to Primary Research" from Blue Quill ✓Read <i>IGAW</i> pages 81-82
8/30	IN CLASS Research Method Presentation #1: Literature Review Research Method Activity #1 APA Review	DUE ✓Checkpoint #1: Research Questions ✓Read <i>IGAW</i> pages 94-101
<b>Week 3: Survey Research</b>		
9/2	IN CLASS NO CLASS-Labor Day	
9/4	IN CLASS Using Sources Summary & Paraphrase Synthesis	DUE ✓Review <i>IGAW</i> pages 213-216
9/6	IN CLASS Research Method Presentation #2: Survey Research Method Activity #2	DUE ✓Research Method Activity #1 ✓Read <i>IGAW</i> pages 59-69
<b>Week 4: Experimental Research</b>		
9/9	IN CLASS Survey Data Collection for Research Method Activity #2	DUE ✓Portfolio Component #1: Scholarly Conversation Literature Review for Teacher Feedback
9/11	IN CLASS Making issues visible and understandable	DUE ✓Read <i>IGAW</i> pages 271-272
9/13	IN CLASS Research Method Presentation #3: Experiment Research Method Activity #3	DUE ✓Research Method Activity #2

<b>Week 5: Ethnographic Research</b>		
9/16	IN CLASS Complete Experiment in Class	DUE ✓Bring Materials for Research Method Activity #3 to class
9/18	IN CLASS Work Day: Problem Statement	DUE ✓Checkpoint #2: Research Proposal
9/20	IN CLASS Research Methods Presentation #4: Ethnographic Research Research Method Activity #4	DUE ✓Research Method Activity #3
<b>Week 6: Designing and Conducting Research &amp; Research Ethics</b>		
9/23	IN CLASS Methods: Deciding what information you need and how to get it	DUE ✓Problem Statement for Teacher Review ✓Read <i>IGAW</i> pages 191-196
9/25	IN CLASS Research Ethics & IRB	DUE
9/27	IN CLASS Work Day: IRB & Data Collection Instruments	DUE ✓Research Method Activity #4
<b>Week 7: Writing Research Reports</b>		
9/30	IN CLASS Work Day: IRB & Data Collection Instruments	DUE
10/2	IN CLASS Workshop: Scholarly Conversation Literature Review	DUE ✓REVISED Scholarly Conversation Literature Review for Workshop
10/4	IN CLASS Writing a Research Report Look at sample reports	DUE ✓Checkpoint #3: IRB & Data Collection Instruments ✓Bring a research report that you are using as a source for your project
<b>Week 8: Writing about Data &amp; Data Collection</b>		
10/7	IN CLASS Writing about Data Data Analysis & Making Claims with Data	DUE ✓Read <i>IGAW</i> pages 196-210
10/9	IN CLASS Ethics of Data Representation Document Design for Research: Headings, Images, Charts & Graphs Practice creating graphics	DUE ✓Review <i>IGAW</i> pages 202-204
10/11	IN CLASS Workshop: Problem Statement	DUE ✓REVISED Problem Statement for Workshop



<b>Week 9: Writing about Methods</b>		
10/14	IN CLASS Work Day: Working with your Data	DUE ✓Checkpoint #4: Collected Data
10/16	IN CLASS Writing a Methods Section: What did you do and why	DUE
10/18	IN CLASS: Writing an Abstract Work Day: Research Report	DUE ✓Last day to submit revisions of the Literature Review for Teacher Feedback
<b>Week 10: Urban(a) Legends Project &amp; Archival Research</b>		
10/21	IN CLASS Urban(a) Legends Project Introduction	DUE ✓Research Report for Teacher Review
10/23	IN CLASS Archival Research Day	DUE ✓Watch "Radium Girls" in Blue Quill
10/25	IN CLASS Interview Question Development	DUE
<b>Week 11: Conducting Interviews &amp; Archival Research</b>		
10/28	IN CLASS Digital Storytelling Introduction to Storyboarding/Composing a video	DUE ✓Watch "The Art of Trespassing" in Blue Quill
10/30	IN CLASS Working with Adobe Rush	DUE ✓Create an Adobe Creative Cloud Account
11/1	IN CLASS APA Review (References & In-Text Citations)	DUE
<b>Week 12: Portfolio Wrap Up</b>		
11/4	IN CLASS Workshop: Research Reports	DUE ✓Revised Research Report for Workshop
11/6	IN CLASS Designing Effective Poster Presentations	DUE ✓Notes from Urban(a) Legends Interview
11/8	IN CLASS Work Day: Urban(a) Legends Storyboard	DUE ✓Final Portfolio
<b>Week 13: Poster Presentations</b>		
11/11	IN CLASS Poster Presentations	DUE ✓Digital Posters for Poster Presentation
11/13	IN CLASS Poster Presentations Scripting for the Urban(a) Legends Project	DUE
11/15	IN CLASS Workshop: Urban(a) Legends Storyboard	DUE ✓Urban(a) Legends Storyboard for Workshop
<b>Week 14: Urban(a) Legends Project Work</b>		
11/18	IN CLASS Accessibility & Closed Captioning Work Day: Urban(a) Legends Project	DUE ✓Urban(a) Legends Storyboard
11/20	IN CLASS Work Day: Urban(a) Legends Project	DUE
11/22	IN CLASS Work Day: Urban(a) Legends Project	DUE

<b>Week 15: Urban(a) Legends Project Work</b>		
11/25	IN CLASS Work Day: Urban(a) Legends Project	DUE
11/27	IN CLASS Work Day: Urban(a) Legends Project	DUE
11/29	IN CLASS NO CLASS-Thanksgiving Break	DUE
<b>Week 16: Portfolio Polishing &amp; Giving Effective Presentations</b>		
12/2	IN CLASS Writing Evaluations of Yourself and Others Writing the Team Evaluation	DUE
12/4	IN CLASS Documentary Viewing Project Debrief	DUE ✓ Final Documentary for Class Viewing
12/6	IN CLASS Course Wrap-Up Work Day: Team Evaluations & Individual Reflections	DUE ✓ Team Evaluation ✓ Urban(a) Legends Project Individual Reflection