

COURSE POLICIES INFORMATION SHEET

ENGL 102

WRITING AND RESEARCH

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Any assignments submitted electronically should be submitted as attachments to an email or through the online learning system. Cutting and pasting the assignment into the body of an email creates formatting problems that can affect your grade negatively.

Introduction to the Course:

Welcome to ENGL 102: Writing and Research. This course is unlike any you have taken before. This is not creative writing. This is not expository writing. Research writing is a style and form of writing unto itself, with its own requirements and restrictions. Previous writing classes are NOT an indication of how well you will do in this course. In general, any student who follows the study guide and asks questions when there are questions to be asked will do well in this course.

This course is a time and labor intensive course. If you do not have approximately **15-20** hours a week to devote to **JUST** this course, you should seriously think about changing your schedule. Much of the work in this course **MUST** be done outside of the classroom, on your own.

This is also a reading intensive course. Be prepared to read anywhere from 40 to 60 pages a course session when the course gets going.

Do not be misled by the fact that the Research Paper is the final assignment due. This **entire course** is concerned with teaching you how to write a solid research paper. You will be doing assignments leading up to the final research paper draft **throughout** the earlier weeks.

The Research Paper topic is YOUR CHOICE (with a few exceptions to be indicated later). I am not concerned with the content, other than that it be readable and logical. I am teaching the research skills. In fact, I like a challenge. If my methods can help you write a **college-level** paper over NASCAR safety issues, serial killers, or how Soap Operas affect women's self-image, then more traditional issues and topics are a cinch. The key is **COLLEGE LEVEL**. You should expect to have to use a college library, not just the Web or a public or high school library to fulfill the expectations of this course.

Course Objectives: A student who successfully completes ENGL 102 will

- demonstrate a variety of research techniques.
- gather and evaluate data using college-level information resources.
- write a critical analysis of the information and/or method(s) of persuasion used in a source.
- formally document sources of information using an accepted academic citation style such as MLA, APA, CBE, Turabian, etc.
- organize, write and edit position/issue papers supported by logic and evidence and showing intertextuality.
- organize, write and edit a research paper.

Course Texts:

The primary textbook: *Writing and Reading Across the Curriculum, 3rd Brief Edition*, by Behrens & Rosen is **REQUIRED** (ISBN: 978-0-205-62229-0)

Researching and Writing: A Portable Guide by Marcia Muth, published by Bedford St. Martins. ISBN 0-312-44442-7 is **strongly recommended, especially for independent study students**

The student also needs access to a COLLEGE LEVEL handbook, or specific citation guides for MLA or APA, but there is no specific handbook or citation guide required. Any handbook used must use the 2009 update for MLA.

Research process: The student will be expected to show evidence of having finished different stages of the research process such as finding sources, evaluating sources, organizing the information, and completing a rough draft of the paper. All of these stages are evaluated in terms of the final grade received for the Research Paper. This course is about the PROCESS, not the final product. Several of these stages are evaluated simply Pass/No Pass, but some are given a letter grade. All of them **MUST** be completed before receiving a final grade for the Research Paper. Simply handing in a paper at the end of the class is **NOT** enough to show that you have learned the skills this course is designed to teach.

The Research Paper rough draft is evaluated, then handed back for revision. The Final Draft of the Research Paper is also then evaluated and graded. The actual final grade for the Research Process as a whole consists of the Research Paper grade and the grades for the other steps in the Research Process taken as a whole.

Research Paper: The student will be expected to complete a Research Paper investigating a topic of their choice, *using proper college-level sources* and showing an understanding of the material that goes beyond simple repetition of facts. *The paper will be evaluated in terms of the research process, depth of support, use of sources, academic credibility of the sources, proper use of citation style, use of quotations and paraphrase, as well as the standard composition syntax, grammar, mechanics, organization, and audience concerns.*

The paper will be evaluated in terms of:

- the research process,
- depth of support,
- quality of sources,
- appropriate use of sources,
- proper use of citation style,
- use of quotations and paraphrase,
- as well as standard syntax, grammar, mechanics, organization, and audience concerns

The Research Paper rough draft is evaluated, then handed back for revision. The Final Draft of the Research Paper is also then evaluated and graded. The actual final grade for the Research Project as a whole consists of the Research Paper grade and the grades for the other steps in the Research Process taken as a whole.

Exercises: The exercises in this class are primarily focused in the early weeks, when the class is focused on specific techniques like citation, paraphrasing, and quotation. All of these exercises are graded on a percentage grade basis, and **MUST** be successfully completed in order to get a final grade in the course. *In addition, should the instructor deem it necessary, there may be reading quizzes over the reading materials, either announced or unannounced.*

Short writing assignments: These will be short papers asking the student to summarize or critique different reading assignments. The student is expected to get at least a C on one of each type of short writing assignment (i.e. both summary and critique). Failure to do so will cause the final grade for the unit to be withheld. **One revision to raise a grade** will be accepted, **if recommended**, on each short writing assignment.

Synthesis Papers: The student will be expected to read and analyze a series of essays on a given topic. The student will then use the information gathered from those sources, in combination with his/her own information and opinion/s, and write a paper stating the student's position on/about the topic. There will be two or three of these papers written throughout the semester.

Prior Papers: Students are not allowed to submit papers written for prior classes. Students are welcome to revisit topics that they have written about before, but ALL papers for this course MUST be written FOR this course, this semester, following the guidelines, format, assignment, etc as articulated in the assignment sheets. Any assignments that are suspected of being duplicates of previous work will be returned ungraded, and the student will be required to create a new, original paper in its place.

Turnitin.com: Turnitin.com is a plagiarism detection site that may or may not be required, as the instructor deems necessary. If the instructor requires the use of turnitin.com, the student MUST submit their paper to the turnitin.com site BEFORE the instructor will evaluate it or assign it a grade. Or, as an alternative, the instructor may use the Safe Assign module located within the online learning system.

Plagiarism: Lately, there has been a rash of plagiarism on campuses across the nation. Be aware that ANY use of another authors IDEAS, not just their exact words, constitutes plagiarism, and will be dealt with harshly in this class. ANYTIME you use another author's ideas or analysis, you are expected to cite that other author, at least by using an "according to" statement." Failure to do so will lead to a ZERO on the assignment, an F for the class, and academic probation for any further classes taken at CCC.

Attendance/Participation: Attendance is mandatory. Your attendance grade will be given as a straight percentage of your actual attendance. Thus, if there are 10 class sessions, and the student attends 7 of them, s/he will receive a 70% for the attendance grade.

Participation is considered to be part and parcel of attendance. Attendance is not just your presence. It's also being an active part of the class. A student who comes to class unprepared and unable to participate will not receive their attendance points for that day. **Students who participate well can receive bonus points.**

Assessment: All student course material may be used by Central Community College to assess whether the learning objectives of the course have been met. This assessment is anonymous and not connected to the individual student in any way. This assessment is not connected to any grade for the material or for the overall course. Any material submitted by the student may be used for this anonymous assessment.

Texting: Students have been given the necessary information to be able to send SMS text messages concerning the course. Students who send text messages need to make sure to identify themselves clearly in the text of the message, as the instructor will NOT add any students to his cellphone contacts list, due to privacy concerns.

Letter Grade Formula: You **MUST** complete **ALL** of the Research Process steps before the Research Paper will be evaluated.

- 10% from Summary and Critical analysis/Critique assignments
 - 10% from Synthesis Exercises, Paraphrase/Quote assignments, Quizzes, etc.
 - 10% from Attendance and Participation Grade
 - 20% from Citation assignments
 - 20% from Synthesis Essays
 - 30% from Research Paper
- = 100% of Final Grade

Evaluation of Students:

The following information will explain to you how your assignments will be graded. In order to earn credit, a student must successfully complete **all** assignments in a given unit of study.

The following definitions are general, but do give you a fairly good sense of how your papers will be evaluated. Be sure to review these definitions before turning in an essay draft for evaluation.

In general, an **A** essay/research paper is one that really cannot be significantly improved. There are few or only minor grammar/mechanical errors. Sentences use a variety of structural forms, and there are no significant run-ons or comma splices. Outside sources are used appropriately, but are not the emphasis or sole content of the paper. I expect to see original analysis and thought on the subject matter being presented, and not just a simple presentation of other authors' ideas. The organization used should be appropriate to the argument.

A **B** essay is one that may contain one problem area, but a problem that could be corrected with another revision. For example, there may be minor organization problems, or an emphasis on summarizing other authors instead of original material, but not both. At the same time, there needs to be something in the essay (style, content, etc.) that lifts the essay out of the ordinary

A **C** essay is an average essay. It does the job expected of it, but that's it. The basic question/research problem is addressed, but not in any depth or to any original conclusion. There may also be bigger organizational problems or mechanical/grammatical problems.

A **D** essay is a below average essay. It typically shows an author with no control over his/her subject matter. The organization is confusing, and the material is presented in an unoriginal fashion. Following/repeating sources too closely is a typical problem in a D essay. There are typically numerous mechanical/grammar problems in a D essay.

An **F** essay shows an author who has absolutely no control over the material. It is incomprehensible, and too difficult for the audience to read or follow. Grammar and mechanical problems abound, and the sentence structure is irregular and full of run-ons and fragments.

The grade scale used in this class is the standard grade scale of the college. Letter grades should be converted to the appropriate points, and vice/versa. Minus grades are not used in the official college grade scale, but are included to aid in conversion of letter grades.

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|-------------|------------|------------|------------|
| 100-98 = A+ | 92-90 = B+ | 85-83 = C+ | 77-75 = D+ |
| 97-95 = A | 89-87 = B | 82-80 = C | 74-72 = D |
| 94-93 = A- | 86 = B- | 79-78 = C- | 71-70 = D- |
| | | | 69-00 = F |

Further Questions: The easiest way to get your questions answered is to simply ask me before or after class. I appreciate students asking questions, and will do my best to either answer your questions immediately, or find out the answer as soon as possible.

E-mail your question to : jkosmicki@cccneb.edu or leave a voice-mail message or text me at **308-646-0667**