

Course Prospectus

For ENGL 112 Argument-Based Literary Research

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OVERVIEW

Building on the skills developed in English 111, this course will help you further improve your communication and writing skills through constructing sound, reasonable arguments. At the completion of the semester you will be able to evaluate an argument; develop your own argument, taking a position on an issue or proposing a solution to a problem; support your arguments by using readings and materials gathered through research; properly attribute ideas to their authors; and properly cite sources using MLA format. Simply stated, you will become a better thinker and a better writer.

Course description

This course, the second in a series of two, introduces research techniques, documentation styles, and argumentative strategies. Emphasis is placed on analyzing data and incorporating research findings into documented argumentative essays and research projects. Upon completion, students should be able to summarize, paraphrase, interpret, and synthesize information from primary and secondary sources using standard research format and style.

Prerequisites and corequisites

Completion of ENGL 111 or THL 111.

Course credit

Three (3) semester hours

INSTRUCTIONAL OBJECTIVES

On successful completion of this course, a student should be able to:

1. Do assigned readings and demonstrate an understanding of their written and/or quantitative content;
2. Demonstrate the ability to summarize, paraphrase, and question using standard written English;
3. Locate appropriate information using an assortment of media, including books, magazines, journals, newspapers, and electronic sources;
4. Write using standard English, clear, well-organized argumentative essays and research papers, that utilize primary and secondary sources;
5. Synthesize different and divergent information, using the integration of information from multiple sources to engage in critical discourse;
6. Write personally relevant research-based essays that integrate information from outside sources, including library databases, as well as your own experience, and observations, and correctly cites all informational sources using either MLA documentation style.
7. Demonstrate academic integrity through the appropriate use and citation of the language and ideas found in valid, reliable and credible source materials;
8. Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases; other official databases (e.g., federal government databases); and informal electronic networks and internet sources.

YOUR INSTRUCTOR

Your instructor for this course is Desirée E. Vorel. To contact her on course details and issues, please use the email feature in the E-Learning system (Populi).



Desirée Vorel received her college degree in 2004 from Clemson University in Clemson, South Carolina. Between 2004-2007, Mrs. Vorel completed her Master of Arts in English and her Master of Fine Arts in Creative Writing from Chapman University in Orange, California. During her tenure at Chapman University, Mrs. Vorel assisted in the Writing Center, taught introductory English and worked as an English tutor. Mrs. Vorel has taught 8th and 9th grade English and served as a copywriter. From 2007 through 2009 she was also employed as an Adjunct English Instructor and Writing Center tutor for Tri-County Technical College in Pendleton, South Carolina.

ADDITIONAL HELP: While I strive to thoroughly cover each topic through the weekly readings, lectures and assignments, you may still have questions about a particular topic after completing all the work. Please do not hesitate to email me at **desiree.vorel@gmail.com** with any questions or concerns. Most times I will respond within 24 hours (48 hours on weekends).

COURSE PROTOCOLS

Technology access

This course requires web access and the student has to have an established email account. The *Adobe Acrobat Reader* is necessary to view documents that are PDF files. It may be downloaded **for free** at <http://www.adobe.com/products/acrobat/readstep2.html>, which may then be installed and used to access PDF documents on the course website.

Students with disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities have a learning environment that provides for reasonable accommodation of their disabilities. Students having a disability requiring an accommodation should inform the instructor by email (on the course “Info” page click on the instructor’s name and then select “Send Email”).

Icebreaker assignment

To officially begin this course you must complete the icebreaker assignment. Please post a short (200 word or less) autobiography as a reply to the "Icebreaker" topic on the Lesson 1 Discussion Forum. Do NOT create a new discussion. Please use the following questions to guide your biography:

- a. What is your name?
- b. What church area do you attend?
- c. What do you believe are your writing strengths and weaknesses?
- d. What do you hope to learn from this class?

Attendance in this online course

One of the most vital aspects of the college and university experience is attendance and punctuality in the learning environment. Regularity of attendance is necessary for students to

derive maximum benefit from a course and to maintain a satisfactory academic record, whether in an online course or in an on-campus course. We have noticed that students who fall behind in their coursework typically drop out. Therefore, we highly encourage you to complete your assignments on time, as we want you to succeed. Remember Ecclesiastes 9:10: “Whatever your hand finds to do, do it with your might; for there is no work, nor device, nor knowledge, nor wisdom, in the grave, where you go.”

Please be aware that all students who fall behind in an online course and do not complete twenty-five percent (25%) or more of the total assignments and other required activities for a course, on or before “Last day to withdraw from a course” without a grade penalty as set forth in the University Academic Calendar, will receive a grade of “W” for it. After that date, the grade will be a “WF” and counted in a student’s GPA. Moreover, an instructor may drop a student from a course whenever the instructor concludes that a student’s class attendance or punctuality endangers the student’s success or places other students at risk.

Withdrawing from or dropping this course

It is the responsibility of a student to drop a course if he or she cannot meet the requirements of the course. Any student who stops attending a course without officially withdrawing from it risks receiving a punitive grade for that course. A student who finds it necessary to drop a course after the Late Registration (Drop/Add) Period must notify the Registrar’s Office in writing. Please note the following:

- If a student drops a course on or before the “Last day to withdraw from a course without a grade penalty” as published in the University Academic Calendar, even if his or her work is not of a passing grade, then a “W” is recorded.
- If a course is dropped after that date, but before the last 21 calendar days of the semester, then the instructor determines the grade. The faculty member will at this time record a grade of “W” if passing (not computed in GPA) or “WF” if failing (computed in GPA).
- Students who drop a course, yet remain in one or more other courses during the last 18 calendar days of the semester, will receive a grade of “WF.”
- Students who completely withdraw from the University at any time during the semester may be given a grade of “W” on all courses.

If students do not initiate the withdrawal process, the instructor is required to initiate the administrative process and to record a grade of “W” or “WF” for the course depending on the date the faculty member drops the student from the course. Students who register for a course as an audit, but then withdraw will be assigned a grade of “W” for the course.

Course evaluation

We welcome your input for improving this course. Making suggestions to us by email is helpful. Our goal in this course is to facilitate the successful achievement of all instructional objectives by all students. At the end of the course, you will have the opportunity of assessing the course. We want to make distance-learning courses as effective as we can. We may also ask some other questions concerning your experience in distance learning to help us improve our program. We appreciate your letting us know how we can improve our products and services for you and other distance learners.

TEXTBOOKS

Mayberry, Katherine J. *Everyday Arguments: A Guide to Writing and Reading Effective*

Arguments. 3rd ed. Independence, KY: Cengage Learning, 2008. ISBN 978-0618986750.

Lester, James D., and James D. Lester, Jr. *Writing Research Papers: A Complete Guide*. 14th ed. New York City: Pearson Education, Inc., 2011. ISBN 978-0205059331.

ADDITIONAL READINGS: Most weekly readings will be in the textbooks; however, additional readings may also be posted to the course site as determined by the instructor. Any additional readings will be clearly noted on the appropriate lesson webpage.

COURSE REQUIREMENTS

Due dates and extensions

Submit all assignments **on** or **before** the date due. Students must complete the course by the last official day of instruction as set forth in the academic calendar.

Readings

You are responsible for the chapter readings that correspond with each class lecture. Please read the assigned chapters and/or essays *prior* to viewing the lectures and finishing the weekly assignments.

Course lectures

PowerPoint with audio lecture will be provided each week. Please see the course website for further details.

Discussion forums

Most weeks, you will post to that week's Discussion Board a concise response to the prompt provided. As it is a *discussion* board, please read and respond to at least one other student's reply. The idea is to talk about the ideas presented in the prompt so you may learn from one another's points-of-view. **Postings are always due on FRIDAYS.**

Internet exercises

Most weeks, you will also complete and turn in Internet Exercises, which are designed to help you practice proper and useful internet research. You will **submit your answers by FRIDAY** via the Tests tab on the course website. While these assignments are labeled "tests," please do not think of them as tests, but rather as activities. They are, of course, "open book" in that you will need to conduct internet research in order to answer the questions. If you find that you need to consult your textbook to guide your research, that is perfectly acceptable.

Essays

This term, you will write four short papers. **Essays will always be due on MONDAY.** Essay assignment specifics may be found on the "Essay Assignments" lesson webpage. If you have trouble planning, drafting, or revising an essay, contact your instructor immediately so she may help with the process. All writing assignments in this course should follow the MLA style as set forth by Lester and Lester in *Writing Research Papers: A Complete Guide*. Please cite your sources and use quotation marks where needed. **Any plagiarized paper, whether copied or paraphrased from a published article or another person's**

paper, will result in an F. After grading, I will return your final drafts, with comments. Each paper will be graded on content *and* grammar; you will lose one point per error, so please plan to leave time for thorough revision and editing before submitting your essays.

To turn in essays, click on the Assignments tab and then click on the assignment you want to submit. Use the file attachment feature on the assignment submission page to submit your work so your instructor can have it handy for download, review and grading. *You may turn in only **one** late paper during the semester, and it must be turned in within 48 hours of the due date.*

Final exam

For the final exam you will turn in a Final Research Project, which is essentially a long research essay. Further details will be provided during the semester. **The Final Research Project is due by the end of the semester.**

GRADING

A course grade will be determined based on the percentage a student has earned over the semester as follows:

SUMMARY OF COURSE REQUIREMENTS	Weight		Letter Grade	Total Points
Weekly Assignments	10%			
Essay 1	15%		A	90-100%
Essay 2	15%		B	80-89%
Essay 3	15%		C	70-79%
Essay 4	15%		D	60-69%
Proposal for Final Research Project	5%		F	0-59%
Revised Claim for Final Research Project	5%			
Final Research Project	20%			
Total	100%			

LATE WORK: You are allowed to turn in *one* late assignment. **This does not apply to weekly assignments or the Final Research Project.** It *does* apply to the four essays. If you need to use the late pass this semester, keep in mind that the late assignment **MUST** be turned in within 48 hours of the due date. Every essay is due on a Monday; therefore, if you decide to use your late pass, you must turn in the essay by that Wednesday. **If you fail to turn in your essay by midnight Wednesday, you will receive a zero.**

ACADEMIC IRREGULARITY

Students have the responsibility for conducting themselves in such a manner as to avoid any suspicion that they are improperly giving or receiving aid on any assignment or examination. An

academic irregularity not only includes cheating, but also includes plagiarism (taking another’s ideas and/or words and presenting them as if they were the writer’s own) and the submitting of the same paper in separate courses without prior consent from the faculty members concerned. In cases of suspected academic irregularity, faculty members may refuse to grade such papers or examinations, completely or in part, and to record each of them as a failure. If an academic irregularity is sufficiently serious, the University may take one or more of, but not limited to, the following actions:

1. Drop the student from the course with a grade of F;
2. Place the student on academic probation; and/or
3. Dismiss the student from the University.

COURSE OUTLINE

COURSE SCHEDULE OF TOPICS:

WEEK	TOPIC
1	Introduction
2	Plagiarism
3	Where Writing Begins
4	Choosing a Topic and Writing Your Thesis
5	Supporting Your Argument
6	Formal and Informal Logic
7	Reading and Evaluating Sources
8	Arguing Facts
9	Gathering Sources and Field Research
10	Causal Arguments
11	Taking Notes and Creating Outlines
12	Arguing Evaluations
13	Arguing Recommendations
14	Analyzing and Synthesizing Ideas
15	MLA Formatting
16	Works Cited
17	Wrap Up