

English 1302 – Composition II

Faculty Information



Name: Professor Sophia Russell

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Phone: 954-804-7281

Office Hours	
Online Office Hours:	(Wednesdays 7-8PM)

About Your Instructor: *Sophia Russell*

Education:

EdD candidate - Educational Research and Evaluation - 2015 (Northeastern University, Boston, MA)

MA – English - 2010 - (National University, San Diego)

M. Ed. - Teaching and Learning -2004 (Nova Southeastern University, Fort Lauderdale, FL)

BA – Broadcast Journalism -1997 (Bethune-Cookman University - Daytona Beach, FL)

Experience:

I started my professional career in 1994 as a staff reporter for The Daytona Times while in college. As a writer for The Daytona Times, I had my own column called "Focus". Writing the "Focus column allowed me to meet unique and interesting people including Rosa Parks and Bill Clinton. After graduating cum laude with a B.A. in Broadcast Journalism in 1997, I moved to Augusta, Georgia and worked for the Augusta Chronicle. I moved back to Fort Lauderdale and worked in advertising sales at the Sun-Sentinel. At the Sentinel, I started spending my free time tutoring children at the Huntington Learning Center, which led to a career and Masters in education. I taught middle school at a Catholic School for 8 years and then college English beginning in 2008. I now teach College English locally at Barry University in Miami, FL and online.

Preferred Method of Communication:

You may email or call me. I prefer you to email me first before you call. Always include your problem, so I will have a solution for you before I email you back. When you call, please do not say, "Call me back." Indicate your issue in the voicemail, so I will have a solution for you before I return your call. When you email me, please be professional. Always include an opening and a closing. You do not have to be elaborate, but always include a greeting, your full name, the course (Example: ENGL 1111), and a closing. Include your email and your phone number as your signature. . . you back. Use this section to define what method of communication you would prefer to get from students. If you want them to email you, tell them to use the email address given above. If you want them to call you, tell them to call you on your office phone during the hours you will be in your office, or your cell phone, etc.)

Expectations for Engagement for Instructor:

As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will

- provide my contact information at the beginning of the syllabus;
- respond to all messages within 24 hours if received Monday through Thursday, and within 48 hours if received Friday through Sunday; and,

- notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of during the time I am unavailable.

As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will

- provide clear information about grading policies and assignment requirements in the course syllabus, and
- communicate any changes to assignments and/or to the course calendar to students as quickly as possible.

As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will

- post grades for discussion postings within one week of the discussion thread closing.
- provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Textbook Information and Required Hardware/Software

Textbook(s):

There is no official textbook. We will be using materials I provide in document form or by Internet websites.

Hardware:

Students need regular access to a computer for this course.

Software:

Students will need access to word processing software with full editing capabilities, such as some version of MS Word or Open Office by Apache (a free shareware program). Programs like Wordpad and Notepad will not work well for this course.

Websites:

Students will use <https://blackboard.odessa.edu/> and <http://www.gutenberg.org/files/10609/10609-h/10609-h.htm> regularly.

Information About the Course

Course Description

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

Course Prerequisites:

C or better in Engl 1301

Course Topics:

The instructor of record is encouraged to be creative and apply a theme to the course. All essays are 3-5 pages, double spaced, MLA format

The instructor of record will structure the course to have the 4 modules listed below plus a final exam.

Each module has a specific writing assignment (indicated with an asterisk).

Final Essay is an objective test plus a 5-paragraph reflection essay.

Module 1: Overview of Research Process

*Research Proposal

(topics in this module might include: academic research, primary vs secondary research, MLA formatting)

Module 2: Basic Application of Research Process

*Reader Response

(topics in this module might include: quotations and evaluating resources)

Module 3: Evaluation of Research

*Annotated Bibliography

Module 4: Culmination of Research

*Research-based expository or persuasive essay (5-7 pages plus a Works Cited page)

Grading

Type of Assignment	Percentage/Points	Core Objectives
Participation	20%	1, 2, 3
Module 1	15%	1, 2, 3, 4, 5
Module 2	20%	1, 2, 3, 4, 5
Module 3	20%	1, 2, 3, 4, 5
Module 4	25%	1, 2, 3, 4, 5
Final Exam	20%	1, 2, 3, 4, 5
	100%	TOTAL

Grading Scale:

"A" = 90-100

"B" = 80-89

"C" = 70-79

"D" = 60-69

"F" = 0-59

Student Course Participation

As a student, I understand that I am responsible for keeping up with the course. To help with this, I will

- identify alternative computer and internet access in case my primary computer crashes or my internet service is unavailable;
- recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
- understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.

As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to

- getting "kicked off" of the system during tests or quizzes;
- having trouble submitting assignments; and
- dealing with a traumatic personal event.

As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will

- seek out help from my instructor and/or from tutors;
- ask questions if I don't understand; and
- access my course several times during the week to keep up with assignments and announcements.

Course Policies

Disclaimer

This syllabus is tentative and subject to change in any part at the discretion of the instructor. Any changes will be in accordance with Odessa College policies. Students will be notified of changes, if any, in timely manner.

Original Effort

The work submitted for this course must be original work prepared by the student enrolled in this course. Efforts will be recognized and graded in terms of individual participation and in terms of ability to collaborate with other students in this course.

Digital Protocol

Cell phones must be placed on either *vibrate* or *silent* mode and are to be accessed in emergency cases only. The use of laptops or any other digital device is permitted in order to facilitate note-taking relative to instruction. Any written assignments will be submitted electronically on Blackboard. **The electronic recording of the time on Blackboard will be considered the time of assignment submission. Take necessary steps to ensure that your assignments are submitted on "Blackboard" time.** Back-up and/or additional copies of all assignments submitted is encouraged. **Computers/printers are available to OC students in the LRC (301-303); therefore, not having access to a computer due to technical issues (crash; corrupted files) will not be considered as an acceptable reason for not completing assignments.** If there is a loss of server connection with Odessa College due to maintenance, then an email will be sent to student with pertinent information and status reports. Assignments submitted electronically need to be **WORD documents (doc or docx).**

Attendance Policy

Students are expected to attend class regularly. Attendance will be recorded using a "sign-in" sheet. Excessive absences will be grounds for disciplinary action, and will be determined on a case-by-case basis. If you are more than 15 minutes late to class or leave class early without notifying the instructor, this will count as an absence. Students are permitted _____ absences before a loss of _____ point(s) _____.

Grade Inquiry Policy

It is the responsibility of the individual taking this course to maintain accurate track of assignment submissions and grades. There will be opportunities during the semester to meet with the instructor to discuss your academic progress. Contact the instructor to schedule an appointment. Class time will not be used for grade inquiries. All grades are final.

General Course Requirements

1. Attend class and participate.
2. Contribute and cooperate with civility.
3. **Submit assignments on time. Late work will not be accepted. Medical and/or family circumstances that warrant an extension on assignments need to be presented to the instructor. Extensions will be allowed at the instructor's discretion.**

Incomplete Policy

An 'Incomplete' grade may be given only if:

1. The student has passed all completed work
2. If he/she has completed a minimum of 75% of the required coursework. A grade of an "I" will only be assigned when the conditions for completions have been discussed and agreed upon by the instructor and the student.

Core Objectives (COs)

Description of Core Objectives (CO's)

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Therefore, with the assistance of the Undergraduate Education Advisory Committee, the Coordinating Board has approved guidelines for a core curriculum for all undergraduate students in Texas.

Through the application and assessment of objectives within the institution's core curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world; develop principles of personal and social responsibility for living in a diverse world; and advance intellectual and practical skills that are essential for all learning. Appropriate Odessa College faculty periodically evaluates all of the courses listed in the descriptions on the following pages of this catalog and keys them to Odessa College's Core Objectives (COs), as defined by the Texas Higher Education Coordinating Board (THECB). (Source: *Odessa College Catalog of Courses 2012-2013, page 73*)

Odessa College's Core Objectives (COs):

1. *Critical Thinking Skills (CT)* - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. *Communication Skills (COM)* - to include effective development, interpretation and expression of ideas through written, oral and visual communication
3. *Empirical and Quantitative Skills (EQS)* - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. *Teamwork (TW)* - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. *Social Responsibility (SR)* - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
6. *Personal Responsibility (PR)* - to include the ability to connect choices, actions and consequences to ethical decision-making

Discipline Core Statement

English and Foreign Languages

ENGL 1301, ENGL 1302, and ENGL 2311 meet the Communication Foundation component area because they focus on using writing to develop ideas and express them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. These three courses primarily focus on writing as a tool for communication, but include oral, aural and visual literacy skills as well.

 = Required Core Objectives

Foundational Component Area	SCH	CT	COM	EQS	TW	SR	PR
Communication	6						

Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.

Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

Course Objectives

1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

Learning Outcomes

Outcome	CO
1, 2, 3	<i>Critical Thinking Skills</i> - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
1, 2, 4, 5	<i>Communication Skills</i> - to include effective development, interpretation and expression of ideas through written, oral and visual communication
	<i>Empirical and Quantitative Skills</i> - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
1	<i>Teamwork</i> - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	<i>Social Responsibility</i> - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
1, 2, 3, 4	<i>Personal Responsibility</i> - to include the ability to connect choices, actions and consequences to ethical decision-making

Odessa College Policies

Tuition Discounts

The **“First Course is Free”** discount waives standard tuition and fees for the first 3 credit hours taken at Odessa College. The discount applies to high school graduates taking their first class at Odessa College as well as transfer students taking their first class at Odessa College.

The **“Academic Progress Discount”** provides a 10% tuition discount upon completion of 30 credit hours until reaching 45 credit hours. It provides a 20% discount upon completion of 45 credit hours until reaching 60 credit hours. Student must maintain a 2.0 GPA to remain eligible for the discount.

Academic Policies

Note that the OC Student Handbook states (page 32) that “[i]n cases of academic dishonesty, the instructor has the authority to impose appropriate scholastic penalties. Complaints or appeals of disciplinary sanctions may be filed in accordance with the college due process procedure. Copies of the college due process procedure are available in the office of The Director of Student Life (CC104).”

For more information on your rights and responsibilities as a student at Odessa College, please refer to the following: *The 411 of OC: Student Handbook 2012-2013; Student Rights & Responsibilities* <http://www.odessa.edu/dept/studenthandbook/handbook.pdf>

Scholastic Dishonesty

Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism and collusion.

"Cheating on a test" shall include:

- Copying from another student's test paper
- Using test materials not authorized by the person administering the test.
- Collaborating with or seeking aid from another student during a test without permission from the test administrator.
- Knowingly using, buying, selling, stealing or soliciting, in whole or in part, the contents of an unadministered test.
- The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.
- Substituting for another student, or permitting another student to substitute for one's self, to take a test.
- Bribing another person to obtain an unadministered test or information about an unadministered test.
- "Plagiarism" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.
- "Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. (Source: *Odessa College Student Handbook 2012-2013, page 29-30*)

Special Populations/Disability Services/Learning Assistance

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Odessa College affirms that it will provide access to programs, services and activities to qualified individuals with known disabilities as required by **Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA)**, unless doing so poses an undue hardship or fundamentally alters the nature of the program or activity. Disabilities may include hearing, mobility or visual impairments as well as hidden disabilities such as chronic medical conditions (arthritis, cancer, diabetes, heart disease, kidney disorders, lupus, seizure disorders, etc.), learning disabilities or psychiatric or emotional disabilities. A student who comes to Odessa College with diagnosed disabilities which may interfere with learning may receive accommodations when the student requests them and submits proper documentation of the diagnosis. A Request for Accommodations form and guidelines for beginning the request process are available in the OC Help Center or on the Odessa College web site at <http://www.odessa.edu/dept/counseling/disabilities/index.htm>. The college strives to provide a complete and appropriate range of services for students with disabilities such as assistance with testing, registration, information on adaptive and assistive equipment, tutoring, assistance with access and accommodations for the classroom where appropriate. For information regarding services, students with disabilities should contact the Office of Disability Services in the OC Help Center located in Room 204 of the Student Union Building or call 432-335-6433. (Source: *Odessa College Catalog of Courses 2012-2013, page 52*)

Dropping a Course or Withdrawing from College

Students wishing to drop a non-developmental course may do so online using WebAdvisor, at the Wrangler Express, or Registrar's Office. A student wishing to drop a developmental course or withdraw from college should obtain a drop or withdrawal form from the Wrangler Express or the Registrar's Office. Students are encouraged to consult with instructors prior to dropping a class. Students may not completely withdraw from the college by use of the Web. Students must drop a class or withdraw from college before the official withdrawal date stated in the class schedule. Students who are part of the Armed Forces Reserves may withdraw with a full refund if the withdrawal is due to their being ordered into active duty. A copy of the student's orders must be presented to the Registrar's Office at the time of the withdrawal. For details, please contact the Office of the Registrar. **No longer attending class does not automatically constitute withdrawal from that class, nor does a student's notification to an instructor that the student wishes to be dropped. Failure of a student to complete the drop/withdrawal process will result in a grade of "F."** (Source: *Odessa College Catalog of Courses 2012-2013, page 36*)

Student Support Services and Technical Support

Blackboard Support

I can't log into my Blackboard Course, who do I contact?

Contact the Student Success Center: 432-335-6673 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm. The SSC can provide you with your Blackboard login name. If you are not sure what your password is, they can reset your password.

I'm having a problem in my Blackboard Course, who do I contact?

For any problem that you have in your online course, always contact your Instructor first. Refer to the Instructor's Contact Information area of the Syllabus for their preferred method of contact and the expected response time.

Additional Blackboard Help Resources:

Service	Assistance Provided	Available
Blackboard Help for Students	Website with a searchable list of topics on how to navigate and use Blackboard for online courses.	Online Click here.
Blackboard On Demand Learning Center for Students	This website provides an extensive list of short tutorial videos for student activities performed in Blackboard.	Online Click here.
Blackboard Collaborate: First Time Users	If you have never used Blackboard Collaborate before, this website provides a system requirements check, configuration instructions, and training and resources area.	Online Click here.
Blackboard Collaborate: Essentials for Participants	This website provides essential information for Participants of Collaborate sessions. Any Collaborate user, whether first-time or experienced, would benefit from reviewing the information here.	Online Click here.

Student E-mail Support

How do I set up, access, or update my Odessa College Student E-mail account?

Go to this website and follow the directions on the page: <http://www.odessa.edu/gmail/>.

I can't access my student email! I forgot my password!

Contact the Student Success Center: 432-335-6673 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm. They can provide you with assistance in accessing your student email (created by OC) and can also assist with resetting your student email password. Make sure to have your student ID number available!

Your Blackboard login name is associated with your OC created student email account. All Correspondence for this course will be submitted using your Odessa College student email address.

Support for Students with Disabilities

How do I contact the Office of Special Populations?

Main Number	432-335-6861
Campus Location	SUB 204N in the Student Union Building
Email	Becky Rivera-Weiss - brivera@odessa.edu
Website	To find out more about services provided by the Special Populations office, please visit: http://www.odessa.edu/dept/counseling/disabilities/index.htm

Learning Resources Center (LRC; Library)

How do I contact the Learning Resource Center?

Main Number	432-335-6640
FAQ Service	LibAnswers: http://libanswers.odessa.edu
Contact a Specific OC Librarian	Pat Quintero at 432/335-6350 or pquintero@odessa.edu Donna Clark at 432/335-6645 or dclark@odessa.edu Carolyn Petersen at 432/335-6641 or cpetersen@odessa.edu
LRC Services and Guidelines Website	https://www.odessa.edu/dept/library/services/index.htm

Equipment and Services Provided:

The Murry H. Fly Learning Resources Center (LRC) supports the college's curriculum resulting in a primary emphasis on each student's individual study and research needs. The faculty and staff work with the LRC's Technical Services and Public Services Departments in choosing materials to support all college programs. More than 59,000 books, 50,000 electronic books, 350 current periodicals, 6,700 media holdings, eight newspapers, and 60 databases are available to enhance the educational process.

Equipment/Services Available	Used For	Available
Books, videos, CDs	Research	On Campus and Online
Specialized databases not available online for free	Research	On Campus and Online
Magazines, newspapers, & scholarly journals	Research	On Campus and Online
Computers	Research & word processing	On Campus
Selected textbooks for short-term use	Course work	On Campus
Trained staff	Answer "where do I find?"	On Campus and Online
Tutorials	Tips for research strategies	On Campus and Online
Photocopiers, VHS/DVD players, FAX service	For course work	On Campus
Quiet study areas	For course work	On Campus

Student Success Center (SSC) / AVID Center

How do I contact the Student Success Center?

Appointments are preferred, but walk-ins will be served as soon as possible.

Main Number	432-335-6673
Campus Location	1st floor of the Library
Website with Additional Help and Information	http://www.odessa.edu/dept/ssc/
Live Online Assistance / Chat	Click Here <i>(If no one is currently available, please put your email and question(s) in the appropriate areas of the form and hit 'send.' Your question(s) will be addressed as soon as an SSC staff member becomes available.)</i>

Equipment and Services Provided:

The purpose of the Odessa College Student Success Center is to provide assistance to students in meeting their academic and career goals. The SSC strives to continually provide new and updated resources that will empower all Odessa College students to succeed at OC and beyond.

Equipment/Services Available	Used For	Available
Tutoring by CRLA & Avid trained tutors	Understanding course work and motivation	On Campus and Online Click here for more information.
Student Information Seminars (SIS)	Demo email, Blackboard and SSC resources	On Campus and Online Click here for more information.
Study Skills	Tools needed to succeed	On Campus and Online Click here for more information.
Basic Technology	To navigate classes, email, etc.	On Campus and Online
Plato Web	Practice for TEAS test and basic math, science, etc.	On Campus and Online Click here for more information.
Project T.I.E.	Practice for GED/COMPASS	On Campus and Online Click here for more information.
Student Orientation/Tour	Show individual students where their classes will be. SIS presentation	On Campus
M.O.R.E. Mentoring Program	Networking, tips to navigate college life successfully	On Campus Click here for more information.
Smarthinking	Online tutoring service. Connect with an e-structor and interact with a live tutor.	Online Click here for more information.

Veterans Support

How do I contact the office for Veteran's Outreach?

Main Number	432-335-6833
Campus Location	204M (Help Center) in the Student Union Building
Email	Gloria Rangel - grangel@odessa.edu
Website	To find out more about services provided by the Veteran's Outreach office, please visit: http://www.odessa.edu/dept/counseling/veterans/index.htm

(Tentative and Subject to Change)
Course Schedule

Content

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(Tentative and Subject to Change)

Week 1, August 26

Introduction to course; Syllabus, Q & A

In-class writing

Journal: Student research history/writing process

Module 1: Academic Research

MLA formatting

Writing Prompt. Explain the difference between a personal essay and a research paper. Tell me what your experience has been with the writing process and research writing. Finally, look up and define the following terms. **Vocabulary of Argument:** a) Prewriting b) Brainstorming c) Thesis d) enthymeme e) hypothesis 300-500 words.

Research Task: Develop and explore a research topic of your choice. Do some exploratory readings on your topic by using Ebscohost, Proquest, or the electric library found at www.odessa.edu Look for 3 relevant peer reviewed articles and make a list of your findings. Be sure to include the title of the article, the author's name and the date of publication.

Week 2, September 2

2 September is Labor Day. There is no class.

In-class writing

Module 1: Types of Sources: Primary, Secondary sources; M.E.A.L and 5-WH plus 1

Journal due

Week 3, September 9

In-class writing

Module 1: Research proposal draft due

Journal due

Week 4, September 16

In-class writing

Module 1: Research proposal final draft due

Journal due

Week 5, September 23

In-class writing

Module 2: Basic Application of Research Process (quotations)

Journal due

Week 6, September 30

Module 2: Quotations, summaries, paraphrases; parenthetical citations

Journal due

Week 7, October 7

In-class writing

Module 2: Evaluating resources (websites, articles); Reader response draft due

Journal due

Week 8, October 14

In-class writing

Module 2: Reader response final draft due

Journal due

Week 9, October 21

In-class writing

Module 3: Evaluation of Research (Analytical); Annotated Bibliography

Journal due

Week 10, October 28

In-class writing

Module 3: Analyze author; Annotated Bibliography due

Week 11, November 4

In-class writing

Module 4: Culmination of Research, Topic proposal/revised topic proposal due

Journal due

Week 12, November 11

In-class writing

Module 4: Quotation/Theme song for research; Annotated to Works Cited

Journal due

Week 13, November 18

In-class writing

Module 4: Research draft due with Works Cited

Journal due

Week 14, November 25

Thanksgiving Holiday (begins 9pm 11/26 - 11/30)

Module 4: Peer review workshop

Journal due

Week 15, December 2

Module 4: Research essay final draft due

Journal due

Final Exam Week, December 9-12

Final Exam: Dec. 10 2:00p - 4:30p

Time Frame Unit/Module

Name

Description Related Major

Assignments

Approximately

the first five

weeks of the

course

Overview of the

Research

Process; choice

of research

topic

Unit One first asks students to begin the search for a suitable research topic, ideally one on which the student will focus throughout the course. At the same time, the student will learn the fundamentals of how to do college-level research and the MLA citation format.

Various daily grades are included in this module; overall, daily work will count 20% of the course, which means about 5% per module.

The major

assignment

capping Unit One

is a formal

research

proposal, counting

10% of the

course.

Approximately

weeks six

Basic

Application of

Unit Two will teach students

how to effectively include

This unit is

capped by an

(Tentative and Subject to Change)

Time Frame Unit/Module

Name

Description Related Major

Assignments

Approximately

the first five

weeks of the

course

Overview of the

Research

Process; choice

of research

topic

Unit One first asks students to begin the search for a suitable research topic, ideally one on which the student will focus throughout the course. At the same time, the student will learn the fundamentals of how to do college-level research and the MLA citation format.

Various daily grades are included in this module; overall, daily work will count 20% of the course, which means about 5% per module.

The major assignment capping Unit One is a formal research proposal, counting 10% of the course.

Approximately weeks six

Basic

Application of

Unit Two will teach students

how to effectively include

This unit is

capped by an

Exam week an objective section plus a

five-paragraph essay which

will reflect on the student's

experience in the course.

course.

D WEEKLY LEARNING OUTCOMES

Week 1

Course Introduction

Vocabulary of argument

Chapter 1 "Reading Arguments"

Chapter 4 "Writing from Research"

Prewriting and Internet research to
generate ideas

Chapter 5 "Finding a Topic"

The following weekly learning outcomes will be addressed:

- a. Define critical terms used in the argumentative process
- b. Use appropriate argumentative methods to support claim
- c. Use various techniques for choosing and refining a topic for a research paper

Week 2

Making a claim – drafting a thesis statement

Chapter 2 “Writing Arguments”

Chapter 5 “Finding a Topic”

Developing a research proposal

Chapter 5

The following weekly learning outcomes will be addressed:

- a. Apply prewriting techniques to develop a topic
- b. Use appropriate argumentative methods to support an idea
- c. Describe the characteristics of a thesis sentence, enthymeme, and a hypothesis
- d. Describe the characteristics of an effective research proposal

Week 3

Argument structure

Chapter 3 “Patterns of Argument”

Argumentative essay due

Academic research process – assembling research to support your claim

Chapter 6 “Finding and Filtering Research Sources

Chapter 7 “Gathering Data in the Library”

Chapter 8 “Conducting Research Outside the Library”

The following weekly learning outcomes will be addressed:

- a. Describe various patterns of argument used in a research paper
- b. Locate and evaluate reliable academic information for the Internet
- c. Locate and evaluate reliable academic information from the library
- d. Locate and evaluate reliable academic information from sources outside the library, such as government documents and field research

Week 4

Working bibliography

Critical analysis of journal articles, books, websites, and data

Chapter 10 “Reading and Evaluating the Best Sources”

Research proposal & thesis statement due

The following weekly learning outcomes will be addressed:

- a. Explain the difference between primary and secondary sources
- b. Prepare an annotated bibliography of reliable sources appropriate to a research paper
- c. Devise an effective research paper proposal
- d. Devise a thesis statement for an argumentative research paper

Week 5 Scheduled Midterm Exam-

Making sense of it all – using a research journal or organizational chart

Chapter 11 “Organizing Ideas and Setting Goals”

Chapter 12 “Writing Notes”

Use paradigms and outlines to organize ideas for a research paper

Use effective note taking strategies in gathering information for a research paper

Week 6

Writing a first draft; effectively integrating paraphrases, quotes, and data

Chapter 9 “Understanding and Avoiding Plagiarism”

Chapter 13 “Drafting a Paper in an Academic Style”

Citation styles – documenting sources correctly to avoid plagiarism

Chapters 17, 18, 19 MLA, APA, Chicago Styles

Working bibliography due

The following weekly learning outcomes will be addressed:

- a. Document sources correctly according to APA rules
- b. Apply the writing process to write a first draft of a research paper
- c. Devise an appropriate academic title for a research paper

Week 7

Writing an introduction body and conclusion, using transitions and qualifiers

Chapter 15 “Writing the Introduction, Body, and Conclusion”

The following weekly learning outcomes will be addressed:

- a. Use writing process strategies to develop appropriate introductions and conclusions for a research paper

Week 8

Peer review

Chapter 16 “Revising, Editing, and Proofreading the Rough Draft”

First draft due

The following weekly learning outcomes will be addressed:

- a. Use the peer review process to evaluate the writings of other students

- b. Use editing techniques to proofread for grammar, punctuation, and other English mechanics

Week 9

Peer Review

Conferences

Review documenting sources

The following weekly learning outcomes will be addressed:

- a) Use the peer review process to evaluate the writings of other students
- b) Use editing techniques to proofread for grammar, punctuation, and other English mechanics

Week 10

Presentations

Research paper due

The following weekly learning outcomes will be addressed:

- a. Present the findings of your research paper

V. COURSE OUTLINE

<u>Week</u>	<u>Dates</u>	<u>Topics Covered</u>
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<p>Week 1</p>	<p>Mon, April 5th - Sun., April 11th</p> <p>Writing Prompt. Explain the difference between a personal essay and a research paper. Finally, look up and define the following terms.</p> <p><u>Vocabulary of Argument:</u> a) Prewriting b) Brainstorming c) Thesis d) enthymeme e) hypothesis</p> <p>. 300-500 words.</p> <p>Research Task: Develop and explore a research topic of your choice. Do some exploratory readings on your topic by using Ebscohost, Proquest, or the electric library found at www.odessa.edu Look for 3 relevant peer reviewed articles and make a list of your findings. Be sure to include the title of the article, the author's name and the date of</p>	<p>Course Introduction</p> <p>Vocabulary of argument</p> <p>Chapter 1 "Reading Arguments"</p> <p>Chapter 4 "Writing from Research"</p> <p>Prewriting and Internet research to generate ideas</p> <p>Chapter 5 "Finding a Topic"</p> <p>ASSIGNMENTS:</p> <p><u>Vocabulary of Argument:</u></p> <p>Using the text <u>only</u> and in your own words, write out, define and submit the following Vocabulary of Argument:</p> <p>a) Argument b) Claim c) Proposition c) Grounds d) Warrant e) Refutation</p> <p><u>Research Task:</u> Develop and explore a research topic of your choice. Do some exploratory readings on your topic by using Ebscohost, Proquest, or the electric library found at www.odessa.edu Look for 3 relevant peer reviewed articles and make a list of your findings. Be sure to include the title of the article, the author's name and the date of publication.</p> <p><u>Threaded discussions:</u></p> <p>Answer this week's threaded discussion question (at least 200 words) AND respond to one of your classmate's posting in the threaded discussion.</p> <p>"Writing for Research" as your guide explain the difference between a personal essay and a research</p>
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	<p>publication.</p>	<p>paper. Do not use any other related resources only the text.</p> <p>Possible points for week 1 = 45 points</p> <p>Vocabulary of Argument - 10</p> <p>Research Task – 20</p> <p>Threaded discussions – 15</p> <p>DUE DATE: All Assignments due by Sunday @ 11.55 pm. (EST)</p>
<p>Week 2</p>	<p>Mon, April 12th - Sun., April 19th</p>	<p>APA PRESENTATION</p> <p>Making a claim – drafting a thesis statement</p> <p>Chapter 2 “Writing Arguments”</p> <p>Chapter 5 “Finding a Topic”</p> <p>Developing a research proposal</p> <p>Chapter 5</p> <p>ASSIGNMENTS:</p> <p><u>Vocabulary of Argument:</u></p> <p>Using the text <u>only</u> and in your own words, write out, define and submit the following Vocabulary of Argument:</p> <p>a) Prewriting b) Brainstorming c) Thesis d) enthymeme e) hypothesis</p> <p><u>Research Task:</u> After you have brainstormed a list</p>

of ideas, develop a working thesis from the following topic:

Rap culture and music: Are the lyrics too negative for our youth?

This thesis will represent your claim. Now, choose a pattern of refutation on page 50 and proceed to make an outline of how you propose to argue in your essay. Be specific with your minor propositions and your refutations.

Threaded discussions:

Answer this week's threaded discussion question (at least 200 words) AND respond to one of your classmate's posting in the threaded discussion.

Read the Critical issue in Chapter 2 entitled

"Love and Race" by Nicolas Kristoff. Comment on the proposition that the rise in interracial marriages reflect a revolution in our society.

Possible points for week 2 = 45 points

Vocabulary of Argument - 10

Research Task – 20

Threaded discussions – 15

DUE DATE: All Assignments due by Sunday

@ 11.55 pm. (EST)

Week 3

Mon, April 19th -

Sun., April 24th

Argument structure

Chapter 3 "Patterns of Argument"

Academic research process – assembling research to support your claim

Chap 6 "Finding and Filtering Research Sources"

Chapter 7 "Gathering Data in the Library"

Chapter 8 "Conducting Research Outside the Library"

Argumentative essay due

Vocabulary of Argument:

Using chapter 3 of the text only list the 7 patterns of argument and briefly describe each.

Research Task:

With the pattern of refutation that you developed in week 2, write an argumentative essay on the topic. Draw on relevant resources to support your claim. Do not forget to include your own commentaries.

Rap culture and music: Are the lyrics too negative for our youth?

Threaded discussions:

		<p>Answer this week’s threaded discussion question (at least 200 words) AND respond to one of your classmate’s posting in the threaded discussion.</p> <p>What are the advantages of conducting research outside the library as opposed to gathering data in the library?</p> <p>Possible points for week 3 = 55 points</p> <p>Vocabulary of Argument -15</p> <p>Research Task – 20</p> <p>Threaded discussions – 20</p> <p>DUE DATE: All Assignments due by Sunday @ 11.55 pm. (EST)</p>
<p>Week 4</p>	<p>Mon, April 25th - Sun., May 2nd</p>	<p>IN CLASS Debate</p> <p>Working bibliography</p> <p>Critical analysis of journal articles, books, websites, and data</p> <p>Chapter 10 “Reading and Evaluating the Best Sources”</p> <p>Research proposal & thesis statement due</p> <p>Vocabulary of Argument:</p> <p>Using the text <u>only</u> and in your own words, write out, define and submit the following Vocabulary of Argument:</p>

- a) Scholarly books b) Scholarly articles,
c) Literature review d) Annotated
Bibliography

Research Task: Using Chapter 5 (p.160) as your guide, draft a short Research Proposal on one of the following topics:

1) Capital punishment is practiced in most States with the idea that 1st degree murderers should be given the death penalty for taking the life of another human being. Is it ever justifiable to execute criminals?

2) The US Constitution does not allow candidates to run for president if they were born in other countries. Should this law be changed?

3) As one of the oldest professions of all time, prostitution should be legalized to eliminate the chronic sense of joblessness that citizens face in their communities. It will further bring economic benefit to the Government in a time of financial crisis.

4) It is time to lift the US embargo against Cuba and re-establish diplomatic ties and foreign relations between the two countries.

*a) Highlight your thesis in **bold** b) Underline your hypothesis c) Outline your main points using Analysis by Division*

		<p><u>Threaded discussions:</u></p> <p>Answer this week’s threaded discussion question (at least 200 words) AND respond to one of your classmate’s posting in the threaded discussion.</p> <p>What are the differences between primary and secondary resources?</p> <p><u>Possible points for week 4</u> = 100 points</p> <p>Vocabulary of Argument - 15</p> <p>Research Task – 25</p> <p>Threaded discussions – 10</p> <p>In class Quiz -50</p> <p>All Assignments DUE Sunday @11.55pm(EST)</p>
<p>Week 5</p>	<p>Mon, May 3rd - Sun., May 9th</p>	<p>Mid Term review</p> <p>Scheduled Midterm Exam</p> <p>Making sense of it all – using a research journal or organizational chart</p> <p>Chapter 11 “Organizing Ideas and Setting Goals” Chapter 12 “Writing Notes”</p> <p>Midterm Argumentative essay DUE</p> <p><u>Possible points for Week 5</u> =200 points</p> <p>(Turnitin.com)</p>

		NO ASSIGNMENTS
Week 6	Mon, May 10 th - Sun., May 16 th	<p>Writing a first draft; effectively integrating paraphrases, quotes, and data</p> <p>Chapter 9 “Understanding and Avoiding Plagiarism”</p> <p>Chapter 13 “Drafting a Paper in an Academic Style”</p> <p>Citation styles – documenting sources correctly to avoid plagiarism</p> <p>Chapters 17, 18, 19 MLA, APA, Chicago Styles</p> <p><i>Working bibliography due</i></p> <p><u>Vocabulary of Argument:</u></p> <p>Using the text <u>only</u> and in your own words, write out, define and submit the following Vocabulary of Argument:</p> <p>a) Property rights b) Plagiarism c) In-text citation d) Bibliography</p> <p><u>Research Task:</u> draft an APA reference page with 5 entries. 1) a book by one author 2) a book by 2 authors 3) a Journal 4) a periodical 5) a web source</p> <p><u>Threaded discussions:</u></p> <p>Answer this week’s threaded discussion question (at least 200 words) AND respond to one of your classmate’s posting in the threaded discussion.</p> <p>Information overload! What next?</p>

		<p>How does one eliminate unwanted information from the draft?</p> <p><u>Possible points for week 6 = 65 points</u></p> <p>Vocabulary of Argument -15</p> <p>Research Task – 30</p> <p>Threaded discussions – 20</p> <p>DUE DATE: All Assignments due by Sunday @ 11.55 pm. (EST)</p>
<p>Week 7</p>	<p>Mon, May 17th - Sun., May 23th</p>	<p>Writing an introduction body and conclusion, using transitions and qualifiers</p> <p>Chapter 15 “Writing the Introduction, Body, and Conclusion”</p> <p><i>Final Research Paper topics will be posted</i></p> <p><u>Vocabulary of Argument:</u></p> <p>Using the text <u>only</u> and in your own words, write</p>

out, and explain the characteristics of the following terms as it relates to a research paper:

- a) Introduction of the research paper
- b) body of the research paper
- c) Conclusion of the research paper

Research Task: With the guidance of chapters 10 and 15 in the text, create a two (2) paragraph APA literature review to compliment the research that you conducted for your mid-term exam.

Threaded discussions:

Answer this week's threaded discussion question (at least 200 words) AND respond to one of your classmate's posting in the threaded discussion.

What are the characteristics of a conclusion in a research paper and what are the similarities and differences of the introduction and the conclusion?

Possible points for week 7 = 60 points

Vocabulary of Argument-15

Research Task – 30

Threaded discussions – 15

DUE DATE: All Assignments due by Sunday

@ 11.55 pm. (EST)

Week 8	Mon, May 24th -	
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Sun., May 30th

Peer review

Chapter 16 “Revising, Editing, and Proofreading the Rough Draft”

Video-Formatting the paper in APA style

Keys for Writers-Chapter 16 sample paper in APA style

Vocabulary of Argument:

Using the text only and in your own words, write out, and explain the characteristics of the following terms as it relates to a rough draft.

a) Revising b)Editing c)Proofreading

Research Task: From the topic you have chosen for your final research paper, submit the title page and your abstract to the week 8 dropbox. Bring a copy to class for week 9 peer review.

Threaded discussions:

Answer this week’s threaded discussion question (at least 200 words) AND respond to one of your classmate’s posting in the threaded discussion.

The peer review process involves the critical examination and evaluation of the writings of others. How can a writer benefit from this process?

possible points for week 8 = 50 points

		<p>Vocabulary of Argument - 15</p> <p>Research Task – 25</p> <p>Threaded discussions – 10</p> <p>DUE DATE: All Assignments due by Sunday @ 11.55 pm. (EST)</p>
<p>Week 9</p>	<p>Mon, June 7th - Sun., June 13th</p>	<p>Keys for Writers Chapters 14, 15 & 16 and APA videos-in-text citation</p> <p>Peer Review</p> <p>Conferences</p> <p>Review documenting sources</p> <p><u>Vocabulary of Argument:</u></p> <p>Using the text <u>only</u> and in your own words, write out, define and submit the following Vocabulary of Argument:</p> <p>1) Title page 2)APA In text citations 3) APA list of references</p> <p><u>Research Task:</u> From the topic you have chosen for your final research paper submit your introduction and the two following paragraphs which show at least 4 in-text citations. Post it to the week 9 dropbox.</p>

		<p><u>Threaded discussions:</u></p> <p>Answer this week’s threaded discussion question (at least 200 words) AND respond to one of your classmate’s posting in the threaded discussion.</p> <p>With the knowledge that you have gathered in this course on writing a research paper, share how you will continue to hone those skills as you proceed in your student career and beyond.</p> <p><u>Possible points for week 9</u> – 130 points</p> <p>Group Presentation 80 points</p> <p>Vocabulary of Argument - 10</p> <p>Research Task – 25</p> <p>Threaded discussions – 15</p> <p>DUE DATE: All Assignments due by Sunday @ 11.55 pm. (EST)</p> <p>FINAL EXAM REVISION</p>
<p>Week 10</p>	<p>Mon, June 14th -</p>	<p>Presentations</p> <p>FINAL EXAMINATION PART I</p> <p>RESEARCH PAPER DUE</p> <p>Turnitin.com</p> <p>Week 10 -250 points</p> <p>Final Examination Part I Essay- 200 points</p>

		<p>FINAL EXAMINATION PART II</p>
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MULTIPLE CHOICE

50 points

IV. COURSE REQUIREMENTS AND TEACHING STRATEGIES

The focus of the course is application - "how to succeed." Course materials will be presented through discussions, lectures, individual and group presentations, role plays, and writing assignments.

1. Mid-term examination
2. Final examination
3. Completion of all written and oral assignments
4. Active class participation
5. Regular class attendance

Vocabulary of Argument

Submission Instructions for the Vocabulary of Argument: Must be put in the “Terms & Concepts” dropbox for that particular week. Please put your name, my name, week number, and course name in the document. Assignments must be submitted in *Microsoft Word* format. All written work should be double-spaced. Exact instructions will be posted in the weekly tab. If there is an emergency or circumstance that does not allow you to turn in your assignment on time, please notify the instructor ahead of time via email at sophia.russell@strayer.edu

What is a Vocabulary of Argument and the purpose of this assignment: The Terms and Concepts weekly exercise serves as an additional source of reinforcement of the English Composition terminology. In this way the student becomes familiar with the verbiage that will be utilized by the instructor in the weekly lectures. Additionally, by the time you see these terms on the exam you will not be surprised by them. The Dictionary assignment is worth 10 points each week towards your final grade, which amounts to a total amount of 100 points by the end of the semester. Therefore it is imperative to turn this assignment in each week. (see course shell for instructions for turning this assignment in each week).

Research Task

Research Task is an integral part of ENG 215. Students will prepare themselves to write argumentative essays and conduct research using Ebsco Host, Proquest and the electronic library. Place the assignments into the “Research Task” drop box for that particular week. All essay submissions must be double spaced in *Microsoft Word* format with Ariel 12 or Times New Roman 12 font size. Essay writing will demonstrate the student’s progress in Writing and Research and students must exhibit the application and principles of the American Psychological Association. **ALL RESEARCH PAPERS MUST CONSIST OF A REFERENCE PAGE USING THE APA FORMAT. Failure to follow this instruction will result in a deduction of points. Students must get into the habit of citing your resources and giving credit to the authors of a particular publication.** If there is an emergency or circumstance that does not allow you to turn in your assignment on time, please notify me ahead of time via email at sophia.russell@strayer.edu. Please see the **grading rubric** for Essay Writing assignments.

In Class Quizzes & Group Exercises

In class pop quizzes and group exercises serve as an opportunity for the instructor to evaluate the student’s academic performance and to monitor their progress in English Composition. There will be weekly group exercises where students are required to present the material that they have prepared for that particular week or on a related topic. Pop quizzes will also be given randomly throughout the course of the semester. **There will be one quiz and one group presentation that will be graded during**

class time. The dates for these exercises are posted in the syllabus. The quiz may take the form of written exercises, such as fill in the blanks, true/false, and or multiple choice. The graded group presentations require collaborative team work and groups must use at least one visual aid such as a power point or a poster board presentation. Students will be given the opportunity to prepare for group presentations during class time in order to accommodate those students who are unable to meet outside of the scheduled class time. Further instructions will be posted on e-Companion regarding group presentations. This learning tool assists in evaluating the student's learning experience in the areas of grammar, diction, pronunciation and delivery. The instructor will take grades from the quiz and the group presentation which will go towards the final grade. Both of these grades combined are worth 100 points towards the final grade.

Threaded Discussions: Effective Class Discussions

What is a Threaded Discussion? Threaded discussions are the heart and soul of online learning. The threaded discussions are our "cyber classrooms" where we meet as a class (though not at the same time) to discuss and debate each Week's Course Objectives, and where the professor interact with the students and the students in turn interact with each other and where the online learning truly becomes an interactive experience.

Threaded discussions uses this online learning environment to support this end by opening the limitless potential web interactivity into our cyber classrooms and by focusing course discussions around real world problems and issues that all of its students must master.

Why are Threaded Discussions in an Online Learning Environment so Important? An essential skill for any student is the ability to articulate carefully his or her prior analysis and to convince others of recommendations based on such analysis. Active class participation by students is an essential part of the learning experience in this course. Your ability to express yourself concisely, accurately, and under pressure is enhanced through class participation. Your comments can also enhance the learning experience of your classmates. Because regular presentation of your ideas sharpens your mastery of the subject matter, failure to participate regularly in class discussion may be associated with written work that is not meeting your expectations.

When participating in class threaded discussion, students should try to employ a posture, voice, and phrasing that will make it easy for others to hear and appreciate their comments.

The best class comments:

⇒ are respectful of all class members;

- ⇒ take into consideration the ideas already offered by others;
- ⇒ demonstrate careful and critical thinking;
- ⇒ offer supporting evidence for arguments;
- ⇒ show curiosity and a willingness to experiment;
- ⇒ bring some humor into the discussion;
- ⇒ share examples that are related to the class goals and objectives;
- ⇒ make or raise issues that are relevant to the current focus of the class; and
- ⇒ connect the current focus of the class with ideas from earlier class sessions.

GRADING RUBRICS

Grading Rubric for Threaded Discussion

Threaded Discussion Grading (RUBRIC) Assessment (for this course)

- **Weekly Point Value:** 10 points total for both threads (i.e. 5 points each.)
- **Posting requirements for full credit are:**
 - A. Posting Early:** Beginning to post early is highly recommended (preferably having a first post by Wednesday of each week and at least 1 time on the weekend)
 - B. Number of Postings:** Post 2 high quality posts (minimum) (each thread topic/chapter) AND
 - C. Responding to Classmates:** respond to at least 1 other classmates posting in each thread.

Spelling and grammar will also be taken into consideration

Discussion Participation Guidelines

Objectives	Low Performance	Below Average	Average	Above Average	Exemplary Performance
Participation: Student will access and actively participate in threaded discussions at least twice a week and contribute in a manner that is thoughtful, reflective and further facilitates the discussion.	Student did not participate.	Student contributed insufficient information; student commented at least once during the discussion.	Student participated in discussion twice a week and contributed comments and questions that added to current discussion but did not facilitate further commentary.	Student participated in discussion twice a week and contributed comments and questions that added to current discussion but did not facilitate further commentary. However, outside references may have been brought in to the discussion at least once.	Student participated twice a week or more and brought original, new or thoughtful information to the discussion in the form of text citations, web references, and/or citations of independent articles for both posts.

Grading Rubric for Research Papers & Tasks

- Weekly Point Value 10 or 20 points as shown in the syllabus for that particular week.

Grade Value	Gradable Elements for Essay writing
High Value	<ul style="list-style-type: none"> • Students answered the question in its entirety • Essay has an introduction, supporting paragraphs, and a conclusion

<p>(8—10) points</p>	<ul style="list-style-type: none"> • The thesis is clear and easily identifiable • Ideas are well developed, supported, and logically organized • Paragraphs demonstrate effective transitions and fluency on the topic • Sentences are complete, clear and understandable • Writing is consistently correct in punctuation, grammar, spelling, and capitalization • Subject and verbs agree in sentences • Analysis is clear and concise • Any errors that are present do not interfere with the reader's understanding • Resources are cited
<p>Medium (5—7) (points)</p>	<ul style="list-style-type: none"> • Student did not answer the question in its entirety • Essay has an introduction, supporting paragraphs, and a conclusion • Thesis is not easily identified • Ideas are not consistently developed, supported, and logically organized • Paragraphs do not demonstrate effective transition and fluency on the topic • Essay has some errors in grammar, spelling, capitalization, and punctuation. • Some sentence formations are not clear and understandable. • Analysis is clear but not concise • Subjects and verbs do not agree in sentences • Resources are not consistently cited
<p>Low 0—4 points</p>	<ul style="list-style-type: none"> • Student did not answer the question • Essay is missing important elements such as introduction, supporting paragraphs and conclusion • Ideas are not developed, supported or logically organized • Essay has major errors in grammar, spelling and punctuation • Subjects and verbs do not agree in sentences • Writing has many errors that interfere with the reader's understanding • There are no resources cited

Grading Rubric for Vocabulary of Argument

- **Weekly Point Value 10 or 20 points as shown in the syllabus for that particular week.**
- **Full credit will be allocated to students who give:**
 - a) Accurate definitions in their own words without regurgitating the definition in the text
 - b) Each term or concept is defined with complete sentences.
 - c) Correct Spelling and grammar and capitalization
 - d) Definitions are supported by examples and or references from the text or other resources

VII. EVALUATION METHODS (Point values for Course Assignments and Exams)

Final Grade:

Assignments	Point Value	% Value
Vocabulary of Argument	100	10%
Research Tasks	200	20%
Threaded Discussions	150	15%
Quiz/Presentation	100	10%
Mid-Term Examination	200	20%
Final Examination Essay & MC	250	25%
Total Point Value	1000	100%

Grading Scale:

900- 1000 points 90-100% A

800- 899 points 80-89% B

700- 799 points 70-79% C

600- 699 points 60-69% D

Below 600 points 60% F

VI. COURSE REFERENCES

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9. Walsh, B. (2000). *Lapsing into a comma: A curmudgeon's guide to the many things*

that can go wrong in print--and how to avoid them. McGraw-Hill.