

English 127 – Research Writing: Social Sciences
Green River Community College, Spring 2010

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Required Texts and Materials

Colombo, G., Cullen, R., & Lisle, B. (2007). *Rereading America: Cultural Contexts for Critical Thinking and Writing* (7th ed.). Boston: Bedford/St. Martin's.
Mortenson, G., & Relin, D. O. (2006). *Three Cups of Tea*. New York: Penguin.
Handbook such as Hacker with a section on APA

Course Description

A composition course with readings designed to teach research-based writing in the social sciences. Continues to develop the basic reading and writing skills taught in ENGL& 101, but emphasizes the development of academic research and writing skills. Students engage in critical thinking, which includes the analysis, interpretation, evaluation, documentation, and synthesis of multiple sources and evidence. PREREQUISITE: ENGL&101. Satisfies basic skills requirement for AA degree. Formerly ENGL 112.

Learning Objectives

Students exiting English 127 should have acquired the skills, attitudes, and abilities listed below, which they will need in order to be successful writers in college and beyond. These will be demonstrated by a 12-15 page scholarly research paper, other formal and informal writing, critical responses to reading, participation in discussions, and peer reviews.

Specifically, students completing English 127 should be able

- § to read and evaluate substantial print sources and view relevant non-print sources with critical awareness in order to understand the questions, research methods, and interpretive frameworks commonly found in the social sciences; to explore and engage with the personal, social, political and historical relevance of ideas, issues, methods and debates presented in course and research materials;
- § to practice writing as a recursive process that includes prewriting, planning, drafting, revising and editing; to revise and edit first and/or subsequent drafts in order to produce professional-looking writing and to improve tone, style, and organization for specific writing contexts and audiences;
- § to work collaboratively in pairs or groups, engage in conversation and debate, offer critical feedback on the writing and thinking of others (peer reviews), develop shared analysis, and facilitate the fruitful participation of all;

- § to follow, and adapt as necessary, a series of steps towards producing the final research article, including topic selection, preliminary research and brainstorming, annotated bibliographies, background essay, literature review, drafting, and revision;
- § to fulfill the conventions of producing academic arguments (engaging in scholarly conversations), including a carefully chosen and narrowed topic, a well-formulated question, a clear thesis statement, support for the thesis with reliable, relevant, and substantial evidence, and an awareness of the assumptions (warrants) that may need development;
- § to employ various research methods, using the library, electronic databases and the World Wide Web, to gather data and evidence, find primary sources, and review secondary sources in order to produce a scholarly paper with documentation in APA style (American Psychological Association);
- § to demonstrate responsibility by attending class regularly and punctually, being prepared for class discussions, submitting assignments in a timely fashion, collaborating with others respectfully and effectively, knowing and following the policies and procedures with regard to academic and classroom expectations both in this syllabus and the GRCC student handbook, understanding and avoiding plagiarism, and being aware and taking advantage of the resources available through the instructor and on campus.

Campus-wide Outcomes

At Green River Community College, four campus-wide learning outcomes have been identified and endorsed by the college community as a whole. In addition to basic course content, every course must include learning objectives to address at least one of the four campus-wide outcomes:

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|--------------------------|--------------------------|
| 1. Critical Thinking | 3. Responsibility |
| 2. Quantitative Thinking | 4. Written Communication |

This course will include elements of critical thinking, written communication, and responsibility through its various activities and assignments.

Course Evaluation/Assessment

The final grade will be computed according to the following weights and balances:

Major Units (Panel Presentation/Essays)

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| - Panel Presentation/Annotated Bibliography | 10% |
| - Background Essay (4-5 pages) | 15% |
| - Literature Review (4-5 pages) | 20% |
| - Final Research Article (12-15 pages) | 25% |

Peer Reviews 10%

Weekly Quizzes (Assigned Readings) 10%

Homework and Journals 10%

Important Notes: Failure to submit the Final Research Article will result in a 0.0 for the class regardless of the weighted average. Also, the Background Essay, Literature Review, and Final Research Article require a first and final draft for which you will be paired with a peer partner. **To receive credit for a peer review, you must be in class that day with a complete draft. Otherwise, you will receive a 0.0 for the assignment.**

Green River uses a 4 point decimal grading system; letter grade equivalents are listed below (see the GRCC catalog). I assign letter grades for major assignments, which can be translated as the middle range of the corresponding letter (except an A, which gets calculated as a 4.0). For example, a B+ will be calculated as a 3.4.

4.0 - 3.9	=	A	2.2 - 1.9	=	C
3.8 - 3.6	=	A-	1.8 - 1.6	=	C-
3.5 - 3.3	=	B+	1.5 - 1.3	=	D+
3.2 - 2.9	=	B	1.2 - 1.0	=	D (1.0 is the lowest passing grade)
2.8 - 2.6	=	B-	0.9 -	=	F (failure or unofficial withdrawal)
2.5 - 2.3	=	C+	0.0		

While specific assignments will have their own requirements, the following is a general guide to the grading criteria for what is considered A, B, C, D, and F levels of work.

A	“A” work is exceptional. It goes above and beyond the stated requirements of the assignment in terms of the creativity, ambition or complexity of ideas; or the clarity, organization, or presentation of the content. Mechanical errors (grammar, punctuation, spelling, formatting, etc.) are rare.
B	“B” work is above average. It goes beyond the minimum requirements of the assignment but not to an “A” level; “B” work may excel in some, but not the majority of aspects of the assignment. There may be a few mechanical errors, but these do not distract the reader substantially.
C	“C” work is average. It meets the expectations of the assignment and shows competency, but it does not go above and beyond the assignment in any significant way, nor does it demonstrate creative engagement with the relevant course material or assignment objectives. Mechanical errors may be more noticeable.
D	“D” work is below average. It fails to meet one or more of the assignment’s requirements but does meet some of them. There may be frequent mechanical errors or evidence of significant carelessness in conception, composition or presentation.
F	“F” work is failing level. It fails to meet one or more of the assignment’s requirements, including the most significant one(s).

Course Policies

Plagiarism: Plagiarism occurs when a person submits someone else's ideas or words as his/her own. Plagiarism robs a student of the most important product of education – actual learning. The consequences of plagiarism are as follows:

- First offense: For homework assignments and all essays except the Final Research Article: Failure of the assignment with no opportunity to re-submit. **Plagiarizing any portion of the Final Research Article will result in a 0.0 for the course.**
- Second offense: For homework assignments and all essays except the Final Research Article: Referral to the Dean of Student Services, with the likely outcome being failure of the course.

Attendance and Punctuality: Please be punctual, as latecomers are distracting to the class. Should you miss class, it is your responsibility to make up all the work done that day as well as to obtain notes from a peer. I often do not bring the prior day's handouts to class. Please check the blog (URL listed on page 1 of the syllabus) for a recap of the day's discussion/assignment(s).

Please note: Missing more than 4 class days without a documented excuse or prior arrangement will result in automatic failure of the course (0.0). Having said that, if you are ill, please do not come to class, for your sake and your peers! Absences due to the flu or other contagious illness will be excused.

Cell phones and laptops: Please turn off your cell phone during class unless you have made arrangements with me ahead of time. *Absolutely no text messaging during class. If you text message in class, you will be counted as absent for the day.* Laptops may only be used in class by prior arrangement and on designated days (in-class writing assignments, etc.)

An Invitation: If you have any questions or concerns about your progress in this course, please arrange a time to speak with me. If you cannot stop by during office hours, I will make every attempt to meet with you at a mutually convenient time.

Special Note: If you believe you qualify for course adaptations or special accommodations under the Americans with Disabilities Act, it is your responsibility to contact the Disability Support Services Coordinator in the LSC and provide the appropriate documentation. If you have already documented a disability or other condition through the GRCC Disability Support Services Office which would qualify you for special accommodations, or if you have emergency medical information or special needs I should know about, please notify me during the first week of class. You can reach me at aschaefer@greenriver.edu. Or, you can schedule an office appointment to meet me in HSA-50 at a mutually determined time. If this location is not convenient for you, I will schedule an alternative place for meeting. If you use an alternative medium for communicating, let me know well in advance of the meeting (at least one week) so that appropriate accommodations can be arranged.

Weekly Reading/Assignment Schedule

Week 1: March 29, April 1 – Course Overview/Introduction

Syllabus, Introductions & Goals, Plagiarism, Begin Discussion of Family

Reading (by Wednesday)

“Introduction: Thinking Critically, Challenging Cultural Myths” 1-16

Harmony at Home: *The Myth of the Model Family* (Intro. & Norman Rockwell) 17-24

Coontz, Stephanie -- “What We Really Miss About the 1950s” 31-47

Week 2: April 5, April 7 – Harmony at Home: *The Myth of the Model Family* cont., APA

Reading (by Monday)

Jack, Roger – “An Indian Story” 51-61

Aulette, Judy Root -- From *Changing American Families* 61-79

Begin reading *Three Cups of Tea* (30-40 pages per week)

Quiz #1 Monday

(Quizzes may not be made up, but I drop the lowest quiz score at the end of the quarter.)

Reading Journal #1 due Wednesday (*Three Cups of Tea*). Include page numbers for all entries.

Week 3: April 12, April 14 – Harmony at Home: *The Myth of the Model Family* cont., library session, panel presentation preparation

Reading (by Monday):

Wolfson, Evan – “What is Marriage?” 98-110

Three Cups of Tea cont. (30-40 pages per week)

Quiz #2 Monday

Reading Journal #2 due Wednesday (*Three Cups of Tea*)

Week 4: April 19, April 21 – Panel Presentations, Begin Learning Power: *The Myth of Education and Empowerment*

Panel Presentations Wednesday, April 21

Reading (by Monday):

Learning Power: *The Myth of Education and Empowerment* (Intro) 113-120

Moore, Michael. “Idiot Nation” 132-150

Three Cups of Tea cont. (30-40 pages per week)

Quiz #3 Monday

No Reading Journal this week

Week 5: April 26, April 28– Learning Power: *The Myth of Education and Empowerment*
cont.

20/20 video: *Stupid in America*

Reading (by Monday):

Gatto, John Taylor – “Against School” 152-159

Anyon, Jean - From *Social Class and the Hidden Curriculum of Work* 173-188

Three Cups of Tea cont. (30-40 pages per week)

Quiz #4 Monday

Reading Journal #3 due Wednesday (*Three Cups of Tea*)

Week 6: May 3, May 5 – Learning Power: *The Myth of Education and Empowerment* cont.

Reading (by Monday):

Rodriguez, Richard – “The Achievement of Desire” 193-205

Malcolm X, "Learning to Read" 210-218

Three Cups of Tea cont. (30-40 pages per week)

Monday, May 3: Peer Review: Background Essay Draft

Wednesday, May 5: Final Background Essay due

Quiz #5 Monday

Reading Journal #4 due Wednesday

Week 7: May 10, May 12: Learning Power: *The Myth of Education and Empowerment*
cont., Literature Review (Library instruction)

Reading (by Monday):

Tannen, Deborah “The Roots of Debate in Education and the Hope of Dialogue” 219-236

Three Cups of Tea cont. (30-40 pages per week)

Quiz #6 Monday

Reading Journal #5 due Wednesday (*Three Cups of Tea*)

Week 8: May 17, May 19: Literature Review cont., *Three Cups of Tea: Family and Education Revisited*

Wednesday, May 19: Peer Review: Literature Review Draft

Reading (by Monday):

Three Cups of Tea cont. (30-40 pages per week)

Reading Journal #6 due Monday (*Three Cups of Tea*)

Week 9: May 24, May 26: *Three Cups of Tea*: Family and Education Revisited

Reading (by Monday):

Three Cups of Tea cont. (30-40 pages per week)

Monday, May 24th: Final Literature Review due

Reading Journal #7 due Wednesday (*Three Cups of Tea*)

Week 10: June 2: *Three Cups of Tea*: Family and Education Revisited

Reading (by Wednesday):

Three Cups of Tea cont. (30-40 pages per week)

Reading Journal #8 due Wednesday (*Three Cups of Tea*)

No class Monday, May 31 for the Memorial Day Holiday

Week 11: June 7, June 9: Individual Conferences, Final Research Article

Final Research Article Due: Friday, June 11th by 3pm

The instructor reserves the right to revise the course schedule to meet the needs of the class