COURSE TITLE: Research Writing

COURSE NUMBER: ENC 1133

COURSE DESCRIPTION:
A course designed to increase proficiency in effective methods of library research and in writing the documented essay. ENC 1133 fulfills 2,000 words of the Gordon Rule writing requirement. 1 semester hour credit.

PREREQUISITES:
A grade of “C” or higher in ENC 1101 and ENC 1102

NAME OF INSTRUCTOR: Richard Hinson

DATE OF LATEST REVISION: 2005-2006

REQUIRED TEXTBOOKS:

GRADING POLICIES:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:
A – 100 – 93
B – 92 – 83
C – 82 – 70
D – 69 – 60
F – 59 or less

Library Research Paper 100%

Late papers will be penalized one letter grade if handed in within a week and after that will not be accepted.

See your First Day Handout for individual instructor practices.

The Chipola Catalog provides specific information regarding other outcomes from the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.
The purpose of the fine and performing arts in the core curriculum is to expand student knowledge of the human condition and human cultures, especially in relation to behaviors, ideas and values expressed in works in the performing arts: music performance, music history and theory; theatre performance and theatre history; the visual arts and purpose of art. Through study of disciplines such as literature, philosophy and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the fine and performing arts and humanities as fundamental in the stature and survival of any society. Students should have experiences in both the arts and humanities.

H-1 Demonstrate awareness of the scope and variety of works in the arts and humanities.

H-2 Understand a variety of works in the arts and humanities as expressions of individual and human values within an historical and social context.

H-3 Respond critically to works in the humanities and fine and performing arts.

H-4 Engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.

H-5 Articulate an informed personal reaction to works in the fine and performing arts and humanities.

H-6 Develop an appreciation for the aesthetic principles that guide or govern the humanities and fine and performing arts.

STUDENT LEARNING OUTCOMES/OBJECTIVES FOR ENC 1133:

See chart, last page

MEANS OF ACCOMPLISHING OUTCOMES:

The student will

1. Write a concise argument thesis statement.
2. Generate a workable outline.
3. Correctly document borrowed material.
4. Research a given topic.
5. Correctly compose a Works Cited page.
6. Write an argumentative, documented essay of 2,000 words on the assigned topic using the MLA format.
7. Read all material assigned, both in the text and in the research packet.
8. Search for material in the library and electronic sources suitable to the given topic.
9. Attend class regularly.
10. Turn in all assignments on time for assessing progress.

Assignment Specifics:
1. The documented essay must be 2,000 words on the assigned topic.
2. The documented essay must be developed by argumentation. The essay should include the title page, outline page, essay, and works cited page.
3. All articles used in the documented essay must be marked (as instructed in class) and included in a packet for the instructor. Only those articles distributed by the teacher in the packet are acceptable.
4. At least five articles should be cited in the essay. All necessary bibliographical information must be provided for each article. The student is responsible for utilizing correct format on the works cited page. Use the MLA style manual.

Plagiarism is academic dishonesty and may be defined as submitting another’s work as the student’s own. It includes failure to use quotation marks or other conventional marking around material quoted from any printed or electronic source. Plagiarism shall also include paraphrasing a specific source without indicating accurately what the source is. Plagiarism shall further include downloading an essay or letting another person compose or rewrite a student’s written assignment. **Plagiarism will result in a zero (0) for the assignment.**

**LIBRARY AND ON-LINE REFERENCE MATERIALS:**
The library is a comprehensive, learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. In addition to print media, online catalogs and resources can be accessed through [www.linccweb.org](http://www.linccweb.org) and [www.netlibrary.com](http://www.netlibrary.com). Library hours are posted each semester at the building entrance.

Chipola’s website is located at www.chipola.edu

**See your First Day Handout for individual instructor recommendations and resources.**

**TECHNOLOGY RESOURCES:**
The Information Technology Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance.
ASSIGNMENT SCHEDULE:

**Week 1: August 22-26**
- Mandatory orientation meeting  August 25th, 5:15 p.m., Building D
- Hand out syllabus and go over requirements for course.
- Buy textbook
- Handout packet of articles

  **Reading:**  
  Chapter 1, “Writing from Research”  
  Chapter 2, “Finding a Topic”

  **Writing:**  
  Assign topic: “Should the government be able to use the power of eminent domain to take (private) property for the purpose of economic development by private companies or is doing so an abuse of government power”

**Week 2: August 29 – September 2**
- Read the articles in your packet

  **Reading:**  
  Chapter 3, “Gathering Data in the Library”
  Chapter 4, “Searching the World Wide Web”

  **Writing:**  
  Make a copy of the best article that you can find on the subject. **Be sure all bibliography information is printed on the article.** Turn in the article by Friday, September 2nd at the reception counter in Building Z.

  **Research:**  
  Log on to the Chipola Library Web page and select “electronic resources”.  
  Click on the Lincweb address.  Your social security number is your ID. The last four digits of your SS # is your PIN. Select “search multiple data bases”. Use “eminent domain” and “urban renewal” as key words for your search. Click on “List All Databases” and choose up to eight databases to search simultaneously. Suggested full-text databases are:

  - Academic Search Premier
  - Business Full Text
  - Communication and Mass Media Complete
  - Omnifile
  - InfoTrac Professional Collection
  - Custom Newspapers

  Read the article abstract and browse carefully before printing.

**Week 3 September 6-9  (College Closed September 5th for Labor Day)**

  **Reading:**  
  Chapter 6, “Organizing Ideas and Setting Goals”
Chapter 7, “Finding and Reading the Best Sources”

Meeting with the instructor **Tuesday September 6th**
at **5:30 in Z-108.** Distribute additional articles.
Discuss the topic.
Workshop on outlining and paraphrasing.
**Discuss sample essay (in packet) and bracketing,**
**numbering, and highlighting system required in the final draft.**

**Reading:** Chapter 14, “Works Cited: MLA Style”

**Week 4:** September 12-16

**Reading:** Chapter 8, “Practicing Academic Integrity”
Chapter 9, “Writing Notes”
Study the articles in the packet.

**Writing:** Draft a Sources Cited page using the articles in the packet.
Draft a Thesis and outline.

**Week 5:** September 19-23

**Turn in a thesis statement and complete outline by Friday noon.**

**Reading:** Chapter 10, “Drafting the Paper in an Academic Style”
Continue studying the articles in the packet

**Writing:** Edit the Thesis and outline for argumentative organization

**Week 6:** September 26-30

**Reading:** Chapter 11, “Blending Reference Material into Your Writing”
Chapter 12, “Writing the Introduction, Body, and Conclusion”
Pick up your evaluated thesis statement and outlines in Bld. Z.

**Writing:** Write the rough draft of your documented essay **due October 14th.**
Be sure to use borrowed material from at least five articles.
**Include one “blocked” quote four or more lines**
in length, but no more than ten lines.

**Week 7:** October 3-7

**Writing:** Continue working on your rough draft.

**Reading:** Chapter 13, “Revising, Proofreading, and Formatting the Rough Draft”
Check your use of borrowed material to be sure you have not plagiarized.

**Week 8:** October 10 - 14

Rough draft due at reception counter, Building Z, no later
than noon, October 14th. Five point penalty on final grade for failure to meet this deadline.

Week 9: College closed October 17th and 18th for Fall Break. Pick up rough drafts at reception counter October 19, 20, or 21st. Begin work on second draft which is due October 31st.

Week 10: October 24-28th Work on second draft

Week 11: October 31- November 4 Turn in second draft by end of the day, October 31st.

Week 12: November 7- 11 Write final draft

Week 13: November 14-18

Final drafts due by noon, Friday, November 14th at the reception counter, Building Z.

Turn in highlighted, bracketed, and numbered copies of all sources cited in the final draft. Place these copies in your manila folder along with your final draft. Do not hand in loose materials. Essays turned into without copies of sources will be assigned a failing grade. Essays must be at least 2,000 words in length to meet the Gordon Rule requirement.

Five point penalty per day for failure to hand it final draft on time. Last day to hand in a final draft late: Tuesday, November 22nd. (Five point penalty per day will apply with the weekend counted as one day).

Week 14 – November 21 – 25: College Closed Wednesday, Thursday, and Friday for Thanksgiving holidays.

Week 15- November 28- December 2nd
Instructor available during office hours or in Z-108 Monday 5:00 – 7:00 p.m. to go over graded final drafts.

Week 16- December 5 – 8 Instructor available December 5th in Z-108, 5:00 – 7:00 p.m. to go over graded final drafts or during office hours December 5th, 6th, and 7th.

December 15, 2005: Final grades posted on line no later than 8:00 a.m. See your First Day Handout for individual instructor assignment schedule.
ATTENDANCE AND WITHDRAWAL POLICIES:

Regular attendance is expected of all students. Each student is accountable to the instructor for all class absences. There are three acceptable excuses for absences: (1) severe illness, (2) death in the immediate family, and (3) official college activity (approved by Student Services). Any questionable excuse shall be verified by the office of Student Services when requested by the instructor.

When any absence occurs, it is the responsibility of the student to contact the instructor as soon as possible and make arrangements about making up work. Work must be made up within one week following the absence or within the time specified by the instructor in case of extended absence. A ten-point penalty is assessed for late work. Except as noted above, make-up work will not be permitted after the one-week deadline, and the instructor will record a grade of “0” for each assignment not submitted.

Tardiness to class is disruptive to learning and is unacceptable. If the student is tardy, the student shall see his/her instructor at the end of the class period, and the instructor will determine if the tardiness is excusable. Excessive tardiness may be counted as absences at the discretion of the instructor.

WITHDRAWAL POLICY

A student may withdraw from a course prior to the deadline for withdrawing which is listed in the college catalog and the college class schedule. A student who has missed too many classes or who is making unsatisfactory progress in the course can withdraw and receive a “W” mark for the course. It is the student’s responsibility to obtain the necessary request form from the Registrar’s Office for withdrawing from a class, to obtain signatures for completing it, and to turn it in to the Registrar’s Office before the deadline. It is advisable to check later to ensure that the withdrawal has been processed.

NOTE: In 1997, the Florida Legislature passed House Bill 1545 which requires that students who have enrolled more than two times in the same college credit course must pay tuition fees at 100% of the full cost of instruction. The full cost of instruction is the same as the non-resident tuition fee. All Florida community colleges and state universities are required to begin “counting” attempts beginning in the Fall term 1997. An “attempt” is any course which remains on the student’s class schedule past the published drop/add date for any academic term. When a student withdraws from a course, the withdrawal counts as an attempt. A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt, a student cannot withdraw; he must receive a grade.** No additional attempts will be allowed without prior approval from the Admissions Committee; approvals may be granted for extenuating circumstances only.

MAKE-UP POLICY:

See Attendance policy (above).
ACADEMIC HONOR CODE POLICY:
Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to 1) uphold the highest standards of academic honesty in his/her own work; 2) refuse to tolerate academic dishonesty in the college community; and 3) foster a high sense of honor and social responsibility on the part of students.

Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

STUDENTS WITH DISABILITIES POLICY:
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment.

Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

LINKING COURSE, DISCIPLINE, AND GENERAL EDUCATION COMPETENCIES

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES FOR ENC 1133</th>
<th>DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES</th>
<th>GENERAL EDUCATION CORE COMPETENCIES</th>
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<tbody>
<tr>
<td>The student will learn the following:</td>
<td></td>
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<tr>
<td>Formulate an argumentative thesis.</td>
<td>H-3</td>
<td>H, C</td>
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<td></td>
<td>C-1, 4</td>
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<tr>
<td>Develop the thesis by providing adequate support from the literature.</td>
<td>H-3</td>
<td>H, C, SS</td>
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<td></td>
<td>C-1, 4, 5, 7</td>
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<td>SS-5, 11</td>
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<td>Develop the thesis by arranging the ideas and supporting details in a logical pattern appropriate to the purpose and focus.</td>
<td>H-3</td>
<td>H, C</td>
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<td></td>
<td>C-1, 5</td>
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<tr>
<td>Develop the thesis by writing coherent prose and providing effective transitional devices that clearly reflect the organizational pattern and relationships of parts.</td>
<td>H-3</td>
<td>H, C</td>
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<td></td>
<td>C-1, 5</td>
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<tr>
<td>Observe the conventions of the Modern Language Association style by correctly using direct quotations and paraphrase.</td>
<td>C-5</td>
<td>C</td>
</tr>
<tr>
<td>Observe the conventions of the Modern Language Association by avoiding plagiarism.</td>
<td>C-5</td>
<td>C</td>
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<tr>
<td>Observe the conventions of the Modern Language Association by correctly creating a works cited page.</td>
<td>C-5</td>
<td>C</td>
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<tr>
<td>Employ electronic resources for research.</td>
<td>C-5, 8,</td>
<td>C, T</td>
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<td></td>
<td>T-1, 2, 3</td>
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<tr>
<td>Employ technology to create essays.</td>
<td>C-8</td>
<td>C, T</td>
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<td></td>
<td>T-1, 2, 3</td>
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<tr>
<td>Employ conventional outline format.</td>
<td>C-1, 2, 8</td>
<td>C, T</td>
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<tr>
<td></td>
<td>T-1, 2</td>
<td></td>
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<tr>
<td>Observe the conventions of Standard American English.</td>
<td>C-2</td>
<td>C</td>
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</tbody>
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