COURSE TITLE: Research Writing
COURSE NUMBER: ENC 1133

COURSE DESCRIPTION (with prerequisites):
This course is designed to increase proficiency in effective methods of library research and in writing the documented essay. ENC 1133 fulfilled 2,000 words of the Gordon Rule writing requirement. Prerequisites: Grades of “C” or higher in ENC 1101 and ENC 1102. 1 semester hour credit. [A]

NAME(S) OF INSTRUCTORS:
Richard Hinson

EFFECTIVE ACADEMIC YEAR:
2011-12

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:

GRADING POLICY:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:
A – 90 – 100
B – 80 – 89
C – 70 – 79
D – 60 – 69
F – 59 or less
The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:
Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.
A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

**MAKE-UP POLICY:**
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

**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.

**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. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at [www.chipola.edu/library](http://www.chipola.edu/library). If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor 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 and on the Library website. The **ACE Lab**, located in Building L, is available for tutoring and is equipped with computer workstations. Lab hours are posted each semester at the room entrance. The college’s learning management system is **Desire 2 Learn** (d2l). Classes become available on d2l on the first day of the semester. It is the student’s responsibility to log onto the d2l system the first day of class to establish the first day of attendance and to check announcements. For further information, contact your instructor or the Director of Online Learning.
ELECTRONIC DEVICE USAGE:
All electronic devices such as cell phones, beepers, pagers, and related devices are to be silenced prior to entering classrooms and/or laboratories to avoid disruption. Should it become necessary for a student to leave his/her “device” on to send or receive an emergency call and/or text message, the student must inform the instructor prior to class. If the student finds it necessary to send and/or receive an emergency call and/or text message during class/lab time, he/she is instructed to take all books and belongings and step outside the classroom to deal with the situation. To minimize classroom disruption and the distraction to classmates, the student will not be permitted to reenter the classroom during that class period. Any time a test is being administered, all such devices must be turned off and put away. If a device is seen or heard during an exam, a score of zero will be given for that exam. Initial and repeated infractions may result in disciplinary action.

DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:
ENC 1133 is a General Education core course in Area 5—Humanities

The purpose of the humanities in the core curriculum is to understand the human condition through the study of the following: art history, literature, music history, music theory, performing arts, philosophy, and visual arts.

H-1 Identify the humanities in various cultures.
H-2 Elucidate the historical context of human artistic expressions.
H-3 Analyze artistic expressions and articulate informed responses.
H-4 Identify reasons to preserve the humanities.
H-5 Describe core human beliefs and principles in the humanities.

The purpose of the communications area in the core curriculum is to enable the student to read critically and communicate effectively in clear and correct English.

C-1 Demonstrate the writing process through various formats using the conventions of Standard American English.
C-2 Use rhetorical modes effectively in written and oral communication.
C-3 Illustrate critical thinking in writing or oral communication.
C-4 Construct a documented essay using research and technology skills.
C-5 Analyze universal human experiences when reading and writing.
### COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR ENC 1133

- Formulate an argumentative thesis.
- Develop the thesis by providing adequate support from the literature.
- Develop the thesis by arranging the ideas and supporting details in a logical pattern appropriate to the purpose and focus.
- Develop the thesis by writing coherent prose and providing effective transitional devices that clearly reflect the organizational pattern and relationships of parts.
- Observe the conventions of the Modern Language Association style by correctly using direct quotations and paraphrase.
- Observe the conventions of the Modern Language Association by avoiding plagiarism.
- Observe the conventions of the Modern Language Association by correctly creating a works cited page.
- Employ electronic resources for research.
- Employ conventional outline format.
- Observe the conventions of Standard American English.

### DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES

### ASSESSMENT METHODS FOR COURSE LEVEL STUDENT LEARNING OUTCOMES

### LEARNING ARTIFACTS FOR AA PROGRAM ASSESSMENT

**Assessment Codes**

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MEANS OF ACCOMPLISHING STUDENT LEARNING 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.

ASSIGNMENT AND/OR COURSE OUTLINE

Week 1
Give out syllabus and go over requirements for course
Assigned reading chapters 1 and 2
Assign Topic
Select, copy, and turn in two articles on assigned topic. Be sure all bibliography information is printed or hand-written on the article.

Week 2
Distribute packet for controlled documented essay. Read all articles before next class meeting.
Week 3
Assigned reading chapters 3 and 4
Write a thesis statement and a two-level outline.

Week 4
Assigned reading chapters 6 and 7
Outline and thesis statement due at the beginning of class.
Discuss articles in class. Evaluate thesis statements and outlines.

Week 5
Workshop on completing Works Cited page including all packet articles
Assigned reading chapter 14
Important lecture on documentation.

Week 6
Assigned reading chapters 8 and 9
Write first draft of essay due.

Weeks 7, 8, and 9
Assigned reading chapters 10, 11, 12, and 13
Show/discuss sample papers
Workshop on outlining and paragraphing
Rough drafts used for peer editing session.
Rough drafts returned.

Week 10
Write second draft.
Instructor available for individual help.
Second draft due. Place at reception counter in Bldg. Z.

Week 11
Class meets to return second drafts and answer questions.
Writing assignment: prepare final draft.

Week 12
Help session available.

Weeks 13 -15
Return papers
Individual Conferences
See your Instructor First Day Handout for individual instructor assignment schedule.