*One of the most difficult things [to write] is the first paragraph. I have spent many months on a first paragraph, and once I get it, the rest just comes out very easily. In the first paragraph you solve most of the problems with your book. The theme is defined, the style, the tone.*

*--Gabriel García Márquez*

# Bellevue Logo.png

# Winter 2015

# English 201 (1142/HYC)—The Research Paper

# MW: 11:30-12:20/Room: R206



Instructor: Hyesu Park, PhD.

E-mail: hyesu.park@bellevuecollege.edu

Phone: 425-564-2645

Office location: R230M

Office Hours: MTW 2:45-3:45 Th 2:45-4:45 (R230M)



## Course Information

Course Description

This course will help you learn skills needed to write research papers: research techniques, source analysis, thesis development, argumentation styles, and summarization. For this particular course, you will research and reflect on emotion as a central, overarching theme, and connect it to your own area of interest. Issues for research include: education, literature (how anger engages readers effectively in mystery novels, importance of portraying varying emotions in children’s books, etc), psychology (depression, anger management, etc), race, gender, sexuality, affection, family, sports, language, immigration, health and wellness, religion and spirituality, politics, intersectionality, and so forth. Throughout the quarter, you will form a research question, narrow down a topic, develop your own argument and thesis statement, utilize library resources, assemble primary and secondary sources, evaluate sources and integrate them into your writing and finally, cite the sources.

Please remember that your research paper should *not* simply present information gathered through your research. Instead, your research paper must demonstrate and develop your own thesis and argument. You will use results of your research in order to support and develop argument of your own.

This class is a hybrid class. This means that half of the class time should be spent online. In order to meet the online component of the class, we will conduct a series of activities online, including online peer review workshops, online short response submissions, and online discussion board.

Class Philosophy

There are two things that I stress over and over in all of my teaching opportunities. First, that no one writes perfectly (whatever that means). Second, that even the best writers revise. My approach, therefore, is to provide students with many practices for critical re-thinking and re-writing. Above all, I want student to be self-reflexive when they write. I want you to be aware of what you are doing and why you are making the decisions you are making.

I believe that all are equally entitled to the opportunities that good education can offer. We can best foster these opportunities as a responsible and caring community of critical thinkers and writers. This community includes you, your peers, and myself. We will work together by actively sharing our own thoughts and opinions, respectfully critiquing and supporting each other’s work, and creating a safe learning environment that supports each other’s development and success as a good writer, thinker, and human being.

Required Texts and Materials

--Palmquist, Mike. *The Bedford Researcher* (4th edition)

--Additional readings to be posted online (it is required as part of your evaluation and participation that you bring to class hard copy of the reading made available online. ***Your failure to bring hard copy of the assigned reading to class will negatively impact your participation grade***).

--Any kind of English dictionary of your own--please always bring your dictionary to class.

Course Objectives

After completing the quarter, you should be able to:

Write a humanities-style research paper that includes as part of its composition or process:

1. An objective summary of college-level material which identifies primary and supporting assertions
2. An evaluation of different types of evidence (i.e. tone/diction, logical reasoning)
3. A synthesis of source material with own writing
4. An original and supported thesis
5. Proper in- text citations and Works Cited page
6. A breadth of varied primary sources which demonstrates a familiarity with library research skills

How Outcomes will be Met

--Writing assignments

--Reading & evaluating activities

--Peer Workshops

--Reading Quizzes (in-class or online)

--In-Class Writing Workshops

--Online submission/participation

--Conference with me

Class Assignments Overview

Please electronically submit typed and double-spaced papers to Canvas (MLA format).

1St Essay Assignment: Paraphrase, summary, and synthesis (article will be provided)

2nd Essay Assignment: Drawing your own thesis statement and argument by using relevant sources (You are required to select two articles that are relevant to your research topic and work with them for this essay assignment)

3rd Essay Assignment: Research Proposal (conference with me)

4th Essay Assignment: Final Research Paper—**please do not wait until the last few weeks of the quarter to start your research paper. As we go through numerous activities and writings, please use what we learn in class and continuously seek relevant articles, make notes for summaries, paraphrasing, and synthesizing, and prepare for your final product.**

**There will be other writing assignments to be submitted to Canvas (Short Research Proposal/Formal Sentence Outline/Working Bibliography) as part of your online activity**

**Grading:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **Number of Pages** | **Total Points** | **Percentage** |
| Essays: |  |  |  |
| Essay1 | 2-3 | 50 | 5% |
| Essay 2 | 3-4 | 100 | 10% |
| Essay 3 | 4-5 | 150 | 15% |
| Essay 4 | 8-10 | 300 | 30% |
| Subtotal Essay Points |  | 600 | 60% |
| In-Class/Online Writing Exercises  **(Participation evaluation)** |  |  |  |
| Online Submissions: Peer Reviews/Writing Submissions/Discussion Board |  | 200 | 20% |
| Participation/Attendance |  | 200 | 20% |
| **TOTAL CLASS POINTS** |  | **1000** | **100%** |

**Grade Breakdown:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 920-1000 |  | A |  | 880-899  820-879 |  | B+  B |  | 780-799  720-779 |  | C+  C |  | 650-699  600-649 |  | D+  D |
| 900-919 |  | A- |  | 800-819 |  | B- |  | 700-719 |  | C- |  | 0-599 |  | F |

Class Activity

**Peer Workshop:**

Peer workshop is your chance to review, evaluate, and improve your and your peer’s essays. I will provide more specific guidelines and rubrics for these workshops when the peer workshops are due.

**In-Class Writing Workshop**:

I will conduct approximately 5 writing workshops throughout the quarter. These workshops will focus on thesis statement, organization, citation, and research synthesis and evaluation.

**In-Class/Online Writing Exercises:**

I will conduct in-class and/or online writing exercises when necessary. All these writing exercises will be reviewed and evaluated by me.

**One-to-one Conference with me**:

Dates and details to be announced.

**Optional Writing Lab Consolations:**

The Writing Lab is located in D-104 and provides one-to-one writing consultations. You are strongly encouraged to visit the writing lab as often as you can and have your writing reviewed.

Instructor’s Expectation

**Attendance Policy:**

Your attendance is critical and crucial. Any **class work**—in-class writing, group work, peer reviews—**cannot be made up due to absence**. You are permitted **three absences** for any reason. After that, your absence will significantly affect your grade. Missing 10 or more classes a quarter can be a ground for failure.

\*Late arrival and early departure may be counted as absence.

**Revisions:**

You are welcome to revise and re-submit the 1st, 2nd, and 3rd essay assignments after receiving my comments and grades. You have up to 5 days after you receive my comments and grades to resubmit your revised work. You are also required to provide a paragraph outlining the changes of your revised work when submitting a revision. If you choose to revised your essays, please bring hard copy of your revised essay to me in person (not an online submission)

**Canvas and Emails:**

Announcements and assignment changes may be made through email and the Canvas system. All students are responsible for checking their Canvas accounts at least once every day

**Class Policies:**

**Deadlines**: All assigned work must be submitted to Canvas electronically by 11:59PM on the day the final draft is due (please refer to our daily schedules for these due dates). For each day that you turn in a paper late, your grade for that particular essay will be deducted by 10% (i.e. if a paper is worth 100 points, you will lose 10 points for each day after the due date; if a paper is worth 150 points, you will lose 15 points, and so on.). Papers received more than two days past the due date will receive no point (for any emergency situations, please discuss with me in advance).

**Participation**: Active participation requires both your regular attendance and your engaging class materials in a thoughtful and proactive manner. Please always listen to different ideas attentively and respectfully and raise questions that can foster more discussions. You are also welcome to visit my office and ask questions to share your opinions with me during my office hours.

**Disruptions to class**: The following scenarios are considered disruptive to class: disruptive late arrival and early departure, cell phone going off, text-messaging, chatting, talking out of turn, shuffling before a class ends. Racist, sexist, or other comments intended to belittle or threaten others will not be tolerated and may be grounds for removal from the class. You may NOT use your notebook computer during class unless it is for an assigned activity. ***Your repeating these disruptive behaviors in class could significantly damage your performance and final grade of the quarter.***

**Paper Format:**

* All essays must be typed and double-spaced with 1’’ margin on all sides. Use a 12 pt. font; Times New Roman is preferred.
* Always **give your essay a title** that is appropriate and gives an insight into what the essay is about. (Don’t title essays “Arguing a Position” and the like.)
* **Please note again that you cannot pass this course without completing all four essay assignments.**

Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. <http://www.bellevuecollege.edu/policies/id-4000/>

Division Statements

You can read the Arts and Humanities Division’s policies regarding attendance, plagiarism and cheating here: http://bellevuecollege.edu/artshum/policy.html

Information about Bellevue College's copyright guidelines can be found at: <http://www.bellevuecollege.edu/policies/id-3600/>

A good resource for Plagiarism is the Writing Lab: <https://www.bellevuecollege.edu/asc/writing/essays-guides/documents/plagiarism.pdf>

Student Code

“Cheating, stealing and plagiarizing (using the ideas or words of another as one’s own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Vice President of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services.” The Student Code, Policy 2050, in its entirety is located at: <http://www.bellevuecollege.edu/policies/id-2050/>

Enrollment Calendar

<http://www.bellevuecollege.edu/enrollment/deadlines/>

College Calendar  
<http://www.bellevuecollege.edu/enrollment/holidays/>

Bellevue College E-mail and access to MyBC

All students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to *My*BC. To create your account, go to: <https://bellevuecollege.edu/sam> .

BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the [Computing Services website.](http://ac.bcc.ctc.edu/LabsInfo/ComputerLabs.aspx)

Disability Resource Center (DRC)

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible. If you are a student with a documented autism spectrum disorder, there is a program of support available to you.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter.

The DRC office is located in B 132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110.   .    .  Please visit our website for application information into our program and other helpful links at [www.bellevuecollege.edu/drc](http://www.bellevuecollege.edu/drc)

Public Safety

The Bellevue College (BC) Public Safety Department’s well trained and courteous non-commissioned staff provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week.  Their phone number is 425.564.2400. The Public Safety website is your one-stop resource for campus emergency preparedness information, campus closure announcements and critical information in the event of an emergency. Public Safety is located in K100 and on the web at: <http://bellevuecollege.edu/publicsafety/>

Academic Calendar

The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

* Enrollment Calendar - [**http://bellevuecollege.edu/enrollment/calendar/deadlines/**](http://bellevuecollege.edu/enrollment/calendar/deadlines/). On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
* College Calendar - [**http://bellevuecollege.edu/enrollment/calendar/holidays/0910.asp**](http://bellevuecollege.edu/enrollment/calendar/holidays/0910.asp). This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

**Daily Class Schedules--changes can occur. Any changes will be notified to you in advance.**

|  |  |  |  |
| --- | --- | --- | --- |
| **1st Week** | **Join the Conversation/Getting Started** | **Activity** | **Essay Assignment** |
| 01/05 |  | Course/Student Introduction |  |
| 07 |  | Course/Student Introduction |  |
|  |  |  | 01/09 Online Submission--Article 1: Deductive & Inductive |
|  |  |  | Study Summary/Paraphrase PPT (Online) before the 2nd Week |
| 2nd Week | **Join the Conversation/Getting Started (TB 3-10)** |  |  |
| 12 | Positioning Exercise/  Summary/Paraphrase PPT | Read Article 2: Canvas (Carr) | Essay 1 Introduced |
| 14 | Library Workshop |  |  |
|  |  |  | 01/16 Carr Evaluation/Reflection (Online Submission) |
| 3rd Week | **Exploring & Focusing**  **(TB 13-21)** | **Start Seeking Your own articles for your research** |  |
| 19 | Holiday—No Class |  |  |
| 21 | Emotion article 1  Summary/Paraphrase | Read Article 3: Canvas (emotion) | Peer Review for Essay 1 (Submit your rough draft by 23rd/Submit your Comments by 25th/Submit your final draft by 27th)  01/23 TB Reflection (online submission) |
| 4th Week | **Start Thinking of Issue Critically (TB 35-36)/Start Collecting & Evaluating (TB 62-65)** |  |  |
| 26 |  | Read Article 4: Mandelbaum | Essay 2 Introduced  **01/26 Submit your initial research ideas (online Submission)** |
| 28 | Research Example 1 | Read Article 5: Leonhardt |  |
|  |  |  | 01/30 TB Reflection (Online submission) |
| 5th Week | **Start Collecting & Evaluating (TB 62-65)** |  |  |
| 02/02 | Research Example 2 | Read Article 6: Deresiewicz |  |
| 4 | MLA/Thesis Statement Workshop |  |  |
|  |  |  | Peer Review for Essay 2:  Submit your rough draft by 02/06: Submit your comments by 02/08: Submit your final draft by 02/10 |
| 6th Week | **Writing Your Document: Develop Thesis Statement (TB203-206/210-212)** |  |  |
| 9 | Library Workshop |  |  |
| 11 | Emotion article 2 | Read Article 7: Canvas (emotion) |  |
|  |  |  | 13 Submit your Short Research Proposal (online submission) |
| 7th Week | **Use Your Sources to Support Your Thesis/Research Proposal (TB 50-53)** |  |  |
| 16 | Holiday—No Class |  | Essay 3 Introduced (Canvas) |
| 18 | Student Research Example | Read Article 8: Canvas (Redding) |  |
|  |  |  | 02/20 TB Reflection  (online submission)  02/22 Submit Working Annotated Bibliography (5 annotations)—online submissions |
| 8th Week | **Research Proposal (TB 50-53)** |  |  |
| 23 | Emotion Article 3 | Read Article 9: Canvas (emotion) |  |
| 25 | Formal Sentence Outline |  | 02/25 Submit your formal Sentence Outline (Online Submission) |
|  |  |  | Peer Review for Essay 3:  02/27 Submit your rough draft; 03/01 Submit your comments; 03/03 Submit your final draft |
| 9th Week | **Research Paper (Conference Week)** |  |  |
| 03/02 | Conference |  |  |
| 3 | Conference |  |  |
| 4 | Conference |  |  |
| 5 | Conference |  | 03/06 The Final Research Paper: Submit your rough draft online |
| 10th Week | **Research Paper** |  |  |
| 9 | TBA |  |  |
| 11 | TBA |  |  |
|  |  |  |  |
| Final Week | **Complete Your Work** |  |  |
| 16 | TBA |  |  |
| 18 | TBA |  | 03/23 Final Essay due to Canvas |