



English 1160: Writing and Research Syllabus - SS23



Instructor Information

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Course Description

English 1160, as a continuation of what you learned in English 1120 or its equivalent, will reinforce why we do what we do in our professions or disciplines, both throughout your time in college, and throughout your career. Whereas English 1120 focuses on argumentation and exposition, English 1160 introduces the multiple-source research paper as the primary mode of inquiry, as it is written throughout many academic disciplines. While English 1160 is designed for second-semester freshman or sophomores, the reality is that students enroll in the course for a variety of reasons, often much later



than the first semester of their sophomore years. Our goals in the course, and my philosophy regarding what we'll do, won't change, though. I believe strongly that good writing skills are universal, are transferable across disciplines and careers, and are the most effective indicator of an intelligent, educated adult.

Required Texts

There are no required texts for this class. Instead, I will provide you with readings on Canvas, and you will hone your research skills by locating sources in the library.

Course Goals & Objectives



Goals are the skills you should have mastered by the time you complete this course.

Objectives are the tasks you perform to prove that mastery.

Goal	Objective
Compose clear and cohesive research abstracts .	You will demonstrate your ability to compose an abstract that includes: <ul style="list-style-type: none"> <input type="checkbox"/> background information, or an indication of the projects, sources, and scholars that inspired your research, <input type="checkbox"/> a clear statement of the problem or research question and the resulting thesis, <input type="checkbox"/> methods of research (that is, the kind of sources are included in the project, and why those sources were included) and <input type="checkbox"/> a statement of the study's conclusions.
Construct descriptive and unique titles for research papers.	You will demonstrate your ability to construct a title that is: <ul style="list-style-type: none"> <input type="checkbox"/> descriptive of the paper's specific topic and purpose. <input type="checkbox"/> shows an awareness of the audience by incorporating keywords that the audience would type into a database search. <input type="checkbox"/> is unique and intriguing.
Compose structurally sound, clear, and cohesive research introductions .	You will demonstrate your ability to compose an introduction that: <ul style="list-style-type: none"> <input type="checkbox"/> fluidly and effectively describes the study's background





	<ul style="list-style-type: none"> <input type="checkbox"/> succinctly, fluidly and effectively describes the study's purpose of the study <input type="checkbox"/> succinctly, fluidly, and effectively describes the study's problem statement or research question <input type="checkbox"/> succinctly, fluidly, and effectively describes the study's proposed methodology <input type="checkbox"/> communicates the urgency of the problem immediately, but does not rely on overblown statements or dwell too long on a "hook."
<p>Compose clear, reasonable, and constructive research problem and purpose statements.</p>	<p>You will demonstrate your ability to compose problem and purpose statements in which:</p> <ul style="list-style-type: none"> <input type="checkbox"/> evidence of the problem is convincing and motivating. <input type="checkbox"/> the purpose of the study accurately reflects the purpose of a literature review, and does not promise an "either/or" conclusion. <input type="checkbox"/> a problem that can be solved given the time restrictions and "secondary data" parameters of the project is identified. <input type="checkbox"/> includes a statement that begins with "The purpose of this study is..." (or similar language) and have accurately addressed what the study is intended to accomplish.
<p>Construct clear, reasonable, and structurally sound research designs for secondary data research projects.</p>	<p>You will compose research designs in which:</p> <ul style="list-style-type: none"> <input type="checkbox"/> are appropriate for a secondary data research & analysis Literature Review. <input type="checkbox"/> are sufficient to answer the research questions proposed. <input type="checkbox"/> include reasonable inclusion and exclusion criteria. <input type="checkbox"/> indicate what kinds of sources are likely to be included in the study, where those sources will be found. <input type="checkbox"/> use a variety of databases and explain why those databases are used.

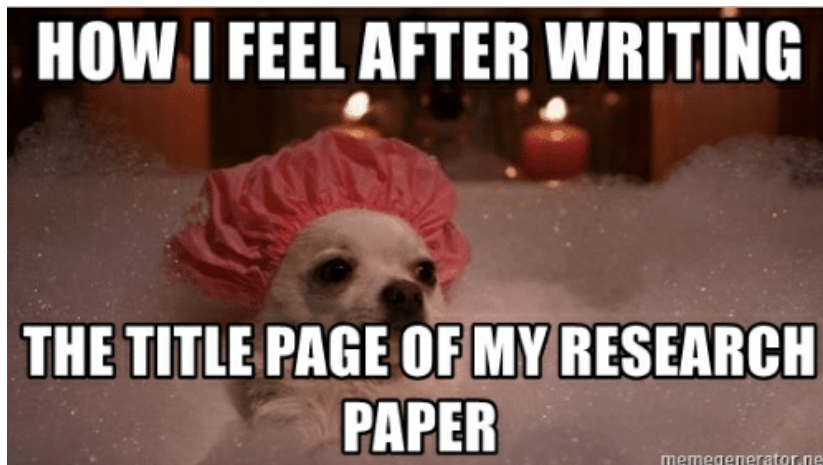




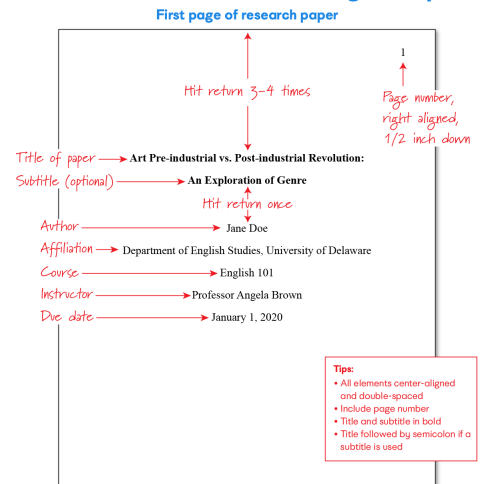
	<ul style="list-style-type: none"><input type="checkbox"/> use an appropriate variety of keywords and search terms, and explain why those terms are used.<input type="checkbox"/> explains how the results of the research will be evaluated.
<p>Write text that demonstrates familiarity with the current scholarship supporting a specific research inquiry.</p>	<p>You will demonstrate your ability to connect your research inquiry to a scholarly conversation by:</p> <ul style="list-style-type: none"><input type="checkbox"/> surveying literature on the topic, and identifying sources that could construct a background for the conversation.<input type="checkbox"/> contextualizing those sources, indicating where, by whom, and for what purposes those studies have been conducted.<input type="checkbox"/> using transitional words and phrases to express clear connections between your sources, and constructing a fluid narrative of the conversation.<input type="checkbox"/> clearly demonstrating how a proposed study follows from previously published studies in the conversation.
<p>Compose a synthesis of sources for the purpose of reaching a broader conclusion.</p>	<p>You will compose a synthesis of sources around a specific research inquiry that:</p> <ul style="list-style-type: none"><input type="checkbox"/> builds logically in emphatic or chronological order.<input type="checkbox"/> constructs paragraphs that engage multiple voices in a fluid conversation<input type="checkbox"/> is divided into at least three subsections which are identified by descriptive subheadings.<input type="checkbox"/> includes quality quotes and paraphrases that are appropriate for an academic readership.<input type="checkbox"/> attempts to present evidence objectively and to avoid interpreting that evidence in the body of the paper.<input type="checkbox"/> demonstrates an appropriate amount of sentence variety including an adequate balance of quote and paraphrase, to enhance the flow of the paper and to avoid sounding repetitive.



<p>Compose a discussion of evidence that contributes meaningfully to the scholarly conversation.</p>	<p>You will compose a discussion about a specific research inquiry that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> cites studies that were most influential in leading to your conclusions. <input type="checkbox"/> clearly and succinctly summarizes the evidence presented in the body of the paper. <input type="checkbox"/> describes the conclusions to which the evidence has led, and explains how the evidence has led to those conclusions. <input type="checkbox"/> accurately describes the limitations of the study <input type="checkbox"/> makes a reasonable, descriptive call for future research <input type="checkbox"/> accurately describes the impact of the study on 1) relevant researchers and professionals, and 2) relevant community members
<p>Compose documents that are formatted according to the expectations of the reader, including proper use of citation styles.</p>	<p>You will compose documents that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> are formatted in proper APA style (or in the style of your discipline, if permitted) including in-text citations and reference list. <input type="checkbox"/> include in-text citations in all sentences that present evidence-based claims. <input type="checkbox"/> use proper tense when describing the research. <input type="checkbox"/> reflect a tone that is formal, professional, academic.



APA Format Student Title Page Sample



Assignments & Requirements

<ul style="list-style-type: none"> ● Discussions: You'll have one discussion board this semester, for which you'll be required to make one (1) initial post and at least one (1) reply to a classmate. Each discussion board is graded by a rubric - I will be looking for thoughtful initial posts, as well as timely responses to your classmates that progress the conversation.
<ul style="list-style-type: none"> ● Quizzes: Most quizzes are graded automatically by Canvas, so you'll see that grade pop up immediately in your grade book. Sometimes quizzes will include a short answer essay question, so those questions will be graded by me during the week after your submission of the quiz.
<ul style="list-style-type: none"> ● Worksheets: Worksheets are graded manually by me. As long as you have completed the worksheet and have given it a good effort, you'll usually get full points. I'll deduct points for any answers that are blatantly wrong, but I usually give you the benefit of the doubt and will reward your effort, even if you've slightly missed the mark.
<ul style="list-style-type: none"> ● Check-ins: We're kicking the procrastination habit this semester, so you'll be "checking in" with sections of your papers before the final draft is due. <i>I will annotate heavily</i> on these check-ins, so make sure you are clicking "View Feedback" in order to see my notes after your grade has been submitted. I'll award points according to what each section is likely to receive on the rubric of the final draft, so that you have an opportunity to revise before you submit. I don't expect these to be perfect - you'll always have some clean up to do before you submit your final draft. But the more complete your draft, the better my feedback and the better your grade!
<ul style="list-style-type: none"> ● Final Paper Assignments: These assignments make up 60% of your final grade, so give them your best effort! You'll submit two major papers - a Research Proposal and a Literature Review this semester. As a rule, <i>I will not annotate</i> your final drafts, because I am looking for your revisions to be self-directed and substantive as we move through each assignment. This also allows me to get your grade back to you more quickly. If you'd like to meet to discuss your paper before or after the grade is submitted, please contact me to set up a conference.

See the "Syllabus" page on our Canvas site for a breakdown of how each assignment type is calculated into your final grade.

Course Technology

- **Canvas:** I will use Canvas extensively in this course. Familiarize yourself with our course's navigation. Access Canvas at <https://umsystem.instructure.com/>





I will use the Grade Center on Canvas to chart your course grade. Please check it frequently, and notify me of any discrepancies or errors. All discrepancies must be accompanied by evidence of error. **ALL assignments will be submitted via Canvas.**

- **Microsoft Word and/or Google Docs:** We're learning to make the most out of our word processors this semester, so make sure you have access to Microsoft Word or Google Docs. If submitting assignments via Google Docs, please ensure that I am shared in on that item before submitting.

Late Assignments.

If you are having an issue that will inhibit your ability to submit an assignment by the due date, you may email me with a request for an extension. **You are allowed one extension per semester on papers and check-ins.** Because your success in this course depends on your ability to revise, I cannot accept Check-ins that were submitted less than 48 hours before the final paper due date. **All Rubric Check and Check-in assignments will be locked after the paper deadline,** and you will no longer be able to submit.

I am, however, dropping your two lowest Check-in scores, so keep pushing forward!

Communications

If you'd like to conference with me, please make an appointment so that I can block off my schedule for you. I try to stick to **business hours** in my communications (9am to 5pm), so please give me one business day to respond to your texts and/or emails. If you have not heard from me within one business day, feel free to contact me again. You are NOT bothering me if you contact me, even multiple times about the same topic. I want to hear from you! You can text, email, or both. So please, don't ever hesitate to reach out!

Missouri S&T Services & Policies

Statement about Copyright, FERPA, and Use of Video

It is vitally important that our classroom environment promote the respectful exchange of ideas. This entails being sensitive to the views and beliefs expressed during discussions whether in class or online. Please obtain instructor permission before recording any class activity. It is a violation of University of Missouri policy to distribute such recordings without authorization and the permission of all who are recorded. More information is provided [online](#).

Accessibility and Accommodations

It is the university's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact Student Accessibility and Testing at (573) 341-6655, email dss@mst.edu, or visit <https://saat.mst.edu/> for information.

Student Honor Code and Academic Integrity

- All students are expected to follow the [Honor Code](#).
- [Student Academic Regulations](#) describes the student standard of conduct relative to the University of Missouri System's Collected Rules and Regulations section 200.010, and offers





descriptions of academic dishonesty including cheating, plagiarism and sabotage, any of which will be reported to the Vice Provost for Academic Support.

- Other resources for students regarding academic integrity can be found [online](#).

[Student Well-Being](#)

Student Well-Being provides counseling services, health promotion initiatives, and prevention programs to empower the S&T community to thrive and enhance personal, academic, and professional success. Department office hours are Monday- Friday, 8a.m. - 4:30 p.m. On the website, you can find information related to individual and group counseling, wellness consultations and trainings, resources for many health and wellness topics, and help for mental health crisis situations

[UCARE](#)

Any of us may experience strained relationships, increased anxiety, feeling down, alcohol/drug misuse, decreased motivation, challenges with housing and food insecurity, and any other number of mental health or well-being concerns. If you notice these or other alarming concerns in a friend or fellow student and would like to consult with a Care Manager, please make a UCARE referral for support and assistance

[Health and Well-Being Canvas Course](#)

The Health and Well-Being Canvas Course features trainings, presentations, and other health and well-being resources for students. One feature of the course is the Miner Well-Being Certification Program, a semester-long certification where participants can engage with campus-wide services and initiatives and develop skills that contribute to personal well-being and student success. Students can enroll in the free, non-credit course at any time.

[Nondiscrimination, Equity, and Title IX](#)

Missouri S&T is committed to the safety and well-being of our campus community, and to creating an environment free from discrimination and harassment.

The University does not discriminate on the basis of race, color, national origin, ancestry, religion, sex, pregnancy, sexual orientation, gender identity, gender expression, age, disability, protected veteran status, and any other status protected by applicable state or federal law. As used in this policy, the word “sex” is also inclusive of the term “gender.”

Additionally, US Federal Law Title IX states that no member of the university community shall, on the basis of sex, be excluded from participation in, or be denied benefits of, or be subjected to discrimination under any education program or activity. Violations of this law include sexual harassment, sexual assault, dating/domestic violence, and stalking.

In accordance with the University of Missouri’s Collected Rules and Regulations, all faculty and staff are required to report any information concerning discrimination disclosed through



communication including, but not limited to, direct conversation, email, social media, classroom papers and homework exercises to the Equity Officer/Title IX Coordinator.

Office of Equity and Title IX

Equity Officer and Title IX Coordinator: Dr. Paul Hirtz

Phone: (573) 341-7734

Location: 900 Innovation Drive, Suite 500

E-mail: equity@mst.edu

S&T Connect. “Starfish” icon on Canvas toolbar.

I will use S&T Connect to update you and your advisor about your progress in this course, particularly if I see that you are struggling and have not sought help from me. S&T Connect enables students to request appointments with their instructors and advisors via the S&T Connect calendar, which syncs with the Outlook Exchange calendar. S&T Connect tracks each student’s performance across all courses. S&T Connect Early Alert enables students to be provided with services as needs arise.

Classroom Egress Maps

For all in-person instruction, faculty should explain where the classroom emergency exits are located. Classroom egress maps are posted at <http://designconstruction.mst.edu/floorplan/>

Writing Center

The Writing Center’s mission is to assist all students in their efforts to become better writers, communicators, and critical thinkers. The Writing Center’s peer consultants provide free individualized one-on-one and small- group conversations to offer meaningful feedback and guidance to students across all disciplines. More information can be found on their website and through email: writing@mst.edu.

Student Success Center

The Student Success Center (SSC) provides additional assistance for students academically and helps bolster non-academic life skills. The SCC offers individualized tutoring, peer-to-peer life skill coaching, and campus programming while providing free coffee and hot beverages! All student Miners are encouraged to utilize the SSC’s free services to get timely support and to enhance their S&T Miner Experience. Visit the SSC at 198 Toomey Hall, contact us at success@mst.edu, or join us on social media @sandtssc. To see the course offerings and times for SSC Tutoring, visit studentsuccess.mst.edu/tutoring/.

Student Veterans Resource Center

The Student Veterans Resource Center (SVRC) is the nexus of resources and support for student veterans at S&T. The SVRC’s veteran resource consuls provide one-on-one consultations to guide students to various resources on campus. Visit the SVRC at Harris Hall Room G10, contact us at svrc@mst.edu.



[LEAD Learning Assistance](#)

The Learning Enhancement Across Disciplines Program (LEAD) sponsors free learning assistance in a wide range of courses for students who wish to increase their understanding, improve their skills, and validate their mastery of concepts and content in order to achieve their full potential. LEAD assistance starts no later than the third week of classes. Check out the online schedule at <http://lead.mst.edu/assist>, using zoom buttons to enlarge the view. Look to see what courses you are taking have collaborative LEAD learning centers (bottom half of schedule) and/or Individualized LEAD tutoring (top half of the schedule). For more information, contact the LEAD office at 341-7276 or email lead@mst.edu

FREQUENTLY ASKED QUESTIONS

Can you read my paper before it's due and tell me if it's ok?

I might have upwards to 100 students each semester, so as you can imagine, I won't be able to look over everyone's paper before it's due. That's why we have check-ins. Make sure you're paying close attention to my notes on those. That said, I'm happy to chat with you before you submit your final draft, and we can look over your paper together. Email me to set up a time for us to conference. Also, we have this wonderful resource called the Writing Center! Use them. They're awesome.

I missed class because I was... (sick, injured, without a vehicle, enduring a family emergency, etc.); can you tell me what I missed?

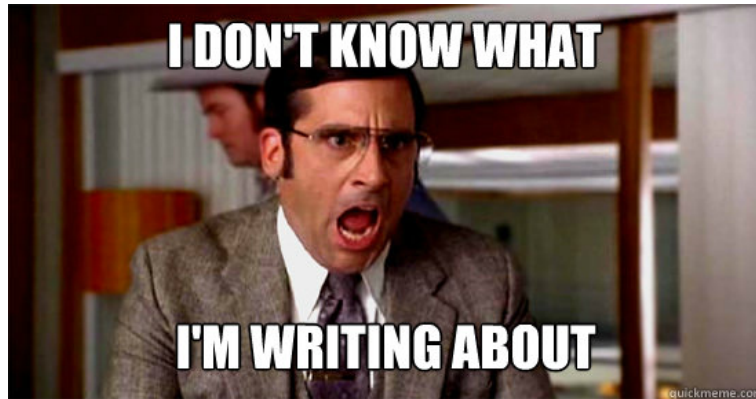
No. It is your responsibility to find a classmate on whom you can rely to take notes, get copies of handouts, and fill you in on any announcements I may have made in class. Besides - by the time you ask, I've probably forgotten.

Canvas wasn't working on my computer, can I email my paper to you?

No. All of your work MUST be submitted via Canvas for a grade, and papers MUST be uploaded as Word Documents. No other versions of your paper will be accepted. Attachments bog down my inbox, and if I accidentally swipe left, then we're both at a loss. If you try to email me your paper, we are likely to end up blaming each other for having lost it and you'll ultimately end up with a zero. Sharing something with me in Google Docs does not constitute a submission of a final draft. I need all papers to come to me via Canvas.

I didn't finish my paper; can I submit it late?

You are allowed to ask for one extension per semester. Use it wisely. Life is unpredictable, and it will absolutely throw a surprise or two at you during our weeks together. The semester, however, doesn't stop moving. You will want to start planning your papers from the very first day of class - this is why I've included all paper prompts on Canvas. If you're the kind of person who is really good at doing things last minute, that's great. But life is also really good at doing things last minute. Don't wager your grade against your life. Start early. It'll get easier if you do.



That's okay, Brick!
We'll figure it out together...