

<b>DEREE COLLEGE SYLLABUS FOR:</b>		<b>US credits: 3/0/3</b>
<b>WP 1212 ACADEMIC WRITING AND RESEARCH</b>		
(Updated Spring 2016)		
<b>PREREQUISITES:</b>	WP1010 Introduction to Academic Writing WP 1111 Integrated Academic Writing & Ethics	
<b>CATALOG DESCRIPTION:</b>	Advancement of writing skills developed in WP 1010 and WP 1111. Introduction of analytical skills central to academic research writing. Exploration of the research process and discussion of documentation styles. Exposure to disciplinary writing from various academic fields. Frequent informal writing assignments in addition to formal revised research essays of varying lengths and complexity. Sections vary in theme. This class will only be taught during semesters and Summer Term to ensure students have time to understand and practice research-writing skills.	
<b>RATIONALE:</b>	WP 1212 offers students the opportunity to consolidate and apply the core academic writing skills they have acquired in WP 1010 and WP 1111 in a new context: academic research writing. As the final course in the Writing Program series, this course will prepare students for the discipline-based writing in their majors. Students will be introduced to the kinds of specialized writing they will encounter in different academic disciplines; they will learn the standards, genres and conventions of academic writing and research by discussing and employing them. Working closely with the DEREЕ Library, students will develop information literacy skills. They will understand and uphold the standards of academic integrity with respect to appropriate, legitimate and ethical use of source material. Sequenced writing tasks will mentor students through a progressively independent research writing process in which they will assess, synthesize, and document source-based material to create and advance their own perspective on an issue.	
<b>LEARNING OUTCOMES:</b>	As a result of taking this course, students should be able to: 1. Develop a coherent well-supported research paper using the strategies involved in the recursive processes of researching and writing while fulfilling the expectations of academic integrity throughout; 2. Utilize the rhetorical features of a given writing situation in which they read or write texts (e.g., context, genre, audience, purpose for writing); 3. Identify significant conventions of given disciplinary discourses from surface (style, language, mechanics) to core (tone, organization, evidence); 4. Demonstrate effective use of the Library’s database and print collections and electronic research tools to collect and select sources relevant to their research;	

	<p>5. Infer conclusions from the information gathered, synthesize ideas through writing, and situate arguments within the appropriate context and communicate findings in written as well as oral form;</p> <p>6. Utilize in their research selected, appropriate sources, in a variety of ways (direct quotation, summary, paraphrase); employ the correct documentation conventions.</p>								
<p><b>METHOD OF TEACHING AND LEARNING:</b></p>	<p>In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> <li>* structured and focused small- and large-group discussion of texts;</li> <li>* structured and focused writing activities in which students produce, share, and submit writing individually or collaboratively;</li> <li>* close reading of texts for rhetorical and content features;</li> <li>* analysis of exemplary models of student writing;</li> <li>* peer feedback workshops;</li> <li>* individual and group presentations;</li> <li>* short take-home writing exercises (preparatory work for the assessed coursework);</li> <li>* regular conferences with instructor;</li> <li>* conference with DERE Student Academic Support Services facilitator to respond to specific, prioritized instructor feedback in writing assignments.</li> </ul>								
<p><b>ASSESSMENT:</b></p>	<p>WP 1212 students will write and revise a Synthesis Essay using academic sources and a longer Research Paper. These assignments are sequenced to extend students' research and writing skills.</p> <p>Each writing assignment constitutes a multi-week unit leading up to and including all drafts of the writing assignment. Students must complete <u>all stages of an assignment</u> by submitting work (in-class and take-home informal and formal writing as well as critical reading assignments), to receive a grade. All work submitted must be word-processed and presented in portfolio form at the end of the term.</p> <p>Student performance is assessed as follows:</p> <table border="1" data-bbox="620 1388 1365 1646"> <tr> <td>Synthesis Essay using academic sources (800-1200 words) (final revised version)</td> <td><b>20%</b></td> </tr> <tr> <td>Research Assignments</td> <td><b>20%</b></td> </tr> <tr> <td>Research Essay (2200-2500 words ) (final revised version)</td> <td><b>40%</b></td> </tr> <tr> <td>Preparation &amp; Participation (in-class written and oral work; take-home informal pre-writing as well as critical reading assignments)</td> <td><b>20%</b></td> </tr> </table> <p>Learning Outcomes 1,2,3 are assessed in the Synthesis Essay using academic sources.  Learning Outcomes 1,2,3,4,5,6 are assessed in the Research Essay.  Students may compromise their final grade if they miss more than 2 class sessions in a TTh or MW course; more than 3 class sessions in a MWF course.</p>	Synthesis Essay using academic sources (800-1200 words) (final revised version)	<b>20%</b>	Research Assignments	<b>20%</b>	Research Essay (2200-2500 words ) (final revised version)	<b>40%</b>	Preparation & Participation (in-class written and oral work; take-home informal pre-writing as well as critical reading assignments)	<b>20%</b>
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<p><b>INDICATIVE READING:</b></p>	<p><b>REQUIRED READING:</b>          Graff, Gerald and Cathy Birkenstein. <i>“They Say / I Say”: The Moves That Matter in Academic Writing</i>. 3<sup>rd</sup> edition. Norton, 2014. E-Book.           Ruszkiewicz, John, Christy Friend, and Maxine Hairston. <i>The Scott Foresman Handbook for Writers</i>. 9<sup>th</sup> Int'l. ed. Pearson, 2014. E-Book.           Additional Readings will be provided by the professor(s).</p>
<p><b>INDICATIVE MATERIAL:</b>  <i>(e.g. audiovisual, digital material, etc.)</i></p>	<p><b>REQUIRED MATERIAL:</b> Instructors will provide scholarly articles or book chapters appropriate for first-year college research writing (on Black Board). These academic readings should represent a variety of disciplinary perspectives on a common theme. Recommendation: 1-3 thematically relevant primary texts (written or non-written) and 3-5 cross-disciplinary secondary readings.</p>
<p><b>COMMUNICATION REQUIREMENTS:</b></p>	<p>acg email account          Blackboard          With the exception of in-class writing, all written work submitted to the instructor must be word-processed on Word and adhere to specified guidelines for manuscript format and documentation.</p>
<p><b>SOFTWARE REQUIREMENTS:</b></p>	<p>Word, Blackboard</p>
<p><b>WWW RESOURCES:</b></p>	<p>J.S. Bailey Library resources  <a href="http://www.acg.edu/academics/library">www.acg.edu/academics/library</a></p>
<p><b>INDICATIVE CONTENT:</b></p>	<ol style="list-style-type: none"> <li>1. Academic Writing as Research Practice             <ol style="list-style-type: none"> <li>1.1. Participating in a community of research writers in the classroom                 <ol style="list-style-type: none"> <li>1.1.1. Writing as authentic participation in ongoing academic debate</li> <li>1.1.2. Writing as communication act with others within the classroom and beyond</li> <li>1.1.3. Engaging in the debate of “They Say / I Say”</li> </ol> </li> </ol> </li> <li>2. Reviewing WP 1111 skills             <ol style="list-style-type: none"> <li>2.1. Reading critically (annotation)</li> <li>2.2. Summarizing texts concisely and accurately</li> <li>2.3. Analyzing texts</li> <li>2.4. Comparing texts</li> <li>2.5. Synthesizing texts</li> </ol> </li> <li>3. Understanding different disciplinary documentation styles             <ol style="list-style-type: none"> <li>3.1. Recognizing logic of differences among documentation styles</li> <li>3.2. Selecting and learning the appropriate style for their own paper</li> </ol> </li> <li>4. Writing a Synthesis Essay using academic sources             <ol style="list-style-type: none"> <li>4.1. Reading, summarizing, analyzing, comparing and synthesizing pre-selected cross-disciplinary sources</li> <li>4.2. Developing an argument based on readings</li> </ol> </li> </ol>

4.3. Synthesizing sources as evidence for their original Argument

5. Writing a Research Essay

- 5.1. Becoming a researcher: developing information literacy skills
- 5.2. Determining information needs and making effective use of information from sources
- 5.3. Navigating, utilizing Library and online resources to conduct research
- 5.4. Understanding and practicing the ethical use of intellectual property
- 5.5. Identifying and focusing a research topic, developing a research question, proposal, and bibliography in appropriate documentation style
- 5.6. Identifying relationships among sources, summarizing, synthesizing and organizing them in support of their own argument
- 5.7. Practicing recursive research-process skills by sharing work in-progress and acting on new information discovered
- 5.8. Situating their own research, orally and in writing, in terms of current academic / popular discussion.