Adult and Graduate Studies

ENG 230
Professional Composition
and Research Writing

Course Module

ENG 230: Professional Composition and Research Writing

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Mode of Delivery: Online

Required Textbook:
Axelrod, R. B., & Cooper, C. R. (2018). *The Concise Guide to Writing* (8th ed.). Boston, St. Martin's.
ISBN: 978-1319058548

Course Description:
A course designed to enhance students' composition and critical-thinking skills, by providing experiences with a range of writing strategies, with emphasis on expository and argumentative prose. Students develop their awareness of the resources of language and of the stages in the writing process. The course aims to make students competent in standard edited English and to prepare them for the writing they will do in college and in their careers. The course also introduces students to the principles of college research, with emphasis on analytical reading of research material, focused use of sources, and the methodology of citation and documentation. It acquaints students with techniques of interviewing and conducting surveys, as well as with search strategies involving resources in print. The course provides guidance for students as they apply research principles to subjects within their disciplines or areas of interest.

Prerequisite:
N/A

Course Objectives:
For students to write effectively, with understanding of:
- Audience
- Rhetorical Purpose
- Form: Conventions and Rhetorical Patterns
- Writing Conventions: Grammar, usage, punctuation, word choice, and style.
- Plagiarism
- Critical Thinking in Reading, Writing, and Research
- The Writing Process
- Composition and Revision
- Research Process and Conventions
- Standards for Writing, Using Rubrics
- Process of Peer Review

Teaching Strategies:
- Forum Discussion
- Writing & Reading Assignments
- Quizzes
- Written Feedback

Evaluation Methods/Instruments:
65 %   3 Essays
20%   5 Forum Discussions/4 Topic & Outline Submissions
15 %   3 Reading Quizzes

General Guidelines for Assignments:
3 Essays:

Essay 1 will be expository and require no external research. Students will create a narrative based on one specific experience they have had. This essay will be evaluated based on effectiveness of paragraph development, organization of ideas, development of an introduction and conclusion as well as the structure of the narrative. This essay is designed to be a starting point for the class and useful for practicing basic elements of the process of writing and development of a piece of writing.

Essay 2 will be a general argumentative research paper requiring the use of both academically credible sources and popular sources. This essay will be evaluated based on quality of research, effectiveness of research integration within the essay, accuracy of citations and formatting, effectiveness of developing an argument and the elements evaluated on essay 1. This essay is designed to both be a continuation of the writing skills covered during essay 1 as well as be the first attempt at researching and integrating that research into a piece of writing.

Essay 3 will be a proposal argument research paper requiring the use of only sources that would be considered academically credible. This essay will be evaluated based on quality of research, effectiveness of research integration within the essay, accuracy of citations and formatting, effectiveness of persuasion for the proposal, depth of support, and the elements evaluated on both essay 1 and 2. This essay is designed to be a culmination project for the course and will be used to evaluate whether a student has advanced in writing skill and whether they have learned the necessary information from the course.

5 Forum Discussions/4 Topic & Outline Submissions:

The forum posts will be a mixture of reflection and activity designed to both allow for students to reflect on what they have learned and what they need to work on as well as encourage students to interact with each other. The topic and outline submissions are designed to both help students constantly keep moving forward on the overarching essays in the course and to allow for feedback to be given while the major essays are being worked on. These will also allow continuous practice of the writing process. Both types of assignment will be evaluated based on whether or not a student completes the assigned task to specification or not.

3 Reading Quizzes:

The reading quizzes are all based on the readings from the chapters in the book. They are designed to help students evaluate what they have learned from the textbook and what they need to review. All of the concepts covered in the textbook and on the reading quizzes are key concepts necessary for successful writing as well as the successful creation of the three essays in the course. These quizzes are auto graded by MO2 and grade earned as well as a listing of correct and incorrect answers will be given when a student completes a quiz.

Grading Criteria:

A	Excellent	4.0	93-100
A-		3.75	90-92
B+		3.25	88-89
B	Good	3.0	83-87
B-		2.75	80-82
C+		2.25	78-79
C	Satisfactory	2.0	73-77
C-		1.75	70-82
D+		1.25	68-89
D	Lowest Passing	1.0	63-67
D-		.75	60-62
F	Failing	0	Below 60
WD	Withdrew		
I	Incomplete		Your instructor reserves the right to adjust the above grading range.

University Policies

*For full description of Marian University policies and procedures, please refer to the Academic Bulletin or AGS Handbook.

Academic Honesty Policy

A policy of academic honesty is consistent with the mission statement of Marian University by ensuring academic integrity and thereby furthering the personal, moral, and intellectual development of the learning community. The intent of this policy is to establish consistency and to heighten the responsibility of the entire university community (faculty, staff and students) by identifying areas that would violate the concept of academic honesty. Little distinction is made between the student who is actually guilty of academic dishonesty and anyone who aids the student (e.g. by providing a copy of a stolen exam or by writing a paper for another student). An instructor and the University may change a student's grade at any time, even after a course has been completed, if the student has violated the Academic Honesty Policy.

The rules and procedures set forth in the current Student Handbook dealing with academic honesty will be followed in this class. Students are expected to have familiarized themselves with these rules and procedures. This applies to cheating, plagiarism, and intentional misrepresentation of the truth. If an assignment is prepared by a student for this class, it is expected that it be the student's own work and that any use of the work of another be properly quoted and cited. The minimum penalty for plagiarism is a failing grade on the work in question.

Statement Regarding Accessibility Resources

Marian University will provide reasonable accommodations to qualified individuals with disabilities. If you feel you need accommodations to fully participate in this class, please contact Lisa Olig, Director for Accessibility Resources, at 920-923-8951.

Adult Studies - Online attendance
As in the face-to-face environment, Marian Online classes require attendance. 'Attendance' is defined as participation in both the individual assignments and discussions. Learners who do not participate in a given learning session or who fail to complete the learning session's assignment will be 'absent' for said class period.

While engaged in an online course, you will be expected to sign into the Marian Online system regularly, checking for e-mail updates, material uploads, and other course events. You will likewise be expected to respond to all class-related correspondence within 24 hours after it is posted. In extenuating circumstances, such as travel or health-related situations, more time between sign-ins may be approved; however, you will need to notify your instructor ahead of time and request approval.

Classroom and Campus Expectations
Students are encouraged to maximize the learning experience offered through Marian University. Ideal learning takes place in environments where trust, mutual respect and active engagement is valued and observed by all participants.

Students enrolled at Marian University are expected to conduct themselves in a manner appropriate to a professional setting. Students are expected to be respectful of the learning environment established by the instructor. No student has the right to be disruptive, disrespectful or uncivil in their conduct – including language – in any setting at Marian University (this includes online, Facebook, web-based venues).

A student who is deemed to be inappropriate in the classroom may be asked to leave the class for a session or longer, or may be administratively withdrawn by University officials.

COVID-19 Guidelines
Marian University continues to monitor the evolving COVID-19 situation and align our academic planning with guidance from the local and state health officials. Our primary goal is to protect the health and safety of our students, faculty, staff, and the Marian University community while delivering quality education.

In the event you are unable to participate in the course due to illness or experiencing symptoms consistent with COVID-19, notify the course instructor as soon as possible so that accommodations can be made. Please note that documentation from a medical professional or student services is only required for absences longer than seven (7) days.

Assignments in this course break down into three categories: forum posts/topic and outline submissions, reading quizzes, and essays. The due date for each category is listed in the MO2 shell and they must be completed no later than 11:59pm on their due date. Each graded assignment will be due on either a Wednesday or a Saturday (except Week 1) and all assignments must be submitted through Marian Online 2 and **all documents must be MS Word documents (end in .doc or .docx)**.

No other document types can be uploaded through our MO2 shell. This is necessary so that I can give specific feedback using MS Word's review function. This is not possible with pdfs, because I don't have the ability to edit them, it is not possible with pages documents, because I don't have an Apple computer, and this is not possible with google documents because I don't have a google account. All Marian students have full free access to the online and installed version of the Microsoft Office suite. If a student is having trouble accessing these programs contact IT.

Note there are two pre-assignments for this course, due no later than 11:59pm Monday January 18th. These are reading the syllabus and the "introduce yourself" forum (neither require the book to complete).

Week 1: Narration

READ
- Chapter 1: Composing Literacy
- Chapter 2: Remembering an Event
- Chapter 9: A Catalog of Invention and Inquiry Strategies

COMPLETE
- Week 1 Forum Post
- Essay 1

Objectives:
Upon completion of Session One, students should understand the following:
1. The definition, and importance, of rhetorical awareness
2. the basic components and importance of the writing process
3. basic strategies for creating ideas to write about
4. introduction to narration and description
5. how to effectively implement basic narrative writing strategies in their writing
6. the importance of vocabulary & diction in college writing
7. how to strengthen writing by using active verbs, active voice, employing diction, & editing .

Week 2: Argumentative Writing

READ:
- Chapter 12: Arguing
- Chapter 6: Arguing a Position
- Essay 2 Assignment Sheet

COMPLETE:
- Week 2 Forum Post
- Reading Quiz 1

OBJECTIVES: Upon completion of Session Two, students should understand the following:

1. the distinction between objective and subjective writing
2. how to effectively incorporate information from outside sources, using a variety of methods, including speaker tags & in-text citation
3. the importance of audience
4. how to effectively use description in their writing
5. how Point of View contributes to effective writing
6. how to avoid wordiness and awkwardness
7. how to use commas and semicolons.
8. How to effectively use Pre-writing strategies in planning "writing"

Week 3: Argumentative Writing
READ:
- Chapter 5: Analyzing and Synthesizing Opposing Arguments
- Chapter 10: A Catalog of Reading Strategies (paraphrasing, summarizing, and synthesizing)

COMPLETE:
- Academic Integrity Tutorial
- "How to Peer Review" Tutorial
- Week 3 Forum Post
- Outline and Thesis Statement for Essay 2
- Reading Quiz 2

Objectives:
Upon completion of Session Three, students will understand the following:
1. how to recognize & construct a thesis statement
2. how to persuade readers with language, structure, & evidence
3. the importance of anticipating readers questions, assumptions & counterarguments
4. the basic structure of effective writing: introduction, body, conclusion
5. how to use hyphens, dashes, and parentheses
6. how to use Marian Writing Center/On-line and links
7. How to use Marian Databases
8. How to set up an APA 6th ed. Formatted Research Paper

Week 4: Research and Citation (Continued from previous class)

READ:
- Chapter 17: Citing and Documenting Sources in APA Style
- Chapter 14: Planning a Research Project and Selecting Sources

COMPLETE:
- Introduction to EBSCO Host/Basic Database Search Video
- Week 4 Forum Post
- Essay 2

OBJECTIVES:
Upon completion of Session Four, students should understand the following:

1. search engines
2. why a variety of sources is important
3. the importance of appropriate documentation
4. how to use quotation marks, ellipses, and brackets
5. write research papers in accordance with general principles of standard edited English and the specific guidelines of the American Psychological Association (APA).

Week 5: Research and Citation Continued

READ:
- Chapter 7: Proposing a Solution
- Essay 3 Assignment Sheet

COMPLETE:
- Week 5 Forum Post
- Preliminary Ideas and Outline for Research

Objectives:
Upon completion of Session Five, students will understand the following:
1. how every word counts: connotation, diction, order
2. how to write thesis statements that are specific & arguable
3. how to use a thesis statement to preview paper organization
4. the importance of a properly-formatted reference page
5. how to use apostrophes, slashes, and exclamation points.
6. effectively analyze and evaluate research papers
7. understand the basic standard edited English requirements for research paper construction
8. understand APA guidelines for style, citation, and format of research papers
9. understand what they need to do the complete the final draft of their research papers for this course.

Week 6: REVISION

READ:
- Chapter 15: Evaluating and Using Sources

COMPLETE:
- Annotated Bibliography Draft
- Outline and Thesis Statement for Essay 3
- Reading Quiz 3

Objectives:
Upon completion of Session Six, students will have peer eval feedback on their research paper to make
The final revisions/corrections.

Week 7: Final Research Paper

READ:
- None

COMPLETE:
- Essay 3