Research Writing
ENG 21011
"Those that make you believe absurdities can make you commit atrocities."
—Voltaire

A Kent State University Trumbull Campus Course
COURSE SYLLABUS (Updated: 1/16/2024)

Dr. Carol L. Robinson **Email:** clrobins@kent.edu **Website:** cyberspacerobinson.org **Office Hours:** Sign up for a conference appointment to meet with me via KSU Google Chat.	**First Day of Classes:** January 16, 2024 **Last Day to Add a Full Term Class or Change Sections:** January 22, 2024 **Last Day to Drop:** January 29, 2024 **Midterm Grades Available:** March 4, 2024 **Spring Break (No Classes):** March 25–31, 2024 **Last Day to Withdraw ("W" grade):** April 1, 2024 **SEE The Solar Eclipse:** April 8, 2024 **Remembrance Day:** May 4, 2024 **Last Day of Classes:** May 5, 2024 **Final Exam Week:** May 6-12, 2024

Required Course Materials

This course is 100% online and asynchronous. It requires a great deal of reading and writing.

- Readings and Viewings:
  - You will be required to read and view numerous items throughout the semester. Reading is an intuitive way of helping to improve writing.
  - **You are required to acquire (purchase or borrow) two books:**
    - *The Prize Winner of Defiance, Ohio: How My Mother Raised 100 Kids on 250 Words or Less* (Terry Ryan)
    - *Kent State: Four Dead in Ohio* (Derf Backderf)
  - All other reading materials will be provided for you online.
- You must have consistent use of a reliable personal computer and Internet access. (Smartphones are not ideal for this class, especially for writing papers.)
- This course makes use of the following:
  - The lessons and many of the assignments are located on my private server space: **https://cyberspacerobinson.org/courses/writing/research-writing/** . All the course lessons are housed here. Except for the two books (listed above), all of the course readings are either housed or linked from here. Most of the assignments are also kept here.
  - KSU Canvas (located through KSU Flashline – **https://login.kent.edu/**): This is the home for the course. The above course home and other materials and assignments are linked to or located in this site. You can find your grades for assignments here. We *might* use the Discussion Board later in the semester.
  - **KSU Google Drive**:
    - We will be using KSU Google Chat for online conferences. These conferences will use the text-chat feature, only (no video or voice). The reason for that is because our discussion will be automatically saved, so you can go back and look at it for reference.
    - All your essay work must be done in KSU Google Documents. Do not upload a paper written in another word processor! I want to be able to see your writing process, as well as your re-writing process, in action. I have tried to provide a link in this document; there is also a direct link on the Course Plan. You can always open up your KSU Google Drive account through Flashline (**https://login.kent.edu/**).

- **WeJoinIn.com:** This is an online sign-up sheet for making an appointment to meet with me, for Mandatory Conferences.
- Most of the course materials are password protected; **the password is located in the Start Here module in Canvas.**

Course Description and Prerequisite

Prerequisite: ACT English score of 26 or higher; or SAT Evidence Based Reading and Writing score of 600 or higher; or minimum C- grade in ENG 11002, ENG 11011, or HONR 10197.   Completion of 24 hours of course work is strongly recommended. Students who do not have the proper prerequisite risk being deregistered from the course.

Kent Core Requirement: This course may be used to satisfy the Kent Core requirement. The Kent Core as a whole is intended to broaden intellectual perspectives, foster ethical and humanitarian values, and prepare students for responsible citizenship and productive careers.

Description: Continuation of college-level writing instruction with emphasis on research and inquiry, culminating in a lengthy written and/or multi-modal project. This Tier II (21011) writing course builds on the foundations of the Tier I writing course. All outcomes are essential and must be taught. By the end of Tier II, all students should be taught these outcomes regardless of the course(s) taken. These outcomes are used for programmatic assessment and to ensure fairness for all students taking these courses. Instructors should use these outcomes as guidance for designing their courses.

This course provides a continuation of college-level writing instruction and experiences, with emphasis on research and inquiry, culminating in a lengthy written and multimodal project. This course is located fully online. *This course is asynchronous:* you may work on the lessons and assignments at any time of the day or night that you like. However, most of these lessons and assignments must be completed by certain dates. Furthermore, **the class is functioning on the time zone for Kent, Ohio.** If you are in a different time zone, you should check a web site (such as *The World Clock* at *http://www.timeanddate.com/worldclock/*) to make sure that you submit your work on time. We will be communicating via email, live text-chat, and in a forum setting. Everything is linked within the course site located on KSU Blackboard Learn. All of your essay and research project work will be submitted, evaluated via KSU Google Drive. In addition, you are required to meet with me at certain times (see the online Conference sign-up sheets) for a live text-chat conference via KSU Google Hangouts, about your writing and course progress.

Statement of Understanding

The subject matter in a College Writing course may include mature adult themes or ideas that challenge your personal views. These materials are meant to meet Ohio Transfer Module (OTM) Learning Outcomes for college composition courses and will not be modified based upon individual student beliefs or College Credit Plus (CCP) student participation regardless of where the course instruction occurs (i.e., online, on a Kent State campus, or at high school location).

A Few Words about Alarming Student Writing

Think about what you are writing. Writing therapy is good, and everyone should express themselves that way, but consider the effect of such writing upon others. Check your writing to be sure that you truly want your words to be read by a general public audience, much less by another individual. Students should be aware that writing, by its very nature, can be misunderstood. In addition, students should know that their instructors are responsible for reporting any evidence of a student's possible intent to harm themself or to harm others. Therefore, please avoid putting in writing anything that could be taken out of context, regardless of the intent, which would necessitate an instructor's taking action to clarify the matter or to protect the student or others from harm.

Instructor Availability and Response Time

- *I'm here for you.   If you work hard, I will work hard to help you.*
- My office hours are online and by appointment. Feel free to sign up for an online conference appointment; if none of the appointment times work for you, please email me with times that you are available. See the sign-up sheets available online, linked to the course site.
- Feel free to email me whenever you have questions or concerns (clrobins@kent.edu). As a rule, I respond rather quickly to emails, often within the same hour.   If you email me over the weekend (Friday afternoon to Sunday afternoon), I am likely to respond less quickly, but will do so by the end of the weekend. *Please allow for at least 72 hours response time*.

Student Responsibilities

Enrollment: University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking their class schedule (using Student Tools in Flashline) prior to the deadline indicated. Registration errors must be corrected prior to the deadline.

Academic Engagement Verification: In compliance with federal regulations, the University is required to report that enrolled students have participated in at least one academically related activity. If no academic activity is submitted by the end of the fourth week of the semester (for a full-term course) then a grade of NF (Never attended F) will be assigned. The NF mark will count as an F in computing grade point averages. Students who have received an NF mark will lose their access to Canvas.

To avoid an NF mark, students must participate in at least one academic activity as soon as possible and no later than the end of the fourth week. Examples of some of the acceptable academically related activity are: physically attended the course (does not apply to online courses), submitted an academic assignment, completed an interactive tutorial, initiated contact with the instructor to ask a question about the academic subject matter, submitted an exam or quiz, participated in an online discussion about academic matters.
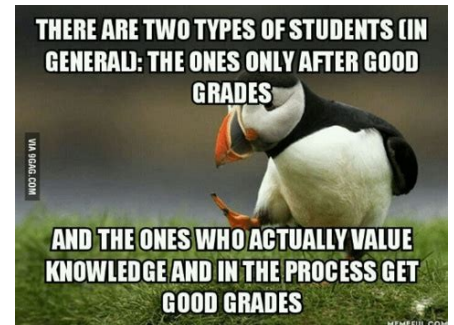
A Few Words Regarding Attitude

Writing is improved with both practice (lots and lots of writing) and with reading (lots and lots of reading). Everything we are reading or viewing is intended to focus and fuel your thinking. Everything you are writing about is intended to strengthen your thinking skills, so that your writing will improve. You do not have to like what you are writing about. You do not have to agree with what you are reading and viewing. You are, however, required to think critically and rationally about what you are reading and find ways to gracefully articulate your thoughts, including your opinions.
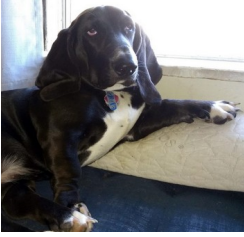
If you become stressed or find yourself not doing well in the course, don't "disappear" from the class. Instead, please do not hesitate to contact me. I am here for you. If you work hard, I will work hard to help you do as well as possible in the course. However, if you stop doing the course work, I will have no choice than to assume that you have given up on the course, and I will begin to give up on you. Even then, however, if you make the effort to reach out to me for help, as long as it is not too late, I will do what I can to help you succeed.

Assignments

All assignment instructions are linked in both the Course Plan (online).

Mandatory Conferences (5% or 50pts.; each conference is worth 2.5% or 25pts.)

Twice during the semester, you are required to meet with me for a conference. You may also meet with me either before or after this period, but doing so will not count as fulfilling the Mandatory Conferences requirement. During these conferences, we will discuss your writing work and any other questions or concerns you may have with the course. When you have your Mandatory Conference with me, you will earn the full 25 points; failure to meet with me means that you will earn ZERO points for this assignment.

Essay Work (20%) (200 points)

You must write and submit your essays as a KSU Google Document via KSU Google Drive; however, be sure to save a copy of it on your home computer. Detailed information regarding these assignments will be made available soon.

- Essay One (10%) (100 points)
- Essay Two (10%) (100 points)

NOTE: You will have the opportunity to rewrite one of the above essays. If you choose to do so, the revision essay grade will be averaged together with the first essay version grade for a new grade.

Researched Project for *Trumbull Satellite* (75%) (750 points)

- Part I—Proposal & Annotated Bibliography (10%) (100 points)
- Part II—First Draft Researched Essay (15%) (150 points)
- Part III—Peer Editing Workshop (10%) (100 points)
- Part IV—Polished Draft Researched Essay (30%) (300 points)
- Part V—Multimedia Version (10%) (100 points)

Detailed information regarding the various parts of this project will be made available soon.

Regarding Missed, Late, or Incomplete Work

- With the exception of Mandatory Conferences and Writing Workshop assignments (see below), late work will be accepted for a period of time after the due date; however, points will be deducted for late submissions. For each day the work is late: 3% (1.5 out of a possible 50 points, 3 out of a possible 100 points, 6 out of a possible 200 points) will be deducted from the grade. No late work will be accepted if shared eight days or later past the due date, and no work will be accepted after **May 911, 2024**. **Essay Rewrites will not be accepted in place of un-submitted essays.**
- **Missed Mandatory Conferences**: If you fail to hold your conference appointment with me during the conference period, you will earn 0 points; if you meet with me, you will earn full points—you are not being evaluated during our
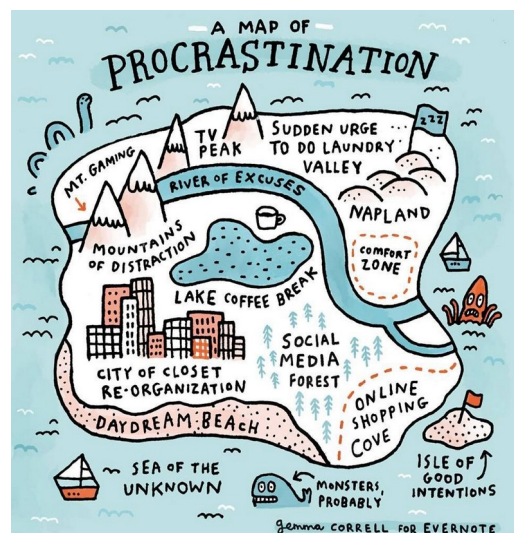
session. If you miss your conference appointment, and the period has not ended, feel free to sign up for another appointment. If there are no more available appointments, then you obviously waited too long to sign up for an appointment, and you will earn 0 points for that conference. There are absolutely no conferences for points once the conference period has ended. However, you can still meet with me for feedback and advice (for 0 points).

- **Missed or Late PEER Editing Workshop Work:** If you fail to meet and work with your partner(s) in a timely manner, your grade will be affected. If one of your partners fails to work with you, your grade will not be affected: continue to work without that individual—that partner may be removed from the group/partnership entirely. For more details, please see the Writing Workshop assignment.

Course Grades

All assignments will be weighted according to the percentage value. All assignments will be evaluated on a 100 point scale as follows:

LETTER GRADE	200 Point Scale	150 Point Scale	100 Point Scale	50 Point Scale	FINAL GRADE Conversion
A	200-187	150-141	100-94	50	4.0
A-	186-179	140-135	93-90	46	3.7
B+	178-173	134-131	89-87	44	3.3
B	172-169	130-128	86-85	42	3.0
B-	168-159	127-120	84-80	41	2.7
C+	158-153	119-116	79-77	39	2.3
C	152-149	115-113	76-75	37	2.0
C-	148-139	112-105	74-70	36	1.7
D+	138-133	104-101	69-67	34	1.3
D	132-129	100-98	66-65	33	1.0
D-	128-111	97-90	64-60	31	***
F	110	83	55	27	0.0

*No grade for submitted work ever goes above an **A** (100, 60, 50 or 40 points); likewise, no graded work ever goes below an **F** (55, 33, 27, points; however, if an assignment is never submitted, or if it is submitted too late to be graded, it will receive ZERO points.*

Please see individual assignments for how items are graded.

Course Learning Outcomes

Rhetorical Knowledge—By the end of their Tier I writing course, students should be able to recognize the elements that inform rhetorical situations. This understanding should enable them to produce texts that
- Have a clear purpose
- Respond to the needs of intended audiences
- Assume an appropriate stance
- Adopt an appropriate voice, tone, style, and level of formality
- Use appropriate conventions of format and structure

In addition, by the end of the Tier II writing course, students should be able to
- Analyze argumentative strategies
- Employ appropriate argumentative strategies in their writing

Critical Thinking, Reading, and Writing—Throughout the Tier II writing course, students should build upon these foundational outcomes from the Tier I course:
- Use reading and writing for inquiry, learning, thinking, and communicating
- Analyze relationships among writer, text, and audience in various kinds of texts
- Use various critical thinking strategies to analyze texts

In addition, by the end of the Tier II course, students should be able to
- Find and evaluate appropriate material from digital and print sources, and/or field data
- Analyze and critique sources in their writing
- Juxtapose and integrate ideas and arguments from sources
- Develop a clear line of argument that incorporates ideas and evidence from sources

Knowledge of Composing Processes—Throughout the Tier II writing course, students should build upon these foundational outcomes from the Tier I course:
- Understand writing as a series of steps that includes generating ideas and text, drafting, revising, and editing
- Recognize that writing is a flexible, recursive process
- Apply this understanding and recognition to produce successive drafts of increasing quality

Collaboration—Throughout the Tier II writing course, students should build upon these foundational outcomes from the Tier I course:
- Work with others to improve their own and others' texts
- Balance the advantages of relying on others with taking responsibility for their own work

Knowledge of Conventions—Throughout the Tier II writing course, students should build upon these foundational outcomes from the Tier I writing course:
- Employ appropriate conventions for structure, paragraphing, mechanics, and format
- Acknowledge the work of others when appropriate
- Use a standard documentation format as needed
- Control syntax, grammar, punctuation, and spelling

In addition, by the end of the Tier II writing course, students should be able to
- Employ appropriate textual conventions for incorporating ideas from sources, e.g., introducing and incorporating quotations; quoting, paraphrasing, and summarizing

Composing in Digital Environments—Throughout the Tier II writing course, students should build upon the foundational outcomes from the Tier I writing course. Developments in digital technology are expanding our understanding of "writing." To the extent that technology is available and appropriate, by the end of their Tier I writing course students should be able to
- Understand the possibilities of digital media/technologies for composing and publishing texts
- Use digital environments to support writing tasks such as drafting, reviewing, revising, editing, and sharing texts

In addition, by the end of the Tier II writing course, students should be able to
- Locate, evaluate, organize, and use research material collected from various sources, including scholarly library databases, other official databases (e.g., federal government databases), and informal internet sources.

Composing in Multimodal Documents—Like traditional written communication, multimodal texts and composing practices make meaning rhetorically, through conventions and for specific audiences, purposes, and contexts. By the end of the Tier II writing course, students should be able to
- Analyze and critique multimodal texts
- Employ multiple modes of representation rhetorically in their own composing
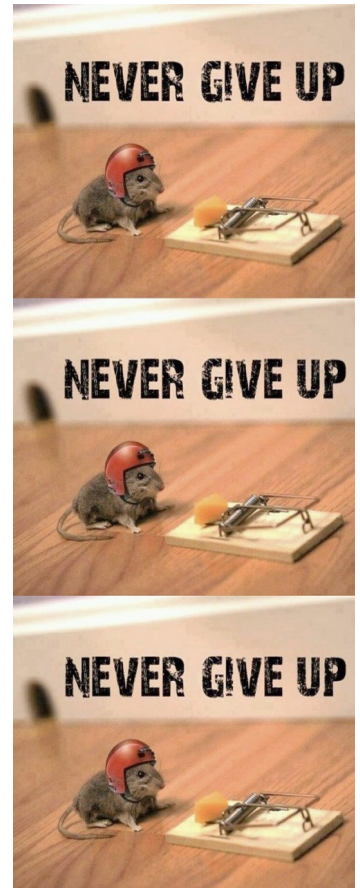
Cheating and Plagiarism

University policy 3-01.8 deals with the problem of academic dishonesty, cheating, and plagiarism. None of these will be tolerated in this class. The sanctions provided for in this policy will be used to deal with any violations. If you have questions, please read the policy at **http://www.kent.edu/policyreg/administrative-policy-regarding-student-cheating-and-plagiarism and/or ask your instructor.**

Students with Disabilities

University policy 3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact Elaine M. Shively 330-675-8932 or visit either *http://www.kent.edu/trumbull/student-accessibility-service* or *www.kent.edu/sas* for more information on registration procedures).

Diversity, Equity, and Inclusion Statement

Endorsed by Faculty Senate, 2/14/2022

Kent State University is committed to the creation and maintenance of equitable and inclusive learning spaces. This course is a learning environment where all will be treated with respect and dignity, and where all individuals will have an equitable opportunity to succeed. The diversity that each student brings to this course is viewed as a strength and a benefit. Dimensions of diversity and their intersections include but are not limited to: race, ethnicity, national origin, primary language, age, gender identity and expression, sexual orientation, religious affiliation, mental and physical abilities, socio-economic status, family/caregiver status, and veteran status.

Land Acknowledgement Statement

Endorsed by Faculty Senate 10/10/2022

We acknowledge that the lands of Kent State University were the previous homes of people who were removed from this area without their consent by the colonial practices of the United States government. Before removal, these groups created networks that extended from Wyoming to the Florida Coast and Appalachia and to the northern reaches of Lake Superior. These societies included people of the Shawnee, Seneca-Cayuga, Delaware, Wyandots, Ottawa and Miami. We honor their lives – both past and present – and strive to move beyond remembrance toward reflection and responsibility through honest accounts of the past and the development of cultural knowledge and community.

Family Educational Rights and Privacy Act (FERPA)

FERPA sets forth requirements regarding the privacy of student records. FERPA governs both the access to and release of those records and the information they contain. Under FERPA, faculty have a legal responsibility to protect the confidentiality of student records even from parents and guardians. For additional information about FERPA, please visit the university Registrar's webpage.

Social Services

If you are in need of mental health assistance, please know that the University provides several resources. **Step Up & Speak Out** is a suicide prevention campaign with one of the most comprehensive lists of resources available for students, including **campus-specific information**. You can also find a list of resources, including domestic violence at **Mental Health Help**. Kent State also offers **Psychological Services**, including teletherapy. If you are struggling with attaining food, you might qualify for assistance from the **Ohio Supplemental Nutrition Assistance Program** or from the **Ohio Foodbanks Organization**. If you are struggling with housing and other basic care needs, please contact the **Trumbull County Homeless Shelters and Social Services** or the **Ohio Homeless Shelter Directory**. These sites also provide information for women in need of shelter, but if you are a victim of domestic violence (regardless of gender), you can also contact the **Ohio Domestic Violence Network**, **Domestic Shelters of Ohio Directory**, or even the **Kent State Women's Center**.

SAS: Student Accessibility Services

University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact Elaine M. Shively at 330-675-8932 or visit **http://www.kent.edu/trumbull/student-accessibility-service**) for more information on registration procedures.

One More Note from Dr. Robinson:

At any time during the semester, please feel free to stop by my office (during my office hours), email me (clrobins@kent.edu), or to sign up for an appointment to meet with me via KSU Google Chat, if you have questions or concerns!
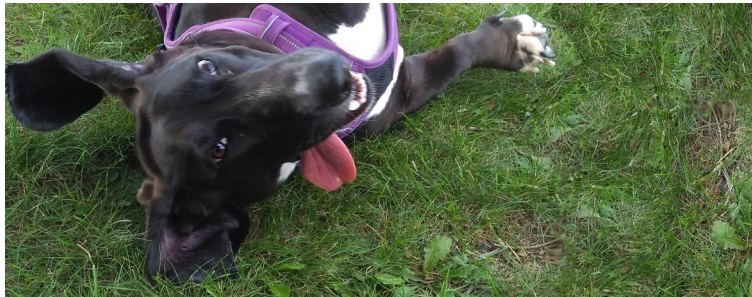
By the way, this is my dog, Betty Zing (a basset hound). She's the course mascot.

No work will be accepted after May 11, 2024 (11:59pm, EST)!