



ENG 123: Writing & Research Methods

Information about the Course	Information about Me!	Important Dates to Remember
Fall 2024 CRN 10043 3 credits Section 011 (honors) Tuesday / Thursday 11:00-12:15 Ross 2295	Dr. Tara Wood Associate Professor of English Writing Program Administrator Ross Hall 1170C 970-351-1479 Tara.wood@unco.edu Student Hours = Tuesdays in person 2:00-3:00 or Wednesdays 10:00-11:00 in my Zoom Room	Classes begin: Aug 26 Labor Day Holiday: Sep 2 Drop Deadline: Nov 9 Thanksgiving Holiday: Nov 27- Dec 1 Course Withdrawal Date: Dec 6 Final Exam Week: Dec 9-13 Our Final Exam: Mon, Dec 9 from 10:45am-1:15pm (see final exam schedule here)

UNC Course Catalog Description

[English 123] Instruction in research writing techniques and processes. (LAC, gtP)

The Colorado Commission on Higher Education has approved English 123/225 for inclusion in the Guaranteed Transfer (GT) Pathways program in the gt-CO2 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://higher.ed.colorado.gov/academics/transfers/gtpathways/curriculum.html>

Prerequisite: Prerequisite: [ENG 122](#), an ACT score of 30.0 or higher in English, an SAT Evidence-Based Reading and Writing score of 630 or higher, or a recommendation from the Directed Self-Placement survey.

Liberal Arts Curriculum & Gt Pathways: Written Communication

The Liberal Arts Curriculum Written Communication requirement is designed to help students develop the ability to use the English language effectively, read and listen critically, and write with thoughtfulness, clarity, coherence, and persuasiveness. In order to fulfill the Written Communication requirement of the LAC students are required to take 6 credit hours in Written Communication coursework. There are 3 pathways for completing this requirement:



- Option 1: take introductory writing (ENG 122) with support (ENG 132) + intermediate writing (e.g. ENG 123 or ENG 225);
- Option 2: take introductory writing (ENG 122) + intermediate writing (e.g. ENG 123 or ENG 225);
- Option 3: take intermediate writing (e.g. ENG 123 or ENG 225) + advanced writing (ENG 323).

Each course in the Written Communication sequence assumes that writing is a recursive process. UNC's LAC outcomes are aligned with the State of Colorado's Gt Pathways student learning outcomes, competencies, and content criteria for written communication.

Core Competency: The Colorado Commission on Higher Education defines competency in written communication as a student's ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum. (All outcomes listed below are for GT-CO1 and GT-CO-2.)

Students Learning Outcomes

Students Should Be Able To...

1. Employ Rhetorical Knowledge
 - a. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation
2. Develop Content
 - a. Create and develop ideas within the context of the situation and the assigned task(s).
3. Apply Genre and Disciplinary Conventions
 - a. Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistics choices, in particular forms and/or fields.
4. Use Sources and Evidence
 - a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.



- b. Follow an appropriate documentation system
- 5. Control Syntax and Mechanics
 - a. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

Course Content Criteria

The Colorado Commission on Higher Education requires that any course which receives approval as GT-CO2 must adhere to the list of course content criteria articulated below.

This course shall be designed to:

1. Deepen Rhetorical Knowledge
 - a. Focus on rhetorical situation, audience, and purpose.
 - b. Use voice, tone, format, and structure appropriately, deepening understanding of relationships between form and content in writing.
 - c. Write and read texts written in several genres, for specified discourse communities. These communities may include professional or disciplinary discourse communities.
 - d. Practice reflective strategies.
2. Deepen Experience in Writing
 - a. Develop recursive strategies for generating ideas, revising, editing, and proofreading for extensive, in-depth, and/or collaborative projects.
 - b. Critique one's own and other's work.
3. Deepen Critical and Creative Thinking
 - a. Evaluate the relevance of context.
 - b. Synthesize other points of view within one's own position.
 - c. Reflect on the implications and consequences of the stated conclusion.
4. Use Sources and Evidence
 - a. Select and evaluate appropriate sources and evidence.
 - b. Evaluate the relevance of sources to the research question.
5. Deepen Application of Composing Conventions
 - a. Apply genre conventions including structure, paragraphing, tone, mechanics, syntax, and style to more extensive or in-depth writing projects.
 - b. Use specialized vocabulary, format, and documentation appropriately.



Text and Materials

You do not need to purchase a textbook for this class; all our materials are available free and on the internet. The list below is comprehensive of the tools and sites we will use, but the first text listed *Try This* is our primary textbook for this course.

[Try This: Research Methods for Writers](#): a free, open-access text available from the WAC Clearinghouse

[Writing Commons](#): a free, comprehensive, peer-reviewed, award-winning Open Text for students and faculty in college-level courses that require writing and research.

[Writing Spaces](#): *Readings on Writing*: a book series containing peer-reviewed collections of essays, free for download under a Creative Commons license.

[Purdue OWL](#): The Online Writing Lab (OWL) at Purdue University houses writing resources and instructional material.

[Bad Ideas about Writing](#), edited by Cheryl Ball and Drew Loewe

[How Arguments Work: A Guide to Writing and Analyzing Texts in College](#), by Anna Mills

[English Composition II: Rhetorical Models Based](#), by Lumen Learning

Course Policies and Procedures

Attendance Policy

Our classroom is a community of learners. As such, showing up for one another is critical for all of our success: my success as your professor and your success as a developing writer. Therefore, attendance is expected a sign of respect for yourself, for me, and for our classroom community. I understand that things happen in our lives that make it difficult to show up sometimes—illness (whether physical or mental), care-work (helping a loved one), or an unexpected bummer of an incident (tire blowout on the way to class). If you need to miss class, please notify me as soon as possible. You don't need to provide me with medical notes or anything like that, just let me know you're expecting to miss a class. Every class meeting has a graded in-class participation component, and I keep running slides that you will have access to. You can check the slides to see what you missed and submit any make-up work (by end-of-day for full credit) if you'd like to recoup those participation points. Often, it's must easier (and more conducive to your learning) to simply show up as often as you can.



Late Work Policy

I do accept late work but with a 5% per day penalty that auto-computes in Canvas.

Grading Policies

Completion of all assignments does not guarantee earning a passing course grade. Students should save all papers and graded assignments, and students cannot pass this class if they do not at least attempt all major essay assignments.

Weighted and averaged points for the course will be computed according to the following plus or minus grade scale:

93–100 = A	87–89 = B+	77–79 = C+	67–69 = D	0–66 = F.
90–92 = A–	83–86 = B	73–76 = C		
	80–82 = B–	70–72 = C–		

Number grades that fall between two whole numbers will be rounded up if they are 0.5 or higher.
(Example: 86.5 = 87; 86.3 = 86)

The minimum required grade for passing ENG 122 and ENG 123 is a D. However, some majors require a grade of C; check with your advisor. To transfer this course to another public institution of higher education within Colorado, the minimum grade is a C–.



Grading Schema

<i>Course Component</i>	<i>Course Weight</i>
<i>Homework, Participation, & Process Work</i>	20%
<i>Unit 1: Working with Sources</i>	20%
<i>Unit 2: Working with Words</i>	20%
<i>Unit 3: Working with People</i>	20%
<i>Unit 4: Remediation</i>	10%
<i>Final Exam</i>	10%
<i>TOTAL</i>	100%

Inclement Weather Policy

In the event of inclement weather that prevents our meeting for the final exam, I will post the prompt to Canvas along with instructions for submission. Otherwise, our final exam will occur in person at our scheduled time.

Major Assignments

Homework, Participation, & Process Work 20%

Throughout the semester, you will have considerable homework, in-class, and process work assigned. Homework—as you might guess—is work that I will assign for you to do on your own time. All homework assignments will be posted on Canvas (and usually submitted there, too). Each time we meet for a class session, there will be graded, in-class work. If you miss a class, it is your



responsibility to submit missed work (by end-of-day for full credit). Process work will involve drafting, workshopping, and revising. Most process work is graded for completion.

Unit 1 Project: Working with Sources 20%

Overview

For the Unit 1 Project, you will develop a complete worknet on a research question of your choosing. In addition to the construction of the worknet, you will also write 4 critical reflection essays, each corresponding with a phase of worknet creation. For details on worknets, you still draw on Chapter 3 “Working with Sources” from *Try This: Research. Methods for Writers*. Finally, you will draw on all your worknet construction in order to craft a literature review that corresponds to your research question.

- Phase 1: Semantic Worknet & Critical Reflection (see Try This activity on p. 48)
- Phase 2: Bibliographic Worknet & Critical Reflection (see Try This activity on p. 51)
- Phase 3: Affinity Worknet & Critical Reflection (see Try This activity on p. 56)
- Phase 4: Choric Worknet & Critical Reflection (see Try This activity on p. 59)

Each critical reflection must be a minimum of 500 words and should address all prompting questions. Your reflection essay should be organized and demonstrate effective proofreading. I’d like you to format it as a letter to me (Dear Dr. Wood!), single-spaced and adopting the genre conventions of a letter.

Literature Review: your literature review will be the culmination product following all your worknet activity. The literature review must include a minimum of 6 sources and should be at least 1,000 words in length. It should follow MLA, APA, or Chicago author-date citation style.

Note: you are required to visit the Writing Center with this unit at least once (visit must be completed before the scheduled final due date for Unit 1).

For submission details and to view rubric, please visit this assignment page in our Canvas course.

Key Terms for Unit 1

- | | | |
|------------------------|---------------------|---------------|
| • Secondary research | • Summary | • Revision |
| • Rhetorical situation | • Synthesis | • Peer Review |
| • Worknet | • Key words | • Reflection |
| • Invention | • Bibliography | • Editing |
| • Literature review | • Invisible college | |
| • Source | • Copia | |



Student Learning Outcomes

After completing this unit, you will be able to...

- Identify advanced techniques for working with sources
- Articulate the distinction between primary and secondary research
- Employ critical reading skills to summarize and synthesize sources
- Practice documentation of sources
- Participate in the writing process (including invention, drafting, workshopping, revision, and editing)

Alignment to GtP/LAC students learning outcomes: SLOs 1a, 2a, 3a, 4a, 5a

Alignment to GtP/LAC content criteria: CC 1a, 1b, 1c, 1d, 2a, 2b, 3a, 3b, 3c, 5a, 5b

Unit 2 Project: Working with Words 20%

Overview

For the Unit 2 Project, you will choose one of the methods in Chapter 4 “Working with Words” and conduct a small-scale primary research project using that method. Your research question may follow up on the same research topic/question you selected for Unit 1, but you might also choose to take a new path. You will have four options from which to choose:

- Option 1: Discourse Analysis
- Option 2: Content Analysis
- Option 3: Genre Analysis
- Option 4: Rhetorical Analysis

Option 1: Discourse Analysis: If you choose discourse analysis, you’ll want to carefully read and re-read the section in Chapter 4 that describes the steps for this method. Your research essay should be in MLA format. You should provide an introduction that describes your question to the readers and explain your identified corpus and its rhetorical situation. Finally, you will provide an analysis of that language interaction among the involved rhetors. Your essay should be at least 1,000 words in length and should address an audience of university educated readers who are interested in language and communication.



Option 2: Content Analysis: If you choose content analysis, you'll want to carefully read and re-read the section in Chapter 4 that describes the steps for this method. Your research essay should be in MLA format. You should address the prompting Try This activity in Chapter 4 on p. 78. Your essay should be at least 1,000 words in length and should address an audience of university educated readers who are interested in language and communication.

Option 3: Genre Analysis: If you choose genre analysis, you'll want to carefully read and re-read the section in Chapter 4 that describes the steps for this method. Your research essay should be in MLA format. You should address the prompting Try This activity in Chapter 4 on p. 84. Your essay should be at least 1,000 words in length and should address an audience of university educated readers who are interested in language and communication.

Option 4: Rhetorical Analysis: If you choose rhetorical analysis, you'll want to carefully read and re-read the section in Chapter 4 that describes the steps for this method. Your research essay should be in MLA format. You should address the prompting Try This activity in Chapter 4 on p. 81. Your essay should be at least 1,000 words in length and should address an audience of university educated readers who are interested in language and communication.

Note: you are required to visit the Writing Center with this unit at least once (visit must be completed before the scheduled final due date for Unit 2).

For submission details and to view rubric, please visit this assignment page in our Canvas course.

Key Terms for Unit 2

- | | | |
|------------------------|-----------------|---------------|
| • Rhetorical situation | • Transcription | • Conventions |
| • Primary methods | • Rhetoric | • Affordances |
| • Corpus | • Context | • Constraints |
| • Discourse analysis | • Code | • Revision |
| • Discourse | • Indexical | • Peer Review |
| • Content analysis | awareness | • Reflection |
| • Genre analysis | • Genre | • Editing |
| • Rhetorical analysis | • Exigence | |

Student Learning Outcomes

After completing this unit, you will be able to...

- Identify advanced techniques for working with words



- Employ a primary research method that works with words in order to answer a research question
- Evaluate the ethical dimensions of primary research that works with words
- Articulate the distinction between primary and secondary research
- Employ critical reading skills to analyze primary data
- Practice documentation of sources
- Reflect on research design, implementation, and writing process
- Participate in the writing process (including invention, drafting, workshopping, revision, and editing)

Alignment to GtP/LAC students learning outcomes: SLOs 1a, 2a, 3a, 4a, 5a

Alignment to GtP/LAC content criteria: CC 1a, 1b, 1c, 1d, 2a, 2b, 3a, 3b, 3c, 5a, 5b

Unit 3: Working with People 20%

Overview

For unit 3, you will choose one of the following methods to explore with a research question of your choosing:

- Survey
- Interview
- Oral history interview
- Case study
- Focus group

Your process will be to design a research question (totally acceptable to connect with your prior research in this class but not necessary), select the best method, consider ethical implications, conduct your primary research method, analyze findings, and write up an APA style (IMRAD) essay. The essay should be a minimum of 1,500 words in length and demonstrate audience awareness, effective organization, and polish.

Planning

You should begin by refining your research question and making it as precise and intentional as possible. Then you'll move to selecting the best method to answer that research question and be sure to consider all ethical implications (e.g., your own positionality as researcher, how to recruit participants, ethical question design, consent, and confidentiality). You want to make sure that your selected method is capable and appropriate for answering your research question. You should draft your method sections keeping both ethics and intentional design in mind. You'll also



want to carefully consider your audience: who has a stake in your research? Who might care about your findings? Who might be affected by the implications of your findings? What academic community will find your results compelling and relevant?

Collecting Data

You'll want to map out your research collection process. What steps come first? Second? Last? Consider creating a planning document or bulleted list where you map out those steps. For example, should you start with drafting your informed consent or by identifying your target participants or by drafting your questions? Once you map your process steps, execute! Be sure to have a strategy for collecting and documenting your data (e.g., a word document, audio app on your phone).

Analyzing Data

After you collect your data, you'll want to develop a process for analyzing that data (breaking it down, looking at it closely for patterns of significance).

Drafting

After (or perhaps during?) all the steps above, you'll begin your drafting of the research essay. You should follow the IMRAD approach and adhere with accuracy to APA citation style.

Key Terms for Unit 3

- | | | |
|------------------------|-------------------------|--------------------------|
| • Primary research | • Qualitative research | • Closed-ended questions |
| • Rhetorical situation | • Quantitative research | • Ordinal scale |
| • Exigence | • Proximity | • Demographic |
| • Documentation system | • Questionnaire | • Focus group |
| • Interview | • Variable | • Informed consent |
| • Oral history | • Open-ended questions | • Revision |
| • Survey | | • Peer Review |
| • Case study | | • Reflection |
| • Method | | • Editing |

Note: you are required to visit the Writing Center with this unit at least once (visit must be completed before the scheduled final due date for Unit 3).

Student Learning Outcomes

After completing this unit, you will be able to...

- Identify techniques for working with people
- Employ a primary research method that works with people in order to answer a research question



- Evaluate the ethical dimensions of primary research that works with people
- Articulate the distinction between primary and secondary research
- Employ critical reading skills to analyze primary data
- Practice documentation of sources
- Reflect on research design, implementation, and writing process
- Participate in the writing process (including invention, drafting, workshopping, revision, and editing)

Alignment to GtP/LAC students learning outcomes: SLOs 1a, 2a, 3a, 4a, 5a

Alignment to GtP/LAC content criteria: CC 1a, 1b, 1c, 1d, 2a, 2b, 3a, 3b, 3c, 5a, 5b

Unit 4: Remediation 10%

For our final unit of the semester, you will take one of your research projects (working with sources, working with words, working with people) and remediate it: change the product genre and audience. For genre, you might shift from an essay into an infographic or from an essay to a vlog. For the audience, you will shift from an educated audience of peers to a new audience of your choosing (e.g., perhaps your parents or teenagers in France or visually impaired adults). You will remediate your selected product and submit it along with a process memo that outlines the revision choices you had to make in your remediation process. Your process memo should use a memo template and be addressed to me as your instructor. The memo should be no more than 1,000 words and must address both genre and audience, providing explicit examples/evidence of how revision choices reflected the conventions of the new genre and the demands of the new audience. Finally, your memo must also address what you learned about genre, rhetoric, and audience through this process.

Key Terms for Unit 4

- | | |
|---------------|--------------|
| • Revision | • Genre |
| • Remediation | • Process |
| • Audience | • Reflection |

Student Learning Outcomes

After completing this unit, you will be able to...

- Remediate a product's genre and audience
- Articulate the revision choices necessary for effective remediation
- Provide evidence (examples) of your revision/remediation choices
- Participate in the writing process (including invention, drafting, workshopping, revision, and editing)



Alignment to GtP/LAC students learning outcomes: SLOs 1a, 2a, 3a, 4a, 5a

Alignment to GtP/LAC content criteria: CC 1a, 1b, 1c, 1d, 2a, 2b, 3a, 3b, 3c, 5a, 5b

Final Exam 10%

The final exam will have two components:

1. **APPLY RESEARCH & WRITING SKILLS:** Explicate possible methods, ethical implications, and rhetorical considerations for a sample research question. Must draw on key terms from the semester. Final exam will be completed during class time at our scheduled final exam period.
2. **REFLECT ON COURSE OUTCOMES:** Reflect on the objectives and outcomes of this course and how you achieved them. Objectives / outcomes will be provided, and you will write a reflective essay, addressing each in turn and providing examples from your experience throughout the course.

Alignment to GtP/LAC students learning outcomes: SLOs 1a, 2a, 3a, 4a, 5a

Alignment to GtP/LAC content criteria: CC 1a, 1b, 1c, 1d, 2a, 2b, 3a, 3b, 3c, 5a, 5b

Student Support & Campus Resources

Writing Center

Strong writers seek feedback.

The UNC Writing Center is here to connect you with that feedback. Writing Center Consultants are interested readers who come from a variety of majors and backgrounds, and we are ready to talk about your writing projects. Consultants are trained to work with writing of all types, from all disciplines, and at all levels. We welcome all sessions, whether you're just getting started or are ready to hand in your final draft. You're the content expert; we're the writing experts. Let's work together!

Schedule an in-person, video, or email session today by visiting: <http://www.unco.edu/writing-center>



UNC Library

Michener Library is a valuable resource for your work in this English course. There are millions of books and hundreds of databases available to help you research any topic imaginable! In addition to online and print resources, there are librarians available to help you with your research! You can get one-on-one help from a librarian in two ways:

- Schedule an appointment online: <https://libguides.unco.edu/directory>

Additional Support Resources on Campus

For additional information on campus resources and support for students, see:

https://www.unco.edu/center-enhancement-teaching-learning/teaching-resources/syllabus_statements.aspx

Classroom & Campus Expectations

Accessibility

Disabilities can be visible and invisible, and it is my goal that this course be as accessible as possible to the widest range of bodies and minds possible. I work to implement universal design for learning in my classroom. This essentially means that I try to provide multiple pathways for participation, multiple pathways for production, and multiple pathways for delivering content. If, at any point during the semester, you experience a barrier to access, please talk to me in whatever way feels comfortable so that I can work to enhance the accessibility of your experience in this class and your potential to demonstrate your learning and participate fully in the classroom experience.

AI Policy*

Development as a writer requires personal investment and practice. Development as a researcher requires sophisticated and deliberate attention to ethical issues of authorship, intellectual property, and originality. Throughout this course, we will discuss these issues, along with topics surrounding the use of Chat GPT and other AI platforms. Chat GPT and AI platforms are tools that good writers may rely on in some situations. However, part of your development as a writer entails critical considering different occasions and developing a rationale for the appropriate use of AI writing tools. In this class, I ask that you keep an open line of communication with me regarding the use of AI writing tools. You are required to consult with me BEFORE using any AI in any product for



this course. If, in consideration with me, you do use Chat GPT or other AI tools, you must cite them appropriately and accurately in your works cited / bibliography and be prepared to argue a rationale for the appropriateness of their use. These are matters of concern because over reliance on technology can impede the growth of your writing skills and offset the learning outcomes for this course.

*This statement is developed with / inspired by Paul Shvolin's AI policy at Ohio University

Academic Integrity

Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Dean of Students Office. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

Plagiarism and Misuse of Sources*

Different people and organizations have different understandings of what plagiarism is. A commonly shared idea, and one that extends to this classroom, comes back to the concept of intellectual property. Words and ideas can belong to people, and ownership must be acknowledged in public, regulated ways. Plagiarism, therefore, involves ethical, contextual, administrative, and punitive consideration that, in this classroom, is determined by the authority of the professor.

As writing instructors, we believe it is important for our class policy to reflect a nuanced understanding of plagiarism and will make a reasonable effort to distinguish between **deliberate plagiarism**, **inadvertent plagiarism**, and **misuse of sources**. We also believe it is important for students to understand "plagiarism" as context-specific. This policy applies to work created for *this course*. I encourage you to ask questions about plagiarism across multiple academic and real-world spaces.

What is Plagiarism?

In academic contexts, plagiarism often involves the using other people's ideas and words without giving formal and public credit. I uphold this general definition but draw a line between deliberate plagiarism, inadvertent plagiarism, and the misuse of sources. I am guided by the Writing Program Administrator's "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)," which defines plagiarism as "occur[ing] when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source."



Deliberate Plagiarism

The key idea here is deception. A deliberately plagiarizing student seeks academic credit for content she did not create and does not cite. While instructors cannot prove intent, in this course we will automatically consider evidence of the following practices as acts of deliberate plagiarism:

- Purchasing or downloading a piece of writing from an online paper mill (for example, BestResearchPaper.com; Free-College-Essays.com; PaperDue.com).
- Taking verbatim (word-for-word) content from other sources without quotation marks and/or attribution to the extent that the author's own writing makes up less than half of the assignment in question.
- Arranging for another person to write a project.
- Turning in an assignment written for another class without formal written permission from both/all involved instructors.

Deliberate plagiarism short-circuits our learning outcomes by allowing you to avoid actual writing practice. It is an ethical breach, and we will treat cases of it very seriously. A first case of deliberate plagiarism will result in an F for the involved assignment with no option to revise. A second case of deliberate plagiarism will result in an F for the course. The authority to determine what constitutes deliberate plagiarism rests with the professor.

Inadvertent Plagiarism

An inadvertently plagiarizing student does not know how to attribute credit to sources or what kinds of things require citation and *makes no attempt to do so in her writing, and/or omits critical elements of citation*. In this course inadvertent plagiarism includes the following:

- Failure to enclose verbatim (word-for-word) phrases, sentences, or passages within quotation marks (note: the verbatim content constitutes less than half of the project in question).
- Failure to include a context-appropriate bibliographic list for writing projects (e.g., MLA Works Cited page; APA References list)
- Failure to include in-text citations for quoted material and/or paraphrased material from a source that does not appear on the bibliographic list

Inadvertent plagiarism is a fixable problem. It is my hope that, after successful completion of writing courses at UNC, you will avoid inadvertent plagiarism in future writing projects. You may not know how to cite information perfectly, but you will know to ask questions: what is expected of me as a writer working with sources in this context? What are the preferred citation guidelines? What constitutes “common knowledge” in this particular field and for this particular writing?



The first two instances of inadvertent plagiarism in a final version of an assignment in this course will result in a zero for the assignment with the option to revise for regrading. A third case of inadvertent plagiarism will result in an F for the assignment with no option to revise. More than three cases of inadvertent plagiarism will result in failure for the course.

Misuse of Sources

Students come in to a first-year writing classroom with different writing backgrounds. I expect different levels of comfort with things like citation practices, working with outside source material, and understanding how to integrate source material into your own writing. Comfort with these activities is shaped by our past experiences with them—and that experience might range from “frequent” to “zero.”

If a student attempts to give credit to outside source material but does so incorrectly, or in a manner that does not meet the expectations established by the instructor and/or assignment, we do not consider that plagiarism. Like the CWPA, we consider unsuccessful attempts to attribute credit a misuse of sources. In this class, misuse of sources includes the following:

- Incorrectly formatted MLA / APA citations
- Failure to provide in-text citations for paraphrased material from a source that does appear on the bibliographic list
- Treating a specialized piece of information as common knowledge
- A “mismatched” bibliographic list and in-text citations
- Patchwriting

“Patchwriting” is a term coined by writing scholar and plagiarism expert Rebecca Moore Howard. As defined by [The Citation Project](#), it refers to writing that “restat[es] a phrase, clause, or one or more sentences while staying close to the language or syntax of the source.” Patchwriting is not plagiarism; as Howard explains, it can be “a valuable composing strategy in which the writer engages in entry-level manipulation of new ideas and vocabulary” (“A Plagiarism Pentimento” 233). I include “patchwriting” here beneath the Misuse of Sources category because I want to help you recognize it, and ideally move past it. In future or other classes and situations, patchwriting will likely be identified and treated as plagiarism.

The first two instances of misusing a source in a final version of an assignment in this course will result in a zero for the assignment with the option to revise for regrading. A third case of inadvertent plagiarism will result in an F for the assignment with no option to revise. More than three cases of inadvertent plagiarism will result in failure for the course.

*This section is developed from and inspired by a policy co-authored by Melody Denny and Mary Laughlin.



Course Calendar*

*This calendar represents a plan for this course and should give students a sense of the overall trajectory of the course; however, it will absolutely be modified to fit the pacing and needs to students. Please see Canvas for our most up-to-date calendar/due dates/events.

Week One: Course Intro: Rhetorical & Ethical Foundations of Research

Tuesday, August 27 & Thursday, August 29

Reading	Activities	Essay/Project Progress
Chapter 1 “What Are Research Methods” from <i>Try This: Research. Methods for Writers</i>	Syllabus review Community building <i>Try This</i> activities in Chapter 1	Reviewing Unit 1-4 assignment expectations
<i>Writing Commons:</i> “Research”	Stanford Study: Spelling	

Week Two: Course Intro: Rhetorical & Ethical Foundations of Research

Tuesday, September 3 & Thursday September 5

Reading	Activities	Essay/Project Progress
Chapter 2 “Making Research Ethical” from <i>Try This: Research. Methods for Writers</i> & Chapter 8 “Research & The Rhetorical Forms It Takes” from <i>Try This: Research. Methods for Writers</i>	<i>Try This</i> activities in Chapters 2 & 8; Chapters 1 & 2 Key Words Quiz Continued community building	Reviewing Unit 1-4 assignment expectations
<i>Writing Spaces:</i> “Why Visit Your Writing Center”	Stanford Study: Wrong Word	



Week Three: Unit 1: Working with Sources

Tuesday, September 10 & Thursday, September 12 (library day)

Reading	Activities	Essay/Project Progress
<p>Chapter 3 “Working with Sources” from <i>Try This: Research. Methods for Writers</i></p> <p>Writing Commons: “What is the Role of Citation in Academic & Professional Writing”</p> <p>Writing Spaces: “Reading Games: Strategies for Reading Scholarly Sources”</p>	<p>Continued community building</p> <p><i>Try This</i> activities in Chapter 3</p> <p>Stanford Study: Incomplete or Missing Documentation</p>	<p>Semantic worknet activity and critical reflection 1; bibliographic worknet activity and critical reflection 2</p>

Week Four: Unit 1: Working with Sources

Tuesday, September 17 & Thursday, September 19

Reading	Activities	Essay/Project Progress
<p>Chapter 3 “Working with Sources” from <i>Try This: Research. Methods for Writers</i> & Reading selected sources for your worknet</p> <p>Writing Spaces: “Creating, Using and Sharing Information in Research Communities”</p> <p>Writing Commons: “Information Literacy”</p> <p>Writing Spaces: “Annoying Ways People Use Sources”</p>	<p>Continued community building</p> <p><i>Try This</i> activities in Chapter 3</p> <p>Stanford Study: Mechanical Error with Quotation AND Poorly Integrated Quotation</p>	<p>affinity worknet activity and critical reflection 3; choric worknet activity and critical reflection 4; literature review due</p> <p>Peer Review Workshop</p>



Week Five: Unit 2: Working with Words

Tuesday, September 24 & Thursday, September 26

Reading	Activities	Essay/Project Progress
Read Chapter 4 “Working with Words” from <i>Try This: Research. Methods for Writers</i>	<i>Try This</i> activities in Chapter 4 focused on Discourse Analysis	Reviewing expectations for Unit 2 assignment
<i>Writing Spaces:</i> “ Punctuation’s Rhetorical Effects ”	Stanford Study: Missing Comma After Introductory Element AND Missing Comma with a Non-Restrictive Element	Invention work for Unit 2 assignment

Week Six: Unit 2: Working with Words

Tuesday, October 1 (NO CLASS, HSS DEI SYMPOSIUM DAY!) & Thursday, October 3

Reading	Activities	Essay/Project Progress
Read Chapter 4 “Working with Words” from <i>Try This: Research. Methods for Writers</i>	<i>Try This</i> activities in Chapter 4 focused on Content Analysis	Drafting work for Unit 2 assignment
	Stanford Study: Vague Pronoun	

Week Seven: Unit 2: Working with Words

Tuesday, October 8 & Thursday, October 10

Reading	Activities	Essay/Project Progress
Read Chapter 4 “Working with Words” from <i>Try This: Research. Methods for Writers</i>	<i>Try This</i> activities in Chapter 4 focused on Genre Analysis	Drafting work for Unit 2 assignment
	Stanford Study: Unnecessary Comma	



Week Eight: Unit 2: Working with Words

Tuesday, October 15 & Thursday, October 17 (ONLINE WEEK)

Reading	Activities	Essay/Project Progress
Read Chapter 4 “Working with Words” from <i>Try This: Research. Methods for Writers</i>	<p><i>Try This</i> activities in Chapter 4 focused on Rhetorical Analysis</p> <p>Stanford Study: Unnecessary or Missing Capitalization</p>	<p>Drafting and revising work for Unit 2 assignment</p> <p>Peer Review Workshop</p>

Week Nine: Unit 3: Working with People

Tuesday, October 22 & Thursday, October 24

Reading	Activities	Essay/Project Progress
<p>Read Chapter 5 “Working with People” from <i>Try This: Research. Methods for Writers</i></p> <p><i>Writing Spaces</i>: <u>“Introduction to Primary Research: Observations, Surveys, and Interviews”</u></p>	<p><i>Try This</i> activities in Chapter 5 focused on Surveys</p> <p>Stanford Study: Missing Word</p>	<p>Reviewing assignment and beginning to draft or refine research questions</p>

Week Ten: Unit 3: Working with People

Tuesday, October 29 & Thursday, October 31

Reading	Activities	Essay/Project Progress
Read Chapter 5 “Working with People” from <i>Try This: Research. Methods for Writers</i>	<p><i>Try This</i> activities in Chapter 5 focused on Interviews</p> <p>Stanford Study: Run-on & Comma Splice</p>	<p>refining research question, designing method, considering ethics, and analyzing the rhetorical situation</p>



Week Eleven: Unit 3: Working with People

Tuesday, November 5 & Thursday, November 7 (sub this day)

Reading	Activities	Essay/Project Progress
Read Chapter 5 “Working with People” from <i>Try This: Research. Methods for Writers</i>	Try <i>This</i> activities in Chapter 5 focused on Case Studies Stanford Study: Fragment	Conducting primary research

Week Twelve: Unit 3: Working with People

Tuesday, November 12 & Thursday, November 14

Reading	Activities	Essay/Project Progress
Read Chapter 5 “Working with People” from <i>Try This: Research. Methods for Writers</i>	Conducting research and starting analysis Stanford Study: Missing Comma in a Compound Sentence	Conducting research and starting analysis

Week Thirteen: Unit 3: Working with People

Tuesday, November 19 & Thursday, November 21

Reading	Activities	Essay/Project Progress
Read Chapter 5 “Working with People” from <i>Try This: Research. Methods for Writers</i>	Conducting research and starting analysis and/or one-on-one conferencing	Conducting research and analyzing data Peer review workshop

Week Fourteen: Unit 4: Remediation

Tuesday, November 26 & Thursday, November 28 (NO CLASS; THANKSGIVING)

Reading	Activities	Essay/Project Progress
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Reviewing Chapter 1 and 8 Writing Spaces: “ Navigating Genres ”	Introduction to Unit 4 Stanford Study: Unnecessary or Missing Apostrophe	Selecting product to remediate; beginning invention and drafting work
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Week Fifteen: Unit 4: Remediation

Tuesday, December 3 & Thursday, December 5

Reading	Activities	Essay/Project Progress
Reviewing Chapter 1 and 8	Continuing to work on Unit 4 Final exam study group & preparation	Finalizing unit 4 Peer review workshop

Final Exam

Mon, Dec 9 from 10:45am-1:15pm

The final exam will have two components:

1. **APPLY RESEARCH & WRITING SKILLS:** Explicate possible methods, ethical implications, and rhetorical considerations for a sample research question. Must draw on key terms from the semester. Final exam will be completed during class time at our scheduled final exam period.
2. **REFLECT ON COURSE OUTCOMES:** Reflect on the objectives and outcomes of this course and how you achieved them. Objectives / outcomes will be provided, and you will write a reflective essay, addressing each in turn and providing examples from your experience throughout the course.

Appendix: Course Mapping

LAC Written Communication Learning Outcomes + GTP Competency & SLOs	Course Mapping
<p>Written Communication:</p> <p>Competency in written communication is a student's ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum.</p> <p>Student Learning Outcomes (SLOs)</p> <p><i>Students should be able to:</i></p> <p>1. Employ Rhetorical Knowledge</p> <p>a. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.</p> <p>2. Develop Content</p> <p>a. Create and develop ideas within the context of the situation and the assigned task(s).</p> <p>3. Apply Genre and Disciplinary Conventions</p> <p>a. Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.</p>	<p>Unit 1 will include 1a (asking students to write for a specified audience for a specified purpose); 2a (asking students to develop multiple pages of content that address the rhetorical task); 3a (asking students to produce literature review that adheres to specific genre conventions and organization schema); 4a & 4b (students are required to include 6 sources in the essay and must provide accuracy in in-text citation and works cited); 5a (students are required to demonstrate attention to grammatical and mechanical accuracy in their essay and will be evaluated on this effort).</p> <p>Unit 2 Essay will include 1a (asking students to write for a specified audience for a specified purpose); 2a (asking students to develop multiple pages of content that address the rhetorical task); 3a (asking students to produce a primary research essay that adheres to specific genre conventions and organization schema); 4a & 4b (students are required to include both secondary and primary data sources in the essay and must provide accuracy in in-text citation and works cited); 5a (students are required to demonstrate attention to grammatical and mechanical accuracy in their essay and will be evaluated on this effort).</p> <p>Unit 3 Essay will include 1a (asking students to write for a specified audience for a specified purpose); 2a (asking students to develop 4-5 pages of content that address</p>

<p>4. Use Sources and Evidence</p> <ul style="list-style-type: none"> a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim. b. Follow an appropriate documentation system. <p>5. Control Syntax and Mechanics</p> <ul style="list-style-type: none"> a. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task. 	<p>the rhetorical task); 3a (asking students to produce an essay that adheres to specific genre conventions and organization schema); 4a (students are required to include 5 sources in the essay and must provide accuracy in in-text citation and works cited); 5a (students are required to demonstrate attention to grammatical and mechanical accuracy in their essay and will be evaluated on this effort).</p>
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Content Criteria for Intermediate Writing (GT-CO2)	Course Mapping
<p>1. Deepen Rhetorical Knowledge</p> <ul style="list-style-type: none"> a. Focus on rhetorical situation, audience, and purpose. b. Use voice, tone, format, and structure appropriately, deepening understanding of relationships between form and content in writing. c. Write and read texts written in several genres, for specified discourse communities. These communities may include professional or disciplinary discourse communities. d. Practice reflective strategies. <p>2. Deepen Experience in Writing</p> <ul style="list-style-type: none"> a. Develop recursive strategies for generating ideas, revising, editing, and proofreading for extensive, in-depth, and/or collaborative projects. b. Critique one's own and other's work. <p>3. Deepen Critical and Creative Thinking</p> <ul style="list-style-type: none"> a. Evaluate the relevance of context. b. Synthesize other points of view within one's own position. c. Reflect on the implications and consequences of the stated conclusion. <p>4. Use Sources and Evidence</p> <ul style="list-style-type: none"> a. Select and evaluate appropriate sources and evidence. 	<p>Unit 1 includes content criteria 1a (asking students to focus on a specific rhetoric situation, writing for a target audience and purpose); 1b (asking students to use appropriate format and structure according to assignment instructions); 1c (asking students to write for the classroom discourse community); 1d (students are required to write weekly reflective paragraphs, thinking through what they learned and the impact of their writing and revision choices throughout the process); 2a (students are required to move through drafting and peer review and revision processes); 2b (students are required to participate in extensive peer review workshoping); 3a (the essay explicitly asks students to analyze the rhetorical context of the source work addressing their research question); 3c (students are required to write weekly reflective paragraphs, thinking through what they learned and the impact of their writing and revision choices throughout the process); 4a (the essay requires students to select appropriate sources); 4b (the review and critical reflection component requires evaluation of sources); 5a (the essay requires student to practice grammatical and mechanical revision); 5b (the essay asks students to use new methodological vocabulary and follow a designated documentation system for the required sources).</p> <p>Unit 2 Essay includes content criteria 1a (asking students to focus on a specific rhetoric situation, writing for a target audience and purpose); 1b (asking students to use appropriate format and structure according to assignment instructions); 1c (asking students to write for the classroom discourse community in a research genre); 1d (students are required to write weekly reflective paragraphs, thinking through what they learned and</p>

<p>b. Evaluate the relevance of sources to the research question.</p> <p>5. Deepen Application of Composing Conventions</p> <p>a. Apply genre conventions including structure, paragraphing, tone, mechanics, syntax, and style to more extensive or in-depth writing projects.</p> <p>b. Use specialized vocabulary, format, and documentation appropriately.</p>	<p>the impact of their writing and revision choices throughout the process); 2a (students are required to move through drafting and peer review and revision processes); 2b (students are required to participate in extensive peer review workshopping); 3a (the essay explicitly asks students to gauge the relevance of context on a researcher’s methodological choices); 3b (the project requires students to address their own positionality as researcher); 3c (students are required to write weekly reflective paragraphs, thinking through what they learned and the impact of their writing and revision choices throughout the process); 4a & 4b (the essay requires students to select appropriate sources and to analyze their primary data in response to their designed research question); 5a (the essay requires student to practice grammatical and mechanical revision); 5b (the essay asks students to use new methodological vocabulary and follow a designated documentation system for the required sources).</p> <p>Unit 3 Essay includes content criteria 1a (asking students to focus on a specific rhetoric situation, writing for a target audience and purpose); 1b (asking students to use appropriate format and structure according to assignment instructions); 1c (asking students to write for the classroom discourse community in a research genre); 1d (students are required to write weekly reflective paragraphs, thinking through what they learned and the impact of their writing and revision choices throughout the process); 2a (students are required to move through drafting and peer review and revision processes); 2b (students are required to participate in extensive peer review workshopping); 3a (the essay explicitly asks students to gauge the relevance of context on a researcher’s methodological choices); 3b (the project requires students to address their own positionality as</p>
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	researcher); 3c (students are required to write weekly reflective paragraphs, thinking through what they learned and the impact of their writing and revision choices throughout the process); 4a & 4b (the essay requires students to select appropriate sources and to analyze their primary data in response to their designed research question); 5a (the essay requires student to practice grammatical and mechanical revision); 5b (the essay asks students to use new methodological vocabulary and follow a designated documentation system for the required sources).
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