



UNIVERSITY OF NORTHERN COLORADO

Extended Campus

College of Humanities & Social Sciences
English Department

UNC Dual Enrollment with Roosevelt High School

English 123-652: College Research Paper
Spring Semester 2021

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(or by appointment!)

Welcome to the ENG 123 syllabus! This austere document is meant to help everyone start off with similar expectations for what we will be doing this semester, as well as some valuable pieces of information for navigating the class. I like to be playful with it, but it really is important, and I expect you to read every word!

Ok, well, technically I don't expect you to read *every word* of the first section. Only if you want to. In the first section, you will find a big picture outline including a detailed description of what this course is about, its prerequisites, how it helps you fulfill the requirements for the liberal arts core of a degree, and what the state of Colorado hopes of you and me. These details are here for you to reference at any time, but do not include required materials, course policies, UNC resources, or the course calendar. For those, skip to "Class Logistics" on page four, "Class Reserves" on page seven, and "Tentative Course Calendar" on page ten.

THE BIG PICTURE

What this course is about...

This course is about writing and research, which from my perspective means it is about learning to seek, find, and share truth. Does this make us the hope of humankind?

Yes. Yes, it does.

The official description for the course is as follows:

Instruction in diction, style, logical analysis, research techniques and organization of college level research papers. (LAC, gtP)

Also, just so you know:

The Colorado Commission on Higher Education has approved English 123 for inclusion in the Guaranteed Transfer (GT) Pathways program in the gt-CO1 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://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>.

This basically means that this course should transfer to many institutions of higher education across the State of Colorado. Check the link if you are interested.

Prerequisites:

Since ENG 123 builds on other language skills, there is a required level of skill with language to take this class. This level of skill is demonstrated by having achieved one of the following prerequisites: An ENG 122 class, an ACT score of 30.0 or higher in English, **or** an SAT verbal score of 630 or higher prior to March 2016, or SAT Reading score of 34 or higher after March 2016.

How ENG 123 helps you fulfill the requirements for the Liberal Arts Core of a UNC Degree:

A lot of people have put a lot of thought into why this class should be taken by students, and what its goal should be. One reason why the class should be taken is that it satisfies a part of The Liberal Arts Core requirement for Written Communication. The following statement explains why this Written Communication requirement is important and what classes fulfill it:

The Liberal Arts Core Area 1 requirement in Written Communication 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 Area 1 students are required to take 6 credit hours in written communication coursework, 3 credit hours in area 1a (ENG 122) and 3 credit hours in area 1b (e.g. ENG 123 or ENG 225). 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.

So basically, this class is important to take because it will help you complete the Written Communication part of your Liberal Arts Core, and the Written Communication part of your Liberal Arts Core is important because it is what makes us basically jedi knights.

This is how it will be known that you are ready to become a competent jedi:

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.)

So be prepared for layered, interactive, and continual processes. You have been warned.

What the State of Colorado Hopes of You and Me:

What the state of Colorado hopes of you is recorded in a list known as the Student Learning Outcomes. I think it's a pretty good list, too. By the end of this course, the plan is that you will 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
 - a. organization, content, presentation, formatting, and stylistics choices, in particular forms and/or fields

In order to help you do this, the state also has certain expectations of me when it comes to what I teach. In fact, the Colorado Commission on Higher Education requires that any course which receives approval as GT-CO2 (including ours) must adhere to the list of course content criteria articulated below.

The 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.

Basically, if both you and I do what the state hopes we will, you'll gain access to a set of sacred keys that open and close doors all across the world. And that's actually not a joke. That's the truth.

CLASS LOGISTICS

Here I am going to describe what will be expected of you in class, including the required reading materials you will need to buy, the classroom policies and procedures, and our student code of conduct. Please read as though this were a secret message with instructions for how to save the world. (That is, carefully.)

Required Course Textbook

Just kidding. There is no required textbook for this class. There will, however, be required readings. I will either ask you to find these readings by using a search engine such as that of the UNC Library website, or I will provide them to you in Canvas.

Assignments

Over the course of this class, the goal is that each of you will write a research paper on a topic of your choice which shows that you have mastered certain elements of research and writing. This paper is only the end product of the semester, however. There are many other assignments that we will do to lead up to completing your final paper, and it is these that will likely make the biggest difference in what you learn. Here is a breakdown of the assignments you can expect this semester, along with what percentage of your grade each type of assignment is.

❖ **Learning Activities/Reflections (30% or 300 pts):**

Every week we will be learning new concepts/tools/skills to help you grow as a researcher and writer. These new things we learn will usually be covered in recorded lectures and class discussions/activities which we do during our synchronous sessions on Mondays and Wednesdays. I will then expect you to complete an exercise or reflection that either practices or contemplates what we have learned. There should be two of these every week (one for each synchronous session), and you should also have time to work on these during our synchronous session time. Completing each activity should usually win 10pts.

❖ **Preparation Assignments (30% or 300 pts):**

Because we will be working on our final papers all throughout the semester, there will be one assignment every week that is dedicated to working on that project. These assignments will usually ask you to apply what you've learned that week to whatever you are doing in your paper, although it may also sometimes involve creating drafts/peer reviewing others' work. These assignments can usually win 20 pts apiece.

❖ **Annotated Bibliography (10% or 100 pts):**

An annotated bibliography is a list of sources which you might use in your paper. For each source, you will include its bibliography entry as well as a paragraph or two describing the source and how it might fit into your own research. The goal of the annotated bibliography is to record what you research and remind you where to find things later.

❖ **Final Paper (25% or 250 pts)**

This will be a paper on a topic of your own choosing that presents an argument using research. The paper should be between 3500 words and 4500 words and include at least six peer reviewed sources.

❖ **Final Paper Presentation (5% or 50 pts)**

After you have completed your final paper, you will have a chance to give a presentation summarizing your paper's arguments for your peers. We'll talk more about what this will look like as we get closer to the presentation.

Note:

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)

Also note: The required grade to pass this course is a D. However, a student must earn a C- or above in order to transfer this course to another institution in Colorado.

Classroom Policies and Procedures:

There is an old saying that “ignorance of the law is no excuse for breaking it.” Bear that in mind as you read the following policies.

➤ **Late Work Policy:**

Late work will not be accepted in this course.

If you are offended by this policy, since the real point of the course is to learn the content and not necessarily to meet a bunch of deadlines, I completely understand.

One reason I have this policy is that, although I am magnificent, even *I* have my limits. I can do many things, but I cannot keep track of all your assignments if they are late. That’s the big reason.

The other reason I have this policy is because you never know when it will be absolutely necessary to get your work done on time.

Better to practice now, I guess.

➤ **Attendance Policy:**

Students may attend synchronous Zoom sessions on Mondays and Wednesdays from 10:40-12:20, if they so desire, where they may glean sacred wisdom from myself and each other. *Every* student in our class is guaranteed a seat in the renowned chamber of our virtual scholarly meeting, so long as they are conducting themselves worthily.

➤ **Codes & Conduct:**

Every group of people interact differently, and whether you are a knight or a pirate, sometimes it is helpful to have a code by which the people in your group interact. We’ll discuss what things are important to include in our own personal code for the class.

That having been said, there are certain expectations that each of you will be held to, according to the UNC statement of 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).

Note on Plagiarism:

This is one thing which *does not* fit into our student code of conduct—either for UNC or for this class. Basically, plagiarism is when you use someone else's work without giving it proper credit. The reason that this is a problem is that, first of all, it means you might get credit for work that is not yours (which reflects badly on a prestigious institution like UNC).

But the real problem is that it is bad for *you*. Whether you did it on purpose or didn't, whether you get caught or you don't, *you* ultimately have to pay the consequences.

There are lots of different levels of plagiarism, so let's take a look at a few examples so that you can see what I mean.

We'll start with the extreme. You really procrastinated that paper, and the prompt is really confusing. So you hire someone online to write the paper for you. You turn in the paper and, somehow, the instructor doesn't notice. You get a good grade on the paper with very little effort put in.

But none of you are that dishonest, right?

Ok then, you are really struggling with one of the paragraphs in your paper. You always have trouble with grammar and sentence structure, and you just can't imagine figuring out how to piece together what your source is saying with your own words. So instead of writing a paragraph with quotes in it, you just take the paragraph from your source and slip it into your paper. You put quotes around only small parts of it, so it looks like most of it is your own writing.

Alright. Both of these are very **intentional plagiarism**, and they are usually also very obvious. But even if nobody notices, you still lose out big time. First of all, let's say that you pass the class, but in your anthropology class next semester you discover that you have a research paper for *that* class, too. You try to plagiarize that paper, too, (after-all, you don't have practice writing papers like that), and your professor catches you. You get into huge trouble.

Or let's say you make it through university plagiarizing in many of your papers and are never caught. You graduate and get a job. But one day, you are asked to write up an analysis of some data or yearly report for a manager or something of that nature. Here's the rub: You still don't know how.

How long do you think that job is going to work? And what did you go to school for again?

So that's why intentional plagiarism just doesn't help you.

Now let's take another scenario. Imagine that you are putting together a research paper. You have carefully selected high quality sources that will support your point and integrated the information from these sources into your paper. But you have not mentioned where you got that information anywhere.

This is **unintentional plagiarism**. You didn't mean to plagiarize, you still did most of the hard work, but you just didn't credit your sources. Now, what's the problem?

Well, imagine that someone reads through your work. They are surprised by your argument, and this makes them wonder if it is really true. They flip through the paper looking for where you got your information, but they don't see any sources. So they drop the paper in a recycling bin as they walk by, saying "the writer probably made it all up."

What a bummer, right? After all that work finding all those excellent sources!

So don't plagiarize, not even accidentally. Give credit to those sources.

If you do plagiarize unintentionally, you will likely be asked to revise the assignment if you want points for it. If you plagiarize intentionally, I reserve the right to either ask you to revise for points, give you a zero on the assignment, or even give you a zero in the course depending on the severity of the instance in question.

Note: Misuse of sources is not plagiarism. This is when you have not quite learned how to cite a source in the required citation style, and so you try to give credit to the source but do not get the formatting of your citation correct. So, don't worry that you are plagiarizing if you are still learning a cite your sources in a certain way. Do bear in mind, however, that you can lose points for misuse of sources, and if the errors in citation are big enough, I may ask you to revise the piece.

So that's pretty much it! Whenever you have questions about the contents of these policies, let me know. They are ours going forward!

CLASS RESERVES

We have a lot of resources to help us in this class. This section of the syllabus makes you aware of some of these, such as special accommodations, the writing center, the UNC library, and the UNC network of mandatory reporters. If you need something that is not here, however, please consider asking me. There may be a service available to you!

Accommodations:

Students who believe they may need accommodations in this class are encouraged to contact the Counseling Office at Roosevelt High School as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

The Writing Center

For the moment, while a lot of things are virtual at UNC, the UNC Writing Center will be offering Email and Zoom sessions for assistance with writing assignments from any course or subject. Even if you think your writing is pretty good, it's always nice to have another reader look over your work.

Trained Writing Consultants are available for both Email and Zoom appointments, which can be made via our online scheduling system. Consultants can assist with all kinds of writing roadblocks including brainstorming, citing sources, and developing your ideas. For Email Sessions, simply upload your document and receive specific feedback based on your questions and concerns within 24 hours (Consultants do not respond on weekends). For Zoom sessions, you'll meet remotely with a Consultant to discuss your paper.

For more information, email the Writing Center at writingcenter@unco.edu or visit their website: www.unco.edu/writing-center.

The Writing Center also has a YouTube video available with some of this information at:
<https://youtu.be/QKbkUboj7LY>

The UNC Library

I hope we are all going to get to know the Michener Library resources well by the end of this course! There are millions of books and hundreds of databases available to help you research any topic imaginable—the researcher’s dream. And 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: <http://unco.libcal.com/appointment/25783>
- Stop by Michener Library (first floor) and look for the offices with a sign that reads ENG 122/ENG 123 Librarian.

UNC Network of Reporters and Supporters:

As a faculty member at UNC, I am aware of many resources and people who might be able to help you if you are in danger of harassment of any kind. I am also a mandatory reporter, which means that if I believe you might need help, I am required to share that information with the people who are supposed to be able to help you at UNC. Here are the details in our Student Safety and Title IX statement:

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, receiving academic and housing accommodations, obtaining with legal protective orders, and more.

Please be aware that all UNC faculty members are “responsible employees,” which means that if you disclose to a faculty member about a situation past, present, or future involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loftin. “Disclosure” may include communicate in person, in class, via email/phone/text message, through in/out of class assignments, or through any other form of communication. Larry or a trained staff member in the Office of Institutional Equity and Compliance will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.

If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community, who can connect you with support services and help explore your options now, or in the future:

- UNC’s Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-351-4040 or <http://www.unco.edu/asap>
- UNC Counseling Center: 970-351-2496 or <http://www.unco.edu/counseling>
- UNC Psychological Services: 970-351-1645 or <https://www.unco.edu/cebs/psychological-services-clinic/>

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexual-misconduct or contact the Office of Institutional Equity and Compliance (970-351-4899).

Please also be aware that university faculty may also be required to disclose any incidents of other kinds of abuse they know about, past, present, or future, to the University.

School is hard, and so are many things for many people. Don't be afraid to ask for help.

Dropping or Withdrawing from a UNC Dual Enrollment Course:

Note: Drop and withdrawal dates for the courses at your school can be found at:

<https://extended.unco.edu/courses/dual-enrollment/high-school/roosevelt-johnstown/>

Please use the [Dual Enrollment Drop & Withdrawal Form](#).

- You can drop your course up until the designated Drop Deadline. The course will be removed from your transcript and you will receive a full tuition refund.
- After the Drop Deadline and up until the Withdrawal Deadline you can withdraw from your course. The course will remain on your transcript with a grade of "W" (this does not impact your GPA), and there is no tuition refund.
- After the withdrawal deadline you are unable to be removed from the course. The course will remain on your transcript with the grade that you have earned, and there is no tuition refund.
- If you stop attending the course but fail to officially withdraw from the course(s), you will be responsible for full tuition and fees and the course grade will remain on your transcript.

This concludes our class syllabus.

Welcome to the circle of the enlightened.

Also remember: This syllabus is subject to change.

As are many things.

TENTATIVE COURSE CALENDAR:

Week 1: Intro to course!

1/6 W-Rubbing shoulders and writing our code of honor.

*Tasks: Read syllabus and view assigned materials for next week's class.**

Week 2: Asking Questions We Care About and Can Answer

1/11 M-Practicing Inquiry (*Learning Activity/Reflection 1*)

1/13 W-Finding Questions (*Learning Activity/Reflection 2*)

Tasks: View assigned materials for next week's class and complete Preparation Assignment 1

Week 3: Looking for Quality

1/18 M-Looking for evidence. (*Learning Activity/Reflection 3*)

1/20 W-What information do you trust? (*Learning Activity/Reflection 4*)

Tasks: View assigned materials for next week's class and complete Preparation Assignment 2

Week 4: Finding Answers... Maybe

1/25 M-Key Terms & Topical Research Methods (*Learning Activity/Reflection 5*)

1/27 W-Practicing Topical Research/Recording Findings (*Learning Activity/Reflection 6*)

Tasks: View assigned materials for next week's class and complete Preparation Assignment 3

Week 5: Taking Things to the Next Level

2/1 M-Research Cycle & Lab(*Learning Activity/Reflection 7*)

2/3 W-Research Cycle & Lab (*Learning Activity/Reflection 8*)

Tasks: View assigned materials for next week's class and complete Preparation Assignment 4

Week 6: Developing an Argument from Your Research

2/8 M-What question does your research answer? (*Learning Activity/Reflection 9*)

2/10 W-What is the answer? (*Learning Activity/Reflection 10*)

Tasks: View assigned materials for next week's class and complete Preparation Assignment 5

Week 7: Bibliographical Citations

2/15 M-Why bibliographical information is helpful. (*Learning Activity/Reflection 11*)

2/17 W-Creating bibliographical lists. (*Learning Activity/Reflection 12*)

*Tasks: View assigned materials for next week's class and complete **Annotated Bibliography***

Week 8: Establishing Evidence

2/22 M-Good evidence? (*Learning Activity/Reflection 13*) **Use articles?**

2/24 W-Collecting evidence (*Learning Activity/Reflection 14*).

Tasks: View assigned materials for next week's class and complete Preparation Assignment 6

Week 9: Creating the Right Point of View

3/1 M-Giving explanations. (*Learning Activity/Reflection 15*)

3/3 W-Collecting explanatory material (*Learning Activity/Reflection 16*)

Tasks: View assigned materials for next week's class and complete Preparation Assignment 7

Week 10: How to Organize Findings

3/8 M-Looking at the possibilities (*Learning Activity/Reflection 17*)

3/10 W-Trying things on. (*Learning Activity/Reflection 18*)

*Tasks: View assigned materials for next week's class and complete Preparation Assignment 8 (**outline**)*

Week 11: Roundtables

3/15-Preparing for roundtables

3/17-Roundtables day!

Tasks: View assigned materials for after Spring Break

Week 12: SPRING BREAK!!!!

Week 13: Paragraphs

3/29 M-On writing paragraphs (*Learning Activity/Reflection 19*).

3/31 W-On writing paragraphs (*Learning Activity/Reflection 20*).

Tasks: View assigned materials for next week's class and complete Preparation Assignment 9

Week 14: The Beginning, the Middle, and the End

4/5 M-Introductions (*Learning Activity/Reflection 21*)

4/7 W-Transitions and Endings (*Learning Activity/Reflection 22*)

Tasks: View assigned materials for next week's class and complete Preparation Assignment 10 (first draft)

Week 15: Peer Review 1

4/12 M-Peer Review (Preparation Assignment 11)

4/14 W-Revision & Responding to Peer Review (Learning Activity/Reflection 23)

Tasks: View assigned materials for next week's class and complete Preparation Assignment 12

Week 16: Revision & Citation Styles Tools

4/19 M-Revision Practice (Learning Activity/Reflection 24)

4/21 W-Citation Styles Tools (Learning Activity/Reflection 25)

Tasks: View assigned materials for next week's class

Week 17: Citation Styles/Sentence Structure

4/26 M-Sentence Structure Tools (Learning Activity/Reflection 26)

4/28 W-Lab for Citation Style & Sentence Structure (Learning Activity/Reflection 27)

Tasks: View assigned materials for next week's class and complete Preparation Assignment 13 (second draft)

Week 18: Peer Review 2

5/3 M-Peer Review (Preparation Assignment 14)

5/5 W-Revision & Responding to Peer Review (Learning Activity/Reflection 28)

Tasks: View assigned materials for next week's class and complete Preparation Assignment 15

Week 19: Creating Presentations

5/10 M-Example Presentation/Intro to Presentation Tools (Learning Activity/Reflection 29)

5/12 W-Presentation Lab (Learning Activity/Reflection 30)

Task: Complete presentation!

Week 20: Presentations

Week 21: Presentations

Task: Complete final research paper!

*Assigned materials for classes might include readings, video lectures, films, etc. They are intended to be viewed before Monday's class so that everyone can talk