COLLEGE WRITING B (Online)
Writing 111, Research Writing

Syllabus

INSTRUCTOR
Professor Dennis Dirks

TEXTS
Language Awareness: Readings for College Writers, edited by
Eschholz, Rosa, and Clark (LA) [now in its tenth edition]
A Writer’s Reference, written by Diana Hacker [now in its sixth edition]

PREREQUISITE
A grade of “C-” or “Credit” or better in Writing 110 or Writing 109

ACCESS TO INSTRUCTOR
Send work to the instructor through the Assignment Tool icon on our
Blackboard site. Your work will also be returned to you through the
Assignment Tool.

Send any questions you may have to the instructor through an email
sent to him at rdirks@laverne.edu. He will respond to your questions
through a reply email returned to the same address you used
originally.

ORIENTATION
Welcome to the second semester of the two-semester sequence of Writing 109/110
and Writing 111!

In Writing 109/110 you developed skills in expository writing in major rhetorical
forms. You worked toward a mastery of grammar. You gained experience in writing
at the college level.

In Writing 109/110 your writing was drawn mostly from your own experience and
personal opinion. Writing 111 will be a formal invitation to explore the experiences
and the thinking of others through the process of research writing. Research writing
is at the base of all formal academic work. And at the base of research writing is the
ability to read analytically, think critically, and write clearly.

THE PROCESS OF THIS COURSE
Analytical reading is the process of understanding your source material precisely, in
depth, and on its own terms. Critical thinking is the process of evaluating and
working productively with your source material. Clear writing is writing that actually
communicates with the reader what you intend it to. This course will help the
student develop each of these skills through readings (primarily in LA) and assigned
writing projects. The four major papers are designed to provide opportunities for
you to integrate all the various skills needed for college writing.

This course will also help you develop the technical skills needed for the writing of
college-level research papers. It will help you build skills in summarizing,
paraphrasing, and quoting from source material. It will help you develop the skill of
discernment about when documentation of a source is necessary. There will also be instruction and practice in how to write papers in two of the documentation styles commonly in use by academics today: MLA and APA.

PAPERS YOU SUBMIT
All papers must conform to academic standard format as specified in the documents available to you under the Assignments button (Week One) and the Syllabus button on this Blackboard site. Also, before you submit a paper, be sure you maintain a computer original of the paper. In addition, be sure to keep all returned, graded papers until after receiving the final grade for this course.

Write all papers using Microsoft Word software, which is the default word processor for this university. Note that Microsoft Works is NOT the same as Microsoft Word.

Please submit all papers to the instructor through the Assignment Tool on this Blackboard site. Unhappy experience has proven that papers can be delayed for a day and more or are lost entirely when submitted via email through regular ISPs. Using Blackboard’s Assignment Tool guarantees that your papers will get to the instructor safely and instantly; further, both you and the instructor have a record of the date and time of your submission.

ACADEMIC HONESTY
This university’s policy:

Each student is responsible for performing academic tasks in such a way that honesty is not in question.
1. All tests, term papers, oral and written assignments, and recitations are to be the work of the student presenting the material.
2. Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source; use of exact wording requires a “quotation” format.
A faculty member who has proof that academic honesty has been violated may take appropriate disciplinary action, including the refusal of course credit. (ULV Catalog)

Part of the protocol for this course is to help you learn how to do your academic work “in such a way that honesty is not in question.” One component of this course is to acquaint you with the concept and principles of documentation, and that work will include helping you to be able to discriminate what needs to be documented and how.

LATE WORK
A paper is late if it is not submitted to the instructor on the date and by the time of day it is due. One late paper can receive full credit provided it is submitted within one week of the due date and time. All subsequent late papers will be penalized by a ten-point reduction for each week they are late.

REVISIONS
Each paper may be resubmitted once for a better grade. If a paper receives an “A” or “A-,” no rewrite is necessary. If a paper receives a “B+,” “B,” or “B-,” the student is encouraged to revise/rewrite and resubmit. If a paper receives a “C+,” “C,” or “C-,” the student is encouraged to do the rewrite with the guidance of a tutor provided by ULV’s Learning Enhancement Center (LEC). If a paper receives a “D+” or lower,
the student is required to do the rewrite with the guidance of an LEC tutor, and the
tutor is expected to provide email affirmation to the instructor that such guidance
has been provided. Just resubmitting a revised paper does not assure a better grade, of course; only significant improvement in the paper itself warrants a better grade.

Revised papers are evaluated according to a higher standard. In other words, it is expected that a revised paper will have addressed all the issues pointed out in the instructor’s reply to the original paper and made improvements. It is expressly understood that the instructor will not edit a paper; i.e., he will not point out each and every error in a paper. If, for example, the instructor notes a single instance of a problem with pronoun reference or improper use of a punctuation mark, it is the student’s responsibility to review the entire paper, finding and correcting all additional occurrences of noted problems.

If a revised paper receives a lower grade than the original paper received, the original grade will be kept. No student ever risks a lowered grade for trying to revise and improve a paper.

A revised paper must be resubmitted within one calendar week of the date on which it was returned to the student by the instructor through the Assignment Tool. If a revised paper is turned in later than this, it will be subject to late penalties as described in “Late Work” above.

**GRADING**
This university defines “A” work in this way:

Clearly stands out as excellent performance. Has unusually sharp insight into material, initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines, anticipates next steps in progression of ideas.

“B” quality work is defined by the university as follows:

Grasps subject matter at a level considered to be good to very good. Is an active listener and participates in class discussion. Speaks and writes well. Accomplishes more than the minimum requirements. Work in and out of class is of high quality though rarely outstanding.

Following are the university’s definitions of “C,” “D,” and “F” work:

“C” Demonstrates a satisfactory comprehension of the subject matter. Accomplishes the minimum requirements, and communicates orally and in writing at an acceptable level for a college student. Has a general understanding of all basic concepts.

“D” Quality and quantity of work in and out of class is below average and barely acceptable.

“F” Quality and quantity of work in and out of class are unacceptable.
Please note that it is the work that is graded. No grade, high or low, is a reflection on the student as a person. A grade is an assessment of the quality of the completed assignment.

In order to receive a grade in this course, all papers—Papers 1, 2, 3, and 4—must be submitted.

Work for this course is graded on a system of points. The arithmetic for the final course grade will be determined in ten percent increments of total points available where 90%-100% will be considered the “A” range, 80%-89.99% as the “B” range, and so on.

Please remember that your final grade must be a “C-” or better to pass this course. Contributing to your grade are scores on papers and other exercises, scores on quizzes posted on our Blackboard site, the score on the midterm exam, the score of the final exam, and satisfactory work on interactive quizzes provided on Hacker’s website. Late work, however, as described above, will compromise the final grade.

**STANDARDS FOR THE GRADING OF WRITING**
The standards of this university for the evaluation and grading of writing are as follows:

**Content:** 50%
- Completed all parts of the assignment
- Developed thoughtfully with appropriate support for ideas
- Synthesized/evaluated appropriate materials
- Original/appropriate approach; clear thesis

**Organization:** 25%
- Logical plan
- Appropriate order of ideas
- Appropriate beginning and conclusion
- Appropriate cohesion/progression of ideas/transition

**Form/Mechanics/Surface:** 25%
- Correct language control
  - No grammatical or sentence errors
  - No spelling/punctuation/capitalization errors
  - Correct idiom/word usage
- Followed assignment format standards (MLA, APA, or other)

Note, please, that the percentages above may vary significantly according to the nature of the assignment. For example, in accordance with the protocol for this course, several of the assignments are designed specifically for skill building in academic documentation styles and formatting; thus, in such assignments, those considerations will be weighed more heavily.

**SYLLABUS**
This syllabus is subject to change at the instructor’s discretion at any time.