



## ENGL 2010

**Division:** Humanities

**Department:** English

**Course:** ENGL 2010

**Title:** Intermediate Research Writing

**Catalog Description:**

Students will build on the skills learned in ENGL 1010 in this intermediate writing course designed to improve students' reading and writing skills, research skills, and critical thinking. The course may include expository, persuasive, and/or argumentative writing emphases. A major research paper is required. Students must achieve a "C-" or higher in this course to receive GE credit.

**General Education Requirements:** English

**Semesters Offered:** Fall, Spring

**Credit/Time Requirement:** Credit: 3; Lecture: 3; Lab: 0

**Clock/Hour Requirements:** 0

**Offered for Non-Credit:** No

**Prerequisites:** Completion of ENGL 1010 or equivalent with a grade of C- or better

**Justification:**

ENGL 2010 (or 201H) meets a General Education requirement for graduation and will readily transfer to all state institutions.

This course provides students with the opportunity to develop research and written communication skills necessary for a successful college experience.

Critical thinking skills, which may apply to all areas of study, are developed through challenging reading and writing assignments.

**Student Learning Outcomes:**

Students will be able to write clearly, informatively, and persuasively in a variety of settings.

Students will be able to examine a topic from multiple perspectives and/or defend a position.

Students will understand that plagiarism is a breach of academic honesty.

Students will learn how to assimilate information from a source in a way that maximizes clarity without violating academic integrity: paraphrase, summary, and direct quotation.

Students will learn to cite sources according to a documentation system that meets the expectations of the intended reader.

Students will learn to locate resources in libraries and in other traditional and electronic media.

Students will know how to evaluate the quality of a source.

### **Content:**

With the support of instructor-chosen texts which may include writing handbooks, documentation handbooks, and readers, students will study the following: (See Representative Texts below.)

- traditional and electronic research methods and source quality
- how to avoid plagiarism through use of proper summary, paraphrase, quotation, and documentation techniques
- how to synthesize personal ideas with those of a source in a clear and informative writing style
- how to apply critical thinking skills in writing about a specific topic

Students will write a minimum of 20 revised pages.

### **General Education Outcomes:**

#### 1) Read effectively, constructively, and critically.

Students read example research papers and related texts in order to understand and discuss the fundamentals of academic research writing. Students read a variety of source materials and evaluate the quality of those sources for possible assimilation into research papers.

#### 2) Write clearly, informatively, and persuasively.

Students write at least one revised research paper which conforms to the standards of a documentation system acceptable to the intended audience. Students learn to properly synthesize others' ideas and words using summary, paraphrase, and direct quotation. Papers and other assignments are returned with suggestions for improvement.

#### 4) Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media.

Students do library, Internet, and other types of research in order to write informative and/or persuasive papers. Students learn to locate sources, evaluate the quality of those sources, and interpret the source information for inclusion in research papers.

### **Key Performance Indicators:**

At the instructor's discretion, quizzes, tests, and short writing assignments may be used to evaluate student progress.

Various prewriting, research, and documentation exercises are returned with comments.

At least one revised research paper is returned with suggestions for improvement.

### **Representative Text and/or Supplies:**

Hacker, Diana. *A Writer's Reference*. current edition.

Trimmer, Joseph F. *A Guide to MLA Documentation*. current edition.

McQuade, Donald, and Robert Atwan. *A Writer's Presence: A Pool of Readings*. current edition.

Ramage, John D., John C. Bean, and June Johnson. *Writing Arguments: A Rhetoric with Readings*. current edition.

**Optimum Class Size: 25**

**Maximum Class Size: 25**

**Signatures:**

I hereby submit this course syllabus:

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Melanie Jenkins, MA, Associate Professor

I hereby find this course consistent with the goals and resources of the English Department:

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Melanie Jenkins, MA, Associate Professor, Chair

I hereby find this course consistent with the goals and resources of the Humanities Division:

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Sheryl James Bodrero, PhD, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

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Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

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Michelle Olsen, MLS, Campus Librarian (Richfield Campus)