Course Description

Provides an advanced introduction to the basic concepts and requirements of college-level writing. The course includes additional skills, methods, and techniques to improve and polish the student’s completed written documents.

Course Material(s)

No physical textbook is required; resources are integrated within the course.

Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Implement ideas of the writing situation, genre, and audience learned in English Composition I.
2. Develop an academically valid research topic.
3. Identify parts of an argument through persuasive writing.
4. Conduct research resulting in an annotated bibliography.
5. Produce an argumentative research paper.
6. Utilize the accepted APA style and conventions.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Study Guide**: Each unit contains a Study Guide that provides students with the learning outcomes, unit lesson, required reading assignments, and supplemental resources. Be sure to open the study guide documents in each unit of this course as all of the course content is found in the study guides.
2. **Learning Outcomes**: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
3. **Unit Lesson**: Each unit contains a Unit Lesson composed of interactive Adobe Captivate lessons, that discuss lesson material. Transcripts for each of the lessons are also available in each unit.
4. **Learning Activities (Non-Graded)**: These non-graded Learning Activities are provided to aid students in their course of study.
5. **Journals**: Students are required to submit Journals in Units I-VIII. Journals provide students the opportunity to reflect critically on course concepts and ideas. Specific information about accessing the Journal rubric is provided below.
6. **Unit Assignments**: Students are required to submit for grading Unit Assignments in Units II-VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.
7. **Ask the Professor**: This communication forum provides you with an opportunity to ask your professor general or course content related questions.
8. **Student Break Room**: This communication forum allows for casual conversation with your classmates.
CSU Online Library

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, Ask a Librarian, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

Unit Assignments

Unit II Annotated Bibliography

Follow the directions below for the completion of the Annotated Bibliography assignment for Unit II. If you have questions, please email your professor for assistance.

- **Purpose:** The purpose of the annotated bibliography is to summarize the sources that you have gathered to support your research proposal project. These summaries help you to think about the complex arguments presented in your sources.
- **Description:** In this assignment, you will create an annotated bibliography consisting of seven sources. Each entry will consist of a reference list citation, a summary of the source’s information, and a one-sentence assessment. Each annotation should be between 150 to 200 words. If an entry is shorter than 150 words, it is likely you have not fully developed your summary, and this lack of development can severely impact your grade for this assignment.
- **Example:** Click here to access the annotated bibliography example.

As always, you may also seek out the guidance of the Writing Center; the Writing specialists are always there to assist you with your writing, comprehension, and APA formatting. You may submit writing assignments to the Writing Center by using a "Writing Center Request form" located in the myCSU Student Portal. To submit a Writing Center Request, log in to the myCSU Student Portal, click on University Forms in the top right menu. Then click on Courses. Towards the bottom of the list, you will find the Writing Center Request. You can fill out this form and attach your paper for assistance. Be advised that Writing Specialist require up to two business days to return requests. If you have questions concerning APA style or your writing assignment, you can contact the Writing Center at teamsucceed@columbiasouthern.edu or by phone at ext. 6538.

Information about accessing the grading rubric for this assignment is provided below.

Unit III Research Proposal

Follow the directions below for the completion of the Research Proposal assignment for Unit III. If you have questions, please email your professor for assistance.

- **Purpose:** The purpose of the research proposal is to help you to understand your project, to gain direction and feedback on your project, and to establish a blueprint for your project.
- **Description:** In this assignment, you will create a research proposal consisting of three sections:
  - Section 1: What is the topic? (100-150 words)
  - Section 2: What is the controversy? Include paragraphs that detail both sides of the controversy. (300-400 words)
  - Section 3: Your tentative thesis statement (one to two sentences)
- Click here to access the research proposal example.

All sources must be documented via APA citations and references. You may also seek out the guidance of the Success Center; the specialists are always there to assist you with your writing and comprehension.
Information about accessing the grading rubric for this assignment is provided below.

Unit IV Literature Review

Draft of Introduction and Literature Review

Follow the directions below for the completion of the introduction and literature review draft assignment for Unit IV. If you have questions, please email your professor for assistance.

Purpose: The purpose of this assignment is to begin drafting your academic argumentative research paper.

Description: In this assignment, you will first write your literature review; then, you will write your introduction. Please see “Lesson 4: The Introduction” for details on why it is suggested that you begin the drafting process with the literature review instead of the introduction. The following details are requirements of the assignment:

- Introduction (9-12 well-developed sentences/approximately 350 words): For more details about what is expected for each of the following sentences, please see “Lesson 4: The Introduction.” You may also want to review the “Example Introduction and Literature Review (with comments).” The following components must be included in the introduction (in the following order):
  - Sentence 1: Introduce the general topic
  - Sentence 2: Pro side (general)
  - Sentence 3: Con side (general)
  - Sentence 4: Narrow the scope (1)
  - Sentence 5: Examples of the narrowed topic
  - Sentence 6: Narrow the scope (2)
  - Sentence 7: Specific controversy
  - Sentence 8: Pro side (specific)
  - Sentence 9: Con side (specific)
  - Sentence 10: The thesis

- Literature Review (800-900 words): For details about the structure of the literature review, you will want to review “Lesson 3: The Literature Review: The Process.” You may also want to review the “Example Introduction and Literature Review (with comments).” The link is below.
  - Literature review preface: This paragraph acts as a guide to what the reader can expect in the literature review.
  - Literature review body: This section includes three to four body paragraphs that discuss the history, terminology, and both sides of the controversy (pro and con).
  - Literature review conclusion: The conclusion signals that the literature review is ending, but it also acts as a kind of preface for the body of the paper by restating the thesis statement and establishing your argument once again.

- Demonstrate how to summarize and paraphrase source materials.
- Demonstrate the avoidance of plagiarism through proper use of APA citations and references for all paraphrased and quoted material.

Example: Click here to access the example introduction and literature review. Note: The conclusion is not presented in this example; however, the literature review conclusion is a requirement of the assignment.

You may also seek out the guidance of the Success Center; the specialists are always there to assist you with your writing and comprehension.

Information about accessing the grading rubric for this assignment is provided below.

Unit V Assignment

Revision of Literature Review and Introduction

Follow the directions below for the completion of the introduction and literature review revision assignment for Unit V. If you have questions, please email your professor for assistance.

Purpose: The purpose of this assignment is to revise the introduction and literature review of your academic argumentative research paper, which you created a draft of in Unit IV.
Description: In this assignment, you will revise the introduction and literature review that you wrote for the Unit IV assignment. Revisions must be substantive and should be made in accordance with the professor's instructions. The following parts of the assignment must be revised:

- **Introduction (9-12 well-developed sentences/approximately 350 words):** For more details about what is expected for each of the following sentences, please see “Lesson 4: The Introduction.” You may also want to review the “Example Introduction and Literature Review (with comments).” The following components must be included in the introduction (in the following order).
  - Sentence 1: Introduce the general topic
  - Sentence 2: Pro side (general)
  - Sentence 3: Con side (general)
  - Sentence 4: Narrow the scope (1)
  - Sentence 5: Examples of the narrowed topic
  - Sentence 6: Narrow the scope (2)
  - Sentence 7: Specific controversy
  - Sentence 8: Pro side (specific)
  - Sentence 9: Con side (specific)
  - Sentence 10: The thesis

- **Literature Review (800-900 words):** For details about the structure of the literature review, you will want to review “Lesson 3: The Literature Review: The Process.” You may also want to review the “Example Introduction and Literature Review (with comments).” The link is below.
  - Literature review preface: This paragraph acts as a guide to what the reader can expect in the literature review.
  - Literature review body: This section includes three to four body paragraphs that discuss the history, terminology, and both sides of the controversy (pro and con).
  - Literature review conclusion: The conclusion signals that the literature review is ending, but it also acts as a kind of preface for the body of the paper by restating the thesis statement and establishing your argument once again.

- Demonstrate the avoidance of plagiarism through proper use of APA citations and references for all paraphrased and quoted material.
- Implement techniques of editing and revising.

Example: Click here to access the example introduction and literature review. Note: The conclusion is not presented in this example; however, the literature review conclusion is a requirement of the assignment.

You may also seek out the guidance of the Success Center; the specialists are always there to assist you with your writing and comprehension.

Information about accessing the grading rubric for this assignment is provided below.

**Unit VI Assignment**

**Body of Research Paper**

Follow the directions below for the completion of the body paragraphs draft assignment for Unit VI. If you have questions, please email your professor for assistance.

**Purpose:** The purpose of this assignment is to continue drafting your academic argumentative research paper.

**Description:** In this assignment, you will write three to four body paragraphs according to the form that is explained in “Lesson 3: The Body Paragraphs.” The following requirements must be included in the assignment:

- **Body Paragraphs:** You will construct three to four paragraphs comprised of five to seven sentences each. Each paragraph should be between 150-200 words. At a minimum, this portion of the paper should be around 450-600 words (for three to four paragraphs); a body section of this length will meet the minimum requirements of the assignment. The following components must be included in each body paragraph (in the following order).
  - Sentence 1: Point/reason sentence: This topic sentence will contain one of your reasons.
  - Sentence 2: Explanation: In this sentence, you provide information that further develops or explains Sentence 1.
  - Sentence 3: Illustration: This sentence introduces evidence that supports the reason that is presented in Sentence 1.
Sentence 4: Explanation of the illustration: Because the evidence does not necessarily stand on its own, you need to provide explanation so that the reader will understand how you interpreted the evidence to come to your reason.

Sentences 5-6: Second illustration and explanation (optional): You may choose to include a second piece of evidence that is then followed by an explanation.

Last Sentence: Transition: In this sentence, you will signal to the reader that you will be moving on to another point in the next paragraph. You do this to ease the movement from one point to another.

- Be sure to include the introduction and literature review you have already created and revised.
- Use APA conventions to cite and reference all sources used to support your argument.

Example: For an example of a body paragraph, please see the example in “Lesson 3: The Body Paragraphs.”

You may also seek out the guidance of the Success Center; the specialists are always there to assist you with your writing and comprehension.

Unit VII Assignment

The Body Revision

Follow the directions below for the completion of the body paragraphs revision assignment for Unit VII. If you have questions, please email your professor for assistance.

Purpose: The purpose of this assignment is to revise the body of your academic argumentative research paper, which you created a draft of in Unit VI.

Description: In this assignment, you will revise the three to four body paragraphs you wrote in Unit VI. The following requirements must be included in the assignment:

- Body Paragraphs: You will revise the body section of your paper based on feedback received from your professor in Unit VI. Please review here the guidelines for the body section of your research paper: This section will include three to four paragraphs comprised of five to seven sentences each. Each paragraph should be between 150-200 words. At a minimum, this portion of the paper should be 450-600 words (for three to four paragraphs); a body section of this length will meet the minimum requirements of the assignment. Revisions must be substantive and should be made in accordance with the direction given by the professor’s feedback. The following components must be included in each body paragraph (in the following order).
  o Sentence 1: Point/reason sentence: This topic sentence will contain one of your reasons.
  o Sentence 2: Explanation: In this sentence, you will provide information that further develops or explains Sentence 1.
  o Sentence 3: Illustration: This sentence introduces evidence that supports the reason that is presented in Sentence 1.
  o Sentence 4: Explanation of the illustration: Because the evidence does not necessarily stand on its own, you need to provide explanation so that the reader will understand how you interpreted the evidence to come to your reason.
  o Sentences 5-6: Second illustration and explanation (optional): You may choose to include a second piece of evidence that is then followed by an explanation.
  o Last Sentence: Transition: In this sentence, you will signal to the reader that you will be moving on to another point in the next paragraph. You do this to ease the movement from one point to another.

- Be sure to include the introduction and literature review you have already created and revised.
- Use APA conventions to cite and reference all sources used to support your argument.

Example: For an example of a body paragraph, please see the example in “Lesson 3: The Body Paragraphs.”

You may also seek out the guidance of the Success Center; the specialists are always there to assist you with your writing and comprehension.

Information about accessing the grading rubric for this assignment is provided below.
Unit VIII Research Paper

Conclusion and Abstract

Follow the directions below for the completion of the conclusion and abstract assignment for Unit VIII. If you have questions, please email your professor for assistance.

Purpose: The purpose of this assignment is to complete your academic argumentative research paper.

Description: In this assignment, you will first write your conclusion; then, you will write your abstract. The following components are requirements of the assignment:

- Conclusion (150-200 words):
  - Revisit the controversy.
  - Emphasize the seriousness of the controversy.
  - Answer the “So what?” question.
  - Suggest a general solution (optional).
  - Call for awareness/action.
  - Leave the reader with a final thought.

- Abstract (200 words or less): For this assignment, you may not exceed 200 words.
  - Restatement of the controversy (one to two sentences)
  - Your thesis (one sentence)
  - Reasons (three to four sentences)
  - Conclusion sentence (one sentence)

- Add the conclusion and abstract to the rest of your paper so that you are turning in a complete research paper.

The paper should include all of the following components (in order):
- Title page
- Abstract
- Introduction
- Literature review
- Body paragraphs
- Conclusion
- References page

You may also seek out the guidance of the Success Center; the specialists are always there to assist you with your writing and comprehension.

Information about accessing the grading rubric for this assignment is provided below.

APA Guidelines

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking here. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

Grading Rubrics

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Journal, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).
The Journal rubric can be found within Unit I’s Journal submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

Again, it is vitally important for you to become familiar with these rubrics because their application to your Journals, Assessments, and Assignments is the method by which your instructor assigns all grades.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Once you have completed Unit VIII, you MUST unsubscribe from the forum; otherwise, you will continue to receive e-mail updates from the forum. You will not be able to unsubscribe after your course end date.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

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Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

**Unit I**  
**Foundations of the Argumentative Research Paper**

- **Review:**
  - Unit Study Guide
  - **Learning Activities (Non-Graded):** See Study Guide

- **View:**
  - Video Unit Lessons 1.1 – 1.6: See Study Guide

- **Submit:**
  - Journal

**Notes/Goals:**

**Unit II**  
**Beginning the Research Process**

- **Review:**
  - Unit Study Guide
  - **Learning Activities (Non-Graded):** See Study Guide

- **View:**
  - Video Unit Lessons 2.1 – 2.8: See Study Guide
  - “Summarizing Sources” document found in Lesson 7.

- **Submit:**
  - Journal
  - Annotated Bibliography

**Notes/Goals:**

**Unit III**  
**The Project Takes Form: Writing a Proposal**

- **Review:**
  - Unit Study Guide
  - **Learning Activities (Non-Graded):** See Study Guide

- **View:**
  - Video Unit Lessons 3.1 – 3.6: See Study Guide

- **Submit:**
  - Journal
  - Research Proposal

**Notes/Goals:**
## Unit IV: Beginning the Drafting Process

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**View:**
- Video Unit Lessons 4.1 – 4.5: See Study Guide

**Submit:**
- Journal
- Literature Review

**Notes/Goals:**

## Unit V: Understanding Editing and Revising as a Process

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**View:**
- Video Unit Lessons 5.1 – 5.6: See Study Guide

**Submit:**
- Journal
- Assignment

**Notes/Goals:**

## Unit VI: Drafting the Argument

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**View:**
- Video Unit Lessons 6.1 – 6.4: See Study Guide

**Submit:**
- Journal
- Assignment

**Notes/Goals:**

## Unit VII: Revisiting the Structure

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**View:**
- Video Unit Lessons 7.1 – 7.4: See Study Guide

**Submit:**
- Journal
- Assignment

**Notes/Goals:**
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<th>Pulling It All Together</th>
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