



## Course Description

Advanced introduction to the basic concepts and requirements of college-level writing. Presents additional skills, methods, and techniques to improve and polish the student's completed written documents.

## Prerequisites

EH 1010: English Composition I or equivalent

## Course Textbook

Aaron, J. E. (2010). *The Little, Brown compact handbook with exercises* (7th ed.). New York, NY: Longman.

Note: This textbook is a custom edition. Chapters 58, 60, & 61, along with pages 460-518, and 549-568 have been removed from *The Little, Brown compact handbook with exercises*, as they do not apply to this course.

Lester, J. D., Lester, J. D., Reinking, J. A., & von der Osten, R. (2010/2011). *Strategies for writing successful research papers* (Custom ed.). New York, NY: Pearson Learning Solutions.

Pringle, M., & Gonzales, J. (2010). *The APA style of documentation: A pocket guide* (Custom ed.). New York, NY: Pearson Learning Solutions.

## Course Learning Objectives

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

1. Apply and describe research strategies and methods for finding information.
2. Apply the steps of the writing process and appropriate research and citation methods to write a literature review, annotated bibliography, and research paper.
3. Critique writing samples in terms of style, substance, and appropriate research and citation methods.
4. Apply APA style guidelines within a literature review, annotated bibliography, and research paper.
5. Summarize academic sources for use in an annotated bibliography and literature review.
6. Differentiate between the writing styles and citation methods across different disciplines.

## Credits

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

## Course Structure

1. **Unit Learning Objectives:** Each unit contains learning objectives that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Written Lectures:** Each unit contains a Written Lecture, which discusses lesson material.
3. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbooks. Units II, III, and V also contain Supplemental Readings.

4. **Key Terms:** Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.
5. **Learning Activities (non-graded):** These non-graded Learning Activities are provided to aid students in their course of study.
6. **Unit Assessments:** This course does NOT have assessments.
7. **Assignments:** This course has eight assignments, one to be submitted for each unit. With each assignment, students will work toward completing the final draft of the Research Paper (due in Unit VIII). Specific information and instructions regarding these assignments are provided below in this syllabus. Following is a list of each assignment and the unit in which it is due.
  - a. Unit I Assignment – due in Unit I
  - b. Research Proposal – due in Unit II
  - c. Annotated Bibliography – due in Unit III (Students will need access to Microsoft Word to access the Annotated Bibliography Template provided in the assignment instructions.)
  - d. Research Paper Draft 1 – due in Unit IV
  - e. Formal Sentence Outline – due in Unit V
  - f. Research Paper Draft 2 – due in Unit VI
  - g. Research Paper Draft 3 – due in Unit VII
  - h. Research Paper Final Draft – due in Unit VIII
8. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.
9. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

## Unit I Assignment

This assignment has three parts total: Topics Inventory, Controlling Idea Statement, and Short Proposal. Submit all three parts in one document.

### Part 1: Topics Inventory

For the Topics Inventory, you will construct a list of topics from which you may choose one to develop into a Research Paper for this course. This exercise is based on the models on p. 318 of *Strategies for Writing Successful Research Papers*, so you will want to refer back to this page for examples.

#### Purpose:

The purpose of this assignment is to help you formulate an inventory of topics that you are interested in so that you may choose one to research in Unit II and develop into a Research Proposal. Be sure to choose a topic that you are invested in, as you are more likely to be motivated and excited about a subject that interests you. You will want to choose a topic that is academically viable, for as Lester et al (2011) state, “You can’t write a personal essay and call it a research paper, yet you can choose topics close to your life” (p. 318).

#### Description:

You will supply four topics in the following categories:

1. Academic subject
2. Social issue
3. Scientific subject
4. Cultural background

Within each of these categories, you will supply a topic developed in three ways:

1. Personal interest
2. The category (academic study, social issue, scientific subject, and cultural background)
3. Three possible academic topics

Example: Academic study

1. Personal interest: Cars
2. Academic subject: Eco-engineering
3. Possible academic topic:
  - “The Fate of Hybrid Vehicles: The Cost Is Not Worth the Environmental Toll”
  - “Hydrogen Cars: Are They a Safe Alternative?”
  - “Electric Cars Are Not ‘Saving’ Environmental Resources, Only Saving Money at the Gas Pump”

The Topics Inventory is worth 40 points of this assignment.

## **Part 2: Controlling Idea Statement**

Understanding your controlling idea will aid you in your research endeavor in Unit II as you launch into researching materials to help you better develop your Research Paper.

### **Purpose:**

The purpose of this exercise is to help you bridge between your Topics Inventory and your Short Proposal by helping you to formulate a controlling idea statement.

### **Description:**

You will formulate a controlling idea statement through one of the following: a thesis, an enthymeme, or a hypothesis. For this assignment, you are required to only produce one Controlling Idea Statement. It should be a statement, not a question. Further, your final Research Paper will be an argumentative, research-based, academic-style Research Paper; therefore, your Controlling Idea Statement must propose an argument. In other words, your Controlling Idea Statement must be a contestable statement that invites argumentation—something that you must prove or support with research.

### **Process:**

Refer back to your Topics Inventory and Chapter 14, Section 14f, of *Strategies for Writing Successful Research Papers*, “Developing a Thesis Statement, Enthymeme, or Hypothesis” (pp. 328-331).

Follow these steps, and draft a Controlling Idea Statement:

1. Choose one topic from the list of four that you created when you wrote your Topics Inventory. Consider these questions when choosing your topic: Which of these topics is most appealing to you? Which one seems as though it has the most possibility for ease of researching and for developing a research paper?
2. Choose one type of Controlling Idea Statement you would like to write:
  - a thesis statement “advances a conclusion the writer will defend”;
  - an enthymeme “uses a *because* clause to make a claim the writer will defend”;
  - a hypothesis “is a theory that must be tested...to prove its validity” (Lester & Lester, 2010, p. 328).
3. Draft your statement; use the examples in Section 14f as examples to assist you.
4. Save a copy of this statement for yourself, and submit your Controlling Idea Statement with the Unit I Assignment.

The Controlling Idea Statement is worth 10 points of this assignment.

## **Part 3: Short Proposal**

For the Short Proposal, you will write a research proposal developed from the Topic Inventory you constructed and the Controlling Idea Assignment (a thesis, an enthymeme, or hypothesis).

Your Short Proposal must be between 150-200 words and written in one cohesive paragraph. All source material used in the Short Proposal must be cited correctly according to APA convention and style. If material is quoted, then quotation marks must be used, along with a parenthetical citation. If material is paraphrased, then a parenthetical citation giving attribution to the author must be used. A list of references must be included as well. Textbooks should not be included on a references list.

**Purpose:**

The purpose of this assignment is to help you prepare for the next stages of the Research Paper writing process that you will participate in for Unit II, which will give you the foundations of research methods. In Unit II, you will be writing a full-fledged Research Proposal as well, so you will want to seriously consider what you write for this Short Proposal as a precursor to that assignment.

**Description:**

This assignment is based on the models in Chapter 14, Section 14g, of *Strategies for Writing Successful Research Papers* (p. 331), so you will want to refer back to this page for an example. Your Short Proposal should include the following five elements:

1. The specific topic
2. The purpose of the paper: Your paper must be an argumentative paper, so you will want to cast your purpose statement towards this argumentative end.
3. The intended audience: If you are unsure about whom your audience might be, consult Chapter 1, Section 1d, of *The Little, Brown Compact Handbook with Exercises* (p. 7-8).
4. Your voice as a writer (informer, advocate, concerned citizen, etc.)
5. The preliminary thesis statement or opening hypothesis

The Short Proposal is worth 50 points of this assignment.

## Research Proposal (Unit II)

Follow the directions below for the completion of the Research Proposal assignment for Unit II. If you have questions, please email your professor for assistance. As always, you may also seek out the guidance of the Success Center; the tutors are always there to assist you with your writing and comprehension. You may contact the Success Center via email at [teamsucceed@columbiasouthern.edu](mailto:teamsucceed@columbiasouthern.edu) or by phone at ext. 6538.

**Purpose:**

The purpose of the Research Proposal is to mold the preliminary ideas you have about your topic and to develop them in an academic manner. This development occurs as a direct result of your research on the subject. Therefore, this is your first formal articulation of your project. The Research Proposal is the next step towards writing assignments that will help you construct your Research Paper.

**Description:**

In this 500-600-word, essay-style Research Proposal, you will develop the project that you intend to write about for your final Research Paper for this course. If your Research Proposal is less than this word count, then it is likely you have not fully developed your proposal or adhered to the assignment appropriately, which can severely impact your grade for this assignment. Your Research Proposal will include the elements listed below.

Your Research Proposal should also include a list of references in APA style and should adhere to APA convention throughout for in-text citation and style. For a sample Research Proposal, see pp. 331-335 of *Strategies for Writing Successful Research Papers*. Short and long proposals both have different elements that make up the framework of your Research Paper. Pay close attention to the example provided to get a firm idea of how to write your Research Proposal.

**Elements:**

Your Research Proposal grade will be largely based on your inclusion of the elements listed below, as well as your development of the project. For assistance, you might want to refer to Chapter 1, Section 1a, of *The Little, Brown Compact Handbook with Exercises* (pp. 3-4). Your Research Proposal must contain the following elements:

## 1. Cover page and APA formatting:

You will include an APA-style cover page for your Research Proposal. See the example on page 16 of *The CSU APA Guide (6th edition)*. Your cover page should include the following: the title of your future Research Paper (this may be changed as your project develops), your name, the title of the course, your professor's name, and the date of submission (with the month, date, and year). The cover page should also include a running head, along with a sequential page number in the upper right-hand corner.

The second page of your Research Proposal should contain a title block in the upper left-hand corner that includes the following: your name, the professor's name, the title of the course, and the date of submission. The title of the paper should be repeated and centered. See the example on page 17 of *The CSU APA Guide (6th edition)*.

## 2. Purpose:

Review the purpose statement on p. 333 of *Strategies for Writing Successful Research Papers*. You may also want to refer to Chapter 1, Section 1c of *The Little, Brown Compact Handbook with Exercises* (pp. 6-7). The following questions should be addressed in the first paragraph of your Research Proposal, which should be dedicated to establishing your purpose for doing this particular project.

- What is your rationale for this project?
- What do you hope to learn from the project, or what do you want to see happen as a result of it?
- Who is your audience for this project? Chapter 1, Section 1d, of *The Little, Brown Compact Handbook with Exercises* (pp. 7-8)
- What role will you play in this project: investigator or advocate?

## 3. Statement of qualification:

Address the following questions as they are applicable to your project.

- What is your investment in the topic?
- What personal experience do you bring to the topic?
- What special qualities do you bring to the project?
- How might your investment, experience, and special qualities make you particularly apt at developing this project?

## 4. Tentative argument:

Your final Research Paper for this course will be an argumentative, research-based, academic paper. While it is unlikely that you will have a concrete idea of what your entire argument will be at this point in the writing process, it is necessary for you to articulate your argument as you understand it to be right now. Address the following questions.

- What is the context surrounding your topic? In other words, is there some event that was a catalyst for bringing your topic into the public eye? (Optional)
- What is your explanation or definition of the topic?
- What is your analysis of the specific issue surrounding your topic?
- What is your tentative thesis statement or hypothesis?

## 5. References:

Include a references list as the last page of your Research Proposal. See the example on page 40 of *The APA Style of Documentation: A Pocket Guide*. There is an additional example on p. 525 of *The Little, Brown Compact Handbook*, which includes some explicit directions on formatting the references list. (These pages also begin sections in the textbooks that provide guidance on construction a references list.)

All entries are those that have been cited in the text. No others are to be included. No textbooks should be included on the references list.

## Annotated Bibliography (Unit III)

Follow the directions below for the completion of the Annotated Bibliography assignment for Unit III. If you have questions, please email your professor for assistance. As always, you may also seek out the guidance of the Success Center; the tutors are always there to assist you with your writing and comprehension. You may contact the Success Center via e-mail at [teamsucceed@columbiasouthern.edu](mailto:teamsucceed@columbiasouthern.edu) or by phone at ext. 6538.

### 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 and the massive information therein in terms of short, digestible articulations. In addition, these summaries will likely form the basis for Draft 1 of your Research Paper (the review of literature) that you will complete in Unit IV, which is largely comprised of summaries that are transitioned together and that form a conversation about the issue.

### Description:

In this assignment, you will create an Annotated Bibliography consisting of five sources. Each entry will consist of a reference list citation that precedes a 100-150 word summary of the source. If each of the five entries is less than the word count, it is likely you have not fully developed your summary, and this lack of development can severely impact your grade for this assignment. Your Annotated Bibliography will include the elements listed below.

### Elements:

Your Annotated Bibliography must contain specific elements. Your grade is largely based on your inclusion of these elements, as well as your ability to summarize your sources. For assistance, you may want to refer to the example in Chapter 20, Section 20f, of *Strategies for Writing Successful Research Papers* (pp. 436-438). The elements include the following.

#### 1. Cover page and APA formatting:

You will include an APA-style cover page for your Annotated Bibliography. See the example in *The APA Style of Documentation: A Pocket Guide* on p. 33. Your cover page should include the following: the title (in this specific case, the title should be "Annotated Bibliography"), your name, the title of the course, your professor's name, and the date of submission (with the month, date, and year). Because this is an Annotated Bibliography, your last name will appear in the running head, along with a sequential page number in the upper right-hand corner, instead of a portion of your paper title.

The second page of your Annotated Bibliography should contain a title block in the upper left-hand corner that includes the following: your name, your professor's name, the title of the course, and the date of submission (see p. 436 of *Strategies for Writing a Successful Research Paper*). No title should be used. Instead, the words "Annotated Bibliography" should appear centered where the title usually would be.

The following conventions should be followed as well. See the Annotated Bibliography Template for guidance:

- The entries should be ordered in alphabetical order according to the first substantive word in the reference list citation.
- The entire Annotated Bibliography should be double-spaced, with no additional spaces between entries.
- No reference list should be included with the Annotated Bibliography, as the entries themselves will contain the reference list citation information.
- The first line of each reference list citation should be flush left with the left-hand margin, and the second and proceeding lines should be indented ½" from the left-hand margin.
- The summary of each entry should be flush with the second line of each reference list citation.

#### 2. Entries:

Each of the five entries should begin with a reference list citation in APA format and be followed by a 100-150 word summary of the source's information. An Annotated Bibliography summary should include the most important information from the text. Sometimes, this means that you will broadly summarize larger portions of text (as in main ideas of a whole essay); other times, this means that you will focus on summarizing one paragraph out of an entire source. Whenever you quote information, use APA in-text citations. Should you require an example, see pp. 436-438 of *Strategies for Writing Successful Research Papers*.

## Annotated Bibliography Template:

The purpose of the Annotated Bibliography Template is to help you with the formatting of the Annotated Bibliography, which can be confusing. Replace the text on the Annotated Bibliography Template with your own information, using the document formatting as a guide. The APA formatting within the template is considered an example. If assistance is required, see *The APA Style of Documentation: A Pocket Guide*, or contact the Success Center or your professor. Click [here](#) to access the Annotated Bibliography Template. You will need access to Microsoft Word to access this document.

## Research Paper Draft 1 (Unit IV)

Follow the directions below for the completion of your Research Paper Draft 1 (the review of literature) for Unit IV. If you have questions, please email your professor for assistance. As always, you may also seek out the guidance of the Success Center; the tutors are always there to assist you with your writing and comprehension. You may contact the Success Center via email at [teamsucceed@columbiasouthern.edu](mailto:teamsucceed@columbiasouthern.edu) or by phone at ext. 6538.

### Purpose:

The purpose of Draft 1 is to build upon the Annotated Bibliography and to move forward in drafting your final Research Paper.

### Description:

In this assignment, you will build upon the summaries that you did for the Annotated Bibliography for Unit III. Unlike the Annotated Bibliography, however, the Draft 1 of your Research Paper is more than just a summary of sources. Instead, it is a conversation between sources wherein the student author places his or her sources into a conversation about topics surrounding the issue. You will need to review at least five academic sources for this assignment. You are not restricted to the sources used in the Annotated Bibliography, but that would be a good place to start.

### Elements:

Your Draft 1 grade is largely based on your inclusion of several elements and the overall quality of your writing. For assistance, you might want to refer to the examples in Chapter 20, Section 20g, of *Strategies for Writing Successful Research Papers* (pp. 438-444). Your Draft 1 must contain the following elements.

#### 1. Cover page and APA formatting:

You should include an APA-style cover page for your Draft 1. See the example on p. 33 of *The APA Style of Documentation: A Pocket Guide*. Your cover page should include the following: the title of your paper, your name, the title of the course, your professor's name, and the date of submission (with the month, date, and year). The running head should contain a portion of the title of the paper, along with a sequential page number in the upper right-hand corner.

The second page of your paper should contain a title block in the upper left-hand corner that includes the following: your name, your professor's name, the title of the course, and the date of submission. The title of the paper should be repeated again after this title block, centered with no underlining or font size change.

#### 2. Review of literature:

Below are techniques for writing a review of literature.

- Consider the topics that your sources cover. Then make a list of those topics. Cluster the topics together, and decide which sources speak to the same concerns.
- Decide which sources speak to the same issues, and decide which material from those sources that you will include.
- When sources discuss the same topic but do not agree, you should still include them in the same paragraph if you would like. There is nothing that says that two sources that disagree cannot be presented in the same paragraph.
- Remember to transition between ideas, sources, and paragraphs. Check out the list of transitional expressions on pp. 44-45 of *The Little, Brown Compact Handbook with Exercises*.
- Remember to include concise summaries of the material.

Avoid the following in a review of literature.

- Do not comment on the sources. Your job here is to present the material only, not to give your take on what it has to say.
- Do not include your argument. You do not want to argue in the review of literature because you are reviewing the literature, not asserting your argument. You will be able to argue for your position later in the paper.
- Do not just insert the summary paragraphs from your Annotated Bibliography. The review of literature is far more than just a list of paragraphs summarizing sources.
- Do not forget to cite your sources in text and to include a references page.

### 3. References:

Include a references list as the last page of the paper. See the example on page 40 of *The APA Style of Documentation: A Pocket Guide*. There is an additional example on p. 525 of *The Little, Brown Compact Handbook with Exercises*, which includes explicit directions on formatting the references list. All entries are those that have been cited in the text. No others are to be included. No textbooks should be included on the references list.

## Formal Sentence Outline (Unit V)

Follow the directions below for the completion of the Formal Sentence Outline assignment for Unit V. If you have questions, please email your professor for assistance. As always, you may also seek out the guidance of the Success Center; the tutors are always there to assist you with your writing and comprehension. You may contact the Success Center via email at [teamsucceed@columbiasouthern.edu](mailto:teamsucceed@columbiasouthern.edu) or by phone at ext. 6538.

### Purpose:

The purpose of the Formal Sentence Outline is to help you organize, design, and outline your final Research Paper for this course. Now that you have researched your topic and composed a review of literature that demonstrates your understanding of the conversation surrounding your topic, you are ready to begin fleshing out your paper—one section at a time. In the last three units of the course, you will write the remaining sections of your paper (introduction, body, conclusion, and abstract), and this outline will guide you through that process.

### Description:

In this 300-500-word, Formal Sentence Outline, you will organize and outline the project that you intend to write about for your final Research Paper. If your Formal Sentence Outline is less than the word count, it is likely you have not fully developed your outline or adhered to the assignment appropriately, and this lack of development can severely impact your grade for this assignment. Your outline will include the elements listed below.

Your Formal Sentence Outline should also include a list of references in APA style and should adhere to APA convention throughout for in-text citation and style.

### Elements:

Your grade is largely based on your inclusion of the following elements, as well as your development of the project. For a model, you might want to refer back to pp. 465-467 of *Strategies for Writing Successful Research Papers*. Your outline must contain the following elements.

#### 1. Cover page and APA formatting:

You should include an APA-style cover page for your Formal Sentence Outline. See the example on page 33 of *The APA Style of Documentation: A Pocket Guide*. Your cover page should include the following: the title (in this case, only the word "Outline" needs appear where the title would be), your name, the title of the course, your professor's name, and the date of submission (with the month, date, and year). Because this is an outline, your last name should appear as the running head, along with a sequential page number in the upper right-hand corner, instead of a portion of your paper title.

The second page of your Formal Sentence Outline should contain a title block in the upper left-hand corner that includes the following: your name, your professor's name, the title of the course, and the date of submission. The title of the paper should appear as "Outline." See the example on p. 34 of *The APA Style of Documentation: A Pocket Guide*. Note the running head and page number as well.

The entire outline should be double-spaced throughout, without additional spaces between sections.

## 2. Thesis:

The thesis statement should be provided at the beginning of the outline, and it should be labeled "Thesis," followed by a colon. The thesis statement should be an argumentative statement that embodies the argument of your paper. Please see the directions for double-checking the argumentativeness of your thesis statement in the lecture for Unit V.

## 3. Headings and subheadings:

You must include at least four headings in your outline, indicated by Roman numerals (I, II, III, IV). Each of these headings must have at least two subheadings, indicated by capital letters (A, B, C). The best outlines will break down these subheadings into topics, indicated with numerals (1, 2, 3). A framework for an outline might look like the following.

Thesis: Hydrogen cars might be the future's best hope for an environment-friendly family vehicle, but the unstable nature of the hydrogen that powers them is not worth the risk of personal injury.

- I. There have been a number of alternative cars designed in the last decade, but none that are as efficient as the hydrogen models. (Heading)
  - A. Efficiency for alternative car models means production costs do not exceed the financial strain of consumers. (Subheading)
    - 1. Hybrid cars are not as efficient as electric cars. (Topic)
    - 2. Electric cars place undue energy demands on society. (Topic)
  - B. Subheading 1.2
    - 1. Topic
    - 2. Topic
- II. Heading II
  - A. Subheading 2.1
    - 1. Topic
    - 2. Topic
  - B. Subheading 2.2
    - 1. Topic
    - 2. Topic
  - C. Subheading 2.3
    - 1. Topic
    - 2. Topic
- III. Heading III
  - A. Subheading 3.1
    - 1. Topic
    - 2. Topic
    - 3. Topic
  - B. Subheading 3.2
    - 1. Topic
    - 2. Topic
- IV. Heading IV
  - A. Subheading 4.1
    - 1. Topic
    - 2. Topic
  - B. Subheading 4.2
    - 1. Topic
    - 2. Topic
    - 3. Topic

#### 4. **References:**

Include a references list as the last page of the paper. See the example on p. 40 of *The APA Style of Documentation: A Pocket Guide*. There is an additional example on p. 525 of *The Little, Brown Compact Handbook with Exercises*, which includes explicit directions on formatting the references list. All entries are those that have been cited in the text. No others are to be included. No textbooks should be included on the references list.

## **Research Paper Draft 2 (Unit VI)**

Follow the directions below for the completion of your Research Paper Draft 2 (introduction and review of literature) for Unit VI. If you have questions, please email your professor for assistance. As always, you may also seek out the guidance of the Success Center; the tutors are always there to assist you with your writing and comprehension. You may contact the Success Center via email at [teamsucceed@columbiasouthern.edu](mailto:teamsucceed@columbiasouthern.edu) or by phone at ext. 6538.

### **Purpose:**

The purpose of the second draft is to build upon the first draft that you have already written and to move your drafting process forward so that you can add a body, conclusion, and abstract to the paper, making it a cohesive and whole academic paper.

### **Description:**

In this assignment, you will take Draft 1 (review of literature), written in Unit IV, and write an introduction to your final Research Paper that sets the context for your project, establishes your argument, asserts your thesis, and allows for an easy transition from your review of literature. Your introduction alone should be between 250-350 words. If the introduction alone is less than this word count, it is likely you have not fully developed your introduction, and this lack of development can severely impact your grade for this assignment. Your Draft 2 should include the elements listed below.

### **Elements:**

The grade of your second draft is largely based on your inclusion of these elements and the overall quality of your writing. For assistance, you may want to refer to the examples in Chapter 23, Section 23a, of *Strategies for Writing Successful Research Papers* (pp. 507-509). Your Draft 2 must contain the following elements.

#### 1. **Cover page and APA formatting:**

You should include an APA-style cover page for your Research Paper Draft 2. See the example on p. 33 of *The APA Style of Documentation: A Pocket Guide*. Your cover page should include the following: the title of your paper, your name, the title of the course, your professor's name, and the date of submission (with the month, date, and year). The running head should contain a portion of the title of the paper, along with a sequential page number in the upper right-hand corner.

The second page of your paper should contain a title block in the upper left-hand corner that includes the following: your name, your professor's name, the title of the course, and the date of submission. The title of the paper should be repeated again after this title block, centered with no underlining or font size change.

#### 2. **Introduction:**

Draft and revise an introduction between 250-350 words to come before your revised review of literature. There are some pitfalls to writing an introductory paragraph, and you can avoid some of them by reading through the Checklist: "Avoid Certain Mistakes in the Introduction" on p. 495 of *Strategies for Writing Successful Research Papers*.

#### 3. **Review of literature:**

Using the comments that you received on your Draft 1, revise your review of literature, and include it with Draft 2.

#### 4. **References:**

Include a references list as the last page of the paper. See the example on p. 40 of *The APA Style of Documentation: A Pocket Guide*. There is an additional example on p. 525 of *The Little, Brown Compact Handbook with Exercises*, which includes explicit directions on formatting the references list. All entries are those that have been cited in the text. No others are to be included. No textbooks should be included on the references list.

### **Research Paper Draft 3 (Unit VII)**

Follow the directions below for the completion of your Research Paper Draft 3 (introduction, review of literature, and body) for Unit VII. If you have questions, please email your professor for assistance. As always, you may also seek out the guidance of the Success Center; the tutors are always there to assist you with your writing and comprehension. You may contact the Success Center via email at [teamsucceed@columbiasouthern.edu](mailto:teamsucceed@columbiasouthern.edu) or by phone at ext. 6538.

#### **Purpose:**

The purpose of Draft 3 is to build upon Draft 2 and to move your drafting process forward so that you can add a body, conclusion, and abstract to your paper, making it a cohesive, whole academic paper.

#### **Description:**

In this assignment, you will take Draft 2 (introduction and review of literature), written in Unit VI, and add the body of your paper. Your body paragraphs should contain the six elements indicated below and be developed in an appropriate manner. If the body does not contain these elements, it is likely you have not fully developed the body, and this lack of development can severely impact your grade for this assignment. You will need to write at least four body paragraphs while incorporating five academic sources for this assignment. The paragraphs should be thorough and cover all the listed elements. Your Draft 3 (introduction, review of literature, and body) should include the elements listed below.

#### **Elements:**

Your grade for Draft 3 is largely based on your inclusion of various elements and the overall quality of your writing. Your Draft 3 must contain the following elements.

##### 1. **Cover page and APA formatting:**

You should include an APA-style cover page for your Draft 3. See the example on p. 33 of *The APA Style of Documentation: A Pocket Guide*. Your cover page should include the following: the title of your paper, your name, the title of the course, your professor's name, and the date of submission (with the month, date, and year). The running head should contain a portion of the title of the paper, along with a sequential page number in the upper right-hand corner.

The second page of your paper should contain a title block in the upper left-hand corner that includes the following: your name, your professor's name, the title of the course, and the date of submission. The title of the paper should be repeated again after this title block, centered with no underlining or font size change.

##### 2. **Introduction:**

Using the comments that you received on your Draft 2, revise your introduction. There are some pitfalls to writing an introductory paragraph, and you can avoid some of them by reading through the Checklist: "Avoid Certain Mistakes in the Introduction" on p. 495 of *Strategies for Writing Successful Research Papers*.

##### 3. **Review of literature:**

Using the comments that you received on your Draft 1, revise your review of literature, and include it with this newest draft.

#### 4. **Body paragraphs:**

Each paragraph of the body of your Research Paper should be a cohesive unit. It should be tight, but developed. It should serve a function, and its purpose should always be to bolster the thesis. Therefore, you should use the following order for each paragraph in the body.

- a. **Topic sentence:** This sentence summarizes the entire paragraph in one strong, well-written sentence, and it directly supports the thesis statement.
- b. **Explanation of topic sentence (1-2 sentences):** Often times there is more to be said about the topic sentence, more explanation that is necessary in order for it to be a clear idea, so there are usually a few sentences that follow the topic sentence that explicate the idea more for the reader. These sentences not only “unpack” the topic sentence, but they also anticipate the evidence that will be used to support the topic sentence, usually indirectly.
- c. **Introduction to evidence (1-2 sentences):** No piece of evidence (quotation, example, paraphrase, etc.) should be dropped into a paragraph without first introducing it. An introduction might include the title of the source, the author, and/or a short description of the source/author’s credentials. In this way, no evidence is presented without a context because it is this context that makes the evidence meaningful.
- d. **Evidence:** The evidence that you present backs up your topic sentence and, by extension, supports your thesis statement. The evidence that you supply can be a number of things: a quotation from a source; a reasonable, illustrative example; a statistic; commentary from an interview; etc.
- e. **Explanation of evidence:** No piece of evidence stands on its own or is convincing on its own. Although it may seem to draw a direct line to your topic sentence to support it, often the reader needs you to make the connection between the two. Further, the general rule is that for each sentence of quoted material, your explanation should be just as long, so if you include a block quotation, the block quotation should be met with an equally long explanation.
- f. **Transition (1-2 sentences):** Transitions are essential for research papers because body paragraphs, especially, are written as units, and it is the transitions that allow for these units to be linked together. Take a look at the list of transitional expressions on pp. 44-45 in *The Little, Brown Compact Handbook with Exercises*.

#### 5. **References:**

Include a references list as the last page of your Research Proposal. See the example on p. 40 of *The APA Style of Documentation: A Pocket Guide*. There is an additional example on p. 525 of *The Little, Brown Compact Handbook*, which includes some explicit directions on formatting the references list. (These pages also begin sections in the textbooks that provide guidance on construction a references list.)

## **Research Paper Final Draft (Unit VIII)**

Follow the directions below for the completion of your Research Paper Final Draft for Unit VIII. If you have questions, please email your professor for assistance. As always, you may also seek out the guidance of the Success Center; the tutors are always there to assist you with your writing and comprehension. You may contact the Success Center via email at [teamsucceed@columbiasouthern.edu](mailto:teamsucceed@columbiasouthern.edu) or by phone at ext. 6538.

### **Purpose:**

The purpose of this final draft is to finish the paper you have been working on throughout the course by adding a conclusion and an abstract.

### **Description:**

In this assignment, you will assemble the final draft of your research paper you have been working on throughout the course. Your Research Paper Final Draft should include the elements listed below.

### **Elements:**

The grade of your Research Paper Final Draft is largely based on your inclusion of these elements and the overall quality of your writing. Your paper must contain the following elements.

## 1. Cover page and APA formatting:

You should include an APA-style cover page for your Research Paper. See the example on p. 33 of *The APA Style of Documentation: A Pocket Guide*. Your cover page should include the following: the title of your paper, your name, the title of the course, your professor's name, and the date of submission (with the month, date, and year). The running head should contain a portion of the title of the paper, along with a sequential page number in the upper right-hand corner.

The third page of your paper should contain a title block in the upper left-hand corner that includes the following: your name, your professor's name, the title of the course, and the date of submission. The title of the paper should be repeated again after this title block, centered with no underlining or font size change.

## 2. Abstract:

The abstract is a 120-word summary of your Research Paper, and it should be written only after you have finished writing the entire paper because how your abstract is worded largely depends on the development of your paper. Your abstract should be accurate, self-contained, concise and specific, non-evaluative, coherent, and readable. Your abstract may be modeled after the theoretical paper model or empirical study model (see p. 511 of *Strategies for Writing Successful Research Papers*). For an example of an abstract, see p. 511 in *Strategies for Writing Successful Research Papers*.

Your abstract must meet the following standards:

- Be no longer than 120 words
- Be located on the second page of your final draft
- Have a title of "Abstract" that is centered at the top of the page.

## 3. Introduction:

There are some pitfalls to writing an introductory paragraph, and you can avoid some of them by reading through the Checklist: "Avoid Certain Mistakes in the Introduction" on p. 495 of *Strategies for Writing Successful Research Papers*.

## 4. Review of literature:

The review of literature should be a smooth transition from the introduction of your paper and should present a controlled summary of the conversation surrounding your topic.

## 5. Body paragraphs:

Each paragraph of the body of your Research Paper should be a cohesive unit. It should be tight, but developed. It should serve a function, and its purpose should always be to bolster the thesis. Therefore, you should use the following order for each paragraph in the body.

- Topic sentence:** This sentence summarizes the entire paragraph in one strong, well-written sentence, and it directly supports the thesis statement.
- Explanation of topic sentence (1-2 sentences):** Often times there is more to be said about the topic sentence, more explanation that is necessary in order for it to be a clear idea, so there are usually a few sentences that follow the topic sentence that explicate the idea more for the reader. These sentences not only "unpack" the topic sentence, but they also anticipate the evidence that will be used to support the topic sentence, usually indirectly.
- Introduction to evidence (1-2 sentences):** No piece of evidence (quotation, example, paraphrase, etc.) should be dropped into a paragraph without first introducing it. An introduction might include the title of the source, the author, and/or a short description of the source/author's credentials. In this way, no evidence is presented without a context because it is this context that makes the evidence meaningful.
- Evidence:** The evidence that you present backs up your topic sentence and, by extension, supports your thesis statement. The evidence that you supply can be a number of things: a quotation from a source; a reasonable, illustrative example; a statistic; commentary from an interview; etc.

- e. **Explanation of evidence:** No piece of evidence stands on its own or is convincing on its own. Although it may seem to draw a direct line to your topic sentence to support it, often the reader needs you to make the connection between the two. Further, the general rule is that for each sentence of quoted material, your explanation should be just as long, so if you include a block quotation, the block quotation should be met with an equally long explanation.
- f. **Transition (1-2 sentences):** Transitions are essential for research papers because body paragraphs, especially, are written as units, and it is the transitions that allow for these units to be linked together. Take a look at the list of transitional expressions on pp. 44-45 in *The Little, Brown Compact Handbook with Exercises*.

## 6. Conclusion:

Your conclusion should pull together your entire paper. Do not consider the conclusion a summary of your paper; your abstract is the summary of your paper. Instead, your conclusion is your opportunity to suggest what might be done with your findings. A good conclusion will restate the thesis, place a judgment on the issue discussed, discuss the implications of your findings, issue a directive or call to action to the reader, and close out the paper with a strong final thought. However, depending upon your topic and your treatment of that topic, the conclusion may take different forms. Your conclusion for this paper must be at least 150 words. If the conclusion is less than the word count, it is likely you have not fully developed your conclusion, and this lack of development can severely impact your grade for this assignment. For an example and explicit instructions on how to write a conclusion, see pp. 501-506 of *Strategies for Writing Successful Research Papers*.

## APA Guidelines

CSU requires that students use the APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. A document titled "APA Guidelines Summary" is available for you to download from the APA Guide Link, found in the Learning Resources area of the myCSU Student Portal. It may also be accessed from the Student Resources link on the Course Menu. This document provides links to several internet sites that provide comprehensive information on APA formatting, including examples and sample papers.

## CSU Grading Rubric for Papers/Projects

The course papers will be graded based on the CSU Grading Rubric for all types of papers. In addition, all papers will be submitted for electronic evaluation to rule out plagiarism. Course projects will contain project specific grading criteria defined in the project directions. To view the rubric, click the Academic Policies link on the Course Menu, or by accessing the CSU Grading Rubric link, found in the Learning Resources area of the myCSU Student Portal.

## 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**

Unit I Assignment	= 9%
Research Proposal	= 11%
Annotated Bibliography	= 11%
Research Paper Draft 1	= 11%
Formal Sentence Outline	= 11%
Research Paper Draft 2	= 11%
Research Paper Draft 3	= 11%
Research Paper Final Draft	= 25%
<b>Total</b>	<b>= 100%</b>

### **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	Beginning Your Research Paper
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<b>Review:</b>	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> <b>Learning Activities:</b> Located under Written Lecture in Study Guide.
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<b>Read:</b>	<p><b><i>The Little, Brown Compact Handbook with Exercises</i></b></p> <input type="checkbox"/> <b>Chapter 29:</b> Agreement of Subject and Verb, Sections 29a-29k <input type="checkbox"/> <b>Chapter 45:</b> Spelling and the Hyphen, Sections 45a-45c <p><b><i>Strategies for Writing Successful Research Papers</i></b></p> <input type="checkbox"/> <b>Chapter 13:</b> Writing from Research, Sections 13a-13e <input type="checkbox"/> <b>Chapter 14:</b> Finding a Topic, Sections 14a-14f <input type="checkbox"/> <b>Chapter 15:</b> Organizing Ideas and Setting Goals, Sections 15a-15h
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<b>Submit:</b>	<input type="checkbox"/> <b>Assignment</b>
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Notes/Goals:

Unit II	Research as a Basis for the Research Paper
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<b>Review:</b>	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> <b>Learning Activities:</b> Located under Written Lecture in Study Guide.
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<b>Read:</b>	<p><b><i>The Little, Brown Compact Handbook with Exercises</i></b></p> <input type="checkbox"/> <b>Chapter 17:</b> Variety and Details, Sections 17a-17c <input type="checkbox"/> <b>Chapter 34:</b> Misplaced and Dangling Modifiers, Sections 34a-34b <p><b><i>Strategies for Writing Successful Research Papers</i></b></p> <input type="checkbox"/> <b>Chapter 16:</b> Gathering Sources Online, Sections 16a-16k <input type="checkbox"/> <b>Chapter 17:</b> Gathering Sources in the Library, Sections 17a-17c <input type="checkbox"/> <b>Chapter 18:</b> Conducting Field Research, Sections 15a-15e <input type="checkbox"/> <b>Chapter 14:</b> Finding a Topic, Section 14g <p><b>Supplemental Reading:</b></p> <input type="checkbox"/> <b>Chapter 59:</b> Section 59a of <i>The Little, Brown Compact Handbook with Exercises</i> <input type="checkbox"/> <b>Appendix B:</b> <i>Strategies for Writing Successful Research Papers</i> <input type="checkbox"/> <b>Chapter 3:</b> <i>The APA Style of Documentation: A Pocket Guide</i>
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<b>Submit:</b>	<input type="checkbox"/> <b>Research Proposal</b>
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Notes/Goals:

Unit III		Writing the Annotated Bibliography
<b>Review:</b>	<input type="checkbox"/>	Unit Study Guide
	<input type="checkbox"/>	<b>Learning Activities:</b> Located under Written Lecture in Study Guide.
<b>Read:</b>	<input type="checkbox"/>	<b><i>The Little, Brown Compact Handbook with Exercises</i></b>
	<input type="checkbox"/>	<b>Chapter 31:</b> Pronoun-Antecedent Agreement, Sections 31a-31d
	<input type="checkbox"/>	<b>Chapter 20:</b> Conciseness, Sections 20a-20g
	<input type="checkbox"/>	<b><i>Strategies for Writing Successful Research Papers</i></b>
	<input type="checkbox"/>	<b>Chapter 20:</b> Reading and Evaluating Sources, Sections 20a-20e
	<input type="checkbox"/>	<b>Chapter 21:</b> Writing Effective Notes and Creating Outlines, Sections 21a-21g
	<input type="checkbox"/>	<b>Chapter 20:</b> Reading and Evaluating Sources, Section 20f
	<input type="checkbox"/>	<b>Chapter 12:</b> Ezekiel J. Emanuel, "The Problem with Single-Payer Plans," pp. 259-265
	<input type="checkbox"/>	<b>Chapter 12:</b> Holly Dressel, "Has Canada Got the Cure?" pp. 265-270
	<input type="checkbox"/>	<b>Supplemental Reading:</b>
	<input type="checkbox"/>	<b>Chapter 59:</b> Section 59b of <i>The Little, Brown Compact Handbook with Exercises</i>
	<input type="checkbox"/>	<b>Chapter 5:</b> <i>The APA Style of Documentation: A Pocket Guide</i>
<b>Submit:</b>	<input type="checkbox"/>	<b>Annotated Bibliography</b>
Notes/Goals:		

Unit IV		Writing the Literature Review
<b>Review:</b>	<input type="checkbox"/>	Unit Study Guide
	<input type="checkbox"/>	<b>Learning Activities:</b> Located under Written Lecture in Study Guide.
<b>Read:</b>	<input type="checkbox"/>	<b><i>The Little, Brown Compact Handbook with Exercises</i></b>
	<input type="checkbox"/>	<b>Chapter 30:</b> Pronoun Case, Sections 30a-30d
	<input type="checkbox"/>	<b><i>Strategies for Writing Successful Research Papers</i></b>
	<input type="checkbox"/>	<b>Chapter 20:</b> Reading and Evaluating Sources, Section 20g
	<input type="checkbox"/>	<b>Chapter 12:</b> Alan Ehrenhalt, "The Misguided Zeal of the Privacy Lobby," pp. 270-273
	<input type="checkbox"/>	<b>Chapter 12:</b> Barbara Dority, "Halt and Show Your Papers!" pp. 273-278
	<input type="checkbox"/>	<b><i>The APA Style of Documentation: A Pocket Guide:</i></b>
	<input type="checkbox"/>	<b>Chapter 1:</b> Plagiarism and Academic Honesty
	<input type="checkbox"/>	<b>CSU Success Center's Guide to APA Style Writing</b>
	<input type="checkbox"/>	( <a href="http://www.columbiasouthern.edu/downloads/pdf/misc/apa-guide">http://www.columbiasouthern.edu/downloads/pdf/misc/apa-guide</a> )
<b>Submit:</b>	<input type="checkbox"/>	<b>Research Paper Draft 1</b>
Notes/Goals:		

Unit V		Outlining Your Research Paper
<b>Review:</b>	<input type="checkbox"/>	Unit Study Guide
	<input type="checkbox"/>	<b>Learning Activities:</b> Located under Written Lecture in Study Guide.
<b>Read:</b>		<p><b><i>The Little, Brown Compact Handbook with Exercises</i></b></p> <input type="checkbox"/> <b>Chapter 3:</b> Thesis and Organization, Sections 3a-3b <input type="checkbox"/> <b>Chapter 27:</b> Verb Mood, Sections 27a-27b <input type="checkbox"/> <b>Chapter 32:</b> Reference of Pronoun to Antecedent, Sections 32a-32e <p><b><i>Strategies for Writing Successful Research Papers</i></b></p> <input type="checkbox"/> <b>Chapter 21:</b> Writing Effective Notes and Creating Outlines, Section 21h <input type="checkbox"/> <b>Chapter 12:</b> Martin Luther King, Jr., "I Have a Dream," pp. 279-282 <input type="checkbox"/> <b>Chapter 12:</b> William Raspberry, "A Journalist's View of Black Economics," pp. 282-288 <p><b>Supplemental Reading:</b></p> <input type="checkbox"/> Glossary of Usage (pp. 569-582) of <i>The Little, Brown Compact Handbook with Exercises</i>
<b>Submit:</b>	<input type="checkbox"/>	<b>Formal Sentence Outline</b>
Notes/Goals:		

Unit VI		Writing the Introduction of Your Research Paper
<b>Review:</b>	<input type="checkbox"/>	Unit Study Guide
	<input type="checkbox"/>	<b>Learning Activities:</b> Located under Written Lecture in Study Guide.
<b>Read:</b>		<p><b><i>The Little, Brown Compact Handbook with Exercises</i></b></p> <input type="checkbox"/> <b>Chapter 25:</b> Verb Form, Sections 25a-25f <input type="checkbox"/> <b>Chapter 26:</b> Verb Tenses, Sections 26a-26e <p><b><i>Strategies for Writing Successful Research Papers</i></b></p> <input type="checkbox"/> <b>Chapter 22:</b> Drafting the Paper in an Academic Style, Sections 22a-22f <input type="checkbox"/> <b>Chapter 24:</b> Writing the Introduction Body, and Conclusion, Section 24a <input type="checkbox"/> <b>Chapter 12:</b> Nathan Thornburg, "A Case for Amnesty," pp. 288-293 <input type="checkbox"/> <b>Chapter 12:</b> Mark Krikorian, "Not Amnesty but Attrition," pp. 293-298
<b>Submit:</b>	<input type="checkbox"/>	<b>Research Paper Draft 2</b>
Notes/Goals:		

Unit VII	
<b>Writing the Body of Your Research Paper</b>	
<b>Review:</b>	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> <b>Learning Activities:</b> Located under Written Lecture in Study Guide.
<b>Read:</b>	<b><i>The Little, Brown Compact Handbook with Exercises</i></b> <input type="checkbox"/> <b>Chapter 28:</b> Verb Voice, Sections 28a-28b <input type="checkbox"/> <b>Chapter 44:</b> Other Marks, Sections 44a-44e <b><i>Strategies for Writing Successful Research Papers</i></b> <input type="checkbox"/> <b>Chapter 24:</b> Writing the Introduction Body, and Conclusion, Section 24b <input type="checkbox"/> <b>Chapter 25:</b> Revising, Proofreading, and Formatting the Rough Draft, Sections 25a and 25c-25d
<b>Submit:</b>	<input type="checkbox"/> <b>Research Paper Draft 3</b>
Notes/Goals:	

Unit VIII	
<b>Concluding Your Research Paper</b>	
<b>Review:</b>	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> <b>Learning Activities:</b> Located under Written Lecture in Study Guide.
<b>Read:</b>	<b><i>The Little, Brown Compact Handbook with Exercises</i></b> <input type="checkbox"/> <b>Chapter 18:</b> Appropriate and Exact Language, Sections 18a-18b <input type="checkbox"/> <b>Chapter 19:</b> Completeness, Sections 19a-19b <b><i>Strategies for Writing Successful Research Papers</i></b> <input type="checkbox"/> <b>Chapter 24:</b> Writing the Introduction Body, and Conclusion, Section 24c <input type="checkbox"/> <b>Chapter 26:</b> Writing in APA Style, Section 26f
<b>Submit:</b>	<input type="checkbox"/> <b>Research Paper Final Draft</b>
Notes/Goals:	