Introduction:
Research is the secret life of the academic world—and often of the business, legal, medical and many other worlds. It seems secret because we mostly don’t see it happening or look at its results; it’s often done alone (or by seemingly invisible teams of researchers) in libraries, laboratories, in reading cubicles and at computer screens. And it’s usually published in scholarly or professional journals that are read mostly by practitioners in a particular field or discipline. Occasionally, we’ll hear or read about this kind of research in a newspaper or internet article or on a TV show. Still, most college students don’t know that their instructors are frequently engaged in one or more research projects—or that research has been the way in which many instructors received their degrees—but research is key to preserving and creating knowledge, the fundamental product of the university; and it is often the most important activity that goes on in an academic institution.

It’s also important outside the university—in business, law, medicine and other fields: stockbrokers do research, lawyers do research, doctors and nurses do research, educators do research, accountants do research, airline technicians do research, real estate professionals do research, and many business people do research. Research—the gathering of reliable and significant information, making sense of that information, using that information to make a point, synthesizing the data, and (here’s the key for you) presenting it in a way that is understandable and reliable to a reader or listener—is what engages the time and energy of many people. But research is also entering into an informed conversation with other informed people about significant human concerns. This is equally important, for research doesn’t occur in a vacuum: rather, it involves finding out what other researchers have said, discussing or arguing about a particular subject, and building on or contesting what they say. This is why speaking up in class discussion is so important in this or any academic class, for by speaking up you practice entering into a research conversation.

There are, of course, also other kinds of research—for journalists, family genealogists, and general information seekers—but we are going to engage in a specific kind of research: academic research and academic research writing. To learn about this kind of research, we need to study the specific skills that are a part of the academic research process. This kind of research really is a way of life. It involves very formal and disciplined procedures—with precise and exact rules and conventions. This kind of research involves paying attention to detail—for example, to the standard ways of quoting precisely (as well as how to integrate quotations into your writing), summarizing accurately, documenting sources correctly, and assembling a list of sources exactly. This research method is also a mindset: it’s a way of looking at the world and at the information permeating our society. It’s being able to locate meaningful information and to tell when that information is reliable. It involves the ability to see the difference between different kinds of sources—between a scholarly book or article that may have taken months or years to research, write and get published and a newspaper, magazine or internet article that was written and printed in several hours. And it concerns the ability to master different kinds of sources—to understand them and to incorporate them into an essay, without allowing these other sources to overpower your view or voice.

This kind of research has become both easier and more difficult over the past few years. What has changed is a knowledge and information explosion. Computer databases in particular have made all sorts of information
readily available, but in doing so, they have removed that information from familiar contexts. You can find dozens, even hundreds of articles on almost any topic in a library database like ProQuest, but it’s much harder to determine what is reliable: what took years of work and was reviewed by experts in a field and what took a few hours and was located, secondhand, by phone—or even what is completely unreliable and was just posted on a questionable internet site.

Research—at least academic (and often, professional) research—also involves writing. In this class, we are going to work on improving our research skills—but we are also going to focus on how to write about, organize, present and document what you have found. Good writing itself involves a number of skills and activities—basic English language skills (grammar, syntax, punctuation, paragraphing, etc.) and thinking, taking notes, planning, composing, revising, editing, proofreading, titling and documenting, among others—and you’re going to need to make use of these skills and activities in writing research papers. Good writing also involves a level of engagement that is fundamentally different from other activities we ordinarily take part in—like driving, eating, watching TV, talking with friends and family, and so on. In particular, good research writers immerse themselves in their research projects—actively finding out things and intensely writing about their knowledge and ideas. I am hoping that you, too, will begin to understand what is necessary to become a good researcher and good research writer. Be warned, however: this class involves more than just training you to do research and write better: it’s also meant to introduce you to an academic and intellectual environment where the spirit of intellectual inquiry prevails: in this class you’re supposed to be part of something that is fundamentally different from what you have mostly experienced before—it’s meant to be a world where you are free to think and discover new ways of thinking.

So we need to work on learning and/or improving any number of research and research writing skills. By the end of this term, you should have mastered the skills listed below:

1. **Apply documentation and research techniques**
   - Demonstrate competency in at least one traditional documentation format such as MLA or APA
   - Create citations or notes to indicate borrowing from sources
   - Identify and avoid plagiarism
   - Integrate and blend multiple sources accurately and effectively in a text

2. **Use research skills**
   - Access books, periodicals, and database and on-line sources
   - Locate and identify pertinent resources in the college library
   - Appraise relevancy, accuracy, bias and reliability of sources
   - Take effective and accurate notes

3. **Demonstrate composing skills**
   - Write papers demonstrating single- and multi-source research
   - Write short papers emphasizing critical evaluation of sources
   - Design effective outlines and organization strategies
   - Guide readers through your essays
   - Establish and maintain a writer’s voice
   - Write persuasively to express insights and conclusions drawn from investigation and research

4. **Demonstrate critical thinking skills of summary, analysis, synthesis and evaluation**

5. **Identify editing issues**

6. **Demonstrate interpersonal skills**
   - Work in groups to express ideas and evaluate opposing ideas
   - Participate in classroom discussions
   - Offer group reports on sources
To teach you how to engage in research, this class is divided into three parts. In the first part we will learn the basic conventions of research and research writing. There will be a test at the beginning of the 3rd week that will involve demonstrating your command of basic research skills. In this part of the class, we shall focus on Gerald Graff and Kathy Birkenstein’s *They Say / I Say* and Diana Hacker and Nancy Sommers’ *A Pocket Style Manual*, and I’ll ask you to write a short, 3-paragraph summary-response essay. In the second part, after we read and discuss it, you’ll take a written exam on David K. Shipler’s *The Rights of the People: How Our Search for Safety Invades our Liberties*. In the third part, we’ll engage in a research project. You will write one basic research essay, a 10-12 page argumentative research essay that attempts to persuade a reader to agree with a claim by presenting at least two sides of a particular issue. For this argumentative research essay, you will select a topic connected to the main topics of the class—privacy, freedom and safety—and this topic must be approved by me.

All students enrolled in English 102 need to have passed English 101 with a C or better. If you haven’t received a C or better in English 101, you need to go to Enrollment Services and sign up for a different class—you can’t get credit for this one. It is also expected that students entering English 102 be able to formulate a thesis, draw conclusions from reading a text, punctuate direct quotations, frame a simple argument, marshal adequate evidence to support an idea and understand the basic rules of standard English syntax, grammar and punctuation.

**Class Procedure:**
Like many of your classes, this class involves three basic activities—reading, discussing and writing—so I expect you to come to class having read the assigned pages and ready to participate fully in class discussion. To become better researchers, you must be willing to engage each other and me in meaningful discussions both about the articles we examine and the research skills we review. As such, I have one main rule in this class: if you’re thinking it, say it or ask about it—of course in a courteous and orderly manner.

Here are some things that really annoy and depress me:

For the whole term—missing a lot of classes, just not doing assignments without talking to me about why, disappearing for long stretches of time, seldom reading the assigned readings, never participating, brooding about things or about me without coming to talk to me and/or completely closing off your mind to new ideas;

For each class—reading newspapers or books (even our books) during class, doing assignments from other classes, ongoing talking or whispering to a classmate, ongoing notewriting with a classmate, applying makeup, clipping your nails, using or just staring at a cellular phone, sending and receiving instant or text messages, extensively playing with a palm pilot or other electronic devices, yawning demonstrably, daydreaming or sleeping (or even just “resting”), habitually coming in late for class or leaving early, engaging in disruptive behavior during the class hour, and/or closing up your books and notebooks about five minutes before the end of class.

I am particularly irritated by students who spend the class reading or texting messages with their cell phone conveniently positioned in their lap just below the table (or continuously removed from a pocket). We thus play a kind of absurd game of hide and seek throughout the class: every time I look away, this student is back on his or her cell phone, and I’m wondering—how is a pointless text message that much more interesting and meaningful than what I have to say?

I believe that the academic classroom is a special place and that certain kinds of behavior—like ongoing chatting with a friend, personal grooming, or doing work for other classes—are simply inappropriate in this place. In fact, these kinds of things really irritate me: I just can’t stand them. They’re disruptive to me and often to other students. So: during the class, turn off your cell phone and/or your iPod and put them away. Close your
laptop and put it away. If you really need to study for another class or finish an assignment for another class, go elsewhere. You are allowed up to three absences. (But remember: just because you miss class doesn’t mean that you are exempted from doing the work.) Don’t view the class as a kind of noisy study hall. If what we’re doing strikes you as boring or pointless, then drop the class. Don’t waste your time and money. Like most teachers, I like engaged, motivated students who are willing to learn from me and who are interested in challenging me, the books we read, and themselves. Research and research writing are difficult skills to master: but with some effort and intelligence they can be done. I’m here to help you as much as I can. You’re here to learn as much as you can.

Feel free to stop by my office to talk to me about any aspect of the class—including your research or your essays. I’m usually in my office between 11:10 a.m. and 12:10 p.m. Mondays through Thursdays. Or you can make an appointment to see me: I’m flexible.

**Important Information:**
This class often has a waiting list. If you are on the waiting list, you are welcome to attend the class for the first week. But after that, someone else must officially drop the class for you to be enrolled. According to college rules, only I can admit you to this class—and I won’t admit anyone unless room opens up in the second week of class. Because of departmental policy and the obvious need to limit class size for educational quality, I cannot admit more than 25 students to the class. If you discover that this class simply is not for you, then drop the class the first week and allow someone else to register for it. On the 6th Class Day (here, usually the Monday class of week two), if necessary, I’ll read a list of those students who are officially enrolled in the class. I should know by the Wednesday of week one who is in the class.

To receive a full refund for this class, you must officially withdraw by the 5th class day. Check with enrollment services for official drop procedures. If you disappear from class and choose not to withdraw from this class by the “W” day (usually at the end of the 8th week), you will probably receive a V grade. This grade has meaningful consequences on your transcript, so make sure that you attend to the details of your enrollment.

Plagiarism—the unacknowledged use of another person’s words or ideas—is a violation of the Student Conduct Code, and can result in an extremely unpleasant penalty, including expulsion from the college. I take plagiarism very seriously. If you aren’t sure what plagiarism is, look at pages 107-110 in Hacker and Sommers’ *A Pocket Style Manual*. We will also discuss what constitutes plagiarism in class.

Because of state and federal laws, I can discuss your education (upcoming assignments, academic progress, grades, or even attendance) only with you—unless you give me written permission to talk about these things with someone else. I also can return your written work only to you—unless I receive written permission to give it back to someone else.

College rules prohibit me from allowing you to bring children to the classroom. I realize that an occasion may come up when this presents a difficult situation, but for everyone’s sake I have to enforce this rule.

**Textbooks:**
You should be able to find these books at the College Bookstore.


It would also help to have a good paperback dictionary. Here’s one that I suggest; *The American Heritage Dictionary*. 5th Ed. NY: Dell, 2012. Print. (Or any good paperback dictionary.)
Course Requirements:
To pass (and excel in) this class you must complete all of the following requirements:

1. Attendance and Participation: You must attend class regularly. Every class is important, and each class builds on previous classes. So: you will have a great deal of difficulty passing the class if you miss more than three two-hour, ten-minute classes throughout the term. In fact, if you miss more than three classes, I will lower your final grade. If you miss more than six classes, I will lower it even more—and so on. So keep track of your absences! I’ll admit that if you make all or virtually all classes, I often will raise your final grade. If you’re having a problem with attendance, come and talk to me about it. Perhaps we can come to a decision about the class. Since we meet for two hours twice a week, we’ll probably take a five-minute break halfway through class. This break is not a license to disappear from class: you are expected to be here for the full two hours and ten minutes.

2. Participation: I expect you to participate in class discussions. Part of your final grade will be based on your class attendance, participation and behavior. That said, it’s sometimes noted that one of the most difficult things to do is to speak up in public—especially before a group of strangers. Some people are, unquestionably, shy, and others are affected by the well-known cultural prohibition against “showing off” in class. But without your ongoing participation in class, the class becomes my monologue, and it’s hard, especially in our society, to pay attention to one person speaking without our minds starting to drift. Participating in class discussion is thus a way to become more conscious—to improve your awareness and thinking. So: you’re going to have to start thinking about actively participating in class discussions. You will be required to present a group report on a chapter from David K. Shipler’s *The Rights of the People: How Our Search for Safety Invades our Liberties*. For this report, I will assign you to a group, and you will have time to prepare for the report in class. There are some classes in which we will mostly work on editing your papers. In some of these classes, you need to bring in a rough draft of your essay and you will be expected to write a peer critique of someone else’s essay. Doing these critiques is a part of your final grade. You will also need to attach the peer critiques you receive to the end of the essay you turn in. It’s important to include them with your essay. And I will ask you to present an extremely brief, one-minute presentation on one of your sources for your research paper. Near the end of the term, I will make myself available for a mandatory individual conference.

3. Completion of All Reading Assignments: The readings in the main textbooks are, I believe, interesting, compelling, and often powerful intellectual experiences. These readings are meant to capture your attention. But they won’t have any meaning to you if you don’t try to read them. It’s a good idea to read actively—with pen or pencil in hand. Underline and annotate your textbooks. You own them. (If you’re renting the books, you can use post-it notes on the margins of the book or take reading notes in a notebook or on a computer.) Feel free to write down questions or comments in the margins or on another piece of paper—and then bring up these questions and comments in class. If I discover that you aren’t reading the assigned pages, I will give quizzes that cover the readings.

4. Informal Writing Assignments, Peer Critiques and Other Exercises: At the beginning (and sometimes near the end) of many classes, I may ask you to spend some time writing a response to a question (or several questions) or comment that I give you. There will also be a library exercise assignment early in the term. It’s also possible that, during the course of the term, we will do various kinds of writing or grammatical exercises in class.

5. Formal Writing Assignments: These two essays are the formal work of the class. They are due as noted on the course outline. These essays are part of a planned sequence. Each one builds up to the last essay—the argumentative research paper. I prefer that these assignments be typed or word-processed, but I do accept neat, legible handwritten papers. You can locate rules for paper format on pages 155-162.
in Hacker and Sommers’ *A Pocket Style Manual*. I expect you to follow these format rules exactly. For the last research paper, I will ask you to write a one-paragraph abstract for your research paper. Late papers? Yes, I do accept them, but you would be better off talking to me about your essay first. If you’re having problems, contact me and we can find a way to help you. If papers are significantly late, then I often lower the final grade.

6. Documentation Test, Test on Shipler, Reading Quizzes and Final Exam: At the end of the third week, you will take a research and documentation examination to demonstrate your command of the basic techniques of documentation. On this examination, there will also be questions on Graff and Birkenstein’s book. And I will give a test on Shipler’s book. Be aware that I reserve the right to give you a quiz on any reading assignment—particularly on Graff or on Shipler. There will also be a final examination at the end of the course. It will cover the readings in the books, as well as your research project. For this final examination, bring in an unused examination blue book—available at the College Bookstore.

**Papers:**
It usually takes me about two weeks to grade your major papers, so try to be patient. I really make an effort to return a major paper before your next major essay is due, so that you can learn from it. I understand that you are anxious to get your papers back, but I also want to read your essays as carefully as I can.

**Grades:**
For each paper you turn in, I often write notes and comments along the margins of your essay and almost always give you a grade and a general comment at the end of the essay. The grade you receive usually has the following meaning:

A (87-100) means that you have done an excellent job on this assignment and that the good parts of your essay (in terms of organization, style, correctness, ideas, paragraphing, spelling, documentation, grammar, punctuation and so on) far outweigh any problematic aspects. Getting an A on a paper doesn’t mean that you have nothing left to learn—but that you have excelled on this particular assignment; and it’s a good sign that you can continue to excel on future assignments.

B (77-86) means that you have done a good job on this assignment and that you have more good parts than problematic parts in your paper. Getting a B is a good sign that you can continue to do good work, but it also shows that you need to focus on some particular aspects of your essay to improve your grade.

C (67-76) means that the good and problematic aspects of your essay are about even. It indicates that you’re making a good effort, but it also tends to suggest that you need to put more time and care into your work to improve your grade.

D (60-66) means that the problematic parts of your essay outweigh the good aspects and that you need to put much more time, care, and often, effort, into your writing.

NG means exactly that—no grade. Yes, I would rather not give you a failing grade for an essay, so instead I’ll often give you an NG. This grade means that you have serious problems in this essay, problems that need to be addressed before I can give it a passing grade. When I give you an NG, I am asking you to rewrite the essay. If you decide not to re-do this essay, then, at the end of the term, it automatically reverts to an F grade.

F (50-59) means that the essay you have turned in is simply not an adequately completed assignment: the problematic parts far outweigh any good parts, and you need to completely review what you have done in this assignment.
0 (or zero) means that you haven’t done a particular assignment. Missing a formal writing assignment will catastrophically affect your grade.

A-/B+ or B-/C+ means that sometimes I just can’t quite decide if your essay is in the A or B or C range, so I’ll assign it this split grade.

Your final grade will be based on my estimation of you as a whole student: on your enthusiasm, effort, and skill as a student and a writer. It is not necessarily based on “improvement”: rather it will reflect, it is hoped, your classroom “performance” and your overall accomplishment and mastery of research and research writing—things that give me a good idea about how good of a student of research writing you are. At the end of the quarter, after I have graded all of your work, I look at all of your grades: one grade for each formal essay; one grade for overall classroom attendance, participation and informal writing (including peer critiques); one grade for your part of each group oral report, one grade for the documentation test; and one grade for your final examination. So you will have a number of grades for me to look at. Grades themselves are explained in the most recent version of the Everett Community College Catalog. Feel free to ask me how you are doing in the class at any time during the course of the term.

Very Important Note: if you get an Incomplete (or I), it means that you haven’t turned in one or two major assignments. So, instead of my giving you a very low grade, I gave you an Incomplete. You have one academic year to complete the incomplete—or else your grade turns into an F. Come and see me as soon as possible to talk about how you can complete the class.

**Course Outline:**
We shall try to follow this outline as closely as possible, but extenuating circumstances may force is to alter our course of study. With any major changes, you will be provided with a substitute outline. For any minor changes, come to class.

Jan. 5 M Introduction/Research Terminology

Part I: The Conventions of Research

7 W Academic Writing: Graff, Preface, xvi-xxvi, Introduction, 1-15 (a quiz is possible)
Zincsenko, “Don’t Blame the Eater,” 241-243 (in Graff); Muller, 252-259 (in Graff)
(You also might take a look at the “Index of Templates,” 293-309)

**Library Exercise Assigned**

12 M Summarizing, Paraphrasing, Quoting: Graff, Chaps 1-3, 19-51 (a quiz is possible)
(if possible, bring in a paperback dictionary)

**3-Paragraph Summary-Response Essay Assigned**

14 W Graff, Chaps. 4-7, 55-101 (a quiz is possible), **Library Exercise Due**

19 M **No Class**

21 W Documentation: Hacker and Sommers, 107-110, 121-130, 130-155 (bring in this book!)

26 M More Documentation (bring in Hacker and Sommers)

**Research and Documentation Test** (You may use Hacker and Sommers’ guide)
Part II: Reading and Writing Research

28 W Preparing Your Work: Hacker and Sommers 155-160
    Peer Critique for Summary-Response Essay (Bring in a Rough Draft: Do Not Bring in a Flash Drive or Laptop Only!)

Group Reports Assigned
Graff, Chap. 12, 163-166; Shipler, Bill of Rights ix-xi, Preface, xiii-xx, Chapter One, 3-48;
    Notes 391-438 (a quiz is possible)

Feb. 2 M Shipler, Chapter Two, 45-101; Chapter Three, 102-148 (a quiz is possible)
3-Paragraph Summary-Response Essay Due
4 W Reviewing Shipler, Graff, Chap. 14, 173-183
    Group Meetings (Read Your Assigned Chapter)

9 M Short Group Meetings
    Group Report 1: Shipler, Chapter Four, 149-198 (everyone must read this chapter)
    Group Report 2: Shipler, Chapter Five, 199-235 (everyone must read this chapter)
11 W Group Report 3: Shipler, Chapter Six, 236-288 (everyone must read this chapter)
    Group Report 4: Shipler, Chapter Seven, 289-333 (everyone must read this chapter)
    Group Report 5: Shipler, Chapter Eight, 334-379 (everyone must read this chapter)

16 M No Class
18 W Shipler, Epilogue, 380-389
    Test on Shipler (Bring in an Examination Blue Book—available at College Bookstore)

Part III: Writing a Research Essay

23 M Research Essay Assigned, Hacker and Sommers 88-89 (Sign up for One-Minute Report)
    Finding and Evaluating Sources in the Library: Hacker and Sommers, 89-103
    Graff, Chaps. 8–10, 105-138
    (Sign Up for Conference)
25 W Library Instruction and Research
    Research Proposal Due (by end of class)

Mar. 2 M Argumentation, Thesis: Hacker and Sommers 105-106
    Organizing Your Essay, Hacker and Sommers, 106-107
    Writing Research Paragraphs, Hacker and Sommers, 116-118
    Revising, Graff, Chap. 11, 139-159
    One-Minute Bibliographical Report (Bring in One Citation to Put on the Board)
4 W Individual Conferences (in Gray Wolf 225): Work on Your Research Essay (Note: if you haven’t signed up for a conference, you still need to—come to my office, 225 Gray Wolf Hall)

9 M Individual Conferences (in Gray Wolf 225): Work on Your Research Essay
11 W Writing an Abstract
    Peer Critique (Bring in a Rough Draft—not just a lap top or a flash drive)
    Symposium Group Assigned

16 M Argumentative Research Essay Due (Abstract, Essay, Works Cited, Peer Critique
    1st Symposium
18 W Final Examination Period (12:00 p.m. – 1:50 p.m.: Note time!)
    2nd Symposium