

## **WRI 1200-PO: Research, Writing, and Argument Fall 2011 (Online); Theme: Technology and Culture**

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### **Course Overview**

This course continues WRI 1100's focus on argument as the cornerstone of academic writing, emphasizing organization, logical reasoning, and critical thinking. Students prepare a major argumentative research paper by locating and evaluating sources; summarizing, synthesizing, and incorporating them; and attributing ideas to their sources. WRI 1200 emphasizes writing skills that are applicable across the curriculum: summary, synthesis, critique, research, and the ability to use sources without plagiarizing.

The theme for this course is focused on the intersections of technology and culture. These concepts are broadly defined, and we'll explore different opinions on these concepts through reading, writing, and viewing. Since this is an online course, it is imperative that you complete all the required readings, writing, and viewings. You must participate and create dialogue in the online discussion forums. This course will only succeed if you are active and vocal in the online forums. You can do it, and I will help you by being equally active and vocal.

The prerequisite for this course is successful completion of WRI 1100 (C- or better); or, verifiable successful completion of high school AP English plus placement by evaluation exam. If you do not pass WRI 1200 with a C or better, then you will be required to repeat the course.

### **Textbooks and Materials**

Ballenger, Bruce. *The Curious Researcher: A Guide to Writing Research Papers*. 7<sup>th</sup> ed. Boston: Pearson, 2012. Print.

Course Website: <http://1200f11.posterous.com/>; Course Twitter Hashtag: #1200wr; other readings will be provided.

### **Workload**

Students can expect to spend an average of seven to eight hours a week on this course. This is an online course; therefore, you will be required to participate in all online discussions, polls, and writing assignments. It is imperative that you have an active role in the online discussion; this is the only way we can build community in this course.

### **Course Schedule (Subject to Change)**

<b>Week 1</b>	<b>Introduction to Course</b>
	Introductions. What is writing? Groups. Pace of course. <b>Assignments Due: Post 200-300 word introduction in the discussion forums and any initial questions you have about the course</b>
<b>Week 2</b>	<b>What's a Research Paper?</b>
	Readings: <i>Curious Researcher</i> , p. 1-19; "Is Google Making Us Stupid?" by Nicholas Carr—Available online: <a href="http://bit.ly/cXNeCU">http://bit.ly/cXNeCU</a> ; "How Technology Has Changed the English Language" by Angus Stevenson—Available online: <a href="http://j.mp/r3YPhU">http://j.mp/r3YPhU</a> <b>Assignments Due: 300-400 word response to reading(s); Substantial comment to 5 classmates responses</b>

<b>Week 3</b>	<b>Let's Find a Topic</b>
	<p>Readings: <i>Curious Researcher</i>, p. 23-37; Open Culture Viewing: "Technology is Amazing, Nobody is Happy..." featuring Louis CK and Conan O'Brien (Online Viewing: <a href="http://j.mp/nZELEK">http://j.mp/nZELEK</a>)</p> <p>Assignments Due: 300-400 word response to viewing; Substantial comment on 5 classmates responses; Short Exploratory Essay</p>
<b>Week 4</b>	<b>Narrowing Our Topic</b>
	<p>Readings: <i>Curious Researcher</i>, p. 38-48; "Is Design Political?" by Jennie Winhall—Available online: <a href="http://bit.ly/LCgeg">http://bit.ly/LCgeg</a>; Documentary: <i>Digital Nation: Life on the Virtual Frontier</i> by PBS—Online viewing: <a href="http://j.mp/ne2eYC">http://j.mp/ne2eYC</a></p> <p>Assignments Due: 300-400 word response to reading(s); 300 word response to <i>Digital Nation: Life on the Virtual Screen</i>; Substantial comment on 5 classmates responses</p>
<b>Week 5</b>	<b>Let's Find a Strategy That Works</b>
	<p>Readings: <i>Curious Researcher</i>, p. 51-82; "Absolute PowerPoint: Can a software package edit our thoughts?" by Ian Parker—Available online: <a href="http://nyr.kr/c75Uk2">http://nyr.kr/c75Uk2</a></p> <p>Assignments Due: 300-400 word response to reading(s); Substantial comment on 5 classmates responses</p>
<b>Week 6</b>	<b>Interviewing and Surveys</b>
	<p>Readings: <i>Curious Researcher</i>, p. 84-100</p> <p>Assignment Due: Short Polemical Argument</p>
<b>Week 7</b>	<b>Make Information Your Own</b>
	<p>Readings: <i>Curious Researcher</i>, p. 101-115; "A Death on Facebook: Intimacy and loss in the age of social media" by Kate Bolick—Available online: <a href="http://bit.ly/cMreOa">http://bit.ly/cMreOa</a>; "Evaluating Iran's Twitter Revolution" by Jared Keller—Available online: <a href="http://bit.ly/aOcSOy">http://bit.ly/aOcSOy</a></p> <p>Assignments Due: 300-400 word response to reading(s); Substantial comment on 5 classmates responses; Short Rebuttal Essay</p>
<b>Week 8</b>	<b>Research Logs</b>
	<p>Readings: <i>Curious Researcher</i>, p. 117-139; "After Your Final Status Update" by Adam Ostrow—Online viewing: <a href="http://j.mp/nOnzz1">http://j.mp/nOnzz1</a></p> <p>Assignments Due: 300-400 word response to viewing; Substantial comment on 5 classmates responses;</p>
<b>Week 9</b>	<b>Thinking About the First Draft</b>
	<p>Readings: <i>Curious Researcher</i>, p. 143-159</p> <p>Assignments Due: Research Essay Proposal and Annotated Bibliography</p>

<b>Week 10</b>	<b>Pushing Through the First Draft</b>
	Readings: Curious Researcher, p. 161-183; “Why McDonald’s Fries Taste So Good” by Eric Schlosser— Available online: <a href="http://j.mp/nLiWwr">http://j.mp/nLiWwr</a> <b>Assignments Due: 300-400 word response to reading(s); Substantial comment on 5 classmates responses</b>
<b>Week 11</b>	<b>Revising</b>
	Readings: Curious Researcher, p. 185-210; “Google is Watching, Perhaps Soon in Your Home” by Thomas Claburn— Available online: <a href="http://j.mp/omSwMb">http://j.mp/omSwMb</a> ; “Say It Ain’t So, Joe’: Of Google and Some Serious Misbehaving” by Eric K Clemons— Available online: <a href="http://j.mp/rixNau">http://j.mp/rixNau</a> <b>Assignments Due: 300-400 word response to reading(s); Substantial comment on 5 classmates responses; Research Essay Draft (Optional)</b>
<b>Week 12</b>	<b>Final Draft</b>
	Readings: Curious Researcher, p. 211-219 <b>Assignments Due: None. Work on your research essay</b>
<b>Week 13</b>	<b>Work Week</b>
	No Readings <b>Assignments Due: None. Work on your research essay</b>
<b>Week 14</b>	<b>Work Week</b>
	No Readings <b>Assignments Due: Research Essay</b>

### Grading

- Paper 1: Short Exploratory Essay—50 points
- Paper 2: Short Argument Essay—50 points
- Paper 3: Short Argument Rebuttal Essay—50 points
- Paper 4: Research Essay Proposal and Annotated Bibliography—50 points
- Paper 5: Research Essay: 200 points
- Paper 6: Short Reflective Essay—50 points
- Participation: 250 points (Includes such items as discussion, informal writings, etc. (Note: negative or disruptive participation may lower your grade)
- Total Points Possible: 700 points

Grad Scale (in points): 630 and up =A, 560-629 = B, 490-559 =C, 420-489 =D, and below 420 =F

You will need to receive at least 420 points to pass this course, and you will need to receive at least 140 points on your research essay to pass the course.

Because WRI 1100 is a prerequisite for many other HPU courses, it is highly recommended that students do not drop the course. If you need additional assistance with your writing, we suggest that you enroll in the concurrent Writing Lab, WRI 1101, and/or seek assistance from the instructor and the Tutoring Center. Students who do not achieve a final grade of C- or better must repeat the course.

### ***Submitting Work***

All written work, with the exception reading responses and forum work, will need to be submitted via email to the instructor. All work is due by 11pm Pacific Time and should be sent in .DOC or .RTF format. If you have any trouble submitting or feel you may miss the deadline for any reason, please contact the instructor immediately.

### ***Posterous***

In this course, we will use Posterous as our learning management system instead of Blackboard Learn. It's a much more friendly learning environment, and it will provide us with both public and private writing opportunities. There will be a public blog feed and a private forum/discussion space. The instructor, a week before the class begins, will add you to the site and forums. You may be required to sign-up or provide your own login information. If so, at the end of the course, the instructor can assist you with removing it.

### ***Twitter***

For this course, you will be expected to use Twitter. You will need to create a Twitter account with an appropriate username. If you're concerned about having another online identity, then, at the end of the course, I will help you delete your Twitter account. Twitter will help facilitate our conversations and discussions, and it will factor into your participation grade. In addition, you will be required to follow at least 10 Twitter users who appear to have expertise on your research topic. You should consider these Twitter users as your personal learning network. It's a way to gain knowledge through interaction with fellow users. You should try to post something or interacted with someone on Twitter at least once or twice a day. Twitter is an integral part of social media and public writing, so it's important to explore it as a source of knowledge creation. When you send tweets targeted toward the class, you need to attach the hashtag #1200wr. You only have 140 characters when you post to Twitter, so you need to be clear and concise.

### ***Note on Forum Discussions and Commenting***

It is important that commenting and discussion posts serve to foster community building. It's okay to be critical, but please make sure that the criticism you give is constructive. All reading responses need to be posted by Friday of the week of the reading. All response comments must be posted by the Thursday following the response post, so you'll have six full days to comment on your classmates reading responses. You really need to think about your comments and make them substantial. Please do not just write one short sentence, which culminates in "This was good." Think about what your classmate wrote, whether you agree or disagree, and offer any critiques you might have.

### ***Incompletes***

A grade of incomplete ("I") is given only in a genuine emergency, and generally only for work that is due during the last two weeks of the course. The student must make arrangements with the instructor for an incomplete before the last day of class.

### ***General Education Requirement***

This course is classified under the Research and Epistemology theme and meets the requirement for a course in Research and Epistemology A: Writing, Research and Information Literacy. The course must be passed with a grade of C- or better to take any course, which requires WRI 1200 as a prerequisite. Students receiving a grade of D or F must repeat the course.

## **General Education Student Learning Outcomes and the Five Themes**

HPU's general education curriculum is focused around five themes. This course emphasizes the Research and Epistemology theme and provides students with opportunities to achieve the following related general education student learning outcomes:

- Students will identify a research question or problem, gather and organize relevant information, apply appropriate problem-solving strategies, and communicate the results to others.
- Students will analyze the content, argument, and rhetoric of sources; evaluate the credibility, reliability and validity of sources; consider the influence of contexts.
- Students will use reasoning skills, such as identifying assumptions, considering multiple perspectives and positions including one's own, making inferences, and drawing conclusions, to advance an argument supported by reasons and evidence.

The course also addresses the Communication Skills theme by providing students with opportunities to achieve the following related general education student learning outcomes:

- Students will demonstrate critical reasoning in organizing thoughts, feelings, concepts, and information for effective, clear, and accurate written communication.
- Students will develop the information literacy needed to determine the validity of information sources and apply these skills in communication environments.

### **Course-Specific Student Learning Outcomes for WRI 1200 Research, Writing and Argument**

Students who successfully complete WRI 1200 will be able to:

1. Demonstrate the ability to perform complex, original research incorporating library and online sources and both print and non-print source material, such as films, surveys, interviews, etc.
2. Demonstrate accurate quotation, paraphrasing, and summarizing of source material documented in generally correct format in an appropriate style such as MLA or APA. Identify plagiarism and avoid it in assignments.
3. Demonstrate the ability to write grammatical sentences and coherent paragraphs, and to organize them into a ten-page analytical paper that exhibits correct choice of academic vocabulary and register, and applies mechanics correctly.
4. Demonstrate an effective process for writing an argumentative research paper, including steps such as selecting and narrowing a topic, preparing a working bibliography, creating a preliminary thesis, reading and comprehending complex source material, note taking, preparing a final outline, drafting, revising, proofreading and editing, and summarizing findings in an oral presentation

### **Assignments**

You must turn in all required drafts and revisions. If you do not, you are likely to receive a lower grade for the course. Late assignments may receive a lower grade. Keep copies of all your work in a folder dedicated exclusively to this course; back up your work on your computer in case assignments get lost.

### **Extra Work/Credit**

There will be no extra work or credit opportunities.

### **Tutoring Opportunities**

HPU employs Smart Thinking, Inc to provide writing tutoring to its students. You can access it through Campus Pipeline or here: <http://j.mp/opphuM>. I encourage you to use this resource if you feel you need more help with your writing. Furthermore, if I feel you need help or would benefit from the service, I may recommended to you that you use it before submitting anymore work.

### ***Absence Policy***

An absence policy isn't applicable for an online course; however, you do need to submit your work in a timely manner and participate in all aspects of the course. This will help supplement that lack of an absence policy.

### ***Scholastic Dishonesty***

Plagiarism and recycling of papers are unacceptable practices. Plagiarism is considered cheating; it is an academic offense that includes buying papers, copying sections of papers, using entire papers, downloading and using papers from the Internet, etc. All work must be original, written for this course, and solely the work of the student. A student handing in an assignment that has been written in whole or in part by another person or which has been copied in whole or in part from a source or sources without proper documentation will automatically receive an "F" on the paper and may fail the course with an "F" for academic dishonesty. Please note the HPU policy on Academic Honesty available online: <http://j.mp/ovWYpa>

### ***Students with Disabilities***

**Under the Rehabilitation Act of 1973 (Section 504), the Americans with Disabilities Act (ADA), Title III (Public Accommodations), Hawai'i Pacific University does not discriminate against individuals with disabilities.**

Hawai'i Pacific University will make reasonable accommodations in its policies, practices, and procedures in order to: (1) allow students with disabilities to benefit from the services and facilities offered by the University, and (2) employ otherwise qualified individuals with disabilities who are able to do the essential tasks of the specific jobs. HPU will accommodate known disabilities, unless to do so would impose an undue hardship. This is interpreted to mean significant difficulty (fundamentally altering the nature of the services and facilities provided by the University) or expense.

## Assignment Descriptions

### **Short Exploratory Essay**

This assignment will allow you to explore a topic for your research paper. You should use this paper to investigate a topic that will serve as that you will follow and examine in the rest of your essay assignments this semester. Pick something you're really interested in learning more about. The theme for this course is technology and culture, and this theme should be broadly defined. There are many topics you can explore within technology and culture. You have free reign on your topic as long as it fits within the course theme.

Suggested Reference: Curious Researcher, p. 23-31; Introductions, Body Paragraphs, and Conclusions for Exploratory Papers" from Purdue OWL: <http://j.mp/rlid8k>

Grading: You will be graded on how well you explore your topic, the coherency of your writing, and, to a lesser extent, the proper use of grammar.

Length and Details: 2-3 pages; 12-point font (Arial, Times New Roman, Calibri, or Cambria), double-space

Point Value: 50 points

### **Short Argument Essay**

This assignment will allow you to develop an argument for your research topic. You should use this paper to argue for you topic's relevance in society, culture, etc. You also should argue for why your topic is worthy of research, why it is contemporary, and acknowledge any potential issues, which might arise from your topic. You should support your argument with source material, which can be either academic or popular.

Suggested Reference: "Argument" (minus Counterargument section) from UNC Writing Center: <http://j.mp/p59LL3>

Grading: You will be graded on how well you structure your argument, the evidence you use to support your claims, the coherency of your writing, and, to a lesser extent, the proper use of grammar.

Length and Details: 2-3 pages; 12-point font (Arial, Times New Roman, Calibri, or Cambria), double-space

Point Value: 50 points

### **Short Argument Rebuttal Essay**

This assignment will allow you to develop a counterargument to your argument essay. You need to write a rebuttal or refutation to your argument essay outlining the counter opinions to the ones you've written. This assignment will enable you to see your argument from another viewpoint. Your rebuttal should be clear and concise.

Suggested Reference: The Counterargument section of "Argument" from UNC Writing Center: <http://j.mp/p59LL3>; "Introduction to Rebuttals," NIU Writing Across the Curriculum: <http://j.mp/nvo76D>

Grading: You'll be graded on how well you counter your argument essay, the evidence you use to support your counter claims, the coherency of your writing, and to a lesser extent, the proper use of grammar.

Length and Details: 1-1.5 pages; 12-point font (Arial, Times New Roman, Calibri, or Cambria), double-space

Point Value: 50 points

### **Research Essay Proposal and Annotated Bibliography**

This assignment will allow you to develop sources for the topic of your resources. You will need to write a short research proposal, which will front your annotated bibliography. In your proposal, you should outline your inquiry question, primary purpose for your research essay, and any assumptions you will potentially bring to your research. For the annotated bibliography, you will need to select 8-10 relevant sources, both academic and popular, for your research paper. You will need to annotate these sources and cite them in MLA format. What's an annotation? An annotation is both a summary and a critique of the source. The length of the annotation will vary depending on the length of the work you are annotating.

Suggested Reference: *Curious Researcher*, p. 45-82; "Annotated Bibliographies" from Purdue OWL: <http://j.mp/payhMp>

Grading: You will be graded on how well you outline your proposed research essay and annotate your source material, the coherency of your writing, and, to a lesser extent, the proper use of grammar.

Length and Details: Proposal: 1-1.5 pages, Annotated Bibliography: However long it needs to be; 12-point font (Arial, Times New Roman, Calibri, or Cambria), double-space

Point Value: 50 points

### **Research Essay**

This assignment will bring together your experience from all your previous essays. This essay will expand on your research topic, reflect the research and source material you are drawing from, and culminate in your semester long exploration of your topic. This essay should introduce your topic, talk about what others have said about your topic, talk about your assumptions, what your research shows, and concludes well. This assignment is worth a substantial amount of points, so please take extra time to think about your work, revise where needed, and proofread.

Suggested Reference: *Curious Researcher*, 143-219; "Writing a Research Paper" from Purdue OWL: <http://j.mp/r7KHgI>

Grading: You will be graded on how well you structure your research essay, how well you incorporate your sources, how well you make your argument or explore your topic, how well you incorporate refutation, how well your format your document, the coherency of your writing, works cited page, and, to a lesser extent, the proper use of grammar.

Length and Details: 8-10 pages, not including the Works Cited page; 12-point font (Arial, Times New Roman, Calibri, or Cambria), double-space

Point Value: 200 points



### ***Short Reflective Essay***

This assignment will be the last essay you'll write for the course. This assignment will allow you to reflect on your writing from the beginning of the course to the end of the course. You should think about how your writing has improved, where it has not, what you learned, and what you would've liked to learn. This assignment is more about your writing process and you as a writer than anything else. It's an opportunity to reflect and relax.

Suggested Reference: None

Grading: This assignment will be graded on a CR/NC basis. If you turn it in, you will receive full points. If you do not, then you will receive no points.

Length and Details: 1-2 pages; 12-point font (Arial, Times New Roman, Calibri, or Cambria), double-space

Point Value: 50 points