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American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities

COLL300
Research, Analysis, and Writing
3 Hours
8 Weeks

Prerequisites: ENGL101 and ENGL102

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Instructor Information

Information about the instructor can be found in the Syllabus section of the classroom.

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Course Description (Catalog)

This course is a survey of the best methods for pursuing academic research. This course outlines basic study and research techniques, the use of libraries, and the importance of research methodology and analysis. If at all possible, this should be the first course taken in the upper level (after general education requirements and general electives have been completed). This is a writing intensive course that requires a sound understanding of written communication. Students enrolling in this course should be familiar with proper citations and documentation, grammar and syntax, organizing their writing, and the parts of a paper.

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(Note to Students: The course materials, assignments, learning outcomes, and expectations in this upper-level undergraduate course assume that the student has completed all lower-level general education and career planning coursework necessary to develop research, writing, and critical thinking skills. Students who have not fulfilled all general education requirements through courses or awarded transfer credit should strongly consider completing these requirements prior to registering for this course.)

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Course Scope

This course is organized to introduce students to the types of writing commonly assigned in various academic divisions and will enable students to determine the different purpose or focus required for writing in various disciplines.

Students will analyze the writing strategies used in various reading assignments that are relevant to their particular field of interest, that is, their academic major. They will examine the topics addressed, the organization, the writer's voice, word choice and sentence fluency, and the format and documentation used by the writer. Such analysis will help students develop a professional vocabulary in their field of study and provide models of academic writing.

The course will culminate in a formal research project in their field of study in which they will be expected to produce an effective, well-researched and correctly documented paper.

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Course Objectives (CO)

After successfully completing this course, students will be able to:

- CO 1. Examine a problem to be researched, including its background and significance.
- CO 2. Analyze the rhetorical situation of a research problem, audience needs, and writer background.
- CO 3. Demonstrate the ability to conduct scholarly research in selected discipline.
- CO 4. Evaluate the validity, currency, reliability, and objectivity of sources.
- CO 5. Describe plagiarism and the steps to avoid it.
- CO 6. Apply documentation format (APA, Chicago, or MLA) appropriate for selected discipline to source citations.
- CO 7. Distinguish which evidence will be most effective for supporting a thesis.

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- CO 8. Summarize a research paper by abstracting thesis, major points and primary evidence.
- CO 9. Prepare formal research paper which meets rhetorical and documentation requirements of discipline.

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Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include forum questions (accomplished in groups through a threaded forum) and individual assignments submitted for review by the instructor. Assigned faculty will support the students throughout this eight-week course.

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Course Resources

Required Course Textbooks:

Links to the COLL300 text are located on the Home Page of the classroom below the course description.

For all citations please use: [APUS Citation Guides](#).

Required Readings: These readings are necessary to complete assignments correctly.

Supplemental Reading: Supplemental readings are linked to provide students with additional information and help them complete the assigned activities.

Forum Assignments: For each forum assignment, students are required to complete one original response and a minimum of 2 peer responses following the forum rubric.

Homework Assignments: Weekly assignments will aid students in completing their final paper; each assignment will be graded according to a specific rubric.

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Final Project: Students are required to complete a 10-page paper, which will be graded according to a specific rubric.

Web Sites

In addition to the required course texts, the following web sites are useful. Please abide by the university’s academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Web Site URL/Address
Writing@apus	https://www.apus.edu/apus-library/resources-services/Writing/writing-center.html
Purdue University Online Writing Lab	http://owl.english.purdue.edu/
Elements of Style	http://www.bartleby.com/141/
Getting Started with Research	https://www.apus.edu/apus-library/online-
Paradigm Online Writing Assistant	http://www.powa.org

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Evaluation Procedures

Each assignment will require the student to work through a designated process of planning, analysis, composing, revising, editing, and polishing. This means that spelling, punctuation, and grammar “count.” **Note: Research papers completed for COLL300 are to be original work written for this class; “recycling” of papers written for other classes is not acceptable.**

Format for All Writing Assignments:

Your assignment submissions should always be in the following format. In the upper left corner of your paper, please include your name, the course number, and the assignment (i.e. Introduction letter, Annotated Bibliography, etc.). All papers should be in size 12 Times New Roman font, with 1-inch margins all the way around your paper. All paragraph indentations should be "tabbed" in from the left margin; the assignment should be double spaced. All work is to be left justified only. No separate cover sheet or title page is necessary for weekly assignments. (Your final research paper might require a title page, depending on the style you choose to use.)

Weekly Assignments:

Detailed directions for each assignment and discussion forum posting are found in Assignments and in Lessons sections of the classroom. To submit an assignment for grading, access the assignment in Assignments and submit as a file

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attachment. Weekly assignments are due by midnight Sunday. Some assignment may be processed in Turnitin.com.

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Forums: Post Only--Do Not Upload through Assignments!

Students will be asked to respond to ten forum questions or topics. Each student will also respond to at least 2 other students' responses to the original forum question or topic. Be sure to start a new thread for your original forum posting. The original response must be at least 250 words; peer responses should be at least 100 words each and **add to the discussion**. Your responses should offer specific comments and suggestions. Forums cannot be made up, so make sure you post your responses when due. Original forum postings are due by midnight Thursday and peer responses are due by midnight Sunday. **In Week 1, you have until Sunday to post both your initial post and peer responses.** If you are away from the course for any reason, when you return, you may post your own response to the writing prompt, and receive half credit; however, you will receive no credit for responding to another student's initial response because it is after the fact and will be of little value to your classmate.

Research Paper:

Write a 9 to 10 page research paper about a topic related to your major or intended career. The thesis of your paper should propose a solution to solve a specific problem. Use at least 7 credible sources (4 sources must be from peer-reviewed journals from the APUS library) to support your thesis. **The paper must be original to this course--no recycling, please!** Follow the guidelines provided for your particular field of study of your paper's subject. You must choose one of the following documentation styles: APA, MLA, or Chicago. The citation guides in the APUS Library are to be used for citation format. They can be accessed through this link: [APUS Citation Guides](#).

Length: The research paper should be 9 to 10 pages in length. The page count does not include the Works Cited, Reference, or Bibliography page, or Abstract (if your documentation style requires one). The page count refers only to the text of the paper itself. You will lose points on your final research project if you go over the 10-page word limit by more than 250 words. Part of effective writing is being able to complete the assignment within the designated limits set. Your final source page should contain at least 7 sources. You will lose points if you have fewer.

Points will be deducted if you do not consistently follow the format rules for the style you are using in your paper.

*Make sure you give your paper an appropriate title and use some creativity to stimulate reader interest.

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Based on a point system, your final grade will be calculated as follows:

Forum Postings (7 at 2.57 each)	18 %
Research Questions	6 %
Thesis Statement & Analysis of Rhetorical Situation	6 %
Evaluation of Sources	6 %
Annotated Bibliography	6 %
Outline	6 %
Abstract	7 %
Research Paper	45 %
TOTAL	100 %

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8 – Week Course Outline

Please see the [Student Handbook](#) to reference the University's [grading scale](#).

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Week	To	Course Objectives	Readings	Assignment
1	Course Introduction Writing Strategies	CO 1. Examine a problem to be researched, including its background and significance.	COLL300 Text: Chapter 1 Lesson 1	Post: Forum 1 – one initial post and peer responses by Sunday. NOTE: Initial responses are due on Thursday in weeks 2 through 7
2	Research Plan, MLA, APA, and Chicago Formats	CO 3. Demonstrate the ability to conduct scholarly research in selected discipline.	COLL300 Text: Chapter 2 Lesson 2	Submit: Research Questions Post: Forum 2 - one initial post by Thursday and peer responses by Sunday.
3	Essay Plan Curricular Divisions and Writing Strategies Plagiarism Surveys	CO 2. Analyze the rhetorical situation of a research problem, audience needs, and writer background. CO 5. Describe plagiarism and the steps to avoid it.	COLL300 Text: Chapter 3 Lesson 3	Submit: Thesis Statement & Analysis of Rhetorical Situation Post: Forum 3 – one initial post by Thursday and peer responses for each forum by Sunday. Forum 3A is optional and extra credit.

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4	Critical Thinking Source Evaluations Analyzing Academic Writing	CO 4. Evaluate the validity, currency, reliability, and objectivity of sources.	COLL300 Text: Chapter 4 Lesson 4	Submit: Evaluation of Sources Post: Forum 4 -- one initial post by Thursday and peer responses by Sunday.
5	Creating Annotated Bibliographies Working with Sources Effectively	CO 6. Apply documentation format (APA, Chicago, or MLA) appropriate for selected discipline to source citations.	COLL300 Text: Chapter 5 Lesson 5	Submit: Annotated Bibliography Post: Forum 5 – one initial post by Thursday and peer responses by Sunday.
6	Outlining Introductions	CO 7. Distinguish which evidence will be most effective for supporting a thesis.	COLL300 Text: Chapter 6 Lesson 6	Submit: Outline Post: Forum 6 – one initial post by Thursday and peer responses by Sunday.
7	Drafting Conclusions Abstracts	CO 8. Summarize a research paper by abstracting thesis, major points and primary evidence.	COLL300 Text: Chapter 7 Lesson 7	Submit: Abstract Post: Forum 7 – one initial post by Thursday and peer responses by Sunday.
8	Research Paper	CO 9. Prepare formal research paper which meets rhetorical and documentation requirements of discipline.	COLL300 Text: Chapter 8 Lesson 8	Submit: Research Paper Post: Forum 8A and 8B - Optional forums.

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Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)
[Plagiarism Policy](#)
[Extension Process and Policy](#)
[Disability Accommodations](#)

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Writing Expectations

Writing done for COLL300 is expected to meet the conventions of standard English, reflecting the skills learned in prerequisite courses of ENGL101 and ENGL102. The level of formality of the writing should be appropriate for the assignment and the discipline. It is expected that all writing done for COLL300 is “fresh,” that is, it has not been submitted to other classes for grading. Writing that is determined by Turnitin.com and other resources used by the instructor to be possible plagiarism is not acceptable.

Citation and Reference Style

Students will follow the APUS Citation Guides (in the Resources section of the APUS Library) as the sole citation and reference used in written work submitted as part of coursework to the University.

Turnitin – General Information

For some courses, all of your assignments might be processed in a resource called Turnitin.com. Turnitin.com will analyze your paper and report instance of potential plagiarism for you to edit before submitting it for a grade.

In this course, Turnitin is integrated such that some written assignments may be automatically submitted to an originality analysis software system through the Sakai Assignments tool.

Turnitin – Specific Information for COLL300

Turnitin will be used in COLL300. You will not need to have an account, as the process will be done automatically when you submit your assignments. It is important that you submit the assignment as a Word or rtf file in the assignment link, so it can be processed on Turnitin.

Course forums in COLL300 may be processed in Turnitin.com every week. For this reason it is important to submit your posts directly into the forum textbox, rather than as an attachment. Turnitin.com is unable to process attachments. Your instructor has the right to regrade assignments during the course if suspicion of plagiarism or any other misleading events present themselves.

Late Assignments

Please note this important policy about submitting work after the due date. Here are the elements of the late policy applied to all classes in the School of Arts and Humanities:

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment or a forum, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

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Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including

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forum posts/replies, quizzes, and assignments. Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.

Extensions

The University's policies on extensions will be followed in this course. Please see the policies and process in the student handbook (link is shown in this syllabus above).

It is important to note that, once an extension request is granted, work must be submitted according to the student's schedule submitted (on the extension calendar included in the Resources section of the classroom) with the extension request and approved by the instructor. Submitting all work at one time (bulk work) is not acceptable, either during the course or during an extension.

Cognitive learning is accomplished by receiving consistent and incremental feedback that creates a positive change in performance (Untanir, 2012). Feedback is structured so students increase their cognitive learning and skill sets. Thus, submitting bulk-loaded late work (more than one assignment at a time) is highly discouraged and may even result in assignment(s) being returned for revision if the instructor feels his or her feedback from any submission would have improved the student's assessment of any assignment. Building feedback is essential to student success.

Works Cited: Untanir, E. (2012). An epistemological glance at the constructivist approach: Constructivist learning in dewey, piaget, and montessori. Online Submission.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), -

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

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Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](http://tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.