



Course Syllabus

Research Paper

2017-18

Course Description:

During this course, students will build on skills acquired in previous English courses by exploring a variety of modes of writing, both formal and informal. In composing these essays, a variety of new skills will be addressed. We will concentrate on the writing and research skills necessary for the college-bound students. Students will develop a thesis statement, locate and evaluate source materials, take notes, prepare an outline, prepare a work cited page, and use MLA form as they write research papers. The course will also include a review of syntax, usage, mechanics, and sentence types and structures, as well as vocabulary development. This is an advanced, college preparatory course in critical thinking skills and the writing of formal research papers. This will build upon prior experiences in composition so that college writing (and even other high school writing) will be easier. This course will give a firm foundation to continue learning about writing and communication.

Course Units:

1. The first essay will include one of the following (50 points, due in September):
 - Literacy Essay: based on your experiences, what piece of communication has influenced you and how?
 - Descriptive Essay: Making the Ordinary Alive *by developing sensory details and using precise words that lead to a clincher statement.*
 - Narrative Essay: Mixing Essay with Narrative *by creating an effective tone with dialogue.*
 - Compare and Contrast Essay: Examining Similarities or Differences *with smooth transitions and appropriate essay structure.*
 - Personality Styles Essay: based on your experiences and the online Myers-Briggs Personality Test, how does your personality style benefit and challenge you while working with others of different styles?
2. The second essay will include one of the following (100 points, due in October):
 - Cause and Effect Essay: Linking Reasons to Ponder, Why? *by making predictions which are checked by researched information.* (This may include researching student opinions with Google forms)
 - Division and Classification Essay: Grouping by Categories *to show the value and validity of your topic.* (This may include studying *Brown vs. Board* and Title IX issues in order to tie to an EHS issue)
 - Position Essay: based on a narrow issue or person of historical importance, what do researchers think and why, and based on this evidence, what do you think should be done?
3. The third essay will include the following (400 points, due late November):
 - Research-based Argument Essay: based on multiple sources, what can and must be done to help solve a critical issue in our country or world?
4. The fourth essay will include one of the following, and may be a presentation that involves discussion and embedded film links to showcase key scenes (100 points, due at the end of the semester):
 - Literary Analysis: Creating Meanings from Narratives *by annotating text and proving a thesis based on a critical approach theory's point of view.*
 - Literary Analysis Essay with Critical Approaches: based on a familiar children's story, what is a new way of understanding it, a radical way of reading it, a dangerous interpretation that challenges our assumptions by using one of the critical approaches?
 - Analyzing the Art of Disney: based on a film that retells a story or history– how honest and dishonest is the film to the original setting, characters, and events?
 - Analyzing the Art of Visual Media: based on an older and newer version of the same film, what artistic elements are similar and different, and how are these artistic elements used to create the desired effect of the film?
 - Analyzing the Art of Visual Media: based on a film version of a book or drama or TV program, what artistic elements are similar and different, and how does the film adapt the original source to create film art?

- Analyzing the Art of Visual Media: examine at least 2 definitions of “classic film” and what criteria are suggested to give a film this label; then find a list of classic films and select one to analyze for how the artistic elements do / do not deserve the label of “classic.”

Required Materials:

- MLA Handbook for Writers of Research Papers
- The Riverside Reader
- Student’s Book of College English
- Writers INC
- Writing About Literature
- Writing Research Papers 10th edition, from the Prentice Hall literature series
- An abundant number of websites that provide writing and thinking support as posted on Google Classroom
- Your DRAFTS of essays are the primary source of learning
- Google Drive will be used for sharing DRAFTS
- Final drafts will be PRINTED out
- Macbook (charged)
- Pens, Pencils, Highlighters
- Post its, Notebook, and Folder – are recommended

Grading Policy:

This course uses **weighted grading** with the following categories:

• Projects	<u>Grading Scale</u>
• Classwork	100-90% <u>A</u>
• Homework	89-80% <u>B</u>
	79-70% <u>C</u>
	69-60% <u>D</u>
	59% > <u>F</u>

Missing work will NOT be given close to the end of IPR and end of semester.

Late work is to be submitted according to the English Department’s policy of 1 week of grace after the previous IPR of 4 weeks. Work assigned BEFORE the previous IPR will not be given. This means submitting a semester of work the final week of class is not acceptable.

Learning Standards:

- Students will analyze strong and thorough textual evidence to determine what the text says explicitly as well as inferences drawn from the text, from a variety of primary sources to support analysis. (RL & RI.11-12.1)
- Students will assess strengths and limitations of textual evidence found in credible primary sources to produce written arguments. (W.11-12.1)
- Students will select evidence from informational texts (including primary sources) to support analysis, reflection, and research. (W.11-12.9)
- Students will write in a formal style using an objective tone while attending to the norms and conventions of the discipline in which they are writing (including appropriate citations). (W.11-12.2)

Behavior Expectations:

Please refer to DPS61 Handbook and Code of Conduct.

Original Work, Cheating, Plagiarism, and Paraphrasing Policy:

Please refer to DPS61 Handbook and Code of Conduct.

I have read and understand the attached syllabus and course guidelines for Research Paper.

Student Name (print)

Signature

Parent/Guardian Signature