



## **ENGLISH 2100: RESEARCH WRITING & ARGUMENTATION**

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### **COURSE DESCRIPTION**

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English 2100 focuses on the composition of research papers as well as critical textual analysis and synthesis in academic discourse. Students will receive instruction and practice in conceiving, drafting, revising and completing papers based upon sources that challenge them to seek new information and to reflect upon its relevance to their own observations and experience. This course provides students with a variety of research and writing skills. Activities include writing assignments, readings on composition techniques, readings of literature and criticism, online discussions, and lessons on relevant grammar issues and formatting sound arguments. English 1100 is a prerequisite.

The focal text for English 2100 is F. Scott Fitzgerald's *The Great Gatsby*. All major writing assignments regard this novel, which students will research and write about in different ways. Minor assignments involve general writing and research techniques.

The goal of the course is to help students develop a concrete understanding of research skills while critically engaging with primary and secondary texts.

**IMPORTANT NOTE:** This is an online course with clear deadlines for all assignments; as long as you are attentive to these deadlines, you may work at your own pace. I am available by email and by appointment for personal consultation. Needless to say, accessing and using computer technology on a regular basis is a crucial requirement for the course. If you have an out-of-date home computer, make use of the computer labs on campus.

### **LEARNING OUTCOMES**

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English 2100 is part of the Wright State Core. The elements of the Core are the foundational skills students need in academic discourse, research and documentation in an electronic environment. In this course, students can expect to do the following: [1] adapt rhetorical processes and strategies for audience, purpose and type of task; [2] organize and produce texts that meet the demands of specific genres, purposes, audiences and stances; [3] employ appropriate mechanics, usage, grammar and spelling conventions; [4] find, analyze, evaluate, summarize and synthesize appropriate source material from both print and electronic environments; [5] present focused, logical arguments that support a thesis; [6] use reliable and varied evidence to support

claims, incorporate ideas from sources appropriately, and acknowledge and document the work of others appropriately; and [7] use electronic environments to draft, revise, edit and share or publish texts.

## TEXTBOOK

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Fitzgerald, F. Scott. *The Great Gatsby*. A Cornell Edition. New York: Scribner, 2006.

Bullock, Richard, Maureen Daly Goggin, and Francine Weinberg. *The Norton Field Guide to Writing with Readings and Handbook*. Fourth Edition. New York: W. W. Norton & Company, 2016.

## COURSE EVALUATION

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Grades are based on a points system tallied throughout the semester by **Pilot**. Major assignments are worth 100-200 points and minor assignments are worth 25-50 points. As I grade your work, **Pilot** tallies the points so that you may gauge your performance in the course at any time. Your final grade will be largely based upon points received for essays.

At the end of the semester, points will be converted to percentages, and percentages will be converted to letter grades. Here is the grading rubric:

90.0-100%	A
80.0-89.9%	B
70.0-79.9%	C
60.0-69.9%	D
0-59.9%	F

## ESSAYS

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There are three major writing assignments for this class. In order of appearance, they are:

**Annotated Bibliography** – Compose an annotated bibliography of SIX sources on the topic of THE AMERICAN DREAM as represented in *The Great Gatsby*. Pattern your bibliographies after the sample in Chapter 12 of *The Norton Field Guide*, although keep in mind that each annotation should be 100-150 words and formatted according to MLA style. 750-1000 words.

**Character Profile** – Choose a main character in *The Great Gatsby* and write a profile on him or her. The profile should include a thesis that succinctly describes what the character is like followed by textual support from both the primary source (the novel) and at least THREE secondary sources (criticism about the novel). Refer to the online WSU libraries website and use the MLA International Bibliography database and/or the Academic Search Complete to perform your research; they will consistently provide you with professional, scholarly criticism. 750-1000 words.

**Research Essay** – Choose ONE of the three writing prompts below and write an essay in which you make a statement of intent regarding a topic and then report on that topic using at least EIGHT secondary sources. 1250-1500 words. Here are the prompts:

[1] *The Great Gatsby* is set in what has been referred to as the “Jazz Age.” Write a research essay in which you report information on this topic, accounting for Fitzgerald’s novel in your discussion.

[2] *The Great Gatsby* is a product of American modernism, an early twentieth century literary and artistic movement. Research this topic and write an informative report. In addition to F. Scott Fitzgerald, be sure to discuss some of American modernism’s leading figures.

[3] Another cultural movement that took place during the Jazz Age and the rise of American modernism was the Harlem Renaissance. Research this topic and write an informative report.

FINAL NOTE: The **Character Profile** and **Research Essay** must be written in a formal, expository style and possess a clear, engaging thesis that is sustained (and kept in focus) from start to finish. They should be substantive in thought and content, reflecting a considered view of the topic and the primary source. They should also exhibit ample research, be accompanied by a bibliography, and be formatted according to standard MLA guidelines. Wikipedia, Spark Notes, encyclopedias, dictionaries, and other general reference texts, online or in print, are not viable secondary sources.

## WRITING STANDARDS

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- A The student's writing is consistently superior and expresses independent thought with grace, clarity and force. Words are used with precision and suited to the purposes of the assignment. Writing is free of mechanical errors in grammar, spelling and punctuation.
- B The student's writing is above average in thought and expression, demonstrating a clear understanding and execution of the assignment’s directions; however, it is not consistently superior in depth of thought, effectiveness of development, and mechanical savvy.
- C The student's writing is acceptable as college work, but lacks an original, significant purpose or point-of-view. Typically, written work is characterized by inadequate support of generalizations, slipshod or hurried style, poor attention to detail, straying from directions, or mechanical errors.
- D The student's writing meets minimum standards. Work is often underwritten and/or marred by confused purpose, lack of organization, repetition of ideas, improper use of words, and frequent grammatical, spelling and punctuation errors.
- F The student's writing does not meet minimum standards.

## ASSIGNMENTS

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Throughout the semester, you will be given a number of assignments that include essays, summaries, discussions, grammatical worksheets and activities, and a final meditation. As with es-

says, directions and due dates for all assignments are clearly demarcated on **Pilot** as well as the modules for the course.

## PLAGIARISM

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Plagiarism occurs when a writer: [1] copies verbatim from an author without quotation or attempts to disguise the act by selective omissions or alterations; [2] paraphrases from an author without naming the source in the text of the paper or providing a list of references at the end; [3] turns in a paper written by somebody else. As a point of academic integrity, you are required to submit original material of your own creation. Plagiarism of any material is a serious offense and, if established with sufficient evidence, can result in failure of the course or dismissal from the university.

## STUDENT SUCCESS CENTER (SSC)

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The Student Success Center offers FREE services to help students meet their full potential. Students can find tutoring in any subject, study buddies, one-on-one technology workshops, feedback on writing assignments, and general academic skills coaching. Location: **182 Andrews**. Phone: **419.586.0326**. Web: **[www.wright.edu/lake/ssc](http://www.wright.edu/lake/ssc)**.

Students who use the SSC for help on their writing assignments will be given 10 extra credit points for each visit. You may visit the SSC as many times as you like. At the end of the semester, I will tally and add all extra credit points to your final grade. In order to receive extra credit points, you must turn in all assignments for the course.

Call, go to the website, or visit the SSC to make an appointment. If you are a student at the Dayton Campus, you may acquire the same extra credit points by using the SSC in Dunbar Library.

## OFFICE OF DISABILITIES SERVICES (ODS)

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If a student has a disability that will require special accommodations, it is essential that he or she discuss it with the instructor and the Office of Disability Services before or during the first week of the semester. ODS will work with these students on an individual basis to determine what services, equipment, and accommodations would be appropriate regarding their documented needs. Students who may qualify for these types of service should initiate contact with the instructor and/or ODS as soon as possible to enable the university to meet their needs. Please call Deanna Springer at **419.586.0366** or **800.237.1477**; she can be contacted by email at **[deanna.springer@wright.edu](mailto:deanna.springer@wright.edu)**. For more information, visit the ODS in **225 Dwyer**.

## CLASS CALENDAR

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### Modules

### Schedule

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| 1 | <b>Due:</b> Discussion #1<br><b>Read:</b> <i>The Great Gatsby</i><br>Introduction to the Course<br>Chps. 1-4: Academic Literacies<br>Chps. 5-9: Rhetorical Situations |
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Chp. 45: Developing a Research Plan

Chp. 46: Finding Sources

Chp. 47: Evaluating Sources

Chp. 52: MLA Style

- 2     **Due:** Annotated Bibliography  
      **Due:** Summary of *The Great Gatsby*  
      Chp. 15: Annotated Bibliographies  
      Chp. 48: Synthesizing Ideas  
      Chp. 49: Quoting, Paraphrasing & Summarizing  
      Chp. 50: Acknowledging Sources, Avoiding Plagiarism
- 3     **Due:** Character Profile  
      **Due:** Search Engine Research  
      **Due:** Discussion #2  
      Chp. 19: Profiles  
      Chp. 28: Drafting  
      Chp. 31: Editing & Proofreading
- 4     **Due:** Discussion #3  
      **View:** *The Great Gatsby* (Dir. Baz Luhrmann 2013)  
      Chp. 12: Reporting Information  
      ONLINE TEXT: Against the Odds (Sample Research Essay)  
      Chp. 33: Beginning & Ending
- 5     **Due:** Research Essay  
      **Due:** Final Meditation  
      Chp. 36: Arguing  
      Chp. 62: Arguments