
COURSE SYLLABUS

Term: Fall 2015

Course #: EWPC 104A: Academic Reading and Writing

Instructor: Carlye Frank

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Instructor Background: I hold a BFA in painting and a MA in the Humanities with a focus on history of religions. I live in Whiting with two weird cats. I've worked as the head of research for a national magazine, a Teamster, and a singing telegram, among other questionable occupations. This is my third year teaching at CCSJ; I also serve as the Coordinator of Academic Support Programs and the Assistant Coordinator of the Honors program.

Course Time: Mon/Wed, 10:15-11:45

Course Description: In this class, you will learn how to construct clear academic research papers, with appropriate citations. The goal of the course is to develop your research skills, and your academic writing skills, as well as to ensure that your citation and attribution skills are well-developed.

For this course, you will read several articles and essays profiling vilified figures from history. We will also watch documentary films. In addition to these readings and films, we will cover essay construction, how to identify and read research sources, citation issues, how to navigate the library resources, and much more.

We will take biographical research as our key to this course. However, we are not reading simply to learn about the lives of the people in question. More than reading for biography and information, we will closely study the ways that the authors and filmmakers of these pieces conduct their research. We will look at research methods and research ethics. What makes a good source? How is reliability judged? How is research presented to the reader? Some of these readings will show you how research can be problematic or flawed—perhaps the author relies on a single source, or their sources are unreliable—and some will show you how research can be used to *disprove* a claim, rather than to prove it.

I have chosen “villains” as our theme for a number of reasons. Aside from being generally interesting, the biographies of these people are polarizing, and will offer us examples of research *bias* in writing. Generally speaking, when an author takes on a vilified human being as his or her subject, that author has an agenda—a strong opinion on the subject, and a specific point to make.

We will look at how research is used to reinforce these agendas.

Texts:

Tara McKelvey, *When Mom Has a Secret* (Sara Jane Olsen)
Film: *Mystery of a Masterpiece*
Stacey Schiff, *Rehabilitating Cleopatra*
Film: *The Woman Who Wasn't There* (Tanya Head)
Susan Doran, *Elizabeth I*
PBS's biography of Osama bin Laden
Richard Bevan, *Anne Boleyn and the Downfall of her Family*
Julian Barnes, *Shipwreck*
Film: *West of Memphis*
Film: *Manhunt: Osama bin Laden*
Crime Library's account of Lizzie Borden
Film: *Unforgivable Blackness*
Mark Gribben, *Salem Witch Trials*
Film, *Aileen Wuornos: The Selling of a Serial Killer*
Film: *The Viking Sword*
Mark Gado, *Typhoid Mary*
Film: *Typhoid Mary: The Most Dangerous Woman in America*
Catholic Encyclopedia's entry on Martin Luther
Film: *PBS Empires: Martin Luther*
the Gospel of Judas and Luke 22
Film: *The Gospel of Judas*

Learning Strategies: For each reading you must come to class with at least two questions regarding the reading, and be prepared to share them. *Any student who comes to class without doing the reading, or unprepared to discuss it, will be docked the equivalent of half an absence.* Please print out the readings and bring them with you, or have them accessible on your laptop/tablet/magical reading device.

The above readings will be provided for you online, either through links or in .pdf and Word documents.

Experiential Learning:

Research Library Orientation: I will schedule a research orientation with the CCSJ library staff. Attendance is mandatory.

Assessment:

Papers (Summaries, Midterm, Final) ___60___% of grade
Class participation/collaboration/attendance/assignments ___40___% of grade

Class Policy for Assignments:

All written assignments must be typed in 12-point standard font, double spaced, with one-inch margins. All assignments are due in class on their posted due-dates. Late assignments will be docked half a letter grade for every day they are past-due. This means a B+ paper will be a B if one day late, B- if two days late, and so on.

Assignments:

Two (2) short (2-3pp) summaries of assigned readings, detailing the author’s position on the topic. In these summaries you will identify the author’s sources of information, and explain whether those sources are reliable or problematic. We will cover this process extensively in class.

One (1) short (5page) research essay on a topic of the student’s choice. This is meant to be an exercise in research and citation skills.

One (1) long research paper (6-10pp) on a maligned/vilified person from history. Choose your historical figure, research her/him, and write about her/his life, actions, and how s/he is currently perceived. This paper should make use of primary and secondary sources, with appropriate citations.

Grading Scale:

Grade	Points
A	100-92
A-	91-90
B+	89-88
B	87-82
B-	81-80
C+	79-78
C	77-72
C-	71-70
D+	69-68
D	67-62
D-	61-60
F	59 and below

Plagiarism Policy: Any student caught plagiarizing will fail the class. Full stop. Plagiarism is academic theft, and will not be tolerated.

Class Policy on Attendance:

Please be on time to class. This is an intensive course, and your participation is mandatory to your success. Missing more than six (6) class sessions will result in a grade of F.

If you have an important appointment to make, or a family function (wedding, funeral) that will keep you out of a class session, please let me know at least 36 hours in advance. Athletes should get their schedules and forms from coaches to me ASAP.

Class Policy on Electronic Devices: Cell phone and internet use in class is prohibited.

Class Participation:

Disruptive behavior (behavior that distracts your classmates, or me) will not be tolerated. Engaged, and sometimes even heated, discussion is useful; arguing, yelling, and abusive language is *not*.

All issues should be dealt with either by emailing me or coming to office hours. You do not need an appointment. I am in my office most of the day. You can find me in room 403 until September 8th, then in room 401 until the new tutoring center opens. After that, I'll be in room 167 (in the library).

Course Outline:

Mon 8/21/15

Introduction. What is research? Why do we do it? Research methods, terminology. Reading objects, people, and moments in history. Handout: How to read a primary document.

Homework: Read Tara McKelvey, *When Mom Has a Secret*

WED 9/2/15

Discussion of McKelvey. Footage of the SLA. Discussion of research methods. People as sources. Author's bias.

Homework: Read Stacy Schiff, *Rehabilitating Cleopatra*

MON 9/7/15: LABOR DAY, NO CLASS

WED 9/9/15

Discuss Schiff. How to identify and read primary and secondary sources. Comparing historical sources, reading for bias. How does history change people? Who writes history?

Summarize Schiff or McKelvey (2-3 pages, due 9/14)

MON 9/14

FIRST SUMMARY DUE. Research library orientation 11am. Objects as sources. Film: NOVA: *Mystery of a Masterpiece* Homework: Susan Doran, *Elizabeth I*

WED 9/16

Discussion of Doran. Knowing your audience. Images of Elizabeth I throughout history. Why could she have been considered a villain?

Homework: Summarize Doran, 1-3 pages, due 9/21.

MON 9/21

SECOND SUMMARY DUE. Bias images. Bias and agenda in research. Vetting sources. Annotated Bibliographies. Homework: Read PBS's biography of Osama bin Laden.

WED 9/23

People as sources. *Manhunt*. Discussion of Osama bin Laden. Credibility. Reading for historical context. Trusting 'news' sources. Homework: Read Richard Bevan, *Anne Boleyn and the Downfall of her Family*

MON 9/28

Informed vs uninformed readers (who are you writing for?) Film: *The Woman Who Wasn't There*.

Homework: Choose a villain from history. Research him or her. Come prepared to give a 10-minute presentation on your villain on 9/30.

WED 9/30

Student presentations. How to read for source in the work of others (analyzing others' research methods) Homework: Read Julian Barnes, *Shipwreck*

MON 10/5

Research methods. Fact vs fiction. Images of the shipwreck. Barnes's research methods vs Gericault's research methods. Homework: First paper assigned, due 10/12

WED 10/7

Plagiarism and how to avoid it. "Patch writing." Citation, attribution, proper credit where credit is due. Why is plagiarism a problem? (Rand Paul et al.) Film: *West of Memphis*.

MON 10/12

FIRST PAPER DUE. Finish *West of Memphis* and discuss.

Homework: Begin thinking about a villain for your final paper. Make a list of possibilities. List due: 10/14/15.

WED 10/14

Interviews as research. Why are they problematic? How does public perception change facts? Or does it? Research language, organization, linking review. Formal vs informal language.

Homework: Choose a villain from history. Write a brief (1-2 paragraph) research proposal. Be prepared to present this proposal to your classmates on 10/19.

MON 10/19

Student presentations. Tentative: Research library orientation. Either way, we'll hit the library to search out information on our villains.

Homework: Read Crime Library's account of Lizzie Borden.

WED 10/21

Discussion of various issues that arose in students' essays. Discussion of Lizzie Borden. Various ways research is presented. (Comics, films, fiction, etc)

Homework: Identify three to five sources of information on your villain. Come prepared to tell the class about your sources on 10/26.

MON 10/26

Student presentations. Film: *Unforgivable Blackness*.

Homework: Final paper assigned, due 11/30.

WED 10/28

Finish *Unforgivable Blackness*. Research based on time: how does historical context change what we know? Or what we think we know? Thesis development. How to support your claims using research.

Homework: Read Mark Gribben, *Salem Witch Trials*

MON 11/2

Types of evidence provided by Salem witch accusers. What did people *know* in 1692 vs what people *know* now. How science and time can change research.

Homework: Choose your villain and write a proposal for your final paper. Be prepared to present it in class on 11/4.

WED 11/4

Final essay proposals due, student presentations. Film, *Aileen Wuornos: The Selling of a Serial Killer*

Homework: Research Wuornos. Come prepared to give ten-minute presentations on 11/9.

MON 11/9

Student presentations. Finish Wuornos film. Homework: Begin identifying sources for your research. You should have at least three (3) by 11/11, and five (5) by 11/16.

WED 11/11

What's the use in an annotated bibliography? Problems in sourcing. Vetting sources: How do you know a source is trustworthy?

Homework: Annotated bibliography, due in class 11/18.

MON 11/16

Attribution/plagiarism review. General questions regarding the research process answered.

Books vs the internet. Researching online and its advantages vs pitfalls. Film: *The Viking Sword*.

WED 11/18

Discuss the *Viking* film. What sorts of research did the film present? Were they credible? Film: *The Six Wives of Henry VIII*, part two, Anne Boleyn.
Homework: Read Mark Gado, *Typhoid Mary*

MON 11/23

Discussion of Gado. Problems with historical vs contemporary sources. Problems of distortion.
Film: *Typhoid Mary: The Most Dangerous Woman in America*.
Homework: Read the Catholic Encyclopedia's entry on Martin Luther.

WED 11/25

Luther. Bias. Film: PBS Empires: *Martin Luther*.
Homework: Identify a common object. Research it. Bring your findings to class on 12/2. Don't forget to cite your sources and apply what you've learned.

MON 11/30

FINAL PAPER DUE.

Presentations. Research discussions with your peers. How did you conduct your research? What methods were most valuable?
Homework: Read the Gospel of Judas and Luke 22.

WED 12/2 LAST DAY OF CLASS

Judas, Luke, and the lost gospels. Film: *The Gospel of Judas*

Student Success Center:

The Student Success Center supports Calumet College of St. Joseph students through an interactive learning experience. Students work with tutors to develop course competencies and study skills such as time management, test preparation, and note taking. In addition, students are provided with tutoring support to help pass courses, to improve grade point average, and to promote continuing education and career advancement. Tutors have a specific charge: to help students learn how to master specific subject matter and to develop effective learning skills. The Student Success Center is open to all students at Calumet College of St. Joseph at no charge and is available to support academic courses at the introductory and advanced levels.

The Supplemental Instruction (SI) Program is an academic support program designed to increase student performance and retention. The SI Program provides peer-assisted study sessions to aid students in academic courses that often prove challenging. Weekly study sessions are led by a supplemental instructor, a “peer facilitator” who helps students master course content and practice effective study skills. In SI sessions, students are provided with an opportunity to review lecture notes, clarify difficult concepts, discuss ideas, and study for tests in group settings. SI sessions are for students who need or want supplemental instruction in courses in which SI support is provided. Students may attend as many sessions as they deem helpful. For more information regarding the SI Program, contact the Academic Support Programs Office at 219 473-4352.

Statement of Plagiarism:

If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.

PLEASE NOTE: All papers can and may be submitted for checks on plagiarism from the Internet/Electronic sources/Databases.

Citation Guidelines:

Calumet College of St. Joseph uses citation guidelines, generally MLA or APA format, to document sources quoted or paraphrased in student papers. Check the syllabus for each course to see what each instructor requires. The Library has reference copies of each manual; the Bookstore has copies for sale when required by the instructor. In addition, there are brief MLA and APA checklists in your spiral “Student Handbook and Planner” and on the Library website and literature rack. These texts show how to cite references from many sources, including electronic media, as well as how to space and indent the “Works Cited” and “References” pages respectively. EBSCO and ProQuest articles provide both formats for you to copy and paste. Proper documentation avoids plagiarism.

Withdrawal from Classes Policy:

After the last day established for class changes has passed (see College calendar), students may withdraw from a course in which they are registered and wish to discontinue. A written request detailing the reason(s) for the withdrawal must be completed with the Office of Academic Advising and filed with the Registrar. The Office of Academic Advising must receive written request for withdrawal by the last day of classes prior to the final examination dates specified in the catalogue. Written requests should be submitted in person or, when an in-person visit is not possible, may be mailed to the Office of Academic Advising, emailed, or faxed to 219-473-4336. Students are to make note of the refund schedule when withdrawing from courses. If the request requires instructor approval per the College calendar, it must be forwarded to the faculty member, who makes the final determination to accept or deny the request.

If the request is honored by the faculty member, the student will receive notification of official withdrawal from the Registrar after meeting or speaking with a member from Academic Advising, Financial Aid and Athletics (if applicable). These departments will notify the student of academic, financial, and athletic eligibility effects of a possible withdrawal.

If the request is denied by the faculty member, the notification will indicate why the withdrawal is disallowed. Please note that if the request does not require instructor approval, the student must still meet or speak with a member from Academic Advising, Financial Aid and Athletics (if applicable) before the withdrawal will be processed.

An official withdrawal is recorded as a "W" grade on the student's transcript. Discontinuing a course without a written request for withdrawal automatically incurs an "FW" grade for the course (see Refund Schedule). Failure to Withdraw (FW) is indicated when the student does not complete withdrawal paperwork with the Office of Academic Advising nor does the student notify the instructor of their intent to withdraw due to an illness, accident, grievous personal loss, or other circumstances beyond the student's control. This grade is submitted by the instructor at the end of term.

Disability Services:

Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans Disability Act (ADA) guidelines. Students must meet with the Coordinator of Disability Services to complete an intake form in order to request an accommodation and/or an auxiliary aid (*e.g., additional time for tests, note taking assistance, special testing arrangements, etc.*). It is the student's responsibility to contact the Academic Support Programs Office to request an accommodation at least one month prior to enrollment for each academic term. Students who are requesting an accommodation and/or an auxiliary aid must submit documentation from a professional health care provider to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act of 1990. The cost of obtaining the professional verification is the responsibility of the student.

If a student believes that he or she needs a "reasonable accommodation" of some kind because of a physical, psychological, or mental condition, he or she should contact Disabilities Services. The Coordinator will secure documentation pertinent to the disability and work with faculty and staff, if necessary, to address the matter. All questions and inquiries pertaining to disability services should be directed to the Disability Services Coordinator at 219-473-4349.

CCSJ Alert:

Calumet College of St. Joseph utilizes an emergency communications system that transmits messages via text, email, and voice platforms. In the event of an emergency, of weather related closings, or of other incidents, those students who are registered for the system shall receive incident specific message(s) notifying them of the situation. Please sign-up for this important service at any time on the College's website. Alternatively, you can register at the time you register for classes. This service requires each user to register once per academic year. Therefore, at the beginning of each academic year, please remember to re-register for the system. This can be done at: <http://www.ccsj.edu/alerts/index.html>.

School Closing Information:

CCSJ Alerts:

An emergency communications system that transmits messages via text, email, and voice platforms. Please sign-up for this important service at any time on the College's website. This can be done at: <http://www.ccsj.edu/alerts/index.html>.

Internet:

<http://www.ccsj.edu>

<http://www.EmergencyClosings.com>

Facility: Calumet College of St. Joseph
Phone: 219.473.4770

Radio:

WAKE – 1500 AM
WGN - 720 AM
WIJE – 105.5 FM
WLS – 890 AM
WZVN – 107.1 FM
WBBM NEWS RADIO 78

TV Channels:

2, 5, 7, 9, 32