**English 131: Technical Writing/Junior Research – 3 credits**

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***COURSE DESCRIPTION***

In Junior Research, we find and analyze scholarly sources, construct research projects, and use APA citation style. We will also learn public speaking skills to prepare you for your Senior Research Project.

* Junior Research includes lectures, readings, individual projects, and group activities
* Focus units will include how to conduct a review of the literature, construct a solid methodology, analyze data, effectively use technology, and navigate the APA style manual.

***PGS POLICIES***

Emergency Situations:

In case of emergency, students should exit the classroom, turn to the right, leave the building through the main doors, and move quickly toward the far end of the parking lot in front of the building.

Inclement Weather:

* If Henry County schools are delayed one hour, Governor’s School will open one hour late on an adjusted schedule. If Henry County schools are delayed two hours, Governor’s School classes will be canceled. If Henry County schools are closed, Governor’s School will be closed, and classes will not meet.
* Virtual learning during inclement weather days will be up to the director’s discretion.
* When Governor’s School classes are affected by inclement weather, students should check Canvas for updates on due dates

Academic Integrity:

* Piedmont Governor’s School will not tolerate any form of dishonesty including cheating, plagiarism, knowingly furnishing false information to the school, forgery, or alteration or use of school documents or instruments of identification with intent to defraud. All students are expected to abide by the honor code and may be required to sign a pledge such as: On my honor, I have neither given nor received unauthorized aid on this assignment.
* P&HCC Academic Honesty Policy: Students are expected to abide by the code of conduct and academic integrity found in the student handbook. Infractions of the honor code will not be tolerated; they will be reported to the director and addressed with the student and his/her parents. Violations of academic integrity will also be reported to each student’s honor organization. This course follows the protocol listed in the P & HCC Academic Integrity Policy: http://www.patrickhenry.edu/images/Forms/2018?Academic-Integrity-Policy-2018.pdf

Plagiarism/Cheating:

* *Cheating* is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit, including assisting another student to do so.
	+ This includes any actions that are intended to gain an unearned academic advantage by fraudulent or deceptive means. This may include (but is not limited to) essays, examinations, projects, labs, and/or graded homework.
* *Plagiarism* is a specific form of cheating by misrepresenting published and/or unpublished works of others as one’s own work. **Plagiarism includes submitting a paper written by artificial intelligence.**
* Penalties for cheating and plagiarism include a 0 or F on a particular assignment, failure of the course, or expulsion from the school.
* All violations of academic integrity will be reported to each student’s honor organization (BETA, NHS, etc.).

*Further school policies can be found in the Student Handbook at www.pgsmst.com*

***RESEARCH CLASS EXPECTATIONS***

Brainfuse:

* Students may be required to submit assignments to the Brainfuse Online Writing Lab before submission. The writing lab allows students to submit written assignments for review by a professional writing expert.
* Brainfuse Online Tutoring is available through our course Canvas and offers students free, live, on-demand tutoring in a variety of college subjects. Brainfuse tutors are available 24 hours a day, 7 days a week in math, writing, and reading. Students communicate in real-time with a tutor through the Brainfuse Online Classroom. Tutoring sessions can be saved and viewed later for review.

Communication with Ms. Spencer:

* The use of email/Canvas/Thinkwave is **required**. You should make sure course announcement notifications are sent to your PGS email on both the Canvas website and the Canvas app.
* Communication **must** occur via PGS email on both sides. I will respond to emails within 24 hours on workdays and by the next school day on weekends (barring emergency circumstances)

Expectations for Students:

* Students MUST check their PGS email and Canvas frequently to keep up with announcements, responses, and assignments.
* Grades will be entered and calculated in Thinkwave. You will occasionally see grades in Canvas when receiving feedback, but these grades are not reflective of your actual course grade (it just makes it easier for you to see the feedback).
* Students **MUST** check comments made on assignments. There is often crucial information in these comments!
* Students are expected to attend class daily and arrive on time.
* Students are expected to bring all required supplies/resources each scheduled day.
* Students are expected to submit all work on time. Use of a daily planner is highly recommended!
* Students are expected to initiate contact in the case of an emergency or extenuating circumstance and take responsibility for failure to meet an obligation.
* Students are expected to respect the work environment and use class time effectively
* Students are expected to reach out to the instructor for assistance when needed!
* Under **Executive Order 33**, all Virginia public schools are required to implement a "bell-to-bell" cell phone/electronic device-free education policy by January 1, 2025. This means that during the instructional day, students must have their cell phones and other electronic devices turned off and stored away. Electronic devices include smart watches, earbuds, and other electronic gadgets. Students who have proper medical documentation on file and prior approval from the Director, are permitted to keep electronic medical devices on their person.
	+ The goal of this policy is to ensure that students remain fully engaged in their course work and interactions with peers, free from the distractions of electronic devices. Failure to comply with this policy will result in **confiscation of the cell phone/electronic device and disciplinary consequences in accordance with the student’s base school’s disciplinary policy**. The school is not responsible for damaged, lost or stolen cell phones or devices.

What Students Can Expect from Ms. Spencer:

* A positive attitude and excitement toward learning
* Challenging, valuable, and well-prepared lessons
* An absolute desire to listen and provide support for student success
* Timely and meaningful feedback on activities and assignments.
* Effective facilitation of a kind and happy classroom

***RECOMMENDED CLASS SUPPLIES***

* three-ring binder
* loose-leaf paper
* pens, pencils, and highlighters
* tabbed dividers

*See Ms. Spencer if you need help obtaining these supplies*

***STUDENT EVALUATION***

This course follows the 10-point grading scale of P&HCC

* **A**: 90 - 100
* **B**: 80 - 89
* **C**: 70 - 79
* **D**: 60 – 69
* **F**: 59 – below

Grading:

* At the end of each grading period, averages for each type of assignment are combined to form an overall grade (as opposed to Assignment A counting 2x, Assignment B counting 3x, etc.). Assignments are weighted by type:
	+ **Classwork/Homework (15%)**
	+ **Quizzes/Short Writing Assignments and Presentations (35%)**
	+ **Longer Writing Assignments/Projects/Presentations (50%)**
	+ Group assignments will have both an individual grade relevant to your own work as well as a group grade for the finished project.
* Semester Grades – The final grade for each semester is calculated as follows:
	+ Each 9-week grading period makes up 40% of the final grade (80% total), and the exam makes up 20% of the final grade.

Late Work:

* Late work will be assessed a penalty of 10% per day. The deduction begins as soon as the deadline has passed and continues to accrue for every period of 24 hours. Late work should be submitted electronically if the student is not scheduled to be in class that day. Weekends and non-class days are included in the day-late deduction policy.
* Each student may earn one **“late pass”** per grading period for an extension of **three** days without penalty. After that card is used or if the three days have passed, future late assignments will be penalized as stated above. **You cannot use a late pass on group work!**
	+ You must submit a completed “Late Pass” form on Canvas in place of the assignment.
* Parents/Guardians will be notified if work is still missing after one week.

Missed Work due to Absence:

* If a student has an excused absence, they must provide documentation to Mrs. East **within three school days** so they can complete make-up assignments without penalty.
* PGS allows up to six parent/guardian notes for excused absences per year. Any additional absences require a doctor’s note to be excused.
* If a student knows they will be absent in advance, they should request work prior to the absence so that it can be completed on time. Such situations include, but are not limited to vacations, base school assemblies, sporting events, and scheduled appointments.

***P&HCC DUAL ENROLLMENT CREDITS***

ENG131 provides college credit from P&HCC. To earn that credit, you should be prepared to meet the following objectives:

**VCCS Core Competencies:**

1. Communication: A competent communicator can interact with others using all forms of communication, resulting in understanding and being understood. Degree graduates will demonstrate the ability to:
2. Understand and interpret complex materials
	1. Assimilate, organize, develop, and present an idea formally and informally
	2. Use standard English
	3. Use appropriate verbal and non-verbal responses in interpersonal relations and group discussions
	4. Use listening skills
	5. Recognize the role of culture in communication
3. Critical Thinking: A competent critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act. Degree graduates will demonstrate the ability to:
	1. Discriminate among degrees of credibility, accuracy, and reliability of inferences drawn from given data
	2. Recognize parallels, assumptions, or presuppositions in any given source of information
	3. Evaluate the strengths and relevance of arguments on a particular question or issue
	4. Weigh evidence and decide if generalizations or conclusions based on the given data are warranted
	5. Determine whether certain conclusions or consequences are supported by the information provided
	6. Use problem-solving skills
4. Cultural and Social Understanding: A culturally and socially competent person possesses an awareness, understanding, and appreciation of the interconnectedness of the social and cultural dimensions within and across local, regional, state, national, and global communities. Degree graduates will demonstrate the ability to:
	1. Recognize the role of language in social and cultural contexts
5. Information Literacy: A person who is competent in information literacy recognizes when information is needed and has the ability to locate, evaluate, and use it effectively (adapted from the American Library Association definition). Degree graduates will demonstrate the ability to:
	1. Determine the nature and extent of the information needed
	2. Access needed information effectively and efficiently
	3. Evaluate information and its sources critically and incorporate selected information into their knowledge base
	4. Use information effectively, individually or as a member of a group, to accomplish a specific purpose
	5. Understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally
6. Quantitative Reasoning: A person who is competent in quantitative reasoning possesses the skills and knowledge necessary to apply the use of logic, numbers, and mathematics to deal effectively with common problems and issues. A person who is quantitatively literate can use numerical, geometric, and measurement data and concepts, mathematical skills, and principles of mathematical reasoning to draw logical conclusions and to make well-reasoned decisions. Degree graduates will demonstrate the ability to:
	1. Interpret and use mathematical formulas
	2. Interpret mathematical models such as graphs, tables, and schematics and draw inferences from them
	3. Use graphical, symbolic, and numerical methods to analyze, organize, and interpret data
	4. Represent mathematical information numerically, symbolically, and visually, using graphs and charts
7. Scientific Reasoning: A person who is competent in scientific reasoning adheres to a self-correcting system of inquiry (the scientific method) and relies on empirical evidence to describe, understand, predict, and control natural phenomena. Degree graduates will demonstrate the ability to:
	1. Distinguish a scientific argument from a non-scientific argument
	2. Reason by deduction, induction, and analogy
	3. Distinguish between causal and correlational relationships
	4. Recognize methods of inquiry that lead to scientific knowledge

***PGS RESEARCH COURSE OBJECTIVES***

1. Written Communications *(VCCS Core Competencies 1, 4)*
	1. Review and strengthen the writing process
		1. Utilize paragraph structure to organize and develop content
		2. Clarify purpose through introduction, thesis statement, and closing
		3. Apply appropriate transitions to achieve effective flow
	2. Understand and apply formal rules of grammar and sentence structure
		1. Use parts of speech correctly
		2. Understand construction of sentence clauses, fragments, and complete sentences
		3. Identify simple, compound, complex, and compound/complex sentences
		4. Apply punctuation properly
	3. Utilize the revision process to strengthen written communication
		1. Analyze overall structure to identify strengths and weaknesses
		2. Apply changes to both structure and grammar
2. Technical Writing *(VCCS Core Competencies 1, 4, 6)*
	1. Understand and utilize the unique style of technical writing
		1. Identify the features of objective writing
		2. Analyze the purpose and application of technical writing in multiple fields
3. Resource Analysis *(VCCS Core Competencies 2, 4, 6, 7)*
	1. Read/analyze fiction/non-fiction selections for application to research
		1. Utilize fiction-based resources to analyze the non-fiction applications
		2. Utilize non-fiction-based resources to strengthen understanding of the field of research
4. APA Documentation *(VCCS Core Competencies 4)*
	1. Obtain a working knowledge of the style outlined in the Publication Manual of the American Psychological Association
		1. Understand the purpose of documentation in the field of research to avoid plagiarism and provide effective retrieval
		2. Analyze the structure of the manual to facilitate navigation
		3. Use the direction of the Publication Manual of the American Psychological Association for citations (both in-text and reference), non-biased language, overall paper formatting, and technical/research writing skills
5. Research Foundations *(VCCS Core Competencies 2, 4, 6, 7)*
	1. Understand and take ownership of the skills and concepts involved in the process of conducting inquiry
		1. Understand the importance of maintaining academic integrity throughout the research process
		2. Read, understand, critique, and use published reports of research both primary and secondary
		3. Apply the principles of scientific inquiry to everyday problem solving
		4. Develop a healthy skepticism about “studies” that purport to advance our knowledge
		5. Understand the strengths and weaknesses of different methodologies used in research, including consideration of ethical issues
		6. Develop a knowledge of the way design and procedures may affect empirical findings
		7. Gain an understanding of how descriptive/inferential statistics are used in data analysis
		8. Prepare a logical and comprehensive outline for an investigative topic
		9. Work in groups to analyze inquiry utilizing the process of scientific research
6. Digital Literacy *(VCCS Core Competencies 2, 4)*
	1. Make use of technology as a tool for research and word processing
		1. Become familiar with a variety of online resources and gain an understanding of their value as learning tools
		2. Learn to effectively evaluate the credibility of online resources
7. Presentation Skills *(VCCS Core Competencies 1, 4)*
	1. Prepare and deliver effective oral presentations for a variety of audiences
		1. Effectively demonstrate knowledge/use of online presentation tools
		2. Emphasize strong content and design
		3. Demonstrate professional presentation skills
8. Interpersonal Skills *(VCCS Core Competencies 1, 3)*
	1. Understand and demonstrate strategies that support effective relationships
		1. Illustrate respect for others through communication skills
		2. Strengthen cultural awareness and appreciation of unique differences

***P&HCC STUDENT SUPPORT/DISABILITY***

Patrick & Henry Community College makes every effort to accommodate individuals with disabilities for all programs, services, and activities available to the public. If you have accommodation needs, please contact the 504/ADA Coordinator (276-656-0257 or 800-232-7997 ext. 0257 or sguebert@patrickhenry.edu) within 14 working days prior to attending a scheduled event. Sign language interpreter requests should be made at least 4 weeks prior to attending a scheduled event. If you have a disability or other need for reasonable accommodation in order to successfully complete the requirements of this course, please contact the 504/ADA Coordinator (LRC 109, 656-0257 or 800-232-7997 ext. 0257, sguebert@patrickhenry.vccs.edu ) to discuss this matter confidentially.

***NOTE****: PGS does not receive 504/IEP plans from base schools. You must submit another copy to PGS.*

***P&HCC DIVERSITY STATEMENT***

Patrick & Henry Community College embraces a culture of diversity and inclusion that empowers anyone from anywhere to be successful in their academic and professional pursuits. We strive to provide an environment that is enriching to all by understanding and appreciating our dimensions of diversity, becoming global citizens, and welcoming new ways of engaging the unique contributions of all people. Patrick & Henry Community College defines diversity as the traditional categories of race, ethnicity, gender, age, sexual orientation, socio-economic status, religion, national origin, disability status, and all intersections of identity and cultural backgrounds.

*\*This syllabus conforms to Patrick & Henry Community College syllabus guidelines.\**