

English 210: Advanced Composition/Senior Research

Instructor: Samantha Spencer (sspencer@pgsmst.com)

Office: West 119 (Mon-Fri 11am – 3pm)

Office Phone: (276) 656-0328 (ext. 7)

COURSE DESCRIPTION:

Senior Research allows students to apply the strategies, skills, and tools learned in ENG 131/Junior Research as they begin their year-long journey into a self-selected field of inquiry. They will become immersed in the reading, study, and critique of research. Further, each senior will formulate a solid research proposal, conduct the proposed study, analyze the data, evaluate and discuss the results, and share their project in a formal oral presentation known as the Senior Research Project (SRP).

- Emphasis will be placed on the development of skills in written and oral communication, including technical writing format, Standard English style and mechanics, APA structure and documentation, and presentation design/delivery.
- The Fall semester focuses on a comprehensive review of the literature relating to the chosen topic, as well as initial methodology design.
- The Spring provides time for collection of data, analysis of findings, and construction of the final, formal written document.
- Students complete their experience with a visual presentation and defense of their work at a Senior Symposium in the Spring

PGS POLICIES:**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 range from 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 POLICIES:

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 in Thinkwave.
- 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 silence phones and watches before class time. **Phones should be put away and should remain so for the duration of class time.**
 - One violation will result in a warning. Repeated violations will result in the student leaving their phone at the teacher's desk.
 - If students are allowed to listen to music in class, a playlist should be selected that doesn't require them to change songs on their phone.
- Students are expected to reach out to the instructor for assistance when needed!

What Students Can Expect:

- 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

CLASS SUPPLIES:

Recommended:

- three-ring binder
- loose-leaf paper
- pens, pencils, and highlighters
- tabbed dividers
- earbuds/headphones for days students are allowed to listen to music while working

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 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.

COURSE OBJECTIVES:

- I. Written Communications (VCCS Core Competencies 1, 4)
 - A. Apply the writing and revision process
 1. Utilize paragraph structure to organize and develop content
 2. Apply appropriate transitions to achieve effective flow
 3. Follow APA standards for grammar and mechanics
 4. Analyze overall structure to identify strengths and weaknesses
 5. Apply changes to both structure and grammar
- II. Research Design and Individual Inquiry (VCCS Core Competencies 1, 2, 4, 6, 7)
 - A. 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. Locate and evaluate primary and secondary academic resources
 3. Prepare a logical and comprehensive outline for an investigative topic
 4. Synthesize information in a formal review of the literature, and use as context for planning methodology

5. Design and develop a methodology, incorporating standards for ethical treatment of sample
 6. Consider how descriptive/inferential statistics are used in the planned data analysis
 7. Use the direction of the Publication Manual of the American Psychological Association for citations (both in-text and reference), non-biased language, appropriate documentation, overall paper formatting, and technical/research writing skills
 8. Collect and analyze data based on methodology design
 9. Draw relevant conclusions and connect to current field
- III. Digital Literacy (VCCS Core Competencies 2, 4)
- A. Make use of technology as a tool for research and word processing
 1. Utilize online databases and search engines to identify resources
 2. Evaluate the credibility of online resources
- IV. Presentation Skills (VCCS Core Competencies 1, 4)
- A. Prepare and deliver effective oral presentations for a variety of audiences
 1. Utilize online presentation tools
 2. Consider content and design elements
 3. Demonstrate professional presentation skills

VCCS Core Competencies:

- I. 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:
 - A. Understand and interpret complex materials
 - B. Assimilate, organize, develop, and present an idea formally and informally
 - C. Use standard English
 - D. Use appropriate verbal and non-verbal responses in interpersonal relations and group discussions
 - E. Use listening skills
 - F. Recognize the role of culture in communication
- II. 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:
 - A. Discriminate among degrees of credibility, accuracy, and reliability of inferences drawn from given data
 - B. Recognize parallels, assumptions, or presuppositions in any given source of information
 - C. Evaluate the strengths and relevance of arguments on a particular question or issue

- D. Weigh evidence and decide if generalizations or conclusions based on the given data are warranted
 - E. Determine whether certain conclusions or consequences are supported by the information provided
 - F. Use problem-solving skills
- III. 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:
- A. Determine the nature and extent of the information needed
 - B. Access needed information effectively and efficiently
 - C. Evaluate information and its sources critically and incorporate selected information into their knowledge base
 - D. Use information effectively, individually or as a member of a group, to accomplish a specific purpose
 - E. Understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally
- IV. 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:
- A. Interpret and use mathematical formulas
 - B. Interpret mathematical models such as graphs, tables, and schematics and draw inferences from them
 - C. Use graphical, symbolic, and numerical methods to analyze, organize, and interpret data
 - D. Represent mathematical information numerically, symbolically, and visually, using graphs and charts
- V. 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:
- A. Distinguish a scientific argument from a non-scientific argument
 - B. Reason by deduction, induction, and analogy
 - C. Distinguish between causal and correlational relationships
 - D. Recognize methods of inquiry that lead to scientific knowledge

STUDENT SUPPORT/DISABILITY STATEMENT:

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 v/tdd, 800-232-7997 ext. 0257 v/tdd, 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.

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.

EMERGENCY INFORMATION:

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.

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