

# Composing Research

ENG 104-11

CRN 20194

## Course Meeting Information

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**Name of Course:** Composing Research  
**Class Days/Times:** MWF 10:00AM-10:50AM  
**Format:** Lecture  
**Prerequisite:** ENG 103; or appropriate placement.

**Course Number:** ENG 104  
**Credit Hours:** 3

## Instructor Information

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**Danielle Curry** (she/her)  
English Department  
Ball State University, Muncie, IN

## Course Information

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### Course Description

**ENG 104: Composing Research** Applies the fundamentals of rhetoric to the research process: methods of research; the rhetorical nature of research; elements, strategies, and conventions common to research writing, including multimodal presentations of new knowledge.

### Course Goals

1. Create and complete research projects. This involves generating a research question, engaging in critical/analytical reading, developing an argument with evidence collected from both primary and secondary research, and documenting sources appropriately.
2. Align research questions with appropriate research methods.
3. Employ critical thinking in evaluation, speculation, analysis, and synthesis required to evolve and complete a research project.
4. Use a variety of strategies to gather and organize information appropriate for the context and persuasive to the intended audience.
5. Use the university research library to forward their research agenda.
6. Engage in collaborative research.
7. Employ format, syntax, punctuation, and spelling appropriate to various rhetorical situations in a stylistically sophisticated manner.
8. Collect, analyze, and organize research information in verbally and visually compelling ways.
9. Take initiative for the development and completion of individual and joint research projects.

**Course Content and Format** The content and format of ENG 104 are designed to enable students to achieve the course goals:

1. Discuss, analyze, and respond to texts composed in a variety of media that develop an argument by relying on different kinds of research and that are addressed to diverse academic audiences
2. Analyze the connections among research questions, research methods, audience, and style
3. Design various research projects that involve generating a question, collecting data, analyzing data, and interpreting the analysis
4. Conduct research projects that rely on various means of gathering data, including but not limited to fieldwork, online research, and library research
5. Analyze data collected through a variety of methods
6. Compose proposals, progress reports, and final research reports for individual projects
7. Compose final research reports that are persuasive and appropriate for the intended audience and context
8. Compose research reports in multiple drafts, involving peer feedback, self-reflection, instructor's written comments, and teacher-student conferences
9. Reflect regularly on the choices available and the decisions made in the creation and completion of research projects.

**Requirements** As an outcome of the course content and format, which enable the accomplishment of the course goals, students in English 104 are required to complete:

- Four or more research projects that address different audiences, contexts, and data collection/analysis processes
  - One project will take the form of a Research Proposal and Annotated Bibliography
  - One project will culminate in a research driven, academic essay of 8-12 pages; appropriate works cited is additional
- Reading assignments for discussion, analysis, and response including texts created through a variety of media
- Informal writing assignments (such as journals, reading reflections, in-class writings, or smaller pieces intrinsic to major research projects)

**Course Modality/Structure:** Course content will be delivered face-to-face, three times a week as listed at the top of the course syllabus. Canvas will be used as a central point of communication and to supplement the in-class work. Content in Canvas will be broken into weekly modules that match the course calendar where assignments will be posted. All course work, unless otherwise stated will be submitted via Canvas on the day, date, and time provided to students via the course calendar and Canvas. Modules will run Monday-Sunday.

## Course Materials

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Students will use the online text that they have already paid for in their tuition:

- BallPoint Vol. 2: Writing Program Handbook,
  - accessed online at <https://digitalresearch.bsu.edu/ballpoint2>
- Supplementary Handouts (PDFs and/or webpages posted/linked on Canvas)
- Access to Zoom, a camera, and microphone

## Course Assignments and Assessments

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### Grading Scale:

Students will be graded on a thousand-point scale for the course. Students at any point in the semester should be able to compute their grade by dividing the total points earned by the total points possible of graded assignments.

Letter Grade	Percentage	Point Totals
A	93-100%	930 - 1000
A-	90-92%	900 - 929
B+	87-89%	870 - 899
B	83-86%	830 - 869
B-	80-82%	800 - 829
C+	77-79%	770 - 799
C	73-76%	730 - 769
C-	70-72%	700 - 729
D+	67-69%	670 - 699
D	63-66%	630 - 669
D-	60-62%	600 - 629
F	59% or less	Below 600

*NOTE: In order to fulfill the University's Core Curriculum requirement in Writing Program courses, students must earn a minimum grade of C to pass; a grade of C- is not considered acceptable.*

*Grade calculations above do not take into consideration penalties and excessive unexcused absences as outlined in the course policies.*

### Course Categories:

Students will be graded on the following Categories:

Category	Point Totals
Participation	100
Homework	100
Peer Review Components	100

Writing Projects (see breakdown below)	700
<b>TOTAL</b>	<b>1000</b>

**Note:** Assignment details, including instructions, relevant readings, due dates, and grading criteria/rubrics will be posted and updated on Canvas. Please check Canvas regularly to stay informed and on track.

## Grading Statements & Policies

**Coursework Submission:** All work unless otherwise instructed, must be submitted in Canvas by 11:59PM. Emailed submissions will not be accepted. For this class, students are expected to upload their assignments as .doc. or .docx. or pdf files and will run through plagiarism checkers via Canvas. All written essays and assignments must follow proper MLA or APA Documentation Guidelines.

**Participation:** I have designed this class to be interactive and hands-on with many collaborative activities and low stakes writing opportunities to help students feel less isolated and more comfortable contributing to class discussions and approaching our assignments this semester. To make the most of these opportunities all students should strive to be an active participant in our classroom environment. This includes participating in classroom activities, discussions, and completing any in-class writing. We will define active participation the first week of class and come up with a design of what active participation will look like.

- ***In-Class Discussions:*** Throughout the semester, students will have the opportunity to work in small groups and participate in in-class activities and discussions. At the end of the class period, students will turn in their activity/and or post in the discussion board post. Participation Coming to class prepared and ready to discuss the readings for the day will help you be an active participant. Students will have the option of actively engaging in the discussion or in real-time posting in the weekly discussion board during the class meeting. **At the end of the week, the discussion board postings will close for credit.**
- ***Attendance in Mandatory Conferences:*** There are times the best way to help students is to conference with them while working on their major writing projects to meet individual student needs. Students will attend **a mandatory one-on-one conferences** with the instructor during the semester. To make the conferences fair, classes will not meet for the week during scheduled conference weeks; however, students will be responsible for continuing to complete work to remain on-task with the current project. Mandatory conferences will count towards the participation grade.

**Homework:** Homework will involve a combination of responding more in-depth to course materials and practicing specific research-based concepts (ex. Observations, interview, and documentation) to help with the larger projects. Many of these assignments will serve as a springboard or scaffold for the larger assignments for the semester. These assignments will be graded on a rubric which will be provided in advance with the assignment details.

**Peer Review Components:** Writing is a process and a critical aspect of that process is drafting, receiving feedback, and applying feedback through revision. Peer review components will consist of major project rough draft submissions, participation during in-class peer review days, and submitting peer review

reflections addressing how they will apply feedback to a revised draft. Peer review components build off each other, so missing one can have a significant impact on completing the other components.

If a student has an excused absence on peer review day, they will have an alternate assignment to visit the writing center as a make-up for peer review. If a student has an unexcused absence on peer review workshop day, they must notify the instructor prior to class, with proof of the completed rough draft before alternate arrangements will be made. If unexcused absences become a habit on peer review day, then the instructor reserves the right to refuse an alternate assignment for the student.

**Major Writing Projects (WP):** Students will complete 4 major essays/projects this semester all of which will have a separate assignment sheet provided at the beginning of each unit with more specific information and the grading rubric provided in Canvas. The writing projects will consist of the following:

- Writing Project #1: Documentary Analysis (150 pts)
- Writing Project #2: Annotated Bibliography & Research Proposal (150 pts)
- Writing Project #3: Research Argumentative Essay (250 pts)
- Writing Project #4: Multi-Modal Remix & Reflection Essay (150 pts)

## Course Policies

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**Attendance:** This is not a class to miss as it is student-driven and will rely on student's active participation. Students have **three** "unexcused" absences in the course. After students exceed their unexcused absences, the student's final grade for the course will be assessed a penalty of **5% (50 pts) at the end of the semester** in addition to any portions of the participation grade as outlined in the course grading policies. Excused absences include disability accommodations, pregnancy, hospitalization or medical leave, bereavement leave, religious observance, jury duty or court witness leave, military leave, and Ball State approved events. Contact me *prior to* missing class in order to avoid an unexcused absence.

**Missed and Late Work Assignment Policy:** All coursework is due via Canvas as on the due date indicated on the course calendar. However, I understand that life happens and sometimes we all need a little grace. Therefore, I have a 48-hour window for late work for all students. After the 48-hour window has passed, work will receive a **10-point penalty per calendar day** that the assignment is late until the points "zero" out and the assignment window will close. *If you have an extenuating circumstance that will make it impossible for you to submit your assignment on time or within the 48-hour late submission window, please contact me before the assignment deadline and alternate arrangements can potentially be arranged and late-penalties may be avoided or decreased.* \*In-Class discussions, the final project, and in-class peer review components are not subject to this rule.\*

**Communication Expectations:** I value communication with my students as I see communication as a key component to student success. If you need to meet with me outside of class, please utilize my office hours as listed on the course syllabus or schedule an appointment with at least 24-hour notice. I strive to respond to all emails within 24 hours Monday-Friday (8:00AM-4:00PM) during business hours. To ensure student success, students should strive to keep an open line of communication with me throughout the semester. Students should reach out when they have questions and come to class prepared with the readings and assignments complete to actively participate in the class session.

**Engagement Expectations:** All students should demonstrate respect for one another, for this class, and for the rules of the University. You are free to speak (and write) your mind in this class, so long as what you say doesn't personally attack your fellow students. To support a respectful and engaging academic community that encourages the free exchange of ideas and civil discourse, we will follow these ground rules:

- **Respect different perspectives.** Share your ideas and let others share theirs.
- **Challenge ideas, not people.** Disagree respectfully. No personal attacks or put-downs. Focus on exploring ideas critically and constructively.
- **Listen to understand.** Stay curious, ask questions to understand, and give others space to speak.
- **Assume good intentions.** Approach discussions with curiosity and compassion.
- **Keep it private.** What is shared in class stays in class. Do not share others' words or work without permission.
- **Be respectful.** Avoid hurtful language, stereotypes, or content that may demean others. Keep feedback constructive.

**Trigger Warnings:** The readings I assign and/or that your classmates may submit for critique may deal with difficult and triggering subject matter. If I think a piece may contain something disturbing, I'll do my best to provide a general warning. Remember that I can't possibly know everything that might be upsetting to you. I'm willing to exempt you from the reading, work, or discussion of a text that makes you uncomfortable, but only if you have an accommodation on file through disability services.

**Plagiarism Policy** All work conducted and/or submitted in this course must be your own, completed in accordance with the Ball State University's [Student Academic Ethics Policy](#). Plagiarism comes in many forms including but not limited to the following

- Direct plagiarism: Taking another person's ideas word for word without giving proper citation.
- Self-plagiarism: Submitting your own previous work as part of a current assignment without permission.
- Mosaic plagiarism (aka patchwriting): Quoting another's work without quotation marks or replacing words in another's work with synonyms while maintaining the same overall structure and meaning.
- AI plagiarism: Using ideas, words, or phrases generated by artificial intelligence (see AI policy for more information about generative AI usage in the class)
- Accidental plagiarism: Forgetting to cite sources, misquoting sources, or paraphrasing sources without giving credit where credit is due.

For the purpose of this course, plagiarism—any type as defined above--on any assignment will result in disciplinary action on a case-by-case basis. Plagiarism in this course, will result in failure of the assignment, failure of the class, or suspension or expulsion from the institution.

**Generative AI Usage Policy:** You may not collaborate with or make use of ChatGPT or any other generative AI applications at any time to develop materials submitted in this course. Generative AI platforms, like Chat GPT are tools that writers rely on in some situations, but it is important to note that these generative AI tools may often present misleading and/or inaccurate information as the systems work on observed patterns extracted from data input into these platforms. Not to mention there are many ethical questions we can ask about these systems. If you are concerned about what programs could fall under this policy, please come speak with me prior to using them.

## University Statements and Policy

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**University Statement:** We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse.

**Disability Statement:** If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's Disability Services Office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or [dsd@bsu.edu](mailto:dsd@bsu.edu).

**Freedom of Expression:** In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions. Please review Ball State University's [Statement on Freedom of Expression](#), the resources on Ball State's [Freedom of Expression webpage](#), and [Ball State's Beneficence Pledge](#).

**Title IX:** Ball State University is committed to providing a safe and inclusive learning environment for all students. If you or someone you know has experienced sexual harassment—including sexual assault, dating violence, domestic violence, or stalking, please know that you are not alone. The University offers support services and resources. For more information or to report an incident, please visit [www.bsu.edu/titleix](http://www.bsu.edu/titleix) or contact the Title IX Coordinator at 765-285-1545 or at [titleix@bsu.edu](mailto:titleix@bsu.edu). **As your instructor, I am a mandatory reporter under the Title IX policy and required to report any information I receive about possible sexual harassment.** This includes information shared in class discussions, assignments, office hours, or conversations outside of class.

### **Student Academic Ethics Policy**

Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Visit the VPAA's [academic integrity website](#) (Students tab) for resources on understanding academic integrity, citing sources properly, and avoiding inadvertent academic dishonesty. To learn about BSU's academic integrity expectations and students' rights, please read the University [Student Academic Ethics Policy](#).

Academic integrity violations include giving or receiving an unfair academic advantage (cheating), presenting someone else's ideas or work as your own (plagiarism), and falsifying academic records. Unless otherwise indicated, you must work independently by yourself. Check with me if you are unsure whether something constitutes academic dishonesty. Examples of academic integrity violations include but are not limited to:

- Using resources not authorized by the faculty member (including devices, AI tools, hidden notes, and open books)
- Using commercial study websites to find answers to graded assignments (Chegg, Course Hero, StudyPool, OneClass, etc.).
- Without the instructor's written permission, giving away, buying, or selling graded assignments class notes, exams, study guides, or other course materials to other students or to third-party vendors (Course Hero, Chegg, 24HourAnswers, etc.).

- Working with another person on any assignment other than authorized group projects.
- Sharing or allowing others to access your files, whether done with permission or not.
- Reusing your own work from another semester, course, or section.
- Sharing answers with others during exams (passing notes, texting, whispering, gesturing)
- Discussing exam questions and answers with students who have not taken the exam.
- Soliciting others to complete work for you

## Student Resources

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### *The Writing Center*

All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295 during weekdays, Bracken Library First Floor West in the evenings, or online during any of our regularly scheduled hours) to get additional feedback on your writing.

The Writing Center offers free planning, feedback, and accountability sessions (in person and online) to all students composing essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts. To schedule a free appointment to discuss your writing, go to [bsu.edu/writingcenter](http://bsu.edu/writingcenter). Online and in-person appointments are available; however, plan ahead because appointments book quickly!

### *The Basic Needs Hub*

If you are having difficulty affording enough food, do not have a safe and reliable place to sleep, and/or experiencing an emergency or crisis, help is available through the Basic Needs Hub. The Basic Needs Hub has information, resources, and provides individualized support to students. To talk with a supportive staff member about your experience, receive one on one assistance, or learn more about resources, you can submit a Basic Needs Assistance Form.

### *The Counseling Center*

The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.

At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All of these resources, including a direct link to our website, can be found here.

## Course Calendar & Major Projects Link

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To support a learning experience that is responsive to the needs, interests, and pace of our class community, the course schedule may shift over the semester. The most current version of the schedule will always be available on Canvas linked through Google Docs. I encourage you to check Canvas regularly for updates and contact me if you have any questions.

Please note that you are to have completed the readings prior to showing up for class for the date listed.

Week	Day	Date	Meeting Topic	Readings	Assignments
1	M	1/5/25	Course Overview & Introductions		
	W	1/7/25	ENG 103 Review	BP: 103 Review	
	F	1/9/25	MLA Citation Review		
2	M	1/12/25	Introduce WP #1: Analysis of a Documentary & Generating a Research Topic	BP: Generating a Research Topic	Homework #1
	W	1/14/25	Elements of Analysis & Evaluation		
	F	1/16/25	Audience, Kairos, Context		
3	M	1/19/25	<b>No Class MLK Jr Day</b>		
	W	1/21/25	Source Types, Credibility, and Ethics of Research	BP: Evaluating Secondary Sources	Homework #2
	F	1/23/25	The Generative AI Debate & Plagiarism, and Ethical Dilemmas	BP: Academic Ethics & Writing	
4	M	1/26/25	Structuring the Analysis Paper		
	W	1/28/25	Developing a Research Question	BP: Generating A Research Question	
	F	1/30/25	Review Sample WP #1		
5	M	2/2/25	In-Class Writing Day		Rough Draft Due
	W	2/4/25	Peer Review Day	BP: Collaboration	Peer Review Reflection Due
	F	2/6/25	Revision Day		WP #1 Due
6	M	2/9/25	Introduce WP #2: Annotated Bibliography & Proposal	BP: Research Proposal & Annotated Bibliography	
	W	2/11/25	Reading Sources Critically	BP: Engaging in Critical Reading	
	F	2/13/25	<i>Using Library Databases - Students will meet at Bracken Library by the bottom of the spiral staircase</i>		
7	M	2/16/25	Summarizing, Paraphrasing, and Quoting	BP: Incorporating Secondary Research	

Week	Day	Date	Meeting Topic	Readings	Assignments
	W	2/18/25	<b>Online Class</b>		Homework #3
	F	2/20/25	Review Sample Annotated Bibliography & Proposal	PDF: Student Sample	
8	M	2/23/25	Writing/Research Day		Rough Draft Due
	W	2/25/25	Peer Review		Peer Review Reflection
	F	2/27/25	Revision		WP #2 Due
9	M	3/2/25	<b>No Class Spring Break</b>		
	W	3/4/25	<b>No Class Spring Break</b>		
	F	3/6/25	<b>No Class Spring Break</b>		
10	M	3/9/25	Assign WP #3: Research Argument; Main Arguments		
	W	3/11/25	Counterargument & Rebuttal		
	F	3/13/25	Primary Sources: Interviews	BP: Primary Research	Homework #4
11	M	3/16/25	Planning the Paper & Writing Strong Claims		
	W	3/18/25	Organizing Evidence through Synthesis & Extracting Ideas	BP: Organizing Evidence	
	F	3/20/25	Writing Day; Planning your paper through Outlining		
12	M	3/23/25	<b>Mandatory Conferences</b>		
	W	3/25/25	<b>Mandatory Conferences</b>		
	F	3/27/25	<b>Mandatory Conferences</b>		Homework #5
13	M	3/30/25	Writing Day		1st half Paper Due
	W	4/1/25	Peer Review		Reflection Due
	F	4/3/25	Revision Day		
14	M	4/6/25	Writing Day		Full rough Draft
	W	4/8/25	Peer Review Day		Reflection Due
	F	4/10/25	Revision Day		WP #3 Final Draft

Week	Day	Date	Meeting Topic	Readings	Assignments
15	M	4/13/25	Remix & Remediation: Introduce Wp #4	BP: Remix & Remediation	
	W	4/15/25	Multimodal Writing: Design Principles		
	F	4/17/25	Writing Day		
16	M	4/20/25	Review Sample Multi-Modal Projects		
	W	4/22/25	Writing Day		
	F	4/24/25	Course Wrap-Up		
17	M	4/27/25	Optional Conferences on Final Project		
	TBA	TBA	Final Remix & Reflection Due. I will not accept late assignments		

## Subject to Change Statement

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This syllabus is subject to change in the event of extenuating circumstances