

ENG 104—Spring 2026

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Instructor: Taurice Hagemann (they/she)

Office Hours: Wednesdays 10am-2pm

- Office hours will be held in my office, **RB265**
- Upon request, meetings can be held over Zoom
- I'm also available for meetings outside of these times by appointment



Course Description: ENG 104: Composing Research (3) 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 multi-modal presentations of new knowledge.

Course Goals

- 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.
- Align research questions with appropriate research methods.
- Employ format, syntax, punctuation, and spelling appropriate to various rhetorical situations in a stylistically sophisticated manner.
- Use a variety of strategies to gather and organize information appropriate for the context and persuasive to the intended audience.
- Use the university research library to forward their research agenda. Employ critical thinking in evaluation, speculation, analysis, and synthesis required to evolve and complete a research project.
- Engage in collaborative research.
- Collect, analyze, and organize research information in verbally and visually compelling ways.
- 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:

- 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
- Analyze the connections among research questions, research methods, audience, and style
- Design various research projects that involve generating a question, collecting data, analyzing data, and interpreting the analysis
- Conduct research projects that rely on various means of gathering data, including but not limited to fieldwork, online research, and library research
- Analyze data collected through a variety of methods
- Compose proposals, progress reports, and final research reports for individual projects
- Compose final research reports that are persuasive and appropriate for the intended audience and context
- Compose research reports in multiple drafts, involving peer feedback, self-reflection, instructor's written comments, and teacher-student conferences
- 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 research projects that address different audiences, contexts, and data collection/analysis processes:
 - One project will take the form of a 3–5-page argumentative essay
 - You will write a 3–5-page argumentative essay or create a video essay over a media-related topic of your choice. We will discuss a few example sources in class, and you will be expected to find 3-5 for use on your project. You will be allowed to choose either APA or MLA formatting but should follow a structure and citation format.
 - One project will take the form of a Research Proposal and Annotated Bibliography
 - You will create a proposal for a research essay and find sources to use to compose an annotated bibliography. For both parts, I will be looking for specific pieces that you address, but there will be no set word/page count.

- One project will culminate in a research driven, academic essay of 8-10 pages; appropriate works cited is additional
 - o This research essay will be centered around the topic you chose for your proposal and annotated bibliography. You will be allowed to choose either APA or MLA formatting but should follow a structure and citation format. 8–10-page requirement does not include title pages, headings, and your works cited or references page.
- One project will take the form of a multi-modal group research project
 - o You will be split into groups to do primary research around something on Ball State’s campus or in Muncie. Group assignments should be the equivalent of 8-10 pages worth of research and effort—this will be discussed in detail in class. Research can be composed and presented however you choose but must be done multimodally.

- 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)

Grading Scale

This course will be graded via a modified Grading Contract. This means that per assignment, grades will be given either Complete or Incomplete (on Canvas this means everything is out of 1 point). The number of assignments that you fulfill to completion will determine your grade in the course. The contract will be available at the top of our Canvas page and will be discussed in detail on our first day of class.



For each major project except the group final project, an option will be given to complete revisions. If the project is resubmitted with clear and mindful revisions made considering feedback, the student’s grade can improve from Incomplete to Complete.

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. Writing Program courses may be repeated as many times as necessary to meet the requirement but:

- The first and all other grades will show up on the transcript.
- All grades except the first will be used to compute the GPA.
- A grade of W will not replace a previous grade.

- Course credit hours apply only once to graduation requirements.

Attendance

I expect you to be in class each day unless situations outside your control prevent you from attending. Missing any days will affect your course experience, and that of your classmates. Yet, at the same time I know that it may not be possible—for various reasons—for everyone to attend each of those required class periods.

If you absolutely must miss class, please let me know as soon as you know. In most cases this means notifying me before class. In some cases, that may mean checking in after class to explain an absence.

If your absence is excused**, then you will be able to make up work and points missed during that class. It is your responsibility to make arrangements to submit make-up work.

Patterns of inattentiveness during class, especially when it is due to inappropriate use of technology, can result in a student being counted absent.

**Excused absences include:

- disability accommodations
- pregnancy, hospitalization, or medical leave
- bereavement leave
- religious observance
- jury duty or court witness leave
- military leave
- Ball State approved events

However, if you miss class for any other reason, communicate about that absence at your earliest convenience. In many cases, points and assignments can be made up when arrangements are made ahead of time. Attendance will be a factor in your course grade and will be laid out in detail on our Grading Contract.

Late Work

For small daily assignments, late work will generally not be accepted unless for extenuating circumstances, which must be communicated with me. Daily work builds towards our major projects and will be relevant to class activities day-to-day, so should be done prior to class time. For large projects, extensions requested will usually be granted provided that you are in contact with me, and that the extension is requested at least 24 hours before the assignment deadline.

Technology Policy

Technology has become integral in some aspects of learning, and I therefore allow use of computers or phones in my classroom *to an extent*. For many of our in-class activities and assignments, use of a device will be necessary. If you are not paying attention or are doing things unrelated to our class, I reserve the right to ask you to put away a device. If this happens and you continue to be distracted, you could be counted as absent for the day's class and we may have another conversation outside of class regarding your technology use.



Diversity Statement

Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. 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 as expressed in our [Beneficence Pledge](#) and through university resources found [here](#).

Course Calendar

Week/Dates	Tuesday	Thursday
Week 1 1/6 and 1/8	Course intro/syllabus Discuss grading contracts Grading contract assignment by midnight Wednesday	Read/summarize/discuss article 1
Week 2 1/13 and 1/15	Read/summarize/discuss article 2	Read/summarize/discuss article 3
Week 3 1/20 and 1/22	Library Searchsmart tutorial day	Citation crash course in class “Citation Conventions” on BallPoint due midnight Monday
Week 4 1/27 and 1/29	Sample paper workshop activity Full rough draft of argumentative essays due midnight Wednesday	Peer review argumentative essays Argumentative essays due by Friday 1/30 at 11:59pm BallPoint “Generating a Topic” worksheet due midnight Monday
Week 5 2/3 and 2/5	Introduce project 2/details BallPoint “Generating a Research Question” worksheet due by midnight Wednesday	Examples of how to make/format an annotated bibliography BallPoint “Annotated Bibliography” and “Research Proposal” in class BallPoint “Research Methods Overview” due by midnight Monday
Week 6 2/10 and 2/12	Proposal practice activity in class	Review Annotated Bib format/components Summary activity
Week 7 2/17 and 2/19	In-class work time on proposal/annotated bib	In-class work time on proposal/annotated bib Proposal and Annotated Bibliography due by Friday 2/20 at 11:59pm

Week 8 2/24 and 2/26	<p>“Ethical Writing Strategies” on BallPoint—discuss in class</p> <p>Read “Organizational Strategies” for Thursday’s class</p>	<p>Discuss “Organizational Strategies” readings, group activities in class</p> <p>BallPoint “Incorporating Secondary Sources” due by midnight Friday</p>
Week 9 3/3 and 3/5	NO CLASS—SPRING BREAK	NO CLASS—SPRING BREAK
Week 10 3/10 and 3/12	<p>Discuss “Incorporating Sources”</p> <p>Writing exercises in class practicing source incorporation</p>	<p>Paragraph, transition, sentence writing exercises in class</p> <p>Full rough draft due by midnight Monday</p>
Week 11 3/17 and 3/19	No class meeting—schedule a one-on-one conference with me instead	No class meeting—schedule a one-on-one conference with me instead
Week 12 3/24 and 3/26	No class meeting—schedule a one-on-one conference with me instead	<p>No class—I’ll be in LA for a writing conference ☺</p> <p>Work on research papers and reach out with questions/concerns!</p>
Week 13 3/31 and 4/2	<p>Citation formatting crash courses—APA and MLA</p> <p>Revise your rough draft for peer review Thursday (no new submission on Canvas)</p>	<p>Peer review workshops of research paper drafts</p> <p>Research Paper due by Friday 4/3 at 11:59pm</p>
Week 14 4/7 and 4/9	<p>Introduce multi-modal project assignment</p> <ul style="list-style-type: none"> - Primary research types - Examples from past classes <p>Complete observation activity before class Thursday for discussion</p>	<p>Group project topic discussion board, get into groups</p> <p>“Collaboration” on BallPoint in class—worksheet due during class</p>
Week 15 4/14 and 4/16	<p>What is primary research? Observations, interviews, surveys Work time on projects</p> <p>Mid-Project Participation evaluation due by midnight Wednesday</p>	<p>Group dynamics/group work recommendations</p> <p>Work time on projects</p>
Week 16 4/21 and 4/23	Group work time on projects	<p>Multi-modal group projects due by Friday 4/24 at 11:59pm</p> <p>Peer evaluations due by Monday 4/27 at 11:59pm</p>
FINALS WEEK 4/28 to 5/1	No class meeting	No class meeting