

**UNIVERSITY OF PUERTO RICO
RÍO PIEDRAS CAMPUS
COLLEGE OF GENERAL STUDIES
ENGLISH DEPARTMENT**

Course Title: Building Research Projects

Course Code: INGL 3270

Credits/Hours: 3 credits per semester/ 3 class hours

Prerequisite: INGL 3161/62 or INGL 3101-02

Course Description:

This English for Academic Purposes course is designed for second year students. This class offers the Basic English population an option for completing an English elective and/or General Education bachelor's program elective component. This course initiates students in formal academic writing and introduces essential research competencies.

Readings for this course are on interdisciplinary topics. This course strengthens a critical response and reasoned point of view as a basis for argument in order to prepare them for discourses inside and outside of academia.

Learning Objectives:

Consistent with the English Department's general objectives, the student will demonstrate through a wide variety of forms of evaluation and on the basis of the standards for the different levels established by the English Department that they are making progress in their ability to:

- Examine and analyze interdisciplinary readings based on research.
- Assess information and deduct ideas from readings and electronic sources.
- Use effective organizational strategies for their writings such as: taking notes, outlining and summarizing.
- Determine the credibility of a source when using academic/scholarly texts.
- Evaluate and use pertinent information from a variety of sources such as databases, catalogs, library books, periodicals and media holdings.
- Distinguish and effectively use primary and secondary sources.
- Plan, draft and revise a research proposal and research paper.

- Elaborate research questions and develop argumentative thesis statements.
- Develop an annotated bibliography.
- Demonstrate the ability to access and use the needed information effectively, efficiently, ethically, and legally.

Content Outline and Time Distribution:

I.	Introduction to Academic Writing and Research	6 hours
	a. What is the value of conducting research?	
	b. Research Ethics	
II.	Developing Critical Approaches to Reading Research	6 hours
	a. Identify a topic and relevant information	
	b. Annotate and summarize	
III.	Define and Elaborate a Research Question	3 hours
	a. Define the scope of your research question	
IV.	Writing Effective Thesis Statement	3 hours
	a. Build an argument based on an angle or perspective	
V.	Assess Sources Critically and Plagiarism	9 hours
	a. Evaluating Sources	
	b. Managing Information	
VI.	Writing Models	9 hours
	a. Argumentative Essay	
	b. Comparative Essay	
VII.	Formatting, Citation	9 hours
	a. MLA and APA formatting	

Total Contact Hours: 45 hours

Instructional Strategies:

This course is based upon collaborative discussion among students and teacher; therefore, oral participation is required. A variety of learning and assessment experiences are used to create an interactive environment to promote reflection, critical thinking and collaboration. Some of the strategies employed by professors in this course include: lectures, discussion, workshops and group projects. Professors can also use the following resources: films, audio recordings, and library trips.

Evaluation Strategies:

A. Written Essays	20%
B. Critical Review	20%
C. Annotated Bibliography	20%
D. Research Proposal and Project (5 to 7 pages long)	20%
E. Class Participation	<u>20%</u>
	100%

English Department Attendance Policy:

Six contact hours of absences may lower average one whole letter grade. Five late arrivals are equivalent to one absence.

Rights of Students with Disabilities:

The University of Puerto Rico complies with all state and federal laws and regulations related to discrimination including “The American Disabilities Act” (ADA) and Law #51 from the Puerto Rico Commonwealth (Estado Libre Asociado de Puerto Rico). Every student has the right to request and receive reasonable accommodation and Vocational Rehabilitation Services (VRS). Those students with special needs that require some type of particular assistance or accommodation shall explicitly communicate it directly to the professor. Students who are receiving VRS services shall communicate that to the professor at the beginning of the semester to facilitate appropriate planning and the necessary equipment according to the Persons with Disabilities Affairs Office (Oficina de Asuntos para las Personas con Impedimentos [OAPI]), administered by the Dean of Students Office. Any other student requiring assistance or special accommodation shall also communicate directly with the professor. Reasonable accommodations requests or services DO NOT exempt the student from complying and fulfilling academic and course related requirements and responsibilities. Differential evaluation will be provided to students with special needs who have been duly certified by OAPI. (See Circular Núm. 9 de 2002–2003.)

Academic Integrity Policy:

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR Students General Bylaws (Board of Trustees Certification 13, 2009-2010) states that academic dishonesty includes, but is not limited to: fraudulent actions; obtaining grades or academic degrees by false or fraudulent simulations; copying the whole or part of the academic work of another person; plagiarizing totally or partially the work of

another person; copying all or part of another person answers to the questions of an oral or written exam by taking or getting someone else to take the exam on his/her behalf; as well as enabling and facilitating another person to perform the aforementioned behavior. Any of these behaviors will be subject to disciplinary action in accordance with the disciplinary procedure laid down in the UPR Students General Bylaws.

Gender and Sexual Identity Discrimination Policy:

The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms, including that of sexual harassment. According to the Institutional Policy Against Sexual Harassment at the University of Puerto Rico, Certification Num. 130, 2014-2015 from the Board of Governors, any student subjected to acts constituting sexual harassment, must turn to the Office of the Student Ombudsperson, the Office of the Dean of Students, and/or the Coordinator of the Office of Compliance with Title IX for an orientation and/or a formal complaint.

English Department Attendance Policy:

Six contact hours of absences may lower average one whole letter grade. Five late arrivals are equivalent to one absence.

Grading System

- A 100-90
- B 89-80
- C 79-70
- D 69-60
- F 59-0

Bibliography:

- Bailey, S. (2014). *Academic Writing: A Handbook for International Students*.
Routledge.
- Bergmann, L. (2009). *Academic Research and Writing: Inquiry and Argument in College* (1st Ed). United States: Longman. ISBN 978-0321091840
- Bergmann, M. M. (2008). *Advances in mixed methods research: Theories and applications*. Sage.
- Bryman, A. (2015). *Social research methods*. Oxford university press.
- Creswell, J. W. (2013.) *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

- Cohen, L., Manion, L., & Morrison, K. (2013). *Research methods in education*. Routledge.
- Corbin, J., & Strauss, A. (2014). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Sage publications.
- Cousin, G. (2009). *Researching Learning in Higher Education: An Introduction to Contemporary Methods and Approaches*. Routledge.
- Diener, E., & Crandall, R. (1978). *Ethics in social and behavioral research*. U Chicago Press.
- Folse, K.S. & Pugh, T. (2015). *Great writing 5: From Great Essays to Research* (3RD ed.). Boston, MA: National Geographic Learning/Cengage Learning.
- Gibaldi, J., Einsohn, A., Díaz, A., Uría, R., Rodríguez Sáenz, D., Labadie, J. W., ...& Chou, N. F. (2018). *MLA style manual and guide to scholarly publishing* (no. C10 45) iica, Miami (Florida).
- Graff, G., & Birkenstein, C. (2007). *"They Say/I Say": The Moves that Matter in Persuasive Writing*. WW Norton & Company.
- Guthrie, G. (2010). *Basic research methods: An entry to social science research*. SAGE Publications India.
- Kostka, I. & Olmstead-Wang, S. (2014). *Teaching English for Academic Purposes*. Alexandria, VA: Tesol Press. ISBN 9781942223368
- Lipson, C. (2011). *Cite right: a quick guide to citation style – MLA, APA, Chicago, the sciences, professions, and more*. University of Chicago Press.
- Miller, T., Birch, M., Mauthner, M., & Jessop, J. (Eds.) (2012). *Ethics in qualitative research*. Sage.

Neuman, W. L. (2005). Social research methods: Quantitative and qualitative approaches (Vol. 13, pp. 26-28). Boston, MA: Allyn and bacon.

Patton, M. Q. (2005) Qualitative research. John Wiley & Sons, Ltd.

Salkind, N. J., & Rainwater, T. (2003). Exploring research. Upper Saddle River. NJ: Prentice Hall.

Smith, J.A. (Ed.) (2007). Qualitative psychology: A practical guide to research methods. Sage.

Taylor, S.J., Bogdan, R., & DeVault, M. (2015). Introduction to qualitative research methods: A guidebook and resource. John Wiley & Sons.

VanderMey, R., Meyer, V., Van Rys, J., & Sebranek, P. (2014). The College Writer: A Guide to Thinking, Writing, and Researching, Brief. Cengage Learning.

Online Resources:

Research

<https://owl.english.purdue.edu/>

<http://www.apastyle.org/>

<https://www.library.cornell.edu/research>

<https://writing.wisc.edu/Handbook/PlanResearchPaper.html>

<https://www.bowdoin.edu/writing-guides/>

<https://www.esc.edu/online-writing-center/resources/research/>

Dictionary

<http://www.merriam-webster.com/>

Libraries

<https://www.loc.gov/>

<http://biblioteca.uprrp.edu/>

Updated by Brenda Ann Camara, June 2019.
BACW/nmha