



COURSE OUTLINE : ENGL 298
D Credit – Degree Applicable
COURSE ID 010532
Cyclical Review: February 2020

COURSE DISCIPLINE : ENGL
COURSE NUMBER : 298
COURSE TITLE (FULL) : Undergraduate Research in Professional Writing
COURSE TITLE (SHORT) : Research in Professional Writing

CATALOG DESCRIPTION

ENGL 298 is intended to give undergraduate students hands-on experience in academic research while working collaboratively on projects within specific themes relating to professional pathways in English and Humanities. It allows the student to develop his or her critical thinking and writing skills to the level of proficiency required to complete original scholarly and professional research for possible submission and presentation, such as at a conference. Students will receive instruction in advanced research and in the process of writing and revising professional work. Students are expected to apply research analysis techniques and concepts learned in previous English classes, and to use their problem-solving skills in carrying out assigned projects. Students will be required to present the results of their research to the campus/to a group of faculty.

Total Lecture Units: 1.00 -3.00

Total Laboratory Units: 0.00

Total Course Units: 1.00 - 3.00

Total Lecture Hours: 18.00 - 54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged:0.00

Total Contact Hours: 18.00 - 54.00

Total Out-of-Class Hours: 36.00 - 108.00

Prerequisite: ENGL 101. Recommended Preparation: ENGL 102 or ENGL 104.



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ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ENGL	101	Introduction to College Reading and Composition	Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose;	Yes
2	ENGL	101	Introduction to College Reading and Composition	apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support;	Yes
3	ENGL	101	Introduction to College Reading and Composition	develop varied and flexible strategies for generating, drafting, and revising essays;	Yes
4	ENGL	101	Introduction to College Reading and Composition	analyze stylistic choices in their own writing and the writing of others;	Yes
5	ENGL	101	Introduction to College Reading and Composition	write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence;	Yes
6	ENGL	101	Introduction to College Reading and Composition	integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism;	Yes
7	ENGL	101	Introduction to College Reading and Composition	find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format;	Yes
8	ENGL	101	Introduction to College Reading and Composition	proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.	Yes
9	ENGL	102	Critical Thinking And Literary Analysis	Critically read and evaluate culturally diverse literary and prose texts which address critical positions and problems;	Yes
10	ENGL	102	Critical Thinking And Literary Analysis	identify thesis or unifying theme;	No
11	ENGL	102	Critical Thinking And Literary Analysis	identify and evaluate supporting evidence (relevance, accuracy);	No
12	ENGL	102	Critical Thinking And Literary Analysis	distinguish fact from opinion, recognizing assumptions and faulty interpretations;	No
13	ENGL	102	Critical Thinking And Literary Analysis	evaluate text in terms of diction, tone, and unity;	No



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14	ENGL	102	Critical Thinking And Literary Analysis	analyze literary texts through traditional tools of literary criticism;	No
15	ENGL	102	Critical Thinking And Literary Analysis	identify the ways in which expository pieces and arguments are shaped by an author's social, historical, moral, psychological, and philosophical assumptions;	No
16	ENGL	102	Critical Thinking And Literary Analysis	write logical, coherently structured and mechanically sound, thesis based expository and persuasive essays which demonstrate appropriate use of primary and secondary research materials;	Yes
17	ENGL	102	Critical Thinking And Literary Analysis	select topic and adjust it in terms of breadth and complexity;	No
18	ENGL	102	Critical Thinking And Literary Analysis	clearly establish thesis;	No
19	ENGL	102	Critical Thinking And Literary Analysis	demonstrate ability to refute alternate interpretations;	No
20	ENGL	102	Critical Thinking And Literary Analysis	write critical analyses of literary works, relating them to current issues;	No
21	ENGL	104	Critical Thinking and Argumentation	Critically read and evaluate expository and persuasive texts which address current issues and cultural diversity;	No
22	ENGL	104	Critical Thinking and Argumentation	identify thesis or unifying theme;	No
23	ENGL	104	Critical Thinking and Argumentation	identify traditional reasoning and logic (including induction and deduction, denotation and connotation);	No
24	ENGL	104	Critical Thinking and Argumentation	identify and evaluate supporting evidence (relevance, accuracy);	No
25	ENGL	104	Critical Thinking and Argumentation	distinguish fact from opinion, recognize assumptions and fallacies;	No
26	ENGL	104	Critical Thinking and Argumentation	evaluate text in terms of diction, tone and unity;	No
27	ENGL	104	Critical Thinking and Argumentation	identify the ways in which expository pieces and arguments are shaped by an author's social, historical, moral and psychological, and philosophical assumptions.	Yes
28	ENGL	104	Critical Thinking and Argumentation	write logical, coherently structured and mechanically sound, thesis based expository and persuasive essays which address current issues and which demonstrate appropriate use of primary and secondary research materials;	No



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29	ENGL	104	Critical Thinking and Argumentation	select topic and adjust it in terms of breadth and complexity;	Yes
30	ENGL	104	Critical Thinking and Argumentation	clearly establish thesis;	No
31	ENGL	104	Critical Thinking and Argumentation	demonstrate appropriate use of supporting evidence in terms of accuracy, relevance, and freedom from faulty assumptions and fallacies;	No
32	ENGL	104	Critical Thinking and Argumentation	demonstrate ability to refute counter-argument;	No
33	ENGL	104	Critical Thinking and Argumentation	maintain unity and coherence between paragraphs;	No
34	ENGL	104	Critical Thinking and Argumentation	maintain college-level prose standards (mechanics).	No

EXIT STANDARDS

- 1 Organize, develop and revise original writing using appropriate tone, style and semantics;
- 2 communicate effectively in a collaborative work environment;
- 3 examine values, identify bias and prejudice and objectively summarize the views of others;
- 4 read and analyze peer-reviewed articles in the field of study;
prepare scholarly research projects, such as oral presentations, posters, and/or written work, that contain
- 5 unique thought, add new knowledge to the field of study, and use proper citation format and documentation style or meet the standards of submission to an academic or literary journal;
- 6 present results of project to student peers and professors.

STUDENT LEARNING OUTCOMES

- 1 Critically read and evaluate texts for relevance, credibility, and purpose using advanced research analysis techniques;
- 2 Prepare sophisticated projects, in the form of oral presentations, posters, and/or written articles, that demonstrate appropriate application of supporting evidence from primary and secondary sources;
- 3 Prepare an oral presentation of researched work for other students or faculty.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Active reading to develop critical thinking skills <ul style="list-style-type: none"> • read and analyze peer-reviewed articles in the chosen field of study • apply active and critical reading strategies • locate ambiguities in text • identify unstated premises in texts 	8	0	8



2	<p>Thematic Content</p> <p>298A: Digital Writing and Web Literacy</p> <ul style="list-style-type: none"> • Basics of digital environments (websites, blogs, newsletters, social media) • Appropriate form, tone, style, and requirements for digital environments • Writing for digital audiences in professional settings such as journalism, political campaigns, internet marketing, and corporate communication • Advanced research techniques in digital literacy, internet marketing, and online communication <p>298B: Literary Research</p> <ul style="list-style-type: none"> • Basics of literary analysis and responding to classic, contemporary, or world literature • Appropriate form, tone, style, and requirements for writing about literary works • Writing for academic and literary audiences in professional settings such as teaching, library science, literacy outreach, and book reviewing/editing • Advanced research techniques for writing about literature <p>298C: Writing About Science and Technology</p> <ul style="list-style-type: none"> • Basics of scientific and technical writing for communicating complex technical concepts and scientific research findings in a clear and accessible way to non-specialist audiences • Appropriate form, tone, style, and requirements for technical writing 	20	0	20
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<ul style="list-style-type: none"> • Writing for technical and scientific audiences in professional settings such as technical writing, magazine writing, and scientific writing • Advanced research techniques for science and technology <p>298D: Arts and Entertainment</p> <ul style="list-style-type: none"> • Basics of arts and entertainment writing about creative material and performances in fields such as film, TV, theater, music, dance, art/design, and videogames • Appropriate form, tone, style, and requirements for entertainment writing • Writing for popular audiences in the form of critical reviews, recaps, promotional materials, treatments, and profiles • Advanced research techniques in film, TV, theater, music, dance, art/design, and videogame content. <p>298E: Creative Writing and Publishing</p> <ul style="list-style-type: none"> • Basics of written communications in publishing environments • Appropriate form, tone, style, and requirements for publishing • Writing for literary audiences in professional positions such as writer, editor, and publisher • Advanced research techniques related to submission of creative writing and publishing 			
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3	<p>Writing to demonstrate critical thinking skills and knowledge of field of study</p> <ul style="list-style-type: none"> • write a scholarly research article or create research presentation/poster that contains unique thought, adds new knowledge to the field of study and uses proper citation format and documentation style, or meets the standards for submission to a relevant publication • develop critical thinking skills, such as building arguments that anticipate and diffuse objections, locating and using credible evidence, providing sufficient textual evidence, avoiding logical fallacies, and appealing to an audience's logic, emotion, and ethics • examine values, identify bias and prejudice, and objectively summarize the views of others 	10	0	10
4	Enhance credibility through correct usage and grammar	4	0	4
5	<p>On-campus presentation of research</p> <ul style="list-style-type: none"> • present written and/or spoken work to an audience of GCC faculty and students 	2	0	2
6	<p>Formulation of proposal to present research to a conference such as the:</p> <ul style="list-style-type: none"> • Southern California Conference for Undergraduate Research, the UCI Community College Honors Research Conference, or the Bay Honors Symposium • Present written and/or spoken work at conferences and/or in literary journals 	10	0	10
				54

OUT OF CLASS ASSIGNMENTS

- 1 written critique of scholarly articles pertinent to the specific field of study such as biology, chemistry, psychology or humanities;
- 2 preparation of an annotated bibliography that includes all sources used in the scholarly article written for the course;
- 3 preparation for oral presentations and group projects;
- 4 preparation for campus presentation of research findings to a group of peers and faculty;
- 5 documented research paper that offers new knowledge to the field of study.



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METHODS OF EVALUATION

- 1 instructor analysis of student work;
- 2 class presentations;
- 3 peer review of essay drafts and revisions;
- 4 formal on-campus presentation of research.

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
The Craft of Research	Required	The University of Chicago Press			Wayne C. Booth	9780226239736	2016
A Writer's Reference	Required	Macmillan	9		Diana Hacker	9781319057442	2018
Rules for Writers	Required	Macmillan	8		Diana Hacker	9781319018306	2016
Writing at GCC - OER Handbook	Required				GCC Faculty		
Wilde in America: Oscar Wilde and the Invention of Modern Celebrity.	Required	WW. Norton & Company		Print	David M. Friedman	9780393063172	2015
Everyone's an Author	Required	WW. Norton & Company	3	Print	Andrea A. Lunsford	978-0-393-44113-0	2020