

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: **ENGW 112**

or Degree Plan(s):

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	Campus-Level Academic Review¹						
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
1.	Title (description unchanged)	A	A	A	I	I	I
2.	Description (not affecting content)	A	A	A	I	I	I
3.	Course term(s)	A	I	A	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ²³	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

		Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
	Change to General Education Requirements for Undergraduates (System)									
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

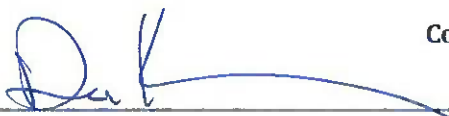
Updated 8/1/2023

Department/School(s)

 March 6, 2025
Chair Signature Date

Chair/Program Director Signature Date

College Academic Council(s)

 5-21-25
Chair Signature Date

Chair Signature Date

Dean(s)

 5-21-25
Signature Date

Signature Date

Teacher Education Council

Signature Date

**Campus Academic Council:
Abilene Undergraduate or Abilene Graduate**

Signature Date

Provost

Signature

Date

Provost

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Abilene New Course Application

You may delete the preceding instructional pages before submitting application.

Course ID (<i>Subject Code and Number</i>)	ENGW 112.01 / ENGW 112.L1
--	---------------------------

1. Systems and Catalog Information Complete each item.

A	Course Developer	Debbie Williams
B	Course Instructor	All current composition course instructors
C	Course Title	Research Writing for the Academy and Community
D	Course Abbreviation for Banner if title is more than 30 characters	Research Writing
E	College	CAHSS - Arts, Humanities, and Social Sciences ▾
F	Department or School	LALI - Language & Literature ▾
G	Number of Credit Hours	3 ▾
G1	Number of Lecture Contact Hours	3 ▾
G2	Number of Lab Contact Hours	1 ▾
H	Is the course for a fixed or variable number of credit hours?	Fixed ▾ If variable, explain rationale:
I	Is the course repeatable for additional credit?	No ▾
J	Maximum total number of credit hours a student can earn for this course	3
K	Course Schedule Type	Lecture/Lab (LLB) ▾ The lab is a corequisite embedded lab
L	Number of Faculty Workload Hours	4 ▾
M	Grading Mode	Standard ▾
N	Maximum Enrollment	18
O	Catalog Description (50 words or less)	Uses practices of research as the basis for expository, critical, and persuasive research-based

		essays, including at least one annotated bibliography and accompanying 10-page research paper. Required of students who have completed ENGW 111.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	ENGW 111.
Q	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	ENGW 112.L_
R	If the course is cross-listed, specify the subject code and course number of the other course	
S	Does this course require any additional student course fees?	Yes ▾ If yes, attach a completed <u>course fee form</u> (see form "Request to Add or Change Course Fees").
T1	Will the course be offered in fall terms?	Yes, every year ▾
T2	Will the course be offered in spring terms?	Yes, every year ▾
T3	Will the course be offered in summer terms?	Select ▾ <u>If needed</u>
U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2025
V	Is this course required for a program(s)?	Yes ▾ If yes, submit a separate completed <u>curriculum proposal</u> to change the program(s).
W	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	No ▾ If yes, provide rationale:

X	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	Yes ▾ If yes, provide course ID, term, and enrollment: ENGL 140: ST: Research Writing Fall and spring 2023-2025
Y	List any courses in which the content overlaps the proposed course. (Course ID and Name). <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering.</i>	ENGL 112

2. Curriculum

- A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate Approval Chart for Curriculum Change to update the program.
- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.
- C.

With the addition of the new course, **ENGW 111**, to the curriculum in lieu of **ENGL 106/ENGL 006** and **ENGL 107/ENGL 007**, students will have had only 4 contact hours before taking the research writing course, **ENGL 112**. Pedagogically, this is good in that students move from fall to spring to take that writing course, but it is also unsound in that the underprepared students need more time to develop their skills in order to be successful in a research writing course. Additionally, post-COVID, we are seeing fewer students (even among those who place in **ENGL 111** and/or **ENGL 112**) who have had significant research writing experiences in high school. Finally, ACU admits underprepared students with a wide range of abilities, and this corequisite 4th hour is the best choice for such variety.

While **ENGW 112** will use the same curriculum as **ENGL 112**, it will follow the structure of **ENGW 111** with the 4th corequisite hour, allowing students more time to learn from and work with their professor and thus, more likelihood of being successful in the course.

3. Course Design

- A. Audience and Course Goal
 1. Describe the intended audience, including prerequisite skills.
 2. State the overarching course goal(s) in performance terms.
 - 3.

ENGW 112 will be the second semester writing class for students who have taken **ENGW 111** to receive **ENGL 112** credit. They will be expected to pass the class by writing short research papers, followed by a 2500-3000 words research paper.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Analyze and apply multiple analytical and critical strategies to evaluate resources using ethically responsible strategies to engage the texts	Discussion; short essays; scaffolding work for the major research paper
2	Analyze specific rhetorical and aesthetic features of texts as they advance argument, as demonstrated in discussion and scaffolding while maintaining openness to the ideas presented.	Short research paper; scaffolding; major research paper
3	Write using sources and documentation rhetorically, and ethically, meeting audience needs and that demonstrate competent handling of disciplinary conventions.	Short research papers; major research paper
4	Analyze and evaluate the interaction of religious faith with researched writing, engaging it from a faith-based perspective.	Discussion; in-class writing
5		

C. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

Bullock, Richard, Michael Brody, and Francine Winberg. *The Little Seagull Handbook*. 5th ed. Norton, 2024.

Graff, Gerald, et al. *They Say / I Say with Readings*. 6th ed. Norton, 2024.

4. Supporting Documentation

Required of all applications	
1	<u>Approval Chart for Curriculum Changes</u>
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section 1Y. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location(s).
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section 2B.

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: March 13, 2025
TO: Dr. Debbie Williams
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for ENGW 112.01 – Research Writing for the Academy and Community

The library can support the proposed course after reviewing the course application and syllabus. Please contact James Wiser, Librarian Liaison, if you will require additional library resources in the future for the course. Thank you for letting us review the course application.

ENGW 112.01 / ENGW 112.L1: Research Writing for the Academy and Community

Policies and Syllabus for Research Writing for the Academy and Community Spring 2025

Dr. Deb Williams
Professor of English
ACU Box 28252
debbie.williams@acu.edu

ENGW 112.01 is a 3-hour class
ENGW 112.L1 is a 1-hour lab
Office: ADM 220
Phone: 326-674-2263, h- 325-439-8252
Office hours: MWF 9-11; MF 12-1; TR 8:00-9:30 and by appointment

Mission Statements

ACU

To educate students for Christian service and leadership throughout the world.

College of Arts, Humanities, and Social Sciences

To equip students with the knowledge, skills, and values necessary to make a positive impact in the world, guided by their faith and academic pursuits.

Department of Language and Literature

To provide students with a core liberal education, preparing them for careers by cultivating critical thinking, communication, and creativity through the study of languages, literature, rhetoric, and poetry.

Prerequisites and Primary Audience

Those enrolled must have successfully completed ENGW 111.

Textbooks

- Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook*. 5th. Norton, 2024.
- Graff, Gerald, Cathy Birkenstein and Russel Durst. *They Say/I Say with Readings*. 6th ed. New York: W. W. Norton, 2024.

Course Description, Overview, Objectives and Format

Building on the foundations of persuasive writing from ENGW 111, ENGW 112 focuses on incorporating texts in your own expository and persuasive writing. The curriculum for ENGW 112 parallels that of ENGL 112. Just as ENGW 111 was a three-hour class with a one-hour corequisite lab, ENGW 112 also has a one-hour lab that functions in the same way. In this course, you will hone your ability to understand and avoid, use A.I. ethically and effectively, and evaluate sources and write with sources, using primary and secondary sources.

In this face-to-face class, I will use a variety of teaching methods to facilitate your achieving the objectives stated below, including using active learning activities, mini-lectures, frequent feedback from your peers and from me, analysis of sample writing, analysis of my writing, individual conferences, email, and use of Canvas resources. In addition to these strategies used in most composition classes, this class has a one-hour co-requisite lab which functions as an extension of the class.

Co-Requisite Lab Requirement

The lab component for this course is required, but it is not like science labs, and in many ways, it will differ from a math lab you may be taking. You are expected to attend each lab. Labs provide additional instruction toward your class

objectives. Attendance and participation in each lab session will count towards 10% of your course grade. Failing the lab may cause you to fail the class, regardless of your grade in the course.

Each week, you will meet 50 minutes with your classmates and me. This time will function as an additional class period—with teaching, re-teaching, or workshop writing, depending on what the course calendar specifies and the class needs. To get credit for the studio hour you will be expected to do what you would in a regular class period:

- come on time,
- stay for the entire time,
- submit documentation for an excused absence
- participate and work on material that is connected to the class, not to another course.

Credit will be assigned as follows:

A = attending 14/15 days	D = attending 9/15 days
B = attending 13/15 days	F = attending 8 or fewer days
C = attending 11/15 days	

Student Learning Outcomes

Through completing the reading and writing assignments and participating in classroom activities, by the end of the semester, you should be able to

Know and Employ

- Analyze and apply multiple analytical and critical strategies to evaluate resources, in outside sources, student-written research papers, textbook sources.
- Analyze and apply intellectually and ethically responsible strategies to engage these authors, texts and contexts in scaffolding and research paper

Read and Engage

- Analyze specific rhetorical and aesthetic features of texts as they advance argument, as demonstrated in discussion and scaffolding.
- Apply critical, ethical, and interrogative analysis strategies to texts, while maintaining openness to the ideas presented in them, as demonstrated in the research paper.

Write and Produce

- Write using sources and documentation rhetorically, appropriately, and ethically, as demonstrated in essays and the research paper
- Produce research projects that meet audience needs and that demonstrate competent handling of disciplinary conventions, as demonstrated in essays and the research paper

Discern and Value

- Understand learning that is holistic and that furthers the pursuit of truth, justice, and human dignity, as demonstrated in discussions.
- Understand values and principles of your community within the academy by participating responsibly in intellectual, civic, social, and faith activities, as demonstrated in discussion and scaffolding.
- Analyze and evaluation the interaction of religious faith with researched writing, engaging it from a faith-based perspective, as demonstrated in discussion and an in-class writing assignment.

Finally, I expect each of us to approach and execute all tasks in a manner that reflects a Christian commitment to do “whatever you do, work[ing] at it with all your heart, as working for the Lord, not for [people] (Colossians 3:23; NIV).

Policies and Class Assignments

1. Expect to submit each major assignment (worth more than 2% of the course grade) to pass the class, regardless of your course average. Please see me immediately if you are struggling with an assignment. Additionally, to receive full credit for each final version of an assignment, you must complete all planning assignments unless you and I work out an alternative situation.

2. Expect to use A.I. ONLY as (and if) permitted in the class to serve as a resource for finding sources for your work, as organizing your thoughts (outlining), and as offering suggestions for points of view that differ from yours. Take care to follow the parameters in the A.I. section of the syllabus to avoid having a formal meeting with me, receiving a zero on your work, and having an email memo describing the academic offense placed in your file in the Dean of the College Arts, Humanities, and Social Sciences.

3. Expect to observe appropriate classroom etiquette:

- Turn your ringer off. (We'll have to help each other remember!)
- Be respectful of others' viewpoints.
- Don't use headphones/air pods during lecture.

4. Expect to format all major assignments using MLA guidelines (heading, double-spacing of text, 12-point font, etc.). Failure to do so may result in a major penalty on your grade. Revision may or may not be an option.

5. Additional expectations:

- Problems with your technology will not be accepted as valid reasons for submitting late work *unless* we experience a system-wide crash (or glitch) or have a serious campus-wide virus. Allow enough time in preparing your work to cover any emergencies that may occur. If you have technical problems, get help by calling 674-4357.
- If you are struggling with a deadline, let me know before the deadline so that I can help you. I won't approve an extension on the day the assignment is due.
- Late final drafts will be penalized one (1) letter grade for the first class-period they are late. After that, they will be penalized one-half letter grade per day up to one week. After that, the assignment, if turned in, will receive an "F." (Ask for help before the deadline!)
- While you will want to bring an iPad or laptop to draft or research on our workshop days, current research on classroom performance argue that using a computer or iPad to take notes during class does NOT facilitate assimilation of ideas. Thus, plan to take notes using a writing utensil (pen/pencil) and paper unless you have a reason approved by Alpha for an alternative method of note-taking.
- Always, always, always back up your work. At the very least, email it to yourself so that it can be accessed even if your computer crashes. Save all documents until the semester has ended. Google docs, while an option for saving work, for this class doesn't allow you to format easily.
- In addition to seeking help from the professor, remember the Writing Center as a resource for writing. You can access them at acu.edu/writingcenter.
- The final exam will be taken in person at the designated final exam room (TBA) at 8:00 am on Tuesday of finals week. You must take the final exam essay to pass the course; you may not take the essay early.
- Check your email daily. Please feel free to *email* me with any questions or concerns. As you know, email is not secure: never write anything in a message you wouldn't want your preacher, mother, or boss to read. When you write to me, please do the following:
 - Include ENGW 12 in the subject line so I can easily distinguish your mail from the numerous messages I receive each day.
 - Include your name, either in the message, signature, or "sender" line.
 - Use paragraphing and editing just as you would if you were emailing a boss.

Attendance Policy

class) mean you may be dropped from the class with the grade of WF. You are allowed 2 absences without penalty; however, you will be expected to be prepared for the next class, or your work for that day may be penalized and not

accepted. If you miss a class, you are responsible for the material covered and any assignments made. Ignorance of an assignment will not excuse late work, as assignments and information are accessible on a smart phone and an iPad. Certainly, email or call me if you are having any difficulties.

What to Do if You Must Miss a Class

- *Communicate with me.* Explain your absences, in advance of the class if possible. Send an email or leave a voice message on my office phone.
- *Turn in all homework or assignments.* Assignments are due on the assigned date unless you make prior arrangements for extenuating circumstances.
- If you miss class for a university excused trip, you must arrange a meeting with me to discuss how to make up work.

Grading Procedure

To assign a course grade, I use a 10-point scale (90-100 = A, etc.).

I arrive at your grade in the following manner:

- I examine your paper in terms of its focus, development, organization, style, grammar, and planning.
- I consider each area when assigning grades, using the criteria for the paper as stated on each paper's assignment sheet.

If you don't understand the reason you received the grade you received, please contact me.

Course Assignments and Weights		Weight
Daily Work Scaffolding assignment due throughout the semester designed to equip you to complete the main assignment(s).		8%
Lab Credit Attendance of and participation in the 4 th hour co-requisite requirement for this course.		10%
Writing 1: Essay--Research Narrative 500-700 word essay (written in class); you will write about your experience in high school and college with research and writing. If you have had none, related content suggestions will be included on the prompt		5%
Writing 2: Essay--Sources Provided 1000 word writing using one to two readings from the text. The in-class writing will form the basis for a rough draft to be polished and submitted for a final grade. (3-4 pages with parameters above in essay 1)		8%
Writing 3: Skimming to Locate Good Sources Skimming and summarizing 3 of 4 academic articles in a timed setting.		2%
Writing 4: "What I Know" (Research Paper) This is the first assignment for the major research paper. This is a two to three-page paper about your connections with and interest in the research paper topic; written in-class		2%
Writing 5: Personally Chosen Sources and Justification		2%
Writing 6: Reflection on SCOPUS Sources		2%
Writing 7: Annotated Bibliography This assignment requires you to locate and annotated 10 sources related to the research paper topic. Additional information on the prompt.		8%
Writing 8: Bibliographic Essay This 1100- to 1300-word essay uses the content labels from 3 of the 6 sources (from the annotated bibliography) to explore 2-3 main themes or links between these sources, as well as including your thoughts on the ideas.		10%
Writing 9: Conference and Rough Draft of Research Paper The "What I Know" essay as well as the bibliographic essay will form the foundation for the rough draft, as well as other information you have time to write. Attendance of the conference is the majority of this grade.		6%
Writing 10: Progress Report on Research Paper		2%
Writing 11: The Researched Essay A 2500 (minimum) word researched essay based on the topic and resources of the annotated bibliography. Includes all pre-writing and scaffold assignments.		30%
Writing 12: Final Exam Essay Reflective essay; the topic is given at the final exam.		5%

Academic Integrity University Policy

With the increase of internet resources for available for research, academic integrity and dishonesty have become both more difficult and more important to define. Even the most well-meaning students may have trouble knowing how to indicate which ideas were theirs and which were gleaned from other sources. In a very real sense, all intellectual work is built upon work done by others, and we live in a world increasingly rich with material that is inter-textual in nature, taking media and ideas from readily available public sources and reworking them in original ways, so that often the requirements of “academic integrity” do not match the requirements for honest attribution that students encounter in non-academic settings. Additionally, the expectations for academic integrity often run counter to the collaborative nature of the modern workplace and its emphasis on cooperative collaboration to achieve the desired results.

However, even in “post-university” professional, artistic and social settings, expectations for fair play and honest use of sources do exist, and while those expectations may vary from one setting to another and may even be implied rather than openly declared, the person who violates them is almost always subject to harsh criticism and even punishment. Careless or deceptive use of sources can lead to loss of employment and, more importantly, loss of reputation in professional life, and therefore understanding the principles of honesty in dealing with the intellectual property of others is essential to every college graduate. Consequently, as a Christian university, ACU takes very seriously the subject of academic integrity. Intentional academic dishonesty and other forms of cheating, as defined in ACU’s Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent and therefore are a form of lying and represent actions contrary to the values of ACU.

Violations will be addressed as described in the University Policy (accessible on the [Provost’s website](#) and summarized there). While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one’s desire to imitate God’s nature in our lives and to serve as an example of Christ-like behavior. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship, and research, and I consider it part of my job, as a professor at ACU, to teach the concepts of academic integrity as an integral part of the courses I teach.

“Traditional” Academic Dishonesty (Plagiarism)

ACU distinguishes between two kinds of academic dishonesty: 1.) intentional and 2.) unintentional. The full and official policy (upon which the above course policies are based) is available for review at the Provost’s office web site and the sites of the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education, and academic departments.

1.) Intentional Academic Dishonesty

- describes any type of behavior involving the intention to mislead or misrepresent academic work. Such behavior is a form of lying (and in the case of plagiarism, stealing), and thus runs contrary to the nature of God and the purpose of Christian education. Intentional academic dishonesty may include (but is not necessarily limited to)
- using other sources (whether on-line, published, or unpublished) in a paper without indicating (in text, in a note, or on a Works Cited page) that the words or ideas are not your original thoughts;
- buying, purchasing, or stealing a paper from any source (individual, company, etc.) and presenting it as your own work;
- having a friend, relative, or anyone else write part or all of your paper without acknowledging that person as a source (see “unintentional academic dishonesty” and “what is NOT academic dishonesty” for exceptions to this rule);
- giving or selling a paper to another student in full knowledge that the second student intends to submit part or all of it as his/her own work;
- using (without the teacher’s permission) information from books, notes, or fellow students during an examination or in-class assignment;
- stealing or otherwise obtaining a copy of a test or assignment with the purpose either of gaining unfair advantage or of sharing the test/assignment with others so they might gain unfair advantage.

Response to Intentional Academic Dishonesty

If I suspect intentional academic dishonesty, I am required by ACU policy first to consult with at least two other colleagues to determine that the evidence of dishonesty is clear and compelling. If the colleagues agree that dishonesty has occurred, the student will be called in for a meeting with me and with the chair of the English department, at which time the situation will be discussed and a penalty decided upon. Penalties for intentional academic dishonesty vary depending on the degree of dishonesty, the type of assignment involved, and the student's history in the class.

First-time offenders will almost always receive a grade of zero on the assignment involved, whether a daily grade or a major essay. A zero on a major essay may be sufficient to cause the student to fail the course. At the discretion of the professor, the incident may be reported to university officials for placement in the student's file.

Second-time offenders may be dropped from the class, and they may be put on academic probation, lose scholarships, or face other serious consequences, as decided by appropriate university officials. Even if there is no second offence involving academic dishonesty, the first offence may result in serious consequences if a student already has a record of other infractions against university rules or gains such a record subsequently.

2.) Unintentional Academic Dishonesty

This term describes any type of behavior that violates the rules of fair acknowledgment of sources or other academic aids but without the intent to deceive (through an incomplete grasp of ethical procedures or an inadvertent failure to follow them). Obviously, a person's intentions are difficult to prove, and so they are often times determined by a discussion with the student or a consultation with a colleague or supervisor. Unintentional academic dishonesty might include (but is not necessarily limited to) an error in source citation due to a misunderstanding of the rules of acknowledgment; paraphrasing a source too closely, even if words have been changed; taking another writer or speaker's words out of context in such a way that the essential meaning is changed; failing to acknowledge a source at one point in an otherwise well-documented paper; leaning too heavily on the work of others in collaborative/group assignments.

Response to Unintentional Academic Dishonesty. If I suspect unintentional dishonesty, I will usually ask for a meeting with you to discuss it, and it will be treated like any other writing problem that might lower your assignment grade. Depending on the degree of the problem, you may receive an F or even lower on that assignment. The incident will not be put on file in the English department and will remain a confidential matter between teacher and student. However, if the problem persists in later assignments, it will then be treated as intentional academic dishonesty.

What is NOT Considered Academic Dishonesty in This Class

Other professors have other policies. This is my policy to be used in my class during this semester.

- It's fine to have a friend, family-member, professor, etc. proofread your paper and offer suggestions for how you might improve it, if they are not dictating or even partially dictating the paper for you. (Rule of thumb: no more than 5 percent of your paper should include exact words, phrases, or sentences of someone who helped you. Naturally, this calls for you to exercise your own judgment. When someone is helping you, highlight parts that were suggested by him/her, so that later you can tell at a glance how much of your paper was worded by others. If someone suggested a transition, an idea for a counterargument or example, or a way to phrase a particularly difficult idea you've been struggling to express (less than one sentence long), those things are fine, as long as they total no more than 5% of your final paper or assignment).

- It's fine to take your paper to the Writing Center; the tutors there are trained not to cross the line into academic dishonesty, so if they suggest a particular phrase or an idea for a conclusion, etc., that's fine, as long as the actual writing comes from you.

- It's fine to bring your paper to me for help. Any help you receive from me will not be considered dishonest.
 - It's fine to use any advice you receive from activities done in class, such as peer critiques of your writing, class discussions, and templates from the *They Say / I Say* textbook.
 - It's fine to use sources without directly quoting them, as long as you change the wording and sentence structure of the source and identify the source clearly, making it apparent which ideas are yours and which belong to an outside source.
 - It's fine to use appropriate sections of a source's exact wording, as long as you put it in quotation marks and clearly identify the source.
- *Special thanks to Professor Sherry Rankin for wording the policies in this section.*

Multiple Submissions

Note: this is sometimes inaccurately referred to as "self-plagiarism."

In the practices of proper documentation, we seek to honor others in our work by appropriately citing them and thoughtfully representing their words and ideas within our work. However, we also honor the spirit of God in personal work when we appropriately develop our own scholarship.

Multiple Submissions in a Non-simultaneous Context

If the student wishes to submit a paper or project from a previous course to a course being taken in the current semester, or if a student who has been unsuccessful in a face-to-face or online course wishes to resubmit a major assignment when re-taking the course, the student should

- Seek permission of the current instructor.
- Expect to enrich and expand the project to address the course prompt/assignment.
- Expect to provide a copy of the original work with the new project.
- Expect to cite *the* original work in the new work in a substantive note, a textual reference or a bibliographic entry per the instructor's preference.

Multiple Submissions in a Simultaneous Context

It is possible that a student wishes to use the same project for two courses being taken simultaneously. In this case, the student should

- Seek permission from both instructors by submitting written justification explaining the benefit of using the same project or body of research for two assignments.
- Expect to modify each submission to meet the parameters of each course's assignment upon receiving permission.

A.I. Tools and Academic Honesty: Penalties for Misuse of A.I. in Submitted Assignments

Whether A.I. use is acceptable in any part of the writing process will be discussed in each prompt for major assignments.

All parameters as stated in each prompt must be observed to receive full credit on the assignment.

DO NOT USE paraphrasing (also called "humanizing") programs. Even when YOU wrote an assignment, using editing programs can do more, and if you don't understand words being added in your text, you cannot sound better educated. Paraphrasing programs modify your points, substitute words you do not understand, and cause you to be called in by the professor for A.I. use. If you use a program like Grammarly for editing help, take care not to allow it to paraphrase your work.

Penalties for a Texts in Cases of the Student's Denial of A.I. Use and the Professor's Claim of A.I. Use

If any of your writings—daily grades or major assignments appear to be written by a LLM program or adapted by a paraphraser, they may receive a zero. If the assignment is a daily grade, it will receive a zero. If it is a major assignment, I will contact you for a meeting. I will use the analysis strategy “discourse analysis” with the content and language of your major assignment and will share my findings with a faculty member. You will be asked to meet with the faculty member and me to discuss your work. Note: A student should not feel intimidated or judged by a request for a meeting as they will have every opportunity to explain their work.

In the meeting, if you cannot satisfactorily account for unusual features in the work by explaining why the assignment doesn't meet elements of the prompt, explaining content, and explaining knowledge of all words used in the paper and their relationship to the content, the major assignment will receive a zero. If appropriate, you might be allowed to do partial revision to earn up to fifty (50) points. Whether revision is allowed, though, a memo report of the incident will be filed in the office of the Dean of the College of Arts, Humanities, and Social Sciences. After the meeting takes place—or after the failure to attend the meeting results in the penalty's being awarded—you may then elect to engage the appeals process. See details about this policy [here](#).

If there is a second offense, the Dean's office will be contacted for additional penalties including the lowering of your course average by up to ten points or your dismissal from the course.

How Can the Professor Know Something “Is Off” in My Essay?

While programs exist that can accurately detect A.I. use, none have been released for public use at the time I am sharing this syllabus with you (January 2025). Currently existing programs (e.g. Turnitin) claiming to detect potential A.I. features do so using a form of “discourse analysis” of student writing. These programs “flag” features, such as uneven sentence structure, sentence structure not typical of a first-year college writer, incorrect information, fabricated sources, unusual punctuation use, unusually sophisticated vocabulary, incorrect formatting, and so on.

Professors, of course, notice additional features, such as the assignment's not meeting specific requirements of the prompt, a lack of authorial voice (your voice as a writer), contradictory ideas within the assignment, documentation errors, inaccurate information, and inappropriate formatting. Seeing such features prompts a professor to contact the student of the writing in question for a meeting, thus beginning the process of challenging the student's academic honesty in submitting the assignment as their own.

The Writing Center

The Writing Center at ACU, located in the Learning Commons, is a facility where any writer can come to discuss writing tasks of any kind for free. Trained and experienced tutors will provide feedback for any class across the curriculum at any stage of the writing process – from planning and drafting to formatting and editing. Bring your prompt, notes, drafts, etc. so that the tutors may assist you in the best possible way. To schedule an appointment, call 325-674-4833. For more information, visit their website at acu.edu/writingcenter.

Americans with Disabilities Act

ACU is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93-112—The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans With Disabilities Act (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels

Special Needs

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. Then, you must provide me documentation so that I may help you. Legally, I cannot help you if you don't provide me Alpha documentation. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.

I reserve the right at my discretion to modify the above requirements and daily assignments as needed. My goal is to help you successfully complete this course. If you have difficulties, do not just vanish from class. Please discuss with us any issues, concerns, or unexpected complications that you encounter this semester.

ENGW 112.01 / ENGWL01: Research Writing

Tentative Course Calendar

UNIT 1: Essays 1 and 2 (Modules 1 and 2)

Date	Monday	Wednesday	LAB—Thursday	Friday
Week 1 1/13	Course Introduction; Discuss Assignment 1 and “What I Know Paper” <i>Due for Next Class</i> <i>Read the intro. and ch.</i> <i>1 of section 1 (TSIS—</i> <i>They Say I Say)</i>	Write Essay 1 in class <i>Read Ch. 2 in TSIS (due</i> <i>Friday)</i>	Paper 2 prompt; vote on section in TSIS to read essays from In Canvas, vote on three of the articles you want to read from the section.	In-class writing (“What I Know” Paper) <i>Read articles 1 and 2. Watch the</i> <i>video on summarizing and write the</i> <i>summary. Submit summary in Canvas</i> <i>before next class.</i>
Week 2 1/20	Martin Luther King Day!	Discuss notating styles; class selection of passages to take notes on the print copy of TSIS article 1 <i>Submit 2 notes in canvas</i> <i>using pictures from article</i> <i>one. Read and submit a</i> <i>summary of article three 3.</i> <i>Due by midnight Thurs.</i> <i>night.</i>	Discussion of TSIS articles 1 and 2	Paraphrasing vs. quoting. Selection of passage on article 2 to paraphrase <i>Take 2 notes from the articles 2 and 3.</i> <i>Submit in Canvas before class time</i> <i>Monday..</i>
Week 3 1/27	Discussion of TSIS essay 3 and of the research question	Finish discussion of the research question, claim/thesis, reasons and evidence for essay 2 (the role of organization)	The place of the “What I Know” paper in the draft and chapter 7; sample paper <i>Re-read all 3 sources,</i> <i>taking any additional</i>	In-class workshop: Drafting Essay 2 <i>Write rough draft</i>

	Read chapters 3-5; Canvas submission	Submission of research question and thesis; read chapter 7 (Canvas submission)	notes you need on the articles. This is to help you write a better paper, not a daily work assignment.	
Week 4 2/03	Peer Review <i>Polish paper 2</i>	Formatting and the Works Cited page <i>Polish paper 2</i>	Discussion of paper 1 and editing <i>Polish paper 2</i>	Discussion of Reading Practice <i>Paper 2 due 2/07 by midnight</i>

UNIT 2: Preparing for the Research Paper with the Annotated Bibliography and Bibliographic Essay

Week 5 2/10	In-class reading practice with 3 articles <i>Read chs. 6, 8-10 in TSIS and submit key points in Canvas.</i>	Topic possibilities <i>Submission of 2 topic possibilities with paragraph explanations of your link to each topic.</i>	Importance of a research question <i>Final topic choice; read Chs 15 and 19 (if we didn't already read ch. 19) (Canvas response)</i>	In-class "What I Know" paper <i>Read chs. 11, 12 in TSIS Canvas response due Wednesday</i>
Week 6 2/17	<u>Prompt for Research Paper unit</u> <i>Reading notes in Canvas Wednesday</i>	Discussion of <u>annotated bibliography</u> <i>Library Sources and choice justification DUE FRIDAY</i>	Research reminders; using sources like interviews and books; in-class questions <i>Work on Annotated bibliography</i>	Work on Annotated bibliography in library
Week 7 2/24 Midterm Grades	A.I. and Research: The SCOPUS Database; <i>Work on Annotated Bib. Remember to BE SURE you can access all sources found in SCOPUS.</i>	In-class Workshop <i>Submit progress report in Canvas; Work on Anno. Bib</i>	Progress report responses; explanation of midterm grades <i>Anno. bib due Friday midnight.</i>	<u>Annotated bib. due by midnight; discuss Bibliographic Essay</u>
Week 8 3/03	Choosing sources for the essay <i>In Canvas, post your 3 sources/annotations/ content labels that you plan to use in the paper. Justify your choices</i>	Sample paper <i>Read your sources carefully and take notes on each.</i>	In-class working on source selections if needed. <i>Before leaving for the Break, submit a progress report with the key areas you think you'll discuss in the paper (rough outline), based on your notes.</i>	Workshop
Week 9 3/10-3/14	<i>Spring Break!</i>			
Week 10 3/17	Review of the goals of the bibliographic essay and	The role of sources in your own writing (i.e.,	In-class writing workshop	Peer Review

	the process for preparing to write the paper; discussion of content labels on notes. <i>Review, and if needed, revise the research question. Also, add 2-3 key points (outline) from your reading that you want to address in the paper</i>	how to weave in what “they say”); formatting the works cited <i>Bring notes and “outline” to class so you don’t have to look things up and can keep writing.</i>	<i>Write rough draft</i>	<i>Final draft due Wednesday by midnight.</i>
--	--	--	---------------------------------	--

Unit Three: The Research Paper and the Final Exam

Week 11 3/24 SING SONG	Questions on Bibliographic Essay; Formatting; Turning the Bib. Essay into the research paper rough draft <i>Polish the Bibliographic Essay</i>	Optional Conference Day <i>Bibliographic essay due by midnight Wednesday.</i>	The Research Paper prompt--informative or persuasive; research questions and the thesis, extending the outline; choosing new sources <i>In Canvas, post your 3 sources/annotations/content labels that you THINK you’ll use in the paper. Justify your choices. Include a potential thesis for the research paper, developing the thesis from the bib. essay.</i>	The Research Paper: speculating on the thesis, discussion of outlines and adding new sources; signing up for and expectations of conferences. BIB. Essay DUE by midnight. <i>Work on rough draft. By the end of next week, submit 3-4 summaries of new sources AND 2 pictures of new notes for each source.</i>
Week 12 3/31	Conferences (no lab or class) <i>HOMEWORK: By the end of the week, submit 3-4 summaries of new sources AND 2 pictures of new notes for each source.</i>	Conferences (no lab or class)	Conferences (no lab or class) <i>HOMEWORK: Revise, update, or resubmit the general outline of key points in the order you think you’ll address them.</i>	Conferences (no lab or class) <i>HOMEWORK: Write!!</i>
Week 13 4/14 4/16 withdraw date	Reviewing In-text documentation; and Turnitin as tool. <i>Write the research paper</i>	Formatting exercise and progress report <i>Write</i>	Workshop <i>Write</i>	GOOD FRIDAY
Week 14 4/21	Reviewing quotations: introduced, formatted, and cited.	Checking your paraphrases with Turnitin.	LAB TBA	Pairs workshop on rough drafts

	<i>Research paper due 4/28 by 5:00.</i>			
Week 15 4/28	Optional conferences for last minute questions. <i>Submit the paper in my box in 220 and a copy in Canvas by 5:00 pm today.</i>	Discussion of timed writing	NO LAB	Discussion of the final exam; course evaluation

***Writing 12: Final Exam*—May 6 (Tuesday), 8:00 a.m.; location TBA**
PLEASE DO NOT USE PERSONAL FINAL EXAM SCHEDULE in <my.acu>.