

Bainbridge State College

RSCH 1100

Our Families & Communities

Instructor: **John Bickley**
Email: john.bickley@bainbridge.edu
Phone: 229-248-3992
Office: Arts & Sciences 227

Beginning of Term: May 31 (Tues)
Drop/Add Window: May 31-June 1 (Wed)
Middle of Term: June 27 (Wed) (last day to drop w/o penalty)
Last day for Faculty W: (see "Withdrawal Policies")
Last Day of Classes: July 25 (Mon)
Final Exam Week: July 26-27 (Tues-Wed)
Grades due: Aug 3 (Wed)

Syllabus Disclaimer

This syllabus is intended to provide structure for the semester and will be followed as closely as possible. However, the professor reserves the right to make changes as course needs arise.

RSCH 1100 COURSE DESCRIPTION

Course Subject: Area B Research. *Transfer:* 2 hours. *Prerequisite:* Exit or Exempt from READ 0099 and ENGL 0099. This course introduces essential collegiate-level research and documentation methods and standards. Students will engage with current research methods, apply practical research skills, and properly incorporate and document their research into original research projects based upon subject matter arising out of the students' own interests and/or guided by the instructor's area of expertise. The assignments for this course require students to analyze, assess, compare and contrast information from multiple sources, including print publications, online resources, and firsthand interviews. Students' work will be evaluated according to both the successful incorporation of research and the degree to which it employs proper research methods, practices, and standards.

COURSE THEME: Our Families and Communities

All of the assignments of this course will center around a personal ethnography, in other words, a study of students' own families and communities. Over the course of the semester, students will survey and interview family and community members, write a brief family/community history, and eventually compile a final family/community ethnography paper that incorporates various forms of research.

RSCH 1100 COURSE- SPECIFIC LEARNING OUTCOMES

Upon successful completion of this course, students will be able to

1. Apply the techniques and skills of research, integration of source material, and documentation in several research and documentation exercises, an annotated bibliography, research paper, and oral presentation.
2. Read, respond, analyze, evaluate, and judge various texts for informative or interpretive value in an annotated bibliography, research paper, and presentation. The instructor will guide the student in the selection of the subject matter of these assignments.
3. Identify and manage appropriate research for their writing, considering audience, situation, purpose, and the purpose of the assignment, especially in the research paper and oral presentation.
4. Practice writing as the recursive processes of inquiry, collecting information, focusing, sequencing, drafting, revising, and editing in the drafting process of the research paper.
5. Approach research and documentation as a way to integrate and communicate information for the given audience, purpose, and format in the composition of a research paper and delivery of an oral presentation.
6. Differentiate and employ conventions of format and structure, and adjust them to a variety of contexts, including electronic environments, appropriate to the research situation in several exercises geared toward these skills, as well as the research paper and oral presentation.
7. Use conventions of writing mechanics, usage, and style to communicate effectively for the given audience, purpose, and format in both the research paper and oral presentation.

GENERAL EDUCATION LEARNING OUTCOMES

- **Effective Communication:** The student will demonstrate reading, writing, and speaking skills necessary to communicate effectively. (See USG Overlays 1.1, 1.2, & 1.3.)
- **Critical Thinking:** The student will use principles of critical thinking to analyze problems and make logical decisions. (See USG Overlays 3.1 & 3.2.)
- **Technology:** The student will demonstrate effective use of technology to achieve academic goals. (See USG Overlays 4.1 & 4.2.)
- **Ethical Reasoning:** The student will demonstrate ethical reasoning and decision-making. (See USG Overlays 5.1 & 5.2.)

RECOMMENDED TEXTS

These are not required, but highly recommended resources:

- Hacker, Diana, and Nancy Sommers. *A Pocket Style Manual*. Boston: Bedford/St. Martin's, 2012.
 - ISBN-10: 0312542542 / ISBN-13: 978-0312542542
 - (older editions are fine too)
- Ballenger, Bruce. *The Curious Researcher* (any edition). Pearson.
 - 7th edition: ISBN-10: 0205172873 / ISBN-13 978-0205172870
 - Or the **digital version** of the book

ATTENDANCE

I will allow a total of two full weeks of classes of absences (4 absences in a MW or TR class, 2 in a once-a-week class), no questions asked. However, any absence beyond that will result in a deduction from your final grade: a 5% reduction for 2-day-a-week courses and a 10% deduction for once-a-week courses.

- Examples:
 - in a TR class, 5 absences will automatically lower your final grade by one letter grade.
 - In a hybrid course, the 3rd absence will result in a 10% reduction.
- If possible notify me BEFORE you are going to miss a class and I will be more likely to be accommodating for missed in-class work.
- If a student misses over 20% of the classes (over 6 days for a twice-a-week class; over 4 for a hybrid), that student will be withdrawn from the class.
- **Withdrawal Policies:** Students who do NOT meet the class attendance policy *prior to* the midterm date may be withdrawn by a faculty-initiated withdrawal with a grade of W. Students who do not meet the attendance policy *after* the midterm date may receive a WF. Those who do not meet the attendance policy *after* faculty withdrawal date will earn a grade of F. (See dates above.)
- **For Hybrid & Web Courses:** You should “attend” this web class by logging in at least once each week and completing online assignments on time. In addition, you may want to meet with me during office hours or come to one of my face-to-face courses for extra help. If you fail to log in for any TWO WEEKS you may be dropped from the course.

COURSE EXPECTATIONS

- **Participate:** Class preparation and thoughtful, active, and responsible (in-class & online) participation are mandatory.
- **Keep Up:** Complete the work listed each week in the GeorgiaVIEW module. Check the assignments on the schedule as you complete them.
- **Submit On Time:** Except for unusual circumstances and **prior notice**, late work will be penalized or may not be accepted.
- **Complete Work:** Assignments that do not meet minimum requirements may receive a failing grade.
- **Save Your Work:** Save drafts and assignments on a USB drive. Students are responsible for retaining copies of writings (for evidence in a grade appeal).
- **Seek Additional Help:** Take advantage of the tutoring center, especially the individual writing instruction offered via tutorials, or come see me during my office hours.
- **Practice Digital Etiquette:** ALL electronic contributions, including email correspondence among students and the instructor, must conform to the schedule and exhibit professional, academic etiquette.

RSCH 1100 GRADE PERCENTAGES

- | | |
|---|-----|
| • Quote & Paraphrase Exercises | 5% |
| • Research Topic Paragraph | 5% |
| ○ 350-500 words | |
| • Family/Community Surveys | |
| ○ Questions | 5% |
| ○ Summary | 10% |
| • Family/Community Interviews | |
| ○ Questions | 5% |
| ○ Summary | 10% |
| • Family/Community History | 15% |
| ○ 600-750 words | |
| • Annotated Bibliography | 10% |
| ○ 4 sources minimum | |
| ○ (at least 2 online, 1 hard copy, 1 your choice) | |
| • Family/Community Ethnography Final Paper | 30% |
| ○ 1500-1750 words | |
| • Visual Presentation | 5% |
| ○ Based on Final Paper | |
| ○ 10 slides minimum | |

ASSIGNMENT DESCRIPTIONS

Quote & Paraphrase Exercises

The purpose of these exercises is to encourage students to polish important *paraphrase* and *direct quote* skills.

- Q&P Exercises will be posted online the week they are due.
- Early submissions *are* allowed.
- For record keeping purposes, students should also create **a single document** which will eventually include all P&Q Exercises, numbered & presented in order.
- Late submissions will incur an automatic half-grade deduction.

Research Topic Paragraph

A brief summary of what you plan to research for the semester (either your family or a specific community in which you are involved or connected with). Be specific with how far back you are

going to go (I don't suggest far) and who/what exactly constitutes the family/community you are going to study. 350-500 words.

Family/Community Surveys

Students will perform surveys on their families and/or communities.

- Surveys must consist of at least 15 questions.
- Surveys require at minimum 15 participants.
- Students will produce a brief summary of results and incorporate findings into the Final Paper.

Family/Community Interviews

Students will perform interviews with family and/or community members.

- Interview must consist of at least 10 questions.
- Interviews require at minimum 3 participants.
- Students will write-up interviews and incorporate them in some form in the Final Paper.

Family/Community History

Students will produce a brief history of their families and/or communities. How far back into the past the summary goes is up to the student. Histories should be 600-750 words.

Annotated Bibliography

Students will create an annotated bibliography (a bibliography that includes brief notes on the key info from sources) that will include the personal interviews, online sources, and hard copy sources used for the Final Paper. Students must have at minimum 4 sources (2 online, 1 hard copy, 1 their choice).

Family/Community Ethnography Final Paper

Students will compose Final Papers focused on the cultural traditions, practices, beliefs, etc., of their families and/or communities. Students will incorporate findings from their Surveys, Interviews and additional online and hard copy research. These Final Papers should be 1500-1750 words.

Visual Presentation

Students will create a Visual Presentation (preferably using PowerPoint (or another visual-heavy program) that will accompany their Final Papers.

- **Face-to-face and Hybrid courses:** Students will give one presentation (lasting 5-8 minutes each) during the semester.
- **Web-only courses:** Students will produce a visual presentation, preferably using PowerPoint. (If you have the technical know-how, feel free to add an auditory component.)
- Must include at least **10 slides/pages/sections**.

EVALUATION

A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = Below 60

(Although final grades do not include a + or -, individual assignments may include a letter grade and +/-.)

GRADING APPROACH FOR WRITING ASSIGNMENTS

Well-written essays enable a reader to understand the writer's intended meaning. Effective writing is **focused** on the topic; has a clear, logical **organization** ("arrangement of argument") that enables the reader to follow the flow of ideas; contains **supporting** ideas developed through the use of details, examples, source references, and vivid language; includes a **variety of sentence structures**; is written in an **appropriate tone and diction**; and follows the **grammatical conventions** of punctuation, capitalization, spelling, and standard American English.

ACADEMIC DISHONESTY POLICIES & PROCEDURES

All cases of academic dishonesty are handled according to the procedures outlined in your Student Handbook under "Academic Integrity - Policies and Procedures." Bainbridge State College defines academic dishonesty in the following way:

- Receiving or providing unauthorized assistance for an academic course.
- Procuring or providing unauthorized material for an academic course.
- Reusing one's own work produced for another course.
- Plagiarizing.

Any instance of academic dishonesty will result in failure of the assignment and, depending upon the importance of the assignment and the egregiousness of the instance, may result in failure of the course and the assignment of an "FX" (failure due to academic dishonesty) to the student's record. The instructor will determine the nature of the infraction; however, the student has the right to appeal any infraction affecting his/her standing in the course through the appeals process. See the Student Handbook for more details on policies and procedures.

TURNITIN

Bainbridge State College has a license agreement with Turnitin.com, a service that helps prevent plagiarism by comparing student papers with Turnitin's database and Internet sources. Students who take this course agree that all required papers may be submitted to Turnitin.com. While student privacy is protected, papers submitted to Turnitin do become source documents in Turnitin's reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin service is subject to the Terms and Conditions of Use posted on Turnitin's website. Bainbridge State College is committed to preserving academic integrity as defined by the Academic Integrity--Policies and Procedures. See the Student Handbook for honesty policies.

GRIEVANCE PROCEDURE

See the *Bainbridge State College Student Handbook* for current information. A student must produce his/her assignments when disputing a final grade.

ADA STATEMENT

Bainbridge State College is committed to providing accessibility to all students in accordance to ADA/504 guidelines. Students should not hesitate to contact the Disabilities Services and Testing offices; Katie Harrell (BSC Main Campus) at (229)243-3021, or Lori Haddock (BSC Early County Center) at (229)724-2405, regarding accessibility, if any accommodations are necessary.