

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

ENGL 602

METHODS AND MATERIALS OF RESEARCH

COURSE DESCRIPTION

This course provides students with an introduction to graduate-level research and bibliography methods. In addition, students will practice the primary forms of writing expected of graduate students.

RATIONALE

As Christian professionals, we bear a particular obligation to research, read, and write well so that the ideas and interpretations we advance within our career fields, whether specifically religious or secular, will bring credit to our faith and our Father. In-depth research into a variety of types of primary and secondary source material allows the student to situate him or herself as a professional by gaining a fuller understanding of the historical, theoretical, and critical implications of a text. Jointly, practice in bibliography, empirical research, and other common forms of information gathering and usage will equip the student to process ideas thoughtfully and communicate them clearly within his or her profession.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

IV. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Office

V. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Conduct in-depth textual research, using a variety of types of sources, in order to formulate a research question.
- B. Critically evaluate secondary sources appropriate to the student's chosen field of interest.
- C. Describe and evaluate the contexts and significance of primary sources.
- D. Demonstrate higher-level writing skills, including logic, proper integration of sources, and correct documentation, in conformity to the generic conventions of the field.
- E. Analyze and discuss research, writing, and vocation within the context of a Christian worldview.

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (3)

Discussion boards are collaborative learning experiences. Therefore, the student is required to create a thread in response to the provided prompt for each forum. Each thread must be at least 500 words and demonstrate course-related knowledge. In addition to the thread, the student is required to reply to 2 other classmates' threads. Each reply must be at least 250 words.

- D. Essay Quiz

The quiz will cover the Reading & Study material for Module/Week 2. The quiz will be open-book/open-notes, contain 5 essay questions, and have a 1-hour time limit. Each essay must be at least 200 words.

- E. Writing in Your Field Project: Proposal

The student will write a 2-page proposal that explains the topic choice, source types, and planned research methodology for the Writing in Your Field Project. The student will submit his or her proposal via Blackboard to the instructor for approval. The student must cite 2–3 sources both in-text and in a reference page/works cited/bibliography.

- F. Annotated Bibliography

Using the documentation style most commonly used in the chosen field, the student will correctly cite at least 10 sources that may be used in the Writing in Your Field Project. Each citation must be followed by a summary and evaluation of at least 200 words.

G. Research Quick Guide

The student will create a 1–2-page, user-friendly guide to the basics of source selection, evaluation, and citation in the student’s chosen field. The student will be required to submit a list of citations for resources used in the creation of his or her research guide.

H. Writing in Your Field Project: Final Product

The student will write an 8–11-page work, incorporating at least 8 sources, appropriate to the student’s chosen field. Genre types may include academic paper (empirical or analytical), long-form journalistic piece, business proposal, case study, lesson plan, or any other genre that is appropriate to the field, with the instructor’s permission.

VII. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (3 at 100 pts ea)	300
Essay Quiz	50
Writing in Your Field Project: Proposal	150
Annotated Bibliography	150
Research Quick Guide	150
Writing in Your Field Project: Final Product	200
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

ENGL 602

Textbooks: Johnson-Eilola & Selber, *Central Works in Technical Communication* (2004).
L'Eplattenier et al., *Working in the Archives* (2010).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Johnson-Eilola & Selber: chs. 2, 4–5, and 11 L'Eplattenier et al.: ch. 26 1 presentation	Course Requirements Checklist Class Introductions DB Forum 1	10 0 100
2	Johnson-Eilola & Selber: chs. 6 and 20 L'Eplattenier et al.: ch. 4 1 presentation	Essay Quiz	50
3	Johnson-Eilola & Selber: ch. 26 L'Eplattenier et al.: chs. 2, 6, 9, and 17–18 3 presentations	Writing in Your Field Project: Proposal	150
4	Johnson-Eilola & Selber: chs. 17, 19, and 22 1 presentation	DB Forum 2	100
5	Johnson-Eilola & Selber: chs. 25 and 28 L'Eplattenier et al.: chs. 10, 20, and 24 1 presentation	Annotated Bibliography	150
6	Johnson-Eilola & Selber: chs. 13–14, 27, and 29 L'Eplattenier et al.: ch. 19 1 presentation	Research Quick Guide	150
7	Johnson-Eilola & Selber: ch. 21 L'Eplattenier et al.: ch. 25 1 presentation	Writing in Your Field Project: Final Product	200
8	Johnson-Eilola & Selber: chs. 9–10, 12, and 31–32 L'Eplattenier et al.: ch. 16 1 presentation	DB Forum 3	100
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.