



**I. COURSE DESCRIPTION:**

This course prepares students for the complex demands of academic research and writing in their program area. Students will be prepared to critically ask questions of reading and research; formulate hypotheses; conduct research using the library and identify further avenues of inquiry if necessary. To help students develop these skills, the course also teaches students the basic skills of analysis, interpretation, critical thinking and documentation. Required coursework will include the completion of written, researched documents.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Produce research documents in a variety of formats (annotated bibliography, book review, journal abstract, literature review) using scholarly writing techniques.

Potential Elements of the Performance:

- Identify the audience and purpose for the document
- Identify the uses and types of research documents
- Create accurate and specific research documents using various formats
- Write reports using a professional voice and style

2. Critically read and analyze texts

Potential Elements of the Performance:

- Identify the nature of the information to be researched
- Examine, evaluate, select, and summarize information that is relevant, important, and useful for inclusion
- Draw conclusions about how the information can be used
- Check for accuracy and credibility of sources
- Evaluate for bias

3. Engage in primary and secondary research

Potential Elements of the Performance:

- Locate information in the library effectively
- Use the databases effectively
- Distinguish primary and secondary sources
- Use primary and secondary sources correctly
- Use appropriate sources to support the document's purpose

4. Cite sources accurately and correctly using APA format

Potential Elements of the Performance:

- Cite internal sources correctly using APA documentation
- Create a reference page correctly using APA documentation
- Format the research document correctly using APA documentation
- Use the APA documentation Manual accurately
- Employ consistent APA format to documents

5. Employ computers accurately and efficiently to produce research documents

Potential Elements of the Performance:

- Adjust and proofread for content
- Incorporate appropriate graphics
- Design clear, easily-read documents for specific audiences and purposes
- Proofread and edit work for correctness using spell-check, thesaurus, grammar check, and peer editing

**III. TOPICS:**

1. Purpose of Research
2. Using the Library
3. Evaluating Sources
4. Using APA Publication Manual
5. Writing an Annotated Bibliography
6. Writing a Journal Review
7. Using APA Documentation (internal citations, reference page, document formatting)
8. Writing a Short Research Paper

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

1. Joseph A, Maxwell. Qualitative Research Design: An Interactive Approach. Sage. Second edition, 2004.
2. Academic articles, class handouts and other bibliographical materials will be posted in the web. It is the student responsibility to print it out.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

1. Using the APA Publication Manual – Test	15%
2. Journal Review/Summary/Evaluating Sources	10%
3. Annotated Bibliography/Literature Review	15%
4. In-Class Assignments/Activities	40%
5. Short Research Paper	<u>20%</u>
	100%

**NOTE:** Some of the assignments completed may be in collaboration with program-related assignments.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

**NOTE:** Students may be assigned an “F” grade early in the course for unsatisfactory performance.

## VI. SPECIAL NOTES:

### Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

### Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

### Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

### Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

### Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

## VII. PRIOR LEARNING ASSESSMENT:

Students who have credit for a similar course from another college or university and wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the Academic Assistant, in the office of the Chair, Community Services (Room E2201). Students will be required to provide an unofficial transcript and course outline related to the course.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio. Contact the Student Services Office, E1101 for additional information.