

***Wendt Character Initiative: A Joint Project with the Librarians, ENG 102  
Faculty, and Writing Tutors***

*"Facts are stupid things."*

Ronald Reagan

*"Politics...is the art of government. So much emphasis has been placed upon the false that the significance of the true has been obscured and politics has come to convey the meaning of crafty and cunning selfishness, instead of candid and sincere service."*

President Calvin Coolidge

In this unit, the English faculty, librarians, and writing tutors will combine the objectives of teaching the Wendt principles with teaching information literacy skills. In addition, students will continue to develop their ability to write clearly, coherently and logically. We will work as a class, in small groups, and individually to use common articles to answer the class research question: *Are negative campaign ads effective tools for getting candidates elected?*

**Outcomes Include:**

As a result of this unit, students will be able to:

- Identify a valid thesis for a short research paper.
- Identify a credible source (author, journal, etc.).
- Identify evidence from 3 journal articles that supports or refutes a research question.
- Write a 4-5 page paper based on credible sources.
- Cite the sources used in a paper in correct form (APA).

**Course Learning Objectives related to unit:**

- Improve ability to communicate effectively, both verbally and in writing.
- Develop and demonstrate critical and analytical thinking.
- Demonstrate understanding and ability to analyze texts.
- Understand literature's value in gaining insight into the human condition.
- Correctly and effectively use English grammar and conventions.

**Unit Assessment:**

Student grades for this unit will be comprised of several components, including class attendance and participation in the unit activities. This includes completing all reading selections before class and finishing the homework. Papers will be graded using the English Department Writing Rubric. Grades will be determined based on the quality of writing and students' meeting the objectives of the paper, including utilizing the articles discussed in class as sources for the paper.

Final portfolios (*due May 2 or during finals week—instructor preference*) should include:

- Final draft of Research Paper
- Rough draft
- Peer review forms
- Annotated articles
- Any other notes and activities related to the paper.

### Day 1: Wednesday, April 16

**In class:** A librarian will be in class the last 15 minutes to introduce the assignment/topic and give instructions for how to access e-reserves from the library webpage.

### Homework DUE Day 2: Friday, April 18

- Print the introductory reading(s) and 3 other articles on the course page. **Bring all articles to class every day during this assignment.** Contact a librarian at [reference@dbq.edu](mailto:reference@dbq.edu) or a Writing Center tutor if you have any questions or problems.
- Read the introductory readings and *the first page* of the class scholarly article.
- Read p. 571-582 in *Reading Critically, Writing Well*.

### Day 2: Friday, April 18

**In class:** A librarian will discuss how social science scholars formulate and test a thesis, what constitutes scholarly evidence, and introduce the introductory readings and the class scholarly article.

Faculty will divide the class into groups and assign/introduce a facilitator (faculty member, librarian, or writing tutor).

### Homework DUE Day 3: Monday, April 21

- Carefully read the following parts of the article ***assigned to your small group: abstract, introduction, and discussion sections.*** *Highlight information that is relevant to the research question and make notes in the margin.*
- Review the class scholarly article. *Highlight information that is relevant to the research question and make notes in the margin.*

### Day 3: Monday, April 21

**In class:** Review the class article and meet in groups to discuss small group articles.

### Homework DUE Day 4: Wednesday, April 23

- Review your small group's article.

### Day 4: Wednesday, April 23

**In class:** Each group continues to review their article for relevant information pertaining to the research question. Members of each group work together to record the following items: a) article citation in APA format; b) relevant evidence from the article, quoted directly or paraphrased; and c) proper APA in-text citation for each bullet point.

**Homework DUE Day 5: Friday, April 25**

- Read the article that was **not** you have not yet read, annotating and highlighting relevant evidence.

**Day 5: Friday, April 25**

**In class:** Each group presents to the class the information that is relevant to the research question and the class determines a thesis statement. The class discusses the arrangement of the paper.

**Homework DUE Day 6: Monday, April 28**

- Review all articles and evidence related to the research question.
- Read p. 634-646 in *Reading Critically, Writing Well*.

**Day 6: Monday, April 28**  
**(ASC tutors/Librarians not present)**

**In class:** Create class outline for paper, discuss drafting process, and review APA format.

**Homework DUE Day 7: Wednesday, April 30**

- Bring rough draft of paper draft with bibliography. Each student writes a 4-5 page paper (of text) in APA format in support of the class thesis using the 3 scholarly articles provided.
- Come prepared with questions about paper structure or the writing process.

**Day 7: Wednesday, April 30**  
**(ASC tutors/Librarians not present)**

**In class:** Peer review rough draft, discuss questions about paper structure or the writing process.

**Homework DUE Day 8: Friday, May 2**  
**(or during finals week—instructor preference)**

- \*Prepare final draft with bibliography.\*Writing Center tutors are available outside of class for additional assistance.\*

**Day 8: Friday, May 2**  
**(or during finals week—instructor preference)**  
**(ASC tutors/Librarians not present)**

**In class:** Turn in final draft. Discuss/reflect upon process.