

Writing Intensive Course (WIC) Proposal

All courses must be approved by the Department and College/School before submitted for review at the University level. All WIC proposals are due in the Office of the Provost on or before the **second Tuesday of the month**. The Curriculum Committee meets on the fourth Tuesday of each month during the academic year to review all proposals that have been submitted.

Instructions: To apply for a Writing Intensive course designation, completely answer all the WIC proposal questions below. Email the WIC proposal and a Word or PDF copy of the new or updated syllabus to Susan.Ross@fairmontstate.edu

Proposal Number:	#21-22-22
Department:	Science and Technology/Natural Sciences/Forensic Science
Preparer/Contact Person:	Kristy Henson
Telephone Extension:	X4877
Date Originally Submitted:	October 2021
Revision (indicate date and label it rev#1, rev#2, etc.)	
Implementation Date Requested:	Fall 2022

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- 1) **Writing is Part of the Objectives and Outcomes of the Course.** How do writing assignments and writing instruction further the learning objectives or learning outcomes of this course? Where in the syllabus are there are statements about the critical role writing plays in the course?

The writing assignments help students understand the significance and mechanics of scientific writing and why it is important in the development and sharing of research.
The course description and outcomes mention how writing will be incorporated in this course.

- 2) **Writing is a Significant Part of the Coursework.** What types of writing (e.g., research papers, critical essays, technical documents, lab reports, essays, journaling, etc.) will be assigned? Explain how these assignments meet the requirement that writing be a significant part of the course work, including details about group writing assignments, if any. Include the required length for each writing assignment and demonstrate how the 20 pages (or equivalent 5000-word count) for finished writing will be met.

The assignments and materials covered in this course will prepare students for a competitive graduate program that focuses on the independent completion of a thesis or dissertation. Students will easily write the equivalent of 50 single spaced pages in this course. Writing is a large part of research.

Research proposal – Minimum of 5 pages (single spaced) title, abstract, research questions and aims, summary, literature review, methodology statement, and work cited. This is consistent with research proposals in graduate programs.

Narrative Literature review – Minimum of 10 pages (single spaced). Narrative literature review and critique of 10 peer-review journal articles, 1 page per article.

NASA Space Grant Student Fellowship application - Students apply for the NASA Space grant to fund their research projects. Guidelines are set by NASA: “Please upload a summary of the research project that you will be conducting. This description should include but is not limited to a description of the research, whether it is a new or continuing project, and significance and/or uniqueness of the research, and budget. The amount awarded varies for each institution. Please contact your institution's representative to inquire about the amount of these fellowships. If the research is a team project, applicants must clearly indicate the tasks to be completed by each team member(s) and list their work percentage on the project. Submissions should be no more than two (2) single-spaced pages in font size 12, one inch margins and Times New Roman font. The deadline for submission is Monday, October 4, 2021.”

Methodology statement – Minimum of 5 pages (single spaced). This is a detailed discussion of the material and methodology the student plans to carry out during their research project and how they plan to analyze their data with citations and bibliography.

Final paper- Minimum of 20 pages (single spaced) fit for submission to a peer-review journal. Introduction, material and methods, results, discussion, conclusion, and bibliography.

- 3) **Writing is Learned Through Revision.** Indicate which assignment(s) students will be required to revise and resubmit after feedback from the instructor. Indicate who will be providing the feedback. Include an example of the assignment instructions you are likely to use for this assignment or assignments.

Thesis statement, research proposal, NASA application, methodology statement, and research poster. The instructor will provide feedback on these assignments. Students will provide peer-feedback on the thesis statement and methodology statements.

- 4) **Writing is Taught and Practiced.** What types of writing instruction will be experienced by students? How much class time will be devoted to explicit writing instruction and at what points in the semester? What types of writing support and resources will be provided to students?

Students will be encouraged to visit the writing center and provide one another peer feedback before submitting assignments. Students will be given examples of peer-review journals, theses, and dissertations during the course. Students will also learn about scientific writing and how this writing style is different than other writing they may have learned in school.

- 5) **Writing is a Significant Part of the Course Grade.** How will students' final course grade depend on their writing performance? What percentage of the course grade will depend on the quality and level of the student's writing compared to the percentage of the grade that depends on the course content? Provide this information in the syllabus.

Written assignments account for 55% of the grades in this course.

Attach the following:

a) Course Information

Course Description: Include a revised course description, writing in complete sentences, that will be published in the university catalog.

FORS 3385 Research and Design. 3 hours.

This course introduces students to research through research design, data collection, and scientific writing consistent with the field of forensic science. Students will propose, execute, and write a research project at the level of an undergraduate thesis. This course will satisfy the writing intensive requirement.

Course Learning Outcomes (CLO's): These should be stated in terms of what new knowledge and/or skills students should be able to demonstrate upon successful completion of the course. Present course learning outcomes as a bulleted list predicated with "Upon successful completion of this course, students should be able to..."

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

1. Execute the basic components of research such as identifying a problem, formulating research questions and aims, executing methodology, and analyzing results.
2. Design and present a professional research-based presentations sufficient for an undergraduate conference.
3. Construct a research paper that has the potential to be submitted to an undergraduate peer-review journal.

Course Outline: Attach a course outline consisting of at least two levels.

b) Introduction to research

- a. Developing a research question
- b. Developing a research proposal
- c. Importance of research

c) Literature

- a. Primary
- b. Secondary
- c. Peer-review
- d. Monographs
- e. Annotated bibliography
- f. Critical literature reviews

d) Research integrity and ethics

- a. Ethics
 - i. Minority groups
 - ii. High-risk groups
 - iii. Children
 - iv. Wards of the state
- b. Integrity

- i. Bias in research
 - ii. Interpreting the literature
 - iii. Interpreting results
 - iv. Sharing results (supplementary or appendix)
 - c. IRB
- e) Methodology
 - a. Qualitative
 - i. Surveys
 - ii. Interviews
 - iii. Ethnography
 - b. Quantitative
 - i. Statistics
 - ii. Sample size
 - iii. Types of tests
 - iv. Significance
 - v. Variables
 - c. Data collection
 - i. Blind
 - ii. Controls
 - iii. Sample size
 - iv. Biase
 - v. Quality control
 - vi. Interobserver error
 - vii. Intraobserver error
- f) Results
 - a. How to write results
 - b. Figures
 - c. Tables
 - d. Charts
 - e. Negative results
- g) Discussion
 - a. Comparing results to other articles
 - b. Comparing results to introduction
 - c. Errors and limitations
- h) Conclusion
 - a. Big picture of project
 - b. Why project matters
 - c. Limitations
 - d. Future research
- i) Bibliography
 - a. APA
 - b. MLA
 - c. AMA
 - d. In-text citations
 - e. Footnotes
- j) Funding research
 - a. Grant writing
 - b. Industry donations
- k) Communicating completed research
 - a. Scientific conferences
 - i. Posters

- ii. Presentations
- b. Peer-review journals
- c. Community and public outreach

Assessments: Describe generally how student's achievement of the course learning outcomes will be assessed. Submit assignment rubrics if applicable.

Course outcomes will be measured using the following assignments:

1. Execute the basic components of research such as identifying a problem, formulating research questions and aims, executing methodology, and analyzing results.
 - a. Research proposal
 - b. Methodology paper
 - c. Final paper
2. Design and present a professional research-based presentation sufficient for an undergraduate conference.
 - a. Research poster presentation
 - b. Research poster
3. Construct a research paper that has the potential to be submitted to an undergraduate peer-review journal.
 - a. Final paper

Final paper rubric:

RUBRIC—100 points total

CATEGORY	16- 20 points	11-15 points	6-10 points	0-5 points
Introduction/Topic/ Literature review <p style="text-align: center;">____ <i>points</i></p>	<p>Exceptional introduction, interesting and states topic. Summarize, evaluate, and reflect on the literature.</p> <p>Thesis/topic is clear, well-developed, and a definitive statement.</p>	<p>Proficient introduction that is interesting and states topic. Summarize, evaluate, and reflect on the literature.</p> <p>Thesis/topic is clear and arguable statement of position.</p>	<p>Basic introduction that states topic but lacks interest. Thesis/topic is somewhat clear and arguable. Fairs to summarize, evaluate, and reflect on the literature.</p>	<p>Weak or no introduction of topic.</p> <p>Paper’s purpose is unclear. Thesis/topic is weak or missing. Does not summarize, evaluate, and reflect on the literature</p>
Content knowledge: Quality of Research <p style="text-align: center;">____ <i>points</i></p>	<p>Paper is exceptionally researched; the sources support the thesis argument in a logical manner. References are correctly cited.</p>	<p>Information relates to the main topic.</p> <p>Paper, is well-researched in detail. References are correctly cited.</p>	<p>Information relates to the main topic, but few details and/or examples are given. Shows a limited variety of sources. References are not cited correctly.</p>	<p>Information has little or nothing to do with the thesis.</p> <p>Information has weak or no connection to the thesis. References are not cited correctly.</p>
Content application: Results & Analysis <p style="text-align: center;">____ <i>points</i></p>	<p>Critical, relevant and consistent connections made between evidence and thesis. Excellent analysis.</p>	<p>Consistent connections are made between evidence and thesis.</p> <p>Good analysis.</p>	<p>Some connections made between evidence and thesis. Some analysis.</p>	<p>Limited or no connections made between evidence and thesis. Lack of analysis.</p>
Conclusion <p style="text-align: center;">____ <i>points</i></p>	<p>Excellent summary of thesis argument with concluding ideas that impact reader.</p>	<p>Good summary of topic with clear concluding ideas.</p>	<p>Basic summary of topic with some final concluding ideas.</p>	<p>Lack of summary of topic.</p>

<p>Writing</p> <p>____ <i>points</i></p>	<p>Writing is clear and relevant, with no grammatical and/or spelling errors – polished and professional. Reference, citations and images are properly formatted.</p>	<p>Most ideas are stated clearly and are related to the topic, with only minor grammatical and/or spelling errors. References, citations and images are adequate.</p>	<p>Many ideas require clarification, are off-topic or have little relevance to the assignment. Many grammatical and/or spelling errors; very challenging to read, poor writing flow. Improper references and/or citations section.</p>	<p>Paper does not meet the criteria for the assignment (too short or incomplete, too long, and/or completely off-topic). Reference, citations and images section is missing.</p>
<p>Total: ____/100</p>				

Poster rubric

RUBRIC—100 points total

CATEGORY	16- 20 points	11-15 points	6-10 points	0-5 points
<p>Presentation of Research</p> <p>____ <i>points</i></p>	<p>Prominently positions title/authors of paper. Thoroughly but concisely presents main points of introduction, research questions, methods, results, and conclusions in a well-organized manner. Narration and/or answering of questions is engaging, thorough, and adds greatly to the presentation</p>	<p>Contains title/authors of paper. Adequately presents main points of introduction, research questions, methods, results, and conclusions in a fairly well organized manner. Narration and/or answering of questions is adequate and adds to the presentation</p>	<p>Contains title/authors of paper. Presents main points of introduction, research questions, methods, results, and conclusions but not as sufficiently and not as well organized. Narration and/or answering of questions is somewhat lacking</p>	<p>Title/authors absent. Does not sufficiently present main points of introduction, research questions, methods, results, and conclusions and is not well organized. Narration and/or answering of questions is lacking</p>

<p>Visual Presentation</p> <p>_____ points</p>	<p>Overall visually appealing; not cluttered; colors and patterns enhance readability, uses font sizes/variations which facilitate the organization, presentation, and readability of the research. Graphics (e.g., tables, figures, etc.) are engaging and enhance the text. Content is clearly arranged so that the viewer can understand order without narration</p>	<p>Overall visually appealing; not cluttered; colors and patterns support readability. Adequate use of font sizes/variations to facilitate the organization, presentation, and readability of the research. Graphics (e.g. tables, figures, etc.) enhance the text. Content is arranged so that the viewer can understand order without narration</p>	<p>Visual appeal is adequate; somewhat cluttered; colors and patterns detract from readability. Use of font sizes/variations to facilitate the organization, presentation, and readability of the research is somewhat inconsistent/distracting. Graphics (e.g., tables, figures, etc.) adequately enhance the text. Content arrangement is somewhat confusing and does not adequately assist the viewer in understanding order without narration</p>	<p>Not very visually appealing; cluttered; colors and patterns hinder readability. Use of font sizes/variations to facilitate the organization, presentation, and readability of the research is inconsistent/distracting. Graphics (e.g., tables, figures, etc.) do not enhance the text. Content arrangement is somewhat confusing and does not adequately assist the viewer in understanding order without narration</p>
<p>Documentation of Sources, Quality of Sources</p> <p>_____ points</p>	<p>Cites all data obtained from other sources. APA citation style is accurate</p>	<p>Cites most data obtained from other sources. APA citation style is accurate</p>	<p>Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.</p>	<p>Does not cite sources</p>
<p>Spelling & Grammar</p> <p>_____ points</p>	<p>No spelling & grammar mistakes</p>	<p>Minimal spelling & grammar mistakes</p>	<p>Noticeable spelling and grammar mistakes</p>	<p>Excessive spelling and/or grammar mistakes</p>
<p>Student dressed and presented in a professional manner</p> <p>_____ points</p>	<p>Student was dressed and presented in a professional manner.</p>	<p>Student was dressed and presented in a mostly professional manner.</p>	<p>Student was not dressed and presented in a professional manner.</p>	<p>Student was dressed casually.</p>

Total: ____/100				
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- 1) Memo from the Dean or Department Chair in respective departments with a statement of support.

FORS 3385 Research and Design

Instructor: Kristy Henson
 Kristy.Henson@fairmontstate.edu

Office: HHH 118

Lecture: MW 11-12:15 HH110

Office Hours:

Course Description:

FORS 3385 Research and Design. 3 hours

This course introduces students to research through research design, data collection, and scientific writing consistent with the field of forensic science. Students will propose, execute, and write a research project at the level of an undergraduate thesis. This course will satisfy the writing intensive requirement.

Prerequisite(s): ENGL 1102, Junior or Senior status

Course objectives:

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

1. Execute the basic components of research such as identifying a problem, formulating research questions and aims, executing methodology, and analyzing results.
2. Design and present a professional research-based presentation sufficient for an undergraduate conference.
3. Construct a research paper that has the potential to be submitted to an undergraduate peer-review journal.

Grading and Assignments:

Assignments	Points possible	Total Points
Thesis Statement	5	5
Research Proposal	20	20
Methodology	25	25
Materials list	5	5
40- hours of research	100	100
Literature review	25	25
NASA Grant application	25	25
Attendance	2/day	60
Citi training	5	5
Poster	100	100
Final paper	100	100
Research presentation	75	75
As needed	tbd	tbd
		+/- 545

Grade Scale: A- 100-90%
 B- 89- 80%
 C- 79-70%
 D- 69-60%

Attendance & Makeup:

You are expected to attend class. Attendance will not be taken, but you will have weekly in-class quizzes and assignments that you will only be able to make up with a valid excused absence.

Make up exams are not guaranteed. If you know you will miss an exam due to illness, a serious family problem, or College activity, you must notify me and request a makeup *no later than one date before the test*. You will be asked to provide documentation to support your request for an excused absence or makeup test.

Cell Phone & Computer Use:

I reserve the right to dismiss you from class if you are on your phone or browsing the internet inappropriately during class. *SILENCE YOUR PHONES!* If they ring you will be asked to leave.

Late papers or assignments:

In general, assignments lose 5 points per day (including weekends) for every day past the due date. No assignment will be accepted more than 5 days past its due date, unless your circumstances are severe and well documented.

Special learning needs:

Any student with a physical disability or learning disorder will be given special accommodations as reasonably warranted. It is the student's responsibility to inform his or her instructor of any special needs. For more information see the link below:

<https://www.fairmontstate.edu/academicaffairs/syllabusstatements.asp>

Academic integrity:

If you are caught cheating you will receive an F for the course and be immediately removed from the class. No exceptions!

Cheating and plagiarism are serious breaches of academic integrity. The value of your education and your degree depend upon the extent to which you learn and evaluate new ideas, and it is impossible to learn material well through cheating or plagiarism. *The minimum penalty for cheating or plagiarism is an F for the course, and a report of the incident to the Academic Dean.* You may be subject to dismissal from the College for academic dishonesty. See your Student Handbook for additional information. It IS plagiarism to present another's ideas or words as your own without appropriate attribution, to copy all or part of someone else's assignment (or to allow your assignment to be copied), or to directly quote from a source without both quotation marks and a citation. Further guidance on avoiding plagiarism is available online at <http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/index.html>.

Cheating is defined here as:

- the obtaining of information during an examination;
- the unauthorized use of books, notes, or other sources of information prior to or during an examination;
- the removal of faculty examination materials;
- the alteration of documents or records; or
- actions identifiable as occurring with the intent to defraud or use under false pretense.

Plagiarism is defined here as the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without giving due credit. Students and faculty should examine proper citation forms to avoid inadvertent plagiarism.

Following guidance from the CDC as well as State and Local Officials, Fairmont State reserves the right to determine the method of delivery of class content, and modify classroom configuration to comply with COVID-19 safety guidance. The University also reserves the right to institute mandatory safety protocols including requiring students to wear masks at all times while in the classrooms.

Social Justice Statement

Fairmont State University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran's status, religion, sexual orientation, color, or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise let me know and make appropriate arrangements with the Office of Accessibility Services (304-367-4141).

Title IX

Title IX makes it clear that violence and harassment based on sex, gender, and gender identity are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources at FairmontState.edu/Title-IX, by calling 304.367.4386, or by emailing HR@fairmontstate.edu.

Exams:

Exams will be taken during class time and will start promptly. If you arrive late for an exam, you will not be given extra time to complete the exam. Cell phones will be turned off and all materials, INCLUDING YOUR CELL PHONE, not needed to take the exam (backpacks, books, phones) will be placed in the front of the classroom. *If you simply put your cell phone in your pocket, and I see you handling it, talking to it, turning it off, etc. you will immediately be excused from the exam, and you will receive a ZERO on the exam.* You may NOT listen to music during any exam. Scratch paper may be provided, and regardless of whether or not the scratch paper was used it must be returned to the instructor when you complete you exam.

For more information on Academic integrity, assessment, attendance, and copyright notice, see:

<https://www.fairmontstate.edu/academicaffairs/syllabusstatements.asp>

Tentative schedule:

class and via Blackboard.

Week	Topic	Research outside of class	Due
1	M: Introduction to research: Developing a research question, developing a proposal W: Introduction to research: Importance and purpose of research		
2	M: Literature: Determining types of literature (primary, secondary, peer-review, monographs), citations (APA, MLA, AMA) W: Meet in Library – finding articles with Charley		Thesis statement
3	M: Institution review boards: IRB history and purpose W: Institution review boards: risk assessments, personal risk, participant risks, hazardous material exposure Update on research project progress	Should complete 3-5 hours	Citi training Research proposal
4	M: Research integrity and ethics: Bias in research, reading into the literature, importance of sharing all results W: Research integrity and ethics: NAGPRA, working with human material, minority groups, at-risk groups Update on research project progress	Should complete 3-5 hours	
5	M: Types of research/research design: pilot studies, thesis, dissertations, undergraduate thesis W: Types of research/research design: qualitative, quantitative, non-experimental, diachronic, theoretical, descriptive Update on research project progress	Should complete 3-5 hours	Literature review
6	M: Methodology: statistics, equations that fit your data, significance is more than a p-value. What are your variables, what are you measuring? Sample size. W: Methodology: Collecting data, importance of blind studies, having a control, removing bias Update on research project progress	Should complete 3-5 hours	Materials list
7	M: Methodology: quality control, observer error. W: Methodology: qualitative research: using surveys, interviews, documentaries, and ethnographies Update on research project progress	Should complete 3-5 hours	Methodology
8	M: Peer review of NASA grants. Troubleshooting day, work together in groups to modify/work out issues	Should complete 3-5 hours	NASA Grant draft

	W: How to write a methods section: tone, voice, past vs present tense.		
9	M: How to write a results section: making quality tables and figures, explaining results W: How to write a results section: tone, voice, tense. Update on research project progress	Should complete 3-5 hours	NASA Grant final
10	M: Quality research, unique projects, grant writing, collaborating, working with industry. W: Guest lecture from Grants office. Update on research project progress	Should complete 3-5 hours	
11	M: Research and public engagement: importance of sharing your research, fitting into the 'big picture' W: Research and public engagement: importance of public outreach and community involvement Update on research project progress	Should complete 3-5 hours	
12	M: How to write a discussion: tone, voice, tense, comparing results to the literature W: How to write a discussion: addressing errors and limitations in your project Update on research project progress	Should complete 3-5 hours	
13	M: How to write a conclusion: tone, voice, tense, the purpose of your project, limitations, future research W: How to publish a scientific paper: impact factor, open-access, publication fees Update on research project progress	Should complete 3-5 hours	Visit the writing center with your paper draft
14	M: Spotting a predatory journal or conference W: Troubleshooting day, work together in groups to modify/work out issues * Update on research project progress	Should complete 3-5 hours	Final paper draft
15	M: Peer poster edits W: Project/lab cleanup.		Poster draft 40 hour signed research log
16	Final – Poster presentation		Final paper and final poster

*Schedule is tentative and topics may continue to the next class to week. Troubleshooting days will be removed when lecture is behind.

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Forensics Writing Intensive Course

RS

Roof, Steven

Thu 10/21/2021 12:16 PM

To: Henson, Kristy

[👍](#) [↩](#) [↶](#) [→](#) [⋮](#)

FORS 3385 Writing Inten...
43 KB [⌵](#)

Kristy,

I support the attached WI course proposal (to designate FORS 3385 as a writing intensive course).

Steven Roof, Ph.D.
**Dean, College of Science and
Technology**
328 Hunt Haught Hall
Fairmont State University
(304) 367-4363



If we wonder often, the gift of knowledge will come. – Arapaho Proverb

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