This course supports the assessments for QBT1. The course covers 6 competencies and represents 3 competency units.

Introduction

Overview
This course will help you develop competency in research paper writing and help prepare you for other research and writing-based courses at WGU.

In this course, you will demonstrate the competency needed to be a critical reader and writer. You will

- determine an arguable, researchable topic;
- formulate a research question;
- develop and defend an arguable thesis statement;
- evaluate sources for relevance and credibility;
- create proper citations in APA format;
- synthesize and paraphrase source materials effectively;
- understand writing and revision as a process; and
- write a well organized research paper.

Watch the following introduction video for this course:

Competencies

This course provides guidance to help you demonstrate the following 6 competencies:

- **Competency 105.1.2: Reading Critically**
  The graduate identifies relationships among ideas, points of view, and language choices by reading critically.

- **Competency 105.2.1: Inquiry and Research**
  The graduate selects information from oral, written, or electronic sources to inform an audience about complex subjects.

- **Competency 105.3.2: Writing as a Process**
  The graduate applies a process approach to creating effective writings for different audiences and purposes.

- **Competency 105.1.1: Reading with Comprehension**
  The graduate constructs meaning by using multiple strategies to comprehend a variety of texts.

- **Competency 105.2.2: Evaluating Information**
  The graduate accurately evaluates the validity, reliability, and significance of information in a given context.

- **Competency 105.2.3: Documenting Sources**
  The graduate documents sources consistently and accurately.
Competency 105.3.3: Mechanics of Writing
The graduate correctly applies rules of grammar, syntax, and punctuation.

Course Instructor Assistance
As you prepare to successfully demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course instructors are fully committed to your success!

Preparing for Success

The information in this section is provided to detail the resources available for you to use as you complete this course.

Learning Resources
The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

Automatically Enrolled Learning Resources

You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGU student portal to access the resources.

MindEdge
You will access MindEdge modules at the activity level within this course.

- Language and Communication: Research (QBT1)

QBT1 Research Writing Community

- The new QBT1 Learning Community is available here in the Course of Study on the right side of the screen.
- Check out the Course Announcements for information about how to use the Community and for on-going updates.
- Read the Course Tips for advice that will help you to succeed in this course.
- Use the Course Search to search the Knowledge Base for helpful information and
articles on any course topic. For example, if you are looking for help with citing sources in APA style, you can type APA in the search box and it will bring up related articles. This is also the best way to find all the available videos that support this course. Type in “video” in the search box.

- **Course Chatter** is where you can post questions and comments and receive responses from Course Instructors and your peers. You may also post your thesis statements and introductions for each of your essays to receive Course Instructor feedback on them. **Be sure to post these as a Question rather than as a Comment to ensure a Course Instructor response.** These can also be emailed to the qbt1@wgu.edu mailbox.

**Pacing Guide**
The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested timeframe.

- **Pacing Guide: Language and Communication: Research**

*Note: This pacing guide does not replace the course. Please continue to refer to the course for a comprehensive list of the resources and activities.*

**Research Paper (Part I)**

The activities in this section will introduce you to the following aspects of research writing:

- introduction to research and writing
- getting started
- finding and using sources
- creating an annotated bibliography

**Introduction to Research and Writing**
The introduction found in MindEdge Module 1 (“Course Introduction”) will give you the context for the course, along with helpful strategies and hints for success in the course.

This topic addresses the following competencies:

- **Competency 105.1.2: Reading Critically**
  The graduate identifies relationships among ideas, points of view, and language choices by reading critically.
- **Competency 105.2.1: Inquiry and Research**
  The graduate selects information from oral, written, or electronic sources to inform an audience about complex subjects.
- **Competency 105.3.2: Writing as a Process**
  The graduate applies a process approach to creating effective writings for different audiences and purposes.

**MindEdge: Course Introduction**

Work through the following in **MindEdge Module 1: Course Introduction**:
Note: The MindEdge modules are interactive. Within the platform, you have note-taking abilities, a community forum where you can ask questions, and numerous opportunities to practice and test concepts before you attempt the assessment.

Getting Started

Your starting point for the research paper is to find a topic that interests you. This sometimes requires preliminary research.

The next step is to identify a research question and arrive at an arguable, researchable thesis.

Before you begin, watch the following video for guidelines on completing this section:

This topic addresses the following competencies:

- Competency 105.1.2: Reading Critically
  The graduate identifies relationships among ideas, points of view, and language choices by reading critically.
- Competency 105.2.1: Inquiry and Research
  The graduate selects information from oral, written, or electronic sources to inform an audience about complex subjects.
- Competency 105.3.2: Writing as a Process
  The graduate applies a process approach to creating effective writings for different audiences and purposes.

MindEdge: Getting Started

Work through the following module in MindEdge Module 2: Getting Started:

- 2.0 ("Introduction")
- 2.1 ("Selecting a Topic")
- 2.2 ("Develop Your Ideas")
- 2.3 ("Preliminary Research")
- 2.4 ("Identifying Your Research Question")
- 2.5 ("The Thesis Statement: Your Research Roadmap")
- 2.6 ("Module 2 Frequently Asked Questions")
- 2.7 ("Getting Started: Module Checklist")
- 2.8 ("Module Conclusion: Following the Research")
Language and Communication Mentors

- Submit your thesis to a course instructor.

Once you have decided on your topic and have formulated a research question, you will then develop an arguable working thesis statement. You may feel you are ready to proceed at this point, however, before moving forward, contact the course instructors. The course instructors will help you determine if your topic and question are suitable for further tasks, and can save you valuable time and frustration down the road.

Finding and Using Sources

It is very important to choose credible sources to use for this assessment. Throughout the following activities, you will receive step-by-step assistance in finding ten appropriate sources for your research paper.

Work through the following in MindEdge Module 3: Finding and Using Sources:

- 3.0 ("Introduction")
- 3.1 ("Using Sources: Primary, Secondary, and Tertiary")
- 3.2 ("Types of Sources: Books, Periodicals, and Everything Else")
- 3.3 ("Understanding Scholarly, Non-Scholarly, and Academic-Trade Sources")
- 3.4 ("The WGU Library")
- 3.5 ("Using Sources Effectively")
- 3.6 ("Module 3 Frequently Asked Questions")
- 3.7 ("Finding and Using Sources: Module Checklist")
- 3.8 ("Using Sources Effectively: Conclusion")
- 3.9 ("Module 3 Post-Test")
- 3.10 ("Module Feedback")

Creating an Annotated Bibliography

An annotated bibliography helps you discover what sources are most relevant to your argument and what sources provide the most credible support for your argument.

This topic addresses the following competencies:

- Competency 105.1.2: Reading Critically
  The graduate identifies relationships among ideas, points of view, and language choices by reading critically.
- Competency 105.2.1: Inquiry and Research
  The graduate selects information from oral, written, or electronic sources to inform an audience about complex subjects.
- Competency 105.3.2: Writing as a Process
  The graduate applies a process approach to creating effective writings for different audiences and purposes.
MindEdge: Creating an Annotated Bibliography

Work through the following in MindEdge Module 4: Annotated Bibliography:

- 4.0 ("Module Introduction")
- 4.1 ("The Annotated Bibliography: Why and How")
- 4.2 ("The Annotated Bibliography: Formatting")
- 4.3 ("The Elements of an Annotated Bibliography Entry")
- 4.4 ("Module 4 Frequently Asked Questions")
- 4.5 ("The Annotated Bibliography: Module Checklist")
- 4.6 ("Conclusion and Overview of Task 1 Requirements")
- 4.7 ("Module 4 Post-Test")
- 4.8 ("Module Feedback")

Application: Task 1

Before submitting Task 1 in TaskStream, review the checklist toward the end of MindEdge Module 4 ("Annotated Bibliography").

Also, before submitting your task for evaluation, please submit it through Turnitin.com for an originality report and to check for accurate formatting of your sources. You can access the Turnitin originality report feature within TaskStream.

If you have any further questions or would like a more detailed list, please see the scoring rubric for this task in TaskStream. Your work should meet the minimum requirements set by the scoring rubric. You can also contact a course instructor if you need additional help.

Research Paper (Part II)

You will learn the next steps to writing a research paper:

- Paraphrasing and synthesizing sources
- Creating a writing plan
- Citing references

Paraphrasing and Synthesizing Your Sources

Now that you have an annotated bibliography, you want to turn your research into usable information for your paper. You will decide how to incorporate information from your sources into your research paper. To do this, you will use paraphrasing, direct quotations, and synthesis.

This topic addresses the following competencies:

- Competency 105.1.1 - Reading with Comprehension
  The graduate constructs meaning by using multiple strategies to comprehend a variety of texts.
- Competency 105.2.2 - Evaluating Information
  The graduate accurately evaluates the validity, reliability, and significance of information in a given context.
- Competency 105.2.3 - Documenting Sources
  The graduate documents sources consistently and accurately.
- Competency 105.3.2 - Writing as a Process
  The graduate applies a process approach to creating effective writings for different audiences and purposes.

**MindEdge: Paraphrase and Synthesis**

Work through the following in [MindEdge Module 5: Paraphrase and Synthesis](#):

- 5.0 ("Introduction")
- 5.1 ("Introduction to Synthesis and Paraphrase")
- 5.2 ("Paraphrase")
- 5.3 ("Synthesis and Research in the Real World")
- 5.4 ("Module 5 Frequently Asked Questions")
- 5.5 ("Paraphrase and Synthesis: Module Checklist")
- 5.6 ("Conclusion and Overview of Task 2 Requirements")
- 5.7 ("Module 5 Post-Test")
- 5.8 ("Module Feedback")

For information on citing your sources in APA format, see MindEdge Appendix B. You can find Appendix B in the pull-down list of modules at the top of every page in MindEdge.

**Task 2 Performance Task**

Complete the following task in [TaskStream](#):

- QBT1: Task 2

For details about this performance assessment, see the "Assessment" tab in this course.

**Create a Writing Plan**

When you begin to write a research paper, you need to organize your ideas. You may prefer to use an outline or a clustering tool to show the flow of your main points and the elaborated details for each. This section will guide you through creating a visual organizer or outline to assist you in organizing your research paper.

This topic addresses the following competencies:

- Competency 105.1.1 - Reading with Comprehension
  The graduate constructs meaning by using multiple strategies to comprehend a variety of texts.
- Competency 105.2.2 - Evaluating Information
  The graduate accurately evaluates the validity, reliability, and significance of information in a given context.
- Competency 105.2.3 - Documenting Sources
  The graduate documents sources consistently and accurately.
- Competency 105.3.2 - Writing as a Process
The graduate applies a process approach to creating effective writings for different audiences and purposes.

**MindEdge: Organizing Your Essay**

Work through the following in [MindEdge Module 6: Organizing Your Essay](#):

- 6.0 ("Introduction")
- 6.1 ("Introduction to Organizational Tools")
- 6.2 ("Main Claim, Major Points, and Evidence")
- 6.3 ("Choosing an Organizational Technique")
- 6.4 ("Supporting Your Claim With Evidence")
- 6.5 ("Activity: Practice With Organizing Ideas")
- 6.6 ("Getting to Work: Drafting Your Visual Organizer or Outline")
- 6.7 ("Module 6 Frequently Asked Questions")
- 6.8 ("Organizing Your Essay: Module Checklist")
- 6.9 ("Conclusion and Overview of Task 3 Requirements")
- 6.10 ("Module 6 Post-Test")
- 6.11 ("Module Feedback")

For information on citing your sources in APA format, see MindEdge Appendix B. You can find Appendix B in the pull-down list of modules at the top of every page in MindEdge.

**Task 3 Performance Task**

Complete the following task in [TaskStream](#):

- QBT1: Task 3

For details about this performance assessment, see the "Assessment" tab in this course.

**Research Paper: The Final Product**

You will draft, revise, and edit your research paper in Task 4 before turning in a final paper for Task 5.

**Drafting a Research Paper**

You are now ready to turn your writing plan into a research paper. As you write, keep in mind that this research paper must be written in third person and must be free of personal opinion. You also have to make sure that each of your main points is backed up with research.

This topic addresses the following competencies:

- Competency 105.2.3: Documenting Sources
  The graduate documents sources consistently and accurately.
- Competency 105.3.3: Mechanics of Writing
  The graduate correctly applies rules of grammar, syntax, and punctuation.
- Competency 105.3.2: Writing as a Process
  The graduate applies a process approach to creating effective writings for different
audiences and purposes.

**MindEdge: Writing and Revising the First Draft**

Work through the following drafting activities in MindEdge Module 7: Writing and Revising the Fast Draft:

- 7.0 ("Module Introduction")
- 7.1 ("Fast First Drafts and Revised Drafts")
- 7.2 ("Introduction to Revision and Editing")

**Revising and Editing a Research Paper**

Generally, working with a draft involves both revising and editing. Either process can take place at any time and as many times as you feel it is necessary.

Revising includes taking something out, adding something in, reorganizing the presented information, substituting one piece of information for another, replacing entire sections, or starting over.

Editing includes checking for writing conventions such as punctuation, spelling, and grammar, and APA document and citation formatting.

This topic addresses the following competencies:

- Competency 105.2.3: Documenting Sources
  The graduate documents sources consistently and accurately.
- Competency 105.3.3: Mechanics of Writing
  The graduate correctly applies rules of grammar, syntax, and punctuation.
- Competency 105.3.2: Writing as a Process
  The graduate applies a process approach to creating effective writings for different audiences and purposes.

**Obtaining an Outside Review**

After you have revised and edited your draft, share your draft with someone you know and ask your reader the following questions:

- Does my topic and thesis make sense to you?
- Are each of my main points supported with evidence?
- Do all of my main points and supporting evidence clearly support and connect back to my thesis?
- What are the strengths of my draft?
- What information is unclear?

*Note: Because the revision and edit process is part of the assessment, course instructors cannot review your draft.*

Once you have finished revising and editing your draft, save your document as "Draft with
Revisions” to submit it in TaskStream.

Writing a Revision Summary for a Research Paper

In addition to submitting a marked-up, revised draft of your paper, the final part of Task 4 asks you to write a summary of the revision and editing strategies you used in your writing process. You can find help for completing this task in MindEdge Module 7 (“Writing and Revising the Fast Draft”).

Note: The revised draft and revision summary in Task 4 will prepare you to heavily revise, edit, and polish your final paper, which will be submitted in Task 5.

MindEdge: Revising the First Draft

Work through the following sections of MindEdge Module 7: Writing and Revising the Fast Draft:

- 7.3 (“Activity: Identifying Evidence”)
- 7.4 (“Making Connections Using The Introduction, Conclusion, and Title”)
- 7.5 (“Editing for Mechanical Issues”)
- 7.6 (“The value of Fresh Eyes”)
- 7.7 (“Your Revision Summary”)
- 7.8 (“Module 7 Frequently Asked Questions”)
- 7.9 (“Writing and Revising the Fast Draft: Module Checklist”)
- 7.10 (“Conclusion and Overview of Task 4 Requirements”)
- 7.11 (“Module 7 Post-Test”)
- 7.12 (“Module Feedback”)

For information on citing your sources in APA format, see MindEdge Appendix B. You can find Appendix B in the pull-down list of modules at the top of every page in MindEdge.

Task 4 Performance Task

Complete the following task in TaskStream:

- QBT1: Task 4

For details about this performance assessment, see the "Assessment" tab in this course.

The Final Research Paper

You will revise and edit your research paper draft from Task 4 into a complete and final research paper.

This topic addresses the following competencies:
● Competency 105.2.3: Documenting Sources
The graduate documents sources consistently and accurately.

● Competency 105.3.3: Mechanics of Writing
The graduate correctly applies rules of grammar, syntax, and punctuation.

● Competency 105.3.2: Writing as a Process
The graduate applies a process approach to creating effective writings for different audiences and purposes.

**MindEdge: Your Final Research Paper**

Complete the following in **MindEdge Module 8: Your Final Research Paper**:

- 8.0 ("Module Introduction")
- 8.1 ("Preview of Task 5 Requirements")
- 8.2 ("Reviewing Your Paper's Thesis Statement and Major Points")
- 8.3 ("Paragraph Development and Staying on Topic")
- 8.4 ("Revisiting Your Introduction and Conclusion Paragraphs")
- 8.5 ("Final Checks")
- 8.6 ("Submission")
- 8.7 ("Module 8 Frequently Asked Questions")
- 8.8 ("Your Final Research Paper: Module Checklist")
- 8.9 ("Conclusion and Overview of Task 5 Requirements")
- 8.10 ("Module 8 Post-Test")
- 8.11 ("Module Feedback")

For information on citing your sources in APA format see **MindEdge Appendix B**

**Task 5 Performance Task**

Complete the following task in **TaskStream**:

- QBT1: QBT Task 5

Before submitting your task for evaluation, please submit it through Turnitin.com for an originality report to check the similarity match and accurate formatting of your sources. You can access the Turnitin originality report feature within **TaskStream**.

For details about this performance assessment, see the "Assessment" tab in this course.

*Note: Task 5 is limited to four attempts (an initial submission and three revisions). If you do not pass on the first attempt, it is recommended that you contact a course instructor to help you work on revisions for your second attempt.*

**Final Steps**

Congratulations on completing the activities in this course of study! This section will guide you through the assessment process.

**The WGU Library**
The WGU Library
The [WGU Library](#) is available online to WGU students 24 hours a day.

For more information about using the WGU Library, view the following videos on [The WGU Channel](#):

*Introducing the WGU library*

*Note: To download this video, right-click the following link and choose "Save as...":* [download video](#).

*Searching the WGU library*

*Note: To download this video, right-click the following link and choose "Save as...":* [download video](#).

**Center for Writing Excellence: The WGU Writing Center**

If you need help with any part of the writing or revision process, contact the Center for Writing Excellence (CWE). Whatever your needs—writing anxiety, grammar, general college writing concerns, or even ESL language-related writing issues—the CWE is available to help you. The CWE offers personalized individual sessions and weekly group webinars. For an appointment, please e-mail [writingcenter@wgu.edu](mailto:writingcenter@wgu.edu).