

# ENGCOMP200

## Research Writing and Information Literacy

### Course Syllabus

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#### Course Information

Credit hours: 3	Instructor: Yoo Young Ahn, PhD
	Email: yooyoung.ahn@scupi.cn
	Office: 3-317B
Room: 4-203	Office hours: Mon 9:00 am – 11:30 am, 4:30 – 5:00 pm; Tue 4:30 – 5:30 pm; Wed 1:30 – 4:30 pm; Thur 9:00 – 11:30 am (or scheduled upon requests; appointment required)
Time:	Prerequisites: ENGCOMP 152
Section 4 Mon 1:50 – 4:25 pm	
Section 5 Tue 1:50 – 4:25 pm	
Section 6 Wed 8:15 – 11:00 am	

#### Required Text:

1. Diana Hacker & Nancy Sommers, *A Writer's Reference*  
Bedford/St. Martin's
2. Nancy E. Dollahite and Julie Haun, *Sourceworks; Academic Writing from Sources*
3. Booth et al. (2016). *The craft of research*. Chicago, University of Chicago Press
4. Additional readings on blackboard

#### Course Description

ENGCOMP200 builds on ENG152 by focusing on research writing and information literacy. In this course students will gain exposure to academic writing, learn to synthesize research sources, employ proper conventions of citation, write using professional and academic genres, use digital tools for researching secondary sources, and deliver academic presentations. The course stresses active learning, collaborative projects, multi-modal communications, academic readings, and student-led research to answer questions and solve problems. The semester covers the basics of formulating research questions, creating a research plan, writing a proposal, synthesizing information, and writing a research paper.

#### Outcomes

By the end of the course, students will be able to:

1. use digital tools, like search engines and library databases to find print and electronic resources
2. evaluate source quality for academic purposes, quality, and properly cite these sources in students' own work in addition to synthesizing research materials through coherent reasoning
3. critically and creatively use writing to express concepts or ideas
4. analyze and summarize sources to create annotated bibliographies
5. propose a research project according to professional genres
6. compose research project following proper style-guides, demonstrating college-level writing in English
7. present research findings using multi-modal compositions and public speaking

#### Assignments and Evaluation

In this course students will complete the following four major assignments. Assignments 1-4 require at least one Writing Center visit respectively:

Assignment	Outcomes Addressed	Percentage of Final Grade
1. Synthesis Paper (4 pages; use at least three sources) due Week 6	Outcomes 1-3	15%
2. Proposal with Annotated Bibliography (2-page proposal, 4-page annotation of six sources) due Week 9	Outcomes 1-5	20%
3. Research Paper (10 pages, including introduction, a literature review, body, and conclusion; ) due Week 16	Outcomes 1-6	45%
4. Poster Presentation (Week 16)	Outcomes 1-7	5%
5. Routine Writing (Forum, Blog, Journaling, Short Responses, Social Media Posts), participation, and attendance	Outcome 3	15%

\*Note: due dates are subject to change, depending on the instructor's discretion

**Formatting:** In academic writing, it is important to follow suggested style guide. Try to make yourself familiar to basic MLA style over the semester, for example using standard size document, double space the text, and use a font consistently (Times New Roman recommended) at 12-point font size throughout the document. Margins should be at 1 inch on all four sides.

To learn more about the general MLA format, visit Purdue's Online Writing Lab [HERE](#).

**Blackboard (BB):** All assignments should be submitted electronically through Blackboard Assignment tab. Check Blackboard carefully for due dates.

**A failure of sharing required drafts and submitting assignments late:**

Drafting is a critical part of writing. For that reason, you are required to submit drafts of some major assignments in this class (as indicated on the schedule below and assignment sheets). The drafts will be used for peer-review with your classmates to improve your final assignments.

**Failure to bring and submit the required rough drafts on the days they are due will result in a 10% penalty (that is, one letter grade) on the final assignment.**

**Late submission will be penalized 10% for every calendar day that an assignment is late.**

**Attendance Policy**

Students who miss more than two classes without an excuse will be deducted half of a letter grade for each additional absence (5 points out of a hundred from your final class average). Arriving late, leaving class during the lecture, or leaving the class early without an excuse will be recorded—missing class three times in any of these manners will be counted as one absence. Students with more than five absences will fail the course.

**Tardiness** will be penalized at my discretion. Frequent tardiness or lateness that causes you to miss a large portion of a class meeting may count against your total absences.

**Tentative Schedule** (subject to change according to the instructor's discretion)

SW: Sourceworks; Craft: The craft of research

Week	Topic	Reading/references	Assignment Due
1 Feb 21-27	Introduction to the course; basics of academic writing; what is research?		In-class writing; Assign Synthesis Paper
2 Feb 28-Mar 6	Reading sources; Creating key word searches (library databases, search engines), and reading and evaluating sources	Read two articles about technology: <i>Technology and the Mind &amp; Does the Internet Make You Dumber?</i> (SW 195-198)	Forum 1: Read and analyze the model articles; find a topic for synthesis on technology, and search three additional sources
3 Mar 7-13	Continue reading sources; note-taking, looking for evidence, representing sources fairly	Focused reading guidelines SW37-40; documentation SW123-138; Craft 6. Engaging sources (pp. 85-103)	Forum 2: Find and confirm three sources about the topic; Develop an outline for synthesis paper
4 Mar 14-20	Engaging sources & reading for purposes; Paraphrasing, summarizing, and integrating sources; synthesis; In-class peer review	Summarizing SW19-30; <a href="https://wts.indiana.edu/writing-guides/pdf/how-to-write-a-thesis-statement.pdf">https://wts.indiana.edu/writing-guides/pdf/how-to-write-a-thesis-statement.pdf</a>	Forum 3: *Synthesis Paper Draft Due; Bring synthesis paper draft for a peer-review in class
5 Mar 21-27	Writing Workshop: Address issues from synthesis drafts and revise	Paraphrasing SW 6-13; Integrating evidence SW 78-99 <a href="https://msu.edu/~jdowell/135/Synthesis.html">https://msu.edu/~jdowell/135/Synthesis.html</a> <a href="https://www.lsu.edu/hss/english/files/university_writing_files/item35404.pdf">https://www.lsu.edu/hss/english/files/university_writing_files/item35404.pdf</a>	Forum 4:
6 Mar 28-Apr 3	Writing Workshop; Finalize synthesis paper	Revising synthesis paper Review: Finding and evaluating sources SW146-152; responding to writing SW14-18	*Synthesis Paper Due (submit through BB-Assignment)
7 Apr 4-10	Prepare Research Proposal & Annotated Bibliography, and Research Project	Craft. 3. From topics to questions (pp. 35-48); SW Elements of a research question 31-37 Craft 13. Organizing your argument (pp. 189-196)	Assign proposal and annotated bibliography; Post research topic, working research question(s)/thesis statement, an outline, and two relevant articles
8 Apr 11-17	Writing Proposal (purpose and elements); types of research; research question, outlining; Sample analysis	Writing a research proposal SW139-145; Organizing a paper SW45-70; Craft 12. Planning and drafting (pp. 177-184, optional, 185-187); <a href="http://sites.uci.edu/socscihonors/files/2017/09/Quantitative_Qualitative_Research.pdf">http://sites.uci.edu/socscihonors/files/2017/09/Quantitative_Qualitative_Research.pdf</a>	Find 6 relevant sources; develop a detailed outline for proposal and research; annotated bibliography for two sources
9 Apr 18-24	Planning research paper; practice writing annotated bibliography	Review MLA style, refining Works Cited Mybib.com Develop an outline SW40-44, 60-71	*Assignment 2 Due

Week	Topic	Reading/references	Assignment Due
<b>10</b> Apr 25- May 1	Prepare for Research Project; reading on methods (data types: interviews, images, field observations, etc.)	Detailing outline SW66-70, 100-123	*Develop a detailed outline for research paper
<b>11</b> May 2-8	Research report	Wiring the body of your paper SW 71-99; Building cohesion SW110-123	
<b>12</b> May 9-15	Research report: Write a cohesive paper; visualizing data, including images	Craft 15. Communicating evidence visually	Research paper check-in; bring 5 pages of final paper
<b>13</b> May 16-22	Preparing presentations; continue revising (refining cohesion)	Building a paper: refine SW 100-122 <a href="http://hsp.berkeley.edu/sites/default/files/ScientificPosters.pdf">http://hsp.berkeley.edu/sites/default/files/ScientificPosters.pdf</a>	
<b>14</b> May 23-29	In-class peer review	Introduction & conclusion SW100-109, (optional, craft 16. Introductions and conclusions 232-248) <a href="https://cer.jhu.edu/files/EffectivePosterPresentations-Handout.pdf">https://cer.jhu.edu/files/EffectivePosterPresentations-Handout.pdf</a> ; <a href="https://wp.nyu.edu/archivesandpublichistory/2014/05/13/poster-tips-for-humanities-conference-posters/">https://wp.nyu.edu/archivesandpublichistory/2014/05/13/poster-tips-for-humanities-conference-posters/</a>	*Research paper draft; bring poster draft for in-class peer review
<b>15</b> May 30-Jun 5	Individual consultations		
<b>16</b> Jun 6-12	Individual consultations (cont'd); Final Poster Presentations		*Poster due before class *Research paper due (Date TBA)
<b>17</b> Jun 13-19	Wrap up & Reflection		

### **Student Use of Electronic Technology Policy:**

Students must use electronic technology (including cell phones, laptops, tablets, and iPads) in appropriate ways during classes. Out of respect, cell phones should generally be turned off or on silent and stored out of sight. They should not be used during classroom activities unless the instructor has given permission. Electronic devices are forbidden during quizzes, tests or other in-class graded assignments, unless the instructor has given permission. Technology use in this class is meant to improve the learning environment for all students. Please be respectful of your instructor and classmates and use the technology appropriately.

If you have questions about what this means, please talk to your individual instructor.

**Recording:**

To ensure the free and open discussion of ideas, students may NOT record classroom lectures, discussions, and/or activities without the advance written permission of the instructor, and any such recording properly recorded in advance can be used solely for the student's own private study.

**Make-up Policy for Missed Assignments and Tests:**

Students are responsible for the assignments in their classes. Assignments include in-class activities, quizzes, tests, homework, and any other work related to classes. No late work will be accepted without instructor approval; it will receive a grade of 0 (zero).

- If you are absent from class, you should try to contact one of the students in your class to find out what work was missed.
- If you cannot find out from another student about what work you have missed, when you return to class you must talk to your instructors about the missed work and if/when you can make up the work. You are responsible for talking to your teacher; your teacher is not responsible for reminding you about missed work.
- If you are absent from class on the due date of an assignment, you must hand in the assignment and be prepared to make up tests the day that you return to class or on a date decided with your teacher.
- If you know you will be absent, talk to your teacher before you leave or email your teacher to find out about the work that you will miss while you are away.
- If you have not been absent from class and you want to hand in an assignment late, you must first discuss the reason with your teacher before or on the due date. Do not assume that your teacher will accept late assignments. Also, you will lose points for late work in this situation.
- If you and your teacher arrange to meet so that you can make up an assignment and you miss that meeting, you will receive a "0" for that assignment.

**Use of Machine Translation and Other Online Writing and Language Tools**

While students are encouraged to use dictionaries and other language resources, they should not rely on machine translators for large sections of text. Papers must be written in English. Any paper that is written in Chinese and then processed through an online translator will be considered unacceptable.

If an instructor believes that a paper was written using machine translation, the instructor reserves the right to ask the student to re-write (potentially with a different topic), or give an alternative assignment, which may include a timed-writing essay assignment. Until the re-write is submitted the student will have an F for the assignment.

**Use of non-English sources**

All non-English sources must be cited in your writing. The translation of non-English sources is equivalent to quoting. When using Chinese sources, use quotation marks to directly quote the sources and include the original source in brackets. For example,

Wang Chao in describing nanocarriers says, "Interaction between nanomaterials and organisms, especially Interaction between the Immunological Effect of Nanomaterials and the Immune System in vivo further clarification is needed to optimize the shape, physicochemical properties, size and surface of nanocarriers" [纳米材料与生物机体内的相互作用, 特别是纳米材料本身的免疫学效应与体内免疫系统的相互作用需要进一步阐明, 优化纳米载体的形状、大小、表面、理化性质等。] (Wang 96).

**SCUPI Honor Code:**

Students in this course must follow the SCUPI Honor Code. This includes:

- must not get help from anyone to do his/her work without the teacher's permission.
- must not get help from any outside sources to do his/her work without the teacher's permission.
- must not copy the words of another and present those words as his/her own work.

Participating in these activities can result in an F. Turning in work that is not your own can result in an F.

Writing Center Policy: first instance will result in failure in assignment with option of re-write; second instance will result in failure of assignment and meeting with Writing Center director; third instance will result in failure in the course and referral to university officials for Honor Code violation.

**Participation:**

Active participation is crucial for language learning. Participating in class makes you an engaged learner of English. In this class, participation means:

- arriving to class on time
- staying on task (including appropriate use of technology)
- actively listening to your classmates and teacher when they speak in class
- asking questions
- bringing all class materials
- attending class regularly
- completing all homework on time
- actively and constructively participating in class activities
- being prepared to answer questions
- using only English in class

**Writing Center Consultations:** I encourage you to visit Writing Center at any stage of the writing process. Note that the Writing Center does NOT proofread your drafts; rather, consultations will assist you in developing your ideas and skills in written communication, from brainstorming, refining your research question and thesis statement, and improving your logic/flow/cohesion of your writing. You can walk in or schedule appointments through their online booking system (click [HERE](#) to learn how to make an appointment).

**Student Responsibility:**

This syllabus is a contract between you and the instructor. It is the first place you should look for answers to your questions about course requirements, expectations, and policies. By enrolling in this course, you are agreeing to adhere to the requirements, expectations and policies outlined in this syllabus, including sections on the SCUPI Honor Code. Students who fail to submit their work on time or miss more than 5 classes could receive a failing grade and may not graduate.