

ENGCOMP200
Seminar in Composition
(312085030)

TOPIC BOOK

ENGCOMP200

Course Information

Credit hours: 3	Instructor: Professor Robyn Najar
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	Office hours: 8:00am-5:00pm Monday & Tuesday; 7:30-8:10am, 12:00- 1:40pm, Wednesday; Thursday; Friday OR anytime by appointment
Room: See your schedule	Prerequisites: ENGCOMP 152

Reference Materials

- Dollahite, N. E., & Haun, J. (2012). *Sourcework: Academic writing from sources* (2nd ed.). Boston MA: Heinle Cengage Learning. **(SW)**
- Hacker, D., & Sommers, N. (2015). *A writer's reference* (8th ed.). Boston MA: Bedford/St. Martin's. **(WR)**
- Najar, R., & Riley, L. (2013). *Developing academic writing skills* (2nd ed.). Tokyo: Macmillian Languagehouse Ltd. **(DAWS)**

Recommended Resources

- Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W. T. (2016). *The craft of research* (4th ed.). Chicago IL: University of Chicago Press. **(CR)**
<http://lccn.loc.gov/2016000143>

Course Description

This is a course designed to develop student 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.

Course 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 research resources for quality, and properly cite these sources in students' own work in addition to synthesizing research materials through coherent reasoning
3. Critically and creatively express concepts or ideas in written English
4. Create and annotate bibliographies
5. Propose a research project according to professional genres
6. Construct a research project following proper style-guides, demonstrating college-level written academic/professional English
7. Present research findings using multi-modal compositions and public speaking

Assignments and Evaluation:

In this course students will complete the following:

Assignment	Outcomes Addressed	Percentage of Final Grade	Week due
1. Annotated Bibliography (600-650 words: Title, research question, annotation of 4 English sources) and, Formal Outline for one source	Outcomes 1-5	20%	6
2. Synthesis Paper (1,500 words: 3 main points; minimum four English language sources)	Outcomes 1-3	15%	12
3. Researched Paper (2,000 words with at least six sources) & Formal outline	Outcomes 1-6	50%	15
4. Participation and Routine Writing (class work, HW forums, poster presentation)	Outcomes 1-7	15%	16

SYLLABUS/COURSE SCHEDULE

Subject to change at professor's discretion

Remember to ALWAYS bring your laptop/tablet/iPad to class charged and ready to use.

Lesson	Topic for lesson	Pre-reading: before lesson	Assignments due:
1	<p>Introductions</p> <p>Warm-up “metaphors”</p> <p>Topic requirements</p> <p>Attendance</p> <p>Group work</p> <p>Class Code of Conduct</p>	<p>Read Blackboard (BB) Content LESSON 1 files</p> <p>Topic Book LESSON 1 Using the Forum</p>	
<p>Homework (HW) 1</p> <ol style="list-style-type: none"> 1. Forum HW 1: Self-Introduction (250 words) post by 12noon before Lesson 2. 2. Make one question about Topic Book information (bring hardcopy to class) 3. Read Blackboard (BB) Content LESSON 2 files 			
2	<p>Topic Book Quiz</p> <p>Introduce: Formal outlines with Main points (MPs) & Supporting points (SPs)</p> <p>Model resource: <i>Globalization and Local Culture</i> from <i>Sourcework</i> (SW) pp.179-180</p> <p>Topics; research questions</p>	<p>Read Blackboard (BB) Content LESSON 2 files</p> <p>Read WR pp.11-12 Formal Outline</p> <p>Read from textbook <i>Sourcework</i> (SW): “Globalization and Local Culture” p.179-180</p> <p>“The Deadly Noodle” p.180-182</p> <p>“Paths of Globalization: from the Berbers to Bach” p.182-184</p>	HW 1

Lesson	Topic for lesson	Pre-reading: before lesson	Assignments due:
<p>Homework 2</p> <ol style="list-style-type: none"> 1. Forum HW 2: Post an outline with MPs & SPs of SW p.180 “The Deadly Noodle” (Review <i>Writers Reference</i> textbook from ENGCOMP152) 2. Identify and write down: a) background; b) research question; c) conclusion, for SW p.182 “Paths of Globalization: from the Berbers to Bach” (Bring to class, or if not in class send to Professor Robyn’s email) 3. First read <i>Craft of Research Writing</i> (CR) p.81-83 Finding a good research problem; then, 4. Choose a research topic and a research question for your topic (Bring to class, or if not in class send to Professor Robyn’s email) 5. Read BB Content LESSON 3 files 			
3	<p>Review HW2 Outlines Review HW2: Research topics & questions</p> <p>Creating Key Word Searches and Searching Library Databases, Search Engines; Library Research</p> <p>INTRODUCE Assignment 1 (ANNO BIB) (600 words: Title, research question, annotation of 4 English sources, References page, outline for each resource) and, formal outline for each source</p> <p>Reading strategy SQ3R</p>	<p>Read Blackboard (BB) Content LESSON 3 files</p> <p>Read SW pp.145-152 Finding & Evaluating</p> <p>Read CR pp.96-97 5.3 Locating resources on the Internet</p> <p>Read CR pp.98-101 5.4 Evaluating: Relevance & Reliability</p> <p>Read CR pp.106-107 6.1 Recording complete bibliographical information</p> <p><u>Look at these sites:</u> APA 7 style; APA interactive https://owl.massey.ac.nz/referencing/APA-interactive.php mybib.com</p>	HW 2

Lesson	Topic for lesson	Pre-reading: before lesson	Assignments due:
		<p>Read SW pp.30-36 Focus: Research questions</p> <p>Read <i>Writer's Reference</i> (WR) pp.8-10 Thesis statements</p> <p>Read SQ3R (1); SQ3R (2)</p>	
<p>Homework 3</p> <ol style="list-style-type: none"> 1. Find four articles in English based on your topic and research question to use for the Annotated Bibliography (bring copies to class) 2. Record electronically complete bibliographic information for each resource in APA style (Bring to class) 3. Forum HW 3: Post a formal outline for one of the English articles with References page correctly formatted. 4. Revise your research question based on your research reading. Bring to class a written revised research question. 5. Read BB Content LESSON 4 files 			
4	<p>Review HW3</p> <p>Research Results: Evaluating & analyzing sources</p> <p>Review: Reading strategy SQ3R</p> <p>Review Avoiding plagiarism: paraphrasing; summarizing; quoting; citing sources</p> <p>Writing Workshop: Annotated Bibliography & Outlines</p>	<p>Read Blackboard (BB) Content LESSON 4 files</p> <p>Read CR pp.98-101 5.4 Evaluating: Relevance & Reliability</p> <p>Read SW pp.3-30 Explore: Paraphrasing & Summarizing</p>	HW 3
<p>Homework 4</p> <ol style="list-style-type: none"> 1. Evaluate your sources (Bring to class, or if not in class send to Professor Robyn's email). 			

Lesson	Topic for lesson	Pre-reading: before lesson	Assignments due:
2. Read Blackboard (BB) Content LESSON 5 files			
5	Review HW 4 Review: Sources Used Review: Reading strategy SQ3R Citation (APA style) – intext SW pp.3-30 Explore: Paraphrasing & Summarizing	Read Blackboard (BB) Content LESSON 5 files Read Synthesizing Multiple Sources https://www.lsu.edu/hss/english/files/university_writing_files/item35404.pdf	HW 4
Homework 5 1. Read Blackboard (BB) Content LESSON 6 files 2. Revise References page (APA style) 3. Complete Assignment 1 and post Annotated Bibliography. 4. Bring to next lesson hardcopy of all parts for submission.			
6	Collect hardcopy Assignment 1. Citation (APA style) Introduce Assignment 2 SYNTHESIS PAPER (1,500 words: 3 main points; minimum four English language sources) Writing a Synthesis Paper: Step-by-step (Assignment 2)	Read Blackboard (BB) Content LESSON 6 files Read SW pp.123-138 Documenting Your Evidence <u>Use these sites: APA 7/9 style</u> https://owll.massey.ac.nz/referencing/APA-interactive.php mybib.com	HW 5 Assignment 1: Annotated Bibliography (650 words)with Formal Outlines DUE Anno Bib: (650 words: Research question, thesis, and annotation of 4 English sources, References page) Outlines:

Lesson	Topic for lesson	Pre-reading: before lesson	Assignments due:
			(Title; 3 levels of information; sequencers)
<p>Homework 6</p> <ol style="list-style-type: none"> 1. Read Blackboard (BB) Content LESSON 7 files 2. Revise sources and find at least two more to use. 3. Begin a synthesis grid 			
<p>7</p>	<p>Review HW 6</p> <p>Teacher conferences: ASSIGNMENT 1 Annotated Bibliography</p> <p>Writing Workshop: Synthesis Paper; Formal Outline</p> <p>Synthesis 4 Revising a Synthesis Paper 4A Paper level 4B Paragraph level</p> <p>Citation (APA style)</p> <p>Practice</p> <ol style="list-style-type: none"> 1. In-text SW pp.124-130 2. References page Exercises SW pp.131-137 <p>Peer editing</p> <ol style="list-style-type: none"> 1. In-text citations 2. References page <p>Writing fluency: Expressing the relationship between ideas, evidence, and examples</p>	<p>Read Blackboard (BB) Content LESSON 7 files</p> <p>Read SW pp.123-138 Documenting Your Evidence</p> <p>SW is APA style, adapt exercises to APA</p> <p><u>Use these sites: APA 7 style</u> https://owll.massey.ac.nz/referencing/APA-interactive.php</p> <p>mybib.com</p> <p>SW pp.110-122</p>	<p>HW 6</p>
<p>Homework 7</p> <ol style="list-style-type: none"> 1. Forum HW 7 Post a Synthesis grid with References page 			

Lesson	Topic for lesson	Pre-reading: before lesson	Assignments due:
<p>2. Carefully read about Thesis Statements: SW pp. 46-53; WR pp. 9-12.</p> <p>3. Find two more resources. These can be in any language. (Bring to class, or if not in class send to Professor Robyn's email).</p> <p>4. Read Blackboard (BB) Content LESSON 8 files</p>			
8	<p>Review HW 7</p> <p>Writing workshop: Revising your work</p> <p>File BB Lesson 4: Synthesis 4 Revising a Synthesis Paper 4A Paper level 4B Paragraph level</p> <p>Thesis Statements</p> <p>Writing Workshop:</p> <ol style="list-style-type: none"> 1. Thesis Seminar SW p. 59 2. Using Evidence SW pp.60-66 <p>SW p. 48 Sample Rough Outline for your proposed paper</p> <p>Discuss Formal Outline for 1,500-word synthesis paper.</p>	<p>Read Blackboard (BB) Content LESSON 8 files</p> <p>Read SW pp.46-53 Writing a thesis statement</p> <p><u>Review these sites:</u></p> <p>APA 7 style https://owl.massey.ac.nz/referencing/APA-interactive.php</p> <p>mybib.com</p> <p>SW pp.45-60</p>	HW 7
<p>Homework 8</p> <ol style="list-style-type: none"> 1. Forum HW 8 Post your thesis statement. Use the format on page 48 SW Sample Rough Outline. Also bring a hard copy to class. 2. Revise Synthesis Grid (Bring to class, or if not in class send to Professor Robyn's email). 3. Read Blackboard (BB) Content LESSON 9 files 			
9	<p>Review HW 8</p> <p>Writing Workshop: Begin Formal outline for synthesis paper</p>	<p>Read Blackboard (BB) Content LESSON 9 files</p> <p><u>Use these sites:</u> APA 7 style</p>	HW 8

Lesson	Topic for lesson	Pre-reading: before lesson	Assignments due:
	Revise Synthesis Paper based on feedback; thesis statement; Intros and conclusions	https://owl.massey.ac.nz/referencing/APA-interactive.php	
Homework 9 <ol style="list-style-type: none"> 1. Forum HW 9 Post Introductions and conclusions and bring hard copy to class. 2. Make a Formal Outline for your Synthesis Paper based on Grid (Bring to class, or if not in class send to Professor Robyn's email). 3. Read Blackboard (BB) Content LESSON 10 files 			
10	Review HW 9 Writing Workshop: Formal Outlines (Title; Intro & conclusion; sequencers; transition sentences; intext citations) Peer editing	Read Blackboard (BB) Content LESSON 10 files SW pp.60-71 Evidence & Outlines SW pp.100-108 SW p.109 SW pp.110-122	HW 9
Homework 10 <ol style="list-style-type: none"> 1. Work on Outline: Sequencer words and transition words. (Bring hard copy to class) 2. Forum HW 10 Post draft of Synthesis Paper (1,500 words) 3. Bring hard copy of Synthesis Paper (Draft 1) with outline to class. 4. Read Blackboard (BB) Content LESSON 11 files 			
11	Review HW 10 Revise Introduction and conclusion for Synthesis Paper Building a Paper Building Cohesion Recycle: Topic sentences	Read Blackboard (BB) Content LESSON 11 files SW pp.71-99 SW110-123 SW 78-100	HW 10 Assignment 2 (SYNTHESIS PAPER) due next lesson 1,500 words

Lesson	Topic for lesson	Pre-reading: before lesson	Assignments due:
		<p>Use these sites: APA 7 style https://owl.massey.ac.nz/referencing/APA-interactive.php mybib.com</p>	<p>4 sources (4 English language resources required) Size 12; Simple, clear font (e.g., Times New Roman) Spacing and punctuation for English APA style</p>
<p>Homework 11</p> <ol style="list-style-type: none"> Post Assignment 2 Bring hard copy to class all parts ASSIGNMENT 2 Synthesis paper and Writing Center appointment; Synthesis Grid: Title; Research Question; Possible Answers; Thesis; Synthesis Grid; and References page Read Blackboard (BB) Content LESSON 12 files 			
12	<p>Assignment 2 SYNTHESIS PAPER Submit hardcopy in class:</p> <ol style="list-style-type: none"> Final Synthesis Paper Writing Center slip Synthesis Grid <p>Discuss ASSIGNMENT 3 FINAL PAPER</p> <p>Introduce Poster Presentation</p> <p>Research report: visualizing data; including images; paragraph</p> <p>Locate a graphic/visual to use in your paper.</p> <p>How to write a paragraph for a visual.</p>	<p>Read Blackboard (BB) Content LESSON 12 files</p> <p>SW209-220; https://cer.jhu.edu/files/EffectivePosterPresentations-Handout.pdf; https://wp.nyu.edu/archivesandpublichistory/2014/05/13/poster-tips-for-humanities-conference-posters/</p>	<p>HW 11</p> <p>Assignment 2 (SYNTHESIS PAPER) due</p>

<p>Homework 12</p> <ol style="list-style-type: none"> 1. Find at least one example online of an effective poster. Bring doi/http address\ to class. 2. Add a visual/graphic to your paper with paragraph (Introduce, explain, emphasize) 3. Forum HW 12 Post TOPIC SENTENCE and SYNTHESIS SENTENCE for every paragraph in your 2,000-word paper (Bring hard copy to class) 4. Read Blackboard (BB) Content LESSON 13 files 			
13	<p>Review HW 12</p> <p>Teacher conferences: ASSIGNMENT 2 Synthesis Paper</p> <p>Poster Workshop: Poster Draft (bring to class for peer review)</p> <p>Writing Workshop: Peer editing: Paragraph for visual Topic sentences; synthesis statements for Synthesis paper (Draft 1)</p>	<p>Read Blackboard (BB) Content LESSON 13 files</p> <p><u>Use these sites for citing sources:</u> APA 7 style https://owll.mass.edu.ac.nz/referencing/APA-interactive.php mybib.com</p>	HW 12
<p>Homework 13</p> <ol style="list-style-type: none"> 1) Prepare your Poster presentation 2) Add a visual/graphic to your paper with paragraph 3) Revise Paragraphs: topic sentences; synthesis phrase(s); linking words in your 2,000-word paper (Bring hard copy to class) 4) Read Blackboard (BB) Content LESSON 14 files 			
14	<p>Review HW 13</p> <p>Poster Presentations</p> <p>Abstract Writing</p> <p>Writing Workshop: Abstracts</p>	<p>Read Blackboard (BB) Content LESSON 14 files</p>	HW 13
<p>Homework 14</p> <ol style="list-style-type: none"> 1) Complete your Abstract and add it to Final Paper (ASSIGNMENT 3) 2) Revise your paper to make it smooth and flow for the reader. 3) Post ASSIGNMENT 3 FINAL PAPER as a Word file (ASSIGNMENT 3 Name) 			

<p>4) Bring hard copy to class of ASSIGNMENT 3 (include References page Formal Outline & Writing Center slip) 5) Read Blackboard (BB) Content LESSON 15 files</p>			
15	<p>Collect hardcopy of ASSIGNMENT 3 FINAL PAPER from each student.</p> <p>Poster Presentations</p> <p>Teacher conference: ASSIGNMENT 4</p>	<p>Read Blackboard (BB) Content LESSON 15 files</p>	<p>HW 14</p> <p>Assignment 3 FINAL PAPER Hard copy: Researched Paper with References page plus Writing Center slip and Formal Outline.</p>
<p>Homework 15 1) Read Blackboard (BB) Content LESSON 16 files</p>			
16	<p>Student Evaluation of Teaching (SETs)</p> <p>Teacher conferences</p>		<p>HW 15</p>
<p>Thank you for your hard work and cooperation 😊</p>			

ATTENDANCE

Attendance at the scheduled class time and day is compulsory. It is expected that students will have completed the set tasks for each class and bring hard copies of work to the lessons. Any student who misses more than **three (3)** classes in a semester will be deemed to have NOT completed this topic and will fail. All absences require a medical certificate or evidence of exceptional circumstances **in writing** (WeChat ok). Attendance is required; a class attendance roll will be kept.

PUNCTUALITY

Arriving to class on time is a vital component in this topic. Students arriving at class after the set time will be recorded as 'tardy' and three (3) late arrivals to class will equal one (1) absence. Any student coming to class 15 or more minutes late will be recorded as absent.

PARTICIPATION

Satisfactory participation in classes is a prerequisite for passing the topic. Students are expected to take part in all classes, including individual and group activities. If, for an approved reason, you cannot attend your class, you should consult the lesson notes posted on WeChat and arrange with your instructor to independently make-up the work missed. If possible, please inform your monitor and/or instructor in advance if you will be absent.

Students should contribute constructively to class discussion and demonstrate they can apply the learning in the lessons. This is more than attendance, though that obviously matters. Fifty per cent (50%) of your mark is based on completing required work and active participation each class. Completing required work and bringing/presenting it in class is essential to participation. In addition, class discussion is a vital part of learning, particularly when it involves giving feedback on a fellow student's work. In addition, evidence of team and group work is a necessary component of the work in this topic. Do your best!

In order to minimize distractions during class sessions please turn OFF mobile phones.

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 teacher 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 still hand in the assignment on the due date 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 if you miss that meeting, you will receive a “0” for that assignment.

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.

Policy and process for plagiarism: First instance will result in failure in assignment and the option of a re-write; second instance will result in failure of assignment and meeting with Dean; 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 makes you an engaged learner of English. In this class participation means:

- cooperation
- 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
- consideration
- 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

