

**ENGCOMP200**  
**Seminar in Composition**  
**(312085030)**

**TOPIC BOOK**

---

**ENGCOMP200**

---

**Course Information**

	Instructor:	Professor Robyn Najar
	Office:	Jiang'an South Campus N426
Credit hours: 3	Email:	robyn.najar@scupi.cn
	Telephone (Main Office):	28-6259-6919
	Office hours:	30 minutes prior to class AND by appointment
Room: See your schedule	Prerequisites:	ENGCOMP 152

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

**Reference Materials**

- Dollahite, N. E., & Haun, J. (2012). *Sourcework: Academic writing from sources* (2<sup>nd</sup> ed.). Boston MA: Heinle Cengage Learning. **(SW)**
- Hacker, D., & Sommers, N. (2015). *A writer's reference* (8<sup>th</sup> ed.). Boston MA: Bedford/St. Martin's. **(WR)**
- Najar, R., & Riley, L. (2013). *Developing academic writing skills* (2<sup>nd</sup> 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* (4<sup>th</sup> ed.). Chicago IL: University of Chicago Press. **(CR)**  
<http://lcn.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 researched paper (Review article).

## ASSESSMENT

### Student Learning Outcomes (SLO)

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

1. Use digital tools, such as 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
8. Understand and use responsibly and ethically current AI technologies.

### Assignments and Evaluation:

You will be evaluated in many activities according to the grading policy. Activities can include:

ASSIGNMENT 1 Annotated Bibliography + Turn it in Lesson 6	3 English language sources + 1 Chinese; References page (APA 7); 200 words for each annotation. SLO#: 1, 2, 3, 4, 8	15%
ASSIGNMENT 2 Synthesis Paper + Turn it In Lesson 12	1500-word synthesis paper + References page (APA 7 style) + Synthesis grid + Outline. <i>This a draft for ASSIGNMENT 3.</i> SLO#: 3, 5, 6, 7, 8	15%
ASSIGNMENT 3 Argument Essay + Turn it in Lesson 15	2000-word argument essay using synthesis to integrate sources to make your argument + References page (APA 7 style) + Outline SLO#: 3, 5, 6, 7, 8	40%
ASSIGNMENT 4 Poster Presentation Lessons 13, 14, 15	Each student will give one in-class poster presentation, which will include written, oral, and visual components. SLO#: 7, 8	10%
ASSIGNMENT 5	This will include homework, in-class	20%

Participation	short writings, Blackboard (BB) forums, group work, and in-class discussions.	
Lessons 1-16	SLO#: 1, 2, 3, 4, 5, 6, 7, 8	

## Review articles (Academic researched paper)

<sup>1</sup>Review articles are critical evaluations of published material. By organising, evaluating and synthesizing previously published materials, the author of a review article considers the progress of current research. The following is the structure of a review article:

- Defines the problem.
- Summarizes previous investigations carefully citing the original information to inform the reader, uses intext citation to acknowledge published sources.
- Synthesizes researched information: Identifies relations, contradictions, gaps and inconsistencies in the literature, interconnects literature to build an argument, uses intext citation to acknowledge published sources.
- Suggests the next step(s) in solving the problem.
- Includes a reference page (APA 7 format).

## USING ONLINE RESOURCES AND THE WWW

The World Wide Web (WWW) is a rich source of information. The materials available here are constantly increasing in quantity and broadening in nature and scope. You are encouraged to make a **critical** use of electronic resources and to evaluate the suitability of websites for your study. Not every web page is suitable as a resource for scholarly work. The next time you find a web page that you would like to cite in an assignment, ask yourself the following questions:

- Who wrote/published the web page? Is the person known in the field?
- Are they part of a well-known organisation? Why did they write or publish it?
- Are they trying to sell something, influence your point of view or examine issues?
- When was it last updated? Is the material maintained, or left on the web without alteration?
- Can the information be verified through reputable sources? Does the web page contain information that makes sense in terms of what you have already read on a topic?
- Is it trying to sell you something or present only one point of view, and is it up to date and factual? If it does not satisfy these criteria, ask yourself if you must use the web page, or if the material could be found elsewhere.

## SYLLABUS/COURSE SCHEDULE

*Subject to change at professor's discretion*

<sup>1</sup> *Publication Manual of the American Psychological Association (7th ed.)*

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

Lesson	Topic for lesson	Pre-reading: before lesson	Assignments due:
<b>1</b>	<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>LESSON 1 files</p> <p>Topic Book</p>	
<p>Homework (HW) 1</p> <ol style="list-style-type: none"> <li>1. Self-Introduction (250 words) post and bring to Lesson 2 (bring hardcopy to class)</li> <li>2. Make one question about Topic Book information (bring hardcopy to class)</li> <li>3. Read LESSON 2 files</li> </ol>			
<b>2</b>	<p>Topic Book Quiz</p> <p>Introduce: Formal outlines with Main points (MPs) &amp; 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 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
<p>Homework 2</p> <ol style="list-style-type: none"> <li>1. HW 2: Post an outline with MPs &amp; SPs of SW p.180 “The Deadly Noodle”</li> <li>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</li> </ol>			

<p>not in class send to Professor Robyn's email)</p> <ol style="list-style-type: none"> <li>3. First read <i>Craft of Research Writing</i> (CR) p.81-83 Finding a good research problem; then,</li> <li>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)</li> <li>5. Read LESSON 3 files</li> </ol>			
<b>3</b>	<p>Review HW2 Outlines Review HW2: Research topics &amp; questions</p> <p>Creating Key Word Searches and Searching Library Databases, Search Engines; Library Research</p> <p><b>INTRODUCE Assignment 1 (ANNO BIB)</b> 200 words each annotation: Title, research question, annotation of 3 English sources + 1 Chinese, References page (APA 7)</p> <p>Reading strategy SQ3R</p>	<p>Read LESSON 3 files</p> <p>Read SW pp.145-152 Finding &amp; 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 &amp; 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 <a href="https://owl.massey.ac.nz/referencing/APA-interactive.php">https://owl.massey.ac.nz/referencing/APA-interactive.php</a> mybib.com</p> <p>Read SW pp.30-36 Focus: Research questions</p> <p>Read <i>Writer's Reference</i> (WR) pp. 8-10 Thesis statements</p>	HW 2

		Read SQ3R (1); SQ3R (2)	
<b>Homework 3</b> <ol style="list-style-type: none"> <li>Find four articles three in English+ one in Chinese based on your research question to use for the Annotated Bibliography (bring copies to class)</li> <li>Record complete bibliographic information for each resource in APA 7 style (Bring to class)</li> <li>HW 3: Post a formal outline for <b>one</b> of the English articles with References page correctly formatted in APA 7 style.</li> <li>Revise your research question based on your reading. Bring to class a written revised research question.</li> <li>Read LESSON 4 files.</li> </ol>			
<b>4</b>	Review HW3  Research Results: Evaluating & analyzing sources  Review: Reading strategy SQ3R  Review Avoiding plagiarism: paraphrasing; summarizing; quoting; citing sources  Writing Workshop: Annotated Bibliography & Outlines	Read LESSON 4 files  Read CR pp.98-101 5.4 Evaluating: Relevance & Reliability Read SW pp.3-30 Explore: Paraphrasing & Summarizing	HW 3
<b>Homework 4</b> <ol style="list-style-type: none"> <li>Evaluate your sources (Bring to class, or if not in class send to Professor Robyn's email).</li> <li>Read LESSON 5 files</li> </ol>			
<b>5</b>	Review HW 4 Review: Sources Used Review: Reading strategy SQ3R  Citation (APA style) – intext  SW pp.3-30 Explore: Paraphrasing & Summarizing	Read LESSON 5 files  Read Synthesizing Multiple Sources <a href="https://www.lsu.edu/hss/english/files/university_writing_files/item3540_4.pdf">https://www.lsu.edu/hss/english/files/university_writing_files/item3540_4.pdf</a>	HW 4
<b>Homework 5</b>			

<ol style="list-style-type: none"> <li>1. Read LESSON 6 files</li> <li>2. Revise References page (APA 7 style)</li> <li>3. Complete Assignment 1 Annotated Bibliography.</li> <li>4. Bring to next lesson hardcopy of all parts for submission.</li> </ol>			
<b>6</b>	<p>Collect hardcopy Assignment 1.</p> <p>Review Citation (APA 7 style)</p> <p><b>Introduce Assignment 2</b> <b>SYNTHESIS PAPER</b> (1,500 words: 3 main points; minimum four English language sources)</p> <p>Writing a Synthesis Paper: Step-by-step (Assignment 2)</p>	<p>Read LESSON 6 files</p> <p>Read SW pp.123-138 Documenting Your Evidence</p> <p><u>Use these sites:</u> APA 7 style <a href="https://owl.massey.ac.nz/referencing/APA-interactive.php">https://owl.massey.ac.nz/referencing/APA-interactive.php</a>  mybib.com</p>	<p>HW 5</p> <p><b>DUE LESSON 6</b> Assignment 1: Annotated Bibliography (800 words)</p>
<p>Homework 6</p> <ol style="list-style-type: none"> <li>1. Read LESSON 7 files</li> <li>2. Revise sources and find at least two more to use.</li> <li>3. Begin a synthesis grid</li> </ol>			
<b>7</b>	<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>Practice</p> <ol style="list-style-type: none"> <li>1. In-text SW pp.124-130</li> <li>2. References page Exercises SW pp.131-137</li> </ol>	<p>Read 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:</u> APA 7 style <a href="https://owl.massey.ac.nz/referencing/APA-interactive.php">https://owl.massey.ac.nz/referencing/APA-interactive.php</a>  mybib.com</p> <p>SW pp.110-122</p>	<p>HW 6</p>

	<p>Peer editing</p> <ol style="list-style-type: none"> <li>1. In-text citations</li> <li>2. References page</li> </ol> <p>Writing fluency: Expressing the relationship between ideas, evidence, and examples</p>		
<p>Homework 7</p> <ol style="list-style-type: none"> <li>1. HW 7 Synthesis grid with References page (Bring hard copy to class)</li> <li>2. Carefully read about Thesis Statements: SW pp. 46-53; WR pp. 9-12.</li> <li>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).</li> <li>4. Read LESSON 8 files</li> </ol>			
8	<p>Review HW 7</p> <p>Writing workshop: Revising your work</p> <p>File Lesson 4: Synthesis</p> <p>4 Revising a Synthesis Paper</p> <p>4A Paper level</p> <p>4B Paragraph level</p> <p>Thesis Statements</p> <p>Writing Workshop:</p> <ol style="list-style-type: none"> <li>1. Thesis Seminar SW p. 59</li> <li>2. Using Evidence SW pp.60-66</li> </ol> <p>SW p. 48 Sample Rough Outline for your proposed paper</p> <p><b>Discuss Formal Outline for 1,500-word synthesis paper.</b></p>	<p>Read 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</p> <p><a href="https://owl.massey.ac.nz/referencing/APA-interactive.php">https://owl.massey.ac.nz/referencing/APA-interactive.php</a></p> <p>mybib.com</p> <p>SW pp.45-60</p>	HW 7
<p>Homework 8</p> <ol style="list-style-type: none"> <li>1. HW 8 Thesis statement. Use the format on page 48 SW Sample Rough Outline. Also bring a hard copy to class.</li> <li>2. Revise Synthesis Grid (Bring to class, or if not in class send to Professor Robyn's email).</li> <li>3. Read LESSON 9 files</li> </ol>			



9	<p>Review HW 8</p> <p>Writing Workshop: Begin Formal outline for synthesis paper</p> <p>Revise Synthesis Paper based on feedback; thesis statement; Intros and conclusions</p>	<p>Read LESSON 9 files</p> <p>Use these sites: APA 7 style <a href="https://owl.massey.ac.nz/referencing/APA-interactive.php">https://owl.massey.ac.nz/referencing/APA-interactive.php</a></p>	HW 8
<p>Homework 9</p> <ol style="list-style-type: none"> <li>HW 9 Introductions and conclusions and bring hard copy to class.</li> <li>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).</li> <li>Read LESSON 10 files</li> </ol>			
10	<p>Review HW 9</p> <p>Writing Workshop: Formal Outlines (Title; Intro &amp; conclusion; sequencers; transition sentences; intext citations)</p> <p>Peer editing</p>	<p>Read LESSON 10 files</p> <p>SW pp.60-71 Evidence &amp; Outlines</p> <p>SW pp.100-108</p> <p>SW p.109</p> <p>SW pp.110-122</p>	HW 9
<p>Homework 10</p> <ol style="list-style-type: none"> <li>Work on Outline: Sequencer words and transition words. (Bring hard copy to class)</li> <li>HW 10 Draft of Synthesis Paper (1,500 words)</li> <li>Bring hard copy of Synthesis Paper (Draft 1) with outline to class.</li> <li>Read LESSON 11 files</li> </ol>			
11	<p>Review HW 10</p> <p>Revise Introduction and conclusion for Synthesis Paper</p> <p>Building a Paper Building Cohesion</p>	<p>Read LESSON 11 files</p> <p>SW pp.71-99 SW 110-123 SW 78-100</p> <p>Use these sites: APA 7</p>	<p>HW 10</p> <p><b>DUE LESSON 12</b></p> <p><b>Assignment 2 SYNTHESIS PAPER</b></p>

	Recycle: Topic sentences	style <a href="https://owl.massey.ac.nz/referencing/APA-interactive.php">https://owl.massey.ac.nz/referencing/APA-interactive.php</a>  mybib.com	
Homework 11			
<ol style="list-style-type: none"> <li>1. <b>Bring hard copy to class all parts ASSIGNMENT 2</b></li> <li>2. Synthesis paper + Synthesis Grid: Title; Research Question; Possible Answers; Thesis; Synthesis Grid; + References page + Outline</li> <li>3. Read LESSON 12 files</li> </ol>			
12	<b>Assignment 2 SYNTHESIS PAPER</b> <b>Submit hardcopy in class:</b> <ol style="list-style-type: none"> <li>1. Final Synthesis Paper + Refs</li> <li>2. Outline</li> <li>3. Synthesis Grid</li> </ol> <b>Discuss ASSIGNMENT 3 FINAL PAPER</b>  <b>Introduce Poster Presentation</b>  Research report: visualizing data; including images; paragraph  Locate a graphic/visual to use in your paper.  How to write a paragraph for a visual.	Read LESSON 12 files  SW209-220; <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>	HW 11  <b>Assignment 2 SYNTHESIS PAPER DUE</b>
Homework 12			
<ol style="list-style-type: none"> <li>1. Find at least one example online of an effective poster. Bring A4 color print out to class</li> <li>2. Add a visual/graphic to your paper with paragraph (Introduce, explain, emphasize, transition)</li> <li>3. HW 12 TOPIC SENTENCE and SYNTHESIS SENTENCE for every paragraph in your 2,000-word paper (Bring hard copy to class)</li> <li>4. Read LESSON 13 files</li> </ol>			
13	Review HW 12	Read LESSON 13 files	HW 12

	<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>Use these sites for citing sources: APA 7 style <a href="https://owl.mass.edu.ac.nz/referencing/APA-interactive.php">https://owl.mass.edu.ac.nz/referencing/APA-interactive.php</a>  mybib.com</p>	
<p>Homework 13</p> <ol style="list-style-type: none"> <li>1) Prepare your Poster presentation</li> <li>2) Add a visual/graphic to your paper with paragraph &amp; add to outline</li> <li>3) Revise Paragraphs: topic sentences; synthesis phrase(s); linking words in your 2,000-word paper (Bring hard copy to class)</li> <li>4) Read LESSON 14 files</li> </ol>			
<b>14</b>	<p>Review HW 13</p> <p><b>Poster Presentations</b></p> <p><b>Abstract Writing</b></p> <p>Writing Workshop: Abstracts</p>	<p>Read LESSON 14 files</p>	<p>HW 13</p>
<p>Homework 14</p> <ol style="list-style-type: none"> <li>1) Complete your Abstract and add it to Final Paper (ASSIGNMENT 3)</li> <li>2) Revise your paper to make it smooth and flow for the reader.</li> <li>3) <b>POST ASSIGNMENT 3 FINAL PAPER as a Word file (ASSIGNMENT 3 Name)</b></li> <li>4) Bring <b>hard copy</b> to class of ASSIGNMENT 3 (include References page + Formal Outline + Turn it in))</li> <li>5) Read LESSON 15 files</li> </ol>			
<b>15</b>	<p><b>Collect hardcopy of ASSIGNMENT 3 FINAL PAPER from each student.</b></p> <p><b>Poster Presentations</b></p> <p>Teacher conference: ASSIGNMENT 4</p>	<p>Read LESSON 15 files</p>	<p>HW 14</p> <p><b>Assignment 3 FINAL PAPER Hard copy:</b></p>

## Homework 15

1) Read LESSON 16 files

<b>16</b>	<b>Student Evaluation of Teaching (SETs)</b>		HW 15
	Teacher conferences		

Thank you for your hard work and cooperation 😊

## 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.**

**Student Use of Electronic Technology Policy:**

Students must not use electronic technology (including cell phones, laptops, tablets, and iPads) inappropriately during classes. Out of respect, cell phones should be turned off or on silent and stored in your bag. 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 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 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:**

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

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

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

**Thank you for your hard work and cooperation 😊**