

# ENGCOMP200 Research Writing and Information Literacy Course Syllabus

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## Course Information

Credit hours: 3	Instructor: Yoo Young Ahn, PhD
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Room: 3-105	Office hours: Tuesday 10:15 – 11:55 am, 13:50-14:35 pm
Time: Tue 18:30 – 21:00 pm	Prerequisites: <i>ENGCOMP 152</i>

## Required Text:

1. *Course Pack* prepared by instructor
2. Diana Hacker, Nancy Sommers, *A Writer's Reference* Bedford/St. Martin's
3. Nancy E. Dollahite and Julie Haun, *Sourceworks; Academic Writing from Sources*
4. Additional readings will be available on blackboard

## Recommended Text:

Booth et al. (2016). *The craft of research*. Chicago, University of Chicago Press

## 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 perform the following:

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 and annotate 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:

Assignment	Outcomes Addressed	Percentage of Final Grade
Essay 1. Synthesis Paper (4 pages; use at least three sources)	Outcomes 1-3	15%
Essay 2. Proposal with Annotated Bibliography (2-page proposal, 4-page annotation of six sources)	Outcomes 1-5	20%
Essay 3. Research Paper (10 pages, including introduction, a literature review, body, and conclusion)	Outcomes 1-6	50%
Poster Presentation	Outcomes 1-7	5%
Routine Writing (Forum, Blog, Journaling, Short Responses, Social Media Posts) and note-taker (extra points?), and self-evaluation at the end of the semester	Outcome 3	10%

Details for each assignment is available below or in respective assignment sheets.

**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 (US letter size 8.5 x 11 inch), 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:** All assignments should be submitted electronically through Blackboard Assignment tab.

**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.**

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

Week	Topic	Reading/references	Assignment Due
1 (Sept 28-Oct 4)	Introduction to the course; asking research questions	SW (Sourcework) 31-37	In-class introductory email; using discussion boards
2 (Oct 5-11)	Creating Key Word Searches and Evaluating sources	"Globalization" articles SW176-178	Forum 1: Find three articles based on readings post these to the forum; reading questions
3 (Oct 12-18)	Searching Library Databases, search engines; library research	Three articles on synthesis paper topic; documentation SW123-138	Assign Synthesis Paper Forum 2: reading questions
4 (Oct 19-25)	Research results: summarizing & analyzing sources, thesis statements; Citation	Summarizing SW19-30; find three articles on research topic for example future horizon of engineering.  <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: Post your research topic, thesis statement, and three articles on forum; reading questions
5 (Oct 26-Nov 1)	Writing Workshop: Synthesis; Citation In-class peer review	Summarizing SW19-29, <u>Reading with focus: SW37-40:</u> <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>	*Synthesis Paper Draft Due  Forum 4: post a draft of your synthesis paper; bring one-page of your synthesis paper for a peer-review
6 (Nov 2-8)	Writing a Research Proposal (purpose and elements of proposal); revising research questions"; Citation	Choose a topic, writing a research proposal SW139-145	*Synthesis Paper Final Due  Post your research questions and two (or more) additional articles, explaining how they're
7 (Nov 9-15)	Writing Workshop Annotated Bibliography; evaluating sources; Citation	Finding and evaluating sources SW146-154	*Annotated Bibliography Draft Due Forum 5: Reading questions
8 (Nov 16-22)	Writing Workshop Proposal; Citation	Organizing your paper SW45-70	*Proposal Draft Due Forum 6: reading questions
9 (Nov 23-29)	Research Report: types of data (qualitative and quantitative): interviews, images, field observations	Develop your outline SW 60-71; <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> Documenting your evidence SW123-138; Integrating evidence SW 78-100	*Proposal and Bibliography Due

Week	Topic	Reading/references	Assignment Due
10 (Nov 30- Dec 6)	Research report: structure (outlining); introductions and conclusions	Detailing outline SW66-70, Introduction & conclusion 100-109	Forum 7: Research update 1 Post your research questions and a proposal outline
11 (Dec 7-13)	Research report: Write a cohesive paper; visualizing data, including images	Building cohesion SW110-123	Forum 8: Research update 2
12 (Dec 14-20)	Research Report: topic sentences		Forum 9: Research update 3
13 (Dec 21-27)	Preparing Presentations	<a href="http://hsp.berkeley.edu/sites/default/files/ScientificPosters.pdf">http://hsp.berkeley.edu/sites/default/files/ScientificPosters.pdf</a> ;	Forum 10: Research update 4
14 (Dec 28-Jan 3)	Research Paper Draft; In-class peer review	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>	*Research Paper Draft (bring your draft for in-class peer review)
15 (Jan 4-10)	Poster Workshop		*Poster Draft (bring to class for peer review)
16 (Jan 11-17)	Final Poster Presentations		*Final Research Paper Due

### **Class Notetaker (1 Extra Credit)**

ENGCOMP200 is going to be an intensive course where students are learning new mode of writing. To assure students' engagement and understanding throughout the course, I invite students to volunteer to take notes in class and post them on blackboard after class, so anyone who need to review class notes could use it as reference. Students will receive one extra credit for one-day notetaking, up to two times.

### **Attendance**

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.

### **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.

**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)
- attending class regularly
- completing all homework on time

- actively listening to your classmates and teacher when they speak in class
- asking questions
- bringing all class materials
- actively and constructively participating in class activities
- being prepared to answer questions
- using only English in class

**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.

**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 (add link here).