School of Education/ English Department

University: LIU        Faculty: Education        Department: English

Course Specifications

Program(s) on which the course is given: Undergraduate, open to all majors
Department offering the program: Education/ English
Department offering the course: English
Semester: Fall
Date of specification approval (faculty council): 2002

A. Basic Information

Title: Composition and Research Skills        Code: ENGL 201        Credit Hours: 3 cr.
Lecture/ week: Twice-MW or TTh
Tutorial/ Week: -----NA ---
Practical/ Week: ----Twice
Duration (No. of weeks): 16 weeks

All-Campus Coordinator:
Dean of School of Education: Dr. Anwar Kawtharani
B-Professional Information

1- Overall Aims of Course: ENGL 201 Composition and Research Skills builds upon the skills acquired in pre-requisite courses mainly ENGL 151 to further develop students’ critical thinking and academic writing competencies. Students will read and respond to a variety of texts from different disciplines and produce a research paper using analytical and critical skills in response to texts.

2- Intended Learning Outcomes of Course (ILOs)

On successful completion of this course, students should be able to:

a. Reading Skill
   - Skim and scan the reading selections
   - Interpret the readings
   - Infer the author’s purpose
   - Identify the author’s purpose and audience
   - Summarize/ paraphrase the readings
   - Recognize key supporting details
   - Recognize / Analyze Discourse structure
   - Compare the students’ essays with professional ones
   - Question the writer’s point of view

b. Writing Skill
   - Identify/ practice pre-writing techniques
   - Demonstrate clear knowledge of overall pattern of organization
   - Acknowledge that writing is a process that starts with pre-writing techniques and includes drafting, reviewing and revising stages.
   - Produce rhetorical methods of essay development.
   - Locate thesis statements of different essays.
   - Produce well-organized introductory paragraphs, specific support, and effective concluding paragraphs
   - Reflect on selected readings and relate possible themes to personal experience

c. Research Paper/Presentation
   - Select an argumentative topic for research
   - Limit the topic and make the purpose of the paper clear
   - Gather information on their narrowed topic
   - Plan the paper and take notes on the limited topic
   - Demonstrate proper use of resources for support
   - Use summary, paraphrase and quotes to avoid plagiarism
   - Deliver an in-class presentation based on the research paper
   - Understand the ethical issues involved in using copyrighted materials
### Contents:

The term *EFAS* is used in the syllabus below to refer to *English for Academic Study: Extended Writing & Research Skills*: A Course Book-Garnet Education/University of Reading.

<table>
<thead>
<tr>
<th>Week</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Readings, Assignments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Oct. W 8</td>
<td>Course Overview</td>
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<td>Th 9</td>
<td><strong>Chapter 1</strong>: The writing process:</td>
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<td>Prewriting Techniques, Revising, editing, and outlining</td>
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<tr>
<td>2</td>
<td>Oct. MW 13-15</td>
<td><strong>Chapter 1</strong>: Continued</td>
<td>Take Home:</td>
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<td>TTH 14-16</td>
<td>- <strong>Diagnostic Essay</strong></td>
<td>Activities on Prewriting and Thesis Statements</td>
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<td>3</td>
<td>Oct. MW 20-22</td>
<td><strong>Chapter 2</strong>:</td>
<td>Take Home:</td>
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<td></td>
<td>TTH 21-23</td>
<td>The 1st and 2nd steps in essay writing:</td>
<td>Remaining activities on transitions and connecting words</td>
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<td>- Thesis Statements and Specific evidence (Step 1 and 2)</td>
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| 4 Oct. | - Continue Chapter 3  
- Introductions and Conclusions  
- Introduction to research:  
Choosing debatable topic, Narrowing down the topic | - Chapter 4:  
The fourth step in writing:  
- Unity, Support, Coherence, Sentence Skills | - Brainstorm 5 possible controversial topics for research paper  
- Activities on unity, support, coherence, sentence skills |
|---|---|---|
| 5 Nov. | - Continue Chapter 4  
- Related activities  
- Writing:  
- In class peer editing activity  
(review for unity, support, coherence, sentence skills) | - QUIZ 1 (thesis statements and introductions and conclusions)  
- Chapter 5: Process Essay  
- Successful Exercise,  
- How to Complain, | Take Home:  
- How to Do Well on a Job Interview  
- Begin writing introduction for research essay |
| 6 Nov. | - Continue Chapter 5  
- Sample Essays to Consider  
Research:  
- Workshop on thesis statements for research essay  
- Students finalize thesis statement for research paper | - Essay 1: In class writing of Process Essay (30 min)  
- Research:  
EFAS: Chapter 4  
- Developing your project: quotation, paraphrase and summarizing, abstract, using presentation cards |
<table>
<thead>
<tr>
<th>Date</th>
<th>MW/TTH</th>
<th>Activities</th>
<th>Take Home</th>
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<tbody>
<tr>
<td>Nov. MW</td>
<td>17-19</td>
<td><strong>Chapter 6: Cause / Effect</strong></td>
<td>- Continue Chapter 6</td>
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<td>TTH 18-20</td>
<td><em>The Joys of an Old Car</em></td>
<td>- <em>Sample Essays to Consider</em></td>
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<td><em>Celebrities and Stress</em></td>
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<td>8 Nov. MW</td>
<td>24-26</td>
<td><strong>Writing:</strong></td>
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<td>TTH 25-27</td>
<td>- In-class Essay 2 writing of Cause / Effect Essay (40 min)</td>
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<td><strong>Research:</strong> EFAS: Chapter 3:</td>
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<td>- In-text Citations APA style</td>
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<td><strong>Research:</strong></td>
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<td></td>
<td>- Practice in-text citations APA</td>
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<td>9 Dec.</td>
<td>MW 1-3</td>
<td><strong>Workshop</strong> on writing first draft of Research Essay + EFAS Chpt 5</td>
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<td>TTH 2-4</td>
<td><strong>MIDTERM EXAM</strong></td>
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<td><strong>Take Home:</strong></td>
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<tr>
<td></td>
<td></td>
<td>- Draft research essay</td>
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<tr>
<td>Date</td>
<td>MW</td>
<td>TTH</td>
<td>Class Activity</td>
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<td>10 Dec.</td>
<td>8-10</td>
<td>9-11</td>
<td><strong>Chapter 7: Argumentation: Introducing Argumentation</strong>&lt;br&gt;iPads in the Classroom (Sample Essays to Consider)**</td>
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<tr>
<td>11 Dec.</td>
<td>15-17</td>
<td>16-18</td>
<td>- Supporting and Explaining the Reasons&lt;br&gt;- “College Lectures: In Anybody Listening?”&lt;br&gt;- More on Supporting and Explaining the Reasons&lt;br&gt;- “Let’s Put the Excellence Back in the A”&lt;br&gt;- Research&lt;br&gt;Reference page APA style</td>
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<td>12 Dec.</td>
<td>22-24</td>
<td>23</td>
<td><strong>Organizing the Argument Essay Patterns 1 and 2</strong>&lt;br&gt;- Science Who Needs It?&lt;br&gt;- Or&lt;br&gt;- Any Sample Essay (from Sample Essays To Consider)&lt;br&gt;- Inductive and Deductive Reasoning&lt;br&gt;- Practice activities on Types of Reasoning&lt;br&gt;- Sample Essay (Excerpt from Brave New World of Digital Intimacy)</td>
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<tr>
<td>13 Jan.</td>
<td>5-7</td>
<td>6-8</td>
<td><strong>Quiz 2:</strong> (Argumentative text analysis)**&lt;br&gt;- EFAS: Chapter 7: Incorporating data illustrations</td>
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<tr>
<td>Thursday 8th Research Paper Due</td>
<td>Wednesday 7th Research Paper Due</td>
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<td>TTH classes</td>
<td>MW classes</td>
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<td><strong>14 Jan.</strong></td>
<td><strong>- Sample Essay (Judging Juvenile</strong></td>
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<td>W12 -14</td>
<td><strong>Criminals As Adults)</strong></td>
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<td>TTH 13-15</td>
<td><strong>- Tips on oral presentations</strong></td>
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<td><strong>15 Jan.</strong></td>
<td><strong>- Presentations</strong></td>
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<tr>
<td>MW 19 - 21</td>
<td><strong>- Presentations</strong></td>
<td></td>
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<tr>
<td>TTH 20-22</td>
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**4- Teaching and Learning Methods:**

4.1: Lectures/cooperative learning  
4.2: Presentations (Reflections)  
4.3: Discussions  
4.4: Writings (Abstracts, Essays, Project, Assignments)

**5- Student Assessment Methods /Weighting of Assessments**

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>10%</td>
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<tr>
<td>Essays / Quizzes</td>
<td>20%</td>
<td>3 essays &amp; 2 quizzes</td>
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<tr>
<td>Mid-Term</td>
<td>25%</td>
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<tr>
<td>Research Paper/presentation</td>
<td>20%</td>
<td>RP= 10%  PR= 10%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
</table>
Assessment Schedule

Diagnostic test: week 2
Assessment 1: Quiz 1 week 5
Assessment 2: Essay 1: week 6
Assessment 3: Essay 2: week 8
Assessment 4: Mid-Term: week 9 (Dec. 1-2)
Assessment 5: Quiz 2: week 13
Assessment 6: Essay 3: week 14
Assessment 7: Research project week 14
   Research presentation week 15
Assessment 8: Final exam week 16

Deadlines

Assessment must be handed in on or before the due date, unless you have previously been given an extension by your tutor. Assessment which is handed in after the due date and has not already been given an extension will be penalized by deducting grades.

Basic essay skills

All assessment in this course will assume you are familiar with the basics of essay writing, and can:

- write clear and intelligible statements,
- use the grammatical conventions of formal essay style,
- use the standard punctuation marks, and
- construct an argument.

How to present and submit your assignments:

All written work should conform to the style guidelines set out in the Publication Manual of the American Psychological Association (APA).

Assignments should be submitted to the lecturer. All assignments should be submitted using the School Cover Sheet, which will be provided by your instructor. You should get a copy of this early, and make yourself familiar with the general guidelines for submitting assignments.

6- List of references

6.1 Course notes
Lectures and Notes will be provided accordingly to class before each session

6.2 Essential books (text books)
6.3- English for Academic Study: Extended Writing and Research Skills-Garnet-University of Reading.

6.3- Recommended books


6.4- periodicals, websites ….etc

Writing Essays:
http://www.theeasyessay.com/
http://kimberlychapman.com/essay/essay.html
http://lklivingston.tripod.com/essay/
http://www2.actden.com/writ_den/tips/essay/
http://www.howtowriteanessay.com/index.html

Process Essay:
http://leo.stcloudstate.edu/acadwrite/process.html

Argumentative Essay / Persuasive Essay:
http://www.buowl.boun.edu.tr/students/types%20of%20essays/ARGUMENTATIVE%20ESSAY.htm
http://www.studygs.net/wrtstr4.htm
http://owl.english.purdue.edu/owl/resource/685/05/
http://www.enotes.com/topics/how-write-argumentative-essay

Writing Research Papers APA- Style:
7- **Facilities required for teaching and learning:**

**Teaching:** Computer, LCD projector, Overhead projector, Book, Handouts on regular basis

**Learning:** Required textbook, 3 plastic folders (One for the handouts given by lecturer, the second for your final project, and the third for the assignments that you hand in throughout the course), Pens/pencils, and a stack of A4 papers

8- **Assignments and Late work and extensions:**

Assignments should be submitted on time. Writing assignments such as essays and your final project should be handed in typed on A4 paper. It should be handed in a plastic folder. If the latter conditions are not met, your assignment will not be accepted and grades will be deducted from your grade. It is important to meet deadlines for submission of work. Any extensions must be negotiated with the lecturer in advance, normally one week, via a written note or email.

9- **Plagiarism:**

The definition of Plagiarism is as follows:

- Plagiarism is the action or practice of taking and using as one's own the thoughts or writings of another, without acknowledgment.
- The following practices constitute acts of plagiarism and are a major infringement of the University's academic values:
  - Where paragraphs, sentences, a single sentence or significant parts of a sentence are copied directly, and are not enclosed in quotation marks and appropriately footnoted;
  - Where direct quotations are not used, but are paraphrased or summarised, and the source of the material is not acknowledged either by footnoting or other simple reference within the text of the paper; and
  - Where an idea which appears elsewhere in printed, electronic or audio-visual material is used or developed without reference being made to the author or the source of that material.

This course accepts that definition.

You should note that **it does not define plagiarism as an intention to deceive**. Plagiarism is simply the act of using others' **work** without acknowledgement, for whatever reasons. The onus is on you to document all of your sources and borrowings, exhaustively and scrupulously.
"Work", in the above paragraph, covers many things:

- expressions, phrases, sentences and paragraphs
- ideas
- pictures, graphics, music and other multimedia things
- parts of computer programs
- formulae
- (etc.)

**What happens when work is identified as plagiarized?**

Any student who has intentionally or unintentionally committed plagiarism will receive an F on the paper in question. Moreover, if there is a demonstrable intention to deceive involved in the incident of plagiarism, the student may be charged with misconduct as stipulated by the University Code of Misconduct.