Course: Research Writing for ESL 661.610/410  
Semester: Fall, 2014  
Day/Time: Mondays, 6:00–8:45 p.m.  
Room: Whitehead Hall, Room 304  
Instructor: Denise Link-Farajali, ESL Specialist and Lecturer  
16 Maryland Hall  
Office Hour: immediately after class  
Voice mail: 410-532-5740  
E-mail: <Farajali@comcast.net>  

Required Texts:  

Course Overview and Rationale: The goal of this course is to assist you in writing a research paper currently in progress in your discipline. Positioning you to be initially organized and informed as a researcher, the week-by-week lessons will crescendo to mark you as questioning and perceptive in your final research design. The course will build from discrete editing points that ESL students find burdensome (for example, article usage, “this” + noun phrase, mid-position adverbs, embedded clauses, and inversions to name but a few) to word choice subtleties such as qualifiers, evaluative phrases, and formal versus informal usage. The basics of citations, avoiding plagiarism, literature reviews, and general versus specific and problem-solution structures will be reviewed in detail, culminating in the actual crafting and revising of a research paper. Writing summaries and critiques will round out the semester. A trip to the library will provide a solid starting point to the world of research, and individual consultations with me will guide you forward.  

Course Objectives: At the conclusion of this course, you should be able to:  
1. cite references correctly and avoid plagiarism,  
2. conduct a literature review of all current research in your field,  
3. present appropriate data,  
4. write a summary and critique,  
5. craft a research paper in your discipline,  
6. use correct grammar and punctuation,  
7. expand academic vocabulary, and  
8. gain confidence in participating in making presentations.
The ABET Outcomes include:

1. Ability to design a system, component, or process to meet desired needs (c),
2. Understanding of professional and ethical responsibility (f),
3. Ability to communicate effectively (g),
4. Recognition of the need for and an ability to engage in lifelong learning, (f), and
5. Knowledge of contemporary issues (j).

Grades: You will have 1 oral chapter summary and homework that will be graded in addition to 5 written assignments and one general participation grade. Written directions for each will be passed out and thoroughly discussed in class at the appropriate time. On these handouts, you will find very specific details about assignment lengths, due dates, grade values, and grading criteria. In most cases, I will return your graded assignments the next class period, excluding Round 1 and 2 Submissions of your research papers, which will take 2 weeks to review due to sheer length and number.

Your Participation Grade is based on attendance, late arrivals, attitude, group work and pair share, and general improvement throughout the course. Your willingness to help your peers and to offer constructive criticism when required as well as your open-mindedness to others' views will be strongly factored into this grade.

Specifically, the course grade – 80% cumulative signifies a passing grade in this Pass/Fail course – is based on the following:

- Homework (Including Made to Stick Oral Chapter Presentation): 15%
- Peer Review Worksheet/Write-up: 10%
- Round 1 Submission: 15%
- Round 2 Submission: 20%
- Weekly Impact Journal: 20%
- Made to Stick Applications Paper: 10%
- Participation: 10%
Ethics and Academic Integrity: The strength of the University depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition.

In addition, in my course, the following ethics guidelines holds true. For your own protection now and in the future, keep notes, scribblings, and drafts of all assignments to prove that you did your own work; I may ask for them throughout the course. To wit, I, myself, tolerate no plagiarism. You may, however, collaborate with other students in this course, but only under conditions that I will set forth for a given assignment.

Report any violations you witness to the instructor, and if you have any questions about this or anything else, my door is always open to you. Just ask!

Finally, you can find more information about university misconduct guidelines on the web at these sites:

1. For undergraduates: http://e-catalog.jhu.edu/undergrad-students/student-life-policies/
2. For graduate students: http://e-catalog.jhu.edu/grad-students/graduate-specific-policies/

Course Policies:

Attendance and Tardiness: Attendance is required at all class sessions. We meet once weekly and only 13 times at that! Therefore, it seems reasonable that if you miss more than 2 sessions in this course, you cannot pass. Have your dinner and come to class at 6:00 p.m. Coming on time is important as well in that I'll start right on time; however, on those very rare occasions when you are late, come in quietly, having already turned off your cell phone and other electronic devices, please.

Participation: Since this is an interactive course, you need to get involved. It will help you feel more comfortable to do so in meetings, at conferences, and at other research-oriented social settings in the future. Besides, it is part of your grade! Too, an open-minded attitude is crucial to the success of all of us. We may not always agree with each other, but in this course, you do need to listen politely as we work across disciplines. This will be a place of tolerance and light-heartedness, a safe haven void of competitiveness.
**Classroom Policies:** While I don't mind drinking during the class, kindly refrain from eating as it's disturbing to everyone. Cell phones should be turned OFF, not just silenced. If you are expecting an emergency call – and this should be the exception and not the rule – tell me, please, at the beginning of the class. Even a wave of a phone in the air will do. Then leave the room to take your emergency call, and return when you are able. As a matter of course, all electronic devices need to be turned off except on those particular days when the use of a laptop is designated. Finally, no checking of e-mail or texting is permitted.

**Special Needs and Learning Disabilities:** I will help in any way possible! Please turn in documentation and register with the Associate Director for Disability Services in Garland Hall, Suite 130, at 410-516-8949. For additional information, refer to: http://jhuaa.org/DSS/index.html

**Late Assignments/ “Do-overs”:** All assignments are due at the start of class on the dates indicated on the Assignment Sheets. If you e-mail or phone me at least 24 hours in advance of the due date to alert me to any possible problems with turning in your assignment on time for a very good reason, I will be amenable to making special arrangements with you. If, on the contrary, you miss the deadline with no advance notification, I cannot accept your work, and you will receive a “0” for that assignment.

Each of you will be allowed one opportunity this semester to re-do an assignment. The grade for the re-worked one will be averaged with the other for a composite grade for that particular assignment. No prior arrangement need be made with me. The “do-over” must be turned in by the last class meeting with no exception.

**Anticipated Syllabus with Due Dates for Assignments (subject to change):**
(Graded Assignments are in bold print)

| Week 1, September 8 | **Introduction to course, policies, assignments.**
|                     | **Writing sample**
|                     | **Research surve**

| Week 2, September 15 | **Approaching academic writing**
|                      | **Positioning oneself**
|                      | **Communicating with advisors/professors**
|                      | **Literature reviews**
|                      | **Editing Tip**
|                      | **Impact Journals**

~5~
Week 3, September 22
** Library visit
** Initial Made to Stick Group Meetings
** Impact Journals

Week 4, September 29
** Alternate Library visit
** Citations
** Paraphrasing
** Avoiding plagiarism
** Editing Tip
** Made to Stick Oral Presentation: Denise
** Impact Journals

Week 5, October 6
** Formal versus informal language
** Structuring a research paper
** Editing Tip
** Made to Stick Oral Presentation: Group 1
** Impact Journals

Week 6, October 13
** General-specific texts
** Problem-solution structure
** Editing Tip
** Made to Stick Oral Presentation: Group 2
** Impact Journals

“Week 7”, October 16
(N.B. This is a Thursday!, necessitated by JHU's change to a week off during Thanksgiving Week)
** Handling the discussion of data
** Editing Tip
** Made to Stick Oral Presentation: Group 3
** Impact Journals
** Rough Drafts Given to Peer

Week 8, October 20
** Revision
** Editing Tip
** Round 1 Submission of Research Paper Due
** Peer Review Sheet/Write-up Due
** Impact Journals

~6~
Week 9, October 27
** Writing summaries
** Editing Tip
** *Made to Stick* Oral Presentation: Group 4
** Impact Journals

Week 10, November 3
** Writing critiques
** Editing Tip
** *Made to Stick* Oral Presentation: Group 5
** Impact Journals

Week 11, November 10
** Presenting your work
** Editing Tip
** Round 2 Submission Due
** *Made to Stick* Oral Presentation: Group 6
** Impact Journals

Week 12, November 17
** Student Choice *(Time Permitting!)*
** Catch up week
** Editing Tip
** Impact Journals

NO CLASSES ARE HELD NOV. 23–30, 2014 FOR THE THANKSGIVING WEEK HOLIDAY

Week 13, December 1
** Informal Oral Presentations of Research
** Course wrap-up
** *Made to Stick* Applications Paper Due Date