Description
This course is designed to help international student writers succeed in writing, editing, and completing a large research project specific to their discipline. This could be a research report, journal article, literature review, dissertation chapter, grant proposal, or other relevant document. The course provides intensive help with grammar, idiomatic phrasing, and overall clarity for writers whose native language is not English. The course includes both individual consultation and group workshops. P/F grading only (students may elect to take this course for a traditional letter grade if their departments require them to do so; students must inform the instructor by the second week of class). No audits.

Prerequisites
None

Instructor
Mrs. Denise Link-Farajali, <Farajali@comcast.net>, <dlinkfa1@jhu.edu>
Office: Maryland 16, 410-532-5740
Office hours: immediately after class

Teaching Assistant
None

Meetings
Mondays, 6:00 – 8:45 p.m. In Whitehead 304

Textbooks (required)

Online Resources
To be presented in class
Course Objectives. At the conclusion of this course, students will be able to:
1. cite references correctly and avoid plagiarism,
2. conduct a literature review of all current research in their field,
3. present appropriate data,
4. peer edit,
5. craft a research paper in their discipline,
6. use correct grammar and punctuation,
7. expand academic vocabulary, and
8. gain confidence in participating in making presentations.

Course Topics
** Literature Reviews and citations
** Structure of a paper and details of all its parts
** Discussion of data
** Peer editing
** Self editing tips
** Grammar and vocabulary advice
** Presenting the written work

Course Expectations & Grading

Course Overview and Rationale: The goal of this course is to prepare you to write a research paper 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.

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%

**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.

**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.

**Key Dates and Assignments & Readings**

*Anticipated Syllabus with Due Dates for Assignments* *(subject to change):*

*(Graded Assignments are in bold print)*

**Week 1, January 26**  
**Introduction to course, policies, assignments.**  
**Writing sample**  
**Research surveys**

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

**Week 3, February 9**  
**Citations**  
**Paraphrasing**  
**Avoiding plagiarism**  
**Editing Tip**  
**Made to Stick** Oral Presentation: Denise  
**Impact Journals**

**Week 4, February 16**  
**Library visit**  
**Initial Made to Stick Group Meetings**  

**Alternate Library visit in case of snow on 2/16**

**Week 5, February 23**  
**Formal versus informal language**  
**Structuring a research paper**  
**The Methodology Section**  
**Editing Tip**  
**Made to Stick** Oral Presentation: Group 1  
**Impact Journals**

**Week 6, March 2**  
**General-specific texts**  
**Problem-solution structure**  
**The Results Section**  
**Editing Tip**  
**Made to Stick** Oral Presentation: Group 2
** Impact Journals

Week 7, March 9

** Handling the discussion of data
** Editing Tip
** *Made to Stick* Oral Presentation: Group 3
** Impact Journals
** Rough Drafts Given to Peer

*THERE WILL BE NO CLASSES DURING SPRING BREAK, MARCH 16 – MARCH 22, 2015.*

Week 8, March 23

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

Week 9, March 30

** The Conclusions Section
** Editing Tip
** *Made to Stick* Oral Presentation: Group 4
** Impact Journals

Week 10, April 6

** The Introductory Section
** Editing Tip
** *Made to Stick* Oral Presentation: Group 5
** Impact Journals

Week 11, April 13

** The Abstract Section
** Catch up Week
** Editing Tip
** *Made to Stick* Oral Presentation: Group 6
** Impact Journals

Week 12, April 20

** Presenting your work
** Editing Tip
** Impact Journals

Week 13, April 27

** Course wrap-up
** *Made to Stick* Applications Paper Due Date
** Round Two Submissions Due

**Ethics**
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:

1. 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.
2. 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:

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

**Students with Disabilities**
Any student with a disability who may need accommodations in this class must obtain an accommodations\ letter from Student Disability Services, 385 Garland. (410) 516-4720. <studentdisabilityservices@jhu.edu>.

**ABET Outcomes**

- Ability to design a system, component, or process to meet desired needs (c),
- Ability to function on multidisciplinary teams (d),
- Understanding of professional and ethical responsibility (f),
- Ability to communicate effectively (g),
- Recognition of the need for and an ability to engage in lifelong learning, (i), and
- Knowledge of contemporary issues (j).