**An-Najah National University Department of English**

**Writing and Research (10306113) Second Semester, 2019 Course Outline**

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Writing and Research focuses on the development of students’ advanced academic writing and research skills. The aim is to enable students to read and write a variety of texts analytically and critically at both paragraph and essay levels. Students will practice skills of definition, analysis (cause/effect, classification), persuasion/argument, synthesis and critical writing. The course will introduce students to sub-skills in academic writing such as library research, use of sources and bibliographic referencing, interpreting data from charts, diagrams and graphs and writing literary essays. The course will focus on writing as a process.

**Textbooks and supplemental material**

Bailey, S. (2015). *Academic Writing*. 2nd ed. London: Routledge.

Hacker, D. & Sommers, N. (2012). *A Pocket size Manual.* Boston: Bedford/St. Martin's.

Effective Academic Writing 3 (In-house materials)

**Instructor**: Dr. Nabil Alawi

**Main areas of knowledge**

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| • Readership (audience)  • Rhetorical features of different types of writing  • Text organization strategies  • Academic writing: definition, concepts and skills  • Argument from sources/integrating multiple sources of information into a text  • Writing as a social activity  • Writing as a self-critical activity  • Knowledge of APA: in-text and end-of- text citation format  • Plagiarism – concept and implications  • Data interpretation  • Development of contexts and backgrounds of topics/texts  • Summarizing skills | • Paraphrasing skills   * Analyzing skills   • Synthesizing skills  • Critical reading/thinking skills   * Oral presentation of student writing * Evaluation of texts /critical reading   • Quotations (APA)  • Note taking on notecards   * Evaluating sources   • APA style sheet references and quotations   * Annotations   • The language of Literature  • Writing on literature  • Writing the proposal   * Literature review: analysis   • Integrating sources techniques |

**Subject-Specific Skills (ILOs)**

At the end of the course, students should be able to:

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| • Construct a clear plan in the form of notes, a summary, a flow-chart, or concept map showing the main elements of the essay and the connections between them, as a basis for writing.  • Tailor the text to a particular audience.  • Organize ideas and information at paragraph and essay levels.  • Synthesize information from a range of sources.  • Paraphrase from a source.  • Summarize an idea or a perspective from a number of sources.  • Respond critically to arguments in writing.  • Make effective use of the writing process strategies. | * Write in an academic style appropriate for the humanities and social sciences * Follow the conventions of academic citation and bibliography.   • Identify, retrieve, evaluate and use both library and electronic sources relevant to a specific topic.  • Compile a bibliography according to established formats and styles  • Avoid plagiarism  • Interpret data presented in various modes of illustration such as charts, graphs, figures, and tables  • Know how to access the library for research |

**Assignments**: These will cover the following skills:

Class assignment (1): An essay of about 650 words, which is based on 2 short texts on one theme/topic (500-600 words) to be given one class before the test. In this essay, students will be expected to respond to the ideas presented in the two texts. The essay will be assessed as academic discourse according to purpose, audience, tone, thesis statement, topic sentences and organization.

Class assignment (2 ): An essay of about 750-800 words on an academic topic, based on evaluation of 2-3 readings which makes use of definition, argumentation, support, illustration, exemplification and critique. The topic/reading will be discussed in class before the assignment, and students will be expected to undertake research/reading related to it. The specific question the essay should address will be given only on the day of the in-class assignment.

Assignment on Sources/Annotated Bibliography: This will consist of summaries, critical evaluation and citation of 5 reliable sources of information relating to the academic topic chosen. Each entry should be about 200 words presented in the APA format . Topics should reflect an issue that is arguable and on which appropriate academic sources are available.

Term Paper: The Term Paper should be about 2,000 to 2,500 words based on five sources referred to in the bibliography on the chosen topic. The term paper should reflect the notion of writing as a process. It should give evidence of students’ academic skills and competencies, including arguing from sources and using in-text and end-of-text citation following the APA style. It should include background information and evidence. Students should choose topics that are academic in nature.

Continuous Assessment: this will focus on the portfolio in which all homework, classwork, library project and other pieces of writing will be presented.

The Portfolio (in a ring clip) should contain the following:

1. Two full essays with drafts

2. Library Project

3. Proposal on a selected topic outlining the structure of the term paper, main arguments, and evidence based on five sources.

4. The annotated bibliography exercise

5. A term paper of 3000 words

6 A reflective essay on what students have gained from the course/ aspects of written assignments.

**A Tentative Schedule**

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| **Week** | **Activities** | **Texts** |
| 1 | Introduction to Academic Writing  Students are informed about the term paper project, the bibliography review and library project | Bailey, 1.1  Bailey, 1.2 A, |
| 2 | Developing Critical Approaches  Language Descriptors  Essay Analysis | Bailey, 1.3  In-house materials |
| 3 | Avoiding Plagiarism  Finding Key Points and Note-making | Bailey, 1.4  Bailey, 1.6 |
| 4 | Summarizing and Paraphrasing  Sources of Information  Library Project | Bailey, 1.7 |
| 5 | References and Quotations  Establishing a Working Thesis  Making an argument  Topic given for the first in-class essay | Bailey, 1.8  Hacker & Sommers |
| 6 | Combining Sources  Integrating Courses into an Essay  In-class essay | Bailey, 1.9 |
| 7 | Evaluation of Texts/Critical Reading  Term paper topics  Quotations (APA)  Note taking on notecards | Bailey, 1.3  In-house materials  Bailey, 1.8, 1.5 |
| 8 | Evaluating Sources  APA Style Sheet References and Quotations  Annotations  Topic given for the second in-class essay | Hacker & Sommers |
| 9 | The Language of Literature  Writing on Literature | In-house materials |
| 10 | Annotated Bibliography due  Style  Writing the Proposal | Bailey, 2.13 |
| 11 | Literature Review: Analysis  Cohesion  Comparison | In-house materials  Bailey 2.3  Bailey 2.4 |
| 12 | Integrating Sources Techniques  Multiple Sources for a Literature Review  Topic given for second in-class essay |  |
| 13 | The Second In-Class Essay  Definite Articles  Draft 1 Term Paper | Bailey, 2.5 |
| 14 | Feedback on the Term Paper and Second In-Class Essay  Interpretation of Numbers/data  Interpreting visuals | Bailey, 2.8 |
| 15 | Oral presentation of Term Paper  Rewriting and Proof reading  Term Paper due |  |
| 16 | Submission of writing portfolios |  |