

California State University, San Bernardino (CSUSB)

English Language Program (ELP)

Fall Quarter 2019

Khbrat Group A: Research Writing (EENC 3000)

Instructor: Mr. Michael Buckhoff

E-mail: michael@csusb.edu

Class Time: 10:00-10:50 AM, Monday through Thursday

Classroom: CIG 211

Office Hours: M -TH from 7:30-8:30 am; MWF from 1:20-2:30 pm

Office: UH 301.27

I. Course Description:

As Khbrat scholars, you are required to complete a twenty-page capstone project. In part of this project, you will survey approximately 10-15 sources as they relate to a problem or question on classroom research: e.g. classroom management, teaching methods, curriculum design, and educational technology. This quarter, you will complete the introduction and literature review sections of your project. To help you begin your scholarly writing journey, you will enter academic conversations in which you

- place scholarly works into the context of their contributions to understanding the research question or problem that you are studying.
- describe the relationships of scholarly works to others that you are studying.
- identify new ways to interpret prior research.
- reveal any gaps that exist in the literature.

To engage in these kinds of critical reading and writing activities, you will need to be comfortable writing (i.e, summarizing, critiquing, comparing, synthesizing) about the articles that you are studying. Through four short writing assignments in this course, you will get crucial practice to support your writing the introduction and literature review sections of your capstone project. In fact, three specific avenues of support will help you begin working on your capstone project this quarter:

- **Instructor:** Michael Buckhoff will help you learn the standard conventions of academic research writing and rhetorical moves that you will make as a scholarly writer.
- **Adviser:** Dr. Anas Al Fattal will advise you periodically during the quarter to help you focus your research question, to understand the guidelines and expectations, and to begin writing your capstone project.
- **Writing Center:** Qualified tutors in CE310-311 will help you to interpret assignments, discover topics, expand ideas, clarify organization, incorporate counter arguments, cite

APA references, edit, and proofread. In addition, some tutors are trained to work with multi-lingual writers to negotiate the linguistic and cultural differences in written communication.

II. Course Objectives:

- To study how language works within particular communities to create meaning and knowledge
- To notice how different genres such as definition, summary, critique, and literature review papers are integral in creating meaning and knowledge
- To learn important rhetorical moves necessary for research writing: introducing other people's ideas, bringing up standard views, making what "They say" something you say, introducing something implied or assumed, referring to an ongoing debate, capturing authorial action, introducing quotations, explaining quotations, disagreeing with reasons, agreeing—with a difference, agreeing and disagreeing at the same time, signaling who is saying what, embedding voice markers, entertaining objections, naming those who disagree with you, introducing objections informally, making concessions while still holding your ground, indicating who cares, establishing why your claim matters, adding metacommentary, comparing two or more studies' findings, explaining an experimental result, and introducing gaps in the existing research
- To learn some of the conventions of writing expected in higher education, including APA source citation
- To develop some reading strategies that will help you to read actively and critically
- To develop some solid research/information literacy strategies, including being able to identify when you need information and knowing how to locate and evaluate sources

III. Textbooks & Online Materials:

Buckhoff, M. J. (2015, September 15). The 7-Step System to Pass the TOEFL iBT + Speak Clearly. Retrieved from <http://stealth.michaelbuckhoff.com/>

Buckhoff, M. J. (n.d.). Free TOEFL Writing Resources. Retrieved from <https://onlinetoeflcourse.com/toefl-learning-videos/toefl-articles/free-toefl-writing-resources/>

Buckhoff, M. J. (2019, September 23). PDF. Oak Hills. Retrieved from <http://bettertoeflscores.com/bettertoeflscores.com/wp-content/uploads/2019/09/Useful-Templates-Revised-2019.pdf>

A Comprehensive Guide to APA Citations and Format. (n.d.). Retrieved from <http://www.citationmachine.net/apa/cite-a-book>

Graff, G., Birkenstein, C., & Burke, J. (2018). *"They say"*. New York: W.W. Norton & Company.

Maxwell, T. (n.d.). PHP. Retrieved from https://libguides.uwf.edu/ld.php?content_id=42292575

IV. Grading Scale:

90-100: A (Excellent), 80-89: B (Good), 70-79: C (Fair), 60-69: D (Poor), 0-59: F (Fail)

V. Assessment

1. Class Attendance	05%
2. Writing Center Visits (2)	10%
3. In-Class Research Writing Practice	20%
4. Definition Paper (300 words)	10%
5. Significance Paper (300 words)	10%
6. Theory Paper (500 words)	20%
7. Introduction Paper (500 words)	25%
TOTAL	100%

VI. Detailed Assessment Descriptions:

1. Class Attendance and Participation (05%)

So that you do not jeopardize your F-1 visa status, your attendance is required at all class meetings. You should note that your absences are recorded on a government web site closely monitored by INS. Please monitor your attendance closely, for after a certain number of absences, your grade will be negatively affected:

1st Absence = allowed

2nd Absence = allowed

3rd absence = allowed

4th absence = one letter grade deducted (A changes to B)

5th absence = second letter grade deducted (A changes to C; C changes to D)

- More than 15 minutes tardy = 1 Absence ➤ Every three (3) tardies = 1 absence
- Give the front office any doctor's notes for Visa purposes.

2. Writing Center Visits (10%)

You are required to have two visits with a tutor at the writing center located in CE310. Many knowledgeable, interested, and friendly tutors in the center are ready to help you begin, expand, and edit the papers that you are writing. Make sure that you show the tutors your writing assignments. In addition, tell them you are using APA documentation and formatting.

Should you choose to go more than the two required visits, you will receive five extra credits points for each additional visit. Though you can receive no more than ten extra credit points for going to the writing center, you may go as many times as you like.

- After your visit with the tutor, tell her/him that Michael Buckhoff is your professor and that this class is called EENC 3000. The CSUSB Writing Center will send me an e-mail three times during the quarter to notify me of your visit: week six, eight, and final exam week.
- Even though this course extends to December 20, 2019, do not try to attend the writing center after Thanksgiving Holiday on November 28, 2019. The Writing Center does not hold tutorial visits during final exam week from Dec 3-6. After Dec 6, the Writing Center will be closed until Winter Quarter 2020.

3. In-Class Research Writing Practice (20%)

Multiple times during the quarter, we will practice learning and using templates to help you improve your ability to write about scholarly research. Refer to this handout on the days that we do in-class research writing practice: [CLICK HERE](#)

VII. Writing Assignments (65%)

To help you begin your capstone writing project, you will complete four short writing assignments. Every writing assignment will help you to develop your capstone writing project:

Definition Paper (300 words): Provide a concise definition of the topic that you want to include as part of your literature review and eventually as part of your twenty-page capstone project. Keep in mind the following guidelines for this short paper:

- Your definition can include the scope or breadth of the literature that you will investigate. For example, if you are looking at telecommunications and on what effect it has on learning outcomes among college students, you might define your topic as relating only to Blackboard and Canvas. In addition, as you review the telecommunications research, you may limit your discussion to published works, works in English, a particular time period, or a certain location.
- Define a specific concept that is central to your topic or research question. For example, if you are looking at motivation and what effect it may have on student learning outcomes, you may need to give stipulated definitions of extrinsic and intrinsic motivation.
- Define your topic in a way so that someone outside of your field will understand what you are writing about.
- You can present more than one definition and do some comparison between the two. One way of doing this is comparing definitions during different time periods, e.g. the concept of how self-centered learning has evolved in the past twenty years; this can show continuous progress or attention in the field.
- In reviewing provided definitions, you could discuss them critically, e.g. identifying gaps, limitations, or overlapping with other definitions. An exercise to develop your critical thinking abilities in academic writing is to bring two definitions for two different authors for the same term. Read them both and think, which one reads better and why.
- This paper could conclude with your own definition or understanding of your key term (topic).

You should use APA documentation, including in-text citations, and a works cited section. Include at least three scholarly sources in your paper.

Significance Paper (300 words): Explain why your topic/research question is important to your teaching methods, curriculum design, educational technology, or classroom management. To help you complete this short assignment, consider the following questions:

- Does this topic help you solve a problem or issue that Saudi educators face? If so, how does your topic help you solve this problem?
- What new ideas or concepts does your topic add to your educational area of interest?
- This paper could discuss reasons behind attention paid to this particular area of study. For example, the intensive use of technology in classroom teaching encourages some research and investigation in this area.
- Other issues related to significance are the advantages or the positive aspects of this area. For example, the literature discusses considerable amount of positive impact for using information technologies in class. These could be critically discussed.
- This section could present some counter arguments. In relation to the example mentioned above, some authors might disagree with the positive impact of using information technologies in class.

You should use APA documentation, including in-text citations, and a works cited section. Include at least three scholarly sources in your paper.

Theoretical Model Paper (500 words): Explain and discuss an important theory related to your educational area of interest.

- You can discuss why this theory is important and relevant to your research question or topic?
- Discuss this theory or model with its components. You could assign a separate paragraph for each of the components.
- What do other researchers think about this theory? Are there any opposing or different views that challenge this theory?
- You can conclude this paper by stating your opinion regarding this theory or other competing theories related to your topic?

You should use APA documentation, including in-text citations, and a works cited section. Include at least three scholarly sources in your paper.

Research Introduction Paper (500 words): Setting the scene for your capstone project, the introduction raises the topic and frames the content of the project. This paper needs to follow a prescribed structure of (1) outlining the introduction, (2) explaining the context, research problem, and research question/s, (3) mentioning the research objectives, and (4) discussing the research significance.

1. Outlining the introduction: This section needs to present the topic and the content of the entire capstone project content.
2. The context section discusses the background of the study. It usually follows a funneling and narrowing down strategy. For example, if you are discussing the use of information technologies in classrooms in secondary schools. You could start the context section by discussing the educational structure in Saudi Arabia, and the next section could discuss information technologies literacy in Saudi Arabia and the number of Internet users, for example. The next section needs to be narrower; it will focus on information technologies in Saudi Arabia schools. You could present some comparison here with the American context. The comparison might lead to highlight a problem (research problem), and the problem will eventually highlight a question (research question) which will be answered through your capstone project.
3. The research objectives section needs to highlight the reasons why you are planning to do this particular research. One example is personal interest in this area. You need to further explain how this interest developed. Other objectives might be your potential plan for professional development.
4. The final section in this paper needs to discuss the points that make your capstone project important. Do you think for example, this project will help you develop your teaching practices? Do you think this will help in developing education in Saudi Arabia, and how?

You should use APA documentation, including in-text citations, and a works cited section. Include at least three scholarly sources in your paper.

VIII. ELP Academic Policy

1. Assignment Submission Policy:

We do not administer make-up tests/assignments in the ELP, so you are required to take all tests. If you miss a test, you will receive a zero (0). At the end of the quarter, your lowest test score will be removed. This means your lowest test score will be dropped. Exclusions: Any zero (0) score received for cheating; quizzes, final exams, and academic writing tests cannot be dropped.

Blackboard: You should check Blackboard every day for assignment information, attendance, scores, messages, etc.

2. Academic Integrity:

Plagiarism and cheating are violations of the Student Conduct Code (see Appendix of the CSUSB Bulletin of Courses) and may be dealt with by both the instructor and the Judicial Affairs Officer. Definition and procedures for addressing cheating and plagiarism are found below. Questions about academic dishonesty and the policy should be addressed to the Office of the Vice President, Student Affairs.

Definition of plagiarism/cheating:

Plagiarism is the act of presenting the ideas and writings of another as one's own. Cheating is the act of obtaining or attempting to obtain credit for academic work using any dishonest, deceptive, or fraudulent means.

Cheating includes but is not limited to:

- Copying, in part or in whole, from another's test, software, or other evaluation instrument.
- Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy.
- Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by the department policies of both departments.
- Using or consulting during an examination sources or materials not authorized by the instructor.
- Altering or interfering with grading or grading instructions.
- Sitting for an examination by a surrogate, or as a surrogate.
- Any other act committed by a student in the course of his or her academic work, which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

Plagiarism is academically dishonest and makes the offending student liable to penalties up to and including expulsion. Students must make appropriate acknowledgments of the original source where material written or compiled by another is used.

3. No Smoking Policy

California State University is a Smoke and Tobacco Free Campus. The purpose of this policy is to create a safe and healthy space for students, faculty, staff, and guests who attend this campus. The Smoke and Tobacco Free Campus policy prohibits any use of cigarettes, cigars, pipes, electronic smoking devices, tobacco products, chew tobacco, tobacco accessories, vaporizing liquids, or any other tobacco utilization device. The policy also applies to private vehicles located on campus property. If you wish to smoke, you must leave CSUSB property to do so. If you have questions or concerns, you may contact the Student Health Center, (909) 537-5241 or visit <https://www.csusb.edu/smoke-free-csusb/faq> to learn more about the policy and how it might affect you.

4. Statement of Diversity, Safety, and Cooperation

At the English Language Program at CSUSB we are committed to the furthering of knowledge and fulfilling our educational mission. We promote a campus environment that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds and we seek to include knowledge and values from many cultures in the curriculum and extra-curricular life of the campus community. We extend to each other compassion and goodwill so that we all may feel comfortable being ourselves in a safe learning environment. To further promote this safe learning environment, all student information, whether personal or academic, is kept confidential between the faculty and administration.

Our commitment to work toward an environment that values diversity requires that we create, promote, and maintain activities and programs which further our understanding of individual and group diversity. We will also promote values which discourage intolerance and discrimination.

- American classrooms promote teamwork and the sharing of ideas. Every person's ideas are valuable and important.
- Therefore, class activities may include group assignments, partner-work, and group and individual presentations.
- Group assignments may require you to work with both male and/or female classmates. Be prepared to participate in these American-style activities.

Remember that your time in the U.S. is temporary, and that you must take advantage of these golden opportunities in order to improve. This will also help you to gain confidence in your English skills and in yourself.

IX. Daily Schedule:*Please note: This schedule is subject to change; please listen to class announcements.*

Week	Date	Class Topics	Homework Assignments
1	Monday, Sept 23		
	Tuesday, Sept 24		
	Wednesday, Sept 25		
	Thursday, Sept 26	Introduction to course; go over syllabus	
2	Monday, Sept 30	Go over syllabus continued; explain definition paper; brainstorming	Read article by Gould (What terms does the writer define throughout his article?)
	Tuesday, Oct 1	APA In-Text Citations/References Guidelines ; Citation Machine	
	Wednesday, Oct 2	Coherence and Cohesion in Writing	
	Thursday, Oct 3	INTRODUCING WHAT “THEY SAY” and INTRODUCING “STANDARD VIEWS”	
3	Monday, Oct 7	Sharply-focused thesis statements ; work on definition paper	
	Tuesday, Oct 8	Writing the Perfect Paragraph ; Creating Clearly Marked Topic Sentences: Argument versus summary	
	Wednesday, Oct 9	TOEFL Independent Writing Strategies	
	Thursday, Oct 10	MAKING WHAT “THEY SAY” SOMETHING YOU SAY and INTRODUCING SOMETHING IMPLIED OR ASSUMED rhetorical moves	Definition Paper (300 words)
4	Monday, Oct 14	Explain significance paper; brainstorming	Read article by Gould (What is the significance of Gould’s research question?)
	Tuesday, Oct 15	TOEFL Independent Writing Strategies	

	Wednesday, Oct 16	TOEFL Independent Writing Strategies	
	Thursday, Oct 17	INTRODUCING AN ONGOING DEBATE and CAPTURING AUTHORIAL ACTION rhetorical moves	
5	Monday, Oct 21	CIL: Peer review; What is the literature?; and Intermediate database searching	
	Tuesday, Oct 22	CIL: Advanced database searching; Information economics; and Open access	
	Wednesday, Oct 23	Using reporting verbs in academic writing	
	Thursday, Oct 24	INTRODUCING QUOTATIONS and EXPLAINING QUOTATIONS rhetorical moves	
6	Monday, Oct 28	Using transition words ; work on significance paper	
	Tuesday, Oct 29	Using transition words	
	Wednesday, Oct 30	Connecting words in model essays	
	Thursday, Oct 31	DISAGREEING, WITH REASONS and AGREEING—WITH A DIFFERENCE rhetorical moves	Significance Paper (300 words)
7	Monday, Nov 4	Explain theory paper; brainstorming	Read article by Gould (What three theories does Gould explain in his article? Why are they important to his research question or thesis?)
	Tuesday, Nov 5	Connecting words in model essays	
	Wednesday, Nov 6	Does your paper meet these four criteria?	
	Thursday, Nov 7	EMBEDDING VOICE MARKERS and AGREEING AND DISAGREEING SIMULTANEOUSLY rhetorical moves	
8	Monday, Nov 11	Veteran's Day Holiday	

	Tuesday, Nov 12	Adding details to your paragraphs	
	Wednesday, Nov 13	Adding depth and complexity of thought to your writing	
	Thursday, Nov 14	SIGNALING WHO IS SAYING WHAT and ENTERTAINING OBJECTIONS rhetorical moves	
9	Monday, Nov 18	Models for TOEFL independent and integrated writing	
	Tuesday, Nov 19	Distinguishing among quoting, paraphrasing, and summarizing	
	Wednesday, Nov 20	Paraphrasing with voice markers	
	Thursday, Nov 21	NAMING THOSE WHO DISAGREE and INTRODUCING OBJECTIONS INFORMALLY rhetorical moves	
10	Monday, Nov 25	Work on theory paper	
	Tuesday, Nov 26	Tips on writing summaries	
	Wednesday, Nov 27	MAKING CONCESSIONS WHILE STILL STANDING YOUR GROUND and INDICATING WHO CARES rhetorical moves	Theory Paper (500 words)
	Thursday, Nov 28	Thanksgiving Holiday	
11	Monday, Dec 2	Explain Introduction paper; brainstorming	
	Tuesday, Dec 3	Read introduction to a literature review	
	Wednesday, Dec 4	Evaluating arguments: Based on what stipulated definitions did Gould evaluate the three theories regarding the extinction of dinosaurs? Which theory does he endorse? Why does the author have a higher opinion of that theory over the other two?	
	Thursday, Dec 5	ESTABLISHING WHY YOUR CLAIM MATTERS and ADDING METACOMMENTARY rhetorical moves	

12	Monday, Dec 9	Work on introduction to literature review	
	Tuesday, Dec 10	Work on introduction to literature review	
	Wednesday, Dec 11	Comparing Two or More Studies' Findings and Explaining an Experimental Result rhetorical moves	
	Thursday, Dec 12	Discuss your research writing experience? What are you still having difficulties with?	Introduction Paper (500 words):
13	Monday, 16	Looking at your capstone writing project: Where you do go from here?	
	Tuesday, Dec 17	Topic to be determined	
	Wednesday, Dec 18	Introducing Gaps in the Existing Research rhetorical moves	
	Thursday, Dec 19	Topic to be determined	