

## Syllabus

1	Course title	Writing Research Papers
2	Course number	2201311
3	Credit hours	3
	Contact hours (theory, practical)	3
4	Prerequisites/corequisites	None
5	Program title	Bachelor's Degree in English Literature
6	Program code	22010
7	Awarding institution	University of Jordan
8	School	School of Foreign Languages
9	Department	Department of English Language and Literature
10	Level of course	Fourth Year students
11	Year of study and semester (s)	2021/2022, Second Semester
12	Final Qualification	BA
13	Other department (s) involved in teaching the course	None
14	Language of Instruction	English
15	Teaching methodology	<input checked="" type="checkbox"/> Blended <input checked="" type="checkbox"/> Online. <input checked="" type="checkbox"/> Face to face
16	Electronic platform(s)	<input checked="" type="checkbox"/> e-learning <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	Date of production/revision	February, 2022

### 18 Course Coordinator:

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### 19 Other instructors:

## Syllabus

Name:  
Office number:-  
Phone number:  
Email:  
Name:  
Office number:  
Phone number:  
Email:

### 20 Course Description:

This course aims at introducing students with relevant writing research skills. Students will be trained to apply their accumulative knowledge, writing skills, and insight to master the basic techniques of doing research and developing argumentative as well as analytical research strategies. Ample emphasis will be placed on the crucial methods of scholarly research and writing from scholarly sources.

### 21 Course aims and outcomes:

A- Aims: (PLOs)

- 1- Demonstrate a mastery of the basic concepts and theories of linguistics in general and in the following linguistic fields, in particular, i.e. phonetics, phonology, morphology, syntax, semantics, discourse analysis, psycholinguistics and sociolinguistics.
- 2- Develop English language skills by engaging students in a wide range of communicative tasks and activities in academic and non-academic contexts.

## Syllabus

- 3- Discuss general issues concerning nature and function of English language with reference to relevant acquisition principles and implications for teaching and learning.
- 4- Apply professionally the basic translation principles, skills and techniques to translate texts of various genres from Arabic into English and vice versa.
- 5- Communicate effectively and appropriately in both spoken and written forms by employing the main technical terms and the basic linguistic features of English in relation to specific fields, namely business, tourism, mass media, hotels, medicine, science and technology.
- 6- Produce spoken and written texts for a specific disciplinary context using appropriate structure and language features.
- 7- Utilize scientific research methodologies, higher order thinking skills, critical thinking and creativity in analyzing and observing issues related to the knowledge and skills of the English language.
- 8- Analyze critically English and Arabic languages in terms of various linguistic levels in different types of discourse and across different social contexts.
- 9- Use information and communication technology to access databases and international information to develop knowledge, skills, and to generate new knowledge in applied English field.
- 10- Show respect of cultural diversity, ethics and professional behavior through interacting with and demonstrating appreciation of different literary and linguistic works from a variety of cultures.

### B- Intended Learning Outcomes (CLOs):

Upon successful completion of this course, students will be able to:

No.	Course Learning Outcomes	Program Outcomes										Assessment Tools											
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10		
1	Understand the components of writing research,	X	X		X		X		X	X	X				X		X		X	X			
2	know how to write researched essays,			X	X		X	X		X	X	X			X		X		X	X	X		
3	know their different audiences and meet their expectations,			X		X			X		X				X		X		X	X	X		
4	Expand their knowledge of scholarly research,	X	X	X	X	X	X		X	X	X				X		X		X	X	X		
5	Analyze the writing of others and identify the problems that might	X	X	X	X	X	X	X	X		X				X		X		X	X	X		

## Syllabus

	arise while conducting research,																			
6	Compare and contrast various styles of writing research,	X	X	X	X			X	X	X	X	X		X		X		X	X	X
7	Become better at expressing their thoughts, ideas, and ideologies within multiple contexts.	X	X	X	X	X				X	X	X		X		X		X	X	X

- **Teaching methods include:** Synchronous lecturing/meeting; Asynchronous lecturing/meeting, discussion, and forums.
- **Assessment methods include:** 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 5. case studies, 6. presentation, 7. filed study 8. term papers, 9. student portfolio, 10. final exam

### 22. Topic Outline and Schedule:

Week	Lecture	Topic	Course Learning Outcomes	Teaching Methods*/platform	Evaluation Methods*	References
1	1.1	Orientation Writing from Research	1, 3,7	Face to face discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Assigned textbooks
	1.2	Writing from Research	1,3,7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Read pp. 1-4

## Syllabus

	1.3	Writing from Research	1, 3,7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Read pp.5-9
2	2.1	Finding a Topic	1,3,4,7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Read pp. 10-14, PPT presentation. Then, answer the question.
	2.2	Finding a Topic	1,3,4,7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Read chapters 15-22
	2.3	Finding a Topic	1,3,4,7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Read pp. 23-30
3	3.1	Organizing Ideas and Setting Goals Gathering Sources Online	1-4,7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Read pp. 31-39
	3.2	Organizing Ideas and Setting Goals Gathering Sources Online	1-4,7	In-class tasks and discussion, interactive videos, presentation	assignments, projects, research paper and presentation	Read pp. 40-54

## Syllabus

				ns, field visits		
	3.3	Organizing Ideas and Setting Goals  Gathering Sources Online	1-4,7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Read pp. 55-71
4	4.1	Gathering Sources in the Library	1,2,4,7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Field visit to UJ Main Library
	4.2	Gathering Sources in the Library	1,2,4,7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Discuss field visit Read pp. 73-83
	4.3	Gathering Sources in the Library	1,2,4,7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Read pp. 84-95
5	5.1	Conducting Field Research	1-7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Choose a topic for your research paper and briefly explain the reasons for choosing it
	5.2	Conducting Field Research	1-7	In-class tasks and discussion,	assignments, projects, research	Read pp. 97-101

## Syllabus

				interactive videos, presentations, field visits	paper and presentation	
	5.3	Conducting Field Research	1-7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Read pp. 102-106
6	6.1	Understanding and Avoiding Plagiarism Definition of plagiarism, Types of plagiarism	1,2,5,6,7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	PPT Presentation on plagiarism
	6.2	Understanding and Avoiding Plagiarism	1,2,5,6,7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Read pp. 107-111
	6.3	Understanding and Avoiding Plagiarism	1,2,5,6,7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Read pp. 112-119
7	7.1	Reading and Evaluating Sources Finding Reliable Source	1-7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Prepare a list of primary and secondary sources

## Syllabus

	7.2	Reading and Evaluating Sources	1-7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Read pp. 120-130
	7.3	Reading and Evaluating Sources	1-7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Read pp. 131-144
	8.1	Writing Effective Notes and Creating Outlines Annotated Bibliography	1,4,6,7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Prepare an Annotated Bibliography
8	8.2	Writing Effective Notes and Creating Outlines	1,4,6,7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Read pp. 145-152
	8.3	Writing Effective Notes and Creating Outlines	1,4,6,7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Read pp. 153-165
9	9.1	Drafting the Paper in an Academic Style	1-7	In-class tasks and discussion, interactive videos, presentation	assignments, projects, research paper and presentation	Prepare a Review of Related Literature



## Syllabus

				ns, field visits		
	9.2	Drafting the Paper in an Academic Style	1-7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Read pp. 166-172
	9.3	Drafting the Paper in an Academic Style	1-7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Read pp. 173-181
	10.1	Blending Reference Material into Your Writing by Using MLA Style	1,2,5,7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Read pp. 183-
10	10.2	Blending Reference Material into Your Writing by Using MLA Style	1,2,5,7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Read pp. 183-192
	10.3	Blending Reference Material into Your Writing by Using MLA Style	1,2,5,7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Read pp. 193-207
11	11.1	Writing the Introduction, the Body, and the Conclusion	1-7	In-class tasks and discussion, interactive	assignments, projects, research paper and	Read pp. 208-214.

## Syllabus

				videos, presentations, field visits	presentation	
	11.2	Writing the Introduction, the Body, and the Conclusion	1-7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Read pp. 215-219
	11.3	Writing the Introduction, the Body, and the Conclusion	1-7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Read pp. 220-226
12	12.1	Revising, Proofreading, and Formatting the Rough Draft Writing the introduction	1,2,4,5,6,7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Write the Introduction
	12.2	Revising, Proofreading, and Formatting the Rough Draft	1,2,4,5,6,7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Read pp. 227-231
	12.3	Revising, Proofreading, and Formatting the Rough Draft	1,2,4,5,6,7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Read pp. 232-253
13	13.1	Works Cited: MLA Style	1,2,4,5,6,7	In-class tasks and	assignments, projects,	Write the Body

## Syllabus

		Witting the body		discussion, interactive videos, presentations, field visits	research paper and presentation	
	13.2	Works Cited: MLA Style	1,2,4,5,6,7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Read pp. 254-264
	13.3	Works Cited: MLA Style	1,2,4,5,6,7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Read pp. 265-280
14	14.1	Works Cited: MLA Style Writing the conclusion	1-7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Write the Conclusion
	14.2	Works Cited: MLA Style	1-7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Read pp. 281-294
	14.3	Works Cited: MLA Style	1-7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Read pp. 281-294

## Syllabus

15	15.1	Paper Presentation	1-7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Read pp. 281-294
	15.2	Paper Presentation	1-7	In-class tasks and discussion, interactive videos, presentations, field visits	assignments, projects, research paper and presentation	Read pp. 281-294
	15.3	Paper Presentation	1-7	On campus		

### 23 Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	Intended Learning outcome	Period (Week)	Platform
Assignments	20	1-15	1,2,5,6,7	9	Microsoft Teams
Projects	10	1-15	1-7	1-15	Microsoft Teams
Filed study					Microsoft Teams
Term paper	50	1-15	1,2,5,6,7	16	On campus
Presentation	20	1-15	1,2,5,6,7	15	On campus

### 24 Course Requirements

Students should have a computer, internet connection, webcam, and account on a Microsoft Teams.

### 25 Course Policies:

#### A- Attendance policies:

As per the University Regulations.

#### B- Absences from exams and submitting assignments on time:

As per the University Regulations.

## Syllabus

### C- Health and safety procedures:

Please attend all exercise and follow the safety instructions on the walls and the student's booklet.

### D- Honesty policy regarding cheating, plagiarism, misbehavior:

As per the University Regulations.

### E- Grading policy:

As explained above in 23.

### F- Available university services that support achievement in the course:

Please ask me or your academic advisor for any help or support.

## 26 References:

A- Required book(s), assigned reading and audio-visuals:

- Barbara Gastel and Robert A. Day (2022) How to Write and Publish a Scientific Paper
- D.Lester, James and D.lester.Jr. James(2005). *Writing Research Papers: A Complete Guide*. I I th ed. New York: Pearson
- G.Giblati. *MLA Handbook for Writers of Research Papers*. New York: The Modern Language association of America,20
- L.Patten, Mildred. *Understanding Research Methods: An Overview Q/ the Essentials*. 4th ed. California:

## 27 Additional information:

## 28. Rubrics

### Rubric for Oral Presentation

Category	Weight	Unacceptable	Satisfactory	Good	Score
Identify & Explain Errors	30%	The topic and research questions presented by the student are not explained clearly.	There is some explanation provided by the student of the topic and research questions presented, but it is not enough.	Topic and research questions are identified and fully explained in great detail by the student. Appropriate vocabulary is used in explanations.	
Correct Work/Solution	30%	No work is shown by the	The work presented to	Work presented fully	

## Syllabus

		student that correctly provides a solution to the problem identified.	solve this problem is insufficient.	explains the correct procedure to provide a solution for the problem. Appropriate vocabulary is used in explanations.	
Problem Solving Strategy	30%	Strategy, tools and procedures to deal with the topic and research questions are not provided.	Strategy, tools and procedures to deal with the research questions are not detailed enough.	Strategy and tools to deal with the research questions are fully explained. Appropriate vocabulary is used in explanations.	
Neatness and presentation skills	10%	The presentation is sloppy or unorganized. There is visible evidence that the student has not practiced his/her presentation skills, e.g. eye contact, clear language, engagement with the audience, pronunciation, etc.	The presentation is somewhat organized. It is somewhat notable that the student has not practiced his/her presentation skills, e.g. eye contact, clear language, engagement with the audience, pronunciation, etc.	The presentation is very easy to follow, is very organized, and is neat. It is very clear that the student has practiced his/her presentation skills, e.g. eye contact, clear language, engagement with the audience, pronunciation, etc.	
Instructor's Comments:					

## Syllabus

Assignment Score \_\_\_\_\_

### Rubric for Term-paper

Topic	Weight	Beginning	Developing	Accomplished	Exemplary	Score
Organization (Overall order, flow, transitions, and report sections)	40%	Details and examples are not organized, are hard to follow and understand. The paper is not divided into sections.	Information is scattered and needs further development. The paper is divided into sections but needs improvement.	Information is logically ordered with paragraphs and transitions. The paper is divided into clear sections.	Information is presented in effective order. Excellent structure of paragraphs and transitions enhances readability and comprehension. The paper is divided into clear sections and each section is used effectively to convey target information	
Quality of Information on the topic of the presentation	40%	Unable to find specific details about research questions and hypotheses.	Details about research questions and hypotheses are somewhat sketchy.	Some details about research questions and hypotheses do not support the topic presented by the student.	Supporting details about research questions and hypotheses are specific to topic and provide the necessary information.	
Grammar & Spelling	20%	Numerous grammatical and/or spelling errors.	Three to five grammatical or spelling errors.	Fewer than 3 grammatical or spelling errors.	No spelling or grammatical errors.	
Instructor's Comments:						

## Syllabus

Assignment Score \_\_\_\_\_

Name of Course Coordinator: -----Signature: -----

Date: -----

Head of Curriculum Committee/Department: ----- Signature: -----  
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Head of Department: ----- Signature: -----  
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Head of Curriculum Committee/Faculty: ----- Signature: -----  
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Dean: ----- Signature: -----  
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