

## Module Specification: EL122 (Writing Research)

1. Factual information			
<b>Module Title</b>	EL122: Writing Research	<b>Level</b>	4
<b>Module Tutor</b>	Dr. Israa Draiseh	<b>Credit Value</b>	4 credit hours
<b>Module Type</b>	Taught	<b>Notional Learning Hours</b>	2 hours/week

2. Rationale for the module and its links with other modules	
<p><b>EL122: Writing Research</b> is a level 1 course aiming to offer students a sound preparation for level 2 courses. EL122 will build on information and skills gained in the EL117 Writing course.</p> <p>This course further develops the skills and strategies students need in order to write academic assignments that are analytical, reasoned, well-developed and supported. Students are expected to demonstrate that they are capable of following a required citation system; the Harvard Referencing Style. The course is designed for upper-intermediate to advanced students who have had exposure to basic rhetorical styles in their EL117 Writing course and have had experience writing essays with a thesis statement and supporting ideas.</p> <p>EL122 provides students with a rich and cohesive set of readings in order to train them to synthesize concepts and ideas and to select appropriate evidence in order to produce sound research papers. This is done through elaborate training on note taking, quoting, paraphrasing and summarizing skills. Further, the course trains students on how to academically document the cited resources by using the Harvard Referencing Style. The organization of the course follows two main parts:</p> <p><b>Part One: The Writing Process</b> where students are guided on the steps needed to choose a research topic and to find the supporting sources to use as evidence. This part is comprised of 6 chapters; each chapter presents two to four overarching concepts that underlie the steps in the writing process. Examples derived from authentic student writing are included to illustrate each concept. Several complex activities are included after each writing concept to train students on open reading techniques, paraphrasing, responding to writing, summarizing, using quotations, note taking, outlining, writing a thesis statement, integrating evidence in the first draft and evaluating resources.</p> <p><b>Part Two: Sources for Research</b> where students use a collection of articles as sources for their research papers. The articles are organized around three themes; each has one or two framing articles which set forth some key concepts about the topic, and two sub-themes.</p>	

## 2. Rationale for the module and its links with other modules

**Integrating Parts One & Two:** students choose the sub-theme from Part Two. Students read and discuss the articles and collect theme-related ones for their papers.

To do this, they follow the steps of the writing process specified in Part One.

In addition to the course book **Sourcework** second edition, there is a support website that is equipped with a wealth of student and instruction resources. These resources include an answer key, teaching notes, grading rubrics and student downloads.

[elt.heinle.com/sourcework](http://elt.heinle.com/sourcework)

## 3. Aims of the module

- Orient students with the meaning and nature of a thesis and thesis development.
- Encourage students to evaluate, critique and narrow down proposed research question.
- Engage students in the process of relevant research material collection.
- Distinguish between primary and secondary sources.
- Develop thesis outline.
- Identify methods of synthesizing information from multiple sources.
- Integrate selected evidence into the research paper and properly document it.
- Incorporate relevant secondary material through the use of the three methods of: in-text citation: quotations, paraphrasing and summarizing.
- Understand the importance of note taking and annotated bibliography.
- Complete a rough draft by correcting punctuation, mechanics and spelling.
- Use a standard research documentation format (Harvard Referencing Style for the purpose of this class) in a completed research paper.
- Compile a final research paper with a works cited page.

**4. Pre-requisite modules or specified entry requirements**

Course Prerequisite:  
 ▪ EL117: Writing

## 5. Intended learning outcomes

<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p><b>At the end of the course, learners will be expected to:</b></p> <p><b>A1.</b> Read and discuss an array of primary and secondary sources.</p> <p><b>A2.</b> Build an understanding of ideas and concepts of selected topics.</p> <p><b>A3.</b> Develop, support and explain main ideas.</p> <p><b>A4.</b> Combine information from sources to create a first draft.</p>	<p>Practice close reading and text-analysis.</p> <p>Collect theme-related articles to use as secondary sources.</p> <p>Practice note-taking, quoting, paraphrasing, summarizing and citation.</p> <p>Practice writing a focussed research question.</p> <p>Post-reading activities to allow students to expand their understanding and apply writing process techniques.</p> <p>Taking a Mid-term Assessment [MTA] to assess and evaluate students' knowledge and understanding of the key concepts and skills of the course.</p> <p>Writing a short research paper (TMA) to assess and evaluate the students' ability to apply what they learnt in the course.</p> <p>Responding to one scheduled in-class quiz that shows evidence of learners' synthesis and application of the course's key concepts and research writing strategies and skills.</p> <p>Giving in-class presentations, where learners have to discuss their research thesis, cite evidences from their papers, defend their ideas and respond to tutor's/panel's questions.</p>

B. Cognitive & Critical skills	Learning and teaching strategy
<p><b><i>At the end of the course learners will be expected to:</i></b></p> <p><b>B1.</b> Narrow down and focus on selected research topic.</p> <p><b>B2.</b> Develop a reflective awareness of research-related sources they read by writing questions and comments in the margins in pursuit of their research enquiry.</p> <p><b>B3:</b> Develop an evaluative approach to their writing as well as texts written by others.</p> <p><b>B4.</b> Develop a thorough understanding of the different subjective responses to a text that come in the form of: an opinion, perception or an insight about an idea or ideas in the read text(s).</p> <p><b>B5.</b> Develop a contextual awareness of the use of quotations, paraphrases and summaries.</p>	<p>Pre-class preparation and reading of assigned texts for class discussion.</p> <p>Practice skills of skimming and scanning.</p> <p>Post-reading activities to allow students to expand their understanding.</p> <p>Researching relevant sources through the internet, online and physical library.</p> <p>Practising with quoting, paraphrasing and summarizing on selected portions of read texts.</p> <p>Peer assessment guided with tutor's comments on quoted, paraphrased and summarized parts to allow no text-intrusion.</p> <p>Taking a Mid-term Assessment [MTA] to assess and evaluate students' knowledge and understanding of the key concepts of the course.</p> <p>Writing a short research paper (TMA) to assess and evaluate the students' ability to apply what they learnt in the course.</p> <p>Responding to one scheduled in-class quiz that shows evidence of learners' synthesis and application of the course's key concepts and research writing strategies and skills.</p> <p>Giving in-class presentations, where learners have to discuss their thesis, cite evidences from their papers, defend their ideas and respond to tutor's/panel's raised questions.</p>

C. Practical and professional skills	Learning and teaching strategy
<p><b><i>At the end of the course, learners will be expected to:</i></b></p> <p><b>C1.</b> Write a research thesis statement.</p> <p><b>C2.</b> Develop a research paper outline.</p> <p><b>C3.</b> Practice techniques of citing evidences; such as quoting, paraphrasing and summarizing.</p> <p><b>C4.</b> Develop a <b>Works Cited Page</b> using Harvard Documentation Style.</p> <p><b>C5.</b> Develop their ability to draft, edit and polish a research paper.</p>	<p>Practice producing detailed outline and thesis statement.</p> <p>Practice close reading and text –analysis.</p> <p>Practice research paper drafting integrating evidence from primary and secondary sources.</p> <p>Practice editing skills to produce a cohesive short research (TMA).</p> <p>Writer a correctly- formatted Works Cited Page.</p> <p>Take a Mid-term Assessment [MTA] to assess and evaluate students’ knowledge and understanding of the key concepts of the course.</p> <p>Respond to one scheduled in-class quiz that shows evidence of learners’ synthesis and application of the course’s key concepts and research writing strategies and skills.</p> <p>Give in-class presentations, where learners have to discuss their thesis, cite evidences from their papers, defend their ideas and respond to tutor’s/panel’s raised questions.</p>

D Key transferable skills	Learning and teaching strategy
<p><b><i>At the end of the course, learners will be expected to:</i></b></p> <p><b>D1:</b> Present and defend their research thesis supported with related selected evidence from both primary and secondary sources.</p> <p><b>D2:</b> Learners will have practiced reflective writing and developed a sound awareness of pursuing a research thesis; this can be</p>	<p>Learners will be required to give a culminating individual class presentation on a selected research topic.</p> <p>Learners will have to discuss their pursued research thesis and cite evidence to defend their thesis.</p> <p>Taking a Mid-term Assessment [MTA] to assess and evaluate students’ knowledge and understanding of the key concepts of the course</p>

D Key transferable skills	Learning and teaching strategy
reflected on how these skills might be used in new situations.	<p>Writing a short research paper (TMA) to assess and evaluate the students' ability to apply what they learnt in the course.</p> <p>Responding to one scheduled in-class quiz that shows evidence of learners' synthesis and application of the course's key concepts and research writing strategies and skills.</p> <p>Giving class presentations, where learners have to discuss their research thesis, cite evidence from their papers, defend their ideas and respond to tutor's/panel's questions.</p>

6. Indicative content.
<p><b>Part One: The Writing Process</b></p> <p>Students are required to build a short research assignment. They are asked to work through several articles and to focus on one aspect of the topic. <b>Part One</b> adopts an approach to use sources and to master research-related strategies such as reflecting, open reading, paraphrasing, responding to texts, note taking and summarizing. Students are also expected to differentiate between primary and secondary sources and to properly integrate selected ones into their research papers' drafts. Students will use different strategies to read for their research paper, to learn what others said about a selected topic, and to form their own thoughts as well. This is done through guided activities that take students through the aforementioned strategies that give the student a chance to experiment with and master these key concepts.</p> <p><b>Part Two: Sources for Research</b></p> <p>After exploring several research themes in a broad sense in <b>Part One</b>, students are ready to develop their unique point of view and to write a research paper on one specific aspect of the topic. Students will be assigned a focussed research question. To pursue their research question, they will read the sources again but this time take note only of the parts that help answer the research question. As they read, they will be able to accumulate ideas that will contribute to the content of their paper. Students will make use of the strategies in <b>Part One</b>.</p>

7. Assessment strategy, assessment methods and their relative weightings
EL122 has:

7. Assessment strategy, assessment methods and their relative weightings			
<ul style="list-style-type: none"> <li>▪ <b>One In- Class Quiz</b> that assesses the student's acquired skills.</li> <li>▪ One 90 minutes <b>Mid-Term Assessment [MTA]</b>.</li> <li>▪ One <b>In-Class Presentation</b>.</li> <li>▪ One short research paper (<b>TMA</b>)</li> <li>▪ One 2-Hour <b>FINAL Exam</b>, at the end of the course.</li> </ul>			
Components	Form of Assessment & Marks		%
CONTINUOUS ASSESSMENT	Quiz 1	5	10%
	In-Class Presentation	5	
	MTA	20	20%
	TMA	20	
FINAL ASSESSMENT	FINAL EXAM	50	50%
<b>GRAND TOTAL</b>		<b>100</b>	<b>100%</b>

8. Mapping of Assessment tasks and Learning Outcomes																	
	Learning Outcomes																
	A 1	A 2	A 3	A 4	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	C 5	D 1	D 2	
<b>Quiz</b>								X		X	X	X	X				
<b>In-class presentation</b>	X							X	X	X	X	X	X		X		
<b>TMA</b>	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	
<b>MTA</b>	X	X	X				X	X	X	X	X	X	X			X	
<b>Final Exam</b>	X	X	X				X	X	X	X	X	X	X			X	

9. Teaching staff associated with the module / Potential Tutors		
Tutor's name and contact details /	Contact hours	
Dr. Israa Draiseh	<a href="mailto:idraiseh@aou.edu.kw">idraiseh@aou.edu.kw</a>	<b>NOT AVAILABLE YET</b>

10. Key reading list				
Author	Year	Title	Publisher	Location
N.E. Dollahite and J. Haun	2012	Sourcework: Academic Writing from Sources,	Heinle	London

10. Key reading list				
Author	Year	Title	Publisher	Location
		Second Edition.		

11. Other Sources
<ol style="list-style-type: none"> <li><b>1. MLA Handbook for Writers of Research Papers, Eighth Edition</b></li> <li><b>2. Online Resources:</b> <a href="http://elt.heinle.com/sourcework">elt.heinle.com/sourcework</a></li> </ol>