

ENL 213: Advanced Writing for ESOL Students

Instructor: Lin Guo

Office Hours: Monday 6:00 p.m.– 8:00 p.m.

(I love talking with my students. Please email me to schedule an appointment¹)

Email: lguo06@syr.edu

(We will Use University-issued email addresses ending in syr.edu as the primary method of communication)

WELCOME MESSAGE: First, I want you to know that I care deeply about you, not just in my class but also in your life². Therefore, my goal is to connect with each of you so that we can work together to accomplish your learning goals. As your professor, I hold the fundamental belief that everyone in this class is fully capable of engaging the material and making progresses. Our classroom will be an inclusive space, where ideas, questions, mistakes and misconceptions will be discussed with respect. There are multiple perspectives towards the same issue, multiple solutions to a problem, and multiple paths to knowledge³. We all need flexibility, understanding, compassion and accommodation because we learn differently⁴. If there are aspects of this course that prevent you from learning, please let me know. It is normal to feel confused, frustrated in the face of challenging tasks. Together, we will develop strategies to meet both your needs and the requirements of the course⁵. I look forward to spending the semester with you, getting to know you, as individuals and as a learning community⁶.

ABOUT ENL 213: ENL 213 is an advanced composition course to prepare you for research-based writing at Syracuse University and in your future endeavors. This course fosters Communication Skills, a component of Syracuse University's Shared Competencies, which are university-wide learning goals for undergraduate students. Everything we do in this class will focus on practicing those skills⁷. My goal is to create opportunities for your growth by "starting out small" and then increasing the weight and challenge as you become more comfortable and confident with our subject material! We all feel stressed sometimes and stress is a common part of university experience. If you are struggling with this course, please feel free to connect with me or other campus resources⁸.

COURSE OBJECTIVES: At the completion of this course, you will be able to:

1. explain in writing vocabulary, concepts, and issues related to your major,
2. demonstrate an awareness and sensitivity to cultural similarities and differences among the various cultures of other students and of the United States,
3. discuss topics relevant to life in the United States both in academia and the society-at-large,
4. analyze texts and respond appropriately orally and in writing,
5. communicate intelligibly in pairs, small groups, and class discussions,
6. analyze others' ideas and use them to support one's own ideas, documenting appropriately,
7. learn the process involved in writing a research paper using the library as a resource,
8. use critical thinking skills to summarize, critique, analyze, and synthesize,
9. practice a variety of presentation skills including Power Point,
10. and develop confidence to do the academic work required in their other courses.

¹ Invite students to communicate with me.

² Use first person language to personalize the information.

³ Include diversity and inclusion statement.

⁴ Indicate flexibility of learning approaches.

⁵ Use collaborative and growth mindset language.

⁶ Use welcoming statements of community care.

⁷ Provide rationales with recommendations/requirements.

⁸ Invite students to get help.

GRADING: Final grades will be based on the percentages below. The letter grade will be calculated using the SU rubric, also shown below.

Total Course Grading Percentages for ENL 213	
Research paper	25%
Exams	25%
Homework	20%
In-class work	20%
Presentation	10%

In your research paper, you need to demonstrate your ability to:

- **Frame:** Craft focused research questions on self-regulation that are answerable via literature synthesis.
- **Search:** Execute replicable, discipline-aware searches in PsycINFO and ERIC; document inclusion/exclusion criteria.
- **Evaluate:** Judge study quality (design, measures, validity).
- **Synthesize:** Write literature review paragraphs that compare, contrast, and explain patterns.
- **Explain:** Draft a transparent Methods section for a literature-based review.
- **Visualize:** Use APA-aligned tables/figures to clarify complex patterns.
- **Argue:** Write a balanced Discussion with theoretical and practice implications.
- **Document:** cite sources appropriately in APA style (in-text citation, reference page).
- **Self-regulate:** Use self-monitoring logs, goal plans, and reflections to manage your writing process.

Examples of exam: about three exams this semester (once per month) focusing on reading and writing tasks⁹

Examples of homework: reading notes, comprehension questions, summary-response, reflective journals

Examples of in-class work: discussions, online posts, peer and self-assessments, collaborative group writing, individual short writing tasks

Example of presentation: one presentation at the end of the semester (the first week of December)

Example of participation: responding to questions, participating in group work and contributing to discussion

Letter Rubric used in ENL courses at Syracuse University			
94-100	A	77-79	C+
90-93	A-	74-76	C
87-89	B+	70-73	C-
84-86	B	60-69	D
80-83	B-	0-59	F

“MYGRADES” ON BLACKBOARD: You may view your grades on Bb by using the “MyGrades” application, or you may meet with the instructor outside of class to learn about your grades. Grades on Bb will be updated periodically throughout the semester—thus, keep in mind that they are NOT always up-to-date or complete. **The grade shown on Bb**

⁹ Add specific examples of what is included in each portion of grading, so that students get a clear picture of what is expected and how much effort is required.

is NOT your official course grade. Official course grades will be posted on “MySlice” through the registrar’s office after the course is over. The grades on Bb are ONLY meant to give you an idea of your progress in the class.

DESCRIPTION OF IMPORTANT ASSIGNMENTS:

- **Research paper**

- By the end of this course, you will have learned how to complete and will have completed a research project. The principle steps include:
 - Completing the “Research Paper Proposal,” consisting of a brief description of your potential topic, initial research, and brainstorm;
 - Completing the “Annotated Bibliography,” consisting of a brief summary of each of your sources and a description of how they contribute to your research;
 - Completing the “Research Outline,” consisting of a detailed outline of the research paper including your research topic and purpose, main ideas and brief citations;
 - Completing a “Final Version” of the research paper.
- Your research paper should be **an original and new writing for this class and semester**. In other words, you should not use or recycle your own writings from previous semesters or courses taken at SU or elsewhere. Additionally, you should not, now or in the future, be using or recycling work written for this course in your other classes at SU or elsewhere (unless granted permission to do so by both parties).

- **Quizzes and Exams**

- **Quizzes and Exams cannot be made up**, so make sure that you do not miss them.
- You will have a maximum of **Three** exams spaced out through the semester.
- I will give you an advance note of the dates of the quizzes and exams.

- **Homework and In-Class work**

- In this course, there are three kinds of writing practices for homework and in-class work (excluding the research paper):
 - (1) Summary, paraphrase and quote
 - (2) the explanatory synthesis
 - (3) the argumentative synthesis
- You can choose **ONE** topic that interests you and use the **SAME** topic for all writing assignments (and could also for your research project). The themes will be based on controversial subjects of importance to current events in the US (and around the world). You will work in groups in class to research, discuss, and explore your theme, and write individually about your theme for each writing assignment. The thematic topic will allow you to research and learn about a topic deeply while building upon previous writings, research, and discussions.
- You will do short, in-class writing assignment on a regular basis.
- You need to frequently check the homework assignments on Blackboard for updates, changes, or cancellations.
- Individual conference
 - I will provide opportunities for one-to-one meeting to answer your questions about the research paper.
 - Please remember that comments and feedback are meant to help you reach your potential as a writer and are not personal.

- **Presentation**

- At the end of the semester, you will also give a Presentation of your research to the class. This presentation acts as a self and peer review of the research paper. It will help you better understand, clarify, and organize your

ideas and research as well as give you the critical perspective of your classmates. The presentation will be accompanied by a few minutes of questions and feedback from classmates.

- **Presentation cannot be rescheduled.** Please be aware of the dates of presentations so that you can plan to be in class on those days.

- **ACADEMIC SUPPORT¹⁰**

This campus offers extensive academic supports for students, which aims to help students achieve the academic success they are truly capable of. Most students access them at some point in pursuit of their degree. I have provided you with a list of writing support below.

- SU's Writing Center (<http://wc.syr.edu/>)
- SU's Tutoring and Study Center (http://tsc.syr.edu/ldap_login.php)
- for additional writing help please visit:
 - the OWL (Online Writing Lab) Purdue website (<http://owl.english.purdue.edu/>)

- **USE OF ARTIFICIAL INTELLIGENCE¹¹**

If you use artificial intelligence in completing an assignment, you need to submit a declaration of AI use at the end of your assignment. The declaration follows the template: the AI tools used, the prompts, the purpose of use, and the extent of use.

Here are some examples:

Example 1: Generated Text

I acknowledge the use of ChatGPT 3.5, July 20 version (<https://chat.openai.com/>) to generate a case study about the challenges of sustainability and labor ethics in the chocolate industry. I entered the following prompt on August 1, 2023:

- "Create a case study over the operations of a chocolate company detailing the challenges of managing chocolate supply chains in both a sustainable and ethical manner. Identify key challenges. Propose potential solutions, but do not commit to any single approach. Conclude by with questions for students to consider about how they would proceed."

The output from these prompts was used as the case study for the assignment which was then analyzed in the remaining portion of the assignment.

Example 2: Generated Image

I acknowledge the use of Bing Image Creator powered by DALL-E (<https://www.bing.com/images/create>) to generate an image of an alien landscape. I entered the following prompt on August 2, 2023:

- "Alien landscape with multiple suns on the horizon. Digital art."

The output from these prompts was used as a decorative image on my PowerPoint presentation.

Example 3: Edited/Refined Text

I acknowledge the use of Claude (<https://claude.ai/>) to improve the organization and academic tone of my essay. I uploaded the text of my essay draft through Claude's attach a file feature and I entered the following prompts on August 3, 2023:

¹⁰ Convey a growth mindset and demonstrate care for students' academic success. It also uses warm language to encourage students to get help and provide multiple ways to do so.

¹¹ I add examples of declaration of generative AI tools. It is intended to encourage clear communication about policies and work processes, build student ownership of learning, increase students' metacognition and understanding of own learning, and convey care for student success at a transitional moment of new technology.

- Original prompt: "For the attached document, suggest potential revisions to improve the organization of information and academic voice."
- Follow-up prompt: "Please provide specific examples of corrections or improvements."

The output from these prompts was used to edit my draft essay. Some specific suggestions for rephrasing were adopted, but the output primarily was used to identify areas that could be strengthened from which I made original edits.

• **INCLUSION AND DIVERSITY STATEMENT¹²**

I view the individual identities and values of students in our class as a strength, and I aim to create a class atmosphere in which all students can learn and improve. Those identities consist of a number of traits and beliefs, such as gender identity, sexual orientation, socio-economic class, faith and non-faith perspectives, military experience and other characteristics. I strive to do my best to respect this diversity throughout the semester.

All of your voices and feelings are relevant and welcoming, provided that they show respect to your classmates and instructor, and to the goals of this course. It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed, that the diversity that students bring to this class be viewed as a resource, strength and benefit. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students.

While I expect rigorous discussion and even disagreement in the course of our class discussions, I ask that you engage in discussion with care and empathy for other members in the classroom. Aim to disagree without becoming disagreeable. In this class, we will not avoid the uncomfortable. Critically examining our assumptions and values is not just a task of philosophy but also is an activity vital to living an authentic life.

• **PARTICIPATION RULES**

I encourage you to actively participate in this course because I have found it is the best way to engage you in learning¹³.

- arrive to class on time ready to work when the class begins
- be prepared to work in class (e.g. bring the homework, textbooks, and any handouts)
- actively participate, speak up and express your thoughts, understandings and feelings
- listen attentively to others' opinions when they speak
- act respectfully to the instructor and your fellow students
- cooperate fully in all class, group, and paired activities and discussions
- put your cell phone on vibrate at the beginning of the class, and refrain from using it until after class
- use laptop only for legitimate class activities (e.g., note-taking, assigned tasks)
- do not leave the classroom without asking the instructor in advance
- try not to distract or annoy your classmates

• **DISCUSSIONS RULES**

I am committed to creating a learning environment where diverse perspectives are recognized and valued as a source of strength. I invite you to work with me to create a classroom culture that is based on open communication, mutual respect, and inclusion.

¹² I add inclusion and diversity statements to make students feel respected as individuals and consider their diverse backgrounds as strength and asset to this class. It helps to create a sense of classroom community and a sense of belonging.

¹³ Keeping in mind that I need to use warm and welcoming language (e.g., I encourage you), I modify the words and phrases when explaining the criteria.

As a class, we will approach all discussion with respect and civility. Disagreements and debates in academic discourse are expected and welcome, but personal attacks are not acceptable and will not be tolerated. I strive to ensure an open and welcoming classroom for students. We are all learning together¹⁴.

- listen actively and attentively; refrain from interrupting one another---even when you are excited to respond
- respect the speaker, even when you do not agree with the point the speaker is making
- Keep an open mind---be open to be challenged and be open to learning something new from others
- bring out ideas, perspectives, or solutions that you think have not been adequately discussed
- offer opinions with supporting evidence; be honest when you are not sure if you have enough evidence to make a strong argument.
- build on one another's comments, and work toward shared understanding
- critique ideas but not people; challenge another's opinion but do so respectfully
- ask for clarification if you are confused about other perspectives; avoid making assumptions
- speak from your own experience without generalizing about groups
- avoid monopolizing discussion; give others a chance to contribute to the discussion
- if you feel offended by anything said during discussion, communicate it openly and resolve conflict in a civic way

TTH CLASS ATTENDANCE REQUIREMENTS

Three unexcused absences will result in a final grade being lowered by 5 percent (e.g., 93 → 88). **Four unexcused absences** will result in a final grade being lowered by 15 percent (e.g., 93 → 78). **Five or more unexcused absences will receive an “F” in the course** (e.g., 93 → 50). Also, **two late arrivals of ten minutes** or more will equal one unexcused absence.

An unexcused absence from class results in a “0” for that day's class participation grade and for any class work/quiz/test that is given. Late arrivals or leaving during class will have a negative effect on your participation score. No in-class work due to unexcused absences can be made up, and any assignment not turned in on time will be counted as late. This applies to both in-person and online class meetings.

Excused absences include mandates to quarantine due to Covid, documented medical reasons for which the Health Center advise absence (simply visiting the Health Center is not a viable excuse), religious observances, officially sanctioned athletic events (student athletes should submit documentation for these absences), as well as absences deemed excusable at my discretion.

If you are unable to participate in-person or virtually for an extended period of time (48 hours or more), please request an absence notification from your home school/college Dean's Office or the Dean of Students Office. I will be notified via the “Absence Notification” flag in Orange Success. If possible, please also email me to let me know. Please note that Barnes Center at the Arch (Health, Counseling, etc.) staff will not provide medical excuse notes for students. When Barnes Center staff determine it is medically necessary to remove a student from classes, they will coordinate with the Dean of Students Office case management staff to provide appropriate notification to faculty through Orange Success.

MWF CLASS ATTENDANCE REQUIREMENTS

Four unexcused absences will result in a final grade being lowered by 5 percent (e.g., 93 → 88). **Five unexcused absences** will result in a final grade being lowered by 10 percent (e.g., 93 → 83). **Six unexcused absences** will result in a final grade being lowered by 20 percent (e.g., 93 → 73). **Seven or more unexcused absences will receive**

¹⁴ Use encouraging language to explain the discussion rules. Also, the rules are specific, actionable and clear.

an “F” in the course (e.g., 93 → 50). Also, **three late arrivals of ten minutes** or more will equal one unexcused absence.

An unexcused absence from class results in a “0” for that day’s class participation grade and for any class work/quiz/test that is given. Late arrivals or leaving during class will have a negative effect on your participation score. No in-class work due to unexcused absences can be made up, and any assignment not turned in on time will be counted as late. This applies to both in-person and online class meetings.

Excused absences include mandates to quarantine due to Covid, documented medical reasons for which the Health Center advise absence (simply visiting the Health Center is not a viable excuse), religious observances, officially sanctioned athletic events (student athletes should submit documentation for these absences), as well as absences deemed excusable at my discretion.

If you are unable to participate in-person or virtually for an extended period of time (48 hours or more), please request an absence notification from your home school/college Dean’s Office or the Dean of Students Office. I will be notified via the “Absence Notification” flag in Orange Success. If possible, please also email me to let me know. Please note that Barnes Center at the Arch (Health, Counseling, etc.) staff will not provide medical excuse notes for students. When Barnes Center staff determine it is medically necessary to remove a student from classes, they will coordinate with the Dean of Students Office case management staff to provide appropriate notification to faculty through Orange Success.

LATE WORK POLICY

Assignments might be accepted up to 3 days late, but is eligible for a portion of original points. A 10% late penalty will be deducted from your score for each day that the assignments are late. For example, an assignment is penalized 10% if it is one day late, 20% if it is two days late, and 30% if it is three days late. After three days, no work will be accepted for credit. You may still submit homework that is more than three days late if you would like to receive feedback, but it will not receive any points. Late work should be submitted through Blackboard. Please email me to let me know that you have submitted late work

In-class assignments cannot be made up. Please be aware of the dates of presentations and exams so that you can plan to be in class on those days.

RELIGIOUS OBSERVANCES

Syracuse University’s religious observances policy, found at <https://policies.syr.edu/policies/university-governance-ethics-integrity-and-legal-compliance/religious-observances-policy/>. Syracuse recognizes the diversity of faiths represented in the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their traditions. Under the policy, students are given an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance, provided they notify their instructors no later than the academic drop deadline. For observances occurring before the drop deadline, notification is required at least two academic days in advance. Students may enter their observances in MySlice under Student Services/Enrollment/My Religious Observances/Add a Notification.

ACADEMIC INTEGRITY POLICY AND ARTIFICIAL INTELLIGENCE

As a pre-eminent and inclusive student-focused research institution, Syracuse University considers academic integrity at the forefront of learning, serving as a core value and guiding pillar of education. Syracuse University’s Academic Integrity Policy provides students with the necessary guidelines to complete academic work with integrity throughout their studies. Students are required to uphold both course-specific and university-wide academic integrity expectations such as crediting your sources, doing your own work, communicating honestly, and supporting academic integrity. The full Syracuse University Academic Integrity Policy can be found by visiting class.syr.edu, selecting, “Academic Integrity,” and “Expectations and Policy.”

Upholding Academic Integrity includes the protection of faculty's intellectual property. Students should not upload, distribute, or share instructors' course materials, including presentations, assignments, exams, or other evaluative materials without permission. Using websites that charge fees or require uploading of course material (e.g., Chegg, Course Hero) to obtain exam solutions or assignments completed by others, which are then presented as your own violates academic integrity expectations in this course and may be classified as a Level 3 violation. All academic integrity expectations that apply to in-person assignments, quizzes, and exams also apply online.

Students found in violation of the policy are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered. Students may not drop or withdraw from courses in which they face a suspected violation. Any established violation in this course may result in course failure regardless of violation level.

The grade penalty for established academic integrity violations in this course will be a zero on the assignment in most cases. However, depending on the situation, established violations could result in a harsher penalty of course failure. The following are examples of violations of academic integrity in this class:

- submitting the same work in more than one class without receiving advance written authorization from both instructors
- submitting work with large chunks of texts (e.g., an entire sentence) copied from tools that automatically generate texts for you (e.g., translation tools, paraphrasing tools, AI tools)
- submitting work that was generated, revised, or edited by another person or website. It is fine to request feedback on your grammar or writing from other people or websites and then use that feedback to revise and edit your own paper. If you do this, **you must keep copies of your drafts before requesting feedback as well as the feedback you received.**
- using websites that charge fees or require uploading of course materials (e.g., Chegg, Course Hero) to obtain exam solutions or assignments completed by others and present the work as their own

Open Artificial Intelligence use

Based on the assignments in this course and our specified learning outcomes, the full use of artificial intelligence as a tool, with disclosure and citation, is permitted in this course. Students do not need to ask permission to use these tools before starting an assignment or exam, but they must explicitly and fully indicate which tools were used and describe how they were used.

TURNITIN

This class will use the plagiarism detection and prevention system Turnitin. You will have the option to submit your papers to Turnitin to check that all sources you use have been properly acknowledged and cited before you submit the paper to me. I will also submit all papers you write for this class to Turnitin, which compares submitted documents against documents on the Internet and against student papers submitted to Turnitin at Syracuse University and at other colleges and universities. I will take your knowledge of the subject matter of this course and your writing level and style into account in interpreting the originality report. Keep in mind that all papers you submit for this class will become part of the [Turnitin.com](https://turnitin.com) reference database solely for the purpose of detecting plagiarism of such papers.

SHARING OF CLASS MATERIALS AND RECORDINGS

Original class materials (handouts, assignments, tests, etc.) and recordings of class sessions are the intellectual property of the course instructor. You may download these materials for your use in this class. However, you may not provide these materials to other parties (e.g., web sites, social media, other students) without permission. Doing so is a violation of intellectual property law and of the student code of conduct.

POLICY ON STUDENT ACADEMIC WORK

I intend to use academic work that you complete this semester for educational purposes in this course during this semester. Your registration and continued enrollment constitute your permission. I also intend to use academic work

that you complete this semester in subsequent semesters for educational purposes. Before using your work for that purpose, I will either get your written permission or render the work anonymous by removing identifying material.

ORANGE SUCCESS

This class will participate in Orange SUccess, which promotes student success through coordination and communication among students, instructors, advisors, and campus support service departments. If I observe that you are experiencing difficulties in the course (attendance concerns, low test scores or participation, in danger of failing, etc.), I may send an email to your syr.edu email account through the Orange SUccess system. My message will tell you about my concerns and ask you to meet with me or an academic advisor. Your advisor, TA, and/or I will work with you to create success strategies to address any difficulties you are having. In addition, if I observe that you are doing well in my course, you may also receive “kudos” from me acknowledging your efforts.

Orange SUccess may involve taking advantage of various campus support services, such as academic tutoring or advising. If I recommend that you use campus support services, I or your advisor will redirect you to that support office so they will be better prepared to assist you. Orange SUccess provides essential notices by email and/or text. Please check your syr.edu account frequently and respond quickly if you receive an email from Orange SUccess.

DISABILITY-RELATED ACCOMMODATIONS¹⁵

Many students have visible or invisible disabilities, and Syracuse University offers accommodations and adjustments that allow them to achieve their full potential. Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation.

Furniture may be placed in your classrooms for specific use by students with disabilities. This furniture is generally labelled with signs that request that it is not to be moved per the Center for Disability Resources. Students with disabilities rely on this furniture to remain where it is placed within the classrooms.

As you instructor, I strive to make all my assignments, assessments, and educational materials accessible for everyone in our class community. I invite any student to contact me to discuss strategies and/or accommodations (academic adjustments) that may be essential to your success and to collaborate with the Center for Disability Resources (CDR) in this process. To utilize specific accommodations, you will need to register with this office. CDR is responsible for coordinating disability-related academic accommodations and will work with you to develop an access plan.

Since academic accommodations may require early planning and generally are not provided retroactively, please contact CDR as soon as possible to begin the process. Visit their website at <https://disabilityresources.syr.edu>. Please call (315) 443-4498 or email disabilityresources@syr.edu for more detailed information. I would be glad to assist you with this process if you are unsure how to get started.

DISCRIMINATION OR HARASSMENT

The University does not discriminate and prohibits harassment or discrimination related to any protected category including creed, ethnicity, citizenship, sexual orientation, national origin, sex, gender, pregnancy, disability, marital status, age, race, color, veteran status, military status, religion, sexual orientation, domestic violence status, genetic information, gender identity, gender expression or perceived gender.

Any complaint of discrimination or harassment related to any of these protected bases should be reported to Sheila Johnson-Willis, the University's Chief Equal Opportunity & Title IX Officer. She is responsible for coordinating compliance efforts under various laws including Titles VI, VII, IX and Section 504 of the Rehabilitation Act. She can be contacted at Equal Opportunity, Inclusion, and Resolution Services, 005 Steele Hall, Syracuse University, Syracuse, NY 13244-1120; by email: titleix@syr.edu; or by telephone: 315-443-0211.

¹⁵ This accommodation statement uses warm language to personalize the information and encourage students to seek support.

Federal and state law, and University policy prohibit discrimination and harassment based on sex or gender (including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If a student has been harassed or assaulted, they can obtain confidential counseling support, 24-hours a day, 7 days a week, from the [Sexual and Relationship Violence Response Team](#) at the Counseling Center (315-443-4715, 200 Walnut Place, Syracuse, New York 13244-5040). Incidents of sexual violence or harassment can be reported non-confidentially to the University's Title IX Officer (Sheila Johnson Willis, 315-443-0211, titleix@syr.edu, 005 Steele Hall). Reports to law enforcement can be made to the University's Department of Public Safety (315-443-2224, 005 Sims Hall), the Syracuse Police Department (511 South State Street, Syracuse, New York, 911 in case of emergency or 315-435-3016 to speak with the Abused Persons Unit), or the State Police (844-845-7269). I will seek to keep information you share with me private to the greatest extent possible, but as a professor I have mandatory reporting responsibilities to share information regarding sexual misconduct, harassment, and crimes I learn about to help make our campus a safer place for all.

MENTAL HEALTH

Mental health and overall well-being are significant predictors of academic success. As such it is essential that during your college experience you develop the skills and resources effectively to navigate stress, anxiety, depression, and other mental health concerns. Please familiarize yourself with the range of resources the Barnes Center provides (<https://ese.syr.edu/bewell/>) and seek out support for mental health concerns as needed. Counseling services are available 24/7, 365 days, at 315-443-8000.

Key Week-by-Week Schedule¹⁶

Week 1–3: Search skills

- Focus on **PsycINFO** for psych topics, **ERIC** for education topics; show overlapping terms (e.g., “learning disabilities” vs. “neurodevelopmental disorders”).
- Bring two “seed articles” in each field for hands-on Boolean string practice.

Week 4–5: Reading and evaluating sources

- Choose **psych** articles with strong statistical methods sections and **education** articles with rich qualitative data to compare reading strategies.
- Teach how to interpret effect sizes for psych and thematic coding for education.

Week 7: Annotated bibliography

- Require at least **2 sources** from each discipline for cross-pollination — even if their main field is one, they must see the other field’s approach to similar problems.

Week 10: Literature review drafting

- Instruct psych students to **compare constructs and operational definitions** across studies.
- Instruct education students to **compare contexts and participant demographics** across studies.

Week 11: Discussion section

- Emphasize **evidence-based practice** implications for education and **theory-driven recommendations** for psychology.
- Use mixed-discipline peer pairs to stress clarity across fields.

Week 13: Abstract writing

- Show both an **APA-style psychology abstract** and an **education-journal abstract** — differences are subtle but worth noting.

Week 14: Final paper

- Submit your **final research paper**.
- Make a **formal presentation** in class.

¹⁶ A concise schedule that gives students a clear view of what they need to do each week.

Major deliverables and deadlines¹⁷

Deliverable	Week due	Description
Topic pitch + dual-discipline research question	Week 1 (Fri)	Problem framing + two RQs (psych and edu voice) with preliminary rationale
Search log + 12–16 leads	Week 2 (Fri)	PsycINFO/ERIC strings, filters, dates, and notes on fit
Inclusion/exclusion criteria + rationale	Week 3 (Fri)	Bullet criteria + 100-word justification scoped to self-regulation
Methods comparison memo	Week 4 (Fri)	1-page comparison of measures/designs in two SR studies
Synthesis matrix	Week 5 (Fri)	6–10 studies across themes, methods, contexts, limitations
Methods language draft (10 sentences)	Week 6 (Fri)	Precise, bias-free sentences on participants, context, measures
Annotated bibliography (8–10 entries; ≥ 2 cross-discipline)	Week 7 (Fri)	Summary, evaluation, and “intended use” for each source
Methods section (full draft)	Week 8 (Mon)	Search, inclusion/exclusion, selection, extraction, synthesis, appraisal
Outline + gap/audience paragraphs	Week 9 (Fri)	1-page outline + 2 short paragraphs (gap; audience significance)
Body paragraphs packet (3–4)	Week 10 (Mon)	Synthesis paragraphs with contrasts and moderators
Integrated body draft (with citations)	Week 11 (Mon)	Coherent literature review section with APA in-text citations
Discussion draft (2–3 paragraphs)	Week 12 (Mon)	Theory and practice implications with calibrated language
Full draft with table (and optional figure)	Week 13 (Mon)	Synthesis table required; optional figure with caption/note
Abstract + final title	Week 13 (Wed)	150–200 words; informative title; 4–6 keywords
Lightning talk slides (optional rehearsal)	Week 13 (Fri)	3 slides: claim, evidence, implications
Final paper (PDF + .docx)	Week 14 (Thu)	Polished APA paper with references and visuals

¹⁷ This table helps student navigate major assignments they need to complete every week.

Course Map¹⁸

Module # and Title	Course Learning Outcomes (CLOs)	Module Learning Outcomes (MLOs)	Assessments and Rubrics	Activities: Learner Interaction & Engagement	Instructional Materials
Module 1	APA foundation and topic exploration	Identify features of scholarly argument; understand APA student-paper format; generate viable topic areas.	Diagnostic write-up (1–2 pages) articulating a problem area and initial stance; three-topic shortlist with a 2–3 sentence rationale each.	Course orientation: Walk through the final paper, milestones, and rubric; show an annotated model paper. APA basics: Title page, page headers, font/spacing, headings; when/why abstracts are used in student papers. Topic exploration: Guided brainstorm (stakeholders, contexts, consequences); issue tree to narrow broad themes. Values and stakes: Quick write on “Why this matters now” to anchor purpose and audience.	Library databases (Web of science, PsycINFO, Google scholar) Citation app (Zotero) Word formatting APA 7 student-paper template annotated model research paper rubric overview topic ideation worksheet list of disciplinary journals relevant to your section.
Module 2	Information literacy and scholarly search strategies	Locate peer-reviewed articles and document a replicable, ethical search process.	Search log (databases; Boolean strings; filters; dates; subject terms); list of 5–8 candidate peer-reviewed articles in APA	Library session: Databases (e.g., Academic Search Complete, PsycINFO, ERIC, JSTOR); peer-review indicators; full-text access. Search practice: Hands-on building of strings (e.g., adolescents OR teens) AND	Database quick-start guides; peer-review identification checklist;

¹⁸ This course map gives detailed descriptions of what students will achieve, how they will be assessed, what they will do, and what supporting materials are offered every week, following the principle of backward design.

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			reference format.	(sleep) AND (“screen time” OR smartphone). Citation chaining: Backward (references) and forward (cited by) searches to expand the set. Filter fluency: Dates, methodology, population, document type; when to use preprints vs. journals.	DOI/permalink guide; search log template.
Module 3	From topic to focused research question	Narrow a broad area into a researchable question with manageable scope	Research question (RQ) + 150–200-word problem statement; keyword bank (10–15 terms/phrases, synonyms, subject terms).	Strong vs. weak RQs: Analyze examples and revise for scope, specificity, neutrality, and exigence. Concept mapping: Cluster subtopics, causes, effects, populations, and contexts. Keyword building: Expand to synonyms, controlled vocabulary, and related constructs; create Boolean-ready strings.	RQ checklist; sample RQs with commentary; keyword/thesaurus worksheet; scope-dial guide (time, place, population, variable).
Module 4	Reading research articles deeply and taking structured notes	Extract claims, methods, evidence, and limitations from empirical and review articles; take synthesis-ready notes.	Two completed article maps; 250-word comparative synthesis explaining convergence/divergence and relevance to the RQ.	IMRaD anatomy: Skim/scan vs. close-read; locating the research gap and limitations. Claim–evidence–Explanation: Chart each article’s logic; note measures, samples, and effect sizes where applicable. Note systems: Demonstrate a synthesis matrix and structured summaries; capture direct quotes sparingly with page numbers.	Article mapping template; IMRaD overview; sample empirical + narrative review articles; synthesis matrix (themes × sources).
Module 5	Evaluating credibility, relevance, and bias-free language	Judge source quality and fit; apply bias-free language to topic framing	Three source evaluation memos using a rubric (relevance, authority,	Credibility clinic: Journal impact/fit, author affiliation, sample/method rigor; predatory journal red flags.	Source evaluation rubric; APA bias-free language excerpt (age, disability,

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		and descriptions of people transparent, clear way.	methodology, recency, bias); revised RQ if needed with a 100-word rationale.	Relevance test: “Can this support my argument?” role-play with yes/no and why. Bias-free language: Practice rephrasing to avoid labels, euphemisms, or deficit framing.	gender, race/ethnicity, socioeconomic status); journal quality indicators.
Module 6	Paraphrasing, summarizing, quoting, and citation ethics	Paraphrase accurately without patchwriting; use signal phrases and APA in-text citations correctly.	Paraphrase portfolio (3 passages: original, paraphrase, citation, 75-word reflection on technique); in-text citation (narrative vs. parenthetical; multiple works; page/para for quotes).	Sentence surgery: Decompose and rebuild arguments; vary structure/lexicon; maintain meaning and emphasis. Quote discipline: When to quote, how to trim with ellipses/brackets; integrating quotes with analysis. Signal verbs: Calibrate stance (argues, demonstrates, cautions) and tense choices.	Paraphrase checklist; signal verb bank; APA in-text quick guide; examples of acceptable vs. patch-written paraphrases.
Module 7	Synthesis and annotated bibliography	Group sources by themes/methods and write evaluative annotations that state use in the project.	Annotated bibliography of 8+ peer-reviewed sources; each 150–200 words (summary, evaluation, intended use); alphabetized and APA-formatted.	Thematic clustering: Build a synthesis matrix (e.g., prevalence, mechanisms, interventions, gaps). Weaving practice: Write a 200–250 word paragraph synthesizing at least three sources into one claim thread. Reference mechanics: DOIs as URLs, hanging indents, capitalization rules for titles and journal names.	Annotated bibliography exemplars; synthesis matrix template; APA references guide with edge cases.
Module 8	Argument design, thesis crafting, and detailed outlining	Produce a defensible thesis and an outline that sequences claims and evidence logically using APA heading	Project proposal (audience, purpose, working thesis, contribution, ethical considerations) + detailed outline with section headings and planned evidence, including at least 10	Model analysis: Reverse outline two model papers; identify organizing patterns (problem–cause–solution; thematic; evaluative). Frameworks: Toulmin (claim, data, warrant, counterargument)	Thesis crafting guide; organizing patterns handout; APA heading levels primer;

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		levels.	embedded author-year citations.	and MEAL/TRIAC for paragraph architecture. Heading practice: Apply APA levels to your outline for clarity and cohesion.	proposal template.
Module 9	Evidence integration and paragraph development	Build coherent paragraphs that integrate paraphrases/quotes with analysis and cohesion devices.	Two fully developed body paragraphs (200–250 words each) with integrated evidence and APA in-text citations; peer feedback using a targeted checklist.	Integration lab: Quote sandwiching, paraphrase layering, and synthesis sentences that bridge studies. Cohesion tools: Transitions, key-term repetition, pronoun reference, topic strings. Style clinic: Concision, nominalization reduction, choosing active/passive voice strategically.	Integration checklist; cohesion toolkit; APA quotation rules (short vs. block; ellipses/brackets); style handouts.
Module 10	Writing the literature review section	Draft a literature review that synthesizes, evaluates, and positions your project within the scholarly conversation.	Literature review draft (900–1,200 words) with APA headings; at least 6 peer-reviewed sources woven across themes; margin notes identifying gaps/controversies.	Moves of a lit review: Context, themes/debates, methods landscape, gaps/inconsistencies, implications for your argument. Organization practice: Thematic vs. methodological vs. chronological organization; write a bridge paragraph between themes. Cite-check carousel: Partners verify citations against references and flag missing page numbers in direct quotes.	Lit review move-sheet; annotated model lit reviews (thematic and methodological); synthesis sentence stems.
Module 11	Writing the discussion section	Produce a complete draft including a discussion/analysis section that interprets the evidence and	Full draft (2,200–2,800 words) with title page, headings, lit review, discussion/analysis, conclusion, and reference list;	Discussion section mini-lesson: Implications, significance, limitations, counterarguments, and recommendations tailored to your audience. Peer review protocol: Summary of argument; evidence quality and	Peer review checklist; discussion section worksheet; cover-letter prompts;

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		addresses counterargument s.	structured peer review reports; writer's cover letter naming three revision priorities.	integration; organization; APA mechanics; two forwarding suggestions per section. Conferences: 10–12-minute instructor conferences focused on argument strength and source use.	grading rubric.
Module 12	Global revision, local style, and APA polishing	Implement global and local revisions that improve argumentation, flow, and correctness without distorting sources.	Revision plan naming three high-impact changes (with quotes from feedback) + revised excerpts (before/after) and 150-word rationale; updated draft sections.	Global revisions: Reorder sections; strengthen thesis and topic sentences; improve thematic coherence. Local style: Sentence focus, rhythm, parallelism; bias-free language audit. APA lab: References audit (alphabetization, DOIs, capitalization); in-text consistency (year, a/b disambiguation, et al. rules).	Revision strategy guide; bias-free language refresher; APA reference and in-text audit checklists.
Module 13	Abstracts, titles, and communicating your contribution	Write a concise, accurate abstract and a precise, searchable title; prepare to present your project succinctly.	Abstract (150–250 words) that follows required moves; final formatting audit (title page, headings, references); 5-minute research pitch with a single slide.	Abstract moves: Background, aim/RQ, scope/method (as a literature-based study), key findings/synthesis, implications. Title tuning: Balance specificity and concision; include key terms without jargon. Micro-presentation workshop: Practice delivering the claim, the “so what,” and a vivid example in 3 minutes.	Abstract templates (informative vs. indicative); title heuristics; final formatting checklist; pitch outline.
Module 14	Final submission and reflective transfer	Submit a polished paper that meets APA standards and reflect on transferable	Final paper (APA formatted: title page, abstract, body, references, consistent headings);	Showcase: Read aloud a paragraph you're proud of and explain the choices behind it.	Final submission checklist; reflection prompts;

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		research-writing practices.	reflective memo (500–700 words) connecting growth to outcomes and future courses.	<p>Self-assessment: Use the rubric to justify your grade with evidence from the paper.</p> <p>Debrief: Identify three strategies to carry into other disciplines and why.</p>	optional portfolio assembly guide.

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