

Scientific Writing Syllabus

Odd Semester 2019/2020

Universitas Islam Negeri Sumatera Utara, Medan

"A professional writer is an amateur who didn't quit." ~ Richard Bach

If you want to be a writer, you must do two things above all others: read a lot and write a lot." ~ Stephen King



Instructor:

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Course Description:

Scientific Writing is designed to help you develop your academic and professional writing skills and strategies in English with the emphasis on critical reading response and proceedings paper writing. The course guides you through all stages of the writing process from planning using brainstorming including freewriting, mind mapping, listing and outlining; drafting and revising; to proofreading and providing/receiving feedback through peer review. In this course you will also practice academic writing skills which include summarizing, paraphrasing, quoting, organizing your ideas, doing basic library research, supporting your claims with good forms of evidence, and preparing citations. Although the primary aim of this course involves helping you build your proficiency and confidence as a writer of English, we will also devote time and effort to improving your reading and critical reasoning skills to support your research and writing activities.

Course Objectives:

By the end of this course, you will be able to:

- Use the writing process effectively through efficient planning, drafting, revision, and editing strategies
- Write drafts in different kinds of academic genre
- Apply critical reading skills to gather reliable and useful information from academic texts
- Use outside sources effectively and ethically through summarizing, paraphrasing, quoting, and citing from authoritative sources
- Provide helpful feedback to fellow writers on their developing texts.

Course Format:

We will devote our class sessions to a variety of tasks and activity types designed to develop your academic and professional literacy skills. Class activities will include a combination of instructor presentations, instructor- and student-led discussions, reading strategy practice, writing strategy practice, and peer feedback session.

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Course Materials:

E-learning account (elearning.uinsu.ac.id)

Google Scholar account (<https://scholar.google.com>)

Academia account (<https://www.academia.edu/>)

Class Requirements and Assessment:

Attendance: I will be taking attendance during each class session, and your attendance does significantly affect your grade. Arriving late to class and leaving class early will negatively affect the attendance portion of the grade. If you arrive 15 minutes after the starting time or leave 15 minutes before the end time you will be considered absent.

Participation: I expect your full participation in the class by engaging in our workshop discussions and actively asking questions during the lecture portion of class. The more you ask questions, the better you'll shape the class, and the more you'll learn. Since we will be workshopping our work during class, it is needed for you to provide feedback to each other's work. Try to use the "pat/slap" method of critiquing (your commentary on the work should give both positive as well as negative feedback, and present any negative comments in as positive a manner as possible). When you're critiqued, in turn, please remember to take any negative feedback as being intended to help you. Remember that your fellow students are critiquing your work, not you personally.

Critical reading response: The purpose of this assignment is to give you the opportunity to read and write critically. It is a place for you to showcase your critical thinking skills and share your ideas to an audience. You will be responsible for writing an at-least-one-page critical reading response on a scholarly article of your choice from the provided selection. **(Due in the 6th week)**

Reading conference report package: By our 12th class meeting, you will be submitting a reading conference report package containing a video and a conference log. To accomplish this assignment, you will need to hold a reading conference in a group of five people, in which you serve as the speaker presenting your critics and/or comments on a scholarly article of your choice and a moderator leading a discussion on the presented topic. You can either use one of the scholarly articles provided or find your own in the topics listed in *Topics for Reading Conference and Proceedings Manuscript* section. **(Due in the 12th week)**

Proceedings paper: You will be writing a proceedings paper of 2500 to 4000 words discussing one of the topics listed in the *Topics for Reading Conference and Proceedings Manuscript* section. It should be submitted along with all the drafts from the first to the final ones. **(Due in the final-semester week)**

Grading:

- Attendance & participation: 10%
- Critical reading response: 20%
- Reading conference report: 20%
- Proceedings paper: 50%

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Classroom Policy & Expectations:

Plagiarism: I expect each student to be honest in academic performance. Failure to do so may result in failing this class. **Make sure all your work and writing is your own.**

Late assignments: I do not accept late assignments as they will make it difficult for all students. Therefore, work or assignments turned in late will receive no credit and significantly lower your final course grade.

Conferences: I would like the chance to meet with each of you individually and discuss your work, and encourage you to take advantage of that. However, conferences should be scheduled in advance, though if I'm in my office and have the time, I'm happy to discuss things with you on an impromptu basis.

Cell phones: should be turned off or on vibrate mode: unless a call is an emergency, I expect you to answer it after class or during break. Do not text during class. You will be considered absent for the class if I see you checking your messages or texting on your phone during a lecture or during the workshops.

Laptops: I don't mind laptops being used to take notes or do your work. However, if you're using the laptop to access Facebook, Twitter, or other social media sites, or if you're checking your e-mail or surfing the web randomly, I will consider you absent for that class.

Course Texts:

You are encouraged to read any books for Academic Writing. However, you will not need to purchase any as the class requirement. I will provide you the softcopy of the reading materials. It would probably be helpful for you to print and store them in a folder or binder.

Suggested Readings:

- Academic writing: A practical guide for students (Bailey, 2003).
- Academic writing and publishing: A practical handbook (Hartley, 2008).
- Study skills for academic writing: Student's book (Trzciak & Mackay, 1994).

Articles for Reading Log:

- Communicative game-based learning in EFL grammar class: Some suggested activities and students' perceptions (Fithriani, 2018a).
- Cultural influences on students' perceptions of written feedback in L2 writing (Fithriani, 2018b).
- Discrimination behind NEST and NEST dichotomy in ELT professionalism (Fithriani, 2018c).
- Integrating online blogging into EFL writing instruction: Exploring students' perceptions (Fithriani, Rafida, & Siahaan, 2019).
- Suggesting critical-thinking and problem-solving method into teaching English reading to EFL students in Indonesia (Sadri et al, 2019).
- Using Facebook in EFL writing class: Its effectiveness from students' perspective (Fithriani et al, 2019).
- ZPD and the benefits of written feedback in L2 writing: Focusing on students' perceptions (Fithriani, 2019).

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Topics for Reading Conference and Proceedings Paper:

- Technology integration in EFL teaching and learning in Indonesia
- Mobile-assisted language learning in Indonesian EFL context.
- Creative writing in EFL context.

References:

- Bailey, Stephen. (2003). *Academic writing: A practical guide for students*. New York, NY: Routledge Falmer.
- Fithriani, R. (2018a). Communicative game-based learning in EFL grammar class: Some suggested activities and students' perceptions. *Journal of English Education and Linguistics Studies*, 5(2), 171-188. <https://doi.org/10.30762/jeels.v5i2.509>
- Fithriani, R. (2018b). Cultural influences on students' perceptions of written feedback in L2 writing. *Journal of Foreign Language Teaching and Learning*, 3(1), 1-13. Available at <http://journal.umy.ac.id/index.php/FTL/article/view/3811>
- Fithriani, R. (2018c). Discrimination behind NEST and NEST dichotomy in ELT professionalism. *KnE Social Sciences*, 3(4), 741–755. <https://doi.org/10.18502/kss.v3i4>.
- Fithriani, R. (2019). ZPD and the benefits of written feedback in L2 writing: Focusing on students' perceptions. *The Reading Matrix*, 19(1), 63-73. Available at <http://www.readingmatrix.com/files/20-c6t93b93.pdf>
- Fithriani, R., Rafida, T., & Siahaan, A. (2019). Integrating online blogging into EFL writing instruction: Exploring students' perceptions. *Advances in Social Science, Education and Humanities Research*, 188, 87-90. <https://doi.org/10.2991/elit-18.2019.17>
- Fithriani, R., Dewi, U., Daulay, S. H., Salmiah, M., & Fransiska, W. (2019). Using Facebook in EFL writing class: Its effectiveness from students' perspective. *KnE Social Sciences*, 3(19), 634–645. <https://doi.org/10.18502/kss.v3i19.4892>
- Hartley, James. (2008). *Academic writing and publishing: A practical handbook*. New York, NY: Routledge.
- Sadri, I., Fithriani, R., Saidurrahman, S., Salmiah, M., & Hamidah, S. (2019). Suggesting critical-thinking and problem-solving method into teaching English reading to EFL students in Indonesia. *KnE Social Sciences*, 3(19), 294–304. <https://doi.org/10.18502/kss.v3i19.4865>
- Trzciak, J. & Mackay, S. E. (1994). *Study skills for academic writing: Student's book*. London, UK: Prentice Hall.