

## Annex A

### TEMPLATE FOR NEW COURSE CONTENT

<b>Academic Year</b>	2020/2021	<b>Semester</b>	1
<b>Course Coordinator</b>	Angela Frattarola		
<b>Course Code</b>	HW0111		
<b>Course Title</b>	Communication: A Journey of Inquiry through Writing and Speech		
<b>Pre-requisites</b>	-		
<b>No of AUs</b>	2		
<b>Contact Hours</b>	24 (12 weekly tutorials of 2 hours)		
<b>Proposal Date</b>	17 March 2020		

#### **Course Aims**

Researchers agree that writing is a tool for thinking (Menary, 2007; Klein & Boscolo, 2016; Miller and Jurecic, 2016; Reis, n.d.). As Reis explains, “The bodily act of writing externalizes our thoughts, and the imposed structure (the written word) provides a vehicle by which those thoughts may be reorganized into new thinking, a new way of seeing the thoughts or a new way of organizing thoughts.” Miller and Jurecic similarly argue that “writers discover what they think not *before* they write but *in the act of writing*” (2016, p. 60). One of the main aims of this course is to allow you to experience writing as a tool for thinking and to practice expressing ideas in formal writing and oral communication.

While you will have the opportunity to understand and practice the genre conventions that are specific to your discipline later in your studies, this first common communication course is designed to help you form habits of mind that will serve you across the university and even in the world outside of the university. Taken by all first-year undergraduates, this foundational course will develop your written and oral communication skills, as well as your ability to read and analyze texts. It will help you to understand revision as integral to the process of composition, to convey your interpretations and ideas with confidence and clarity, and to consider audience and purpose when you communicate.

#### **Intended Learning Outcomes (ILO)**

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

1. Closely observe and analyze texts and phenomena
2. Design questions or puzzles from your engagement with a text that can motivate further exploration
3. Summarize, paraphrase, and quote from sources accurately and ethically
4. Compose complex arguments that build on the ideas of published authors and your own analysis and thinking
5. Express your ideas orally through both informal and formal presentations
6. Discover writing as a tool for thinking

7. Use peer feedback and teacher feedback to revise your thinking and communication
8. Recognize audience and rhetorical situation as significant factors in communication

### Course Content

For this course, you will be asked to pick and explore a topic for your own research. Your choices are:

- 1) a place in Singapore
- 2) a community within Singapore
- 3) your own writing practices

You will investigate your chosen topic by close observation, recording your observations, and finding interesting patterns or puzzles in what you observe. In class, we will practice how to come to a question to which you do not have an answer, and, after a review of presentation skills, you will present your discoveries to the class. This question will become the motivation for your later writing in the course. Eventually, you will be asked to find two sources that can help you begin to respond to your question. Your final goal will be to draft an op-ed (short for “opposite the editorial page”), a piece of writing usually found in a newspaper or magazine that expresses the author’s opinion on a current topic. Your op-ed will be peer workshopped and revised substantially over two to three weeks. You will also have the opportunity to consult with your teacher and receive individual feedback on your draft. By the end of the semester, you will send your op-ed to a newspaper or online platform.

In addition to the above, weekly readings will expose you to ideas in a variety of disciplines. With another student, you will present on one of these short course readings and lead class discussion once during the semester. In your presentation and discussion, you will be asked to convey the essential arguments and ideas of the text and to explain HOW this writer writes. In other words, how does this writer persuade you or get you thinking? Does she or he use anecdotes or a powerful metaphor? Is the writer too one-sided and thus lose credibility?

### Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Related Programme LO or Graduate Attributes	Weigh ting	Team/ Individual	Assessment Rubrics
Assignment 1: Presentation	1, 2, 5, 8	Communication, Creativity, Character	20%	Individual	Appendix 1
Assignment 2: Observation to a Question	1, 2, 6, 7, 8	Communication, Creativity & Competence	20%	Individual	Appendix 2
Assignment 3: Op-Ed	1, 2, 3, 4, 6, 7, 8	Communication, Creativity, Character & Competence	40%	Individual	Appendix 3

Class Participation: Peer workshoping, quality of 2 blogs, three-minute thesis, weekly discussion, paired presentation	5, 6, 7, 8	Communication, Creativity, Character, Civic- mindedness & Competence	20%	Individual	Appendix 4
Total			100%		

Assignment 1 (CA1): 5-minute presentation with slides that explain Assignment 1.

Assignment 2 (CA2): 500-word observation and analysis that leads to a question. You will pick a place, community, or your own writing practices as an object of study and write up your close observations and analysis. This analysis will lead to a question or puzzle that needs to be researched.

Assignment 3 (CA3): 1000-1200 word op-ed that cites from at least 2 sources and uses a multi-model element. Here, you will build on Assignment 1, explaining to your reader your observations and analysis, puzzle or question, and then argument that responds to your question. This argument will be capacious and multifaceted, building on the ideas of your cited sources and using your own analysis and thinking on the topic. Ideally, your texts should be put into conversation and connected to form new threads of thought.

Class Participation (CA4): Peer workshoping, quality of 2 blogs, three-minute thesis, weekly class discussion and preparedness, and editing of Assignment 2 for publication. Students will also be assessed on their ability do a paired presentation, where they critique a text and lead class discussion. You will be given a partner at the start of the semester and assigned a specific text to engage with. On the assigned class, you will present the ideas of this text to the class and consider how this text functions.

### **Formative feedback**

Feedback will be given on all written assignments and on your presentation.

You will receive written feedback on your two blogs, designed to guide you during the process of your writing. Your final two written assignments and your presentation will receive summative feedback once they are submitted for a grade. Teachers will give feedback on the blogs/drafts that lead up to your Assignments 1 and 3. For Assignment 3, you will meet with your teacher to discuss your draft one-on-one and receive extensive written and oral feedback on style, grammar, and the content of your op-ed.

For your first blog and your final op-ed, you will receive feedback from your peers, which will be guided by specific rubrics given by the teacher.

## Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Task-based and communicative-based teaching and learning	Tutors assist with in-class activities, including readings and discussions, by providing individual as well as whole-class guidance. These approaches, where you learn through practice and engage in self-reflection, are used to better accommodate various student needs as well as to facilitate your understanding of a given topic.
Peer workshopping	You will workshop blogs and drafts with your peers in class to help you learn to give constructive feedback on writing and to better understand the significance of audience in your own writing.
Consultation	Through dialogue with lecturers, you will be encouraged to take your writing to a higher level and get individual feedback on your writing.
Collaborative Textual Analysis	Each week, you and another student will represent a text to the class and analyze it. In class, we will collaborate on close reading a variety of texts to model this work and practice it.
Individual Presentations	You will present your ideas to the class in a formal presentation, which will encourage you think about audience and practice presentation skills.

## Reading and References

A coursebook will be provided through NTULearn Course Mainsite.

### References

1. Greenstein, G. 2013. "Writing Is Thinking: Using Writing to Teach Science." *Astronomy Education Review* 12 (1). Retrieved from <http://dx.doi.org/10.3847/AER2012037>
2. Klein, P.D., Boscolo, P. (2016). Trends in research on writing as a learning activity. *Journal of Writing Research*, 7(3), 311- 350. doi: 10.17239/jowr-2016.07.03.01
3. Menary, R. 2007. "Writing as Thinking." *Language Sciences* 29 (5): 621–632. doi:10.1016/j.langsci.2007.01.005
4. Miller, R. E., & Jurecic, A. *Habits of the Creative Mind*. Bedford/St. Martin's, 2016.
5. Reis, R. (n.d.). Developing Students' Thinking by Writing [Website]. Retrieved March 30, 2020 from <https://tomprof.stanford.edu/posting/1472>

## Course Policies and Student Responsibilities

### (1) General

You are expected to complete all assigned pre-class readings and activities, attend all tutorial classes punctually and submit all scheduled assignments by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for classes you have missed. You are expected to participate in all tutorial discussions and activities.

## **(2) Assignment**

1. Submit a soft copy of your written assignments through the Turnitin link in your tutorial sites. Tutors may ask for hard copied as well.
2. Use the formatting guidelines provided in the coursebook.
3. Attach the plagiarism declaration form to your assignments before submission.
4. Send a soft copy of your presentation slides to your tutor.
5. Please note the following penalties that will be imposed for late submission of assignments:
  - Your marks will be dropped by 10% per day that your assignment is submitted late. After the 5th day, no assignments will be accepted for grading (unless a valid reason is given).
  - The submission date is based on the date your assignment is either submitted through Turnitin in soft copy, or received by your tutor in hard copy, whichever is earlier.
6. Read the guidelines on academic dishonesty, which can be found at <http://www.plagiarism.org/>. Please take note of the following penalties for academic dishonesty, before submitting your assignments:
  - If you are suspected of academic dishonesty, you will be requested to attend an interview with the course coordinator along with your course tutor. If you refuse the interview you will receive a 'fail' grade.
  - If the extent of the academic dishonesty is found to be serious (e.g. a plagiarism score of 30%-50%), your grade for that assignment will be lowered by a letter grade. In extreme cases, (e.g. a plagiarism score of over 50%), your assignment will be graded as a 'fail'.

## **(3) Attendance**

Think of this class like an exercise or yoga class. If you miss a class at the gym, it doesn't help to hear from a friend that you missed 5 sun salutations or 10 squats. Your muscles and body only benefit if you do the work, the movement. Same with this class. In class, we will practice close reading, writing techniques, and speaking. If you miss a class, you don't get the benefit of exercising these particular brain muscles, and your assignments will be flabby.

## **Academic Integrity**

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the university community. Truth, Trust and Justice are at the core of NTU's shared values. As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

### Course Instructors

Instructor	Office Location	Phone	Email
Dr. Angela Frattarola	SHHK 02-17	97709240	aafrattarola@ntu.edu.sg
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Tan Mia Huan (Dr)	SHHK 03-28	65148359	<a href="mailto:TanMH@ntu.edu.sg">TanMH@ntu.edu.sg</a>
Audrey Toh Lin Lin	SHHK 02-20	67904781	<a href="mailto:alltoh@ntu.edu.sg">alltoh@ntu.edu.sg</a>

### Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
Week 2, Unit 1	Introduce and practice how to close read texts, respond to texts; Introduce larger goal of course	1	
Week 3, Unit 2	Review and practice how to gather data and analyze  1) a place in Singapore 2) a community in Singapore 3) your own writing practices	1, 6	Choose your place/community/self and begin your research -- go to the place and community and observe/interview; keep record of writing practices in a journal for the week <i>Pair Presentation 1</i>
Week 4, Unit 3	Peer workshop of blog and review of how to go from observations, to conceptual thinking, to a question, problem or puzzle worth researching  *teachers read blogs and give students feedback	2, 6, 7, 8	<b>Blog Due:</b> write up of your observations and analysis of your chosen primary text (place, community, self as writer)  <i>Pair Presentation 2</i>
Week 5, Unit 4	Presentations Skills	5, 8	<i>Pair Presentation 3</i>
Week 6, Unit 5	Individual Presentations, 5 minutes with Q&A	1, 2, 5, 8	<b>Assignment 1 Due:</b> Upload presentations slides
Week 7, Unit 6	Individual Presentations, 5 minutes with Q&A 1 hour: how to find reputable sources	1, 2, 3, 5, 8	<b>Assignment 2 Due:</b> Observation to a Question
BREAK	BREAK		
Week 8, Unit 7	Listening closely to the ideas and arguments of texts. Deconstructing model texts and practicing how to summarize, paraphrase, quote, and cite ethically.  Lesson on APA	3, 6, 7	<b>Blog Due:</b> Summarize the arguments of 2 sources that can help you respond to your research question; for each, explain how you think each source could relate to your question  <i>Pair Presentation 4</i>

Week 9, Unit 8	Continued: Practicing how to summarize, paraphrase, quote, and cite ethically. Putting texts into conversation and forming an argument.	3, 4	<i>Pair Presentation 5</i>
Week 10, Unit 9	Critique a model op-ed and peer workshop	2, 3, 4, 5, 7, 8	<b>First Draft Due</b> *consultations <i>Pair Presentation 6</i>
Week 11, Unit 10	Critique a model op-ed and peer workshop	2, 3, 4, 5, 7, 8	<b>Second Draft Due</b> *consultations <i>Pair Presentation 7</i>
Week 12, Unit 11	3 Minute Thesis Contest	5, 7, 8	*consultations <i>Pair Presentation 8</i>
Week 13, Unit 12	Find a newspaper/website to send your op-ed to. What edits need to be done to Assignment 3 to fit this audience?	8	<b>Assignment 3 Due:</b> Op-ed Length: 1000-1200 words <i>Pair Presentation 9</i>

**Appendix 1**  
**Assessment criteria for Assignment 1: Presentation**

<b>Components</b>	<b>Key Points</b>	<b>Marks</b>	<b>Comments</b>
Organisation	<ol style="list-style-type: none"> <li>1. Does the student include an appropriate opening?</li> <li>2. Does the student employ suitable transitions and signposts?</li> <li>3. Does the student display a logical development of observations and claims?</li> <li>4. Does the student provide an appropriate closure?</li> </ol>	/25	
Content	<ol style="list-style-type: none"> <li>1. Does the student explain clearly and adequately the topic of observation?</li> <li>2. Is the observation focused with supporting details?</li> <li>3. Does the student analyze what has been observed?</li> <li>3. Is the proposed question clearly explained and presented? Can this question motivate further study?</li> </ol>	/25	
Presentation delivery	<ol style="list-style-type: none"> <li>1. Does the student employ appropriate volume, pauses and word stress?</li> <li>2. Is the pace of the delivery appropriate?</li> <li>3. Does the student use paralanguage effectively?</li> <li>4. Does the student display confidence?</li> <li>5. Does the student establish rapport with the audience?</li> </ol>	/20	
Visual aids	<ol style="list-style-type: none"> <li>1. Has there been careful thought in the design of the slides (the text, graphics, color, and layout)?</li> <li>2. Do the slides contain relevant information?</li> <li>3. Are the key points mentioned in a concise manner?</li> <li>4. Are the slides error-free?</li> <li>5. Does the number of slides used exceed the limit (i.e., 8 slides)?</li> </ol>	/20	
Time management	Has the student kept to the time limit?	/10	
<b>TOTAL MARKS</b>		<b>/100</b>	

**Appendix 2**  
**Assessment criteria for Assignment 2: Observation to a Question**

Descriptive rendering of place/community/self as writer (55%)	
43-55	An excellent focus of observation that is clearly stated. Sensory details are strategically used in the observation, which are evidence of research and knowledge of the chosen object, allowing the writer to avoid clichéd descriptions.
28-42	A well-chosen focus of observation that is clearly stated. Sensory details are used in most of the observation although there are some places where this lapses.
14-27	A problematic choice of focus of observation/the focus is not clearly stated, which impacts the overall quality and effectiveness of the observation. Many of the details are general and need further research to improve the quality of the text.
0-13	A problematic choice of focus of observation/the focus is not clearly stated. The lack of research/thinking about the topic impacts the overall quality of the observation. The text relies too much on clichés and the descriptions are vague and not specific.
Research Question (30%)	
21-30	The research question is compelling and open ended, can be responded to in the scope of an op-ed, and springs from the observation of place/community/self as writer. It shows a clear motivation for research and writing.
11-20	The research question is interesting, though too broad or specific. While it springs from an engagement with the place/community/self as writer, there may not be a clear sense of motivation.
0-10	The research question is too broad or specific and does not clearly come from an engagement with the described place/community/self as writer.
Grammar, sentence structure and vocabulary (15%)	
11-15	The text has hardly any grammatical errors and the sentences are highly effective in conveying meaning. Vocabulary is well-chosen and appropriate for the topic. The text is easy to read.
6-10	There are a few grammatical errors, but overall these do not impact the reading significantly. There are places where the sentencing/word choice is very effective but this is not consistent throughout the text. In places the vocabulary may not be the best choice.
0-5	The number of grammatical errors in the text significantly impacts the clarity of the text. Sentence structure, length, and the presence of incomplete sentences are also areas that need revision. Vocabulary has not been well-chosen and does not fit the topic. Overall the text is difficult to read.

**Appendix 3**  
**Assessment criteria for Assignment 3: Op-Ed**

Descriptive rendering of place/community/self as writer (20%)	
16-20	An excellent focus of observation that is clearly stated. Sensory details are strategically used in the observation, which are evidence of research and knowledge of the chosen topic, allowing the writer to avoid clichéd descriptions.
11-15	A well-chosen focus of observation that is clearly stated. Sensory details are used in most of the observation although there are some lapses.
6-10	A problematic choice of focus of observation/the focus is not clearly stated, which impacts the overall quality and effectiveness of the observation. Many of the details are general and need further research to improve the quality of the text.
0-5	A problematic choice of focus of observation/the focus is not clearly stated. The lack of research/thinking about the topic impacts the overall quality of the observation. The text relies too much on clichés and the descriptions are vague.
Research Question (15%)	
11-15	The research question is compelling and open ended, can be responded to in the scope of the op-ed, and springs from the vivid description of place, community, or the self as writer. It shows a clear motivation for writing the op-ed.
6-10	The research question is interesting, though too broad or specific. While it springs from an engagement with the topic, there may not be a clear sense of motivation.
0-5	The research question is too broad or specific and does not clearly come from an engagement with the described topic.
Use of evidence from Secondary Texts (30%)	
21-30	Texts are thoughtfully chosen, well represented, and contribute to building a complex argument that responds to the research question. The writer has chosen significant quotations and used paraphrase to clarify for the reader how the texts further the argument. The texts are connected or put into conversation.
11-20	Texts are thoughtfully chosen and contribute to building a complex argument that responds to the research question. The writer, however, has not represented them well to the reader. The writer has only partially chosen significant quotations and used paraphrase to clarify for the reader how the texts further the argument. The texts are not connected or put into conversation.
1-10	Texts are hastily chosen, not well represented, and do not contribute to building a complex argument that responds to the research question. Although the writer has chosen significant quotations and paraphrased the secondary texts, they are not clearly furthering the argument. The texts are not connected or put into conversation.
Argument (20%)	
16-20	Argument is complex and compelling, giving the reader a new perspective on the topic.
11-15	Argument is acceptable, but not particularly insightful.
6-10	Argument is cliché or too general, not an idea with which anyone would argue. The op-ed sometimes loses focus on the argument and digresses.
0-5	There is no clear argument or coherent purpose to the op-ed.
Grammar, sentence structure and vocabulary (10%)	

8-10	The text has hardly any grammatical errors and the sentences are highly effective in conveying meaning. Vocabulary is well-chosen and appropriate for the topic. The text is easy to read.
4-7	There are a few grammatical errors, but overall these do not impact the reading significantly. There are places where the sentencing/word choice is very effective but this is not consistent throughout the text. In places the vocabulary may not be the best choice.
0-3	The number of grammatical errors in the text significantly impacts the clarity of the text. Sentence structure, length, and the presence of incomplete sentences are also areas that need revision. Vocabulary has not been well-chosen and does not fit the topic. Overall the text is difficult to read.
Citation and formatting (5%)	
5	The authors follow the formatting guide in the appendix. Citations, quotations and paraphrases are properly done throughout the paper according to a given citation style. The bibliography is properly formatted.
3-4	The authors follow most of the formatting guide in the appendix. Part of the citations, quotations and paraphrases are properly done throughout the paper according to a given citation style. The formatting of the bibliography may need revisions.
0-2	The authors do not follow the formatting guide in the appendix. The citations, quotations and paraphrases are not properly done according to a given citation style. No bibliography is included.

#### **Appendix 4** **Class participation**

The class participation will be assessed according to the following criteria, with (1) being poor and (7) being excellent:

1. No participation in small/class group discussions; peer workshops, blogs, and paired presentations are incomplete—F
2. Small group participation but none in class discussions; peer workshops, blogs, and paired presentations are incomplete—D/D+
3. Small group participation and occasional class participation (answers questions when asked); peer workshops, blogs, and paired presentations are complete but are brief —C/C+
4. Small group participation and average class participation (in terms of frequency & quality); peer workshops, blogs, and paired presentations are complete but done hastily—B-/B
5. Small group participation and voluntary good quality class participation; peer workshops, blogs, and paired presentations are complete—B+
6. Small group participation and always voluntary, frequent and very insightful class participation (shows understanding of the subject and integrates ideas from the readings); peer workshops, blogs, and paired presentations are complete and reveal thoughtful consideration—A-/A
7. Small group participation and consistent (every single session), insightful and quality participation (shows good understanding of the subject and analytical integration of ideas from the readings); peer workshops, blogs, and paired presentations are complete and reveal a practice of using writing as a tool for thinking —A+