**2016/10**

**Composition III Guidelines**

**Objectives**

By the end of the year students

* should be able to summarize, report, criticize, and conduct research independently.
* should have written a long research paper.
* should have achieved high-level competence in writing English prose, logical argumentation, and critical assessments of academic and other material.

**Course Registration**

Students choose the section that they wish to attend, as long as the class has space. Maximum number of students per class is 13. Please do not accept extra students.

Students should not change section in the second semester, as each section usually has different schedules for the skills covered.

As of Fall 2015, it is agreed that four sections should be the appropriate offering.

**Assignments**

* A research paper of 10 pages long (about 2500 words). This is the minimum requirement.
* For different pedagogical purposes (and usually in the first semester), the long paper could be divided into several shorter assignments of roughly the same pages in total.
* Optional: Resume/CV, cover letters for job or graduate school applications.

**Subject Matter**

Finding a research topic.

Using library resources & web-based resources.

Avoiding plagiarism.

Paraphrasing.

Citation and references – MLA and/or APA

**Grading**

Final scores are given in accordance with the university’s grading scale.

**Materials**

Teachers may choose their own materials, matching the requirements above.

Dear all,

Here is a memo of the Comp 3 teachers' thoughts on the issue brought up by the CC (diversification, in short). Attached are the guidelines mentioned in point one below.

1. Guidelines for Comp 3 are finally available. The focus is academic writing, with the option to include business writing. We just have the basics covered to allow more flexibility for instructors.

2. Diversification should better be taken care of "outside of Comp 3." The crux is always to get people to teach the courses, be they Comp 3 or other potential genres for diversification. If Comp 3 teachers are required to diversify and teach genres they are not comfortable teaching (count interest, specialty, and willingness), it'd be an obstacle for keeping/recruiting teachers for the course.

3. We wonder whether the demand for diversification in fact comes from a need for further training in general writing. If so, having new diversification courses would not address the issue. Also, students who support diversification in the survey may not really take such courses when they become available, while they may be willing to take an advanced course in general writing.

4. Better advertising for Comp 3, with the help from other comp instructors. Namely, Comp 3 is not just for people who want to engage in academic work, and even for aspiring academics, it's not just for those interested in the humanities.

5. Further suggestion to be considered (Plenary and CC): divide Comp 3 to 3.1 and 3.2.

Plan A: 3.1 for advanced writing in general; 3.2 for research paper.

Plan B: 3.1 for academic writing, and 3.2 for possible diversification.

Students would have much more flexibility, and hopefully more of them would want to pick one course from either set. We could also have our teaching load lightened if we could repeat the same course in the two semesters: some only teach 3.1 and others only teach 3.2.