

Technical and Scientific English Writing

Fall 2019

Course #: LANG500002/ LANG500004

Professor: Yun-yin Huang (yyhuang@gapp.nthu.edu.tw)

Class hours: (Mon)3:30-6pm/10:00 am- 12:30 pm (Wed)

Office hours: By appointment @ Room 207, GB II.



Core competency indicators

- * The ability to communicate and express oneself in English (35%)
- * The ability to think critically and organize ideas logically in English (35%)
- * Having the knowledge of English learning strategies and techniques (30%)

Course Description

This course aims at providing higher-intermediate or advanced EFL graduate students with the essential skills in academic written communications. Specific strategies for composing and revising texts will be introduced to guide students in writing for different academic purposes and audiences. Along with lectures and class discussion, a variety of individual and collaborative tasks will be incorporated in class to better prepare the students with hands-on practices and greater metacognitive awareness of writing processes.

Course Objectives

1. To increase students' awareness of academic expectation and performance requirements of writing styles and formats.
2. To develop reading skills and strategies for scholarly articles, including developing academic vocabulary, recognizing the structure of different types of texts, and analyzing components of texts to understand how arguments/claims are made and supported, and
3. To develop writing skills for logical development and clarity of thought, including improving grammatical and mechanical control, practicing constructive peer editing and self-correction techniques.

Course Requirements

1. Actively participate in all class activities.
2. Complete and submit all written and non-written tasks on time.
3. Follow general guidelines of responsible conduct of research (RCR). Students are accountable for the integrity of the work they submit.
4. [Leave request] Prior email explaining the date and the reason for absence should be sent to BOTH me and the TA.

Required Textbook and references

Swales, John M., & Feak, Christine B. (2012). Academic Writing for Graduate Students: Essential Tasks and Skills (3rd Edition). Ann Arbor: U of Michigan Press. (ISBN: 978-0-472-03475-8)

Weissberg, R. & Buker, S. (2005). Writing Up Research. Taipei, Pearson Education Taiwan Ltd.

Grading

Attendance and participation - 10%

Vocabulary & phrases – 15%

Critical reading: Analysis report 15%

Assignments: (1) Definition 10%, (2) Data commentary 10%, (3) RP introduction 20% (4) Abstract 20%

**(3) and (4) include drafts and revisions*

Week	Topic	Instruction and activity
1	[Orientation] Course Overview	Pre-course writing/reading diagnosis, oral quiz on syllabus
2	[U1] An approach to academic writing	Lecture, selected tasks in the textbook, group discussion [Prepare a model article]
3	[U2] General-specific texts	Selected tasks in the textbook, pair discussion
4	[U3] Problem, process & solution	Self-selected GS examples, selected tasks in the textbook.
5	[U4] Data commentary	Peer-review on definition, analyze model articles <i>[In-class writing] Extended definition</i>
6	[U5] Writing summaries	Peer-editing on summaries, selected task in textbook
7		Student-Teacher conference I
8	[U7] IMRD structure	Share analysis of self-selected paper. <i>[In-class writing] Data commentary</i>
9	[U7] Methods/Materials	Selected tasks in the textbook.
10	[U8] CARS model	Moves in Introduction
11	[U8] Lit review /establishing a niche	Analyzing method sections, pair editing on drafts. <i>RP introduction draft due</i>
12	[U7&8] IMRD recap	Selected task, model essay analysis <i>RP introduction revision due</i>
13		Student-Teacher conference II, <i>Analysis report due</i>
14	Abstract	Grammar in Context, Q&A, abstract templates
15	Abstract revisited	Building a model of your own <i>Abstract draft due</i>
16	Research ethics workshop: THE LAB	<i>Abstract revision due</i>
17		Oral presentation on individual research (CARS model)
18		♥ Sharing and reflection ♥