

Academic Research Writing

11020LANG500006

Spring, 2022

Instructor: Tien-wen Lin

Time: Tn56

Room: General Building II #202

Office Location and Hours: By Appointment

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COURSE DESCRIPTION

This course is designed to serve two objectives: 1) To cultivate students' fundamental writing skills in English and 2) to apply the skills to their respective projects of interests. The instructor will give lectures and lead discussions about writing strategies in different genres. Additional vocabulary and grammar exercises will be provided in class. In addition to an investigation of the fundamentals of English writing, the course incorporates these skills with different tasks of academic research writing in the following order: abstract, introduction/literature review, methodology, discussion/results, and conclusion. At the end of the semester, students are expected to grasp the basics of research writing while incorporating the skills with their respective writing projects.

TEXTS

1. **Buker & Weissberg. (1990). *Writing up Research: Experimental Research Report Writing for Students of English*. Prentice Hall Press. (Recommended)**
2. **Greene. (2013). *Writing Science in Plain English*. The University of Chicago Press.**
3. Kayfetz. (1987). *Academically Speaking*. Wadsworth Pub. Co.
4. Michael. (2008). *Academical Vocabulary in Use*. Cambridge University Press.
5. **Wyrick. (2013). *Steps to Writing Well: With Additional Readings*. 12th Edition. Cengage Learning**
6. Other readings will be distributed electronically or in print in class.

EVALUATION

Participation 25%

Attendance and active participation are required to receive full participation credits, including participating small group activities and joining discussions in class. Your group discussion sheets and other worksheets (i.e., vocabulary building and grammar exercises) may be used as reference for your participation grade. Absences will result in lowered final course average.

Writer's Journal 25%

- I. In this semester, students are required to create their own writer's journal to explore the conventions in their respective disciplines. The journal serves as a user's manual: students should apply the knowledge they acquire in class, compared with that of their disciplines, and write up their notes into a personal journal. As people may consult a user's manual for learning the proper way to operate a machine, students will create their own guidebooks for writing a research paper in their field. The journal consists of students' notes in class along with other observations of journal articles. The assignment can be created in any format, in word document or with PPT slides, as long as they include the major subjects discussed in class. (20%)
On the days of journal writing (marked with an asterisk* and **highlighted in blue** below), please bring the articles to be analyzed, and use a laptop or a notebook for writing down your analysis of the three papers of your choice. (You are welcome to bring more!)

- II. An oral report (no visual aid required but encouraged) is to be given at the end of the class to present the academic conventions you find in your field throughout the semester. (5%)

Writing Tasks 50 %

Throughout this course, you will submit four writing assignments. Your writing will receive feedback from both the instructor and your peers. Please note that you are welcome to submit an existing piece of work BUT A REVISION PLUS THE ORIGINAL VERSION ARE BOTH REQUIRED when you submit the assignment.

1. Introduction / Literature Review (approximately 5 pages, A4-sized, double-spaced) 15%
2. Methodology (approximately 5 pages, A4-sized, double-spaced) 15%
3. Discussion / Results (approximately 5 pages, A4-sized, double-spaced) 15%
4. Abstract / Conclusion 5%

Please note that if the sum of your assignment page number is significantly shorter than required (15-20 pages, font size 11-12, A4-size, double spaced), you may receive a poorer grade for your writing. If the work submitted is significantly longer, excess sections may not be carefully reviewed. It is acceptable, nevertheless, if one section is shorter while another is longer.

COURSE SCHEDULE

2/14 **Week 1 Introduction**

2/21 **Week 2 Academic Language and Essay Writing**

Introduction to Academic Language and Academic Writing (PPT)

Topic Sentence (STWW)

2/28 **Week 3 228 Memorial Day (No Class)**

3/7 **Week 4 Introduction**

Thesis Statement and The Body Paragraphs (STWW)

3/14 **Week 5 Literature Review**

Introduction - Setting (WUR)

Introduction – Literature Review and Present Research (WUR)

**Research Writing: Introduction and Literature Review*

3/21 **Week 6 Word Choice**

Word Logic (STWW)

3/28 **Week 7 Effective Sentence I**

Effective Sentences (STWW)

4/4 **Week 8 Spring Vacation (No Class)**

Due: Introduction/Literature Review

4/11 **Week 9 Effective Sentence II**

Effective Sentences (STWW)

4/18 **Week 10 Methodology I**

Methodology - Materials (WUP)

Peer Review Exercise

4/25 **Week 11 Methodology II**

Methodology II-Procedures (WUP)

* [Research Writing: Methodology](#)

5/2 Week 12 Grammar

Major Grammar Errors (STWW)

Due: Methodology

5/9 Week 13 Discussion

Discussion (WUP)

Guide to Describing Graphs and Images (Handout)

5/16 Week 14 Results

Discussion (WUP)

Peer Review Exercise

*[Research Writing: Discussion and Results](#)

5/23 Week 15 Writing in Plain English

Tell a story, and favor the active voices (WSPE)

Put together old and new information (WSPE)

5/30 Week 16 Writing in Plain English II

Make lists parallel (WSPE)

Vary the lengths of paragraphs (WSPE)

Due: Discussion and Results

6/6 Week 17 Abstract and Conclusion Writing

What (Not) to Write in the Conclusion (Handout)

Abstract Writing (PPT)

*[Research Writing: Abstract and Conclusion](#)

6/13 Week 18 End of Semester Party, Hooray!

Due: Writer's Journal and Presentation

Due on 6/21: Abstract or Conclusion (Select One)