## Technical and Scientific English Writing

Sharing Your Research with the World

Course #: LANG500001/ LANG500004

Professor: Yun-yin Huang 黃芸茵

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Class hours: M34N/T34N (3 credits)

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

**Course Description**

This course is designed to equip EFL graduate students with essential skills in academic written communication. It introduces specific strategies for composing and revising texts to guide students in writing for diverse academic purposes and audiences. Emphasis is placed on research articles, complemented by critical reading tasks. The course incorporates online lectures, class discussions, and a variety of individual and collaborative assignments to provide students with practical experience and enhance their metacognitive awareness of writing processes.
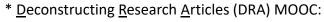
**Course Objectives**

1. To increase students' awareness of academic expectations of styles and formats.
2. To develop *reading* skills and strategies for scholarly articles, including developing academic vocabulary, recognizing the structure of different sub-genres, 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/mechanical control, maintaining flow, and practicing constructive peer editing.

**Course Requirements**

1. Actively engage and participate in all class activities.
2. Complete and submit all written and non-written tasks on time/by specified deadlines.
3. Follow RCR guidelines. Students are accountable for the integrity of the work they submit.
4. Use of AI: Conditionally open. For transparency and responsibility, you may choose AI for collaboration and learning to enhance the quality of your work. If you do, include a brief explanation of how generative AI was utilized.
5. [Leave request] Submit an email detailing the date and the reason for your absence to BOTH Professor Huang 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.

\* Deconstructing Research Articles (DRA) MOOC:

https://mooc.nthu.edu.tw/course/info/287

**Assessment**

♥ Attendance/participation-10%    [MOOC] DRA -10%    Analysis report-15%

Quizzes on RA genre knowledge-20%    In-class writing (Abstract) – 15%

Assignments: (1) Data commentary 15%, (2) RA introduction 15%

**Tentative weekly schedule**

| Week | Topic | Instruction and activity |
|------|-------|--------------------------|
| 1 | Course Overview | RI resources /reading diagnosis, oral quiz on syllabus |
| 2 | [U1] An approach to academic writing | Selected tasks in the textbook, model article selection |
| 3 | Moon Festival | [MOOC] DRA: Unit 1-3 |
| 4 | [U2] General-specific | Selected tasks in the textbook, identification of examples/features in model articles |
| 5 | [U3] Problem-solution | Definition sentence, Quiz 1 |
| 6 | | [MOOC] DRA: Unit 4-6 |
| 7 | [U4] Data is king | Data commentary *draft*+ peer editing |
| 8 | IMRD structure | Analyze model articles, (1) Data commentary revision due, |
| 9 | [U7] Methods/Materials | midterm check point of analysis report (self checklist, Quiz 2 |
| 10 | | [MOOC] DRA: Unit 7-9 |
| 11 | [U8] Discussion/conclusion, CARS model | Moves in Introduction, interpretation/meaning of data. Analyzing method sections, pair editing on drafts. (2) RA introduction *draft* |
| 12 | [U7&8] IMRD recap, Voice & tense in I.M.R.D | sharing of model article analysis (peer review) (2) RA introduction *revision* due    Quiz 3 |
| 13 | Abstract at glace | Grammar in Context, abstract templates |
| 14 | Abstract revisited | [In-class writing] Abstract, peer review, |
| 15 | RA in a nutshell | Building a model of your own, IMRD recap, DRA final exam *completion, Quiz 4 |
| 16 | Research Integrity | *Analysis report due*, THE LAB + Path2Integrity |