

*National Tsing Hua University*  
**Academic Research Writing, Fall 2024**  
Tentative Syllabus



**Course Code Number:** 11310LANG500010

**Class hours:** Thursday 12:20 pm-3:10 pm

**Classroom:** 綜二 202

**Credits:** 3

**Instructor & Contact Information:**

Name	Email	Office & Tel	Office Hour
汪友于	lucywang2012th@gmail.com	(full-time teachers only)	(full-time teachers only)



**英文核心能力指標 University Student Core Competency Indicators:**

英語溝通與表達能力 (ability to communicate and express oneself in English)	20%
深度分析與組織思考的能力 (ability to think critically and organize ideas logically in English)	20%
英語學習策略與技巧 (knowledge of English learning strategies and techniques)	20%
對英語與多元文化的國際視野 (global views of English and multicultural diversity)	20%
善用英語學習資源，培養獨立學習英語的習慣與能力 (ability to use existing English learning resources and development of independent self-learning habit)	20%

**COURSE GOALS & DESCRIPTION:**

The course aims to equip students with English academic writing skills through writing points such as prewriting, first draft writing, revising, editing, etc. As students practice the entire writing process repeatedly with careful guidance, they internalize the essential steps and improve their writing. It also provides students with an essential set of tools to ensure they master not only the writing process, but also the grammatical structures, lexical knowledge, and rhetorical modes required for academic writing.

- At the high-intermediate level
- Academic, personal or professional purposes/goals
- Produce a complete, cohesive piece of writing
- Draw on prior knowledge, set goals, gather information, organize ideas and evidence
- Learn which writing strategies are best suited to a particular kind of sentence, paragraph, or essay
- Develop critical thinking
- Learn the basics of a rhetorical structure (e.g., narrative, description, opinion, persuasion, compare-contrast, or problem-solution)
- Explore ideas through freewriting
- Complete a graphic organizer
- Complete introductions, body paragraphs, and conclusions

- Learn how to use transitions and other connecting words to knit the parts of the writing together
- Read and analyze a writing model
- Complete vocabulary exercises
- Review writing tips
- Revise the drafts
- A revision checklist tailored to the specific assignment guides students through the revision process
- Grammar presentation and practice help students make the connection between grammar and writing
- An editing checklist ensures that students check and proofread the final drafts
- **AI-assisted reports and assignments are not allowed: only content done by a student or as part of an assigned group is accepted**

**Reminder:** When students use AI—no matter how much—must be responsible to ensure the correctness of the information. One of Chat GPT’s biggest limitations is its databases only goes up to 2021, making it unaware of current events.



UNIFORM TEXTBOOK:

Beaumont, J. (2012). *Focus on Writing 4*. New York: Pearson Education, Inc.



GRADING:

- |                                 |     |
|---------------------------------|-----|
| 1. Attendance and participation | 20% |
| 2. Presentations                | 20% |
| 3. Assignments                  | 30% |
| 4. Midterm project              | 15% |
| 5. Final project                | 15% |



SUGGESTED CLASS ACTIVITIES:

- Brainstorming activities
- Vocabulary building activities
- Grammar practice
- Sentence-completing activities
- In-class discussion
- Group/ individual writing



CLASS RULES:

1. **Class attendance, lesson preparation and active class participation** are required.
2. **Plagiarism** and **cheating** on the projects are **absolutely not permitted**.



## DETAILED SYLLABUS:

<b>Week</b>	<b>Date</b>	<b>Main Topic</b>
1.	9/5	Course introduction & Orientation Unit 1 Making healthy choices: Writing Focus: Writing a persuasive paragraph
2.	9/12	Unit 1 Making healthy choices: Reading: An article about preventing childhood obesity Choosing a writing assignment for a persuasive paragraph Writing a topic sentence with a controlling idea and opinion
3.	9/19	Unit 1 Making healthy choices: Analyzing a model paragraph Applying the Revision Checklist and writing the second draft
4.	9/26	Unit 1 Making healthy choices: Grammar practice: Reviewing simple present, present perfect, and simple past
5.	10/3	Unit 2 Growing up too fast: Writing Focus: Writing a persuasive essay Reading: An article about a teenage explorer
6.	10/10	Holiday (No class)
7.	10/17	Unit 2 Growing up too fast: Choosing a writing assignment for a persuasive essay Writing topic sentences/ Using transition words to give reasons
8.	10/24	Unit 2 Growing up too fast: Analyzing a model persuasive essay Applying the Revision Checklist and writing the second draft / Grammar practice
9.	10/31	Unit 3 Being part of the solution: Writing Focus: Writing a problem-solution essay Reading: An article about paying kids to do well in school
10.	11/7	Unit 3 Being part of the solution: Choosing a writing assignment for a problem-solution essay Writing topic sentences/ Using transitions to connect paragraphs
11.	11/14	Unit 3 Being part of the solution: Analyzing a model problem-solution essay Applying the Revision Checklist and writing the second draft / Grammar practice

12.	11/21	Unit 4 Then and Now: Writing Focus: Writing a compare-contrast essay Reading: A blog about adapting to change
13.	11/28	Unit 4 Then and Now: Choosing a writing assignment for a compare-contrast essay Writing topic sentences with transition words and phrases that show addition and contrast
14.	12/5	Unit 4 Then and Now: Analyzing a model compare-contrast essay Applying the Revision Checklist and writing the second draft/ Grammar practice
15.	12/12	Unit 5 Happiness: Writing Focus: Writing a cause-effect essay Reading: An article about research on happiness and aging Applying the Revision Checklist and writing the second draft/ Grammar practice
16.	12/19	Group Presentation

SDGs (UN Sustainable Development Goals) Indicators

					
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## Academic Linguistic Skills Indicators

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|--|--|--|---|
| <input checked="" type="checkbox"/> Academic Writing | <input type="checkbox"/> Attention to Detail | <input type="checkbox"/> Brainstorming         | <input type="checkbox"/> Collaborating          |
| <input type="checkbox"/> Critical Thinking           | <input type="checkbox"/> Debate              | <input checked="" type="checkbox"/> Editing    | <input type="checkbox"/> Information Gathering  |
| <input type="checkbox"/> Listening                   | <input type="checkbox"/> Note Taking         | <input type="checkbox"/> Organizing            | <input checked="" type="checkbox"/> Peer Review |
| <input checked="" type="checkbox"/> Presentations    | <input type="checkbox"/> Public Speaking     | <input type="checkbox"/> Reading Comprehension |   |
| <input type="checkbox"/> Verbal Communication        |  | <input checked="" type="checkbox"/> Writing    |   |