

Introduction to Academic Writing in English 英文學術論文寫作概論

National Tsing Hua University

Fall 2022

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Class/Section: KLST 610400

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COURSE DESCRIPTION

This course trains students in the use of academic writing conventions, including its general characteristics (clarity and conciseness) and its structure (specific support and development, organization, unity, coherence, and cohesion). Students will do a variety of individual, pair, and small group work as well as whole class activities which are supplemented by homework assignments. A special emphasis is placed on the necessary skills for writing using outside sources. Students will review strategies for effective and critical reading, and they will learn how to correctly incorporate and document material from sources into their writing. In addition to properly citing sources, students are also introduced to paraphrasing and quoting, in order to avoid plagiarism. Supplementary course materials can be found on our e-learning platform.

COURSE MATERIALS

Text (Tentative – subject to change)

- Meyers, A. (2014). *Longman academic writing series 5 – Essays to research papers*. New York: Pearson Education.

Recommended references

- McCarthy, M. & O'Dell, F. (2016). *Academic vocabulary in use* (2nd ed.). UK: Cambridge University Press.
- Morley, J. (2020). *Academic Phrasebank: An academic writing resource for students and researchers* (3rd ed.). UK: The University of Manchester Press.
- Swales, J. & Feak, C. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). Ann Arbor, MI: The University of Michigan Press.

Additional materials

A number of in-class handouts, online materials, and journal articles will be provided.

COURSE POLICIES

• *Attendance*

Attendance and participation are vital to your success in this class. Therefore, you are required to attend all classes. If, for some reason, you must be absent, please contact me **before** class. **In any case, if absent, you are responsible for all notes and assignments.**

• *Lateness for class*

Class will begin promptly on the hour. If you are more than 10 minutes late for class, you **will** lose attendance and participation points for that day. Please **be on time** for class. Lateness will directly affect your grade in this class.

• *Grading*

Percentages for the final grade are assigned in the following manner:

Attendance	15%
Participation	30%
Presentations	15%
Homework (including postings on the discussion board)	40%

Homework may be given daily. You are expected to come to class prepared to discuss assignments. Participation in class discussions and activities is expected and will contribute to the final grade. Some homework assignments will be handed in to be graded- with or without prior notice. A grade of zero will be given to all work missed due to an unexcused absence. Late homework will **not** be accepted.

• *Cell phone*

Cell phone **has to** be turned off during the class. If it rings twice and above, points will be taken off from your final grade.

• *Plagiarism*

The work that you turn in for this class **must be your own**. Plagiarism is one type of academic dishonesty, which may result in a student's suspension or dismissal from the University. Therefore, **always cite the sources you use** for information in all assignments.

• *Reading journals*

Each time you are assigned a reading, you are required to complete a journal entry (150-200 words each) and post it to our discussion board. For each reading,

- ✓ Summarize the key concepts;
- ✓ Connect concepts to other learning/personal experiences or your observations;
- ✓ Stop and clarify unfamiliar language/examples.

• *Portfolio*

Keep all of your writing for this course, including in-class and out-of-class working notes, drafts, revisions, and final drafts, as well as reader responses and peer review comments. At the end of the semester, you will review all your work to analyze and evaluate your progress to complete a 350-400 word reflection essay, in which you argue how the work

you have done help achieve the learning goals you set at the beginning of the semester. In addition, you are required to include all the work you reference in the appendix.

TENTATIVE DAILY SCHEDULE (subject to change)

Week	Date	Course Contents
1	09/14	Course overview Learning Pack exercise Writing practice
2	09/21	Rhetorical appeals and arguments (I) Learning Pack discussion
3	09/28	Teacher's Day (Proficiency Test)
4	10/05	Rhetorical appeals and arguments (II) 3-min presentation Benchmark Writing
5	10/12	Chapter 1: Expository Essays + Quiz
6	10/19	<i>Student-teacher conference I</i>
7	10/26	Bio writing Peer review – guidelines & practice
8	11/02	Chapter 6: Problem/Solution Essays (I)
9	11/09	Chapter 6: Problem/Solution Essays (II) + Quiz Academic integrity and research ethics
10	11/16	Sports Day (<i>Student-teacher conference II</i>)
11	11/23	Chapter 7: Summary/ Response Essays (I)
12	11/30	Chapter 7: Summary/ Response Essays (II) + Quiz
13	12/07	Abstract writing Chapter 8: Argumentative Essays
14	12/14	Portfolio workshop + Reflection writing
15	12/21	<i>Student-teacher conference III</i>
16	12/28	Presentation (I)
17	01/04	Presentation (II)
18	01/11	Final exam week