

Academic English Writing

Course Introduction

This course introduces some useful techniques for writing an academic research paper. It is designed to help you develop and sharpen the writing skills necessary to become a successful academic English writer, with a particular focus on sentence structure/grammar and discourse organization enhancement. In order to achieve competence with the use of English and fluency with written English, you will be guided step-by-step to improve your ways of thinking and writing clear and concise sentences and paragraphs into a unified, well-organized research paper. You will also familiarize with a number of writing techniques and styles that would polish your writing to prepare you for future academic writing.

Teaching Objectives

The course aims to raise your awareness and develop skills and deeper understanding of aspects of academic writing, sentence-structural variety and rhetorical moves. It consists of an introduction to academic English and to the framework of each part of an academic paper. The readings and discussions in this course will improve your current knowledge of the structure of a research paper. You will also learn how to make an oral presentation of your research in a clear and professional manner. It is hoped that you will be motivated to write a research paper and be able to achieve clarity and correctness in writing.

Teaching Outline

The course is designed to support your research and lead to manuscripts that are publishable. You will be assigned writing assignments, and by the end of the semester, you should be able to finish a draft of your research on a specific topic, making use of the moves and techniques that you have learned from this course. Particular emphasis is given to the procedures adopted in writing a well-organized research paper. You will be required to read and analyze your own writings and to synthesize and document sources. You will demonstrate your competence through a range of writing assignments. The main task of this course will be threefold: choosing and formally proposing a topic, reviewing the literature, and writing a paper incorporating primary and secondary sources. Each assignment will be discussed in greater detail in class meetings as well as in the assigned readings. In addition, you are required to give an oral presentation of your research.

Teaching Method

1. Class time will be divided into lectures, discussions and a variety of writing exercises, and you will be expected to have the reading assignments done before class. None of writing purposes can be accomplished if you are unfamiliar with the texts.

2. Attendance and Participation Policy: Because the skills taught in English composition are cumulative, regular attendance is necessary. In addition, participation is also crucial to this class format. Please be prepared for each class by completing all assigned readings. Regular class attendance and class participation, such as answering questions in class, participating in class discussions, or showing improvement on composition can have a positive effect on your overall semester grade. On the other hand, frequent absences, tardiness, or inattentiveness in class can have a detrimental effect on your final grade. Family emergencies and illnesses will come up and I will take these situations into consideration. Please come to me and explain such reasons. When you miss class, you are responsible for gaining the lecture notes from classmates and finishing any assignments given during the absence.

3. Assignments: All assignments are due on the date specified on the syllabus. All essays must be typed, double spaced, at least 12 point readable font, and fully proofread; include a title, your name, the date and numbered pages that are either stapled or paper-clipped together. Also, given that you are responsible for keeping a complete folder of your work, make sure to save your papers on a back-up disk and to maintain a hard copy of every piece of writing you hand in to me.

4. Disruptive behavior, sleeping in class, reading the newspaper or other materials not related to class, or doing work for another class will not be tolerated during class time.

5. A Note on Cell Phones: When we meet as a class, no one in class, especially your instructor, wants to be interrupted by your personal life. If you must carry this kind of device, you need to be sure that it is on vibration.

*Academic Honesty: As you are part of the University community, it is your responsibility to act with integrity when it comes to self-conduct and course work. All work done for this class is to be your own. If you consult an outside source or refer to or use another person's work, you must acknowledge it and give credit where due. Failure to do so is plagiarism. Plagiarism is "the use of someone else's words or ideas as your own without crediting the other person" (Lunsford, Andrea and Connors, Robert. *The New St. Martin's Handbook*. Boston: Bedford/St. Martin's, 1999: 494). Please be sure that you must cite the sources of any ideas that are not your own. To avoid plagiarism, you can document your papers using the MLA/APA/CMS citation formats. We will cover these formats in class.

Learning Assessments

Formative and summative assessments based on formal as well as informal in-class

activities will be conducted throughout the semester.

Grading Criteria

Attendance and participation 20% (20 points)

Writing assignments (Introduction, Methods, Results, Discussion/Conclusion, Abstract, and Final paper) 70% (70 points)

Oral presentation 10% (10 points)

*No late assignments will be accepted unless you have talked to me ahead of time and the excuse is reasonable.

Textbook

Swales, J. & Feak, C. (2007). *Academic Writing for Graduate Students* (2nd ed.). Ann Arbor: University of Michigan Press.

References

1. Conlin, M. L. (2008). *Patterns Plus: A Short Prose Reader with Argumentation*. Boston: Houghton Mifflin.
2. Donald, R., Moore, J., Morrow, Betty, W., Lillian, & Werner, K. (1996). *Writing Clear Essays*. NJ: Prentice Hall Regents.
3. Frodesen, J. & Eyring, J. (1997). *Grammar Dimensions 4*. Boston: Heinle & Heinle.
4. Langan, J. (2008). *College Writing Skills*. NY: McGraw-Hill.
5. Lester, J. D. & Lester, J. D (2009). *Writing Research Papers: A Complete Guide*. New York: Pearson Education.
6. Liao, P. (2007). *Grammar for the Writing of English Research Papers*. Taipei: Jong-Wen Books.
7. McCarthy, M. & O'Dell, F. (2008). *Academic Vocabulary in Use*. Cambridge University Press.
8. Powell, M. (2002). *Presenting in English: How to Give Successful Presentations*. Boston, MA: Thomson-Heinle.
9. Reinhart, S. M. (2002). *Giving Academic Presentations*. Ann Arbor: University of Michigan Press.
10. Reinking, J., Hart, A., & Osten, R. (2002). *Strategies for Successful Writing*. NJ: Prentice Hall Regents.
11. Ruetten, M. (2003). *Developing Composition Skills: Rhetoric and Grammar*. Boston: Heinle & Heinle.
12. Slade, C. & Perrin, R. (2008). *Form & Style*. Boston: Houghton Mifflin.
13. Smalley, R., Ruetten, M., & Kozyrev, J. (2001). *Refining Composition Skills*:

Rhetoric and Grammar. Boston: Heinle & Heinle.

14. Swales, J. M., & Feak, C. B. (2000). English in Today's Research World: A Writing Guide. Ann Arbor: University of Michigan Press.

Syllabus

Date	Topic
8/6	Class Orientation
8/7	Unit 1: An Approach to Academic Writing
8/8	Unit 1: An Approach to Academic Writing
8/9	Unit 2: Writing General-Specific Texts
8/13	Unit 2: Writing General-Specific Texts
8/14	Unit 3: Problem, Process, and Solution
8/15	Writing Introduction
8/16	Unit 5: Writing Summaries
8/20	Writing Introduction *Introduction due
8/21	Writing Methods
8/22	Writing Methods *Methods due
8/23	Unit 4: Data Commentary
8/27	Unit 4: Data Commentary
8/28	Writing Results *Results due
8/29	Writing Discussion/Conclusion and Abstract
8/30	Writing Discussion/Conclusion and Abstract *Discussion/Conclusion and Abstract due
9/3	Oral Presentation *Final Paper due
9/4	Oral Presentation