

LT3390: ACADEMIC WRITING WORKSHOP

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Academic Writing Workshop

Subject Code

LT - Linguistics and Translation

Course Number

3390

Academic Unit

Linguistics and Translation (LT)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

CTL3390 Academic Writing Workshop

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to provide students with training and practice in the development and presentation of an academic, scholarly research paper. The mind-set of the students is to be changed so that they can come to understand and appreciate

the requirements of an academic paper, especially the need for finding a niche, making a discovery and contributing to knowledge.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Define a research topic for study, including generating a research question that occupies a niche and says something new. (attitude, accomplishment)		x	x	x
2	Conduct an extensive literature search and critically review the literature. (attitude, ability and accomplishment)		x	x	x
3	Relate their understanding of the intellectual demands of scholarly work to their own academic research. (attitude, ability and accomplishment)		x	x	
4	Argue logically, persuasively and forcefully. (ability and accomplishment)		x	x	x
5	Enhance their proficiency in writing and presenting in an academic style. (ability and accomplishment)		x	x	x
6	Manage the processes of independent study and reflect on the crucial factors for successful independent, life-long learning. (attitude, ability and accomplishment)		x	x	
7	Produce a full-length academic, scholarly research paper with the appropriate contents and in an appropriate format. (ability and accomplishment)		x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture	1, 2, 3, 4, 5, 6	
2	Small group brainstorming for research topic	1	

3		Small group task involving comparison and refinement of research questions	1	
4		Individual writing task – generating a research question for teacher’s comment and approval	1	
5		Problem solving activity involving library and on-line research	2	
6		Individual writing task: compiling a bibliography in the appropriate format	2	
7		Individual writing task: writing a literature survey	2	
8		Small group activity involving differentiating between legal and illegal copying	3	
9		Small group brainstorming for generating new ideas, by employing strategies for thinking out of the box	3	
10		Problem solving activity involving identification and rectification of logical fallacies	4	
11		Problem solving activity involving logical organization of ideas and collected information	4	
12		Impromptu debate	4	
13		Individual writing task: writing the outline for the academic paper	4	
14		Problem solving activity involving identification and correction of grammatical errors	5	
15		Small group activity involving comparison and contrast of academic style and non-academic style of writing and presentation	5	
16		Individual writing task: writing the academic paper	5	

17		Reflective log on the processes of writing the academic paper	6	
18		Small group activity involving discussion of each other' s log	6	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1 One full-length academic, scholarly research paper on a topic of the student' s own choice (minimum length 2000 words). The process writing approach is adopted in this course, requiring students to do multiple drafts of the paper.	1, 2, 3, 4, 5, 6, 7	100	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. One full-length academic, scholarly research paper

Criterion

Research skill and writing style

Excellent (A+, A, A-)

Shown exceptional analysis of the subject matter with excellent research skill, always observed proper academic writing style.

Good (B+, B, B-)

Shown good analysis of the subject matter with good research skill, mostly observed proper academic writing style.

Fair (C+, C, C-)

Shown proper analysis of the subject matter with proper research skill, adequately observed proper academic writing style.

Marginal (D)

Marginally shown proper analysis of the subject matter with proper research skill, marginally observed proper academic writing style.

Failure (F)

Hardly shown proper analysis of the subject matter with poor research skill, failed to observe proper academic writing style.

Part III Other Information

Keyword Syllabus

Nature of academic writing. Academic community. Traditional and individual talent. Creativity. Conduct of research. Literature review. Outlining. Argumentation: ethos, logos and pathos. Independent study. Plagiarism. In-text citation and bibliography. Academic style of writing.

Reading List

Compulsory Readings

	Title
1	Bergmann, L.S. (2010). <i>Academic research and writing: Inquiry and argument in college</i> . Boston: Longman.
2	Henderson, E. (2010). <i>The empowered writer: An essential guide to writing, reading & research</i> . Don Mills, Ont.: Oxford University Press.
3	Flowerdew, J. (Ed.). (2002). <i>Academic discourse</i> . Harlow: Longman.
4	Meloy, J. M. (2002). <i>Writing the qualitative dissertation: Understanding by doing</i> (2nd ed.). Mahwah, N.J.: L. Erlbaum.
5	Moore, K. M. (2011). <i>Techniques for college writing: The thesis statement and beyond</i> . Boston: Wadsworth Pub Co.
6	Silvia, P.J. (2007). <i>How to write a lot: A practical guide to productive academic writing</i> . Washington, DC: American Psychological Association.

Additional Readings

	Title
1	Belcher, D. & Braine, G. (Eds.) (1995). <i>Academic writing in a second language: Essays on research and pedagogy</i> . Norwood, N.J.: Ablex.
2	Benesch, S. (2001). <i>Critical English for academic purposes: Theory, politics, and practice</i> . Mahwah, N.J.: L. Erlbaum..
3	Bishop, W. & Zemliansky, P. (Eds). (2002). <i>The subject is research: Processes and practices</i> . Portsmouth, NH: Boynton/Cook Publishers.
4	Bitchener, J. (2010). <i>Writing an applied linguistics thesis or dissertation: a guide to Presenting empirical research</i> . Basingstoke: Palgrave Macmillan.
5	Buranen, L. & Roy, A. M. (eds). (1999). <i>Perspectives on plagiarism and intellectual property in a postmodern world</i> . Albany: State University of New York Press.
6	Celce-Murcia, M. & Larsen-Freeman, D. (1999). <i>The grammar book: An ESL/EFL teacher' s course</i> (2nd ed.). Boston: Heinle & Heinle.
7	Chandrasoma, R. (2010). <i>Academic writing and interdisciplinarity</i> . Newcastle upon Tyne: Cambridge Scholars.
8	Clark, J.L. (2010). <i>Scholarly writing: Ideas, examples, and execution</i> . Durham, N.C.: Carolina Academic Press.
9	Cooley, L. & Lewkowicz, J. (2003). <i>Dissertation writing in practice: Turning ideas into text</i> . Hong Kong: Hong Kong University Press.
10	Cooper, S. (2012). <i>Writing logically, thinking critically</i> . (7th ed.). Boston: Person.
11	Creame, P. (2003). <i>Writing at university</i> . Buckingham: Open University Press.
12	DiYanni, R. (2004). <i>Writing about the humanities</i> (2nd ed.). Upper Saddle River, N.J.: Prentice Hall.
13	Goshert, J. C. (2011). <i>Entering the academic conversation: Strategies for research writing</i> . Boston: Longman.
14	Hodges, J. C. et. al. (1998). <i>Harbrace college handbook</i> (13th ed.). New York: Harcourt Brace College Publishers.
15	Hyland, K. (2006). <i>English for academic purposes: An advanced resource book</i> . London: Routledge.
16	James, G. (2001). <i>Many a slip --: A dictionary of shaky grounds and missedConnections: Vocabulary for discussion of argument</i> . Hong Kong: Language Centre, Hong Kong University of Science and Technology.

17	Li, C. N. & Thompson, S. A. (1981). Chinese: A functional reference grammar. Berkeley: University of California Press.
18	MacDonald, S. (2010). Professional academic writing in the humanities and social sciences. Carbondale: Southern Illinois University Press.
19	Mounsey, C. (2002). Essays and dissertations. Oxford: Oxford University Press. Swales, J. M. & Feak, C. B. (2000). English in today's research world: A writing guide. Ann Arbor: University of Michigan Press.
20	Odell, L. (2010). Writing now: shaping words and images. Boston: St. Martin's. Paquot, M. (2010). Academic vocabulary in learner writing: From extraction to analysis. London: Continuum.
21	Paquot, M. (2010). Academic vocabulary in learner writing: From extraction to analysis. London: Continuum.
22	, Pecorari D. (2008). Academic writing and plagiarism: A linguistic analysis. London: Continuum.
23	Swales, J.M. (2011). Navigating academia: Writing supporting genres. Ann Arbor, Mich.: University of Michigan Press.
24	Sword, H. (2012). Stylish academic writing. Cambridge, Mass.: Harvard University Press.
25	Ventola, E. & Mauranen, A. (Eds.). (1996). Academic writing: Intercultural and textual issues. Amsterdam: John Benjamins.
26	Walliman, N. (2004). Your undergraduate dissertation. London: Sage.
27	http://wps.ablongman.com/long_aaron_lbch_5/0,7988,823125-,00.html
28	http://www.ablongman.com/littlebrown/
29	http://www-e.uni-magdeburg.de/hkersten/WritingPapers/Writlink.htm
30	http://library.smc.edu/research/webresearch.html
31	http://www.virtualsalt.com/antiplag.htm
32	http://www.unc.edu/depts/wcweb/handouts/fallacies.html
33	http://www.writing.ku.edu/students/guides.shtml#5