

Academic English 210: Introduction to Graduate Research Writing

Fall 2023

Class Meeting Room: DBH1427

Class Meetings: Tuesday, 9:00-10:50am

Instructor Information

Instructor

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Email

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Office location & hours

335A HIB, Tuesdays, 11am-12pm
or by appointment

General Course Information

Description

In this writing-intensive course, you will develop the critical reading, analytical, and writing skills needed to produce sophisticated and persuasive graduate level papers. This course introduces key components and strategies for successful graduate-level writing, including critical analysis, research methodologies, and academic genre awareness. Throughout the quarter, you will learn and practice strategies that writers use to explore a particular topic and to successfully analyze and respond to different perspectives gathered around a particular issue. You will explore writing as a process as you apply what you've learned in your own writing projects. You will work through the different phases of the writing process: selecting, exploring, and focusing a topic and research question; strategies for finding, evaluating, and keeping track of sources; reading and note-taking strategies to analyze and synthesize information; documentation styles and integrating sources into your writing; outlining, drafting, and revision strategies. You will work on your project *with approval by a faculty member in your department. Class sessions will consist of interactive lectures, discussions, and peer workshops.

Expectations and goals

As the first of the graduate writing series (210, 211, and 212), this course aims to introduce you to the fundamental academic writing conventions applicable for diverse scholarly writing tasks, such as identifying gaps in literature, writing a critique/data commentary, and creating a research space.

The main goal of this course is for you to develop your academic writing skills and conference to express yourself in an articulate and effective manner on the page. When you successfully complete this course, you will be able to:

1. Think critically in exploring perspectives and issues surrounding a topic;
2. Use library database and Internet search methods to find relevant sources on a topic;
3. Read critically and take effective notes;
4. Create an annotated bibliography of relevant and key research on your topic;
5. Plan, draft, revise, and complete an academic paper that demonstrates academic writing structure and accurate use of documentation style for your field;
6. Design and deliver an oral presentation of your research topic.

Course Materials

Required Materials

- Booth, Wayne, et al., ed. *The Craft of Research*, 4th edition. Chicago: U of Chicago P, 2008.
- Swales, John M., and Feak, Christine. *Academic Writing for Graduate Students: Essential Tasks and Skills*, 3rd edition. U of Michigan P, 2012.
- IEEE, MLA, CMS, and APA Citation Style Guides.
- Other required class readings, assignments, and materials will be posted to our course Canvas space.

GLC Graduate Writing Support Collaboration:

To help you to incorporate good writing process into your everyday work habits—so that the benefits of taking this course last long past this quarter—you will be required to visit the GLC Graduate Writing Center once to work on any assignment related to this course with the Writing Consultant of your choice. You are strongly encouraged to meet with the Writing Consultant more than once throughout the term if your schedule allows.

Course Structure

We will use a process-based approach to developing your thinking, reading, and writing skills in these main areas. These different phases are not linear. Rather, they are integrated in the work we do, although we will focus on each of them in turn.

1. *Exploring*: generating ideas, connecting, contrasting, critiquing
2. *Reading*: finding and selecting relevant sources, note-taking, managing sources
3. *Writing*: outlining, drafting, citing, and paraphrasing
4. *Revising*: receiving and giving peer feedback, revising structure, syntax, grammar, documentation style
5. *Presenting*: oral and visual presentations, formatting documents in the appropriate documentation style

Assignments

We will use the following process-based approach to draft, revise, and complete your final project:

Research Calendar (Complete/Incomplete)

Prepare a 10-week research schedule outlining main goals, key tasks/steps, and important deadlines for your final research project for this course.

Statement of the Problem

Choose a topic that genuinely interests you and has relevance in your academic discipline. Provide a concise background of the topic and its significance; then, formulate a clear and specific problem statement that you aim to address through your research. Be sure to explain why this problem is worth investigating and the potential implications of solving it.

“Elevator Speech” - Research Project Proposal

Prepare a 1-page paper proposal to introduce your preliminary topic, research question, method, and hypothesis.

Research Bibliography: 5+ sources with annotation & Librarian Consultation

Create an annotated bibliography according to the conventions of your style guide and discipline. Each evaluation should summarize the content of the source, evaluate its quality and significance, and describe the source’s relevance to your project. Each annotation should be 100-150 words.

Mentor Text Analysis & Presentation

Select a piece of writing that serves as an example and source of inspiration for your own discipline or discourse community. You will share this text with our class and prepare a 5-minute presentation.

Article Critique or Data Commentary (Choose One)

Choose one from the following: (1) Write a 750-word critical analysis/response to a single major article or source related to your topic assessing the quality of both the writing and content of the article; (2) Compose a 3-page data analysis or interpretation, including the data used, examining and explaining the key data for your project that involves making sense of the data, identifying patterns, trends, and relationships, and providing context for your research or findings.

Working Introduction & Outline

Use the CARS model to establish the issue and/or research question, the research gap, and your thesis statement/hypothesis. Then create a concise outline using the AXES model for paragraph development and indicating which sources you will use for each point at which you need evidence.

Term Paper First Draft with Abstract

This paper is an academically structured and formatted paper on a topic of your choice, and it must include an abstract that fit with your disciplinary convention. The length of this paper will depend on the project you choose, but it must be written following the documentation style appropriate to your field. It should include the CARS Introduction that has been reviewed and marked as “complete” from the previous draft of working introduction.

Paper Final Draft

This paper is a research article for an educated audience, complete with article abstract, presenting your findings about a topic and engaging your readers’ interests in the research question under discussion. The essay assignment includes preparing a paper proposal and giving a short presentation of your research findings in class. You may prepare a research paper, a literature review, or a case study, as is applicable for your discipline.

Peer Review, GLC Grad Tutoring Appointment, & Writing Conferences

We will use peer review, a process in which you read and respond to a classmate’s work in the drafting stages. This process helps us review and strengthen our own skills as we apply them in responding to someone else’s work. You are also required to visit GLC Graduate Writing Support once and attend Writing Conferences with the instructor before you submit your Final Draft.

Oral Presentation

Plan an oral presentation of your topic (3-5 minutes, see “3-Minute Pitch”) that communicates your research paper’s topic and main arguments to a general audience of your peers. Your presentation should include some visuals (e.g., PowerPoint slides). Lead your audience in a 5-minute discussion following your presentation.

*****Please note:*** Sometimes graded assignments on Canvas will show as “Incomplete” until they have been revised appropriately, at which point the grade will be changed to “Complete.” You may revise any “Incomplete” assignment within two weeks of the original due date. All assignments must show as “Complete” for you to receive a grade of “Pass” for the course.

Grading and Attendance Policy

This course is graded Pass/No Pass. 73% is the percentage that is required to pass the course. If you are absent more than **two** times, you will receive a grade of “**No Pass**” regardless of your grades for work submitted. You are also expected to submit all assignments to Canvas by their due date. If you need an extension for an assignment, please contact me ahead of the deadline.

Your final course grade will be determined using the following scale:

100-97.5: A+	89.99-87.5: B+	79.99-77.5: C+	69.99-67.5: D+	59.99 & below: F
97.49-92.5: A	87.49-82.5: B	77.49-72.5: C	67.49-62.5: D	
92.49-90.0: A-	82.49-80.0: B-	72.49-70.0: C-	62.49-60.0: D-	

Course Policies

Final Draft Submission

All final drafts of papers should be carefully edited for grammatical, mechanical, and structural fluency. All sources of information and ideas must be adequately cited. You will need to dutifully consult and follow conventions of your style guide with each assignment. Please take advantage of the strong support you will receive at the Writing Center and GLC Grad Tutoring Support to help you build your work and develop your revision and editing skills.

Plagiarism and the Honor System (Including the Use of Generative AI Tools)

All work must be your own, including both form and content. We will learn about plagiarism in our course and how you should work to avoid it. The University considers plagiarism a serious academic offense that invokes severe disciplinary measures. Plagiarism includes the purchasing and submission of purchased assignments/term papers, non-attribution of one's sources, and dishonest use of another's words or work. You are therefore cautioned against all forms of plagiarism, including the use of Generative AI Tools in your writing process. For more information about UCI's plagiarism policy as well as tips for pertinent safeguards, visit [Office of Academic Integrity & Student Conduct](#) and refer to [DTEI's guideline and resources on Generative AI](#).

Attendance, Participation, and Communication

This course depends on strong collaboration among peers. Coming late or being absent will negatively impact your classmates and your own learning. Full attendance and punctuality are, therefore, critical for your success in this course. You are allowed up to 2 absences through the course; if you need additional accommodation, please contact me to make such arrangement.

Participation not only includes bringing your materials to every class, but also venturing forward with your questions and ideas, as well as taking notes and listening to your classmates attentively. Discussing ideas in class and interacting with your peers helps you develop and form your own ideas in response to the reading you will be doing for this class. These interactions will help you to form your own scholarly worldview and help you learn to articulate it effectively through writing and communication. Good communication is essential for moving effectively through our work process. Please contact me to discuss any class concerns, difficulties, and ideas. I usually respond to emails within 48 hours, excluding weekends, holidays, or while I am traveling.

Campus Resources

Disability Services Center (DSC)

University of California, Irvine is committed to providing a barrier free environment for persons with documented disabilities. If you have a disability and feel you need accommodations in this course, please contact the Disability Services Center (DSC), located in Building 313, or apply for services online at www.dsc.uci.edu. DSC approved accommodations will be provided for students who present a Faculty Notification Letter from the DSC.

Other Campus Resources

Please visit UCI Graduate Division "Campus Resources" page at <https://grad.uci.edu/well-being/well-being/campus-resources/> for a detailed list of support options available for Graduate Students.

Course Schedule

Week	Topic	Reading (before class)	Assignment Due
Week 1 10/3	1) Introduction 2) “Research Calendar” & the Research Process 3) Audience, Genre, & Disciplinary Convention	<ul style="list-style-type: none"> Craft of Research (CoR), pp. 3-26 Academic Writing for Graduate Students (AWGS), pp. 1-17 	Research Calendar (due on Sunday, 10/8)
Week 2 10/10	1) “Statement of the Problem” 2) Choosing & Narrowing a Topic 3) AXES Paragraph	<ul style="list-style-type: none"> CoR, pp. 33-63 	Statement of the Problem (due on Sunday, 10/15)
Week 3 10/17	1) “Research Proposal” 2) Effective Source Integration (Paraphrasing & Synthesizing) 3) Designing a Research Question	<ul style="list-style-type: none"> CoR, pp. 65-84 	“Elevator Speech” - Research Paper Proposal (1-pager) (due on Sunday, 10/22)
Week 4 10/24	1) “Mentor Text” 2) Reviewing the Literature 3) Research Librarian 😊	<ul style="list-style-type: none"> AWGS, pp. 55-99 	Mentor Text Analysis (due on Sunday, 10/29)
Week 5 10/31	1) “Annotated Bibliography” 2) Note-taking & Keeping Track of Data 3) Research Paper Structure	<ul style="list-style-type: none"> CoR, pp. 105-38 	Annotated Bibliography - 5+ Sources (due by Sunday, 11/5)
Week 6 11/7	1) “Writing a Critique” 2) “Data Commentary” 3) Academic Language & Style	<ul style="list-style-type: none"> AWGS, pp. 228-50, pp.139-87 	Article Critique <u>OR</u> Data Commentary (due on Sunday, 11/12)
Week 7 11/14	1) “CARS Model” 2) Writing an Abstract 3) Methods & Procedure	<ul style="list-style-type: none"> CoR, pp. 197-99, pp. 232-45 AWGS, pp. 331 	CARS Introduction & Outline (due on Sunday, 11/19)
Week 8 11/21	1) Individual Conferences Week - No Class Meeting		*First Draft with Abstract (due on Sunday, 11/26)
Week 9 11/28	1) Peer Review Workshop 2) Conclusions & Discussion	<ul style="list-style-type: none"> CoR, pp. 245-67 	Peer Review Feedback (due on Sunday, 12/3)
Week 10 12/5	1) Presentation	<ul style="list-style-type: none"> CoR, pp. 214-31 	Oral Presentation & Materials Due in Class on 12/5

Week	Topic	Reading (before class)	Assignment Due
Finals Week	Final Exam Time - No Class Meeting		*Final Draft Due at noon on Tuesday, Dec 12