

Course Syllabus

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| Course Title | Technical Writing | CRN (Course Reference Number) | ESP 5601 |
| Subtitle | Writing for Publication Purposes | Credit hour (Lecture hours – Lab hours – Credit hours) | 1 |
| Course Format | Lecture <input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Laboratory <input type="checkbox"/> Practicum <input checked="" type="checkbox"/> Blended <input type="checkbox"/> Online <input type="checkbox"/> (Add)_____ | | |
| Course Description | This course uses a genre-based approach to technical writing to help students develop their writing skills at the graduate and professional levels. After completing this course, students will be familiar with the structure of academic English as well as various writing genres that are relevant to scientists and engineers professionally. This class will primarily focus on writing structure and form. Particularly, the class will help students develop and present English arguments and information logically and in ways that are appropriate for different audiences. It will also focus on developing grammatical accuracy and general writing fluency. The class includes several genre-specific assessments, and the main assessment is a final academic research article. | | |

P1. Course Information

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| Instructor | Prof. Paul Capobianco | Office | |
| Office Hours | | Office Telephone | |
| | | E-mail | pcapobianco@kentech.ac.kr |
| Discipline | Academic Writing | Prerequisite | |
| Target Audience | Masters/Graduate Students | | |
| Course Reading & Resources | | | |
| Required Materials | None | Other Recommended Materials (optional) | |
| Course Access | In principle, this class is to be taught in a classroom. Students are expected to participate actively in class and complete the assigned readings. | | |
| Technical & Academic Support | N/A | | |

P2. Course Objectives

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| Course Learning Objectives | <p>Through this course you will:</p> <ul style="list-style-type: none"> • Learn to write strong academic research papers • Learn to write strong non-academic technical articles for diverse audiences • Develop writing preparation and organizational techniques that facilitate strong writing • Develop competence in professional correspondence and communication • Develop competence in designing PowerPoint content presentations for specialists and non-specialists • Develop confidence and competence to communicate in different academic and professional settings |
| Course Learning Activities | <p>To meet the objectives, you will:</p> <ul style="list-style-type: none"> • Learn to understand the nature of English arguments and the structure of English academic writing • Learn to write clearly, accurately, and persuasively using appropriate language • Learn to use prose and structure that are relevant to different genres and audiences • Provide contexts for students to engage with specialists, non-specialists, and the wider community • Use technical writing to identify personal and professional value in socially meaningful ways • Develop critical reasoning skills and the ability to construct logical English arguments • Develop unique voice and style in writing across different genres |

P3. Topic Outline/Schedule

Important note: Refer to the course calendar for specific dates and times. Activity and assignment details will be explained in detail within each week's corresponding learning module. If you have any questions, please contact your instructor.

| MODLE 1 Introduction to Academic Articles | | | |
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| Module 01 (Week 01~03) | Week 01 | Course introduction | <i>Contents</i> Meet and greet activities Introduction to genres Students' self-evaluation and goal setting English paragraph review |
| | | Genres | |
| | | Paragraphs | |

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| | | | <p><i>Due</i></p> <ol style="list-style-type: none"> READ: Read "Writing journal articles" (pp. 77-90) in How to write a lot (Canvass) WRITE: 500 word reflection: What did you find most interesting or important about writing academic journal articles? What area do you need the most improvement? |
| | Week 02 | <p>Academic articles</p> <p>Baldwin Formula for science writing</p> <p>Research topics</p> | <p>Contents</p> <p>Academic article structure and content</p> <p>Introduction, body, conclusion</p> <p>Thesis statements</p> <p>Baldwin formula for science writing</p> <p>Research topics for final paper</p> <p>Writing workshop: Personal academic background</p> <p><i>Due</i></p> <ol style="list-style-type: none"> READ: "The Baldwin Formula for writing a scientific paper and reviewing papers" (Canvass) WRITE: Develop a 500-word research topic for final paper |
| | Week 03 | <p>Literature review</p> <p>Theory</p> <p>English style</p> <p>Connectors</p> | <p>Contents</p> <p>Academic article content: Literature review/theory</p> <p>Academic article samples</p> <p>English writing style Part 1</p> <p>Grammar: Connectors for academic writing</p> <p>Writing workshop: Impressions of KENTECH/Naju</p> <p><i>Due:</i></p> <ol style="list-style-type: none"> READ: Read "Writing a literature review," pp. 126-144 in Demystifying academic writing (Canvass) READ: "Review of the literature," pp. 265-275 in English for academic writing (Canvass) WRITE: Revise proposal based on comments |
| Module 02 (Week 04-06) | Module 2: Academic Articles In-Depth | | |

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| | Week 4 | <p>Arguments</p> <p>Brainstorming</p> <p>English style</p> <p>Objective prose</p> | <p>Contents:</p> <p>Arguments: Expressing arguments into literature review</p> <p>English writing style Part 2</p> <p>Grammar: Sentence structures for argument presentation</p> <p>Brainstorming: Free writing</p> <p>Using objective prose</p> <p>Writing workshop: Biggest issue in STEM today</p> <p>Due:</p> <ol style="list-style-type: none"> READ: Read "A brief foray into style," pp. 59-77 in How to write a lot (Canvass) READ: "Linguistic features of academic writing," pp. 10-34 in Demystifying academic writing (Canvass) |
| | Week 5 | <p>Counterarguments</p> <p>Outlining</p> <p>Noun phrases</p> | <p>Contents:</p> <p>Counterarguments (arguments in literature review, arguing against arguments)</p> <p>Noun phrases</p> <p>Outlining</p> <p>Brainstorming: Idea maps and lists</p> <p>Writing workshop: Controversial STEM issue you disagree with</p> <p>Due:</p> <ol style="list-style-type: none"> WRITE: Develop an outline for your final research paper |
| | Week 6 | <p>Data</p> <p>Results</p> <p>Hedging/Boosting</p> | <p>Contents:</p> <p>Academic article content: Data, results</p> <p>Samples of different data and results sections</p> <p>Grammar: Hedging and boosting</p> <p>Writing workshop: When an experiment did not go as planned</p> <p>Due:</p> <ol style="list-style-type: none"> READ: Read "Methods" and "Results" in English for academic research, pp. 277-309 (Canvass) |
| | Module 3: Completing Academic Articles | | |

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| Module 03 (Week 07-09) | Week 7 | Discussions Abstracts | <p>Contents</p> <p>Academic paper content</p> <p>Discussions and abstract</p> <p>Abstracts across disciplines and paper types</p> <p>Examples of abstracts</p> <p>Writing workshop activity: Abstract of a recent experiment or presentation</p> <p>Due</p> <ol style="list-style-type: none"> 1. READ "Discussions", pp.309-330 in English for academic research |
| | Week 8 | Annotated bibliographies Quotes References | <p>Contents:</p> <p>Annotated bibliographies</p> <p>Quotes, paraphrases, summaries</p> <p>Sentence structures for quotations and paraphrases</p> <p>Avoiding plagiarism</p> <p>Academic references</p> <p>Writing workshop: Favorite science researcher or innovator</p> <p>Due:</p> <ol style="list-style-type: none"> 1. WRITE: ASSESSMENT: Annotated bibliography 2. READ: "Writing an annotated bibliography" 3. READ: "Annotated bibliography samples" |
| | Week 9 | Proofreading Editing Publishing Peer-Review | <p>Contents:</p> <p>Proofreading, editing, peer-review</p> <p>Evaluating academic writing</p> <p>Peer-editing of first drafts</p> <p>Editing checklist</p> <p>Constructive feedback and evaluation</p> <p>Peer-review process:</p> <p>Getting published</p> <p>Writing workshop: Science grants in your research area</p> <p>Due:</p> <ol style="list-style-type: none"> 1. READ: "Writing for scholarly publication," in <i>Demystifying academic writing</i>, pp. 244-262 2. WRITE: First draft of research paper due |

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| Module 04 (Week10-12) | Module 4: Advanced Article Composition | | |
| | Week 10 | Consultations | <p>Content: Research consultations</p> <p>Due:</p> <ol style="list-style-type: none"> 1. READ: "Rhetorical structure of biochemistry research articles" <ul style="list-style-type: none"> ○ Pay particular attention to Moves and Steps 2. Identify one research article in your field and bring it to class |
| | Week 11 | Structure of science articles (Advanced) Workshop: Identifying structure | <p>Content Rhetorical structure of science articles Advanced substructure of Introductions, Methods, Results, Discussions Identifying rhetorical structure of specific fields In-class workshop: Identifying the substructure of an article in your field</p> <p>Due</p> <ol style="list-style-type: none"> 1. READ: "Writing a grant proposal," pp. 196-216 in <i>Demystifying academic writing</i> 2. Research two major grants in your research area: one locally/regionally, one internationally |
| | Week 12 | Grant proposals | <p>Content: Grant proposals Grant proposal development Differences in grant proposals per field Different types of grants (research,resource/equipment, travel, other) Samples of grant proposals Grammar: Past participle Writing workshop: An interesting research experiment you did</p> <p>Due:</p> <ol style="list-style-type: none"> 1. WRITE: Grant proposal due 2. Read "Academic CVs" on Canvass |
| | Module 5: Communication and Technical Writing | | |

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| Module 05 (Week 13-16) | Week 13 | Writing for non-specialists Academic CV | <p>Content: Technical writing for non-specialists (Commentary, opinion, exposition) Rephrasing technical vocabulary Register in writing CV Writing workshop: Communicate your research to a popular science magazine for teenagers in the USA (writing fluency)"</p> <p>Due: 1. WRITE: ASSESSMENT: Academic CV</p> |
| | Week 14 | Professional communication E-mails | <p>Content: Professional communication Emails and written correspondence Meeting briefs/summaries Cultural differences in writing emails (Summaries, Requests, Apologies) Grammar: Relative clauses Writing workshop: Part-time jobs and work experience</p> <p>Due: 1. WRITE: Email a postdoc advisor or investor</p> |
| | Week 15 | Powerpoints Speech writing | <p>Content: PowerPoints and presentations Academic PPT writing PPTs for non-specialists Speech writing for specialists Speech writing for non-specialist Writing workshop: Instructions for public speaking</p> <p>Due: 1. WRITE: Final paper due</p> |
| | Week 16 | Class conclusion | <p>Content: Summary of class content Review of important issues Future directions Last-minute writing questions</p> |

P4. Grading Policy

Graded Course Activities

| Activity | Percentage |
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| Homework | 10% |
| Attendance and participation | 10% |
| Outline | 10% |
| Grant proposal | 10% |
| Academic CV | 10% |
| Professional email | 10% |
| Annotated bibliography | 10% |
| Final research paper | 30% |
| Total | 100% |