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 X Discussion X Laboratory □ Practicum X  Blended □ Online □ (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](mailto: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 | Through this course you will:   * 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 | To meet the objectives, you will:   * 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.

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| **Module 01**  **(Week 01~03*)*** | ***MODLE 1 Introduction to Academic Articles*** | | |
| **Week 01** | Course introduction  Genres  Paragraphs | *Contents*  Meet and greet activities  Introduction to genres  Students’ self-evaluation and goal setting  English paragraph review |
| *Due*   1. **READ:** Read “Writing journal articles” (pp. 77-90) in How to write a lot (Canvass) 2. **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** | Academic articles  Baldwin Formula for science writing  Research topics | Contents  Academic article structure and content  Introduction, body, conclusion  Thesis statements  Baldwin formula for science writing  Research topics for final paper  Writing workshop: Personal academic background  Due   1. **READ:** “The Baldwin Formula for writing a scientific paper and reviewing papers” (Canvass) 2. **WRITE:** Develop a 500-word research topic for final paper |
| **Week 03** | Literature review  Theory  English style  Connectors | Contents  Academic article content: Literature review/theory  Academic article samples  English writing style Part 1  Grammar: Connectors for academic writing  Writing workshop: Impressions of KENTECH/Naju  Due:   1. **READ:** Read “Writing a literature review,” pp. 126-144 in Demystifying academic writing (Canvass) 2. **READ:** “Review of the literature,” pp. 265-275 in English for academic writing (Canvass) 3. WRITE: Revise proposal based on comments |
| **Module 02**  **(Week 04-06*)*** | ***Module 2: Academic Articles In-Depth*** | | |
| Week 4 | Arguments  Brainstorming  English style  Objective prose | Contents:  Arguments: Expressing arguments into literature review  English writing style Part 2  Grammar: Sentence structures for argument presentation  Brainstorming: Free writing  Using objective prose  Writing workshop: Biggest issue in STEM today  Due:   1. **READ:** Read “A brief foray into style,” pp. 59-77 in How to write a lot (Canvass) 2. **READ**: “Linguistic features of academic writing,” pp. 10-34 in Demystifying academic writing (Canvass) |
| Week 5 | Counterarguments  Outining  Noun phrases | Contents:  Counterarguments (arguments in literature review, arguing against arguments)  Noun phrases  Outlining  Brainstorming: Idea maps and lists  Writing workshop: Controversial STEM issue you disagree with  Due:   1. **WRITE**: Develop an outline for your final research paper |
|  | Week 6 | Data  Results  Hedging/Boosting | Contents:  Academic article content: Data, results  Samples of different data and results sections  Grammar: Hedging and boosting  Writing workshop: When an experiment did not go as planned  Due:   1. **READ:** Read “Methods” and “Results” in English for academic research, pp. 277-309 (Canvass) |
|  | ***Module 3: Completing Academic Articles*** | | |
|  | Week 7 | Discussions  Abstracts | Contents  Academic paper content  Discussions and abstract  Abstracts across disciplines and paper types  Examples of abstracts  Writing workshop activity: Abstract of a recent experiment or presentation  Due   1. **READ** “Discussions”, pp.309-330 in English for academic research |
| **Module 03**  **(Week 07-09*)*** | Week 8 | Annotated bibliographies  Quotes  References | Contents:  Annotated bibliographies  Quotes, paraphrases, summaries  Sentence structures for quotations and paraphrases  Avoiding plagiarism  Academic references  Writing workshop: Favorite science researcher or innovator  Due:   1. **WRITE**: ASSESSMENT: Annotated bibliography 2. **READ**: “Writing an annotated bibliography” 3. **READ**: “Annotated bibliography samples |
|  | Week 9 | Proofreading  Editing  Publishing  Peer-Review | Contents:  Proofreading, editing, peer-review  Evaluating academic writing  Peer-editing of first drafts  Editing checklist  Constructive feedback and evaluation  Peer-review process:  Getting published  Writing workshop: Science grants in your research area  Due:   1. READ: “Writing for scholarly publication,” in *Demystifying academic writing,* pp. 244-262 2. WRITE: First draft of research paper due |
|  | ***Module 4: Advanced Article Composition*** | | |
| **Module 04**  **(Week10-12*)*** | Week 10 | Consultations | Content:  Research consultations  Due:   1. READ: “Rhetorical structure of biochemistry research articles”    * 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 | 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  Due   1. READ: “Writing a grant proposal,” pp. 196-216 in *Demystifying academic writing* 2. Research two major grants in your research area: one locally/regionally, one internationally |
|  | Week 12 | Grant proposals | 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  Due:   1. **WRITE:** Grant proposal due 2. Read “Academic CVs” on Canvass |
|  | ***Module 5: Communication and Technical Writing*** | | |
|  | Week 13 | Writing for non-specialists  Academic CV | 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)”  Due:   1. **WRITE**: ASSESSMENT: Academic CV |
| **Module 05**  **(Week 13-16*)*** | Week 14 | Professional communication  E-mails | 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  Due:   1. **WRITE**: Email a postdoc advisor or investor |
|  | Week 15 | Powerpoints  Speech writing | 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    Due:   1. **WRITE**: Final paper due |
|  | Week 16 | Class conclusion | Content:  Summary of class content  Review of important issues  Future directions  Last-minute writing questions |

**P4. Grading Policy**

**Graded Course Activities**

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| **Activity** | **Percentage** |
| 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%** |