

**25. Writing AE2 (Research Paper Writing)**

Course designation	<i>This course introduces basic concepts in research paper writing, especially the role of generalizations, definitions, classifications, and the structure of a research paper to students who attend English- medium college or university. It also provides them with methods of developing and presenting an argument, a comparison or a contrast.</i>
Semester(s) in which the course is taught	1, 2, summer semester
Person responsible for the course	Lecturers of School of Languages
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, lesson, project
Workload (incl. contact hours, self-study hours)	(Estimated) Total workload: 85 Contact hours (please specify whether lecture, exercise, laboratory session, etc.): lecture: 25 Private study including examination preparation, specified in hours: 60
Credit points/ECTS	2 credits/3.08 ECTS
Required and recommended prerequisites for joining the course	Students must complete Writing AE1 course



Course learning outcomes	Upon the successful completion of this course, students will be able to:	
	Competency level	Course learning outcome (CLO)
	Knowledge	CLO1. Understand the structure of a research paper and employ appropriate academic language in writing a research paper
	Skill	CLO2. Read critically, analyze, and annotate academic articles and journals CLO3. Employ the research writing skills obtained to work on their own paper in their major study.
Attitude	CLO4. Reason around ethical issues in writing research paper and avoid committing plagiarism	



Content	<p><i>The description of the contents should clearly indicate the weighting of the content and the level.</i></p> <p>Weight: lecture session (2 hours)</p> <p>Teaching levels: I (Introduce); T (Teach); U (Utilize)</p>		
	Topic	Weight	Level
	Unit 1: The Academic Writing Process Introduction	4	I, T, U
	Unit 2: Researching and Writing	2	T, U
	Unit 3: Fundamentals & Feedback	2	T, U
	Unit 4: Definitions, Vocabulary & Clarity	2	T, U
	Unit 5: Generalizations, Facts and Honesty	4	T, U
	Unit 6: Seeing Ideas and Sharing Texts	2	T, U
	Unit 7: Description, Methods & Reality	2	T, U
	Unit 8: Results, Discussion & Relevance	2	T, U
	Unit 9: The Whole Academic Text	2	T, U
	Unit 10: Creating the Whole Text	4	T, U
Course Review	2	U	
Examination forms	Essay writing		
Study and examination requirements	<p><i>Attendance</i> Regular on-time attendance in this course is expected. A student will be allowed no more than three absences. It is compulsory that the students attend at least 80% of the course to be eligible for the final examination.</p> <p><i>Assignment (Literature review)</i> Purpose: Students will use the knowledge of paraphrasing, summarizing, developing arguments, and APA styles to write a 1,000-word literature review on a research scope of their choice.</p> <p>Task:</p> <ul style="list-style-type: none"> - Follow guidelines on how to write a literature review. 		



- Use relevant academic writing skills such as paraphrasing, summarizing, developing arguments, and APA 7th Style Guidelines – see <https://www.apastyle.org/>
- Develop arguments in relation to the research scope and identify the research gap

Notes: All papers should be typed, double-spaced, in 13-pt font, and with 1-inch margins. All papers must be original for this class. Criterion-referenced grading is used in this course.

Missed Tests

Students are not allowed to miss any of the tests (both Mid-term and Final). There are very few exceptions. Only with extremely reasonable excuses (eg. certified paper from doctors), students may re- take the examination.

Class Behaviors

Students are required to treat their studying in college as a full-time job and spend an adequate amount of time for this Writing AE2 course with approximately 8-10 hours per week (both in class and self- study). Accordingly, students are supposed to follow the obligations below:

- Prepare thoroughly for each class in accordance with the course syllabus and complete home assignments as the instructor's request.
- Participate fully and constructively in all course activities and discussions (if any).
- Display appropriate courtesy to all involved in the class.
- Provide constructive feedback to faculty members regarding their performance.

Plagiarism

All forms of plagiarism and unauthorized collusion are seriously regarded and could result in penalties.

Plagiarism occurs when students copy or reproduce people's words or ideas and then present them as students' own work without proper acknowledgement, including when students copy the work of their fellow students.

Plagiarism in student submissions can be detected by:

- some web-based programs such as SafeAssign or Turnitin, or examiner's judgments with evidence of originals



	<ul style="list-style-type: none"> The rater will review the paper to check if citations or references are provided properly. Penalties due to improper citations or references include: <table border="1" data-bbox="571 436 1321 698"> <thead> <tr> <th>Degree of magnitude</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Below 15%</td> <td>Marked as it is.</td> </tr> <tr> <td>15% - 25%</td> <td>The score is deducted by 25%.</td> </tr> <tr> <td>25% - 40%</td> <td>The score is deducted by 50%</td> </tr> <tr> <td>Over 40%</td> <td>The score is 0.</td> </tr> </tbody> </table> <p>Notes: Part of the test is marked as it is if no plagiarism is detected. Students who plagiarize over 40% <u>twice</u> will be prohibited from sitting the final examination.</p> <p><i>Writing Center (Room 509)</i></p> <p>Students are encouraged to visit the Writing Center or to schedule an appointment for additional help.</p>	Degree of magnitude	Description	Below 15%	Marked as it is.	15% - 25%	The score is deducted by 25%.	25% - 40%	The score is deducted by 50%	Over 40%	The score is 0.
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Reading list	<p>[1] Hamp-Lyons, L., & Heasley, B. (2006). <i>Study Writing</i>. Cambridge, UK: Cambridge University Press</p> <p>[2] Articles and Essays taken from <i>The Allyn and Bacon Guide to Writing</i> by Ramage et al (2009), Pearson Longman.</p> <p>[3] Cormack, J. & Slaughter, J. (2009). <i>English for academic study: Extended writing and research skills</i>. Cambridge: Cambridge University Press. Garnet Education</p> <p>[4] Folse, K. S. & Pugh, T. (2010). <i>Great writing 5: Greater essays</i>. Boston: Heinle, Cengage Learning.</p> <p>[5] Keezer, S. (Ed.) (2003). <i>Write your research report: A real-time guide</i>. New Jersey: Pearson Learning Group.</p> <p>[6] Kumar, R. (2019). <i>Research methodology: A step-by-step guide for beginners</i>. Sage Publications</p>										