Annexe A: New/Revised Course Content in OBTL+ Format

Course Overview

The sections shown on this interface are based on the templates UG OBTL+ or PG OBTL+
If you are revising/duplicating an existing course and do not see the pre-filled contents you expect in the subsequent sections e.g. Course Aims, Intended Learning Outcomes etc. please refer to Data Transformation Status for more information.

Expected Implementation in Academic Year	
Semester/Trimester/Others (specify approx. Start/End date)	
Course Author * Faculty proposing/revising the course	Pavel Adamek;#953
Course Author Email	padamek@ntu.edu.sg
Course Title	INTRODUCTION TO SCIENTIFIC WRITING
Course Code	ES0138
Academic Units	0
Contact Hours	26
Research Experience Components	

Course Requisites (if applicable)

Pre-requisites	None
Co-requisites	
Pre-requisite to	
Mutually exclusive to	
Replacement course to	
Remarks (if any)	

Course Aims

This is an introductory course designed to equip you with writing fundamentals, which will be applicable to all your future academic written communication, and which will form the pre-requisite for advanced courses. At the start, you will learn about the central roles of academic argument and referencing (citation practices). Further, the course will emphasize meeting the reader's basic expectations of a text's purpose, of where in the text information should appear, and how changes in information placement influence the impact of your text. The course will also provide you with guidance on making engaging presentations without slides to a non-specialist audience. Lessons will be highly interactive, and offer you multiple opportunities to write, present, and get and give feedback.

Course's Intended Learning Outcomes (ILOs)

Upon the successful completion of this course, you (student) would be able to:

ILO 1	Articulate and exemplify parts of arguments, differences in and purposes of referencing styles, and features of audience-centric communication (LO1);
ILO 2	Avoid plagiarism, and reduce your reliance on compensatory techniques (e.g., patchwriting) when drawing on published sources (LO2);
ILO 3	Analyze a written/spoken text's argumentative structure and features of audience centric communication, evaluate their efficacy, and suggest improvements (LO3);
ILO 4	Produce cohesive, argumentative, and appropriately referenced written/spoken text (LO4);
ILO 5	Deliver an engaging talk (without slides) to a non-specialist audience (LO5).

Course Content

The module content covers both written and oral academic communication. In the written communication part, the lessons will offer a way of deconstructing academic argumentation, and the types and purposes of referencing the work of others. The course will further cover the initial, middle, and end position in the clause, the overall clause length, and ways of connecting ideas. In the oral communication part, the lessons will focus on the presentation structure of introductions, main parts, and conclusions, and provide practice in oral delivery, including posture, body language, and eye contact.

Reading and References (if applicable)

Gopen, G.D. (2004). Expectations: Teaching writing from the reader's perspective. Boston: Pearson. Reinhart, S.M. (2013). Giving academic presentations (2nd ed.). Ann Arbor: The University of Michigan Press. Sword, H. (2016). The writer's diet. Chicago: The University of Chicago Press. Williams, J.M. and Bizup, J. (2014). Style: Lessons in clarity and grace (11th ed.). Boston: Longman.

Planned Schedule

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
1	Academic argument	1,4		In-person	
2	Acknowledging sources and avoiding plagiarism	1,2,4		In-person	
3	Flow in writing/ Cohesion and coherence	1,3,4	Gopen, Chapter 4	In-person	Williams And Bizup Lesson 5
4	Topic changing and topic stringing	1, 3, 4	Gopen, Chapter 4	In-person	
5	Topic position	1, 3, 4	Gopen, Chapter 4	In-person	Williams And Bizup Lesson 4
6	Nominalization and strong verbs	1,3,4	Williams And Bizup Lesson 3	In-person	Sword Chapter 1
7	Stress position and emphasis	1,3,4	Gopen, Chapter 4	In-person	Williams And Bizup Lesson 6
8	Concision Putting it all together	1,3,4	Williams And Bizup Lesson 9	In-person	Sword, Chapter 5
9	Body language and eye contact	1,3,4 ,5	Reinhart pp. 18-19, 79-81	In-person	
10	Opening a talk	1,3,4 ,5	Reinhart pp. 18-19	In-person	
11	The body of the talk	1,3,4 ,5	Reinhart, Unit 5 as an example of a problem - solution speech	In-person	
12	Closing a talk and presentation practice	1,3,4 ,5	Reinhart p. 118	In-person	

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
13	Oral presentations	4,5		In-person	Presentation

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Lecture	To effectively convey information about key concepts and to bring all of you up to similar levels of knowledge (LO1)
Interactive activities	Various activities (homework, tutorial, group tasks, in-class discussion, etc.) to help you analyze and deepen your understanding of the concepts, develop your critical thinking, collaboration, and sharpen your communication skills (LO1, LO2, LO3, LO4, LO5)

Assessment Structure

Assessment Components (includes both continuous and summative assessment)

No.	Component	ILO	Related PLO or Accreditation	Weightage	Team/Individual	Rubrics	Level of Understanding
1	Continuous Assessment (CA): Others([assignments (e.g. term paper, essay)] Paper)	2,4	Demonstrate intellectual flexibility and critical thinking in order to apply theoretical knowledge in the real world; communicate environmental concepts with enthusiasm to varied audiences both orally and in writing; formulate scientific questions, and be able to access and analyse quantitative and qualitative information to address them; exhibit the motivation, curiosity and skills for lifelong learning; and demonstrate ethical values and responsibility.	50	Individual		

No.	Component	ILO	Related PLO or Accreditation	Weightage	Team/Individual	Rubrics	Level of Understanding
2	Continuous Assessment (CA): Others([presentations])	2,5	Demonstrate intellectual flexibility and critical thinking in order to apply theoretical knowledge in the real world; communicate environmental concepts with enthusiasm to varied audiences both orally and in writing; formulate scientific questions, and be able to access and analyse quantitative and qualitative information to address them; exhibit the motivation, curiosity and skills for lifelong learning; and demonstrate ethical values and responsibility.	35	Individual		
3	Continuous Assessment (CA): Others([class participation])	1,2,3,4,5	Demonstrate intellectual flexibility and critical thinking in order to apply theoretical knowledge in the real world; formulate scientific questions, and be able to access and analyse quantitative and qualitative information to address them; and exhibit the motivation, curiosity and skills for lifelong learning; and collaborate and lead by influence.	10	Individual		

No.	Component	ILO	Related PLO or Accreditation	Weightage	Team/Individual	Rubrics	Level of Understanding
4	Continuous Assessment (CA): Others([assignments (e.g. term paper, essay)] Homework)	2,3,4,5	Demonstrate intellectual flexibility and critical thinking in order to apply theoretical knowledge in the real world; formulate scientific questions, and be able to access and analyse quantitative and qualitative information to address them; and exhibit the motivation, curiosity and skills for lifelong learning; demonstrate ethical values and responsibility; and collaborate and lead by influence.	5	Individual		

Description of Assessment Components (if applicable)

Formative Feedback

You will receive informal feedback continuously throughout the course while working on individual/group in-class tasks, and formal feedback following every homework task. In addition, I will be available to answer questions regarding the paper and oral presentation throughout the course.

NTU Graduate Attributes/Competency Mapping

This course intends to develop the following graduate attributes and competencies (maximum 5 most relevant)

Attributes/Competency	Level

Course Policy

Policy (Academic Integrity)

Policy (General)

(1) General

You are expected to complete all assigned pre-class readings and activities on time, attend all lectures and class discussions, and submit all scheduled homework assignments and papers by due dates. Assignments/papers submitted late will have 10% deducted from their final scores. You are expected to take responsibility to follow up with course notes, assignments, and course related announcements they have missed.

Policy (Absenteeism)

(2) Absenteeism

Absence from scheduled lectures and class discussions without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate. If you miss a class, you must inform me via email (padamek@ntu.edu.sg) prior to the start of the class.

Policy (Others, if applicable)

(3) Compulsory Assignments

You are required to submit compulsory assignments on due dates, unless a valid reason is provided. Valid reasons include falling sick (supported by a medical certificate).

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