

<b>Academic Year</b>	AY2019/20	<b>Semester</b>	1
<b>Course Coordinator</b>	Pavel Adamek		
<b>Course Code</b>	ES0138		
<b>Course Title</b>	Introduction to Scientific Writing		
<b>Pre-requisites</b>	None		
<b>No of AUs</b>	2		
<b>Contact Hours</b>	Total hours – 26 (Lecture – 12; class activities – 14)		
<b>Proposal Date</b>	04/06/2019		

### **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.

### **Intended Learning Outcomes (ILO)**

By the end of this course, you will be able to:

1. Articulate and exemplify parts of arguments, differences in and purposes of referencing styles, and features of audience-centric communication (LO1);
2. Avoid plagiarism, and reduce your reliance on compensatory techniques (e.g., patchwriting) when drawing on published sources (LO2);
3. Analyze a written/spoken text's argumentative structure and features of audience centric communication, evaluate their efficacy, and suggest improvements (LO3);
4. Produce cohesive, argumentative, and appropriately referenced written/spoken text (LO4);
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.

### **Assessment (includes both continuous and summative assessment)**

<b>Component</b>	<b>Course LO Tested</b>	<b>Related Programme LO or Graduate Attributes</b>	<b>Weighting</b>	<b>Team/ Individual</b>	<b>Assessment Rubrics</b>
1. 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	Appendix 1
2. Oral presentation	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	Appendix 2
3. Class participation	1, 2, 3, 4, 5	Demonstrate intellectual flexibility	10% (includes	Individual	Appendix 3

		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.	peer evaluation)		
4. 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 /Team	Appendix 4
Total			100%		

**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.

**Learning and Teaching approach**

Approach	How does this approach support students 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)

**Supplementary reading**

Gopen, G.D. (2004). *Expectations: Teaching writing from the reader's perspective*. Boston: Pearson.

Reinhart, S.M. (2013). *Giving academic presentations* (2<sup>nd</sup> 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* (11<sup>th</sup> ed.). Boston: Longman.

**Course Policies and Student Responsibilities**

**(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.

**(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.

**(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).

**Academic Integrity**

Good academic work depends on honesty and ethical behavior. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honor Code, a set of values shared by the whole university community. Truth, Trust, and Justice are at the core

of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

### Course Instructors

Instructor	Office Location	Phone	Email
Pavel Adamek	N2-01a-14		padamek@ntu.edu.sg

### Planned Weekly Schedule

Week	Topic	Instructor	Course LO	Readings/ Activities
1 (Aug 12-16)	Academic argument	P. Adamek	1, 4	
2 (Aug 19-23)	Acknowledging sources and avoiding plagiarism	P. Adamek	1, 2, 4	
3 (Aug 26-30)	Flow in writing/ Cohesion and coherence	P. Adamek	1, 3, 4	Gopen, Chapter 4/ Williams And Bizup Lesson 5
4 (Sept 2-6)	Topic changing and topic stringing	P. Adamek	1, 3, 4	Gopen, Chapter 4
5 (Sept 9-13)	Topic position	P. Adamek	1, 3, 4	Gopen, Chapter 4/ Williams And Bizup Lesson 4
6 (Sept 16-20)	Nominalization and strong verbs	P. Adamek	1, 3, 4	Williams And Bizup Lesson 3/ Sword Chapter 1
7 (Sept 23-27)	Stress position and emphasis	P. Adamek	1, 3, 4	Gopen, Chapter 4/ Williams And Bizup Lesson 6
8 (Oct 7-11)	Concision	P.	1, 3, 4	Williams

	Putting it all together	Adamek		And Bizup Lesson 9/ Sword, Chapter 5	
9 (Oct 14-18)	Body language and eye contact	P. Adamek	1, 3, 4, 5	Reinhart pp. 18-19, 79-81	
10 (Oct 21-25)	Opening a talk	P. Adamek	1, 3, 4, 5	Reinhart pp. 18-19	
11 (Oct 28- Nov 1)	The body of the talk	P. Adamek	1, 3, 4, 5	Reinhart, Unit 5 as an example of a problem -solution speech	
12 (Nov 4-8)	Closing a talk and presentation practice	P. Adamek	1, 3, 4, 5	Reinhart p. 118	
13 (Nov 11- 15)	Oral presentations	P. Adamek	4, 5		

**Appendix 1: Assessment Criteria for the Final Paper**

	2 points	1 point	0 points
The paper is clearly organized (e.g., into an introduction, a body, and a conclusion).		Yes	No
The central argument is clearly stated, both at the beginning and the end.		Yes	No
Claims are supported with evidence.	All the time	With one or two exceptions	Some of the time
The writer reviews the issue(s) critically rather than simply listing pros and cons like in a high-school essay.		Yes	No
Information sources are appropriately referenced.		All the time or with one or two exceptions	Some of the time
The writer maintains flow from old to new information.	All the time	With one or two exceptions	Some of the time
The writer uses strong verbs.	All the time	With one or two exceptions	Some of the time
The stress position is occupied by information worthy of emphasis.	All the time	With one or two exceptions	Some of the time
The ideas are expressed concisely (without doubled, meaningless, and unnecessary words).		All the time or with one or two exceptions	Some of the time
Grammatical errors occur:		Not at all/ once or twice	Some of the time
Spelling errors occur:		Not at all/ once or twice	Some of the time
Punctuation/capitalization errors occur:		Not at all/ once or twice	Some of the time

## Appendix 2: Assessment Criteria for Oral Presentation

The speaker started with a hook (humour/personal experience/story/surprising fact/rhetorical question(s)/ etc.).		Yes (1)	No (0)
The speaker <b>explicitly stated</b> the main point at the beginning. (The main point is not the same as a topic.)	(Up to 3)	Yes (1)	No (0)
The speaker <b>repeated</b> the main point at the end.		Yes (1)	No (0)
The central idea: (Points awarded after consulting the audience's notes.)			
Presentation body: Logical organization, concepts explained clearly.		Yes (1)	Some/No (0)
Fluent delivery (e.g., did not hesitate too much; did not have to search for words)	All the time (2)	Most of the time (1)	Some of the time / No (0)
The speaker maintained eye contact with <b><u>the whole audience</u></b> .		Yes (1)	No (0)
The speaker effectively supported the presentation with a variety of gestures (the gift, the show, the chop).	All three types (2)	Two types (1)	One type or none/ Gestures random or unhelpful (0)
The speaker maintained a straight posture and body movement was not disruptive (e.g., not swaying to and fro; not leaning on furniture; not having hands in pockets or behind one's back).	All/Most of the time (2)	Some of the time (1)	No (0)
The speaker ended in one of the following ways: quotation/reference to the beginning/call to action/ rhetorical question(s)/story.		Yes (1)	No (0)



### Appendix 3: Assessment Criteria for Participation in Class Discussion and Group Work

	<b>Frequent, important, meaningful, clear evidence (3)</b>	<b>Satisfactory, sometimes, some evidence (2)</b>	<b>Minimal, limited, little evidence (1)</b>	<b>None (0)</b>
Contribution to class discussion	Meaningful, frequent, important	Satisfactory, sometimes	Minimal	None
Capacity to articulate and present points of view	Clear evidence	Some	Limited	None
Evidence of having understood and assimilated the concepts taught	Clear evidence	Some familiarity with the concepts	Little familiarity with the concepts	None
Arguments and debates about the topics, based on the concepts and student's own insights and knowledge	Clear evidence of reasoning	Some evidence of having considered the discussion topic	Little serious thought about the discussion topic	None or unexplained or unjustified absences from discussions

Group mate			
Your group mate was willing to cooperate (e.g., finding the time, communicating regularly, finishing work on time, offering constructive feedback).	<b>All/Most of the time (2)</b>	<b>Some of the time (1)</b>	<b>No (0)</b>
Your group mate took the lead on certain aspects of group work (e.g., arranging meetings, pioneering ideas, volunteering).	<b>All/Most of the time (2)</b>	<b>Some of the time (1)</b>	<b>No (0)</b>
Overall, your group mate did his/her fair share of work.	<b>Yes (2)</b>	<b>No (0)</b>	
Other comments			

#### Appendix 4: Homework Assignments and Assessment Criteria

Week	Topic	Example Assignment	Course LO
1	Academic argument	Analyze the structure and arguments in a student's paper from past cohorts.	1
2	Acknowledging sources and avoiding plagiarism	Paraphrasing text extracts (word level/sentence level/ideational level)	2
3	Flow in writing/ Cohesion and coherence	Rewrite the text on pharmaceuticals in freshwater to improve its flow.	1, 4
4	Topic changing and topic stringing	Describe an earth science concept or theory.	1, 4
5	Topic position	Rewrite the text about the media's role in influencing the public to make it clear whose story it is.	1, 3, 4
6	Nominalization and strong verbs	Identify and replace all the weak verbs.	1, 3, 4
7	Stress position and emphasis	Rewrite a text, structurally highlighting the most important information.	1, 3, 4
8	Concision Putting it all together	Shorten and paraphrase sentences. Prepare an outline of your paper.	1, 2, 3, 4
9	Body language and eye contact	Prepare a list of points to improve your presentation based on your lesson videos.	1, 3, 5
10	Opening a talk	Select one opening and video yourself presenting it.	1, 4, 5
11	The body of the talk	Prepare the body of your presentation talk.	1, 3, 4
12	Closing a talk and presentation practice	Video and evaluate yourself delivering your talk.	1, 3, 5

Points	Criteria
<b>3</b>	Very well structured and focused; evidence of excellent ability to apply knowledge taught in the course while thinking outside the box; evidence of deep understanding and not just memorization of key concepts taught in the course
<b>2</b>	Evidence of structure and focus; evidence of some ability to apply knowledge taught in the course; some evidence of understanding and not just memorization of key concepts taught in the course.
<b>1</b>	Does a poor to middling job of addressing the question; has limited structure and focus; limited evidence of ability to apply knowledge taught in the course; limited familiarization with key concepts taught in the course.
<b>0</b>	Lacks structure and focus; inadequate capacity to apply knowledge taught in the course; poor familiarization with key concepts taught in the course. OR failure to submit the homework assignment.