

## Global Learning Initiatives Program Course Syllabus

Please complete the following form in English. The information will be updated to the Global Learning Initiatives Program website for students' reference. If you will be offering more than one course, please fill out one form per course offered. Examples in grey.

### Course Information

Course Name *provide the <b>English</b> course name of the course.	Deconstructing Research Articles
Lecturer(s) *provide the lecturers' <b>English</b> name. If there are more than one lecturer, please indicate all lecturers in the column.	Prof. Yun-yin Huang
Course Description *briefly describe the contents covered in the courses.	This course is based on a literacy-oriented approach to writing by analyzing research articles for a deeper understanding of the organization and the language being used. With an examination of the purposes and audiences of research writing, learners can develop specific genre knowledge and awareness of disciplinary differences. Specific topics included in this class are the common structure of research articles, strategies to maintain the writing flow, and two distinct approaches to Abstracts, also you will learn when and how to write descriptively (data commentary) or analytically (CARS model). This course was initially developed for graduate student who are conducting research or writing up their research findings. Yet, whoever has the need to write clearly and logically can benefit as well. Writing is thinking. This course can help learners write more effectively, and also think more critically and logically.

<p><b>Course Objectives</b> *list out knowledge or skills students should acquire upon completion of course.</p>	<p>This course aims at providing EFL graduate students with the essential skills in academic written communications. Specific strategies for composing and revising texts will be introduced to guide students in writing for different academic purposes and audiences. Lectures on relevant topics and reflective activities together foster a greater metacognitive awareness of writing processes, and to increase students' awareness of academic expectations of styles and formats.</p>
<p><b>Suggested Proficiencies (if any)</b> *list preferred knowledge or skills students should have before taking the course.</p>	<p>Student from all disciplines are welcome. Prior experience of reading/writing research articles is preferred.</p>
<p><b>Reading List (if any)</b> *list out the textbooks, references, or other reading materials.</p>	<p>References: Swales, John M., &amp; Feak, Christine B. (2012). <i>Academic Writing for Graduate Students: Essential Tasks and Skills</i> (3rd Edition). Ann Arbor: U of Michigan Press. Weissberg, R. &amp; Buker, S. (2005). <i>Writing Up Research</i>. Taipei, Pearson Education Taiwan Ltd.</p>
<p><b>Grading Criteria</b> *how would the students be assessed during the course.</p>	<p>Quizzes (T/F) - 40% Analysis report (research articles) -20% Final exam (multiple choice) -40%</p>

### Course Schedule

Please complete the following table with the dates and expected course topics. If there are more than one lecturers instructing the course, please also indicate the lecturer for each class.

Class	Date(tentative) (YYYY/MM/DD)	Course Topic	Lecturer
1	2023/2/14	<u>Week 1 : Research and research writing</u>	Professor Yun-yin Huang

		<ul style="list-style-type: none"> <li>● 1-1. What is research? Why do we have to write about it?</li> <li>● 1-2. Features of research writing</li> <li>● 1-3. Considerations in research writing &amp; effective research writing</li> <li>● 1-4. [Instruction] on self-selected articles in your field.</li> </ul>	
2	2023/2/21	<p><b><u>Week 2 : Research articles: Structure and organization</u></b></p> <ul style="list-style-type: none"> <li>● 2-1. I.M.R.D structure</li> <li>● 2-2. general-specific (organization)</li> <li>● 2-3. problem-solution (IPTC)</li> <li>● 2-4. Recap IMRD and its variations</li> </ul>	Professor Yun-yin Huang
3	2023/2/28	<ul style="list-style-type: none"> <li>● 3-1. Old-to-new information flow</li> <li>● 3-2. How to maintain flow: (1) direct repetition</li> <li>● 3-3. How to maintain flow: (2) this + summary word</li> <li>● 3-4. How to maintain flow: (3) connector</li> </ul>	Professor Yun-yin Huang
4	2023/3/7	<p><b><u>Week 4 : Methods &amp; materials: Descriptive writing</u></b></p> <ul style="list-style-type: none"> <li>● 4-1. Introduction to “Method”</li> <li>● 4-2. 7 moves in Method</li> </ul>	Professor Yun-yin Huang

		<ul style="list-style-type: none"> <li>● 4-3. Common phrases in Method</li> <li>● 4-4. Condensed vs extended (p.296)</li> <li>● 4-5. Data vs Results</li> </ul>	
5	2023/3/14	<p><b><u>Week 5 : Reporting findings:</u></b></p> <p><b><u>Data is king</u></b></p> <ul style="list-style-type: none"> <li>● 5-1. Data commentary</li> <li>● 5-2. Structure/elements of data commentary</li> <li>● 5-3. Element (1) location</li> <li>● 5-4. Element (2) highlight</li> <li>● 5-5. Element(3) interpretation &amp; implication</li> </ul>	Professor Yun-yin Huang
6	2023/3/21	<p><b><u>Week 6 : Intro &amp; discussion:</u></b></p> <p><b><u>Analytical writing</u></b></p> <ul style="list-style-type: none"> <li>● 6-1. I.M.R.D</li> <li>● 6-2. Structure of discussion (p.368)</li> <li>● 6-3. CARS model p.331</li> <li>● 6-4. Tense in literature</li> </ul>	Professor Yun-yin Huang
7	2023/3/28	<ul style="list-style-type: none"> <li>● 7-1. Research articles</li> <li>● 7-2. Review of CARS model</li> <li>● 7-3. CARS model in electronical application</li> <li>● 7-4. CARS model in chemical synthesis</li> <li>● 7-5. CARS model in drug delivery</li> <li>● 7-6. CARS model in nano-materials</li> </ul>	Professor Yun-yin Huang

8	2023/4/4	<p><b><u>Week 8 : Abstract: The advertisement you need</u></b></p> <ul style="list-style-type: none"> <li>● 8-1. Purpose &amp; organization</li> <li>● 8-2. Tense in abstract</li> <li>● 8-3. Summary type abstract</li> <li>● 8-4. Results-driven abstract</li> <li>● 8-5. Abstracts explained</li> </ul>	Professor Yun-yin Huang
9	2023/4/11	<p><b><u>Week 9 : Reading for Writing: Personalized template and phrasebank</u></b></p> <ul style="list-style-type: none"> <li>● 9-1. Elements of research articles</li> <li>● 9-2. Reading for writing</li> <li>● 9-3. Deconstruct research articles</li> </ul>	Professor Yun-yin Huang