香港城市大學
City University of Hong Kong

City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2024 / 2025

Part I Course Overview

Course Title:	**English for Academic Research and Publication in Social Sciences and Humanities**
Course Code:	**EN8014**
Course Duration:	**One semester**
Credit Units:	**3**
Level:	**R8**
Medium of Instruction:	**English**
Medium of Assessment:	**English**
Prerequisites: *(Course Code and Title)*	**Nil**
Precursors: *(Course Code and Title)*	**Nil**
Equivalent Courses: *(Course Code and Title)*	**Nil**
Exclusive Courses: *(Course Code and Title)*	**Nil**

Part II Course Details

1. Abstract

The course aims to provide students of social sciences and humanities with the language skills and strategies necessary for the production of a variety of high level written research texts.

2. Course Intended Learning Outcomes (CILOs)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes		
			A1	*A2*	*A3*
1.	describe the generic formats of a variety of research texts and adapt the formats in order to organize their research writing effectively;	5%	√	√	√
2.	describe and present in coherent fashion the essential types of information needed in the key sections of the research texts described in CILO 1;	25%	√	√	√
3.	describe and employ various conventions as well as strategies of citation needed to create well-integrated, meaningful prose and to establish their own authorial voices when drawing on others' work in written research texts;	25%	√	√	√
4.	describe and apply various linguistic resources and rhetorical strategies necessary for converting parts of their theses into manuscripts for publication;	20%	√	√	√
5.	describe and employ skills and strategies needed to identify publishing outlets make plans for publishing.	20%	√	√	√
6.	identify and apply existing online resources to facilitate the development of knowledge, skills and strategies described in CILOs 1-5	5%	√	√	√
		100%			

A1: Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: *Accomplishments*
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Learning and Teaching Activities (LTAs)

LTA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
Lecture	Students will engage in interative lectures to gain knowledge about academic writing.	√	√	√	√	√	√	
Tutorial	Students will engage in language tasks and activities and have small group discussions.	√	√	√	√	√	√	

4. Assessment Tasks/Activities (ATs)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4	5	6		
Continuous Assessment: 100%								
1. Producing a research text Students will be asked to produce one substantial piece of research writing aimed for a qualifying examination (e.g., one part of a qualifying report, one chapter of a thesis, etc.) or a draft of a manuscript aimed for publication in an international refereed journal.	√	√	√	√		√	80%	
2. Producing a publishing plan Students will be asked to report an analysis of publishing outlets and produce a tentative publishing plan for their research projects.	√		√		√	√	20%	
Examination: _0_% (duration: , if applicable)								
							100%	

5. Assessment Rubrics

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Producing a research text (80%)

Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Goal	• The writing displays a very clear and meaningful goal(s) appropriate to the genre/genre part. • It also conveys a very clear and a specific message about the research described.	• The goal(s) is quite appropriate to the genre/genre part. • Conveys quite a clear and specific message about the research described.	• The goal is somewhat appropriate to the genre/genre part. • The message about the described research is somewhat clear.	• The goal is somewhat appropriate to the genre/genre part. • The message about the described research is not very clear.	• The goal is not appropriate to the genre/genre part. • There is no specific message conveyed about the research described.
Content	• The writing carries all essential information expected of the genre/genre-part that the writing represents.	• The writing carries most essential information expected of the genre/genre-part that the writing represents. • Some minor details are missing.	• Some essential details are missing.	• Many essential details are missing.	• All essential details are missing.
Citation	• Extensive reading is evident as reflected by the impressive number of sources cited. • Source ideas are meaningfully engaged and are very well-synthesized to advance the goal of writing. • Authorial voice over source ideas is strategically enacted. • Sources are properly cited and documented using a recognized citation style.	• Fulfils the minimal number of sources required for the writing. • Source ideas are mostly meaningfully engaged and are quite well-synthesized to advance the goal of writing. • Stray source ideas are evident but do not affect much the flow of discussion. • Authorial voice over source ideas is evident and is enacted somewhat strategically. • Sources are properly cited	• Fulfils the minimal number of sources required for the writing. • Evident attempts at engaging source ideas to advance the goal writing though not entirely successful. • A noticeable number of source ideas are not synthesized • A noticeable amount of stray source ideas. • Some attempts at establishing authorial voice are evident though not very successful.	• Fulfils the minimal number of sources required for the writing. • Rather unsuccessful attempts at engaging source ideas to advance the goal of writing • Few attempts at synthesizing source ideas. • Many stray source ideas that significantly obscure the goal of writing. • Sources are properly cited and documented using a recognized citation style.	• Fails to fulfil the minimal number of sources required for the writing. • Very few attempts at engaging source ideas to advance the goal of writing • Source ideas are not synthesized at all. • Source ideas are not related to the goal of writing at all. • Sources are not cited nor documented properly using a recognized citation style.

Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		and documented using a recognized citation style.	• Sources are properly cited and documented using a recognized citation style.		
Argumentation	• A sharp awareness of readers' refutations about the research. • An impressive range of strategies are effectively /successfully employed o defend/justify most/all major aspects of the research.	• An awareness of readers' refutations. • A range of rhetorical strategies are employed quite effectively to defend/justify a few major aspects of the research.	• A limited awareness of readers' refutations. • Attempts at defending/justifying a few specific aspects of research using a rather limited range of rhetorical strategies though not all attempts are successful.	• A very limited awareness of readers' refutations. • Very few attempts at defending/justifying the research.	• A lack of awareness of readers' refutations. • Writing is entirely descriptive and no attempts at defending/justifying the research.
Organization	• The writing is very effectively sectioned. • Very effective signposting is employed. • The piece is on the whole very easy to navigate. • Ideas within and across sections are well-connected and well-aligned.	• The writing is quite effectively sectioned. • Signposting is quite effectively employed. • The piece is on the whole quite easy to navigate. • Non-intrusive ruptures are evident.	• The writing is somewhat effectively sectioned and the sectioning needs some revision. • Some signposting is employed though not entirely effective. • Requires some efforts to navigate the writing. • Intrusive ruptures are evident.	• The writing is ineffectively sectioned. • Very limited signposting is employed. • Quite difficult to navigate the writing. • Frequent intrusive ruptures	• The writing is extremely difficult to navigate. • It is extremely poorly organized.
Language	• The ideas are communicated very clearly, effectively and succinctly. • The writing displays an outstanding mastery of the English language (syntax, lexis, collocations, etc.), punctuation, and the scholarly register. • Very few errors are evident. • No plagiarism is detected.	• The ideas are communicated quite clearly, effectively and succinctly. • The writing displays an advanced mastery of the English language (syntax and lexis) and the scholarly register • Some non-intrusive errors are evident. • No plagiarism is detected.	• Intrusive errors / limited lexicon are evident which affect the clarity, the succinctness and effectiveness of the writing. • No plagiarism is detected.	• Frequent intrusive errors / a very limited lexicon are evident which seriously affect the clarity, the succinctness and effectiveness of the writing. • No plagiarism is detected.	• Serious and very intrusive errors / an extremely limited lexicon are evident which render the piece almost unintelligible. OR • Evidence of serious plagiarism is detected which disqualifies the piece and calls for disciplinary actions.

Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Visuals (where needed)	• Very effective employment of visuals to complement / supplement textual descriptions. • Visuals are very easy to comprehend and well-labelled.	• Quite effective employment of visuals to complement / supplement textual descriptions. • Visuals are mostly easy to comprehend and quite well-labelled	• Somewhat effective employment of visuals to complement / supplement textual descriptions. • Some visuals require some efforts to comprehend. • Some are not labelled.	• Ineffective employment of visuals. • Many of the visuals are difficult to comprehend and/or not labelled. •	• No visuals are employed Or • Incomprehensible visuals.

Producing a publishing plan (20%)

Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Goal	• The writing displays a very clear and meaningful goal(s) appropriate to the task.	• The goal(s) is quite appropriate to the task.	• The goal is somewhat appropriate to the task.	• The goal is not entirely appropriate to the task.	• The goal is not appropriate to the task. •
Content	• The writing carries all essential information expected of the task. • It demonstrates a thorough analysis of publishing outlets. • It presents a feasible plan for publishing	• The writing carries all essential information expected of the task. • The analysis of publishing outlets is quite thorough. • The publishing plan is quite feasible.	• A few essential details are missing. • The analysis of publishing outlets lacks depth. • The publihing plan is somewhat feasible.	• Quite a few essential detils are missing. • The analysis of publishing outlets lacks depth. • The publishing plan is marginally feasible and need major revision.	• All essential details are missing. • The analysis of publishing outlets is very weak. • The publishing plan is not feasible at all.
Organisation	• The writing is very effectively sectioned. • Very effective signposting is employed. • The piece is on the whole very easy to navigate. • Ideas within and across sections are well-connected and well-aligned.	• The writing is quite effectively sectioned. • Signposting is quite effectively employed. • The piece is on the whole quite easy to navigate. Non-intrusive ruptures are evident.	• The writing is somewhat effectively sectioned and the sectioning needs some revision. • Some signposting is employed though not entirely effective. • Some efforts are required to navigate the writing.	• The writing needs some major re-sectioning. • Limited signposting is employed. • Considerable efforts are required to navigate the writing. • Intrusive ruptures are evident.	• The writing is extremely difficult to navigate. • It is extremely poorly organized.
Language	• The ideas are communicated very clearly, effectively and succinctly. • The writing displays an outstanding mastery of the English language (syntax, lexis, collocations, etc.), punctuation, and the scholarly register. • Very few errors are evident. • No plagiarism is detected.	• The ideas are communicated quite clearly, effectively and succinctly. • The writing displays an advanced mastery of the English language (syntax and lexis) and the scholarly register • Some non-intrusive errors are evident. • No plagiarism is detected.	• Quite a few intrusive errors / a fairly limited lexicon are evident which somewhat affect the clarity, the succinctness and effectiveness of the writing. • No plagiarism is detected.	• Some major intrusive errors / a limited lexicon are evident which seriously affect the clarity, the succinctness and effectiveness of the writing. • No plagiarism is detected.	• Many serious and very intrusive errors / an extremely limited lexicon are evident which render the piece almost unintelligible. OR • Evidence of serious plagiarism is detected which disqualifies the piece and calls for disciplinary actions.

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Producing a research text (80%)

Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
Goal	• The writing displays a very clear and meaningful goal(s) appropriate to the genre/genre part. It also conveys a very clear and a specific message about the research described.	• The goal(s) is quite appropriate to the genre/genre part. • Conveys quite a clear and specific message about the research described.	• The goal is somewhat appropriate to the genre/genre part. • The message about the described research is somewhat clear.	• The goal is not appropriate to the genre/genre part. • There is no specific message conveyed about the research described.
Content	• The writing carries all essential information expected of the genre/genre-part that the writing represents.	• The writing carries most essential information expected of the genre/genre-part that the writing represents. • Some minor details are missing.	• Some essential details are missing.	• All essential details are missing.
Citation	• Extensive reading is evident as reflected by the impressive number of sources cited. • Source ideas are meaningfully engaged and are very well-synthesized to advance the goal of writing. • Authorial voice over source ideas is strategically enacted. • Sources are properly cited and documented using a recognized citation style.	• Fulfils the minimal number of sources required for the writing. • Source ideas are mostly meaningfully engaged and are quite well-synthesized to advance the goal of writing. • Stray source ideas are evident but do not affect much the flow of discussion. • Authorial voice over source ideas is evident and is enacted somewhat strategically. • Sources are properly cited and documented using a recognized citation style.	• Fulfils the minimal number of sources required for the writing. • Evident attempts at engaging source ideas to advance the goal writing though not entirely successful. • A noticeable number of source ideas are not synthesized • A noticeable amount of stray source ideas. • Some attempts at establishing authorial voice are evident though not very successful. • Sources are properly cited and documented using a recognized citation style.	• Fails to fulfil the minimal number of sources required for the writing. • Very few attempts at engaging source ideas to advance the goal of writing • Source ideas are not synthesized at all. • Source ideas are not related to the goal of writing at all. • Sources are not cited nor documented properly using a recognized citation style.
Argumentation	• A sharp awareness of readers' refutations about the research. • An impressive range of strategies are effectively /successfully employed o defend/justify most/all major aspects of the research.	• An awareness of readers' refutations. • A range of rhetorical strategies are employed quite effectively to defend/justify a few major aspects of the research.	• A limited awareness of readers' refutations. • Attempts at defending/justifying a few specific aspects of research using a rather limited range of rhetorical strategies though not all	• A lack of awareness of readers' refutations. • Writing is entirely descriptive and no attempts at defending/justifying the research.

Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
			attempts are successful.	
Organization	• The writing is very effectively sectioned. • Very effective signposting is employed. • The piece is on the whole very easy to navigate. • Ideas within and across sections are well-connected and well-aligned.	• The writing is quite effectively sectioned. • Signposting is quite effectively employed. • The piece is on the whole quite easy to navigate. • Non-intrusive ruptures are evident.	• The writing is somewhat effectively sectioned and the sectioning needs some revision. • Some signposting is employed though not entirely effective. • Requires some efforts to navigate the writing. • Intrusive ruptures are evident.	• The writing is extremely difficult to navigate. • It is extremely poorly organized.
Language	• The ideas are communicated very clearly, effectively and succinctly. • The writing displays an outstanding mastery of the English language (syntax, lexis, collocations, etc.), punctuation, and the scholarly register. • Very few errors are evident. • No plagiarism is detected.	• The ideas are communicated quite clearly, effectively and succinctly. • The writing displays an advanced mastery of the English language (syntax and lexis) and the scholarly register • Some non-intrusive errors are evident. • No plagiarism is detected.	• Intrusive errors / limited lexicon are evident which affect the clarity, the succinctness and effectiveness of the writing. • No plagiarism is detected.	• Serious and very intrusive errors / an extremely limited lexicon are evident which render the piece almost unintelligible. OR • Evidence of serious plagiarism is detected which disqualifies the piece and calls for disciplinary actions.
Visuals (where needed)	• Very effective employment of visuals to complement / supplement textual descriptions. • Visuals are very easy to comprehend and well-labelled.	• Quite effective employment of visuals to complement / supplement textual descriptions. • Visuals are mostly easy to comprehend and quite well-labelled	• Somewhat effective employment of visuals to complement / supplement textual descriptions. • Some visuals require some efforts to comprehend. • Some are not labelled.	• No visuals are employed Or • Incomprehensible visuals.

Producing a publishing plan (20%)

Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
Goal	• The writing displays a very clear and meaningful goal(s) appropriate to the task.	• The goal(s) is quite appropriate to the task.	• The goal is somewhat appropriate to the task.	• The goal is not appropriate to the task.
Content	• The writing carries all essential information expected of the task. • It demonstrates a thorough analysis of publishing outlets. • It presents a feasible plan for publishing	• The writing carries all essential information expected of the task. • The analysis of publishing outlets is quite thorough. • The publishing plan is quite feasible.	• Some essential details are missing. • The analysis of publishing outlets lacks depth. • The publihing plan is not very feasible.	• All essential details are missing. • The analysis of publishing outlets is very weak • The publishing plan is not feasible at all.
Organisation	• The writing is very effectively sectioned. • Very effective signposting is employed. • The piece is on the whole very easy to navigate. • Ideas within and across sections are well-connected and well-aligned.	• The writing is quite effectively sectioned. • Signposting is quite effectively employed. • The piece is on the whole quite easy to navigate. Non-intrusive ruptures are evident.	• The writing is not always effectively sectioned and the sectioning needs some revision. • Limited signposting is employed though not entirely effective. • Considerable efforts are required to navigate the writing. • Intrusive ruptures are evident.	• The writing is extremely difficult to navigate. • It is extremely poorly organized.
Language	• The writing carries all essential information expected of the task. • It demonstrates a thorough analysis of journals. • It presents a feasible plan for publishing	• The writing carries all essential information expected of the task. • The analysis of journals is quite thorough. • The publishing plan is quite feasible.	• Some essential details are missing. • The analysis of journals lacks depth. • The publihing plan is not very feasible.	• All essential details are missing. • The analysis of journals is very weak • The publishing plan is not feasible at all.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

Authorial voice, citation conventions, citation strategies, research articles, thesis writing, writing for publication.

2. Reading List

2.1 Compulsory Readings

1. Cargill, M. & O'Connor, P. (2013). *Writing Scientific Research Articles: Strategy and Steps (2nd ed)*. Wiley-Blackwell.
2. Curry, M. J. & Lillis, T. (2013). *A scholar's guide to getting published in English : critical choices and practical strategies*. Multilingual Matters.
3. Fabb, N. & Durant, A. (2014). *How to Write Essays and Dissertations: A Guide for English Literature Students* (2nd ed.). Routledge.
4. Flowerdew, J. & Pejman, H. (2021). *Introducing English for Research Publication Purposes*. Routledge.
5. Lunenburg, F.C., & Irby, B. J. (2008). *Writing a Successful Thesis or Dissertation: Tips and Strategies for Students in the Social and Behavioral Sciences*. Corwin Press (Sage).
6. Paltridge, B. & Starfield, S. (2016). *Getting Published in Academic Journals: Navigating the Publication Process*. University of Michigan Press.

2.2 Additional Readings and online Resources

Readings

1. Artemeva, N. (2000). Revising a research article: Dialogic negotiation. In P. Dias & A. Paré (eds.), *Transitions: Writing in Academic and Workplace Settings* (pp.74-87). Hampton Press Inc.
2. Belcher, D. (2007). Seeking acceptance in an English-only research world. *Journal of Second Language* Writing, 16, 1–22.
3. Casanave, C. & Vandrick, S. (eds.) (2003). *Writing for Scholarly Publication: Behind the Scenes in Language Education*. Lawrence Erlbaum Associates, 2003.
4. Flowerdew, J. & Dudley-Evans, T. (2002). Genre analysis of editorial letters to international journal contributors. *Applied Linguistics, 23, 463-489.*
5. Swales, J.M. & Feak, C. (2000). *English in Today's Research World*. Ann Arbor: University of Michigan Press.
6. Weissberg, R. & Buker, S. (1990). *Writing up Research: Experimental Research Report Writing for Students of English*. Prentice Hall Regents.
7. Williams, H.C. (2004). How to reply to referees' comments when submitting manuscripts for publication. *Journal of the American Academy of Dermatology, 51*, 79-83.

Online resources

1. Sample theses: On-line theses (CityU library)
2. Concordancing tool: AntConc (http://www.antlab.sci.waseda.ac.jp/software.html)
3. Sample academic English (written): BNC (http://www.natcorp.ox.ac.uk/)
4. Citation management tools: Endnote (CityU library) & Zotero (https://www.zotero.org/)
5. Citation style guides: https://libguides.library.cityu.edu.hk/citing https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html