

Course ID Number: LGC4050

Course Title: English for Thesis Writing II

No. of Credits: 2

Graduate School of International Relations

International University of Japan

Term: Fall 2013

Instructor: Mohammed Ahmed

Course Description:

This course is designed for those second year students for whom English is a second or foreign language. It is a relatively advanced course (compared to the ETWI course in the fall term). It will be suitable for those students who are not weak in their English, are clear about their thesis topics, and wish to get started writing their theses during the fall term.

July 5, 2013

[Note: this course will have a maximum class size limit. Hence, please send an e-mail message to the instructor (Mohammed Ahmed) about your interest in taking this course. This message will be one of the key factors in course registration. The instructor's approval is necessary to enroll in this course.]

ENGLISH FOR THESIS WRITING (ETW) II, Fall 2013
(tentative syllabus)

Classes: Tuesday & Thursday, 6th period (6:00-7:30 PM)
Instructor: Mohammed Ahmed (tel: x422; e-mail: mkahmed)

DESCRIPTION

This course is designed for those second year students for whom English is a second or foreign language. It is a relatively advanced course (compared to the ETWI course in the fall term). It will be suitable for those students who are not weak in their English, are clear about their thesis topics, and wish to get started writing their theses during the fall term.

This course will help students further develop their writing skills that can be directly applied to the writing of their thesis/research essay. All the writing activities and assignments will be linked to this main goal.

The course will focus on the following basic features of thesis writing:

- Clear, accurate, and logical writing style in the context of thesis/research report writing;
- the basic characteristics of organization and development in academic research papers;
- the structure and organization of theses/research reports at IUJ;
- the use and documentation of sources; and
- the avoidance of plagiarism.

The course will cover skills for:

- quoting, summarizing, and paraphrasing information from multiple sources,
- documenting sources (including Internet sources) accurately and consistently, and
- presenting visual information (tables, figures, etc.) effectively.

In this course, the students will be able to cover skills for writing the following parts of a thesis:

- Introduction
- Literature review
- Methodology

To achieve these goals, the course will use relevant materials from:

- the course textbook
- selected journal articles, and
- other sources selected by the instructor.

In addition, some examples from theses/research reports written at IUJ will be introduced.

MAIN FEATURES

- Doing individual writing projects
- Using widely used language expressions from research papers (e.g., journal articles)
- Preparing a “references” list related to one’s thesis-related literature
- Instructor seeking input from supervisors when necessary
- Individual tutorials to review writing assignments
- In-class grammar/vocabulary quizzes
- Short oral presentations

CLASS ORGANIZATION

The classes will consist of discussions based on selected reading materials assigned by the instructor, in-class grammar exercises, and short writing activities. Reading-based discussions will focus on language use, flow, and organization in academic research writing. Towards the end of the course, students will make individual oral presentations based on their thesis writing and respond to questions and comments from their classmates.

INDIVIDUAL DISCUSSION SESSIONS

There will be two required sessions (approximately in weeks 2/3 & 5/6) during the course. In addition, students will be urged to individually meet with the instructor by making appointments before submitting the final take-home writing assignment.

TEXT MATERIALS (Students should have a copy of text #1, which is the required textbook for the course.)

1. *Academic Writing for Graduate Students (3rd edition)*, by John Swales and Christine B. Feak. The University of Michigan Press, 2012.
2. *Academic Writing: A Handbook for International Students*, by S. Bailey, 2006.
3. *Thesis and Dissertation Writing in a Second Language: A Handbook for Supervisors*, by Brian Paltridge & Sue Starfield. Routledge, 2007.
4. *Writing Clearly: An Editing Guide (2nd ed.)*, by Janet Lane and Ellen Lange. Heinle and Heinle, 1999.
5. *Publication Manual of the American Psychological Association (6th edition)*. Washington, DC: American Psychological Association, 2010.
6. *The Chicago Manual of Style (16th ed.)*. The University of Chicago Press, 2010.
7. Examples from selected journal articles.
8. Selected IUJ student’s theses.
9. Instructors’ handouts from other sources.

WEEKLY SCHEDULE (tentative)

(This schedule may be revised depending on the pacing in the class. In addition, classroom times may need to be adjusted a few times; students will be informed in advance.)

Week 1

- Course Introduction.
- Basic characteristics of research-oriented academic writing, Unit One, *Academic Writing for Graduate Students (AWGS)*
- Formal style in academic writing (grammar exercises on verbs & nouns), Unit One, *AWGS*)

Week 2

- Flow in academic writing:
- Connecting words and phrases between sentences and paragraphs. Key sentence structures and punctuation. (Unit One, *AWGS*)

Week 3

- Organization of a research paper. Focus on the introduction section. (Units 7 and 8, *AWGS*)).
- Reviewing language and flow in the introduction section of selected journal article one.
- In-class language exercises on “centrality claims” (main text, *AWGS*)).

Week 4

- Review of language and flow in the introduction section of journal article two.
- Language exercises on how to write “definitions” (Unit 2, *AWGS*)).

Week 5

- Review of language and flow in the introduction section of journal article three.
- How other sources are cited. Some important words and phrases in literature review. Use of reporting verbs. (Unit 8, *AWGS*)

Week 6

- Review of language used in data commentary, followed by language exercises (Unit 4, *AWGS*)
- Review of language used in describing methodology, followed by language exercises. (Unit 7, *AWGS*)

Weeks 7 & 8

- Avoiding plagiarism: when and how to quote, summarize and paraphrase. Model examples and exercises. (Unit 5, *AWGS*)).
- How to document sources in the text of a research paper (“in-text citation”). How to construct a references list.
- Review of some selected examples from IUJ theses. Focus on language and flow.
- Examples and guidelines for individual oral presentations.

Week 9 (& beginning of week 10)

- Individual oral presentations.
- Using ppt. slides and handouts to present one’s own thesis research.
- Effectively responding to comments and questions from the audience.

ASSIGNMENT SCHEDULE

What?	When? (Weeks)	Assessment weight?
Short take-home writing assignments	Wks 2, 4, 7	10%
Mid-term take-home writing assignment	Wk. 5	25%
Final take-home writing assignment	Wk. 9	25%
In-class quizzes (grammar & vocabulary)	Wks 3, 6, 9	10%
Short oral presentation	Wks 9-10	10%
'References' list assignment	Wk. 9	10%
Attendance & participation	Every class	10%

COURSE POLICIES/ETIQUETTE

- Attend classes in a regular and punctual manner.
- Do homework assignments for class discussions.
- If absence from classes exceeds more than 30% of the classes held, the final grade may be lowered by one level (e.g., a B+ may become a B). If absence exceeds 50% of the classes held, an F grade in the course may be given.
- If a student is absent from a class for some emergency reasons, please inform the instructor (Mohammed) immediately by e-mail or phone.
- Do not make or receive any calls while the class is in session.

PHOTOCOPYING CHARGES

At the end of the term, students will be asked by the OAA to pay photocopying charges for materials the instructor will distribute in the class (except for tests, assignment instructions, and course descriptions). The instructor will maintain a record in a clear manner and inform the students about the amount to be charged at the end of the term.