

## Preliminary Course Description

### ENGLISH FOR THESIS WRITING (ETW) II Winter 2017

Classes and Classrooms: To be Announced

Coordinator: Richard Smith

Instructors: Tony Crooks, Michael Mondejar, Richard Smith

#### ENROLLMENT POLICIES

- ❑ Enrollment in the course is limited in order to allow the classes to be highly interactive and individualized and to allow for intensive feedback on individual writing projects.
- ❑ **First registration priority will be given to students who are strongly advised to take the course because of their previous English study history or because of a special recommendation.**
- ❑ **Second registration priority will be given to other applicants.**
- ❑ If the number of applicants exceeds the number of places in the course, pre-registration for the course will be one factor that is taken into account when selecting voluntary applicants. However, there are other factors such as English writing proficiency level that will be considered.
- ❑ All voluntary students must have the consent of the Course Coordinator in advance in order to enroll in the course. This consent will be given in the first week of classes before the enrollment deadline.
- ❑ The course is NOT open to:
  - (1) students who took ETW II in Fall, 2016
  - (2) first-year students (including E-Business students)
  - (3) native speakers of English

#### **Class size limit in ELP courses during the regular terms: Program statement**

The ELP maintains a class size of around 15 for its regular term English language courses. The development of language skills, particularly the development of academic language skills, involves training and practice as well as knowledge transfer. The training and practice require opportunities for individual students to participate and interact in the classroom and receive a substantial amount of customized feedback. Individual tutorial sessions with the instructors provide opportunities for the discussion and revision of academic writing assignments. By maintaining a class size of around 15, the English language courses provide effective opportunities to students for individual training, practice, and revision.

#### COURSE DESCRIPTION

This course is designed for second-year students who are non-native speakers of English. It aims to help students develop writing skills that can be directly applied to

their IUJ thesis/research essay. All the activities and assignments of the course will be linked to this goal.

The basic goals of the course are developing an understanding of:

- an academic writing style emphasizing clarity, accuracy, and logic;
- basic principles of organization and development in academic writing;
- structure and organization of research papers; and
- proper attribution of source material.

In order to achieve these goals, the specific skills that will receive attention are:

- summarizing, synthesizing and interpreting information from multiple sources;
- documenting sources accurately and consistently;
- analyzing and commenting on data; and
- presenting visual information (tables, figures, and so forth) accurately.

The primary material for the course will include:

- selected English language textbooks;
- journal articles;
- theses by IUJ students; and
- examples from other sources.

## **Main features**

### Writing assignments

Students will submit writing assignments that are related to their own thesis.

### Reading-based review of language use

Students will review and discuss how language is actually used in research writing.

### In-class quizzes

There will be in-class quizzes that test key language points in research writing.

### Short oral presentations

Towards the end of the course, each student will make one brief oral presentation on his/her thesis/research essay. These presentations are designed to create opportunities for other students to ask questions about each thesis. These questions will help each student to clarify and revise his/her ideas.

### Input from supervisors

Students will also be encouraged to ask specific questions of their supervisors about thesis requirements. Students should always consult their supervisors in regard to questions about thesis *content*.

## ASSESSMENT SCHEME

The main elements of the assessment scheme will be:

- writing assignments
- language-focused quizzes
- a short individual oral presentation
- attendance and participation

More details will be provided on the first day of the classes.

## TEXT MATERIALS

### **Students are required to buy the following text:**

- **Swales, J. & Feak, C. (2012). *Academic writing for graduate students*, 3rd edition. Ann Arbor: University of Michigan Press.**

The following texts may also be utilized by instructors. Students do NOT need to purchase these texts:

- American Psychological Association (2009). *Publication manual of the American Psychological Association*, 6th edition. Washington, D.C.: Author.
- Gelfand, H., Walker, C. (2002). *Mastering APA style: Student's workbook and training guide*. Washington, D.C.: American Psychological Association.
- Paltridge, B., & Starfield, S. (2007). *Thesis and dissertation writing in a second language: A handbook for supervisors*. Routledge,.
- Bailey, S. (2006). *Academic Writing: A Handbook for international students*. Routledge
- Selected materials from academic journals.
- Selected materials from theses written by IUJ students.

## COURSE POLICIES

- attend class and tutorials regularly and punctually;
- prepare for class by completing any assigned homework;
- participate actively in class discussions by
  - contributing ideas and opinions,
  - asking questions when clarification is needed,
  - respecting other classmates' right to contribute;
- follow due dates for all assignments;
  
- At the end of the term, students will be asked to pay photocopying charges for materials the instructor will bring to the classes (except for test, assignment, and course description/schedule materials).