



ACADEMIC RESEARCH WRITING

COURSE SYLLABUS

I. Course title: ACADEMIC RESEARCH WRITING

II. Course credits: 4

III. Course prerequisites:

Students are required to have successfully completed the Academic Writing module.

IV. Course overview

This course is an advanced course in writing. Students learn how think critically to build and organize ideas in the essay with topics principally related to International Relations, and to successfully write different types of essays in this academic field.

V. Course goals

After the course, students will be able to:

- Understand the organization of the five types of essay: the narrative essay, the comparison essay, the cause-effect essay, the argument essay and the reaction response essay.
- Write the outline for each type of essay, with topics principally related to IR.
- Write the complete essay of each type, with topics principally related to IR.
- Improve written command of English.

Assessment scheme

Mid-term test	30%	Individual and group writing	60%
		Mid-term essay	40%
Final test	70%		
Total	100%		

Course policies:

1. The course will be conducted in different modes including lecturing, discussion, and practice.
2. Attendance in all sessions is strongly recommended. Participants are required to give advance notice of their absence in case of illness or any other situations. However, students skipping more than 5 class meetings are not allowed to take the final test.
3. Participants are expected to be well prepared and take an active role in class discussions

and work collaboratively with their peers.

4. Cheating in any form, including plagiarism, results in a failing grade.
5. For late submitted work, 10% of the component grades will be deducted per day.

VI. Required material:

Folse, Keith S. *et al.* (2014). *Great Writing 4 – Great Essays*. Boston: Cengage Learning.

VII. Course Schedule (31/08 – 11/11/2019)

Week	Date	Content	Notes
1	31/8/2020	<u>Unit 1: Exploring The Essays</u> (pp. 4-21) <ul style="list-style-type: none"> • What is an Essay? • Example Essays 	
2	7/9	<u>Unit 1: Exploring The Essay</u> (cont.) (pp. 22-34) <ul style="list-style-type: none"> • Writing the Introduction • Writing the Body • Writing the Conclusion • Group work: Choosing a topic, discussing the outline (after getting the topic approved by the teacher) • Individual writing (in-class activity)* • Group writing (homework assignment) 	<i>Topic: International Relations related</i>
3	14/9	Citation and Plagiarism (pp. 181-182) Further Practice on Citation and Plagiarism Correction of individual and group writing (Exploring the Essay)	<i>Material prepared by the teacher</i>
4	21/9	<u>Unit 2: Narrative Essays</u> (pp. 40-55) <ul style="list-style-type: none"> • What is a Narrative Essay? • Example Narrative Essays • Developing a narrative essay (pp. 55-63) • Group work: Choosing a topic, 	<i>Topic: International Relations related</i>

		<p>discussing the outline (after getting the topic approved by the teacher)</p> <ul style="list-style-type: none"> • Individual writing (in-class activity) • Group writing (homework assignment) 	
5	28/9	<p><u>Unit 2:</u> Narrative Essays (cont.)</p> <ul style="list-style-type: none"> • Correction of individual and group writing <p><u>Unit 3:</u> Comparison Essays (pp. 66-80)</p> <ul style="list-style-type: none"> • What is a Comparison Essay? • Example Comparison Essays • Developing a Comparison Essay 	
6	5/10	<p><u>Unit 3:</u> Comparison Essays (practice)</p> <ul style="list-style-type: none"> • Developing Ideas for Writing (pp. 80-87) • Group work: Choosing a topic, discussing the outline (after getting the topic approved by the teacher) • Individual writing (in-class activity) • Group writing (homework assignment) • Review and Further Practice 	<p><i>Topic: International Relations related</i></p> <p><i>Material prepared by the teacher</i></p>
7	12/10	<p><u>Unit 3:</u> Comparison Essays</p> <ul style="list-style-type: none"> • Correction of individual and group writing <p><u>Unit 4:</u> Cause-Effect Essays (pp. 90-102)</p> <ul style="list-style-type: none"> • What is a Cause-Effect Essay? • Example Cause Effect Essay • Developing a Cause-Effect Essay 	
8	19/10	<p><u>Unit 4:</u> Cause-Effect Essays (practice) (pp.</p>	<p><i>Topic: International Relations</i></p>

		103-111) <ul style="list-style-type: none"> • Choosing Words Carefully • Developing Ideas for Writing • Group work: Choosing a topic, discussing the outline (after getting the topic approved by the teacher) • Individual writing (in-class activity) Group writing (homework assignment)	<i>related</i>
9	26/10	<u>Unit 4</u> : Cause-Effect Essays (cont.) <ul style="list-style-type: none"> • Correction of individual and group writing Mid-term test <u>Unit 5</u> : Argument Essays (pp. 114-123) <ul style="list-style-type: none"> • What Is An Argument Essay? • Example Argument Essay • Developing an Argument Essay 	
10	2/11	<u>Unit 5</u> : Argument Essays (practice) <ul style="list-style-type: none"> • Developing an Argument Essay (cont.) (pp. 123-135) • Group work: Choosing a topic, discussing the outline (after getting the topic approved by the teacher) • Individual writing (in-class activity) • Group writing (homework assignment) 	<i>Topic: International Relations</i> <i>related</i>
11	9/11	<u>Unit 5</u> : Argument Essays (cont.) <ul style="list-style-type: none"> • Correction of individual and group writing <u>Unit 6</u> : Other Forms of Academic Writing (pp. 138-142) <ul style="list-style-type: none"> • What is a Reaction Response Essay 	

		<ul style="list-style-type: none"> • Example Reaction Essay Practice on Reaction Response Essays (pp. 142-5) <ul style="list-style-type: none"> • Group work: Choosing a topic, discussing the outline (after getting the topic approved by the teacher) • Individual writing (in-class activity) • Group writing (homework assignment) 	<i>Topic: International Relations related</i>
12	16/11	Correction of individual and group writing (Reaction Response Essays) Review and Further Practice 1 Return Midterm test	<i>Material prepared by the teacher</i>
	TBA	Final test	

* Individual writing: each student is to write only one body paragraph on the assigned topic. This is to help refine each student's personal writing skills. Teachers can limit the number of individual writing pieces in each class session to correct and score.

NB: The Schedule is subject to revision.

Revised on 6 Sep 2020