

COURSE CODE AND TITLE	Postgraduate Communication Course
<p>DETAILS OF COURSE</p> <p>Academic Writing Module 6x3=18 hours</p> <p>Week 1</p> <ol style="list-style-type: none"> Overview of generic Research Article (IMRD) structure to discuss the generic style/characteristics of Academic Writing (AW) Flow chart of AW considerations to discuss Purpose, Audience and Context as well as issues on objectivity and formality of language style; technical vocabulary and terminology appropriateness. Language focus: Sentence types and structures to discuss connecting/relating ideas; organization and scholarly tone; useful language mechanics e.g. punctuation and paragraphing. Practice: Rewrite sample text to improve its academic style and flow <p><u>Home assignment:</u> Work on a research article (RA) in own field—identify the paper structure as indicated by the headings and subheadings using the generic structure/template as guide.</p> <p>Week 2</p> <ol style="list-style-type: none"> Language: Adapted from Swales to discuss Academic vocabulary and writing in academic style; Ex. on integrating visual and text; organizing content: e.g. situation-problem-solution-evaluation; cause-effect; compare and contrast Re- Home assignment: Identify and discuss the genre of RAs in own research area Discussion: (PPT) How to prepare to write an RA: what should you do first; which section do you write first, second, next, and how to enhance writing for publication Sub-genre analysis: Focus on the Introduction section of own sample paper with focus on information elements, structure and language use; identify sentence connectors; use of tenses, and useful specific phrases; problem/gap indicator, objective, and significance <p><u>Assignment 1:</u> Using Introduction of a scientific paper: Write a summarized version of it. (Online submission for assessment)</p> <p>Week 3</p> <ol style="list-style-type: none"> Discussion of the Short Communication (SC) genre (notes provided) Comparison with RA -- impact of SC, implications, significance Discussion of the Method sub-genre: Focus on content, structure/organization, and language – tenses, passive forms, 	<p>SUMMARY OF COURSE CONTENT</p> <p>The course comprises two modules:</p> <ol style="list-style-type: none"> Academic Writing By the end of the course participants should: <ul style="list-style-type: none"> Have sound knowledge and application skills of academic writing rhetoric. Have examined and analyzed in depth the genre and language of a research article (RA). Have better understanding of research short communication (SC); review papers (RP); and article reviews (AR) and be able to distinguish their aims and objectives in comparison with the RA. Be able to paraphrase, summarize, synthesize information sources, and demonstrate evaluative skills in reading and writing Be able to conduct critical inquiry (Lit Rev) and exercise ethical behavior and respect IP rights. Submit a review paper (RP based on 3-4 papers) for evaluation (CA) Oral Presentations At the end of the course the participants should have: <ul style="list-style-type: none"> Increased speaking accuracy: pronunciation, intonation, rhythm and stress An understanding and wider knowledge of academic and presentation register and vocabulary Principles and practical on creating visuals for presentations Improved presentation delivery skills: engaging the audience and retaining interest <p>RATIONALE FOR INTRODUCING THIS COURSE</p> <p>Postgraduates (PGs) are required to conduct sound research through experimentation as well as make critical inquiry of previous studies. To fulfill these requirements, they need to read widely and write effectively as academic scholars. Reading widely enables them to be well informed; it helps them discover their research interests and leads them to identify their own research niches and plan their research protocols. Writing effectively enables them to communicate critically on their literature review, focus on their research interests, express their experimental pursuits, and report on the results of their primary work with the intent to share their ideas with other scholars of like minds as well as for the larger audience.</p> <p>At NTU (and elsewhere) postgraduates (PGs) are required to speak English comprehensibly and communicate effectively in both formal and informal oral settings of their scholarly career. They need to speak in English and be understood by their peers, supervisors as well as other scholars at situations such as day-to-day interactions, work progress</p>

<p>sentence types/structures</p> <p>4. Select one subsection of the Method in own sample paper for discussion on structure and language use</p> <p><u>Assignment 2:</u> Write the method section of an experiment they have conducted or are going to conduct. (Online submission for assessment)</p> <p>Week 4</p> <p>1. Data Commentary discussion: Making claims; positioning; language of commentary with Reference to Swales' chapter of the same title.</p> <p>2. Discussion on RA Results sub-genre: structure, information elements and language of results with focus on making comments</p> <p>3. Examining results section of own sample paper highlighting language use and commentaries.</p> <p>4. Critical Thinking: ppt – leading to critiquing and literature review; communicating criticisms constructively and fairly; focus on evidence to support claims vs assertions or fallacies</p> <p><u>Assignment 3:</u> exercise on reconstructing the Results section of given notes and graphics.</p> <p>Week 5</p> <p>1. RA Discussion section: Language of discussion, structure and content with reference to own sample paper.</p> <p>2. Literature review discussion: To read and conduct critical inquiry (focus on evidence seeking/questioning/evaluating); to develop and exercise paraphrasing, summarizing, and synthesizing skills in order to demonstrate and communicate evaluative skills in reading and comprehension;</p> <p>3. Avoiding plagiarism: ppt. Discuss documentation styles, author prominence; information prominence; weak author prominence – language use</p> <p>4. Discussion of a Review paper (RP): what it is; how to write a review paper – structure, content focus, language. Comparison with RA.</p> <p><u>Assignment 4:</u> Write the discussion for a sample paper (adapted from "Writing Up Research" by Weisberg and Buker.</p> <p>Week 6</p> <p>PPT discussion on the Article Review: review of CT lecture on writing a critique in Week 4. Structure, content, language</p> <p>Discussion on the Abstract of the Research Article, Short Communication, Review paper, and Article review using samples of each.</p> <p><u>Assignment 5:</u> based on a short full paper, students write the abstract for it.</p>	<p>meetings, confirmation examinations, and at seminars or conferences.</p> <p>AIMS AND OBJECTIVES</p> <p>The objectives of Academic Writing Module:</p> <ol style="list-style-type: none"> 1. Improve overall English language proficiency and develop scholarly writing skills. 2. Examine the genre of different types of publications: research article; short communication; review paper; and article review. 3. Conduct genre analyses on research writing for deeper understanding of the mechanics and rhetoric of research writing and academic style. Focus is on writing the Research Article suitable for publication: Introduction, Method, Results, Discussion, Conclusion, and Abstract. 4. Conduct critical inquiry (relating literature review and critical thinking); developing skills in paraphrasing, summarizing, and synthesizing; these skills enable students to demonstrate comprehension and communicate critical evaluations of their literature reviews. 5. Exercise ethical conduct through use of proper documentation as stipulated by specific journals and graduate studies departments, and respect IP rights of writers and institutions (Avoiding plagiarism) <p>The objectives of Oral Presentation Module:</p> <ol style="list-style-type: none"> 1. Improve their verbal English communication skills, specifically for the purpose of speaking to an audience. 2. Learn effective methods of non-verbal communication useful for oral presentations; speak with personal style and use physical space effectively. 3. Learn how to plan and design presentations for various purposes, situations, and to various audiences, and understand the differences between a text document and a spoken presentation. 4. Learn to make effective power point slides and use other visual aids appropriately. 5. Learn to give three-minute talks on their research to a large audience with the purpose
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<p>Course review Course evaluation is online on Google docs NOTE: The Review paper will be submitted online by week 7.</p> <p>Oral Presentation Module: 7x3 = 21 hours Participants will:</p> <p>Week 1 Learn the differences between the written form and spoken presentations Learn and practice essential aspects of clear verbal communication Understand the importance of the introduction Select an academic paper to present over the next weeks, own work or otherwise.</p> <p>Week 2 Learn the importance of well-paced speech Practice the delivery of the introduction (2-4 minutes), incorporating previously learned content, speaking from a marked-up script Understand the role of slides in a presentation, and how to construct them Understand the importance of defining objectives and how to do so effectively</p> <p>Week 3 Learn the use of effective non-verbal communication Practice defining objectives in a presentation, incorporating previously learned content Learn how best to present results, discussion, analysis and conclusion</p> <p>Week 4 Practice the delivery of results, discussion, analysis and conclusion (first half) Learn the importance and use of intonation when presenting</p> <p>Week 5 Practice the delivery of results, discussion, analysis and conclusion (second half) Learn to distill the message for use in a three-minute thesis presentation</p> <p>Week 6 Deliver the three-minute thesis for assessment Learn methods to construct a complete presentation: structure, flow and linking</p> <p>Week 7 Deliver final presentations of a second academic paper (own work or otherwise) for assessment</p>	<p>of highlighting the significance and contributions of their specific research to society.</p> <p>6. Gain experience and practice performing all of the above, which is of critical importance towards improving as a speaker, especially in a scholarly context.</p>
ASSESSMENT	No Final Examination

Academic Writing: 1. CA: 5 individual written assignments 2. One Individual mini-review paper 3. Individual Class Participation Oral Presentation & Speaking: 1. Individual Three minute presentations 2. Individual Final paper presentations 3. Individual Peer evaluations/class participation	1. CA (5x5) 2. Mini Review paper 3. Class Participation 1. Three minute presentation 2. Final paper presentation 3. Peer evaluation/Class Participation	25% 20% <u>5%</u> <u>50%</u> 15% 25% <u>10%</u> 50%
	Total	100%
Hours of Contact/Academic Units	39 hours	