

Annexe A: New/Revised Course Content in OBTL+ Format

Course Overview

The sections shown on this interface are based on the templates [UG OBTL+](#) or [PG OBTL+](#)

If you are revising/duplicating an existing course and do not see the pre-filled contents you expect in the subsequent sections e.g. Course Aims, Intended Learning Outcomes etc. please refer to [Data Transformation Status](#) for more information.

Expected Implementation in Academic Year	
Semester/Trimester/Others (specify approx. Start/End date)	
Course Author * Faculty proposing/revising the course	Pavel Adamek;#953
Course Author Email	padamek@ntu.edu.sg
Course Title	WRITING SCIENCE FOR NON-SCIENTISTS
Course Code	ES0238
Academic Units	0
Contact Hours	26
Research Experience Components	

Course Requisites (if applicable)

Pre-requisites	ES0138
Co-requisites	
Pre-requisite to	
Mutually exclusive to	
Replacement course to	
Remarks (if any)	

Course Aims

This course builds on ES0138, and is designed to provide you with tools for writing in a more engaging and impactful ways, and to familiarize you with authorial positioning. During the course, you will analyze written (and at times spoken) texts, and experiment with vocabulary choices, grammatical structures, and stylistic features in order to better understand how you can craft effective scientific messages for (non-)specialist audiences.

Course's Intended Learning Outcomes (ILOs)

Upon the successful completion of this course, you (student) would be able to:

ILO 1	Articulate and exemplify nine feature areas that contribute to engaging academic writing and authorial positioning (LO1);
ILO 2	Analyze written texts for the presence or absence of features of engaging writing and authorial positioning, and suggest alternatives (LO2);
ILO 3	Appropriately use strategies of engagement and authorial positioning to produce texts about scientific findings intended for (non-)specialist audiences (LO3).

Course Content

The module starts with a brief review of important aspects of reader-centered writing encountered in ES0138 (flow, whose story, and emphasis). New course content can be divided into three broad topics: story-telling in research (plots and sub-plots, narrative features, vocabulary, transitivity), authorial positioning and reader engagement (hedging, boosting, attitude markers, personal asides, self-mention, reader pronouns, questions, directives, etc.), and selected topics in impactful written communication (verbal fitness, opening paragraphs and introductions, exemplification, titles, rhetorical appeals).

Reading and References (if applicable)

Pinker, S. (2014). *The sense of style: The thinking person's guide to writing in the 21st century*. London: Allen Lane. Phillips, J. (2012). Storytelling in Earth sciences: The eight basic plots. *Earth-Science Reviews*, 115 (3), 153-162. Sword, H. (2009). Writing higher education differently: A manifesto on style. *Studies in Higher Education*, 34 (3), 319-336. Sword, H. (2012). *Stylish academic writing*. Cumberland, RI, USA: Harvard University Press. Sword, H. (2016). *The writer's diet*. Auckland: Auckland University Press.

Planned Schedule

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
1	Review of writing fundamentals: Flow, whose story, and emphasis	1,2,3	Notes from ES0138	In-person	
2	What is stylish writing? Avoiding unnecessary jargon; verbal fitness	1,2,3	Sword (2009), Sword (2016), Appendix, Pinker, Chapters 2+3	In-person	
3	Basic plots	1,2,3	Phillips	In-person	
4	Narrative features in texts	1,2,3	Sword (2016), Chapter 4	In-person	
5	Telling a research story	1,2,3	Sword (2012), Chapter 8	In-person	
6	Transitivity–grammar and story-telling	1,2,3		In-person	
7	Writing an opening paragraph	1,2,3	Sword (2012), Chapter 7	In-person	
8	Going about writing a literature review	1,2,3		In-person	
9	Giving examples	1,2,3	Sword (2012), Chapter 9	In-person	
10	Expressing stance through hedging and boosting	1,2,3		In-person	
11	Reader engagement	1,2,3		In-person	

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
12	Writing titles Ethos, pathos, and logos	1,2,3	Sword (2012), Chapter 6	In-person	
13	Oral presentation	1,2		In-person	

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Lecture	To effectively convey information about key concepts and to bring all of you up to similar levels of knowledge (LO1)
Interactive activities	Various activities (homework, tutorial, group tasks, in-class discussion, etc.) to help you analyze and deepen your understanding of the concepts, develop your critical thinking, collaboration, and sharpen their communication skills (LO1, LO2, LO3)

Assessment Structure

Assessment Components (includes both continuous and summative assessment)

No.	Component	ILO	Related PLO or Accreditation	Weightage	Team/Individual	Rubrics	Level of Understanding
1	Continuous Assessment (CA): Others([assignments (e.g. term paper, essay)] Paper)	3	Demonstrate intellectual flexibility and critical thinking in order to apply theoretical knowledge in the real world; communicate environmental concepts with enthusiasm to varied audiences both orally and in writing; formulate scientific questions, and be able to access and analyse quantitative and qualitative information to address them; exhibit the motivation, curiosity and skills for lifelong learning; and demonstrate ethical values and responsibility.	50	Individual		

No.	Component	ILO	Related PLO or Accreditation	Weightage	Team/Individual	Rubrics	Level of Understanding
2	Continuous Assessment (CA): Others([presentations])	2	Demonstrate intellectual flexibility and critical thinking in order to apply theoretical knowledge in the real world; communicate environmental concepts with enthusiasm to varied audiences both orally and in writing; formulate scientific questions, and be able to access and analyse quantitative and qualitative information to address them; exhibit the motivation, curiosity and skills for lifelong learning; and demonstrate ethical values and responsibility.	35	Team		
3	Continuous Assessment (CA): Others([class participation])	1,2,3	Demonstrate intellectual flexibility and critical thinking in order to apply theoretical knowledge in the real world; formulate scientific questions, and be able to access and analyse quantitative and qualitative information to address them; and exhibit the motivation, curiosity and skills for lifelong learning; and collaborate and lead by influence.	10	Individual		

No.	Component	ILO	Related PLO or Accreditation	Weightage	Team/Individual	Rubrics	Level of Understanding
4	Continuous Assessment (CA): Others([assignments (e.g. term paper, essay)] Homework)	1,2,3	Demonstrate intellectual flexibility and critical thinking in order to apply theoretical knowledge in the real world; formulate scientific questions, and be able to access and analyse quantitative and qualitative information to address them; and exhibit the motivation, curiosity and skills for lifelong learning; demonstrate ethical values and responsibility; and collaborate and lead by influence.	5			

Description of Assessment Components (if applicable)

Formative Feedback

You will receive informal feedback continuously throughout the course while working on individual/group in-class tasks, and formal feedback following every homework task. In addition, I will be available to answer questions regarding the paper and oral presentation throughout the course.

NTU Graduate Attributes/Competency Mapping

This course intends to develop the following graduate attributes and competencies (maximum 5 most relevant)

Attributes/Competency	Level
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Course Policy

Policy (Academic Integrity)

Policy (General)

(1) General

You are expected to complete all assigned pre-class readings and activities on time, attend all lectures and class discussions, and submit all scheduled homework assignments and papers by due dates. Assignments/papers submitted late will have 10% deducted from their final scores. You are expected to take responsibility to follow up with course notes, assignments, and course related announcements they have missed.

Policy (Absenteeism)

(2) Absenteeism

Absence from scheduled lectures and class discussions without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate. If you miss a class, you must inform me via email (padamek@ntu.edu.sg) prior to the start of the class.

Policy (Others, if applicable)

(3) Compulsory Assignments

You are required to submit compulsory assignments on due dates, unless a valid reason is provided. Valid reasons include falling sick (supported by a medical certificate).

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Last Updated By: Lim Zu An