

Curriculum

Units	Topics	Contents
1 Foundation	<ul style="list-style-type: none"> ▪ Making a research contribution 	<ul style="list-style-type: none"> ▪ Core concepts: research gap, critique, argument, contribution, originality, excellence ▪ Communicating to publication and professional standards ▪ Research as a journey and ongoing conversation ▪ Thesis facts and characteristics
2 Foundation	<ul style="list-style-type: none"> ▪ Making a research argument 	<ul style="list-style-type: none"> ▪ Research argument patterns and structures: SPRE, IMRD, CARS ▪ Persuasion conventions in research arguments: storytelling, stylistic choices for words and orders, disciplinary and Anglophone conventions, promotional language, titles ▪ Matching formality to purpose and to register ▪ Research argument authority: critique, etiquette, citation practices, storytelling with citations, critique vs. criticism; critique as constructive, complimentary and critical endeavour
3 Foundation	<ul style="list-style-type: none"> ▪ Making claims and asking questions 	<ul style="list-style-type: none"> ▪ Fundamentals in knowledge domains and the philosophy of knowledge: perspectives, phenomena, facts, interpretations, definitions, concepts, theories, research questions, assumptions, hypotheses, methods ▪ The language and role of research claims and research questions: types and formality ▪ Communicating with confidence and confident uncertainty: modality, distancing, attribution, degrees of precision and tentativeness, qualifiers, delicacy
4 Reading for good writing 1	<ul style="list-style-type: none"> ▪ Reading research abstracts ▪ Reading for summary ▪ Reading for themes 	<ul style="list-style-type: none"> ▪ Abstracts as promotional texts and sites of storytelling, arguing, making contributions, using promotional language, and titles, and answering "So what?" and "Who cares?" ▪ Summary as essential literacy for researchers: summary as text vs. summary as purpose; summaries within texts; summaries for cohesion; summaries for recording and evaluating research; summary as original, purposeful text ▪ Techniques of effective summarizing and summarizing to avoid plagiarism ▪ Thematic organization as essential literacy for researchers: why themes matter in reviews; themes for structuring bodies of knowledge; themes for structuring why research and contributions matter; themes as narrative devices
5 Writing for good reading 1	<ul style="list-style-type: none"> ▪ Writing for coherence ▪ Writing for cohesion 	<ul style="list-style-type: none"> ▪ Coherence and cohesion as connectedness; coherence as a text-level phenomenon; the importance of coherence and cohesion in longer texts ▪ Coherence as mental representation: satisfying expectations of what a text is 'like'; coherence as chains of texts: paratexts and intertextuality; coherence as expected components, patterns, orders and discourse structures; referential and relational coherence; explicit and implicit coherence ▪ Cohesion as sentence and paragraph-level phenomena of 'sticking together'; importance of varieties of cohesion ▪ Key types of cohesion: lexical (connectives); referential; pronouns; demonstratives (verbal pointing); lexical substitution; elision; conjunctives; conjunctive adverbs;

		punctuation for cohesion; avoiding 'faked coherence'; connectives for clarity, brevity and text chains
6 Consultations 1	Consultations and feedback on planned assessed texts	
7 Talking about research	<ul style="list-style-type: none"> ▪ Conveying academic identity and authority ▪ Maximizing understanding 	<ul style="list-style-type: none"> ▪ Research degree identity as performance: how to convey confidence and authority when speaking about one's research; enthusiasm as confidence ▪ Research answers for insiders and outsiders ▪ Research degree student & graduate identity as an individual and community identity: separate and shared knowledge and communication domains ▪ Communicating what really matters to audiences ▪ Communicating in a common language of understanding; rhetorical techniques for simplifying complexity: example, analogy, metaphor
8 Presenting research	<ul style="list-style-type: none"> ▪ What audiences want to know about research ▪ Guiding and engaging with verbal language ▪ Guiding and engaging with body language 	<ul style="list-style-type: none"> ▪ Presenting to research presentation standards; effective public speaking: putting on a show to interest, engage and satisfy audiences ▪ Successful introductions and conclusions ▪ Presenting as giving: satisfying audience self-interestedness; projecting confidence, humour and flattery ▪ Speaking in the common tongue: simplifying complexity; speaking to include, guide and engage the audience; using abundant signals ▪ Putting the captive audience at ease; showing care, politeness and respect for audiences; delivering to anticipate and include audience thoughts and questions; conversational signals vs. written signals; speaking speed for easy following; pausing and repeating for effects and comprehension ▪ Presenting non-verbally: stance, postures, eye contact, presentation space, speaking to the audience vs. presenting visuals
9	Practice presentations	
10 Reading for good writing 2	<ul style="list-style-type: none"> ▪ Reading research introductions ▪ Reading to enter an argument 	<ul style="list-style-type: none"> ▪ Writing to publication standards: manuscript requirements; presentation quality; headings ▪ Paragraphing as a unit of thought; think in sentences but write in paragraphs; importance of first paragraphs; CARS across paragraphs ▪ Introductions and literature reviews in research articles vs. in dissertations; storytelling and voice; presenting an argument; summarizing for a purpose ▪ Writing as a fish in water: writing with authority to enter an argument vs. writing to display knowledge ▪ Patterns and practices in critiques: general statements and citation types; information-prominent vs. author prominent citations; storytelling with citations; positive critique & negative critique; signalling critiques and gaps; quoting vs. summarizing; delicacy and precision in critique ▪ Thematizing knowledge to summarize and guide readers and to avoid listing studies
11 Writing for good reading 2	<ul style="list-style-type: none"> ▪ Good and bad academic writing styles ▪ Writing for easy reading 	<ul style="list-style-type: none"> ▪ Avoiding the bad academic style (academese): what and why it is ▪ Writing as a moral act and caring for the reader: what academic readers want, but academic writing often overlooks; writing with energy and vividness: syntax and

	<ul style="list-style-type: none"> ▪ Writing with energy 	<p>sentence-length variety; plain English; active, lexical and descriptive verbs; storytelling; avoiding unneeded nominalizations and passives</p> <ul style="list-style-type: none"> ▪ General principles of writing for easy reading: a text must please the eye or the eye won't want to read it; big idea first; subject and verb together; avoid long introductory clauses and interruptives; good writing sounds like good speaking ▪ Principles for better academic writing: clear writing begins with clear thinking; write in sentences but think in paragraphs; putting clarity before cleverness; let the form follow the function; write with energy: prefer the verb style to the noun style; prefer energetic and vivid verbs; avoid unnecessary 'be' verbs; avoid wordy constructions; avoid 'there/it [be]'; prefer active voice; show, don't tell; avoid unnecessary nominalizations
<p>12-13 Consultations 2</p>	<p>Consultations and feedback from peers and teachers on drafts and revisions</p>	

Delivery

The course is delivered in **blended learning mode**. Student watch videos and complete activities *before* coming to class. Students share and discuss their responses to the tasks in class.

Assessments

Type	Tasks	Learning Outcomes
Self-directed learning	Students complete and submit weekly tasks after watching the videos. These tasks allow students to apply and individualize the learning from the units to their own research contexts. Students share and discuss their responses to the tasks with peers and give and receive feedback in the subsequent classes.	1-5
Practice presentation	Students give a practice presentation on a topic related to their research and receive formative feedback on the presentation skills from peers, feedback from the teacher, and self-reflection after watching a video of their talk.	2-5
Research writing	Students write a critical or a general review of an area related to their research. Students prepare an outline and then two drafts of the text and receive formative feedback on these from peers and the teacher. Students submit a revised final version for summative assessment.	1-3, 5