

**City University of Hong Kong  
Course Syllabus**

**offered by the Department of English  
with effect from Semester A 2023/24**

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**Part I Course Overview**

**Course Title:** English for Academic Research and Publication in Social Sciences and Humanities

**Course Code:** EN8014

**Course Duration:** One semester

**Credit Units:** 3

**Level:** R8

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:** Nil  
*(Course Code and Title)*

**Precursors:** Nil  
*(Course Code and Title)*

**Equivalent Courses:** Nil  
*(Course Code and Title)*

**Exclusive Courses:** Nil  
*(Course Code and Title)*

## Part II Course Details

### 1. Abstract

The course aims to provide students of social sciences and humanities with the language skills and strategies necessary for the production of a variety of high level written research texts.

### 2. Course Intended Learning Outcomes (CILOs)

No.	CILOs	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1	describe the generic formats of a variety of research texts and adapt the formats in order to organize their research writing effectively;	5%	✓	✓	✓
2	describe and present in coherent fashion the essential types of information needed in the key sections of the research texts described in CILO 1;	25%	✓	✓	✓
3	describe and employ various conventions as well as strategies of citation needed to create well-integrated, meaningful prose and to establish their own authorial voices when drawing on others' work in written research texts;	25%	✓	✓	✓
4	describe and apply various linguistic resources and rhetorical strategies necessary for converting parts of their theses into manuscripts for publication;	20%	✓	✓	✓
5	describe and employ skills and strategies needed to identify publishing outlets make plans for publishing.	20%	✓	✓	✓
6	identify and apply existing online resources to facilitate the development of knowledge, skills and strategies described in CILOs 1-5	5%	✓	✓	✓
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

*A1: Attitude*

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

*A2: Ability*

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

*A3: Accomplishments*

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
Lecture	Teacher-fronted presentation of material	✓	✓	✓	✓	✓	✓	
Tutorial	Language tasks and activities Small group discussions	✓	✓	✓	✓	✓	✓	

### 4. Assessment Tasks/Activities (ATs)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5	6		
Continuous Assessment: 100%								
1. <i>Producing a research text</i>  Students will be asked to produce one substantial piece of research writing aimed for a qualifying examination (e.g., one part of a qualifying report, one chapter of a thesis, etc.) or a draft of a manuscript aimed for publication in an international refereed journal.	✓	✓	✓	✓		✓	80%	
2. <i>Producing a publishing plan</i>  Students will be asked to report an analysis of publishing outlets and produce a tentative publishing plan for their research projects.	✓		✓		✓	✓	20%	
							100%	

\* The weightings should add up to 100%.

## 5. Assessment Rubrics

Applicable to students admitted in Semester A 2022/23 and thereafter

### Producing a research text (80%)

Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
Goal	<ul style="list-style-type: none"> <li>The writing displays a very clear and meaningful goal(s) appropriate to the genre/genre part. It also conveys a very clear and a specific message about the research described.</li> </ul>	<ul style="list-style-type: none"> <li>The goal(s) is quite appropriate to the genre/genre part.</li> <li>Conveys quite a clear and specific message about the research described.</li> </ul>	<ul style="list-style-type: none"> <li>The goal is somewhat appropriate to the genre/genre part.</li> <li>The message about the described research is somewhat clear.</li> </ul>	<ul style="list-style-type: none"> <li>The goal is not appropriate to the genre/genre part.</li> <li>There is no specific message conveyed about the research described.</li> </ul>
Content	<ul style="list-style-type: none"> <li>The writing carries all essential information expected of the genre/genre-part that the writing represents.</li> </ul>	<ul style="list-style-type: none"> <li>The writing carries most essential information expected of the genre/genre-part that the writing represents.</li> <li>Some minor details are missing.</li> </ul>	<ul style="list-style-type: none"> <li>Some essential details are missing.</li> </ul>	<ul style="list-style-type: none"> <li>All essential details are missing.</li> </ul>
Citation	<ul style="list-style-type: none"> <li>Extensive reading is evident as reflected by the impressive number of sources cited.</li> <li>Source ideas are meaningfully engaged and are very well-synthesized to advance the goal of writing.</li> <li>Authorial voice over source ideas is strategically enacted.</li> <li>Sources are properly cited and documented using a recognized citation style.</li> </ul>	<ul style="list-style-type: none"> <li>Fulfils the minimal number of sources required for the writing.</li> <li>Source ideas are mostly meaningfully engaged and are quite well-synthesized to advance the goal of writing.</li> <li>Stray source ideas are evident but do not affect much the flow of discussion.</li> <li>Authorial voice over source ideas is evident and is enacted somewhat strategically.</li> <li>Sources are properly cited and documented using a recognized citation style.</li> </ul>	<ul style="list-style-type: none"> <li>Fulfils the minimal number of sources required for the writing.</li> <li>Evident attempts at engaging source ideas to advance the goal writing though not entirely successful.</li> <li>A noticeable number of source ideas are not synthesized</li> <li>A noticeable amount of stray source ideas.</li> <li>Some attempts at establishing authorial voice are evident though not very successful.</li> <li>Sources are properly cited and documented using a recognized citation style.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to fulfil the minimal number of sources required for the writing.</li> <li>Very few attempts at engaging source ideas to advance the goal of writing</li> <li>Source ideas are not synthesized at all.</li> <li>Source ideas are not related to the goal of writing at all.</li> <li>Sources are not cited nor documented properly using a recognized citation style.</li> </ul>
Argumentation	<ul style="list-style-type: none"> <li>A sharp awareness of readers' refutations about the research.</li> <li>An impressive range of strategies are effectively /successfully</li> </ul>	<ul style="list-style-type: none"> <li>An awareness of readers' refutations.</li> <li>A range of rhetorical strategies are employed quite effectively to</li> </ul>	<ul style="list-style-type: none"> <li>A limited awareness of readers' refutations.</li> <li>Attempts at defending/justifying a few specific aspects of research</li> </ul>	<ul style="list-style-type: none"> <li>A lack of awareness of readers' refutations.</li> <li>Writing is entirely descriptive and no attempts at</li> </ul>

Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
	employed o defend/justify most/all major aspects of the research.	defend/justify a few major aspects of the research.	using a rather limited range of rhetorical strategies though not all attempts are successful.	defending/justifying the research.
Organization	<ul style="list-style-type: none"> <li>• The writing is very effectively sectioned.</li> <li>• Very effective signposting is employed.</li> <li>• The piece is on the whole very easy to navigate.</li> <li>• Ideas within and across sections are well-connected and well-aligned.</li> </ul>	<ul style="list-style-type: none"> <li>• The writing is quite effectively sectioned.</li> <li>• Signposting is quite effectively employed.</li> <li>• The piece is on the whole quite easy to navigate.</li> <li>• Non-intrusive ruptures are evident.</li> </ul>	<ul style="list-style-type: none"> <li>• The writing is somewhat effectively sectioned and the sectioning needs some revision.</li> <li>• Some signposting is employed though not entirely effective.</li> <li>• Requires some efforts to navigate the writing.</li> <li>• Intrusive ruptures are evident.</li> </ul>	<ul style="list-style-type: none"> <li>• The writing is extremely difficult to navigate.</li> <li>• It is extremely poorly organized.</li> </ul>
Language	<ul style="list-style-type: none"> <li>• The ideas are communicated very clearly, effectively and succinctly.</li> <li>• The writing displays an outstanding mastery of the English language (syntax, lexis, collocations, etc.), punctuation, and the scholarly register.</li> <li>• Very few errors are evident.</li> <li>• No plagiarism is detected.</li> </ul>	<ul style="list-style-type: none"> <li>• The ideas are communicated quite clearly, effectively and succinctly.</li> <li>• The writing displays an advanced mastery of the English language (syntax and lexis) and the scholarly register</li> <li>• Some non-intrusive errors are evident.</li> <li>• No plagiarism is detected.</li> </ul>	<ul style="list-style-type: none"> <li>• Intrusive errors / limited lexicon are evident which affect the clarity, the succinctness and effectiveness of the writing.</li> <li>• No plagiarism is detected.</li> </ul>	<ul style="list-style-type: none"> <li>• Serious and very intrusive errors / an extremely limited lexicon are evident which render the piece almost unintelligible.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Evidence of serious plagiarism is detected which disqualifies the piece and calls for disciplinary actions.</li> </ul>
Visuals (where needed)	<ul style="list-style-type: none"> <li>• Very effective employment of visuals to complement / supplement textual descriptions.</li> <li>• Visuals are very easy to comprehend and well-labelled.</li> </ul>	<ul style="list-style-type: none"> <li>• Quite effective employment of visuals to complement / supplement textual descriptions.</li> <li>• Visuals are mostly easy to comprehend and quite well-labelled</li> </ul>	<ul style="list-style-type: none"> <li>• Somewhat effective employment of visuals to complement / supplement textual descriptions.</li> <li>• Some visuals require some efforts to comprehend.</li> <li>• Some are not labelled.</li> </ul>	<ul style="list-style-type: none"> <li>• No visuals are employed</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• Incomprehensible visuals.</li> </ul>

## Producing a publishing plan (20%)

Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
<b>Goal</b>	<ul style="list-style-type: none"> <li>The writing displays a very clear and meaningful goal(s) appropriate to the task.</li> </ul>	<ul style="list-style-type: none"> <li>The goal(s) is quite appropriate to the task.</li> </ul>	<ul style="list-style-type: none"> <li>The goal is somewhat appropriate to the task.</li> </ul>	<ul style="list-style-type: none"> <li>The goal is not appropriate to the task.</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>The writing carries all essential information expected of the task.</li> <li>It demonstrates a thorough analysis of publishing outlets.</li> <li>It presents a feasible plan for publishing</li> </ul>	<ul style="list-style-type: none"> <li>The writing carries all essential information expected of the task.</li> <li>The analysis of publishing outlets is quite thorough.</li> <li>The publishing plan is quite feasible.</li> </ul>	<ul style="list-style-type: none"> <li>Some essential details are missing.</li> <li>The analysis of publishing outlets lacks depth.</li> <li>The publishing plan is not very feasible.</li> </ul>	<ul style="list-style-type: none"> <li>All essential details are missing.</li> <li>The analysis of publishing outlets is very weak</li> <li>The publishing plan is not feasible at all.</li> </ul>
<b>Organisation</b>	<ul style="list-style-type: none"> <li>The writing is very effectively sectioned.</li> <li>Very effective signposting is employed.</li> <li>The piece is on the whole very easy to navigate.</li> <li>Ideas within and across sections are well-connected and well-aligned.</li> </ul>	<ul style="list-style-type: none"> <li>The writing is quite effectively sectioned.</li> <li>Signposting is quite effectively employed.</li> <li>The piece is on the whole quite easy to navigate.</li> <li>Non-intrusive ruptures are evident.</li> </ul>	<ul style="list-style-type: none"> <li>The writing is not always effectively sectioned and the sectioning needs some revision.</li> <li>Limited signposting is employed though not entirely effective.</li> <li>Considerable efforts are required to navigate the writing.</li> <li>Intrusive ruptures are evident.</li> </ul>	<ul style="list-style-type: none"> <li>The writing is extremely difficult to navigate.</li> <li>It is extremely poorly organized.</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>The writing carries all essential information expected of the task.</li> <li>It demonstrates a thorough analysis of journals.</li> <li>It presents a feasible plan for publishing</li> </ul>	<ul style="list-style-type: none"> <li>The writing carries all essential information expected of the task.</li> <li>The analysis of journals is quite thorough.</li> <li>The publishing plan is quite feasible.</li> </ul>	<ul style="list-style-type: none"> <li>Some essential details are missing.</li> <li>The analysis of journals lacks depth.</li> <li>The publishing plan is not very feasible.</li> </ul>	<ul style="list-style-type: none"> <li>All essential details are missing.</li> <li>The analysis of journals is very weak</li> <li>The publishing plan is not feasible at all.</li> </ul>

Applicable to students admitted before Semester A 2022/23

**Producing a research text (80%)**

<b>Criterion</b>	<b>Excellent (A+, A, A-)</b>	<b>Good (B+, B, B-)</b>	<b>Fair (C+, C, C-)</b>	<b>Marginal (D)</b>	<b>Failure (F)</b>
Goal	<ul style="list-style-type: none"> <li>The writing displays a very clear and meaningful goal(s) appropriate to the genre/genre part.</li> <li>It also conveys a very clear and a specific message about the research described.</li> </ul>	<ul style="list-style-type: none"> <li>The goal(s) is quite appropriate to the genre/genre part.</li> <li>Conveys quite a clear and specific message about the research described.</li> </ul>	<ul style="list-style-type: none"> <li>The goal is somewhat appropriate to the genre/genre part.</li> <li>The message about the described research is somewhat clear.</li> </ul>	<ul style="list-style-type: none"> <li>The goal is somewhat appropriate to the genre/genre part.</li> <li>The message about the described research is not very clear.</li> </ul>	<ul style="list-style-type: none"> <li>The goal is not appropriate to the genre/genre part.</li> <li>There is no specific message conveyed about the research described.</li> </ul>
Content	<ul style="list-style-type: none"> <li>The writing carries all essential information expected of the genre/genre-part that the writing represents.</li> </ul>	<ul style="list-style-type: none"> <li>The writing carries most essential information expected of the genre/genre-part that the writing represents.</li> <li>Some minor details are missing.</li> </ul>	<ul style="list-style-type: none"> <li>Some essential details are missing.</li> </ul>	<ul style="list-style-type: none"> <li>Many essential details are missing.</li> </ul>	<ul style="list-style-type: none"> <li>All essential details are missing.</li> </ul>
Citation	<ul style="list-style-type: none"> <li>Extensive reading is evident as reflected by the impressive number of sources cited.</li> <li>Source ideas are meaningfully engaged and are very well-synthesized to advance the goal of writing.</li> <li>Authorial voice over source ideas is strategically enacted.</li> <li>Sources are properly cited and documented using a recognized citation style.</li> </ul>	<ul style="list-style-type: none"> <li>Fulfils the minimal number of sources required for the writing.</li> <li>Source ideas are mostly meaningfully engaged and are quite well-synthesized to advance the goal of writing.</li> <li>Stray source ideas are evident but do not affect much the flow of discussion.</li> <li>Authorial voice over source ideas is evident and is enacted somewhat strategically.</li> <li>Sources are properly cited and documented using a recognized citation style.</li> </ul>	<ul style="list-style-type: none"> <li>Fulfils the minimal number of sources required for the writing.</li> <li>Evident attempts at engaging source ideas to advance the goal writing though not entirely successful.</li> <li>A noticeable number of source ideas are not synthesized</li> <li>A noticeable amount of stray source ideas.</li> <li>Some attempts at establishing authorial voice are evident though not very successful.</li> <li>Sources are properly cited and documented using a</li> </ul>	<ul style="list-style-type: none"> <li>Fulfils the minimal number of sources required for the writing.</li> <li>Rather unsuccessful attempts at engaging source ideas to advance the goal of writing</li> <li>Few attempts at synthesizing source ideas.</li> <li>Many stray source ideas that significantly obscure the goal of writing.</li> <li>Sources are properly cited and documented using a recognized citation style.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to fulfil the minimal number of sources required for the writing.</li> <li>Very few attempts at engaging source ideas to advance the goal of writing</li> <li>Source ideas are not synthesized at all.</li> <li>Source ideas are not related to the goal of writing at all.</li> <li>Sources are not cited nor documented properly using a recognized citation style.</li> </ul>

Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
			recognized citation style.		
Argumentation	<ul style="list-style-type: none"> <li>• A sharp awareness of readers' refutations about the research.</li> <li>• An impressive range of strategies are effectively /successfully employed o defend/justify most/all major aspects of the research.</li> </ul>	<ul style="list-style-type: none"> <li>• An awareness of readers' refutations.</li> <li>• A range of rhetorical strategies are employed quite effectively to defend/justify a few major aspects of the research.</li> </ul>	<ul style="list-style-type: none"> <li>• A limited awareness of readers' refutations.</li> <li>• Attempts at defending/justifying a few specific aspects of research using a rather limited range of rhetorical strategies though not all attempts are successful.</li> </ul>	<ul style="list-style-type: none"> <li>• A very limited awareness of readers' refutations.</li> <li>• Very few attempts at defending/justifying the research.</li> </ul>	<ul style="list-style-type: none"> <li>• A lack of awareness of readers' refutations.</li> <li>• Writing is entirely descriptive and no attempts at defending/justifying the research.</li> </ul>
Organization	<ul style="list-style-type: none"> <li>• The writing is very effectively sectioned.</li> <li>• Very effective signposting is employed.</li> <li>• The piece is on the whole very easy to navigate.</li> <li>• Ideas within and across sections are well-connected and well-aligned.</li> </ul>	<ul style="list-style-type: none"> <li>• The writing is quite effectively sectioned.</li> <li>• Signposting is quite effectively employed.</li> <li>• The piece is on the whole quite easy to navigate.</li> <li>• Non-intrusive ruptures are evident.</li> </ul>	<ul style="list-style-type: none"> <li>• The writing is somewhat effectively sectioned and the sectioning needs some revision.</li> <li>• Some signposting is employed though not entirely effective.</li> <li>• Requires some efforts to navigate the writing.</li> <li>• Intrusive ruptures are evident.</li> </ul>	<ul style="list-style-type: none"> <li>• The writing is ineffectively sectioned.</li> <li>• Very limited signposting is employed.</li> <li>• Quite difficult to navigate the writing.</li> <li>• Frequent intrusive ruptures</li> </ul>	<ul style="list-style-type: none"> <li>• The writing is extremely difficult to navigate.</li> <li>• It is extremely poorly organized.</li> </ul>
Language	<ul style="list-style-type: none"> <li>• The ideas are communicated very clearly, effectively and succinctly.</li> <li>• The writing displays an outstanding mastery of the English language (syntax, lexis, collocations, etc.), punctuation, and the scholarly register.</li> <li>• Very few errors are evident.</li> <li>• No plagiarism is detected.</li> </ul>	<ul style="list-style-type: none"> <li>• The ideas are communicated quite clearly, effectively and succinctly.</li> <li>• The writing displays an advanced mastery of the English language (syntax and lexis) and the scholarly register</li> <li>• Some non-intrusive errors are evident.</li> <li>• No plagiarism is detected.</li> </ul>	<ul style="list-style-type: none"> <li>• Intrusive errors / limited lexicon are evident which affect the clarity, the succinctness and effectiveness of the writing.</li> <li>• No plagiarism is detected.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent intrusive errors / a very limited lexicon are evident which seriously affect the clarity, the succinctness and effectiveness of the writing.</li> <li>• No plagiarism is detected.</li> </ul>	<ul style="list-style-type: none"> <li>• Serious and very intrusive errors / an extremely limited lexicon are evident which render the piece almost unintelligible.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Evidence of serious plagiarism is detected which disqualifies the piece and calls for disciplinary actions.</li> </ul>



<b>Criterion</b>	<b>Excellent (A+, A, A-)</b>	<b>Good (B+, B, B-)</b>	<b>Fair (C+, C, C-)</b>	<b>Marginal (D)</b>	<b>Failure (F)</b>
Visuals (where needed)	<ul style="list-style-type: none"> <li>• Very effective employment of visuals to complement / supplement textual descriptions.</li> <li>• Visuals are very easy to comprehend and well-labelled.</li> </ul>	<ul style="list-style-type: none"> <li>• Quite effective employment of visuals to complement / supplement textual descriptions.</li> <li>• Visuals are mostly easy to comprehend and quite well-labelled</li> </ul>	<ul style="list-style-type: none"> <li>• Somewhat effective employment of visuals to complement / supplement textual descriptions.</li> <li>• Some visuals require some efforts to comprehend.</li> <li>• Some are not labelled.</li> </ul>	<ul style="list-style-type: none"> <li>• Ineffective employment of visuals.</li> <li>• Many of the visuals are difficult to comprehend and/or not labelled.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• No visuals are employed</li> </ul> <p style="text-align: center;">Or</p> <ul style="list-style-type: none"> <li>• Incomprehensible visuals.</li> </ul>

**Producing a publishing plan (20%)**

<b>Criterion</b>	<b>Excellent (A+, A, A-)</b>	<b>Good (B+, B, B-)</b>	<b>Fair (C+, C, C-)</b>	<b>Marginal (D)</b>	<b>Failure (F)</b>
<b>Goal</b>	<ul style="list-style-type: none"> <li>The writing displays a very clear and meaningful goal(s) appropriate to the task.</li> </ul>	<ul style="list-style-type: none"> <li>The goal(s) is quite appropriate to the task.</li> </ul>	<ul style="list-style-type: none"> <li>The goal is somewhat appropriate to the task.</li> </ul>	<ul style="list-style-type: none"> <li>The goal is not entirely appropriate to the task.</li> </ul>	<ul style="list-style-type: none"> <li>The goal is not appropriate to the task.</li> <li></li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>The writing carries all essential information expected of the task.</li> <li>It demonstrates a thorough analysis of publishing outlets.</li> <li>It presents a feasible plan for publishing</li> </ul>	<ul style="list-style-type: none"> <li>The writing carries all essential information expected of the task.</li> <li>The analysis of publishing outlets is quite thorough.</li> <li>The publishing plan is quite feasible.</li> </ul>	<ul style="list-style-type: none"> <li>A few essential details are missing.</li> <li>The analysis of publishing outlets lacks depth.</li> <li>The publishing plan is somewhat feasible.</li> </ul>	<ul style="list-style-type: none"> <li>Quite a few essential details are missing.</li> <li>The analysis of publishing outlets lacks depth.</li> <li>The publishing plan is marginally feasible and need major revision.</li> </ul>	<ul style="list-style-type: none"> <li>All essential details are missing.</li> <li>The analysis of publishing outlets is very weak.</li> <li>The publishing plan is not feasible at all.</li> </ul>
<b>Organisation</b>	<ul style="list-style-type: none"> <li>The writing is very effectively sectioned.</li> <li>Very effective signposting is employed.</li> <li>The piece is on the whole very easy to navigate.</li> <li>Ideas within and across sections are well-connected and well-aligned.</li> </ul>	<ul style="list-style-type: none"> <li>The writing is quite effectively sectioned.</li> <li>Signposting is quite effectively employed.</li> <li>The piece is on the whole quite easy to navigate.</li> <li>Non-intrusive ruptures are evident.</li> </ul>	<ul style="list-style-type: none"> <li>The writing is somewhat effectively sectioned and the sectioning needs some revision.</li> <li>Some signposting is employed though not entirely effective.</li> <li>Some efforts are required to navigate the writing.</li> </ul>	<ul style="list-style-type: none"> <li>The writing needs some major re-sectioning.</li> <li>Limited signposting is employed.</li> <li>Considerable efforts are required to navigate the writing.</li> <li>Intrusive ruptures are evident.</li> </ul>	<ul style="list-style-type: none"> <li>The writing is extremely difficult to navigate.</li> <li>It is extremely poorly organized.</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>The ideas are communicated very clearly, effectively and succinctly.</li> <li>The writing displays an outstanding mastery of the English language (syntax, lexis, collocations, etc.), punctuation, and the scholarly register.</li> <li>Very few errors are evident.</li> <li>No plagiarism is detected.</li> </ul>	<ul style="list-style-type: none"> <li>The ideas are communicated quite clearly, effectively and succinctly.</li> <li>The writing displays an advanced mastery of the English language (syntax and lexis) and the scholarly register</li> <li>Some non-intrusive errors are evident.</li> <li>No plagiarism is detected.</li> </ul>	<ul style="list-style-type: none"> <li>Quite a few intrusive errors / a fairly limited lexicon are evident which somewhat affect the clarity, the succinctness and effectiveness of the writing.</li> <li>No plagiarism is detected.</li> </ul>	<ul style="list-style-type: none"> <li>Some major intrusive errors / a limited lexicon are evident which seriously affect the clarity, the succinctness and effectiveness of the writing.</li> <li>No plagiarism is detected.</li> </ul>	<ul style="list-style-type: none"> <li>Many serious and very intrusive errors / an extremely limited lexicon are evident which render the piece almost unintelligible.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Evidence of serious plagiarism is detected which disqualifies the piece and calls for disciplinary actions.</li> </ul>

## Part III Other Information (more details can be provided separately in the teaching plan)

### 1. Keyword Syllabus

(An indication of the key topics of the course.)

Authorial voice, citation conventions, citation strategies, research articles, thesis writing, writing for publication.

### 3. Reading List

4.

#### 2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1. Cargill, M. & O'Connor, P. (2013). <i>Writing Scientific Research Articles: Strategy and Steps</i> (2 <sup>nd</sup> ed). Wiley-Blackwell.
2. Curry, M. J. & Lillis, T. (2013). <i>A scholar's guide to getting published in English : critical choices and practical strategies</i> . Multilingual Matters.
3. Fabb, N. & Durant, A. (2014). <i>How to Write Essays and Dissertations: A Guide for English Literature Students</i> (2 <sup>nd</sup> ed.). Routledge.
4. Flowerdew, J. & Pejman, H. (2021). <i>Introducing English for Research Publication Purposes</i> . Routledge.
5. Lunenburg, F.C., & Irby, B. J. (2008). <i>Writing a Successful Thesis or Dissertation: Tips and Strategies for Students in the Social and Behavioral Sciences</i> . Corwin Press (Sage).
6. Paltridge, B. & Starfield, S. (2016). <i>Getting Published in Academic Journals: Navigating the Publication Process</i> . University of Michigan Press.

#### 2.2 Additional Readings and Online Resources

##### Readings

1. Artemeva, N. (2000). Revising a research article: Dialogic negotiation. In P. Dias & A. Paré (eds.), <i>Transitions: Writing in Academic and Workplace Settings</i> (pp.74-87). Hampton Press Inc.
2. Belcher, D. (2007). Seeking acceptance in an English-only research world. <i>Journal of Second Language Writing</i> , 16, 1–22.
3. Casanave, C. & Vandrick, S. (eds.) (2003). <i>Writing for Scholarly Publication: Behind the Scenes in Language Education</i> . Lawrence Erlbaum Associates, 2003.
4. Flowerdew, J. & Dudley-Evans, T. (2002). Genre analysis of editorial letters to international journal contributors. <i>Applied Linguistics</i> , 23, 463-489.
5. Swales, J.M. & Feak, C. (2000). <i>English in Today's Research World</i> . Ann Arbor: University of Michigan Press.
6. Weissberg, R. & Buker, S. (1990). <i>Writing up Research: Experimental Research Report Writing for Students of English</i> . Prentice Hall Regents.
7. Williams, H.C. (2004). How to reply to referees' comments when submitting manuscripts for publication. <i>Journal of the American Academy of Dermatology</i> , 51, 79-83.

##### Online resources

1. Sample theses: On-line theses (CityU library)
2. Concordancing tool: AntConc ( <a href="http://www.antlab.sci.waseda.ac.jp/software.html">http://www.antlab.sci.waseda.ac.jp/software.html</a> )
3. Sample academic English (written): BNC ( <a href="http://www.natcorp.ox.ac.uk/">http://www.natcorp.ox.ac.uk/</a> )
4. Citation management tools: Endnote (CityU library) & Zotero ( <a href="https://www.zotero.org/">https://www.zotero.org/</a> )
5. Citation style guides: <a href="https://libguides.library.cityu.edu.hk/citing">https://libguides.library.cityu.edu.hk/citing</a> <a href="https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html">https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html</a>