南方科技大学
SOUTHERN UNIVERSITY OF SCIENCE AND TECHNOLOGY

课程详述
COURSE SPECIFICATION

以下课程信息可能根据实际授课需要或在课程优化之后产生变动。如对课程有任何疑问，请联系授课教师。

The course information as follows may be subject to change, either during the session because of unforeseen circumstances, or following review of the course at the end of the session. Queries about the course should be directed to the course instructor.

1.	**课程名称 Course Title**	Writing for Publication
2.	**授课院系 Originating Department**	Center for Language Education
3.	**课程编号 Course Code**	CLE063
4.	**课程学分 Credit Value**	2
5.	**课程类别 Course Type**	通识选修课程 General Education (GE) Elective Courses
6.	**授课学期 Semester**	春季 Spring / 夏季 Summer / 秋季 Fall
7.	**授课语言 Teaching Language**	英文 English
8.	**授课教师、所属学系、联系方式（如属团队授课，请列明其他授课教师） Instructor(s), Affiliation& Contact （For team teaching, please list all instructors）**	Adrian Rowland, Center for Language Education adrian@sustech.edu.cn
9.	**实验员/助教、所属学系、联系方式 Tutor/TA(s), Contact**	NA
10.	**选课人数限额(可不填) Maximum Enrolment （Optional）**	

11. 授课方式 Delivery Method	讲授 Lectures	习题/辅导/讨论 Tutorials	实验/实习 Lab/Practical	其它(请具体注明) Other（Please specify）	总学时 Total
学时数 Credit Hours	32	0	0	0	32

12. 先修课程、其它学习要求 Pre-requisites or Other Academic Requirements	Undergraduates: CLE030 EAP Postgraduates: GGC5046 SUSTech Postgraduate English
13. 后续课程、其它学习规划 Courses for which this course is a pre-requisite	N/A
14. 其它要求修读本课程的学系 Cross-listing Dept.	N/A

教学大纲及教学日历 SYLLABUS

15. 教学目标 Course Objectives

This course aims to help students write better scientific papers. It covers three main areas:

- ideas about the purpose and typical contents of each section of a scientific paper;
- points of grammar and style for scientific writing. It will examine the tense conventions for each section of a scientific paper, the use of active and passive voice to lend appropriate emphasis, and aspects of sentence structure, paragraph structure, and word choice to promote the clear flow of ideas;
- techniques for effectively structuring and telling stories, promoting a broader view of a scientific paper as a story-telling medium.

Though this course focuses on writing papers, the skills developed will also aid other forms of scientific communication, such as writing theses, proposals, and emails.

16. 预达学习成果 Learning Outcomes

A. Students will understand that scientific writing aims for accuracy, clarity, and concision.

B. Students will understand the aims and typical contents of each section of an IMRaD paper and the relationships between them.

C. Students will know the usual tense conventions of each section of a scientific manuscript based on the IMRaD structure.

D. Students will be able to form the active and passive voices and use these appropriately to direct the emphasis of a sentence or to emphasise or de-emphasise an actor.

E. Students will appreciate that scientific writing is a particular and specialised form of storytelling, and that this is a powerful lens through which to analyse and improve the structure of scientific papers at the whole paper, section, and paragraph level.

F. Students will be familiar with some basic story structures, how these map onto the IMRaD model, and how typical paper and story structures vary between journals, often deviating from the IMRaD model.

G. Students will be able to manipulate sentence topic and stress to aid clarity of communication.

H. Students will understand the three main types of paragraph structure used in scientific writing.

I. Students will be able to achieve good flow of ideas between sentences, between paragraphs, and between groups

of paragraphs.

J. Students will be able to recognise and avoid some common types of non-concise writing.

K. Students will reduce the incidence of grammatical errors in their writing.

L. Students will improve some cosmetic aspects of their scientific writing (number and unit spacing, etc.).

M. Students will be able to apply all of this theory to the production of their own scientific writing.

N. Students will be able to apply this theory to the editing of other people's writing.

17. 课程内容及教学日历 （如授课语言以英文为主，则课程内容介绍可以用英文；如团队教学或模块教学，教学日历须注明主讲人）
Course Contents (in Parts/Chapters/Sections/Weeks. Please notify name of instructor for course section(s), if this is a team teaching or module course.)

Most weeks, the lesson will be split into two parts. In the first part, new ideas about scientific writing will be examined. This part of the lesson will be somewhere between a lecture and a seminar, with discussion highly encouraged. In the second half, students will apply these ideas by working either on their mini-paper (a piece of writing in the style of the introduction to a scientific paper) or on other exercises while the instructor circulates, reading students' work and offering informal feedback.

Week 1: the basics:
- Course overview and introduction to the mini-paper;
- Basic philosophy of scientific writing and the aims of a scientific paper, including the idea of a scientific paper as a story;
- Review of some grammar and punctuation terms in English (students may know them in Chinese but not English);
- Overview of a scientific paper: generic IMRAD structure of an experimental paper and brief survey of the function of each section;
- Some ideas about story structure, including the acronym OCAR;
- Familiarisation with one or two generalist papers chosen as exemplar material for the course.

Weeks 2-3: writing an introduction:
- A detailed look at the purpose of an introduction in terms of the OCAR model introduced in week 1, with an especial focus on the idea of the *challenge*;
- The "hourglass" shape of a scientific paper and the topic width of the introduction;
- The importance of concrete context;
- The function of the introduction as a preview;
- The typical uses of the simple present, present perfect, and simple past tenses within an introduction, including a typical class of mixed-tense sentence (discussing accepted truths from past studies – mixes simple past and simple present);
- Errors to avoid when writing introductions;
- Examination of examples from the literature;
- Writing exercise: producing an introduction.

Week 4: writing a method:
- The purposes of a method and general advice for method writing (justifying choices and showing the reader the methods were sufficient to make the results valid, highlighting novelty, necessary details about materials, possible logical structures, when to use tables and diagrams instead of text); the idea of replication;
- Logical principles for structuring methods;
- Tense conventions for method writing; different tenses for actions, apparatus, and procedures;
- Examination of examples from the literature;
- Writing exercise: writing a method.

Week 5: review of passive and active voices and their optimal use in scientific writing, with a focus on their use in the method section:
- The advantage of the active voice for clarity;
- The advantage of the passive voice for emphasising the object and de-emphasising or obscuring the actor;
- Using "we" to signpost the story of the paper;
- Choice of passive or active, and the use or not of "we", to emphasise the key point of a sentence;
- Style in the construction of the passive voice; avoiding excessively remote verbs;
- Analysis of use of passive and active voices in examples from the literature;
- Writing exercise: review and revision of introduction and method for good use of voice.

Weeks 6-7: writing a results and discussion section, including conclusions:
- The aims of a results and discussion section and what to include;
- Combined and separate results and discussion sections;
- Selection of data;
- Structural relationship between method section and results section;
- Tense conventions for results and discussion sections;
- Useful verbs;
- Functions of a conclusion;
- Analysis of examples from the literature;
- Writing exercise: writing a results and discussion section.

Week 8: writing an abstract:
- Aims and typical structure and contents of an abstract;
- The importance of the abstract standing alone;
- Accessibility to non-specialist readers;
- Conventions regarding abbreviations and citations;
- Concise and direct writing in abstracts;
- Analysis of several abstracts from the literature;
- Writing exercise: writing an abstract.

Week 9: sentence stress and flow between sentences:
- Choosing sentence topics to enhance flow of ideas between sentences;
- Sentence topics and paragraph theme;
- Using sentence stress to emphasise key points and communicate a clear argument; 2-3-1 sentence stress;
- Sentence weight and other aesthetic considerations when choosing topic and stress;
- Analysis of examples from the literature;
- Review of students' own writing.

Week 10: paragraph structure:
- The three types of common paragraph structure in scientific writing, and positioning of key information within paragraphs;
- Techniques for ensuring clear flow of ideas between paragraphs;
- Common mistakes with paragraph construction and flow;
- Analysis of examples from the literature;
- Review of students' own writing.

Week 11: multi-paragraph arcs:
- Flow of ideas at the multi-paragraph level;
- Analysis of examples from the literature;
- Review of students' own writing.

Week 12: more ideas for promoting flow and readability in sentences, paragraphs, and sections:
- Precise content to be informed by teacher's review of student work during the course, but likely to include the use of colons and semicolons;
- Analysis of examples from the literature;
- Review of students' own writing.

Week 13: improving concision and avoiding common grammar and style errors:
- Precise content to be informed by teacher's review of student work during the course.
- Possible focuses for concision might include:
  - Fuzzy verbs;
  - Nominalisations;
  - Prepositional phrases;
  - Redundant words and obvious information;
  - Adjectives and adverbs;
  - Metadiscourse;
  - LD sentence pairs;

- Possible focuses for grammar and style might include:
  - Hyphenation of compound adjectives;
  - Comma splices;
  - Fragments;
  - Misuse of transition words;
  - Placement of adverbs;
  - Dangling modifiers;
  - Separation of subject and pronoun;
  - Informality;
  - Misuse of the imperative mood.

- Students review and peer review their work with these points in mind.

Week 14: cosmetic considerations:
- Choosing an appropriate title and running title;
- Small details such as spacing of numbers and units, not starting sentences with abbreviations, numerals, and symbols, how to include equations in text, etc.;
- Peer review and editing of students' work.

Week 15: course review:
- Review of course content.

Week 16: assessment:
- Written assessment.

18. **教材及其它参考资料 Textbook and Supplementary Readings**

David Lindsay, *Scientific Writing = Thinking in Words*, CSIRO Publishing, Melbourne, 2020

Michael Alley, *The Craft of Scientific Writing*, Springer, New York, 2018

Both books are available in electronic format via the university library, so students will not need to purchase them.

课程评估 ASSESSMENT

19.

评估形式 Type of Assessment	评估时间 Time	占考试总成绩百分比 % of final score	违纪处罚 Penalty	备注 Notes
Participation	Throughout course	10		Mark may be reduced by unauthorised absence as per CLE policy.
Engagement and performance	Throughout course	20		Discussion and peer review will be a central part of this course.
Mini-paper written during course	Submitted in week 6	20		See first sentence of *Course Contents* above. Assesses Learning Objectives B + C as they apply to the introduction section of a scientific paper.
Written assessment	Week 16	50		Assesses learning objectives A-N

20. **记分方式 GRADING SYSTEM**

☑ A. 十三级等级制 **Letter Grading** ☐ B. 二级记分制（通过/不通过） **Pass/Fail Grading**

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课程审批 REVIEW AND APPROVAL

21. **本课程设置已经过以下责任人/委员会审议通过**
This Course has been approved by the following person or committee of authority

Center for Language Education