

课程大纲 COURSE SYLLABUS

1.	课程代码/名称 Course Code/Title	Writing for Publication
2.	课程性质 Compulsory/Elective	Compulsory
3.	开课单位 Offering Dept.	Center for Language Education
4.	课程学分/学时 Course Credit/Hours	2 credits/32 hour
5.	授课语言 Teaching Language	English
6.	授课教师 Instructor(s)	Adrian Rowland
7.	开课学期 Semester	Spring
8.	是否面向本科生开放 Open to undergraduates or not	No
9.	先修要求 Pre-requisites	(如面向本科生开放, 请注明区分内容。 If the course is open to undergraduates, please indicate the difference.) No
10.	教学目标 Course Objectives	(如面向本科生开放, 请注明区分内容。 If the course is open to undergraduates, please indicate the difference.) This is a writing course. It 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.
11.	教学方法 Teaching Methods	(如面向本科生开放, 请注明区分内容。 If the course is open to undergraduates, please indicate the difference.) 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.

12. 教学内容

Course Contents

(如面向本科生开放, 请注明区分内容。 If the course is open to undergraduates, please indicate the difference.)

Section 1	<p>The basics:</p> <ul style="list-style-type: none">- 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.
Sections 2-3	<p>Writing an introduction:</p> <ul style="list-style-type: none">- 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 <i>challenge</i>;- 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.
Section 4	<p>Writing a method:</p> <ul style="list-style-type: none">- 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.
Section 5	<p>Review of passive and active voices and their optimal use in scientific writing, with a focus on their use in the method section:</p> <ul style="list-style-type: none">- 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.
Sections 6-7	<p>Writing a results and discussion section, including conclusions:</p> <ul style="list-style-type: none">- 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.
Section 8	<p>Writing an abstract:</p> <ul style="list-style-type: none">- Aims and typical structure and contents of an abstract;- The importance of the abstract standing alone;

	<ul style="list-style-type: none"> - 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.
Section 9	<p>Sentence stress and flow between sentences:</p> <ul style="list-style-type: none"> - 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.
Section 10	<p>Paragraph structure:</p> <ul style="list-style-type: none"> - 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.
Section 11	<p>Multi-paragraph arcs:</p> <ul style="list-style-type: none"> - Flow of ideas at the multi-paragraph level; - Analysis of examples from the literature; - Review of students' own writing.
Section 12	<p>More ideas for promoting flow and readability in sentences, paragraphs, and sections:</p> <ul style="list-style-type: none"> - 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.
Section 13	<p>Improving concision and avoiding common grammar and style errors:</p> <ul style="list-style-type: none"> - Precise content to be informed by teacher's review of student work during the course. - Possible focuses for concision might include: <ul style="list-style-type: none"> ■ 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: <ul style="list-style-type: none"> ■ 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.
Section 14	<p>Cosmetic considerations:</p> <ul style="list-style-type: none"> - 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.
Section 15	<p>Course review:</p> <ul style="list-style-type: none"> - Review of course content.
Section 16	Preparation and practice for final exam

13. 课程考核 Course Assessment	
	<p>(①考核形式 Form of examination; ②.分数构成 grading policy; ③如面向本科生开放, 请注明区分内容。 If the course is open to undergraduates, please indicate the difference.)</p> <p>Participation 10% Students are expected to arrive on time and engage in class activities, especially peer review of writing.</p> <p>Engagement and performance 20% Verbal discussion of new ideas and their exemplification by the scientific literature is a central part of this course.</p> <p>Mini-paper 20% The mini-paper is written predominantly in weeks 1-3 and submitted in week 6.</p> <p>Final exam 50% This takes place at the end of the semester. It assesses students' ability to recall and apply the writing ideas discussed during the course.</p>
14. 教材及其它参考资料 Textbook and Supplementary Readings	
	<p>David Lindsay, <i>Scientific Writing = Thinking in Words</i>, CSIRO Publishing, Melbourne, 2020</p> <p>Michael Alley, <i>The Craft of Scientific Writing</i>, Springer, New York, 2018</p> <p>Both books are available in electronic format via the university library, so students will not need to purchase them.</p>

以上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.