

# Research Paper Writing

## 研究報告寫作

Summer 2009

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### I. Course objective

This course is intended to help students acquire the specific skills in writing a thesis. With this objective in mind, the teacher will focus his instruction on two aspects. First, he will teach students what to write in each chapter of the thesis, i.e., what should be included in each chapter. Second, he will teach them how to write, including (1) the ways of organizing, summarizing, paraphrasing, and writing critically; (2) the uses of verbal tenses in each chapter; and (3) the uses of APA format in citation and references. Well equipped with the knowledge of what to write and how to write, students will be able to write the thesis skillfully.

### II. Course outline

The class will be conducted based on the organization of the thesis: (1) Chapter One: Introduction; (2) Chapter Two: Review of Related Literature; (3) Chapter Three: Method; (4) Chapter Four: Results; and (5) Chapter Five: Discussion. After all of these, the abstract will be introduced and discussed.

### III. Schedule

Unit 1: Introduction/Organization of the thesis

Session 1: Introduction to the course

Session 2: Organization of the thesis

Writing Up Research (WUR): pp. 1-10

Unit 2: Chapter One: Introduction

Session 1: How to write Chapter One: Introduction

WUR: pp. 20-40 (five stages)

Also refer to the guidelines drawn up by English Department and compare the two versions/also refer to the handout for the guidelines further developed.

Consultation on your thesis topic

Session 2: Consultation on your thesis topic

Unit 3: Discussion of Chapter One draft

Session 1: Discussion of your Chapter One draft

- Session 2: Discussion of your Chapter One draft
- Unit 4: Chapter Two: Review of related literature
- Session 1: How to write Chapter Two: Review of Related Literature  
WUR: pp. 41-56  
Chapter One due
- Session 2: How to write Chapter Two: Review of Related Literature  
WUR: pp. 57-72  
Consultation on the outline of your literature review
- Unit 5: Chapter Two: Review of related literature (continued)
- Session 1: How to write Chapter Two: Review of Related Literature  
WUR: pp. 73-89  
Research questions and hypotheses  
WUR: pp. 11-19  
Consultation on the outline of your literature review
- Session 2: Discussion of your Chapter Two draft
- Unit 6: Chapter Three: Method
- Session 1: How to write Chapter Three: Method  
WUR: pp. 90-112  
Discussion of your Chapter Two draft
- Session 2: How to write Chapter Three: Method  
WUR: pp. 113-135  
Chapter Two due
- Unit 7: Chapter Four: Results & Chapter Five: Discussion
- Session 1: How to write Chapter Four: Results  
WUR: pp. 136-159
- Session 2: How to write Chapter Five: Discussion  
WUR: pp. 160-183
- Unit 8: Abstract
- Session 1: How to write an abstract  
WUR: pp. 184-197

#### **IV. Teaching method**

Basically, the class will be conducted in the way of discussion. The discussion is expected to function in two ways: (1) To clarify the difficult or confusing points students encounter in learning the step-by-step procedure in each chapter; and (2) to help students solve the problems they have in practicing writing their proposed topics. In addition, the class will also be conducted in a friendly and pleasant atmosphere.

## **V. Course requirements and grading**

Since the course is to help students acquire the necessary skills in writing the ETMA thesis, the students are required to choose a research topic at the very beginning of the class sessions to carry through the step-by-step procedure under the instruction. Deadlines are set for the assignments of chapters one, two, and three. Before the deadlines, prewriting and revision are greatly encouraged.

The grading system is based on students' performance in writing chapter one (20%), chapter two (35%), chapter three (30%), and other assignments for reinforcement (15%).

## **VI. Textbook**

**Writing Up Research: Experimental Research Report Writing for Students of English** written by Robert Weissberg and Suzanne, 1990 (The book is a straightforward and readable guide to the conventions English-speaking researchers follow when they write up their work.).

**Publication Manual of the American Psychological Association** (5<sup>th</sup> edition) published by American Psychological Association, 2002.

**The following references are intended for those interested parties.**

### **1. Approach**

Aron, H., & Jeannet, J. (1992, March). *Writing the research paper: Procedures, promises, and pitfalls*. Paper presented at the 26<sup>th</sup> Annual TESOL Convention, Vancouver, BC.

Clasen, M. P., & Rutkowski-Weber, R.K. (1989). *A collaborative approach to research paper writing*. Paper presented at the 23<sup>rd</sup> Annual TESOL Convention, San Antonio, TX.

Hall, A., & Jobe, P. (1992, March). *Group approach to research papers: Cracking the academic code*. Paper presented at the 26<sup>th</sup> Annual TESOL Convention, Vancouver, BC.

Hamp-Lyons, L., & Courter, K.S. (1982, May). *Teaching the research paper to university-bound ESL students*. Mini-course presented at the 16<sup>th</sup> Annual TESOL Convention, Honolulu, HI.

## **2. Asian students and research papers**

Crowe, C. (1992, March). *Asian student students and research papers*. Paper presented at the 43<sup>rd</sup> Annual CCCC Meeting, Cincinnati, OH.

## **3. Computer**

Allahyari, K. H. (1988, March). *ESL research papers on the computer: A process approach*. Paper presented at the 39<sup>th</sup> Annual CCCC Meeting, St. Louis, MO

## **4. Designing research writing course**

Miller, L.D., & Zaki, A. (1982, May). *Research paper syllabus: Discovery of discourse and cognitive correspondences*. Workshop presented at the 16<sup>th</sup> Annual TESOL Convention, Honolulu, HI.

## **5. ESL writers' problems**

Sanctis, D.D. (1985, September). The problem with "formal" research papers. *WATESOL Working Papers*, 2, 68-78. ERIC ED 267 591.

## **6. Guide to research writing**

Menasche, L. (1984c). *Writing a research paper*. Ann Arbor, MI: University of Michigan Press.

## **7. Reading-Writing Relations**

Bacheller, F.I. (1991, March). *Teaching ESL graduate students to summarize research articles*. Paper presented at the 25<sup>th</sup> Annual TESOL Convention, New York, NY.

Campbell, C.C. (1988a). Writing with others' words: The use of information from a background reading text in the writing of native and non-native university composition students. *Dissertation Abstract International*, 48(7), 1979A.

Colton-Montalto, B. (1991, March). *Writing the research paper: Designing relevant and practical exercises*. Paper presented at the 25<sup>th</sup> Annual TESOL Convention, New York, NY.

Myers, C. (1989, March). *From culture shock to academic writing competence*. Paper presented at the 23<sup>rd</sup> Annual TESOL Convention, San Antonio, TX.

Saunders, M.A. (1991). The effectiveness of direct instruction on the abilities of selected nonnative English speakers to produce written paraphrases of English texts. *Dissertation Abstracts International*, 52(5), 1670-1671A.

Shaw, P.M., & Donaldson, A.S. (1990, March). *But how can I not copy?* Paper presented at the 24<sup>th</sup> Annual TESOL Convention, San Francisco, CA.

## **8. Teaching**

Belcher, D.D., Braine, G., Dudley-Evens, T., Huckin, T.N., Leki, I., Swales, J. M., & Weissberg, R.C. (1992, March). *Teaching research writing to nonnative speakers: Possibilities and proposals.* Colloquium presented at the 26<sup>th</sup> Annual TESOL Convention, Vancouver, BC.

Brenner, C. A. (1989). *Teaching the research paper to ESL students in American colleges and universities.* Unpublished master's thesis, School for International Training, Brattleboro, VT. ERIC ED 311 714.

Campbell, D., Clark, C., & Rowoth, J.D. (1984). *The research paper for advanced ESL students.* Urbana, IL: ERIC/RCS. ERIC ED 238 263.

Chen, E.S.H. (1988). Teaching research paper writing in ESL: Content, language and communication. In *A Forum anthology, Volume IV: Selected articles from the English Teaching Forum, 1984-1988* (pp. 141-146). Washington, DC: USIA, Bureau of Educational and Cultural Affairs.

Godsen, H. (1991b). Teaching Research English to ESL researchers: Questions of cost and benefit. *Journal of Asian Pacific Communication*, 2(1), 139-153.

Hagiwara, A. L. (1984, March). *Preparing advanced ESL students to write research papers.* Paper presented at the 18<sup>th</sup> Annual TESOL Convention, Houston, TX.

Hill, S.S., Soppelsa, B.F., & West, G.K. (1982). Teaching ESL students to read and write experimental-research reports. *TESOL Quarterly*, 16, 333-347

Miller, J. R. (1987). Teaching term-paper skills to university students. *English Teaching Forum*, 25(2), 13-17

Saltzman, S.A. (1993, April). *Writing literary research papers: Five steps for ESL students*. Paper presented at the 27<sup>th</sup> Annual TESOL Convention, Atlanta, GA.

Saunders, M.A. (1986). The fail-safe micro research paper. *WATESOL Working Papers*, 3, 1-9. ERIC ED 274 210.

Schaetzel, K. (1987, March). *Helping ESL students become research and library literate*. Paper presented at the 38<sup>th</sup> Annual CCCC Meeting, Atlanta, GA.

Swales, J.M. (1992b, March). *Teaching research writing to nonnative speakers: Roles of instructor*. Colloquium presented at the 26<sup>th</sup> Annual TESOL Convention, Vancouver, BC.