

Tamkang University Academic Year 114, 1st Semester Course Syllabus

Course Title	RESEARCH WRITING, AND METHODOLOGY IN LANGUAGE TEACHING	Instructor	LIN YI-TI
Course Class	TFLXD1A DOCTORAL PROGRAM, DEPARTMENT OF ENGLISH, 1A	Details	◆ General Course ◆ Selective ◆ One Semester ◆ 2 Credits
Relevance to SDGs	SDG4 Quality education		
D e p a r t m e n t a l A i m o f E d u c a t i o n			
<div>I . Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.</div> <div>II. Carry on and further the excellent tradition of domestic language instruction and literary research to be a department contributing equally to research and language teaching.</div> <div>III. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.</div> <div>IV. Strategies</div> <div>1. Train students' abilities in five skills: English listening, speaking, reading, writing and translation.</div> <div>2. Promote technologicalization and internationalization.</div> <div>3. Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program.</div> <div>4. Launch a common English Proficiency Test and enhance students' competitiveness in the job market.</div> <div>5. Enrich international video conferencing.</div> <div>6. Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching.</div>			
Subject Departmental core competences			
<div>A. Nurture the ability to do research in literary studies, language teaching and linguistics. (ratio:35.00)</div> <div>B. Strengthen qualitative and quantative research methods and abilities in critical thinking. (ratio:35.00)</div> <div>C. Cultivate professional ethics and social responsibility.(ratio:30.00)</div>			
Subject Schoolwide essential virtues			
1. A global perspective. (ratio:10.00)			

<div>2. Information literacy. (ratio:30.00)</div> <div>3. A vision for the future. (ratio:10.00)</div> <div>4. Moral integrity. (ratio:30.00)</div> <div>5. Independent thinking. (ratio:5.00)</div> <div>6. A cheerful attitude and healthy lifestyle. (ratio:5.00)</div> <div>7. A spirit of teamwork and dedication. (ratio:5.00)</div> <div>8. A sense of aesthetic appreciation. (ratio:5.00)</div>		
Course Introduction	<p>This course is designed to equip students with the necessary skills and knowledge to excel in academic research writing throughout their doctoral studies. This course aims to enhance students' ability to effectively communicate their research findings, develop scholarly writing habits, and produce high-quality academic papers. Through a combination of theoretical discussions, practical implementation, and individualized feedback, students will develop a deep understanding of research writing principles and strategies.</p>	
<p>The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.</p> <p>Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.</p> <p>I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.</p> <p>II.Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.</p> <p>III.Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.</p>		
No.	Teaching Objectives	objective methods
1	1. Understand the fundamental principles of academic research writing.	Cognitive
2	2. Develop advanced skills in academic writing, including organization, clarity, coherence, and style.	Cognitive
3	3. Learn techniques for effective literature review and critical analysis.	Cognitive
4	4. Enhance the ability to structure and present research arguments logically and persuasively.	Cognitive

The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment				
No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1	ABC	12345678	Lecture, Discussion	Discussion(including classroom and online), Report(including oral and written)
2	ABC	12345678	Lecture, Discussion	Discussion(including classroom and online)
3	ABC	12345678	Lecture, Discussion	Discussion(including classroom and online), Report(including oral and written)
4	ABC	12345678	Lecture, Discussion	Discussion(including classroom and online), Report(including oral and written)
Course Schedule				
Week	Date	Course Contents	Note	
1	114/09/15 ~ 114/09/21	Course introduction and overview		
2	114/09/22 ~ 114/09/28	Principles of effective academic writing: Developing a scholarly voice and tone; onstructing clear and concise sentences		
3	114/09/29 ~ 114/10/05	Crafting effective thesis statements and research questions		
4	114/10/06 ~ 114/10/12	Literature review: Strategies for conducting comprehensive literature searches		
5	114/10/13 ~ 114/10/19	Building research arguments and supporting evidence		
6	114/10/20 ~ 114/10/26	Manuscript structure: Paragraphs, headings, and subheadings		
7	114/10/27 ~ 114/11/02	Academic writing style: Formality, precision, and clarity		
8	114/11/03 ~ 114/11/09	Plagiarism and ethical considerations		
9	114/11/10 ~ 114/11/16	Citations and referencing: APA styles		
10	114/11/17 ~ 114/11/23	Writing research proposals and abstracts		
11	114/11/24 ~ 114/11/30	Manuscript formatting: Tables, figures, and appendices		
12	114/12/01 ~ 114/12/07	Writing practice: Synthesizing research in a coherent manner		

13	114/12/08 ~ 114/12/14	Presenting research findings with clarity and precision	
14	114/12/15 ~ 114/12/21	Coherence and transitions in academic writing	
15	114/12/22 ~ 114/12/28	Integrating primary and secondary sources effectively	
16	114/12/29 ~ 115/01/04	Identifying research gaps and proposing future directions	
17	115/01/05 ~ 115/01/11	Final term paper due	
18	115/01/12 ~ 115/01/18	Individual consultations for ongoing research writing projects	
Key capabilities		self-directed learning Problem solving	
Interdisciplinary		Competency-based education 'competency exploration' sustained competency or global issues STEEP (Society, Technology, Economy, Environment, and Politics)	
Distinctive teaching		Special/Problem-Based(PBL) Courses	
Course Content		Logical Thinking	
Requirement		Students at Tamkang University must adhere to two main principles: Transparency and Responsibility. □ Transparency: Instructors should clearly explain the regulations regarding the use of generative AI in the course, and both students and instructors must disclose their use of AI honestly. □ Responsibility: Instructors and students must understand that generative AI is only one of many data sources. When using it, they should possess the ability to verify its accuracy and be responsible for the content they produce.	
Textbooks and Teaching Materials		Self-made teaching materials:Textbooks, Presentations, Handouts Using teaching materials from other writers:Textbooks	
References		1. Writing an Applied Linguistics Thesis or Dissertation: A Guide to Presenting Empirical Research 2. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond 3. Thesis and Dissertation Writing in a Second Language 4. Writing a Graduate Thesis or Dissertation 5. Writing Your Dissertation: How to Plan, Prepare and Present Your Work Successfully	
Grading Policy		◆ Attendance : 20.0 % ◆ Mark of Usual : 40.0 % ◆ Midterm Exam : % ◆ Final Exam : 40.0 % ◆ Other < > : %	

Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at https://web2.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php.</p> <p>※"Adhere to the concept of intellectual property rights" and "Do not illegally photocopy, download, or distribute." Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>
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