

Identification	Subject (code, title, credits)	LING 603 Research Design and Writing 3KU-6ECTS	
	Department	English Language and Literature Department	
	Program (undergraduate, graduate)	graduate	
	Term	Spring 2024	
	Instructor	Davud Kuhi	
	E-mail:	Davoud.kuhi@khazar.org	
	Phone:	989143144339	
	Office hours	As scheduled	
Prerequisites	None		
Language	English		
Compulsory/Elective	Compulsory		
Required textbooks and course materials	<p>Swales, J. & Feak, C. (2012). <i>Academic Writing for Graduate Students: Essential Tasks and Skills</i>. (3rd edn). University of Michigan Press.</p> <p>Weissberg, R. & Buker, S. (1990). <i>Writing Up Research</i>. Prentice Hall Regents.</p>		
Course outline	This course has a genre-based nature. The structural and functional properties of academic research articles will be introduced through a genre-based instruction. The course will present the fundamental sections of academic research articles (IMRD Structure) through analysis-practice-production tasks.		
Course objectives	The current course has been designed to help PhD candidates from a variety of disciplines write academic research articles on the subjects of their own disciplines. This will be achieved through a genre-based instruction developed within analysis-practice-production cycle, i.e. the instructor will provide authentic samples of academic texts (focusing on their generic properties), and will involve the participants in awareness-raising analysis tasks. This will be followed by practice tasks on similar texts and finally the participants will be asked to produce their own texts on topics of relevance to their own discipline.		
Learning outcomes	The learning outcomes of the above-mentioned genre-based instruction can be summarized as: <ul style="list-style-type: none">- Analyzing the academic research articles in terms of their formal and functional properties- Awareness of the discursive values of textual choices in academic research articles- Awareness of effective strategies of academic text production- Producing effective academic texts to meet the highest possible standards of the academic communities with which the participants are affiliated		
Teaching methods	Instructor’s Presentations		+
	Classroom Writing Tasks (Analysis, Practice, Production Tasks)		+
	Weekly assignments		+
Evaluation	Methods	Date/deadlines	Percentage (%)
	Active involvement in classroom tasks	Till final exam	5
	Presentations	Till final exam	5
	Term project	Till final exam	20

	Midterm exam	April	30
	Final exam	June	40
	Total		100
Policy /Assessment	<p>It should be understood that in a course like this the assessment system is not a one-shot summative paper and pencil test conventionally uses at the end of a semester. The assessment system here would comprise of a combination of subjective, dynamic, longitudinal assessment (achieved through analysis tasks, presentations, weekly writings, classroom writings, etc.) and two macro-test (including the midterm and final exam). It should be remembered that even these macro-tests would not focus on local understanding of the type we expect in multiple-choice exams. What is expected is deep understanding and being able to express that understanding with fluent academic English in essay-type exams.</p> <p>Due to the genre-based nature of the instruction in this course, the participants are also expected to demonstrate a high degree of genre-awareness in their production tasks. This genre awareness should be made visible in both the formal and functional properties of the texts produced in classroom writings, weekly writings, midterm exam writing and final exam writing.</p> <p>Attendance (Lateness): Attendance is important. For every three unexcused absences one (1) point will be deducted from the grade point average. More than 10 unexcused absences are excessive. Free participation is discouraged.</p> <p>Missed exams or assignments: Advance notification should be given if the student is unable to attend a scheduled presentation or test. Full class participation and completion of assigned homework are necessary.</p> <p>Academic Dishonesty: Any plagiarism while studying will be severely penalized, including the possibility of receiving a non-pass for the course. Reference should be given to the sources used in one’s work. However, any research paper consisting of references and citations only, without further analysis by the student, will not be acceptable either.</p> <p>Cheating during the tests will be penalized including the possibility of a zero mark on the test.</p> <p>Topics of presentations / project papers will be pre-determined by the instructor. Free presentations / paper topics are not allowed. Presentation in cooperation with other students is allowed if pre-agreed with the instructor.</p>		
Tentative Schedule			
Week	Date/Day (tentative)	Topics	Textbook/Assignments/ Reading
1		- Introduction to the structural and functional properties of academic research articles	Swales, J. & Feak, C. (2012). Weissberg, R. & Buker, S. (1990).
2		- Writing Introductions: A general move-based structure	

3	- Establishing context in academic research articles	Swales, J. & Feak, C. (2012). Weissberg, R. & Buker, S. (1990).
4	- Writing review of literature in academic research articles (1)	Swales, J. & Feak, C. (2012). Weissberg, R. & Buker, S. (1990).
5	- Writing review of literature in academic research articles (2)	Swales, J. & Feak, C. (2012). Weissberg, R. & Buker, S. (1990).
6	- Indicating the gap in academic research articles	Swales, J. & Feak, C. (2012). Weissberg, R. & Buker, S. (1990).
7	- Stating the purpose and value in academic research articles	Swales, J. & Feak, C. (2012). Weissberg, R. & Buker, S. (1990).
8	Midterm Exam	
9	- Writing the methods in academic research articles (1)	Swales, J. & Feak, C. (2012). Weissberg, R. & Buker, S. (1990).
10	- Writing the methods in academic research articles (2)	Swales, J. & Feak, C. (2012). Weissberg, R. & Buker, S. (1990).
11	- Writing the results and data commentaries in academic research articles (1)	Swales, J. & Feak, C. (2012). Weissberg, R. & Buker, S. (1990).
12	- Writing the results and data commentaries in academic research articles (2)	Swales, J. & Feak, C. (2012). Weissberg, R. & Buker, S. (1990).
13	- Writing discussions (1)	Swales, J. & Feak, C. (2012). Weissberg, R. & Buker, S. (1990).

14	Writing discussions (2)		Swales, J. & Feak, C. (2012). Weissberg, R. & Buker, S. (1990).
15	Writing problem, process, solution in academic texts		Swales, J. & Feak, C. (2012). Weissberg, R. & Buker, S. (1990).
16		Conclusions Final exam	