

Seminar: 1.07.043-44
Academic Writing (Lehrsprache Englisch)

General Description & Scope:	<p>This course teaches how scholarly research is conducted; and how scientific works should ideally be reported for efficient communication. The course is offered to equip students with the analytical skills they need to carry out university level work. The course can benefit</p> <ol style="list-style-type: none"> (1) the junior students (prior to 5th semester) by introducing the basics of academic work and preparing them for subsequent courses on research methods and research design. (2) the senior students (5th semester and further) by assisting them with their BA thesis design and writing process.
---	---

Target Audience:	Junior & senior undergraduates in social sciences and related fields
Prerequisites:	None
Credits:	6 ECTS
Is this course connected with another course?	No
Is the course open to exchange students?	Yes
Is the course open to auditors/guests?	Yes
Is the course open to graduate students?	Yes, I welcome and would love to have graduate students. But, please note that the course material may or may not be gratifying for a grad-student depending on the field and level of prior knowledge. You can contact me if you have specific questions.
Time slot & Location:	Wednesday 12:00-14:00 A06 5-531

Planned Learning Activities & Teaching Methods:	<p>During the course, students will:</p> <ul style="list-style-type: none"> • become familiar with the scientific method • improve their critical reading skills • acquire an awareness of academic writing patterns and learn to use them effectively • have the opportunity to develop their writing process as they generate ideas, write drafts and make peer evaluations • develop their text revising and editing skills • learn to take into consideration the expectations of their readership with regard to academic English conventions • learn to incorporate the work of scientists into their own writing within the requirements of English academic practice <p>through lectures, in-class exercise & activities, presentations and peer-evaluations.</p>
General Goals:	<p>The course is designed to make the students better thinkers, readers, writers, speakers, listeners, presenters. The general goal of this course is to equip the students with basic knowledge of the principles of the scientific method as well as the scientific reporting in the social and behavioral sciences. With this knowledge and hands on practice, students will be able to evaluate research articles in terms of their scientific and writing quality, and develop their own research and writing skills. The general aim is to make students more critical consumers of research, and inspire them to become a new generation of more knowledgeable and critical social and behavioral scientists.</p>
Intended Learning Outcomes:	<p>With adequate effort and willingness, by the end of this course, students should be able to:</p> <ul style="list-style-type: none"> • understand the importance of critical reading

	<ul style="list-style-type: none"> • identify the typical components and features of various writing approaches in the social sciences • structure an academic paper at the organizational and micro sentence level • think and write more clearly and incisively • target the various audiences, and understand the expectations of these audiences • properly incorporate the work of other authors into their own writing • edit and refine their own written work.
--	--

Course Structure:	The course is divided into three parts. The first part of the course (Understanding and evaluating research, weeks 02-06) will familiarize students with the scientific method and its reporting. In the second part of the course (Reporting Research, weeks 07-10) students will have a chance to practice and apply the writing skills as they develop. The final part of the course (weeks 11-13) is fully devoted to making scholarly presentations. Throughout the whole semester there will be in-class-exercises & activities, and open feedback from peers and the lecturer. Although sometimes difficult, students will get used to receiving open feedback from peers and the lecturer. Learning to do this well is beneficial for both the giver and the receiver of the feedback.
Note on Attendance:	Although, according to university regulations, mandatory attendance is limited to 50% of the classes it is strongly recommended to attend all classes. And also please keep in mind that class participation is more than just attending the class meetings—you should come to class alert, be willing to ask and answer questions, and contribute intellectually to class discussions.

Course Material:	<p>There will be a collection of academic journal articles and book chapters available on the university's on-line system, from which the students can pick according to their interest. Students are also encouraged to bring along any other material to this on-line collection as long as it is an academic text in English. Also various hand-outs will be given in class to participants during the semester as basic guidelines for writing and speaking tasks. Due to copyright reasons some texts might be available only for a limited period of time. If you cannot reach a certain piece after it is deleted contact your class mates to get a copy from them.</p> <p>https://cloudstorage.elearning.uni-oldenburg.de/s/TektNkKxezB28qQ https://cloudstorage.elearning.uni-oldenburg.de/s/bcFLehMhx8EAQ8Y</p>
-------------------------	--

Assignments and Grading:	The evaluation type for this course is portfolio. There will be 3 types of assignments: the main-assignments (writing assignment 1, 2 & 3, and a presentation); the mini-assignment (bibliography & citation assignment); and the optional-assignment (a very basic research proposal). Students will not be graded for the mini-assignment and the optional assignment; however there will be "+" (submitted) and "-" (not submitted) marks which might affect the average final grade. Below is the explanation of the individual assignments.
Main-assignments:	<p>Writing assignment 1: a detailed <i>Summary</i> of a scholarly article (max. 750 words).</p> <p>Writing assignment 2: A <i>Reaction Paper</i> to a journal article (max. 750 words).</p> <p>Writing assignment 3: A <i>Reaction Paper to Multiple Texts</i> comparing and contrasting two scholarly works on the same topic (max. 1000 words).</p> <p>Presentation: that is based on the writing assignment 3 (50% graded by peers).</p>
The Mini-assignment:	Bibliography & Citation assignment: Students will hand in a scholarly prepared bibliography, and one paragraph of written work that includes citations and references.
The Optional-assignment:	Research proposal (recommended for senior students): that consists of (1) an introduction & literature review (2) research question, research design & hypotheses -- to be presented in class, written submission only in a first draft/outline format.

Grading:

Grades will be assigned based on the following distribution.

%	96+	95 90	90 85	85 80	80 75	75 70	70 65	65 60	60 55	55 50	50-
Grade	1.0	1.3	1.7	2.0	2.30	2.70	3.0	3.30	3.70	4.0	Fail

These borderlines may be reduced slightly depending on class performance.

Note on Academic Honesty:	Please make sure you are aware of the scholarly pitfalls of plagiarism. Specifically, whenever you use an idea or information from another source, you must give credit to the author by properly citing him/her within the text as well as by including a list of all references at the end of the text. Not doing so constitutes an act of plagiarism, which will result in a score of 5 for the assignment.
----------------------------------	--

Policies:	<p><i>The syllabus:</i> This document is a contract between you and me. You are responsible for all the policies, requirements, and information in this syllabus. By taking this course, you agree to comply with all course requirements. By giving this syllabus to you, I agree to follow everything in it. (However, I can make slight changes to the assigned readings under extenuating circumstances. All changes will be announced in class).</p> <p><i>Announcements in class:</i> Announcements in classes are official. Students are responsible for all announcements made in classes even if they are absent that day. If you happen to miss a class, ask other students or me for announcements you may have missed.</p> <p><i>Correspondence and Email Etiquette:</i> Please feel free to email me (or stop by in my office) when you need help with course requirements. However, follow a few basic rules in order to ensure better communication. First of all, make sure you identify yourself in your email (and also please include which class you are in), and explain the problem clearly. Do not assume I will automatically remember a previous discussion between you and me. Give me at least one business day to respond to your email. Finally, before sending me an email, read it once more and ask yourself if your question has been answered anywhere else (especially in the syllabus).</p>
------------------	---

Further details will be discussed in the first meeting of class.

WEEKLY OUTLINE & LIST of READINGS

Week 1 (18.10.2017)	Introduction
Introduction to Course: Distribution of syllabi and explanation of course objectives and assignments. No lecture or presentations!	
Understanding & Evaluating Research	
Week 2 25.10.2017)	Understanding Science - Philosophy of (Social) Science
Lecture:	What is science?: (1) Fundamental concepts in science (2) How science is conducted & reported
Readings:	<p>Castellani, B. (2014) FOCUS: Complexity and the failure of quantitative social science http://discoversociety.org/2014/11/04/focus-complexity-and-the-failure-of-quantitative-social-science/</p> <p>Christakis, N.A. (2013) "Let's Shake Up the Social Sciences" <i>NY Times Sunday Review</i> http://www.nytimes.com/2013/07/21/opinion/sunday/lets-shake-up-the-social-sciences.html?smid=tw-share&r=0</p>
Week 3 (01.11.2017)	Research design and research methods
Lecture:	An overview of some of the most common research methods & techniques in the social and behavioral sciences
Example works:	<ul style="list-style-type: none"> • Aarøe, L., & Petersen, M. B. (2013). Hunger Games: Fluctuations in Blood Glucose Levels Influence Support for Social Welfare. <i>Psychological Science</i>, 24(12), 2550-2556. doi:10.1177/0956797613495244 http://pss.sagepub.com/content/24/12/2550.full.pdf • Petersen, M. B., Aarøe, L., Jensen, N. H., & Curry, O. (2014). Social Welfare and the Psychology of Food Sharing: Short-Term Hunger Increases Support for Social Welfare. <i>Political Psychology</i>, 35(6), 757-773. doi:10.1111/pops.12062 http://onlinelibrary.wiley.com/doi/10.1111/pops.12062/epdf • Hassin, R. R., Ferguson, M. J., Kardosh, R., Porter, S. C., Carter, T. J., & Dudareva, V. (2009). Précis of Implicit Nationalism. <i>Annals of the New York Academy of Sciences</i>, 1167(1), 135-145. http://onlinelibrary.wiley.com/doi/10.1111/j.1749-6632.2009.04734.x/pdf • Bendahan, S., Zehnder, C., Pralong, F. P., & Antonakis, J. (2015). Leader corruption depends on power and testosterone. <i>The Leadership Quarterly</i>, 26(2), 101-122. doi:http://dx.doi.org/10.1016/j.leaqua.2014.07.010 http://www.sciencedirect.com/science/article/pii/S1048984314000800 • Gallego, A., & Pardos-Prado, S. (2013). The Big Five Personality Traits and Attitudes towards Immigrants. <i>Journal of Ethnic and Migration Studies</i>, 40(1), 79-99. • Doorenspleet, R. (2004). The structural context of recent transitions to democracy. <i>European Journal of Political Research</i>, 43(3), 309-335. doi:10.1111/j.1475-6765.2004.00156.x http://onlinelibrary.wiley.com/doi/10.1111/j.1475-6765.2004.00156.x/epdf • Van Reekum, R. (2012). As nation, people and public collide: enacting Dutchness in public discourse. <i>Nations and Nationalism</i>, 18(4), 583-602. http://onlinelibrary.wiley.com/doi/10.1111/j.1469-8129.2012.00554.x/pdf • Miller-Idriss, C., & Rothenberg, B. (2012). Ambivalence, pride and shame: conceptualisations of German nationhood. <i>Nations and Nationalism</i>, 18(1), 132-155. http://onlinelibrary.wiley.com/doi/10.1111/j.1469-8129.2011.00498.x/pdf • Bauder, H., & Semmelroggen, J. (2009). Immigration and Imagination of Nationhood in the German Parliament. <i>Nationalism and Ethnic Politics</i>, 15(1), 1-26. • Proksch, S.-O., Slapin, J. B., & Thies, M. F. (2011). Party system dynamics in post-war Japan: A quantitative content analysis of electoral pledges. <i>Electoral Studies</i>,

	<p>30(1), 114-124. http://www.sciencedirect.com/science/article/pii/S0261379410001046</p> <ul style="list-style-type: none"> • Greenfeld, L. (1996). Nationalism, the Modern Religion?, <i>Critical Review</i> 10(2): 169-191. • Smooha, S. (2008). The mass immigrations to Israel: A comparison of the failure of the Mizrahi immigrants of the 1950s with the success of the Russian immigrants of the 1990s. <i>The Journal of Israeli History</i>, 27(1), 1-27. • Çağaptay, S. (2002). Reconfiguring the Turkish nation in the 1930s. <i>Nationalism and Ethnic Politics</i>, 8(2), 67-82.
Week 4 (08.11.2017)	Formulating a research question and doing a literature review
Lecture:	<p>What is a research question? (1) Formulating a research question (2) What makes a good research question?</p> <p>What is a literature review? (1) the nature & benefits of a literature review (2) Why do we need one?</p>
Week 5 (15.11.2017)	Library Visit
Presentation:	Library orientation with Mr. Uwe Kohrenken (the Main Library room B 147)
Week 6 (22.11.2017)	Evaluating academic texts
Lecture:	The 4 Ws: Why do(es) the author(s) do the research? What do(es) the author(s) do? What do(es) the author(s) find/discover? Why is the discovery important?
In-class Exercise:	Distinguishing between sloppy science and solid science; good reporting & efficient communication vs. messy papers
ANNOUNCEMENT:	<p>Bibliography & Citation Assignment (DEADLINE: 06.12.2017)</p> <p>Writing Assignment 1: Summary (DEADLINE: 10.01.2018)</p> <p>Writing Assignment 2: Reaction Paper (DEADLINE: 10.01.2018)</p> <p>Optional Assignment: Research proposal (To be presented on: 20.12.2017)</p>
Reporting Research	
Week 7 (29.11.2017)	Technical aids to assist writing
Lecture:	Citation, Plagiarism
In-class Exercise:	Reporting other people's findings, arguments and opinions
Week 8 (06.12.2017)	Improving the process of writing
Lecture:	Reducing distractions overloaded working memory, Replacing distractions with more productive activities
DEADLINE:	Bibliography & Citation Assignment
ANNOUNCEMENT:	Writing Assignment 3: Reaction paper to multiple texts (DEADLINE: 09.02.2018)
Week 9 (13.12.2017)	Improving the content of writing
Lecture:	Topic sentence method, Coherence within paragraphs, Coherence across paragraphs, Text revision

Week 10 (20.12.2017)	Peer-Review: class activity and in-class exercise
In-class Exercise:	Peer-review of writing assignments 1 & 2 (first-drafts)
In-class Activity:	Peer review of optional assignment: Research proposal: introduction & literature review, research question, research design, hypotheses
<i>Christmas break</i>	
Academic Presentations (Learning & practicing how to make scholarly presentations)	
Week 11 (10.01.2018)	Academic Presentations
Lecture:	Basics of presentation in English with the 4Ws + delivery style
DEADLINE:	Writing assignments 1 & 2
Week 12 (17.01.2018)	Students Presentations Week 01
In-class Activity:	Presentations of writing assignment 3 Peer review of presentations
Week 13 (24.01.2018)	Students Presentations Week 02
In-class Activity:	Presentations of writing assignment 3 Peer review of presentations
Week 14 (31.01.2018)	Wrap-up & Discussion of Topics discussed during the semester
	Writing assignment 3 DEADLINE: 10.02.2017
No presentation and/or lecture this week.	