COURSE SYLLABUS

Academic Writing

대학원생 영어논문 글쓰기 입문과정 · An Introduction to Research Writing in English

Dates: November 3 – December 3, 2026 (5 weeks) **Time:** 10:00 – 11:50 a.m.
Days: Tuesdays & Thursdays **Format:** Online (Zoom) — link shared via Google Classroom
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Course Description

This five-week online course introduces graduate students from all fields to writing research in English. Its backbone is the short research statement and its five moves — background, purpose, aim and research questions, method, and significance — and the course takes one move a week, each a paragraph or more: on Tuesdays we read how that part is built in published research, and on Thursdays we practice the English it depends on and begin writing it. By the end, you will have a research statement of at least five paragraphs — one for each move, and more where your study calls for them — of your own planned or developing study, and a set of sentence- and paragraph-level skills you can carry into any research text. The course is designed to fit alongside your coursework: writing begins in class, and nothing is due between meetings.

Course Goals

1. **Reading research writing as a writer** — recognize how research writing is structured across fields and what each part is doing.
2. **English academic language skill (the core)** — build the sentence-, paragraph-, and style-level skills academic English requires, with attention to habits that transfer from Korean.
3. **Working with sources honestly** — summarize, paraphrase, and cite sources accurately, in your field's style, and without plagiarism.

Student Learning Outcomes

By the end of this course, you will be able to:

- Identify the five moves of a research statement — background, purpose, aim and research questions, method, significance — in research writing in your field and explain what each does.
- Write each move as one or more clear, well-organized paragraphs in appropriate academic English.
- Control information flow, sentence variety, and cohesion within and between paragraphs.
- Use the language each move calls for: signalling a gap, stating a purpose, formulating research questions, describing a procedure, and making cautious, well-supported claims.
- Summarize, paraphrase, and cite sources accurately in your field's citation style.
- Assemble and revise a short research statement of your own study, in your own voice.

Course Format & Weekly Rhythm

- **Online via Zoom, two sessions a week.** Tuesday is a Structure session: we take the week's move apart — what it does, how it is organized, and how it looks in different fields. Thursday is a Language session: we practice the sentence- and paragraph-level skills that part depends on, and end with a short writing practice.

- **One move a week, a paragraph or more.** The short practice begins in class. If you do not finish, complete it in your own time — there is nothing to submit between meetings. Over five weeks the paragraphs add up to your research statement: at least five, and more where your study calls for them.
- **Feedback and coaching.** To receive feedback on what you have written, book a Graduate Writing Coaching session at the Language Education Center: an individual meeting with the instructor for comments and coaching on your draft. I recommend booking at least once during the course, and at any point when you would like a second pair of eyes.
- **No research topic yet?** Choose a published study in your field and reconstruct its research statement. You practice exactly the same skills — reading as a writer is where they begin.
- **Going further (humanities & social sciences).** Students in the humanities and social sciences who wish to continue can join the five-week winter intensive, Academic Research Writing, which starts from the research statement written here and moves on to drafting full sections — the introduction, the literature review, the abstract — and to building a complete research-writing workflow.
- **A typical session (110 min):** review (10) · reading and analysis, or language input (40) · guided practice (45) · wrap-up (15). Peer reading takes place in breakout rooms; in-class writing uses a shared document.

Course Materials

Instructor-produced lecture notes, handouts, and model texts from several fields, made available on Google Classroom. No textbook purchase is required. Please join each session from a laptop or tablet so that you can write during class.

A Note on AI Tools

- If you use AI tools while writing, verify every source they suggest against the original — generative tools can invent citations that look real but do not exist.
- Disclose AI use in graded or publishable work, as journals now require; AI cannot be an author, and you remain responsible for every word.

Requirements & Assessment

- **Pass / Fail.** To pass, you must attend at least 80% of total class hours (16 of 20 hours). Your result is reported to the Graduate School based on attendance and participation.
- **Class attendance 60% · Participation 40%** — participation includes taking part in class activities and the short writing practices.
- If you know you will be absent (e.g., an official school event or a conference), please let me know ahead of time so that we can arrange a way for you to keep up.

Preliminary Schedule

Classes meet twice a week on Zoom. Each week: a Structure session (Tue), then a Language session (Thu). Topics may be adjusted to the group's fields and needs.

Date	Session focus	Covered topics
Week 1 · November 3 – 5 · Orientation: the shape of research writing		

Date	Session focus	Covered topics
Nov 3 (Tue) *Structure*	**Orientation & the shape of research writing**	Course overview; how research articles are structured across fields (IMRaD and its variations); the research statement and its five moves — background, purpose, aim and research questions, method, significance; reading research writing as a writer: locating the five moves in model abstracts and introductions.
Nov 5 (Thu) *Language*	**Academic English at the sentence level**	Academic vs. everyday writing; what makes a sentence clear — subject choice, strong verbs, sentence length; habits that transfer from Korean. **Short practice:** sketch your study in five sentences, one for each move.
Week 2 · November 10 – 12 · The background paragraph		
Nov 10 (Tue) *Structure*	**What a background paragraph does**	Introducing the topic, presenting what is known, and showing why it matters; general-to-specific movement; models from several fields; using sources in a background paragraph — summarizing and paraphrasing with in-text citation.
Nov 12 (Thu) *Language*	**Thematic structure & sentence types**	Old-before-new information flow (theme and rheme); simple, compound, and complex sentences and their functions within a paragraph; citation forms in your field's style (APA, IEEE, Vancouver, and others). **Short practice:** draft your background paragraph.
Week 3 · November 17 – 19 · Purpose, aim & research questions		
Nov 17 (Tue) *Structure*	**From purpose to research questions**	Establishing the justification for the study; identifying the gap in the literature; presenting the purpose and how it is sharpened into an aim and research questions — or objectives and hypotheses, as your field prefers; how this part links back to the background; models from several fields.
Nov 19 (Thu) *Language*	**Signalling the gap, stating the purpose & writing research questions**	Gap language (however, little is known, remains unclear); reporting verbs and writer stance toward sources; purpose formulas (this study aims to…, the present study investigates…); formulating research questions (to what extent…, whether…, how… affects…) with variables and scope built in; tense choices (present perfect vs. present). **Short practice:** draft your purpose paragraph and your aim and research questions.
Week 4 · November 24 – 26 · The method paragraph		
Nov 24 (Tue) *Structure*	**What a method paragraph does**	Design or approach, data or participants, procedure and analysis; how fields differ (experimental, clinical, computational, qualitative); the level of detail suited to a statement rather than a full methods section; models from several fields.
Nov 26 (Thu) *Language*	**Describing what you do — or will do**	Passive vs. active voice and the choice of agent; sequencing a process; precise nouns and nominalization; concision; tense for planned vs. completed work. **Short practice:** draft your method paragraph.
Week 5 · December 1 – 3 · The significance paragraph & the whole statement		

Date	Session focus	Covered topics
Dec 1 (Tue) *Structure*	**Significance & assembling the statement**	Expected contributions, implications, and scope; putting the paragraphs together — cohesion between paragraphs and a consistent line of thought; a template and phrase bank for the research statement.
Dec 3 (Thu) *Language*	**Claims, caution & voice**	Hedging and boosting; evaluative language for significance; revising for style and voice — keeping your meaning and your own voice as you edit; peer reading in breakout rooms. **Short practice:** draft your significance paragraph and complete your research statement.