The Hong Kong Polytechnic University

Subject Description Form

Subject Code	ELC6012
Subject Title	Thesis Writing for Research Students
Credit Value	3
Level	6
Pre-requisite/ Co-requisite/ Exclusion	ELC6011
Objectives	This subject aims to improve research students' academic writing proficiency, enhance their understanding of the academic audience, develop their awareness of academic conventions, and develop their skills in using clear, appropriate, persuasive, and analytical language in thesis writing.
Intended Learning Outcomes	Upon completion of the subject, students will be able to present their research effectively in a thesis through: a. presenting the study clearly, appropriately and concisely in the Abstract; b. introducing the background, rationale and aim of the study in the Introduction analytically; c. reviewing the literature critically,; d. analysing the appropriateness of the methodology used in the study, e. reporting and discussing the findings of the study logically and systematically; and f. discussing the significance of the study in the Conclusion in a clear and succinct manner. To achieve the above outcomes, students are expected to use language, text structures, and cohesive devices appropriate to the academic audience, select and present information analytically, concisely and appropriately, examine and cite sources critically, and analyse the impact and significance of the research persuasively.
Subject Synopsis/ Indicative Syllabus	1. Critical analysis of prior research Understanding research thesis writing process and the structure of a thesis; identifying language features of thesis writing.

	2. Awareness of academic conventions Developing awareness of citation practices, referencing format and language use adopted in the related disciplines. 3. Inter and intra paragraphing connections Using effective cohesive devices to plan, organize and connect different parts of a research thesis. 4. Clear, appropriate, persuasive and analytical language use Summarising, evaluating and citing sources; describing and discussing research data; objectively evaluating research contribution; writing, revising, and proofreading written texts.
Teaching/Learning Methodology	The study method is primarily seminar-based. Activities include teacher input as well as individual and group work involving writing practice, evaluation of texts, mini-presentations and discussions. Practical work will involve analysing texts such as journal articles and research theses that are relevant to students' research areas. Students will be provided with opportunities to apply the language skills acquired to the preparation of their own thesis. Students will be referred to information on the Internet and the ELC's Centre for Independent Language Learning. Learning materials developed by the English Language Centre are used throughout this course. Additional reference materials will be recommended as required.
Assessment Methods in Alignment with Intended Learning Outcomes	(see table below)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d	e	f
1. Writing an introduction for a research study (draft)	20%		✓	✓	✓		
2. Writing an introduction for a research study (final)	30%		✓	✓	✓		
3. Developing an e-Portfolio for thesis writing	50%	✓	✓	✓	✓	✓	✓
Total	100 %						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

	Assessments 1 and 2 assess students' abilities to write an effective introduction for their own research study. The assessments require that students introduce the background, rationale and objectives of their research, review the literature and establish the niche in their research area, and describe the methods used in their study to occupy the niche (ref. LOs (b), (c) and (d)). Assessment 3 requires that students collect learning materials that are conducive to their writing-up of a research thesis, and provide annotated thesis excerpts to illustrate their understanding of the structure and language use specific to a research thesis (ref. LOs (a) to (f)). In addition to the three assessments, students are required to complete further language training through out-of-class collocation practice, short in-class writing tasks and language practices in the course handouts.

Student Study Effort Expected		
	Class contact:	
	▪ Seminars	39 Hrs.
	Other student study effort:	
	▪ Self-study and preparation for assessments	78 Hrs.
	Total student study effort	117 Hrs.

Reading List and References	Course materials Learning materials developed by the English Language Centre Recommended references Blair, L. (2016). *Writing a graduate thesis or dissertation*. Sense Publishers. Calabrese, R. L. (2006). *The elements of an effective dissertation and thesis : a step-by-step guide to getting it right the first time.* UK: Rowman & Littlefield. Cooley, L., & Lewkowicz, J. (2003). *Dissertation writing in practice: Turning ideas into text*. Hong Kong: Hong Kong University Press. Cooksey, R. W., & McDonald, G. (2019). *Surviving and thriving in postgraduate research* (Second edition). Singapore: Springer Singapore. Dunleavy, Patrick. (2011). *Authoring a PhD: How to plan, draft, write and finish a doctoral thesis or dissertation*. Palgrave Macmillan. Golden-Biddle, K. & Locke, K. (2007). *Composing qualitative research (Second Edition).* Sage Publications.

Feak, C. B., & Swales, J. M. (2009). *Telling a research story: Writing a literature review*. University of Michigan Press.

Felix, M. S., & Smith, I. (2019). *A practical guide to dissertation and thesis writing*. UK: Cambridge Scholars Publishing.

Foss, S. K. (2015). *Destination dissertation : a traveller's guide to a done dissertation / (Second Edition).* UK: Rowman & Littlefield Publishers.

Hammond, M. (2023). *Writing a postgraduate thesis or dissertation : tools for success*. Routledge.

Kornuta, H. M., & Germaine, R. W. (2019). *A concise guide to writing a thesis or dissertation: Educational research and beyond (Second edition).* Abingdon, Oxon: Routledge.

Lantsoght, Eva O. L. (2018). *The a-Z of the PhD Trajectory*. Springer International Publishing AG.

Luey, Beth. (2007). *Revising your dissertation* (2nd ed.). University of California Press.

Lunenburg, F. C., & Irby, B. J. (2008). *Writing a successful thesis or dissertation : tips and strategies for students in the social and behavioural sciences*. Corwin.

Oliver, P. (2013). *Writing your thesis (Third Edition).* London: Sage.

OSiochrú, C. (2023). *Student guide to writing research reports, papers, theses and dissertations*. Routledge. https://doi.org/10.4324/9781003107965

Paltridge, B., & Starfield, S. (2020). *Thesis and dissertation writing in a second language : a handbook for students and their supervisors (Second edition).* Abingdon, Oxon: Routledge.

Perkins, M., & Roe, J. (2024). Academic publisher guidelines on AI usage: A ChatGPT supported thematic analysis *F1000Research*, 12:1398 https://doi.org/10.12688/f1000research.142411.2

Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills (Third Edition).* Ann Arbor, MI: University of Michigan Press.

Wallwork, A. (2024). *AI-Assisted Writing and Presenting in English* (1st ed. 2024.). Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-48147-5

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