

## The Hong Kong Polytechnic University

### Subject Description Form

*Please read the notes at the end of the table carefully before completing the form.*

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| <b>Subject Code</b>                                                 | ELC6012                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Subject Title</b>                                                | Thesis Writing for Research Students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Credit Value</b>                                                 | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Level</b>                                                        | 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Pre-requisite/<br/>Co-requisite/<br/>Exclusion</b>               | ELC6011                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Objectives</b>                                                   | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Intended Learning Outcomes</b><br><i>(Note 1)</i>                | <p>Upon completion of the subject, students will be able to present their research effectively in a thesis through:</p> <ol style="list-style-type: none"> <li>a. presenting the study clearly, appropriately and concisely in the Abstract;</li> <li>b. providing the Introduction analytically;</li> <li>c. reviewing the literature critically;</li> <li>d. analysing the appropriateness of the methodology used in the study,</li> <li>e. reporting and discussing the findings of the study; and</li> <li>f. discussing the significance of the study in the Conclusion.</li> </ol> <p>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.</p> |
| <b>Subject Synopsis/<br/>Indicative Syllabus</b><br><i>(Note 2)</i> | <ol style="list-style-type: none"> <li>1. Critical analysis of prior research<br/><br/>Understanding research thesis writing process and the structure of a thesis; identifying language features of thesis writing.</li> <li>2. Awareness of academic conventions<br/><br/>Developing awareness of citation practices, referencing format and language use adopted in the related disciplines.</li> <li>3. Inter and intra paragraphing connections<br/><br/>Using effective cohesive devices to plan, organize and connect different parts of a research thesis.</li> </ol>                                                                                                                                                                                                                                                                                                                                                           |

|                                                                                            | <p>4. Clear, appropriate, persuasive and analytical language use</p> <p>Summarising, evaluating and citing sources; describing and discussing research data; objectively evaluating research contribution; writing, revising, and proofreading written texts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                   |             |                                                                                |   |   |   |  |  |   |   |   |   |   |   |                                                         |     |  |   |   |   |  |  |                                                         |     |  |   |   |   |  |  |                                                 |     |   |   |   |   |   |   |       |       |  |  |  |  |  |  |
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| <p><b>Teaching/Learning Methodology</b><br/>(Note 3)</p>                                   | <p>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.</p> <p>Learning materials developed by the English Language Centre are used throughout this course. Additional reference materials will be recommended as required.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                   |             |                                                                                |   |   |   |  |  |   |   |   |   |   |   |                                                         |     |  |   |   |   |  |  |                                                         |     |  |   |   |   |  |  |                                                 |     |   |   |   |   |   |   |       |       |  |  |  |  |  |  |
| <p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b><br/>(Note 4)</p> | <table border="1" data-bbox="496 808 1442 1552"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Writing an introduction for a research study (draft)</td> <td>20%</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Writing an introduction for a research study (final)</td> <td>30%</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Developing an e-Portfolio for thesis writing</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>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)).</p> <p>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 each thesis chapter (ref. LOs (a) to (f)).</p> | 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 % |  |  |  |  |  |  |
| 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 %                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                   |             |                                                                                |   |   |   |  |  |   |   |   |   |   |   |                                                         |     |  |   |   |   |  |  |                                                         |     |  |   |   |   |  |  |                                                 |     |   |   |   |   |   |   |       |       |  |  |  |  |  |  |

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|                                      | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |
| <b>Student Study Effort Expected</b> | Class contact:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |
|                                      | ▪ Seminars                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 39 Hrs.  |
|                                      | Other student study effort:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |
|                                      | ▪ Self-study and preparation for assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 78 Hrs.  |
|                                      | Total student study effort                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 117 Hrs. |
| <b>Reading List and References</b>   | <p><u>Course material</u><br/>Learning materials developed by the English Language Centre</p> <p><u>Recommended references</u><br/>Cooley, L., &amp; Lewkowicz, J. (2003). <i>Dissertation writing in practice: Turning ideas into text</i>. Hong Kong: Hong Kong University Press.</p> <p>Cooksey, R. W., &amp; McDonald, G. (2019). <i>Surviving and thriving in postgraduate research</i> (Second edition). Singapore: Springer Singapore.</p> <p>Feak, C. B., &amp; Swales, J. M. (2009). <i>Telling a research story: Writing a literature review</i>. University of Michigan Press.</p> <p>Felix, M. S., &amp; Smith, I. (2019). <i>A practical guide to dissertation and thesis writing</i>. UK: Cambridge Scholars Publishing.</p> <p>Kornuta, H. M., &amp; Germaine, R. W. (2019). <i>A concise guide to writing a thesis or dissertation: Educational research and beyond</i> (Second edition). Abingdon, Oxon: Routledge.</p> <p>Oliver, P. (2013). <i>Writing your thesis (Third Edition)</i>. London: Sage.</p> <p>Paltridge, B., &amp; Starfield, S. (2020). <i>Thesis and dissertation writing in a second language : a handbook for students and their supervisors</i> (Second edition). Abingdon, Oxon: Routledge.</p> <p>Swales, J. M., &amp; Feak, C. B. (2004). <i>Academic writing for graduate students: Essential tasks and skills</i> (Second Edition). Ann Arbor, MI: University of Michigan Press.</p> |          |

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 8.2020