**HW0105  Academic Communication in the Arts, Humanities and Social Sciences**

**Study year**: SoH (except CHIN) and SSS Year 1; HaSS Double major (ECMA, ECPP, ECPS, ELAH, PSLM, PSMA) Year 1; MS Year 1 (cohort admitted in AY19)

**Academic units**: 2 AUs

**Pre-requisite**: Nil

**Tutorial hours**: 24 (weekly tutorials of 2 hours)

**CONTENT**

The broad aim of this course is to enable HSS students to analyse texts, develop compelling research questions, and do research to create their own arguments. The basic premise of the course is that effective writing is contingent on critical thinking, reading and writing. Students will be exposed to a variety of texts to encourage them to critically evaluate and write about issues from multiple perspectives before they develop their own arguments. The need to consider the rhetorical situation and ethical issues is emphasised as students go through the process of planning, writing, and critically revising their own texts based on individual feedback. The course is designed specifically for the needs of NTU students and many of the texts and study topics have a Singapore focus.

**LEARNING OUTCOMES**

Upon successful completion of the course, students should be able to:

1. analyse and evaluate a range of texts;
2. apply concepts of audience, context, purpose and other relevant rhetorical skills to written and oral communication;
3. produce an observational research essay;
4. write an audience-specific argumentative essay;
5. make presentations on an academic topic;
6. critique peers’ writing and presentations using concepts learned in this course; and
7. revise and edit their own writing.

**COURSE SCHEDULE**

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<tr>
<th>Week</th>
<th>Tutorial topics</th>
<th>Readings/Activities</th>
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<tbody>
<tr>
<td>1</td>
<td>No tutorial</td>
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<tr>
<td>2</td>
<td>Essay 1 Introduction</td>
<td>Unit 1&lt;br&gt;1. Identify the course aims and intended learning objectives;&lt;br&gt;2. Identify features of observational research writing; and&lt;br&gt;3. Evaluate materials and plan a piece of observational research writing.</td>
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| 3    | What makes a good research question and how to begin research | Unit 2  
1. Evaluate the quality of observational research writing in the academic writing context;  
2. Peer workshop in class: Critique the observational research writing of others and suggest improvements; and  
3. Writing Exercise 1 due: Describe a place in Singapore that comes to a question, puzzle. |
| 4    | Quoting and paraphrasing texts | Unit 3  
1. Writing Exercise 2 due: Find a text that helps to reflect on that question, puzzle;  
2. Site sources accurately and ethically;  
3. Distinguish between idea quotations and information quotations; and  
4. Analyse model essays. |
| 5    | Putting texts into conversation and developing an argument | Unit 4  
1. First Draft due: Draft of essay that uses a vivid description of a place in Singapore to come to a question or puzzle about Singapore; the essay will use 2 texts (1 written and the other can be visual, video, etc.) to develop an argument about Singapore that is rooted in the visual description of the essay;  
2. Peer workshop in class; and  
3. How to give constructive feedback. |
| 6    | Revising your own work | Unit 5  
1. Second Draft Due: Recognise the importance of revising a piece of writing;  
2. Employ basic editing techniques, including formatting, editing, organisation, coherence, correcting language and style issues; and  
3. Conference: Meet with lecturer to read and discuss draft. |
| 7    | Essay 2 Introduction | Unit 6  
1. How to analyse a text; and  
2. Locating the problem and argument in a text. |
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| 8    | Practicing rhetorical analysis | Unit 7  
1. Final essay 1 due; and  
2. Identifying topics/problems where arguments are employed in different mediums. |
| 9    | Creating your own research question or line of inquiry | Unit 8  
1. How to find a puzzle or question that can motivate your own research and argument; and  
2. Writing Exercise 1 due: Reverse outline of a chosen primary essay. |
| 10   | Doing Research | Unit 9  
1. How to search for secondary texts that can help you develop an argument;  
2. Writing Exercise 2 due: Pick a secondary text that responds to your question; and  
3. Analyse model essays. |
| 11   | Transitioning with key terms and creating a complex argument | Unit 10  
1. First Draft due: Draft that represents the primary essay, analyses it, comes to a question, and then uses 2 texts (1 written and the other open to any medium) to develop an argument about the primary text. |
| 12   | Finding the larger significance or idea in your essay and how to do a presentation |  
1. Conferences to discuss draft; and  
2. Revision: Second Draft Due. |
| 13   | In-class presentations | Student presentation  
1. Apply communicative skills in the presentation; and  
2. Critique each other’s presentation skills. |
| 14   | - | Final Essay 2 due |

**STUDENT ASSESSMENT**

Students will be assessed by 100% continuous assessment. The assignments will focus on the course objectives of achieving proficiency in writing academic essays and presenting arguments effectively.
**Assessment**

**Written assignments**
Students should demonstrate that they can effectively write an observational essay, using a range of descriptive skills, as well as two texts to develop a question and argument that springs from their vivid description. Students should also demonstrate that they can write a targeted argumentative essay, using a range of persuasive and analytical skills, which should include an analysis of a primary text and two ancillary texts to develop an argument.

**Academic presentations**
Students should demonstrate that they can deliver a short academic presentation on an academic topic broadly relevant to their field of study. The presentations are presented and assessed individually.

**Class participation**
In all tutorials, students are assessed on the frequency of participation in group discussions as well as the quality of the contributions.

**Weighting**
- Written assignments: 70%
- Academic presentations: 15%
- Class participation: 15%

**TEXTBOOKS/REFERENCES**
The course pack has been designed by the Language and Communication Centre.