



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST5147

Research Writing and Presentation

Semester 2

Contents

1.	LOCATION	2
2.	STAFF CONTACT DETAILS	2
3.	COURSE DETAILS	2
	Summary of Course	2
	Student Learning Outcomes	2
	Program Learning Outcomes	3
4.	RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH	3
5.	TEACHING STRATEGIES	4
6.	COURSE CONTENT AND STRUCTURE	4
7.	RESOURCES	4
8.	ASSESSMENT	7

IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences

School of Education

EDST 5147 Research Writing and Presentation (6 units of credit)

Semester 2, 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Professor Sue Starfield

Email: s.starfield@unsw.edu.au

Phone: 9385 3369

Availability: Please email to arrange an appointment

3. COURSE DETAILS

Course Name	EDST 5147 Research Writing and Presentation	
Credit Points	6 units of credit (uoc)	
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
Schedule		
Lecture	Thursday 7-9pm (Mathews 102)	Weeks 1-9, 10-12

Summary of Course

This course is aimed at postgraduate research students to evaluate and develop their thesis writing abilities and skills. Weekly sessions cover the overall structuring of the thesis; writing the introduction; the literature review; the methodology chapter; discussion chapters; the conclusion and the abstract and understanding examiner expectations. The concepts of authorial voice and writer identity in research genres in the Social Sciences and Humanities will also be examined. The course is informed by current applied linguistic and educational research into advanced academic and professional writing, and includes writing a conference abstract and journal article and preparing for seminar/conference presentations.

Student Learning Outcomes

Outcomes	At the end of this course students will be able to:	Assessment(s)
1	Demonstrate a more explicit understanding of the structure and organisation of the research genres of the thesis, the journal article; the conference paper and the oral presentation	1,2, 3
2	Make informed choices as to how to structure and organise a research thesis or other research genre with reference to current research into advanced academic and professional writing.	1,2,3
3	Use the linguistic and discursive resources of academic English to draft thesis chapters, journal articles and conference abstracts.	1,2,3

Program Learning Outcomes

Students will be encouraged to develop the following graduate attributes by undertaking selected activities and knowledge content. These attributes will be assessed within the prescribed assessment tasks:

Standard		Assessment (s)
1	Advanced disciplinary knowledge and practices Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1,2,3
2	Enquiry-based learning Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1,2,3
3	Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem solving skills	1,2,3
4	Communication, adaptive and interactional skills Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1,2,3
5	Global outlook Demonstrate an understanding of international perspectives relevant to the educational field	1,2,3
6	Ethics Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1,2,3

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The first half of the course provides an opportunity for postgraduate students to consider the overall structure and purpose of academic writing. It examines the ways in which research theses in Education and the Social Sciences and Humanities more broadly are structured and the typical structure and organisation of the various components of a research thesis. Through an examination of recently submitted UNSW and Australian theses, the course also looks at the different ways in which writers are choosing to structure and organise their theses and considers the options available to thesis writers as to how to present their 'writer identity'.

We also look at the rhetorical organisation of the various sections – the ways in which writers use language to develop an argument, take a position, and the strategies they deploy to persuade their reader. We discuss examples from completed Australian theses and consider how the writers have achieved their purpose. You are encouraged to think about how you would like to 'sound' in your own writing and the kind of 'academic identity' you take on. This section concludes with a discussion of the research on examiners' expectations of research theses. We will then discuss two other significant research genres: the conference paper abstract and the journal article and provide an opportunity for you to examine a journal article from your field. Most disciplines now expect research students to publish papers from their research in the course of writing their thesis and this can benefit the student in a number of ways. While there will be many informal opportunities for discussion and participation during the course, one session looks specifically at giving oral presentations. All students will be asked to give a short presentation to their peers on a research-related topic and give and receive feedback. The aim of this component of the course is to help students prepare for the varied contexts in which they will need to communicate – seminars; reviews; conferences.

The course involves a detailed study of the theory, research and practice associated with this topic.

5. TEACHING STRATEGIES

This course will be taught with a strong emphasis on student participation. Students will be provided with online material and references to research journals and book chapters which they will be expected to read prior to each session. Students will have the opportunity of sharing their ideas with each other in an online discussion group. Various activities, e.g., giving feedback in pairs and triads, small group discussions and other practical activities will engage students and enable a deeper understanding of the related issues.

6. COURSE CONTENT AND STRUCTURE

Week Beginning	Lecture Topic
1	Introductions, course overview and definitions. Setting learning goals
2	Writing introductions
3-4	Writing literature reviews
5-6	Writing methodology sections
7	Presentations – how to do them
8	Writing discussions
9	Writing conclusions/ thesis abstracts
Mid-semester break	No classes
10	Examiners' expectations + 4 presentations
11	Writing conference abstracts & journal articles + 4 presentations
12	Remaining Presentations

7. RESOURCES

Websites on thesis writing:

Climb the thesis mountain: A useful set of online resources <http://www.monash.edu.au/lis/hdr/>

Literature review: <http://www.uq.edu.au/student-services/literature-review>

Dissertation: Thesis Guide - a useful site, good links, <http://www.learnerassociates.net/dissthes>

Vitae – a UK-based portal for researchers with a section for doctoral students, <http://www.vitae.ac.uk/>

Copies of original theses:

Trove <http://www.caul.edu.au/caul-programs/australasian-digital-theses/finding-theses> for all Australian theses.

ProQuest Dissertations and Theses Full Text : Visit UNSW Library to access the database http://unsw.custhelp.com/app/answers/detail/a_id/1212/kw/thesis

Books:

- Becker, H. (2007, 2nd edition). *Writing for social scientists: How to start and finish your thesis, book, or article*. Chicago: University of Chicago Press.
- Boddington, P. & Clanchy, J. (1999). *Reading for study and research*. Town, Australia: Longman.
- Booth, W.C., Colomb, G.G. & Williams, J. M. (1995). *The craft of research*. Chicago: University of Chicago Press.
- Craswell, G. (2005). *Writing for academic success: A postgraduate guide*. London: Sage.
- Cryer, P. (2006 3rd edition). *The research student's guide to success*. Maidenhead, England: Open University Press.
- Dunleavy, P. (2003). *Authoring a PhD thesis: how to plan, draft, write and finish a doctoral dissertation*. Houndmills, Basingstoke, Hampshire: Palgrave.
- Elphinstone, L. & Schweitzer, R. (1998). *How to get a research degree: A survival guide*. St. Leonards, NSW: Allen & Unwin.
- Ely, M., Vinz, R., Downing, M & Anzul, M. (1997). *On writing qualitative research*. London: The Falmer Press.
- Evans, D. & Gruba, P. (2002). *How to write a better thesis*. Melbourne, Australia: Melbourne University Press.
- Evans, D., Gruba, P. & Zobel, J. (2011 3rd edition). *How to write a better thesis*. Melbourne, Australia: Melbourne University Press.
- Feak, C. & Swales, J. M. (2009). *Telling a research story: Writing a literature review*. Ann Arbor, MI: University of Michigan Press.
- Feak, C. & Swales, J. M. (2011). *Creating contexts: Writing introductions across genres*. Ann Arbor, MI: University of Michigan Press.
- Hart, C. (1998). *Doing a literature review. Releasing the social science research imagination*. London: Sage.
- Huff, A. H. (1999). *Writing for scholarly publication*. Thousand Oaks, CA: Sage.
- Holliday, A. (2007 2nd edition). *Doing and writing qualitative research*. London: Sage.
- Kearns, H & Gardiner, M. (2008). *The seven secrets of highly successful research students. The PhD experience: What they didn't tell you at induction. Time for research: Time management for PhD students. Defeating self sabotage: Getting your PhD finished*. (4 booklets)
- Lewins, F. (1993). *Writing a thesis: A guide to its nature and organization*. Canberra, Australia: Bibliotech, ANUTECH.
- Madsen, D. (1992). *Successful dissertations and theses: A guide to graduate student research from proposal to completion*. San Francisco: Jossey-Bass.
- Manalo, E. & Trafford, J. (2004). *Thinking to thesis: A guide to graduate success at all levels*. Auckland, New Zealand: Pearson.
- Murray, R. (2002). *How to write a thesis*. Maidenhead, England: Open University Press.
- Paltridge, B. & Starfield, S. (2007). *Thesis and dissertation writing in a second language*. London: Routledge.
- Phillips, E., & Pugh, D. (2005 4th edition). *How to get a Ph.D: A handbook for students and their supervisors*. Maidenhead, England: Open University Press.
- Punch, K. F. (2006). *Developing effective research proposals*, London: Sage.
- Ridley, D. (2008/2012). *The literature review: A step-by-step guide for students*. London: Sage.
- Rugg, G. & Petre, M. (2004). *The Unwritten rules of PhD research*. Maidenhead, England: Open University Press
- Rudestam, K. E. & Newton, R. R. (2001). *Surviving your dissertation*. Newbury Park, CA: Sage.

Swales, J. & Feak, C. (2012 3rd edition). *Academic writing for graduate students: Essential tasks and skills*. Ann Arbor, MI: University of Michigan Press.

Swales, J. & Feak, C. (2000) *English in today's research world: A writing guide*. Ann Arbor, MI: University of Michigan Press.

Swales, J. M. & Feak, C. (2009) *Abstracts and the writing of abstracts*. Ann Arbor., MI University of Michigan Press.

Thody, A. (2006). *Writing and presenting research*. London: Sage.

Zerubavel, E. (1999). *The Clockwork Muse*. Cambridge, MA: Harvard University Press.

Contact the Learning Centre UNSW if necessary for advice and assistance with academic skills
<http://www.lc.unsw.edu.au/services-programs>.

e-learning Moodle

This course uses *Moodle* as its on-line environment. The following information will be available on the Course e-learning website:

- The course outline;
- All PowerPoint slides and handouts;
- Suggested references and readings;
- Assessment details;
- Discussion forum;
- Electronic submission box.

Please log into Moodle through: <http://elearning.unsw.edu.au>

If you have problems accessing Moodle, please contact the Support Help Desk on 9385-1333.

8. ASSESSMENT

Assessment component	Description	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Date due
Assessment task 1	Analysing the macrostructures and organisational patterns of three PhD theses	2000 words	35%	1,2,3,	1,2,3,5,6	5pm, Thursday, Week 3 10/8/17
Assessment task 2	Analysing a thesis introduction	2000 words	35%	1,2,3	1,2,4,6	5pm, Thursday Week 7 7/9/17
Assessment task 3	Analysis of a discussion chapter	2000 words	30%	1,2,3	2,3,5,6	5pm, Thursday, Week 10 5/10/17

For all assessments, please use 12 pt font and 1.5 line spacing.

Assessment 1: Analysing the macrostructures and organisational patterns of three PhD theses

The assessment aims to raise your awareness of the ways in which thesis writers in the social sciences and humanities structure and organise their theses. You will need to select three recently submitted Australian PhD or Masters theses from the Trove website and after analysing the Title Page and the Table of Contents, describe the overall organisation the author has chosen, drawing on the recommended readings. Your paper should comment on the overall presentation, the layout of the title page, the number of chapters, the function of each of the chapters, the use of chapter titles, numbering systems, typography and any other features that you find of interest for each of the three theses. You should consider the extent to which the theses you are examining conform to the three types discussed in the literature. Finally, you should conclude with a comparison of the similarities and differences of each thesis in regard to the Title Page and Table of Contents and comment on what you have learned from doing this activity. Written feedback will be provided two weeks after submission.

Word length: 2000

Recommended readings: (full book references above in resource list)

Evans, D., Gruba, P. & Zobel, J. (2011 3rd edition). Chapter 2: 'Thesis structure'.

Paltridge, B. & Starfield, S. (2007). Chapter 5: 'The overall shape of theses and dissertations'.

Starfield, S. & Ravelli, L. (2006). 'The writing of this thesis was a process that I could not explore with the positivistic detachment of the classical sociologist': Self and structure in New Humanities research theses. *Journal of English for Academic Purposes*, 5 (3), 222-243.

Assessment 2: Analysing a thesis introduction

Select the Introduction chapter from a recent (post 2010) PhD thesis in the Social Sciences or Humanities submitted at an Australian university. Using the Creating a Research Space (CARS) framework analyse the chapter in terms of the author's use of the Moves and Steps. Comment on why you think the author has chosen to organise their chapter in this way and how you as a reader react to this organisation. If you were advising the author on how to improve this chapter what would you suggest? Written feedback will be provided two weeks after submission.

Word length: 2000

Recommended readings: (full book references above in resource list)

Evans, D., Gruba, P. & Zobel, J. (2011 3rd edition). Chapter 5: 'The introductory chapter'.

Paltridge, B. & Starfield, S. (2007). Chapter 6: 'Writing the introduction'.

Starfield, S. & Ravelli, L. (2006). 'The writing of this thesis was a process that I could not explore with the positivistic detachment of the classical sociologist': Self and structure in New Humanities research theses. *Journal of English for Academic Purposes*, 5 (3), 222-243.

Assessment 3: Analysis of a discussion chapter

This is the final assessment. Select a discussion chapter from a recent (post 2010) PhD or Masters thesis in the Social Sciences or Humanities submitted at an Australian university. Using the Move framework for discussions presented in class discuss the extent to which the author uses these moves in structuring the chapter. You should consider not only which moves are present and comment on why you think the author has used them but also on those not adopted by the author and suggest why this might be so. Finally, you should comment on whether the author explicitly identifies the significant contribution of the thesis to the field of study and the extent to which language features such as hedging are used. Written feedback will be provided two weeks after submission.

Recommended readings: (full book references above in resource list)

Paltridge, B. & Starfield, S. (2007). Chapter 10: 'Writing discussions and conclusions'.

Evans, D., Gruba, P. & Zobel, J. (2011 3rd edition). Chapter 9: 'The discussion and interpretation'.

Holliday, A. (2007 2nd edition). Ch 8. Making appropriate claims.

Word length: 2000

Oral Presentation

The oral presentation is 5 minutes in length.

Select two recent PhD theses in the Social Sciences and Humanities from the Trove website. Discuss the author's presentation of self in the three theses specifically analysing the Title pages, Tables of Contents and Introduction chapters. Comment specifically on the authors' choice of research paradigm, use of the first person, typographical features and layout and any other features which you see as contributing to the development of authorial identity.

The presentation will be assessed based on the checklist you will be given in the class. Students will also provide informal feedback to their peers and receive feedback from them as part of the process.

Return of Assessment Tasks

Assessments are normally assessed and returned online within two weeks or less of submission.

Please see Student Policies and Procedures on Moodle and on School of Education website for details of assessment process, grading descriptors, special consideration and late penalties.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET

Student Name:

Student No:

Assessment Task 1

SPECIFIC CRITERIA	(-) \longrightarrow (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Addresses the question/issue • Understanding of the question/issue • Understanding of relationship to relevant theory, research and practice • Information presented is relevant • Understanding of the complexities and interrelationships involved 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Depth of analysis • Well-reasoned arguments • Sound analysis of problem 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Appropriate research references to support responses • Sound range of research references 					
Structure and organisation of the response <ul style="list-style-type: none"> • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance intelligibility 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • APA style for citations and references & complete reference list • Clarity and appropriateness of language style 					
GENERAL COMMENTS					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 35%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET

Student Name:

Student No:

Assessment Task 2

SPECIFIC CRITERIA	(-) \longrightarrow (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Addresses the question/issue • Understanding of the question/issue • Understanding of relationship to relevant theory, research and practice • Information presented is relevant • Understanding of the complexities and interrelationships involved 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Depth of analysis • Well-reasoned arguments • Sound analysis of problem 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Appropriate research references to support responses • Sound range of research references 					
Structure and organisation of the response <ul style="list-style-type: none"> • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance intelligibility 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • APA style for citations and references & complete reference list • Clarity and appropriateness of language style 					
GENERAL COMMENTS					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 35%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET

Student Name:

Student No:

Assessment Task 3

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Addresses the question/issue • Understanding of the question/issue • Understanding of relationship to relevant theory, research and practice • Information presented is relevant • Understanding of the complexities and interrelationships involved 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Depth of analysis • Well-reasoned arguments • Sound analysis of problem 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Appropriate research references to support responses • Sound range of research references 					
Structure and organisation of the response <ul style="list-style-type: none"> • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance intelligibility 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • APA style for citations and references & complete reference list • Clarity and appropriateness of language style 					
GENERAL COMMENTS					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 30%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**