NATIONAL CHUNG CHENG UNIVERSITY
COLLEGE OF MANAGEMENT
DEPT. OF INFORMATION MANAGEMENT

111_2_5305241 English Scientific Paper Writing
Spring 2023

Instructor: Li, Eldon Y.
Office: COM Building 618
E-mail: miseli@ccu.edu.tw / eli@calpoly.edu
Phone: Cell: 0973819770 / WeChat/Line ID: eldonyli1
Classroom: COM Building 608
Class Hours: Monday 7:00 – 10:00 PM
Office Hours: By appointment

1. Course Description:

This course introduces the students to the top research writing in the related literature. It exploits English writing skills to guide the students through the composition of a publishable paper and walk through the revision process with students to complete a paper acceptable to an international journal. This course is English-taught.

2. Prerequisite:

Ph.D. 2nd year or higher standing & completion of all research method courses. The students are invited to have the first draft of a research paper in English ready for revisions before signing up for this course.

3. Expected Outcomes:

The pedagogy of this course is a mix of lectures, seminars, and activities. The instructor will lecture on writing skills of common interest and hold office hours for consultation. The intended achievement for each student is to complete a journal-quality paper and submit it to an international journal at the end of the course.

4. Required Textbooks:

READINGS:

[R1] Berthon, P., Pitt, L., Ewing, M., Carr, C.L. (2002). Potential research space in MIS: A framework for envisioning and evaluating research replication, extension, and generation. Information Systems Research, 13(4), 416-427.

[R2] Corbin, J. and Strauss, A. (1990). Grounded theory research: Procedures, cannons, and evaluative criteria. Qualitative Sociology, 13(1), 3-21.

[R3] Daft, R.L. (1983). Learning the craft of organizational research. Academy of Management Review, 8(4), 539-546.

[R4] *Eisenhardt, K.M. (1989). Building theories from case study research. Academy of Management Review, 14(4), 532-550.

[R5] Gioia, D.A. and Pitre, E. (1990). Multiparadigm perspectives on theory building. Academy of Management Review, 15(4), 584-602.

[R6] Mingers, J. (2001). Combining IS research methods: Towards a pluralist methodology. Information Systems Research, 12(3), 240-259.

[R7] *Summers, J.O. (2001). Guidelines for conducting research and publishing in marketing: From conceptualization through the review process. Journal of Academy of Marketing Sciences, 29(4), 405-415, 11 pages.

[R8] Sutton, R.I. and Staw, B.M. (1995). What theory is not. Administrative Science Quarterly, 40, 371-384, 14 pages.

[R9] *Smith, D.C. (2003). The importance and challenges of being interesting. Journal of Academy of Marketing Science, 31(3), 319-322, 4 pages. &
Voss, G.B. (2003). Formulating interesting research questions. Journal of Academy of Marketing Science, 31(3), Summer 2003, 356-359, 4 pages.

[R10]*Van Doorn, J. W. M. (1986). Scenario writing. Tourism Management, 7(1), 33–49, 17 pages. doi:10.1016/0261-5177(86)90055-5

[R11]Wand, Y. and Weber, R. (2002). Research commentary: Information systems and conceptual modeling - A research agenda. Information Systems Research, 13(4), 363-376.

[R12]Whetten, D.A. (1989). What constitutes a theoretical contribution?. Academy of Management, 14(4), 490-495, 6 pages.

[R13]*Webster, J. and Watson, R. (2002). Analyzing the past to prepare for the future: Writing a literature review. MIS Quarterly, 26(2), xiii-xxiii, 11 pages.

[R14]*Yuksel, A. (2003). Writing publishable papers. Tourism Management, 24(4), 437–446, 10 pages. doi:10.1016/s0261-5177(02)00111-5

ONLINE BOOKS:

[B1] Axelrod, R.B. & Cooper, C.R. (2010). The St. Martin's Guide to Writing (9th edition). Boston: Bedford. 852 pages.

[B2] Alred, G.J., Brusaw, C.T., & Oliu, W.E. (2010). Handbook of Technical Writing (9th edition). Boston: Bedford. 624 pages.

[B3] Fraser, C.J. (2003). English Scientific and Technical Writing - Volume I (in Chinese). ISBN: 957-41-0515-6. 392 pages.

[B4] Swales, J.M. & Feak, C.B. (2012). Academic Writing for Graduate Students: Essential Skills and Tasks (3rd Edition). Ann Arbor, Michigan: University of Michigan. 418 pages. (See Table of Contents below.)

TABLE OF CONTENTS

Unit 1: An approach to academic writing, pp. 1-54.
Unit 2: General-specific and specific-general texts, pp. 55-99.
Unit 3: Problem, process, and solution, pp. 100-138.
Unit 4: Data commentary, pp. 139-187.
Unit 5: Writing summaries, pp. 188-227.
Unit 6: Writing critiques, pp. 228-276.
Unit 7: Constructing a research paper I, pp. 277-326.

Unit 8: Constructing a research paper II, pp. 327-389.
Appendix 1: The grammar of definitions, pp. 390-394.
Appendix 2: Articles in academic writing, pp. 395-402.
Appendix 3: Academic English and Latin phrases, pp. 403-406.
References, pp. 407-414
Index, pp. 415-418

ONLINE TUTORIAL:
Purdue University Online Writing Lab (OWL): https://owl.purdue.edu/owl/

Copyright Notice:
Course materials may be protected by copyright. Copyright law, in addition to University policy and procedures, prohibits unauthorized duplication or retransmission of course materials.

5. Course Planning:

Each class session starts at 2:10 pm and ends at 5:00 pm. There is a break for 10 minutes at 3:00 pm and 4:00 pm.

6. Course Policies:

Although no attendance will be taken, meaningful class participation will be a factor in the determination of your grade. As in all classes, the more you put into a class, the more you get out of it. We encourage the sharing of ideas with the class, during class discussions.

You are, of course, responsible for all material presented in class, even if you are absent. If you miss a class, you must get notes from someone else in the class, and you should designate someone to pick up any handouts for you. If you plan to attend class, you must be on time and remain for the entire lecture. Turn off any pagers or cellular phones. All of us are working hard in this class and we expect you to do the same.

7. Methods of Evaluating Outcomes:

7.1. Grade Distribution:

Reading summaries (x8)		24%
Topic presentations (x2)		10%
Journal paper completion		60%
Part-1 paper report	10%	
Part-2 paper report	10%	
Final paper	30%	
Presentation (x2)	10%	
Class participation		6%
Total		100%

7.2. Journal Paper Completion (60%):

The initial draft of your paper must be a complete paper. You are required to submit two versions of your journal paper and make a presentation for each version. The due dates are indicated on the Tentative Course Schedule. The scores of content for your versions are based on the following 7C criteria:

(1) Clarity
(2) Conciseness

(3) Correctness
(4) Construction
(5) Coordination
(6) Consistency
(7) Contribution

7.3. Reading summaries (24%):

You are required to select 8 papers from Reading [R1] to [R14] to read and prepare a one-page summary for each paper. Each summary counts **3%** of your course grade and contains two sections:

(1) What are the critical points of the paper?
(2) What have you learned from the paper?

7.4. Oral Presentations (10%; @5%):

- Each student will make 2 oral presentations for the reading assignments. Each presentation will be judged by your peers on a scale of 1 to 10 (the best). The instructor will consider these peer scores for assigning the final score.
- You will have up to 50 minutes to present the paper to the class during the presentation. No overtime is allowed during the presentation.
- The presentation counts 5% of your course grade. If you do not have the PowerPoint handouts of the paper ready by the time of your presentation, you will lose the entire grade.
- The key to a successful presentation is to present the materials without using any note cards. You should list all the agenda items (i.e., headings only) on the PPT slides. Then, hand-out only carefully selected material to the audience. Do not let the audience feel that you are not prepared or did not do your homework beforehand.

7.5. Class Participation (6%):

Attending class is one thing; what you do while you're there is another. Of course, we expect you to be attentive and not disruptive. Being disruptive includes reading newspapers or other books, talking to others, working on other course assignments, etc.; if these things are more important than our discussion, you should plan to do them somewhere else, not in class. Being attentive implies staying awake, taking notes, and participating in classroom discussions. Obviously, if you are working on something else, you are not participating in this class.

You are required to read all the materials being presented in each class. You might be asked by the instructors to answer the questions regarding the issues in the materials during the presentation. The quality of your answer will be considered for the class participation grade.

You are expected to attend each class on time with the assigned readings prepared in advance, and to contribute to the class discussion, either by starting the discussion or building on the contribution of others to move the discussion forward. The sharing of your experience and insights is a key part of the leaning process. To build on the contribution of others requires you to listen and to consider the timing of your participation.

The quality and frequency of your contribution will be taken into account in the grading scheme, and will include the quality of your responses when cold called. You will be evaluated after every class session using the following criteria. Please note that contributions are NOT equivalent to only attending class or talking in class. The quality of

what is said, and of one's listening and responding to others, are important components of my evaluation.

Excellent Participation (A): (1) regularly initiates class discussions; (2) contributes consistently to class discussions; (3) regularly gives indication of substantial preparation and insights; (4) frequently facilitates others in clarifying and developing their own viewpoints; (5) regularly builds on the thinking of others and integrates that thinking into own contributions to produce a larger synergistic understanding of the issues being discussed.

Good Participation (B): (1) frequently initiates class discussions; (2) contributes consistently to class discussions; (3) regularly gives indication of substantial preparation and insights; (4) occasionally facilitates others in clarifying and developing their own viewpoints.

Fair Participation (C): (1) occasionally initiates class discussions; (2) contributes occasionally to class discussions; (3) gives indication of some preparation and insights; (4) almost never responds constructively to the contribution of others.

Poor Participation (D): (1) never, or almost never, initiates class discussions; (2) never, or almost never, contributes to class discussions; (3) is late for, does not attend, or is not prepared for 3 or more classes; (4) actively inhibits or impedes the course of discussion; (5) exhibits defensive behavior such as aggression or withdrawal, rather than being thoughtful and considerate of others' ideas.

Failing Participation (F): (1) never, or almost never, initiates class discussions; (2) never, or almost never, contributes to class discussions; (3) is late for, does not attend, or is not prepared for 6 or more classes; (4) actively inhibits or impedes the course of discussion; (5) exhibits defensive behavior such as aggression or withdrawal, rather than being thoughtful and considerate of others' ideas.

111_2_5305241: English Scientific Paper Writing

2023 CLASS SCHEDULE

Week	Date	Description	Textbook
1	2/13	Introduce course plan and assignments for the semester	Handout
2	2/20	Topic ch. 1-2 / Lecture on How to publish in SSCI journals part 1	[B3] Ch. 1-2 / PPT Handout
3	2/27	Holiday	No class
4	3/6	Topic ch. 3-4 / Lecture on How to publish in SSCI journals part 2	[B4 1*] / [R4*] / [B3] Ch. 3-4 / PPT
5	3/13	Topic ch. 5-6 /Lecture on Knowing your contribution	[B4 2*] / [R7*, R9*]/ [B3] Ch. 5-6 / PPT
6	3/20	Topic ch. 7 / Comparing top-tier and low-tier articles / Demonstrate the editing process	[B4 3*] / [R10*] / [B3] Ch. 7
7	3/27	Topic ch. 8 / Demo and practice on Introduction, Literature Reviews, Method sections / Demonstrate the editing process	[B4 4*] / [R13*] / [B3] Ch. 8
8	4/3	Holiday	No class
9	4/10	Midterm exam week	No class
10	4/17	Topic ch. 9 / Demo and practice on Results sections / Demonstrate the editing process	[B4 5*] / [R14*] / [B3] Ch. 9
11	4/24	Topic ch. 10 / Demo and practice on Conclusions, Discussion, Implications / Demonstrate the editing process	[B4 *,7,8] / [B3] Ch. 10
12	5/1	Paper part-1 presentations (reports due) 1-3 / Revisions discussion	*
13	5/8	Paper part-1 presentations (reports due) 4-6 / Revisions discussion	*
14	5/15	Paper part-2 presentations (reports due) 1-3 / Revisions discussion	*
15	5/22	Paper part-2 presentations (reports due) 4-6 / Revisions discussion	*
16	5/29	Individual revisions	
17	6/5	Individual revisions	
18	6/12	Final exam week	No class
	6/20	* * * Final papers due for journal submissions	

* denotes oral presentation.