

## EN8006 Literature Review for Research Writing

### Part I

<b>Course Duration:</b>	13 weeks (1 semester)
<b>Credit Units:</b>	2
<b>Level:</b>	R8
<b>Teaching Pattern:</b>	Lecture/tutorial
<b>Medium of Instruction:</b>	English
<b>Prerequisites:</b>	Nil
<b>Precursors:</b>	Nil
<b>Equivalent Courses:</b>	Nil
<b>Exclusive Courses:</b>	Nil

### Part II

**Course Aims:** This course aims to help research degree students to cope with demands imposed on them by the initial tasks of reading, understanding, analyzing published literature of relevance to their own doctoral studies and the writing of the literature reviews in qualifying reports, theses and other research genres.

### Course Intended Learning Outcomes (CILOs)

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

No.	CILOs	Weighting
1	identify various strategies to conduct effective literature searches for research undertakings; apply the above strategies to their doctoral studies	10%
2	identify various effective strategies to read for research undertakings and writing of literature reviews in various research genres; apply the above reading strategies to their doctoral studies	20%
3	identify various organizing principles and strategies to construct effective literature reviews in various research genres; apply the above principles and strategies when writing the literature reviews in their own qualifying reports, theses and other research texts	20%
4	identify different rhetorical strategies and linguistic resources to enhance the argumentative edge of a literature review; Apply the above strategies and resources when writing the literature reviews of their own theses.	25%
5	identify and analyze various discipline / journal / institution-specific citation conventions and strategies; apply the above conventions and strategies when writing their own theses and other research texts	25%

### Teaching and Learning Activities (TLAs)

ILO No	TLAs	Hours/week
CILOs 1 & 2	TA: interactive lecturing LAs: guided group discussions short reading tasks	N/A
CILOs 3-5	TA: interactive lecturing LAs: guided group discussions guided analyses of good and bad samples of literature reviews provided by the instructor guided analyses of discipline-/journal-specific samples of literature reviews collected by students guided writing tasks & language exercises	N/A

### Assessment Tasks/Activities

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CILO No	Type of assessment tasks/activities	Weighting	Remarks
CILOs 3-5	Producing a literature review Students are required to submit a draft or a part draft of the literature review (1000-1500 words) of a qualifying report, a thesis or a research paper manuscript.	70%	Nil
CILOs 1-5	A self-chosen learning project Students are also required to carry out a self-learning project to extend the knowledge and skills gained from the lectures and in-class activities. They have the following choices for the project. Introspective learning This project requires students to keep a log that records and reflects on their reading, paying special attention to issues explored in lessons targeting at CILOs 1 & 2. Learning from an expert(s) This project requires students to report an interview with an expert writer about the experience of writing the literature review in one of his/her published research articles, paying special attention to issues explored in lessons targeting at CILO 4. Learning from an expert text(s) This project requires students to report a citation analysis they perform on the literature review of a self-chosen research article, paying special attention to issues explored in lessons targeting at CILO 5.	30%	Nil

### Grading of Student Achievement:

Grading pattern: Standard (A+, A, A-...F). Grading is based on student performance in assessment tasks/activities.

### Part III

#### Keyword Syllabus:

Literature searches, reading for doctoral undertakings, reading for a literature review, critical reading, structuring a literature review, argumentation, citation conventions, citation strategies

#### Recommended Readings:

- Hart, C. (1998). *Doing a literature review: Releasing the social science research imagination*. London: Sage.
- Kwan, B. (2006). The schematic structure of literature reviews in doctoral theses of applied linguistics. *English for Specific Purposes*, 25, 30-55.
- Kwan, B. (2008). The nexus of reading, writing and researching in the doctoral undertaking of humanities and social sciences: Implications for literature reviewing. *English for Specific Purposes*, 27 (1), 42-56.
- Meloy, J. M. (2002). *Writing the qualitative dissertation: Understanding by doing* (second edition). Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Ridley, D. (2008). *The literature review: A step-by-Step guide for students*. U.S.: Sage.
- Swales, J.M. & Feak, C. (2000). *English in today's research world*. Ann Arbor: University of Michigan Press.
- Swales, J. M. (2004). *Research genres: Explorations and applications*. New York: Cambridge University Press.
- Weissberg, R. & Buker, S. (1990). *Writing up research: Experimental research report writing for students of English*. Englewood Cliffs, N.J.: Prentice Hall Regents.

#### Online Resources:

On-line theses available at the CityU library website  
 Free-downloading concordancing tool: AntConc (<http://www.antlab.sci.waseda.ac.jp/software.html>)  
 Licensed EAP corpus: MICASE

## Related Links