Research Writing
LANG 2065
3 credits
Pre-requisites: LANG1003, 1403, 1404, 1406, 1407, 1408, or 1409.
Exclusion: LANG 3060
Co-requisites: N/A

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Office Hours of Course Leaders: Available by appointment only. Students should contact their section instructor directly with any questions.

Course Description

This 3-credit course empowers students to confidently tackle complex academic writing challenges in research project writing regardless of major. Students will understand the varied needs, purposes, expectations and contexts of their writing tasks. By exploring conventions that are discipline-specific and common across disciplines, students learn to adapt their writing effectively. The course also emphasizes taking a stance and creating strong, coherent, evidence-backed arguments. With advanced synthesis, citation strategies and rhetorical techniques, students position their ideas and solve problems critically through their writing. Exposing students to technologies particularly Gen AI tools for research and customized chatbots to guide writing, this course creates writers who are adept at integrating technologies while maintaining academic integrity. Through collaboration, reflection and the writing process, the course nurtures a community of writers who value peer feedback, self-evaluation and continuous improvement. Students embarking on their final year project will find this course highly useful.

Topics to be covered:

- Your discourse community expectations and research writing
- Purpose and steps in the research process
- Rhetorical structures and moves in research reports: Introduction, literature review, methods, results/ findings and discussion, conclusions
- Language features to shape reader understanding
- Refining your writing through workshopping your work
- Making research accessible and engaging the community: visualizing and presenting your research to the public

Interactive tutorials support active learning through group discussions and analytical tasks (such as text analysis); hands-on, collaborative and individual writing practice with feedback; peer learning; consultations with the instructor; and reflective tasks.

Intended Learning Outcomes (ILOs)
By the end of this course, students should be able to:
1. Apply knowledge of rhetoric, genre and conventions generic across disciplines and specific to their field to write texts appropriate for academic contexts, purpose and audiences
2. Critically synthesize and integrate sources using advanced citation practices
3. Organize texts logically and coherently to communicate information and ideas by applying both common and discipline-specific conventions
4. Apply advanced skills and strategies in writing including stance development, definition, analysis,

synthesis, explanation and reporting, and control of syntax, mechanics and style
5. Develop awareness of writing as a social process by collaborating effectively with peers in the writing process and giving constructive feedback
6. Reflect critically on their own writing to identify areas for improvement to enhance their writing skills
7. Adapt academic texts for public audiences to engage and persuade, including the use of multimodal means
8. Integrate use of technologies including Gen AI with strong emphasis on ethical considerations to enhance writing practices

Assessment and Grading
This course will be assessed using criterion-referencing and grades will not be assigned using a curve. Detailed rubrics for each assignment are provided on Canvas, outlining the criteria used for evaluation.

Assessments:

Assessment Task	Contribution to Overall Course grade (%)	Due date
1. Research Writing in Your Discipline: A Critical Analysis (Individual)	30%	Week 5
2a. Research Report: Small-Scale Research Project (Individual)	45%	Week 9
2b. Peer Evaluation of Reviewer's Feedback: Research Report (Individual)	5%	Week 7
3a. Repurposing Research to Engage (Infographics) (Group)	15%	Week 12 or 13
3b. Peer Collaboration Evaluation: Infographics (Individual)	5%	Week 13

Mapping of Course ILOs to Assessment Tasks

Assessed Task	Mapped ILOs & Competencies	Explanation
1. Research Writing in Your Discipline: A Critical Analysis (Individual)	ILO1, ILO2, ILO3, ILO4, ILO6 Competencies: • CM01 (Language accuracy and form) • CM02 (Language meaning) • CM03 (Language use) • PS03 (Evaluation of information and sources)	This task evaluates students' ability to write a critical analysis of two key conventions of research writing in their discipline, aimed at an audience of students new to the field (ILO1). Students will substantiate their claims by critically synthesizing and integrating sources using citation practices appropriate for their discipline (ILO2), organize the texts coherently and logically (ILO3), use appropriate written language effectively (ILO4) and reflect on how understanding these conventions will inform and enhance their own research writing (ILO6).

2a. Research Report: Small-Scale Research Project (Individual)	ILO1, ILO2, ILO3, ILO4 Competencies: • CM01 (Language accuracy and form) • CM02 (Language meaning) • CM03 (Language use)	This task evaluates students' ability to present the introduction and literature review sections of their research report on a chosen research theme. Students are required to articulate the research question and purpose, critically synthesize multiple sources of information using advanced citation practices appropriate to their discipline (ILO1 & ILO2), apply rhetorical structures and moves to develop and support their claims with appropriate evidence (ILO1 & ILO4), and communicate ideas coherently in written language (ILO3 & ILO4) that is tailored to a specific target audience (ILO1).
2b. Peer Evaluation of Reviewer's Feedback: Research Report (Individual)	ILO5 Competency: SR02 (Collaboration)	This task assesses students' ability to give constructive feedback on their peers' draft research report (ILO5).
3a. Repurposing Research to Engage (Infographics) (Group)	ILO-1, ILO-3, ILO-4, ILO-7 Competencies: • CM01 (Language accuracy and form) • CM02 (Language meaning) • CM03 (Language use) • CM04 (Mode of communication)	This task assesses students' ability to collaborate in repurposing a peer's research report into a single infographic (ILO7). Students will apply their knowledge of rhetoric, genre, and conventions (ILO1), communicate ideas coherently in written language (ILO3 & ILO4), and ensure the infographic is relatable, accessible, and engaging for the target audience—the general public (ILO1). The infographic will be presented to peers in an unassessed poster presentation.
3b. Peer Collaboration Evaluation: Infographics (Individual)	ILO5 Competency: SR02 (Collaboration)	This task assesses students' ability to work effectively as a team in the writing process to create and give constructive feedback on the infographics (ILO5).

Grading Rubrics

Detailed rubrics for each assignment are provided on Canvas. These rubrics clearly outline the criteria used for evaluation. Students can refer to these rubrics to understand how their work will be assessed.

Final Grade Descriptors:

Grades	Short Description	Elaboration on subject grading description
A	Excellent Performance	**Content and organization:** Demonstrates a comprehensive and nuanced understanding of the assignment and research topic. Content is highly relevant, accurate, and engaging, with a clear, well-articulated purpose or thesis consistently supported by

		substantial, credible evidence and critical analysis. The writing (or infographic) skillfully connects ideas to the target audience using insightful examples, real-world relevance, and sophisticated synthesis of sources. Citation practices consistently and accurately adhere to disciplinary conventions. Very clear identification of the research gap(s) where applicable. All key components are clearly defined, highly developed, and persuasively integrated. The ideas are organized and developed fully, very clearly, and highly coherently and cohesively. **Communication:** Uses highly persuasive, clear, concise, accurate and nuanced language and multimodal communication with sustained, deep awareness of target audience/reader, context, purpose. **Teamwork and Feedback on Peer's Writing:** Approaches working within team settings in a highly sophisticated manner. Feedback on a peer's writing is highly detailed, constructive, and directly relevant. Clearly identifies strengths and weaknesses, provides specific and actionable suggestions for improvement, and demonstrates a clear understanding of the requirements.
B	Good Performance	**Content and organization:** Shows a strong understanding of the assignment and research topic. Content is relevant, mostly accurate, and clearly addresses the task with a well-defined thesis or purpose. Claims are supported by credible evidence and effective analysis, though some sections may benefit from deeper development or more critical synthesis. Citation practices mostly adhere to disciplinary conventions, with only minor or occasional errors. Clear identification of the research gap(s) where applicable. The work is generally engaging, connects well with the audience, and includes appropriate examples and source use, with only minor gaps or areas for improvement. The ideas are organized and developed fully, clearly, and very coherently and cohesively with occasional minor slips. **Communication:** Uses very clear, persuasive, concise and accurate language and multimodal communication with very high awareness of target audience/reader, context, purpose. **Teamwork and Feedback on Peer's Writing:** Brings sophistication to work within team settings. Feedback on a peer's writing is mostly constructive and relevant. Identifies key strengths and weaknesses, offers actionable suggestions, and shows a reasonable understanding of the requirements, though with minor gaps in detail or specificity.
C	Satisfactory Performance	**Content and organization:** Demonstrates an adequate understanding of the assignment and research topic. Content is mostly relevant and accurate but may lack detail, depth, or critical engagement in places. The thesis or purpose is present but may be unclear or inconsistently developed. Evidence and examples are appropriate but may rely more on summary than analysis or synthesis, and the connections to the audience may be limited or uneven. Citation practices generally follow disciplinary conventions, but there are some recurring errors or

		inconsistencies. Research gap(s) are identified adequately where applicable. The ideas are generally organized and developed clearly, appropriately, coherently and cohesively.
		Communication: Uses generally appropriate, clear, persuasive, concise, and accurate language and multimodal communication with appropriate awareness of target audience/reader, context, purpose.
		Teamwork and Feedback on Peer's Writing: Works collaboratively in a team setting in ways that are effective and productive. Feedback on a peer's writing is somewhat relevant but lacks depth or focus. Identifies some strengths and weaknesses, but suggestions are vague or lack sufficient detail. Demonstrates a limited understanding of the requirements.
D	Marginal Pass	**Content and organization:** Shows a limited or superficial understanding of the assignment and research topic. Content is only partially relevant, with noticeable gaps, inaccuracies, or omissions. The thesis or purpose is vague, unclear, or inconsistently supported. Evidence and analysis are minimal, with little critical engagement or synthesis, and the connection to the audience is weak or unclear. Citation practices show limited adherence to disciplinary conventions, with frequent errors or omissions. Research gap/s, where applicable, is unclear. Ideas are only somewhat coherent and cohesively developed, making it harder for readers to follow.
		Communication: Use some appropriate language and multimodal communication though clarity and persuasiveness are compromised by frequent errors which may impede understanding; little awareness of target audience/reader, context, purpose; communication is often inadequate or awkward.
		Teamwork and Feedback on Peer's Writing: Attempts to work collaboratively in a team setting or does so only somewhat appropriately. Feedback on a peer's writing is minimally relevant and lacks depth. Fails to adequately identify strengths or weaknesses, offers unclear or unhelpful suggestions, and demonstrates a poor understanding of the requirements.
F	Fail	**Content and organization:** Demonstrates an insufficient understanding of the assignment and research topic. Content is irrelevant, inaccurate, incomplete, or missing key components. The thesis or purpose is absent or incoherent, with little to no supporting evidence or analysis. There is no meaningful attempt to engage the audience or address the requirements of the task. Citation practices do not adhere to disciplinary conventions. No/minimal attempt at identification of a research gap(s) where applicable. The writing shows no sense of coherence and cohesion, leaving readers confused about the progression of ideas.
		Communication: Limited awareness of audience, context, purpose; limited control of language; clarity and persuasiveness

| | | are highly compromised, causing confusion for the readers.

Teamwork and Feedback on Peer's Writing: Does not work collaboratively in a team setting. Feedback on a peer's writing is irrelevant, vague, or unhelpful. Does not identify strengths or weaknesses, provides no actionable suggestions, and shows no understanding of the requirements. |

Course AI Policy

Aligned with HKUST's commitment to embracing Gen AI in education, the LANG 2065 course encourages students to make use of all the tools available that can help them to communicate more effectively in English. We also expect students to uphold the highest standards of academic integrity and requires ethical use of Gen AI tools. There is no penalty for using or not using GenAI. However, GenAI and other tools cannot be used as a substitute for a student's own work. Students are expected to write their own assessed assignments and to prepare their presentations themselves.

GenAI tools can be very useful for:

- Brainstorming ideas and suggesting sources BUT the information provided may not be accurate or relevant to your assignment.

- Giving suggestions about improving the organization of your writing BUT GenAI tends to suggest very formulaic patterns of writing which may not fit your requirements.

- Giving suggestions about improving your language BUT GenAI may make suggestions for language changes which are not appropriate for the intended context and audience.

- Suggesting simple ways of expressing complex discipline-specific concepts BUT these explanations may be unfamiliar to your audience.

- Providing summaries of long texts BUT important information may be omitted, particularly if the original text is not well-written.

In short, GenAI provides opportunities to enhance your use of English and contains pitfalls which you need to be aware of.

Communication and Feedback
Assessment marks for individual assessed tasks will be communicated via Canvas within two weeks of submission. Feedback on assignments will include strengths and areas for improvement where relevant. Students who have further questions about the feedback including marks should consult the instructor within five working days after the feedback is received.

Resubmission Policy
Resubmissions are not accepted, except in exceptional circumstances.

Required Texts and Materials
Course materials and additional resources are provided via Canvas.

Academic Integrity
Students are expected to adhere to the university's academic integrity policy. Students are expected to uphold HKUST's Academic Honor Code and to maintain the highest standards of academic integrity. The University has zero tolerance of academic misconduct. Please refer to [Academic Integrity | HKUST –](#)

[Academic Registry](#) for the University's definition of plagiarism and ways to avoid cheating and plagiarism.