

AALTO EXECUTIVE DBA

ACADEMIC READING AND WRITING

Lecturer Ilona Mikkonen

Course overview

Credits	6 cr
Workload	6 credits, 160 hours: <ul style="list-style-type: none"> • Readings (20 h) • Written assignments (135 h) • Tutoring with the instructor (5 h)
Learning Outcomes	The main purpose of this course is to equip and position the student to operate as an academic writer. Focus will be on macro-issues of academic reading and writing: reviewing appropriate literature, positioning one's paper, building an argument, and structuring an academic piece. The main outcome of this course is an academic paper intended for publication.
Content	The course will be completed in three parts I Reading package The student is assigned a reading package that covers the basics of academic reading (such as critical thinking and source evaluation) and writing (such as structuring an academic article). A number of small essays and exercises will be assigned. II Drafting an academic paper The student will work independently to produce a draft of an academic paper for a conference of his/her choice. III Editing and re-writing the academic paper The student will edit his/her draft based on comments from the instructor.
Study Material	Machi , Lawrence A. and Brenda T. McEvoy (2012), The Literature Review. Six Steps to Success. 2 nd Edition. Thousand Oaks, CA: Corwin. Locke, L.F., Silverman, S.J., and Spirduso W.W. (1998), Reading and Understanding Research. Thousand Oaks, CA: Sage. Turabian, Kate L. (2003), A Manual for Writers of Research Papers, Theses and Dissertations. 7 th Edition. Chicago: The University of Chicago Press.

	Other texts assigned by the instructor (see below)
Grading Scale	On/Off

Part I

Readings

- Locke et al. (1998), Reading and Understanding Research
- Harvard Guide to Using Sources: A Publication of the Harvard College Writing Program. Evaluations sources. (Available at <http://usingsources.fas.harvard.edu/icb/icb.do?keyword=k70847&tabgroupid=icb.tabgroup107786>)
- Hatcher and Spencer (2006), Reasoning and Writing. From Critical Thinking to Composition
 - Chapter 1: Why Critical Thinking? (p. 1-8)
 - Chapter 2: What is Critical Thinking? (p. 19-46)
 - Chapter 4: Identifying and Evaluating Arguments: Logical Form, Validity, and Deductive Reasoning (p. 85-109)
 - Chapter 8: Writing for Reasoning (p. 209-235)
- Willhoit, Stephen (2009): A Brief Guide to Writing Academic Arguments. Longman.
- Willhot (2012), A Brief Guide to Writing from Readings
 - Chapter 11: Plagiarism (p. 256-274)
 - Chapter 12: Documentation (p. 275-286)
 - Chapter 13: Reference Lists and Works Cited Entries (p. 287-305)

Written assignments

1. Based on your knowledge on source evaluation, write a detailed guide for distinguishing between non-scholarly and scholarly sources for other students in the DBA program (1-2 pages)
2. Select four key articles of your research field. Evaluate the texts using the recommendations by Locke et al (1998) Table 3 (p.55). Answer all the questions thoroughly, validating your evaluations with excerpts from the texts.
3. Select one quantitative and one qualitative journal article relevant to your own research area. Analyze them thoroughly using the “12 steps to understanding research” specified for each in Locke et al. (1998)
4. Create your theory of how you personally define good academic argument based on the texts you have read on the topic.

Make sure you use proper academic style, using citations in the text and include a reference list.

Part II

Draft an academic paper for a conference of your choice. In terms of length and style consult and adhere to the guidelines outlined in the call for papers.

In addition, draft a separate abstract for your paper (even if not required in the call for papers)

Use Machi & McEvoy (2012) and Turabian (2003) as your guides.

Part III

Continue to work on the draft based on the feedback and suggestions of the instructor.