

# **A Study of Undergraduates' Attitudes Toward Scientific Writing and Relative Ability: The Impact of a Scientific Writing Course**

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The purpose of this study is to investigate the changes in attitude amongst college science majors (N=45) in relation to scientific writing, their perception of the importance of such works, and their competency level with “scientific writing competency indicators.” The results indicate that (1) the post-test score in relation to the total scale of “Attitudes towards Scientific Writing” and the three subscales - “Trend and Preference,” “What’s Learnt,” and “Career Planning” - were all significantly higher than that in the pre-test; (2) students considered all seven competency indicators to be “important”; (3) the level of “Competent” was not reached in any of the seven competency indicators in either the pre- or post-test; (4) students’ perception of the importance of “Understanding of the relationship between science and society,” “Basic vocabulary and text using ability,” and also their self-reported competency level of “logical reasoning ability” were significantly promoted. Students with different levels of competency in scientific writing were found to be significantly different in terms of changes in attitudes towards scientific writing. This research also presents suggestions for teaching plans and future research.

Keywords: scientific literacy, scientific writing, attitudes toward scientific writing

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