





Teaching objectives:

- This course is designed to take university level students with an intermediate ability in English as a Foreign language.
- The course combines a process approach to writing with a pragmatic approach to teaching the basics of writing.

≈Research-Writing-Communicate

You will recognize and produce the sort of writing that will help you throughout your academic studies and beyond. You will learn how important the reader is to the writer, and how to express clearly and directly what you mean to communicate in different international settings on the basis of your prepared papers.

• One of the main purposes of this course is to improve your level of general and academic English. It is essential that you have maximum exposure to the language. This does not happen if you read texts in your own language, so you should not be tempted to access them in translations; even though these are readily available in the digital age, they are often poorly expressed and do not convey the appropriate meaning.

Teaching Methods:

You will be given due instructions and guidelines to perform writing activities (including simulated writing, errors analyses, self-editing, peer feedback, and instructor's comments, which will help develop your practical paper writing ability.)

Content and Form

Content refers to the ideas or insights that an
 essay conveys. It largely depends on the author's
 ability of critical thinking.

Form is the way that content is presented, which means
 the author's writing techniques and language proficiency.

Therefore, this course combines the teaching of writing techniques and language skills with critical thinking practice. In this way, we hope to improve your ability of writing and critical thinking at the same time.

Nou should come to your writing class with energy and a willingness to work and learn. By coming to class with your questions, taking chances and trying new ways, and expressing your ides in another language, you will add not only to your own world but to the world of those around you.

∞Good luck!

The Intended Learning Outcomes **∞**Independent Study ≈ Assess your own language and study skills Identify strengths and areas that need to be worked on **∞** □ Become a more independent learner

∞Reading **∞**□ Read with a clear purpose Formulate questions about the text to guide your reading **∞** Skim for the main ideas Read for detailed information **∞** □ Distinguish between academic and other writing genres in terms of typical content and language features ≈ Read in order to summarize information orally

Reading

- **∞** □ Read critically
- Use the Internet appropriately for research purposes
- Evaluate academic credibility of texts
- Distinguish between fact and opinion
- © Compare and contrast points of view in written texts
- Select relevant information and make notes in preparation for essay writing
- Choose appropriate format for organizing notes
- Note main points and detailed information

wWriting: ≈ Clarify and understand what is being asked by the essay question. **∞** ☐ Gather academically appropriate sources from the library or internet **∞** Take efficient notes Summaries, paraphrase and quote directly as necessary **∞**□ Write an essay outline ≈ Make a clear distinction between your opinion and that of others $\bowtie \square$ Observe conventions on referencing and presentation of bibliography, avoiding plagiarism

Listening

- **∞**□ Listen for gist and detailed information
- □ Listen critically demonstrated through participation in discussions

∞Speaking

- Engage in group discussion
- 🔊 Brainstorm as a group
- Engage in creative problem solving as a group
- Reflect on your role and contribution to group discussions
- Ask and answer questions with greater confidence
- Make for clarification

Course assessment 50%

• The grade will be given on the basis of:

1.Learning journal (10% .You are required to write a learning journal on what you have learned from every class. No word limit, just depends on yourself.)

For example

P.S. Volunteers are welcomed to present their learning journals at the beginning of the class to review what we have learned last week.

∞2. Group presentation (10%) -- Sample analysis

Students of similar research interest are going to give a presentation to share a piece of academic paper as a sample for academic writing analysis.

Oral presentation: (10-12 minutes) for the whole group

≈3. Class attendance (5%) №4. Class performance (5%)

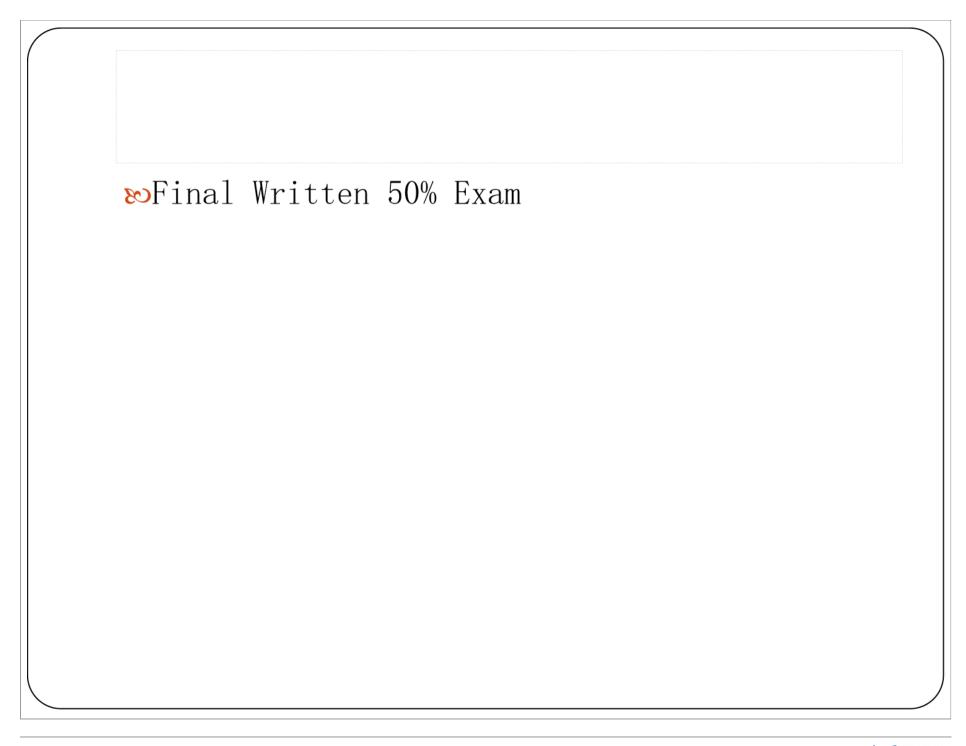
≈5. Writing assignment-Outlining your essay (10%)

Write the title, thesis statement and the general structure of your essay. You may present the main points in the body part as well.

Attention: this outline is not for any published papers, but prepared for your own essay.

≈6. Exercises (10%)

Besides in-class activities, you are required to finish certain exercises after class every week and hand in your answers on the study platform accordingly.

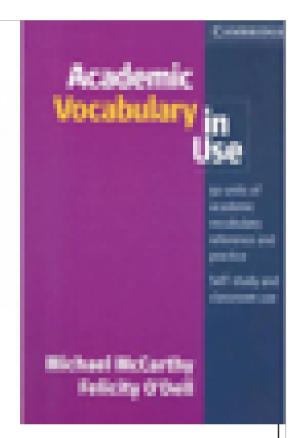


Reference books

Author	Title
Extended Writing and Research Skills	Joan McCormack & John Slaght
Paper Writing and International Publication	胡庚申
*Academic Vocabulary in Use	Michael McCarthy Felicity O' Dell

Fact is a countable noun and evidence is uncountable – you can refer to one piece of evidence or to the body of evidence [large amount of evidence].

Some people consider data as a plural noun – these data show an unexpected trend – while others consider it as uncountable – this data differs from last year's. This is a particularly interesting piece/item of data. The tendency is increasingly to use data as an uncountable noun but you will see both forms and may use it whichever way you prefer yourself.

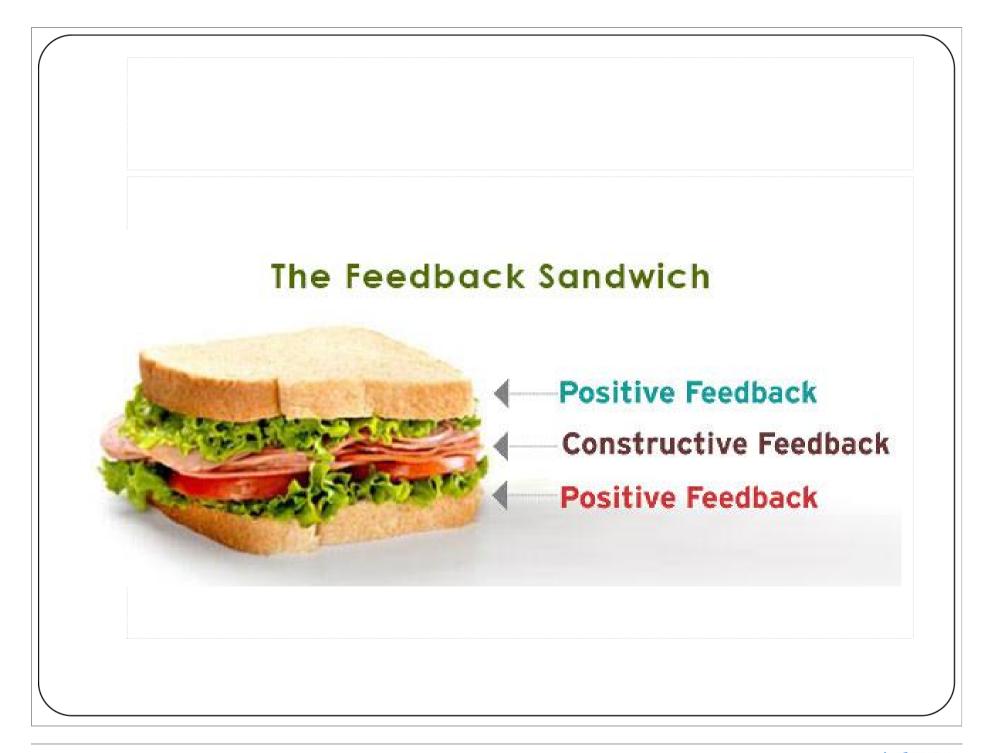


Degrees of certainty

This unit looks at the ways writers express how certain they are about the facts or opinions they are presenting. This unit deals with some vocabulary which will help you to handle certainty in academic writing appropriately.

Peer Review and Feedback





Feedback should be actionable information

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∞Actionable information
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- № Effective feedback is concrete, specific, and useful; it
- provides actionable information.
- "Good job!" // "You did that wrong" // B+ (these are

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∞not feedback!)
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Manage your time

• Procrastination



Learning Journal

• What have I learned from this class?

Working with others

>> Your experiences of working with others

Could you please share some of your own experiences of working with other people, either for a project or for a particular assignment in your academic study? What was the most rewarding part, and what was the most challenging part?

