

Course Syllabus

Title of the course	Academic Writing in English				
Title of the Academic Programme	Comparative Literature and Linguistics				
Type of the course	Elective				
Prerequisites	There are no formal prerequisites for this course. Students should have fluent English.				
ECTS workload	3				
Total indicative study hours	Directed Study	Self-directed study	Total		
	44	70	114		
Course Overview	<p>In this course, we will study the basic skills required for writing an academic essay. Over the 12 sessions of the course, students will revise a single essay on a classic short story or poem from the Anglophone canon, developing the essay's basic thesis, the overall structure of its argument, the introductory and concluding sections, and the incorporation of secondary sources, close reading of primary texts, and theoretical frameworks. Lectures will draw on student essays as examples for individual topics, and students will work on their essays together in groups during seminar sessions ("workshops"). The class will be conducted entirely in English.</p>				
Intended Learning Outcomes (ILO)	<p>Students will become acquainted with and develop the basic skills required for writing an academic essay in English. By the end of the course, students will have produced a well-formed academic essay, examining a short story or poem from the Anglophone canon.</p>				
Teaching and Learning Methods	<p>Lectures, seminars, presentations, groupwork, academic writing handbooks, essay writing and revision.</p>				
Content and Structure of the Course					
№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	Syllabus, methods, materials	4	2	2	4
2	Initial research, bibliography	4	2	2	10
3	Formulating the thesis	4	2	2	10
4	Outlining the argument	4	2	2	10
5	Writing the introduction	4	2	2	10
6	Structuring an individual section, paragraph transitions	4	2	2	10
7	Incorporating close readings	4	2	2	10
8	Incorporating citations, footnotes	4	2	2	10
9	The theoretical "zoom-out"	4	2	2	10

10	Building on the work of others	4	2	2	10
11	Revising the overall structure	4	1	1	10
12	Writing the conclusion	4	1	1	10
Total study hours		44	22	22	114

Indicative Assessment Methods and Strategy	<ul style="list-style-type: none"> 25% Attendance, preparedness, and participation – Students are expected to attend all lectures and seminars. Each student is allowed one “sick or sad” day per module (no notification or excuse is necessary). Students will be expected to read assigned sections from various handbooks on academic writing and incorporate what they learn into their writing. During the seminars, students will present their works in progress and workshop each other’s essays. 25% Midterm paper – 7-10 pg. (Times New Roman, 12 pt., double-spaced) An analysis of one of the assigned stories or poems, incorporating secondary sources. The midterm paper will form the basis for the work done during the third module. *Due 30 December* 50% Final paper – 10-12 pg. (Times New Roman, 12 pt., double-spaced), A full revision and development of the midterm paper. *Due 30 March* 																								
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <p>Stephen Bailey. <i>Academic Writing: A Practical Guide for Students</i>. Routledge, 2003.</p> <p>Winifred Belmont and Michael Sharkey. <i>The Easy Writer: Formal Writing for Academic Purposes</i>. Pearson, 2011.</p> <p>Michael Harvey. <i>The Nuts and Bolts of College Writing</i>. Hackett, 2003.</p> <p>Ann Hogue. <i>First Steps in Academic Writing</i>. Pearson, 2008.</p> <p>Rowena Murray and Sarah Moore. <i>The Handbook of Academic Writing</i>. McGraw Hill, 2006.</p> <p>John M. Swales and Christine B. Feak. <i>Academic Writing for Graduate Students</i>. University of Michigan Press, 1994.</p>																								
Indicative Self- Study Strategies	<table border="1" data-bbox="525 1343 1495 1843"> <thead> <tr> <th>Type</th> <th>+/-</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>Reading for seminars / tutorials (lecture materials, mandatory and optional resources)</td> <td></td> <td></td> </tr> <tr> <td>Assignments for seminars / tutorials / labs</td> <td></td> <td></td> </tr> <tr> <td>E-learning / distance learning (MOOC / LMS)</td> <td></td> <td></td> </tr> <tr> <td>Fieldwork</td> <td></td> <td></td> </tr> <tr> <td>Project work</td> <td></td> <td></td> </tr> <tr> <td>Other (please specify)</td> <td></td> <td></td> </tr> <tr> <td>Preparation for the exam</td> <td></td> <td></td> </tr> </tbody> </table>	Type	+/-	Hours	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)			Assignments for seminars / tutorials / labs			E-learning / distance learning (MOOC / LMS)			Fieldwork			Project work			Other (please specify)			Preparation for the exam		
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Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials																								
Facilities, Equipment and Software	(If required)																								

Course Instructor

Jonathan Platt