**ACADEMIC WRITING (Foreign Language)**

**Course descriptor**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title of the course | | **Academic writing (Foreign Language)** | | | | | | |
| Title of the Academic Programme | | Philology | | | | | | |
| Type of the course[[1]](#footnote-1) | | Core (mandatory) | | | | | | |
| Prerequisites | | There are no formal prerequisites for this course. Students should have fluent English. | | | | | | |
| ECTS workload | | 4 | | | | | | |
| Total indicative study hours | | Directed Study | | Self-directed study | | | Total | |
| 44 | | 70 | | | 114 | |
| Course Overview | | |  |  | | --- | --- | | |  | | --- | | In this course, students are introduced to styles, genres, and formatting conventions of academic writing in English. The course is tailored to meet students' individual research needs in that each student works on her own project, accumulating, consolidating, and revising original texts to contribute to academic conversations in related fields of language and literature studies. Lectures, seminars, independent research, and home assignments engage students and course instructor in a network of face-to-face and online interactions, teamwork, reviewing, and feedback | | | | | | | | |
| Intended Learning Outcomes (ILO)[[2]](#footnote-2) | | |  | | --- | | The course is aimed at equipping students with essential academic writing skills in English and creating a functional research community and corporate culture modeled on up-to-date communication practices of contemporary global academe.  Upon completion of the course, students will be able to:  - Understand the functioning of academic research, writing, editing, and international publishing  - Maintain civilized and efficient forms of collegial communication  - Present their past research in a CV/research portfolio  - Read academic research articles and monographs critically and articulate their judgment of research content and quality  - Summarize and paraphrase pieces of academic writing in their research field  - Discuss the content, structure, and academic merits of other people’s writing  - Build up a research team and work on a co-authored writing project  - Revise, review, and assess their pees’ work  - Write an abstract for a future and completed project  - Collect and select bibliographical references and format them in accordance with an international citation style  - Consolidate their reading in their research area by writing an annotated bibliography and /or literature review  - Plan and prepare a detailed outline of an academic essay  - Work continuously on an academic research paper by focusing on its essential parts | | | | | | | |
| Indicative Course Content | | | | | | | | |
| **№** | **Topic / Course Chapter** | | **Total** | | **Directed Study** | | | **Self-directed Study** |
| **Lectures** | **Tutorials** | |
|  | Entering the Field: Introductions and Proposals | | 20 | | 4 | 4 | | 12 |
|  | Processing Bibliography | | 20 | | 4 | 4 | | 12 |
|  | Fashioning the Essay | | 74 | | 14 | 14 | | 46 |
| **Total study hours** | | | 114 | | 22 | 22 | | 70 |
| Teaching and Learning Methods | | |  | | --- | | Lectures accompanied with visuals, seminars, groupwork, bibliography | | | | | | | |
| Indicative Assessment Methods and Strategy | | * • **50% Coursework** (home written assignments, in-class participation and attendance) – Students are expected to attend all lectures and seminars and fulfil weekly home assignments. Activities include team building, team projects, individual short papers, as well as peer review and peer assessment exercises.   Example home assignments:  - *SELECT one bibliographical source that you find most relevant to your project. WRITE a critical ANNOTATION (200-400 words) of it, summarizing its content and showing how it is important for your current research.*   * • **20% Midterm paper** – 4-5 pg. (Times New Roman, 12 pt., double-spaced) Either a literature review or an annotated bibliography.   Example mid-term paper assignment:  - *WRITE an Annotated Bibliography in your individual research subject area (MS Word, 500-1000 words, 5-10 sources, MLA citation style): have a TITLE (your term project on the whole or its particular aspect the bibliography characterizes), ORGANIZE your entries alphabetically, and keep your annotations IMPERSONAL*.   * • **30% Term paper** – 8-10 pg. (Times New Roman, 12 pt., double-spaced).   The term paper is a revised and finalized version of the research essay towards which students work throughout the course. | | | | | | |
| Readings / Indicative Learning Resources[[3]](#footnote-3) | | Mandatory   1. Bailey, Stephen. *Academic Writing: A Handbook for International Students*. Taylor and Francis, 2013. *ProQuest*. 2. Strongman, Luke. *Academic Writing*. Cambridge, 2013. *ProQuest*.   Optional   1. Berger, Arthur Asa. *The Academic Writer's Toolkit: A User's* Manual. Routledge, 2008. *ProQuest*. 2. Casanave, Christine Pears, and Stephanie Vandrick. *Writing for Scholarly Publication: Behind the Scenes in Language Education*. Routledge, 2003. *ProQuest.* 3. Murray, Rowena and Sarah Moore. The Handbook of Academic Writing. McGraw Hill, 2006. ProQuest. | | | | | | |
| Course Instructor | | Ivan Delazari | | | | | | |

1. ***Notes:***

   Type of the course - core (mandatory); optional or elective. [↑](#footnote-ref-1)
2. Intended Learning Outcomes (ILO) - for the academic programmes which are exposed to international accreditation or other forms of external evaluation, the list of ILO must be complemented with “Mapping of Programme and Course/module learning outcomes”. [↑](#footnote-ref-2)
3. Indicative Learning Resources - to be filled either in the Course descriptor or in the Course Syllabus. [↑](#footnote-ref-3)