

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
Facultad de Ciencias y Educación
Master Programme in Applied Linguistics to TEFL
ACADEMIC WRITING
First Term - 2016

COURSE CONVENORS

Eliana Garzón Duarte, M.A.
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ROOM

Posgraduate Building – Computer Lab

SCHEDULE

Friday 16:00-19:00

DESCRIPTION

The purpose of this course is twofold, as it focuses on both the theory and practice of academic writing. Firstly, it will provide students with an introductory overview of the main issues in writing different types of academic texts, focusing on the particular concerns raised by writing in a second language. Secondly, students will consider the more specific mechanics of academic writing, including how to approach the stages of the writing process efficiently, as well as the most useful tools to employ at each point. Students will be expected to carry out practical implementation of the areas considered, and will give and receive constructive feedback on the same.

SEMINAR GOALS

The course has three core objectives:

- 1) To provide students with an overview of the issues in L2 academic writing
- 2) To raise awareness of specific mechanisms to aid best practice in producing this genre of text
- 3) To help students to improve in their own academic writing

TOPICS

- ✓ An approach to academic writing
- ✓ Avoiding plagiarism
- ✓ Coherence and cohesion
- ✓ Organizing paragraphs
- ✓ Planning the writing. Outlining
- ✓ The mechanics of style
- ✓ Academic language focus
- ✓ Peer editing

METHODOLOGY

This course is focused on writing practice from reading and thinking about a topic. Moreover, the analysis of sample academic articles is taken into account to write. Readings, presentations, workshops, and papers will help graduate students review their achievements and production at each step. In this process, they will start recognizing how to plan an outline to write and how to gain confidence to ensure that they tell the most appropriate and effective story about each step that they undertake when writing. The graduate students will be observing, reading and analyzing samples of each type of writing followed by the explanation of the process and key issues on each type of writing and then they will do their own writing. The selected materials will be used in class, and for self-study. Explanations, presentations and activities followed by exercises and mini-writing tasks or full-scale tasks will be part of the methodology of this course. Peer work will help the graduate students to assess their own academic writing. Controlled writing practice, easily corrected with the

key, will support them when working without the teacher. Graduate students are expected to participate actively by commenting on the readings and presentations. Writing drafts and papers shall be rewritten until they attain a high academic standard.

ASSESSMENT

Activity	Description	Percentage
In-class written tasks	Put into practice what it is studied about APA style in academic writing and micro-skills. Each class has a theoretical part and a practical part. Written tasks are going to consolidate what graduate students are learning about academic writing.	50%
Peer review and presentations	Review, feedback and peer editing are important components of the class. Presentations and micro-teaching exercises are also going to be developed.	30%
Final paper from other course within the program	According to the specific guidelines of the chosen paper, the writing process as well as the product are going to be taken into account.	20%

Active and informed participation is required. You need to bring to every class a digital copy of your selected paper.

SEMINAR OUTLINE

DATE	TOPIC	KEY READINGS AND ASSIGNMENTS
Week 1 Feb 12	Introduction to Optional Unit Program Expectations Assessment criteria	Draft of the syllabus
Week 2 Feb 19	Diagnostic: Writing sample test from IELTS	Academic writing. International English Language Testing System. Writing Task 1 Writing Task 2
Week 3 Feb 26	Background to writing Characteristics of English academic writing Words and expressions to avoid in writing APA style	Bailey, S. (2006). <i>Academic Writing. A handbook for international students</i> . New York: Routledge. Section 1.1. American Psychological Association (2010). <i>Publication Manual of the American Psychological Association (6th ed.)</i> . Washington, DC: Author.
Week 4 March 4	Avoiding plagiarism (Part I): <ul style="list-style-type: none">• Plagiarism• Self-plagiarism Paragraph organization	American Psychological Association (2010). <i>Publication Manual of the American Psychological Association (6th ed.)</i> . Washington, DC: Author. Chapter 6. Bailey, S. (2006). <i>Academic Writing. A handbook for international students</i> . New

		York: Routledge. Section 1.2 Oshima, A. (2006). Writing Academic English. NY: Pearson.
Week 5 March 11	More about paragraph structure: Coherence and Cohesion	Bailey, S. (2006). Academic Writing. A handbook for international students. New York: Routledge. Section 1.12 Oshima, A. (2006). Writing Academic English. NY: Pearson.
Week 6 March 18	Language focus: Academic verbs Academic nouns Formal grammar and style Passive and active voice Articles	Bailey, S. (2006). Academic Writing. A handbook for international students. New York: Routledge. McCarthy, M. & O'Dell, F. (2008). Academic vocabulary in use. Cambridge: CUP.
Week 7 March 25	Easter	
Week 8 April 1	The mechanics of style: Flow Linking words Sentence structure	Oshima, A. (2006). Writing Academic English. NY: Pearson.
Week 9 April 8	Punctuation	Oshima, A. (2006). Writing Academic English. NY: Pearson.
Week 10 April 15	Punctuation	Oshima, A. (2006). Writing Academic English. NY: Pearson.
Week 11 April 22	The mechanics of style: Abbreviations Latin expressions Numbers	American Psychological Association (2010). Publication Manual of the American Psychological Association (6 th ed.). Washington, DC: Author. Oshima, A. (2006). Writing Academic English. NY: Pearson.
Week 12 April 29	Techniques to avoid plagiarism: <ul style="list-style-type: none"> • Summaries • Paraphrasing • Quoting • References 	Bailey, S. (2006). Academic Writing. A handbook for international students. New York: Routledge.

Week 13 May 6	Techniques to avoid plagiarism: <ul style="list-style-type: none"> • Summaries • Paraphrasing • Quoting • References 	Bailey, S. (2006). Academic Writing. A handbook for international students. New York: Routledge.
Week 14 May 13	Techniques to avoid plagiarism: <ul style="list-style-type: none"> • Summaries • Paraphrasing • Quoting • References 	American Psychological Association (2010). Publication Manual of the American Psychological Association (6 th ed.). Washington, DC: Author. Bailey, S. (2006). Academic Writing. A handbook for international students. New York: Routledge.
Week 15 May 20	The process of academic writing: Prewriting Outlining Writing Editing	Oshima, A. (2006). Writing Academic English. NY: Pearson.
Week 16 May 27	Literature review: How to write and effective literature review. Comparing and Contrasting ideas.	American Psychological Association (2010). Publication Manual of the American Psychological Association (6 th ed.). Washington, DC: Author.
Week 17 June 3	Editing	Oshima, A. (2006). Writing Academic English. NY: Pearson.

JOURNALS AND DATA BASES

ProQuest
Scopus
ScienceDirect
SpringerLink

ADDITIONAL BIBLIOGRAPHY

American Psychological Association (2010). Publication Manual of the American Psychological Association (6th ed.). Washington, DC: Author.

Bailey, S. (2006). Academic Writing. A handbook for international students. New York: Routledge.

Booth, W. et al. (1995). The craft of research. Chicago: The University of Chicago Press.

Dallas Baptist University (nd). A Formal Template for Preparing a Proposal for Research Methods. Retrieved Aug 4, 2014 from: <http://www3.dbu.edu/uwc/documents/HowtoWriteaProposalTemplate.pdf>

McCarthy, M. & O'Dell, F. (2008). Academic vocabulary in use. Cambridge: CUP.

McCaslin & Scott (2003). The five-question method for framing a qualitative research study. At:

<http://www.nova.edu/ssss/QR/QR8-3/mcaslin.pdf>

Swales, J. & Feak, C. (2001). Academic Writing for Graduate students, Second Edition: Essential Tasks and Skills. Ann Arbor: The University of Michigan Press.

University of Essex (2008). How to improve your academic writing. Retrieved August 1, 2014.

http://www.essex.ac.uk/myskills/how_to_improve_your_academic_writing.pdf

Veit, R. (2004). Research. The student's guide to writing research papers. New York: Pearson.

Walliman, N. (2001). Your research project. London: Sage Publications.

CIBERGRAPHY:

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Lian, A. (2012). Developing a research problem-tutorial. Australia: Charles Darwin University. Note: brings example of ESL. Available at: http://www.youtube.com/watch?v=th_RQsjlVG4

Mitra, S. (2010). The Child-driven education (Sugata Mitra y sus nuevos experimentos en autoaprendizaje. At: http://www.ted.com/talks/sugata_mitra_the_child_driven_education.html

Northern Arizona University. (2011). Formulating a library database research question. At: <http://www.youtube.com/watch?v=2mPapN3XpDo>

Peyton, S. (2013). How to write a great research paper. Cambridge: Microsoft research. Available at: <http://www.youtube.com/watch?v=g3dkRsTqdDA>

University of Bristol. (2012). Reading English and writing essays: a student's guide. (Booklet is intended to provide both generalized guidance for the study of English Literature at university). Retrieved July 31, 2014. <http://www.bristol.ac.uk/english/current-undergraduates/further-resources/readingenglish2012.pdf>

Academic coaching. (n.d) <http://www3.dbu.edu/uwc/documents/HowtoWriteaProposalTemplate.pdf>

Dr. Nancy D. Bell, Dr. Ashley Ater Kranov & Han Quek. Your ESL* Graduate Student's Academic and Professional Writing: How to Ensure a Successful Process and Product. Facilitators: Retrieved July 28, 2014 from: <https://hrs.wsu.edu/utills/File.aspx?fileid=4552>

Schleicher, A (2013). Use data to build better schools. PISA, OCDE. Available at: http://www.ted.com/talks/andreas_schleicher_use_data_to_build_better_schools.html

West-Burnham, J. (2011). Research methods for educational enquiry. Twickenham: Saint Mary's University College. Available at: <http://www.youtube.com/watch?v=rXljnAgjIS0>