



**UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS**  
**School of Sciences and Education**  
**MA in Applied Linguistics to TEFL**  
**ACADEMIC WRITING (Optional seminar)**  
**Second semester - 2019**

**COURSE PROFESSOR**

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**ROOM**

**DESCRIPTION**

The present course aims at equipping teacher students with the tools for supporting the writing of their research reports in a short term; their research articles in middle term and their further publications in a long term such as a book. Along these lines, diverse topics around the mechanics of writing for the research report, events abstracts and the research article for academic journals constitute chief areas of discussion and practice throughout the development of the syllabus. Although there will be different textual samples of expository writing on which students will work, the key one corresponds to their research proposals. Therefore, the majority of classes will require students' research projects ongoing sections. As the construction of a text in all of the possible discursive genres, but especially in the expository one is an everlasting and formative process, this course will promote the peer reading and feedback strategy as a complement to the traditional unidirectional and top down ones.

**COURSE GOALS**

1. To explore and practice the mechanics of writing underlying the expository text as teacher students' research projects.
2. To reflect upon teachers' roles as critical researchers and writers.
3. To transform the expository text in different types of academic formats for events.
4. To connect writing and reading as interdependent practices within the construction of student teachers' research projects and thesis.

**TOPICS**

- Research reports and abstracts structures
- Paragraphs and sentence construction in academic writing
- Ethical issues in academic writing
- Process of writing



- Elements of writing and APA Manual (6<sup>TH</sup> Ed.).
- Vocabulary for writing

## METHODOLOGY

The present course will be developed as a practical workshop informed by different guidelines students need to read at home and practice. Each class will be devoted to a particular academic writing topic through co-explanatory teaching strategies and practical activities. To complement the co-work and peer support or feedback, there is an online platform as the space for broaden possibilities of interaction. This digital scenario will complement in-class work.

In relation to students' duties, we can list them as follows:

- Students should attend every session on time.
- Students should read the texts assigned in advance.
- Students should connect authors' contributions to their teaching experiences and bring them to the class.
- Students should hold an informed position during the involvement in the workshops and connect them to either their proposals or their everyday life at work settings.
- Students should participate in every class workshop proposed.
- Students should listen to and give constructive feedback to each other every session when participating.
- Students should participate in the digital complementary resource as an extension of class workshops.

## ASSESSMENT

Criteria/Activity	Description	Weight/Percentage
In-class workshops	Throughout the course, students will regularly develop activities proposed to practice and reflect upon the topics, even from sections of their ongoing written proposals and reports.	35%
Online participation	Student teachers will play the role of proofreaders who cooperate with each other to transform their written texts. This online scenario is also a means that will possibly allow them to strength their social bonds as peers. (20%) <b>Abstract submission</b> for an academic event (15%)	35%
Students are expected to submit one section of their research reports or proposals in which they can display the use of the strategies and topic around academic writing. Specific requirements will be provided by the professor. This will also be uploaded to the digital resource.		30%



## COURSE PLANNER

WEEK/ DATE	TOPIC	KEY ACTIVITIES AND READINGS
1	What's academic and expository writing? Academic reports structure Abstracts structure Paragraphs structure Simple and complex sentences	Presentation of the program First class data collection (by Aldana) No reading assignment for students
2	The writing process: Organizing paragraphs  Elements of Writing: Cohesion and coherence	Reading and workshop 1
3	The writing process: From Understanding Titles to Planning Finding Key Points and Note-making  Elements of Writing: Argument and discussion, comparison	Reading and workshop 2
4	The writing process: Avoiding Plagiarism Combining Sources Elements of Writing: References and quotations I (APA Manual)	Reading and workshop 3
5	The writing process: Summarizing and paraphrasing References and quotations II (APA Manual)	Reading and workshop 4
6 and 7	Punctuation References and quotations III (APA Manual) References list	Reading and workshop 5
8	Style	Reading and workshop 6



	Recalling general APA format guidelines Levels of heading Strategies to Improve Writing Style	
<b>9</b>	Capitalization, abbreviations and italics	Reading and workshop 7
<b>10</b>	Visual material: Tables and figures	Reading and workshop 8
<b>11</b>	Writing for publishing: Types of articles Guidelines for Reducing Bias Academic events search and proposals submission	Reading and workshop 9
<b>12</b>	Closing: abstracts for academic events and written report or proposals last progress.	Simulated academic events-blind review

## JOURNALS AND DATA BASES

### JOURNALS

Colombian Applied Linguistics Journal  
HOW Journal  
PROFILE  
Teoría y Praxis  
Praxis y Saber  
Folios  
Espiral  
Ikala  
Journal of English as an International Language  
Enunciación  
The Modern Language Journal  
Language, Culture and Curriculum

### DATA BASES

MLA International Bibliography ProQuest  
Scopus  
ScienceDirect  
Springer Link  
CENGAGE  
Digitalia Hispánica  
Jstor  
ProQuest  
Scopus  
ScienceDirect  
SpringerLink  
Web of Science

## ACADEMIC EVENTS

1. XXV Symposium on Research in Applied Linguistics & VII International Symposium on Literacies and Discourse studies
2. ASOCOPI 54<sup>th</sup>, 10<sup>th</sup>-12<sup>th</sup>, October
3. II Congreso de aprendizaje y enseñanza de las lenguas, 15<sup>th</sup> and 16<sup>th</sup>, August. Universidad de Sucre.
4. 5th Conference on Language Teaching and Learning, 21<sup>st</sup> and 22<sup>nd</sup>, November. Universidad ICESI.



5. 2do. Encuentro de Investigación Formativa y Semilleros de Investigación en Lenguas Extranjeras. 6 al 8 de noviembre. Universidad Minuto de Dios.

#### **ADDITIONAL BIBLIOGRAPHY**

Amarillo College Library (2011). *APA Citation Style, 6<sup>th</sup> ed.* Recuperado de:

<https://www.actx.edu/library/filecabinet/208>

American Psychological Association (2010). *Manual de Publicaciones de la American Psychological Association (6 ed.)*. México, D.F.: Editorial El Manual Moderno.

Brimley, C. (2018). *Academic Writing in English*. Finlandia: **University of Helsinki.**

Egbert, J. & Sanden, S. (2015). *Writing Education Research: Guidelines for Publishable Scholarship*. New York: Routledge.

Haseli, M. (2008). Introduction to Needs Analysis. *English for Specific Purposes world*, 4, 1-25.

Kapoor, D. & Jordan, S. (2009). *Education, Participatory Action Research, and Social Change. International Perspectives*. New York: Palgrave Macmillan.

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