



**UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS**  
**School of Sciences and Education**  
**MA in Applied Linguistics to ELT**  
**Advanced Academic Writing (PATR 2020-3)**

**COURSE PROFESSOR**

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**VIRTUAL ROOM**

<https://classroom.google.com/c/MTQzMzQ5NDkzNjQ4?cjc=5vqt3id>

**DESCRIPTION**

Research in language education settings has a social dimension. Professionals of language education play a key role in making this social dimension take different shapes. One of the shapes it can take is academic writings that are frequently found in research journals, specialized magazines, book chapters, but the focus of this course is on the chapters of an MA thesis. With this in mind, this course is intended to present some resources and lead the practice of thesis writing of teacher researchers who are seeking to qualify the form and style of their degree work as a major academic writing experience during this course.

The target group for this course is teacher researchers who have a working fluency when dealing with both academic and research issues. This course opens a space to share academic writing practices concerning MA theses that comprise critical and reflective academic writing on pedagogical and research experiences.

**COURSE GOALS**

- Identify sources of difficulty when writing texts for academic purposes to improve ability to produce clear, organized, and coherent written academic texts.
- Identify the main features of different chapters of an MA thesis to adapt type of language and academic style to the purpose of degree work.
- Self-assess one's academic writing products to produce an MA thesis as a requirement for graduation.

**TOPICS**

- Academic writing
- Citing and referencing
- The MA thesis chapters
- Being Critical
- Tools for self-assessing one's writing



## METHODOLOGY

The course is task-based and takes place in a collaborative environment. Participants are active throughout the course. For each session, the participants share a manuscript of their thesis chapters. The manuscripts serve as working papers, which receive theory-based and research-based input from the class and from the professor. In this way, the participants' current written language needs are met. Each session is spent working on manuscripts shared by the participants and discussing assigned reading material.

## ASSESSMENT

Criteria/Activity	Description	Weight/Percentage
Attendance and active participation  Each session	For continuity and optimal learning outcome, full attendance is required.  Assigned readings should be read and used for writing tasks.	20%
Individual writing tasks  Each session	Independent, introspective, and critical practice: Planning and drafting manuscripts	25%
Group writing tasks  Each session	Collaborative practice: Reading a partner's writing for revising, proofreading, and editing	25%
Final work	Based on tasks developed in every session, the participants are expected to write all the chapters of their MA theses.  (guidelines will be provided by the professor in advance)	30%



## COURSE PLANNER

DATE	TOPIC/ACTIVITY	KEY READINGS AND ASSIGNMENTS
Aug. 21		Introduction to the course
Aug. 28	Group workshop  Reviewing some MA thesis chapters	Aura Maria Estacio <u><a href="#">A Decolonial Perspective of the Native and Non-native Dichotomy in English Textbooks- Aura Estacio .pdf</a></u>  Participants will read one of their classmate's Statement of the Research Problem  The Participants will review another MA thesis of their interest retrieved from: <a href="http://repository.udistrital.edu.co/handle/11349/13">http://repository.udistrital.edu.co/handle/11349/13</a>
Sept. 4	Individual tutoring	
Sept. 11	Group workshop  Oral report: peer assessment of a classmate's Statement of the Research Problem  Citing & Referencing	Participants will read one of their classmate's Literature Review  <a href="#">The Purdue Online Writing Lab - OWL</a>
Sept. 18	Individual tutoring	
Sept. 25	Group workshop Oral report: peer assessment of a classmate's Literature Review  Being critical	Participants will read one of their classmate's Research Design  <u><a href="#">Critical writing</a></u> (from University of Leicester)



<b>Oct. 2</b>	Individual tutoring	
<b>Oct. 9</b>	Group workshop Oral report: peer assessment of a classmate's Research Design	Participants will read one of their classmate's Instructional Design
<b>Oct. 16</b>	Individual tutoring	
<b>Oct. 23</b>	Group workshop Oral report: peer assessment of a classmate's Research Design	Participants will read one of their classmate's Data Analysis  Approaches to data analysis
<b>Oct. 30</b>	Individual tutoring	
<b>Nov. 6</b>	Group workshop Oral report: peer assessment of a classmate's Data Analysis	Participants will read one of their classmate's Conclusions
<b>Nov. 13</b>	Individual tutoring	
<b>Nov. 20</b>	<b>Final paper due</b>  Complete draft of thesis	
<b>Nov. 27</b>	<b>Feedback</b>	