**UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS**

**School of Sciences and Education**

**MA in Applied Linguistics to TEFL**

**Optional Unit: Academic Writing**

**2018-3**

**COURSE PROFESSOR**

Alvaro H. Quintero P.

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**ROOM**

Room, 201, Edificio Posgrados

**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 novice 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 novice 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 degree works that comprise pedagogical, research, reflection as types of academic writing.

**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.

**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 submit a self-written, unedited four-page manuscript of a thesis chapter, i.e, an excerpt from a chapter related to the theoretical framework, pedagogical or research components of their degree work. 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 sent in by the participants and discussing assigned reading material.

**ASSESSMENT**

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| Criteria/Activity | Description | Weight/Percentage |
| Attendance and active participationEach session | For continuity and optimal learning outcome, full attendance is required. Assigned readings should be read and used for writing tasks. | 20% |
| Individual writing tasksEach session | Independent, introspective, and critical practice: Planning and drafting four-page manuscripts  | 25% |
| Group writing tasksEach session | Collaborative practice: Reading a partner’s writing for revising and proofreading  | 25% |
| Final workDue date: November 19 - 26 | Based on tasks developed in every session, the participants are expected to write the theoretical framework chapter of their MA thesis.(guidelines will be provided by the professor in advance) | 30% |

**COURSE PLANNER**

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| **DATE** | **TOPIC** | **KEY READINGS AND ASSIGNMENTS** |
| **Aug. 13** | Introduction of course programAcademic writing |
| **Aug. 27** | Citing & Referencing | The Purdue [Online Writing Lab – OWL.](https://owl.purdue.edu/)  |
| **Sep. 10** | [A guide to APA referencing style](http://student.ucol.ac.nz/library/onlineresources/Documents/APA_Guide_2017.pdf) by the UCOL Student Success Team |
| **Sep. 24** | The MA thesis chapters | Aura Maria Estacio [A Decolonial Perspective of the Native and Non-native Dichotomy in English Textbooks- Aura Estacio .pdf](http://repository.udistrital.edu.co/bitstream/11349/5671/1/A%20Decolonial%20Perspective%20of%20the%20Native%20and%20Non-native%20Dichotomy%20in%20English%20Textbooks-%20Aura%20Estacio%20.pdf) |
| **Oct. 8** | Hildebrando Hernández: [Students’ Reflections around Cultural Diversity in an EFL Classroom](http://repository.udistrital.edu.co/bitstream/11349/6410/1/Hern%C3%A1ndezHern%C3%A1ndezHildebrando2017.pdf) |
| **Oct. 22** | Being critical | [Critical writing](https://www2.le.ac.uk/offices/ld/resources/study-guides-pdfs/writing-skills-pdfs/critical-writing-v1%200.pdf) from University of Leicester  |
| **Oct. 29** | Tools for self-assessing one’s writing  | [Reflective writing](https://www.trentu.ca/academicskills/documents/Reflectivewriting.pdf) from the Academic Skill Centre of Trent University [Rhetorical functions in academic writing](http://www.uefap.com/writing/function/funcframreflect.htm) by UEfAP |
| **Nov. 19** | Feedback session on individual papers |
| **Nov. 26** | Feedback session on individual papers |

**JOURNALS AND DATA BASES**

ProQuest

Scopus

ScienceDirect

Ebsco

Dialnet

SpringerLink

Jstore

**ACADEMIC EVENTS**

ASOCOPI Annual Congress, Oct. 11-13, 2018

AHQP, Aug., 2018