



Academic Writing

LI 654



Professor: Daniel Murcia

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Schedule: Tuesdays and Wednesdays

Credits: 4

In-class time: 4 hours per week

Autonomous work: 8 hours per week

 **Schoolology Code:** VQDF-RW3C-36HG2

Rationale

The Academic Writing course is a language and content-oriented course in the Bilingual, English teaching program. In this course, students will have the opportunity to improve and/or master essential writing skills for academic performance at the micro-level writing (punctuation and grammar, for example) and at the macro-level writing (literary genres).

The appropriation and dissemination of social sciences through research, academic articles and texts has been the vehicle of transference of culture, knowledge and science to give meaning to the educative experience (Castelló, 2007). Thus, the need to have an educative space as the starter of the masters' program to conceptualise over the structure, characteristics and style of the texts from a reflective, critical and metadiscursive approach within the academic context. This Academic Writing crash course is intended to ignite reflective processes regarding the graduate students' academic writing skills and their academic identity in relation to the academic assignments and scholarly products which will be part of every seminar of the masters' program. This course will have a metadiscursive approach so as to critically analyze written discourses from various disciplines and their own. There will be an analysis of styles, reading and writing practices particular to the field of bilingualism literature which will provide some academic strategies, tools and competences for the students.



General competences

The course will enable students to:

1. Improve their writing skills, specifically in their linguistic, discourse and functional competences.
2. Develop critical thinking skills by means of reading and writing professionally and academically.
3. Read and understand the structure of academic texts, with a focus on critical thinking and evaluation.
4. Analyze the required components of an assessment tasks and standardized tests.

Specific competences

Critical Reading

- Provide explanations for events or ideas that are presented in the text.
- Read a text by comparing its historical, biographical, and cultural contexts to their own experience.
- Self-monitor the understanding of a reading text by asking themselves questions about it.
- React to what they read by stating their position on current issues.

Writing

Linguistic:

- Link a series of shorter, discrete simple elements into a connected, linear sequence of points.
- Use reasonably and accurately a repertoire of written language “routines” and patterns associated with academic texts.

Pragmatic:

- Write a repertoire of language texts that enable students to deal with everyday situations, predictable and or academic content.



Sociolinguistics:

- Articulate and respond to basic and academic language functions, such as information exchanges, requests and statements of opinions.

Critical Thinking:

- Write an essay or report developing an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.
- Synthesize information and arguments from a number of sources.

Learning Outcomes:

<p>Resultados de aprendizaje: Licenciatura en Bilingüismo</p>	<p>Resultados de aprendizaje: Academic Writing</p>
<p>R1: Utiliza el español y el inglés con altos niveles de suficiencia en el ámbito social, académico y profesional, y con consciencia intercultural relacional, funcional y crítica.</p>	<ul style="list-style-type: none"> ● Lee de manera crítica textos académicos en inglés y en español identificando eventos o ideas principales y el contexto sociocultural. ● Sintetiza información sobre los procesos de escritura académica expuesta en artículos científicos. ● Realiza presentaciones sobre temas relacionados con la enseñanza y el aprendizaje de la escritura académica. ● Escribe descripciones, reflexiones, síntesis, y ensayos de opinión sobre temas contemporáneos y relacionados con la escritura académica.
<p>R2: Planea e implementa, de forma flexible y creativa, actividades de enseñanza y aprendizaje que</p>	<ul style="list-style-type: none"> ● Diseña e implementa lecciones cortas de gramática.



<p>generen ambientes propicios para el desarrollo de procesos bilingües de los estudiantes, aplicando saberes generales y pedagógicos, las teorías de la lingüística aplicada y la didáctica de las lenguas, las políticas educativas y lingüísticas para responder a las necesidades cognitivas, lingüísticas, afectivas, socio-culturales y económicas de diversos contextos educativos/los educandos.</p>	
<p>R3: Incorpora reflexivamente y con criterio pedagógico el uso de las TIC en el desarrollo de procesos educativos.</p>	<ul style="list-style-type: none">● Utiliza diferentes instrumentos online para desarrollar diferentes.● Utiliza software para el diseño de posters como parte de un concurso de escritura.
<p>R4: Analiza, diseña y adapta instrumentos y estrategias para evaluar y autoevaluar tanto el desarrollo bilingüe y bicultural de los estudiantes como su propia práctica educativa a fin de reflexionar y plantear acciones de mejora que promuevan su desarrollo profesional.</p>	<ul style="list-style-type: none">● Analiza una clase de enseñanza del inglés como segunda lengua y reflexiona sobre sus componentes y la efectividad de las estrategias utilizadas.● Escribe un ensayo descriptivo sobre los tres momentos de una lección y las diferentes estrategias de manejo de clase.● Evalúa ensayos de opinión de sus compañeros utilizando una rúbrica donde califican y retroalimentan a los autores.
<p>R5: Construye, gestiona e implementa propuestas estratégicas de trabajo en su</p>	<ul style="list-style-type: none">● Toma decisiones grupales en relación a los temas y el diseño del póster en el concurso de escritura académica.





Methodology

Students critically analyze written discourses from different disciplines such as models of registers and writing styles that serve as examples of effective practices in the field of academic scientific discourse. In this way, the course is based on a cycle of rhetorical awareness (Feak and Swales, 2012), which allows students to practice the use of common repertoires and expressions of the genre that are common in the writing of undergraduate writing. In this sense, the course will be segmented in two sections: the first on macro-structural considerations and, the second, on microstructural considerations of academic scientific writing. The course is developed synchronously and asynchronously with video call sessions in which class topics are presented so that students can develop the activities loaded on the platform Schoology.

The content and methodology of the course incorporate elements of these four pedagogical models:

Humanistic: By means of reading assignments, classroom discussion and written tasks, students incorporate skills and concepts presented in the course into individual processes of intellectual, emotional, and spiritual growth that empower them to make meaningful contributions to society. In-class and out-of class activities aim to present English in ways that, respond to their needs and interests, promote affective engagement with the language and maximize opportunities to use English to communicate information, feeling and ideas.

Socio-constructivist: Students complete graded in-class and out-of-class tasks, and select from a variety of optional, independent activities according to their interests, needs, and individual learning styles. Work is evaluated considering students' assimilation of skills and concepts into diverse, personalized, individualized models of the English language and bilingual pedagogy.



Critical-reflexive: Students are invited to critically examine their own models and beliefs concerning English and English language teaching in the context of ideas presented in the course. With the aid of the course facilitator (professor) students develop strategies in relation to their individual cognitive styles and thereby assume responsibility for their own learning.

Content based: Audio and written materials used for studying and practicing English language skills present content that enriches students' appreciation of the Anglophone culture, familiarizes them with theoretical concepts relating to EFL pedagogy, and provokes critical thinking and discussion.



***Week**

Content units, topics and materials

Reading(s) for each week

<p>1 August</p>	<p>Presentation of Course Program Improving English language learners' academic writing Diagnostic Activity: Use of writing strategies Grammar Review - Practicing writing complex sentences: Using adjective clauses with subject relative pronouns TOEL reading practice: factual and negative questions</p>	<p>Marulanda, N. & Martínez García J. (2017). Improving English Language Learners: A multi-strategy approach for a multi-dimensional challenge. Pg. 51-55 Swales, J. & Feak, C. (2012). Academic writing for graduate students. University of Michigan Task 1 and 2 Pg. 1-3 Maurer, J. (2006). General English: Applied Grammar. N. Y: Longman. Pg. 184, 185, 186, 190 (Advanced) The complete guide to the TOEFL Practice Test Pg. 27-30 (explanation) and 40-42 (passage 3)</p>
<p>2 September</p>	<p>Grammar Review - practice writing complex sentences (continue), Using adjective clauses with prepositions, quantifiers or nouns. TOEFL reading practice: Inference questions.</p>	<p>Maurer, J. (2006). General English: Applied Grammar. N.Y: Longman. Ch. 20. Pg. 197, 198, 199, 200, 201, 202, 203 (Advanced) The complete guide to the TOEFL Reading Practice Test Pg. 66-67 (passage 1) and 71- 73 (passage 3)</p>





<p>4 September</p>	<p>Write a descriptive paragraph.</p> <p>Class observation guidelines and rubric.</p> <p>Watch a video lesson.</p> <p>TOEFL reading practice: Purpose, method and opinion questions.</p>	<p>Swales, J. & Feak, C. (2012). Academic writing for graduate students. University of Michigan Task 16 pg 38-39</p> <p>Marulanda, N., Osorio, Y. & Lasso, D. (2019). Academic Writing Reference Handbook. Universidad Tecnológica de Pereira. Colombia.</p> <p>The complete Guide to TOEFL test. Reading Practice. Pg.81-85, 89-90 (passage 5) and 91-94 (passage 1)</p>
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<p>5 September</p>	<p>Connecting sentences.</p> <p>Language focus- stylistic features: challenging old myths about writing.</p> <p>How to write a descriptive essay.</p>	<p>Swales, J. & Feak, C. (2012). Academic writing for graduate students. University of Michigan Pg. 22-25</p> <p>Swales, J. & Feak, C. (2012). Academic writing for graduate students. University of Michigan Pg. 27</p> <p>Marulanda, N., Osorio, Y. & Lasso, D. (2019). Academic Writing Reference Handbook. Universidad Tecnológica de Pereira. Colombia.</p>
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<p>6 September</p>	<p>Paragraph structure: general to specific and specific to general.</p> <p>Task 1 and 2.</p> <p>Write a descriptive essay.</p>	<p>Swales, J. & Feak, C. (2012). Academic writing for graduate students. University of Michigan Pg. 55-60</p>
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9
October

How to write a research summary.

Summarizing research articles (classwork).


Writing summary.

Swales, J. & Feak, C. (2012). Academic writing for graduate students. University of Michigan Pg.196-198

Marulanda, N., Osorio, Y. & Lasso, D. (2019). Academic Writing Reference Handbook. Universidad Tecnológica de Pereira. Colombia.

10
October

Feedback session – research summaries.

<p>11 November</p>	 <p>How to write an opinion essay. Opinion essay organization - facts and opinions. Counter-argument and refutation.</p>	<p>Marulanda, N. Osorio, Y. & Lasso, D. (2019). Academic Writing Reference Handbook. Universidad Tecnológica de Pereira. Colombia.</p>
<p>12 November</p>	<p>Write an opinion essay</p>	<p>Marulanda, N., Osorio, Y. & Lasso, D. (2019). Academic Writing Reference Handbook. Universidad Tecnológica de Pereira. Colombia.</p>
<p>13 November</p>	<p>Feedback sessions and gallery walk preparation.</p>	
<p>14 November</p>	<p>Gallery walk presentations and contest.</p>	<p>Marulanda, N., Osorio, Y. & Lasso, D. (2019). Academic Writing Reference Handbook. Universidad Tecnológica de Pereira. Colombia.</p>
<p>15 December</p>	<p>Practice taking standardized writing tests: independent and integrated tasks.</p>	<p>The complete guide to the TOEFL reading practice test. Pg. 147-148-160-161 (passage 3).</p>



Academic Writing

16 December	Feedback on TOEFL standardized tests.	
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* This is a tentative content scheme. All changes will be settled during the first weeks of the course.

Percentage	Assignment	
30% First term	Product 1	10%
	Essay	10%
	In and out class work	10%
40 % Second term	Product 2	20%
	Essay	10%
	In and out class work	10%
30% Third term	Product 3	20%
	In and out Class Work	10%



Bibliography

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- Marulanda, N. & Martínez, J. M. (2019). Supporting English Language Learners' Academic Writing Development Through a Systematized Assistance Model. Lenguaje, 47(2), 453-478.
- Marulanda, N. & Martínez, J, M. (2017). Improving English Language Learners' Academic Writing: A Multi-Strategy Approach to a Multi-Dimensional



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Swales, J., & Feak, C. (2012). *Academic Writing for Graduate Students: Essential Skills and Tasks*. U.S: Michigan ELT.

