



**Universidad Tecnológica de Pereira**  
**Facultad de Bellas Artes y Humanidades**  
**Licenciatura en Bilingüismo con Énfasis en Inglés**  
**Academic Writing LI 654**

**Professor:** Nora Lucia Marulanda, Ph.D.

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**Schedule:** Group 1: Monday 10:00 – 12:00 & Wednesday 2:00 – 4:00  
Group 2: Wednesday 4:00 – 6:00 & Thursday 2:00 – 4:00

**Credits:** 4

**In-class time:** 4 hours per week

**Autonomous work:** 8 hours per week

**Office hours for students:** By appointment

**Schoology Code:**

1. 2G9QB-V74Q7
2. 8GF6X/GCZ84

### **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 macro-level writing (literary genres).

Even though by its nature the course is focused on writing, reading critically will be a key activity for the development of competences in writing, keeping in mind that proficient readers become proficient writers. In addition, students will be exposed to the basics of writing assessment tasks and taking standardized tests.

### **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**

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

#### **Sociolinguistics:**

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

#### **Critical Thinking**

- Writes 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.
- Synthesizes information and arguments from a number of sources.

## **Methodology**

The course is based on the fact that students improve their writing by practicing intensively and extensively. This means, students will be provided the opportunity to complete written tasks in a process which is mainly guided by the instructor of the course. In addition, students will also be exposed to tasks which completion is independent and would not be part of the assessment of the course.

### **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 taking into account 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 Anglophone culture, familiarizes them with theoretical concepts relating to EFL pedagogy, and provokes critical thinking and discussion.

**Content units, topics and material**

Week	Content Units	Topics	Readings and Materials
1 <sup>st</sup> Week	<p><b>English Language and Writing Research</b></p> <p><b>Grammar Review</b></p>	<p>Presentation of Course Program</p> <p>What´s Academic Literacy?</p> <p>Practice writing complex sentences:</p> <p>Using adjective clauses with subject relative pronouns</p> <p>Factual and negative questions</p>	<p>Marulanda, N., Martínez, J. (2017). Improving English Language Learners' Academic Writing: A Multi-Strategy Approach to a Multi-Dimensional Challenge. <i>Gist Education and Learning Research Journal</i>. Institución Universitaria Colombo Americana. No. 14. Pp. 49-66.</p> <p>Paltridge B., Harbon L., Hirsh D., Shen H., Stevenson M., Phakiti A., and Woodrow L.(2009). <i>Teaching Academic Writing: An Introduction for Teachers of Second Language Writers</i>. The University of Michigan Press. Ch. 1, Pg. 1-15. Ch. 2, Pg. 17-47</p> <p>Maurer, J. (2006). <i>General English: Applied Grammar</i>. N. Y: Longman. Pg. 192, 193, 194, 195, 199, 200 (Higher Intermediate) Pg. 184, 185, 186, 190 (Advanced)</p> <p>TOEFL Practice Test Pg. 27-30 (explanation) and 40-42 (passage 3)</p>
2 <sup>nd</sup> Week	<p><b>Grammar Review</b></p> <p><b>Charts of Connecting</b></p> <p><b>Words and Transition Signals</b></p> <p><b>Correction Symbols</b></p>	<p>Practice writing complex sentences (Continue)</p> <p>Using adjective clauses with prepositions, quantifiers or nouns</p> <p>Inference questions</p>	<p>Maurer, J. (2006). <i>General English: Applied Grammar</i>. N.Y: Longman. Ch. 20.</p> <p>Pg. 197, 198, 199, 200, 201, 202, 203 (Advanced)</p> <p>TOEFL Reading Practice Test Pg. 66-67 (passage 1) and 71-73 (passage 3)</p>

3 <sup>rd</sup> Week	<b>Paragraph and Essay Writing</b>	<p>Parallel forms: Gerunds and Infinitives</p> <p>Sentences and Fragment</p> <p>Avoid run-on sentences and comma splices</p> <p>Paragraph structure: Unity and coherence. Paragraphs and essays. Essay organization. Thesis statements</p>	<p>Pg. 149, 150, 151, 153 *(Higher Intermediate)</p> <p>Pg. 248, 249, 250, 287, 288, 289 (Advanced)</p> <p>Pg. 354, 355, 356, 357 (Advanced)</p> <p>Pg. 435, 436, 437, 438, (Advanced)</p> <p>Savage, A, P. (2005). <i>Effective Academic Writing 2</i>. Oxford University Press. New York, N.Y. Unit 1: Paragraph to Short Essay</p> <p>Soles, D. (2010). <i>The Essentials of Academic Writing</i>, Wadsworth CENGAGE Learning. Boston, US. Ch 1-2.</p>
4 <sup>th</sup> Week	<b>How to Write an Observation Report (description)</b>	<p>From Theory to Practice (video clips)</p> <p>Class Observation Guidelines</p> <p>Purpose, method and opinion questions.</p>	<p>TOEFL Reading Practice Test. Pg.81-85, 89-90 (passage 5) and 91-94 (passage 1)</p>
5 <sup>th</sup> Week	<b>How to Write an Observation Report (reflection)</b>	<p>Guidelines for writing a reflective essay based on a class observation</p>	<p><b>Due date for Observation Report Description</b></p> <p><i>Reflective Writing</i>. The Learning Center UNSW</p> <p>Hampton, M. <i>Reflective Writing: a basic introduction</i>. University of Portsmouth</p>
			<b>Due date for Reflective Essay</b>

6 <sup>th</sup> Week	<b>How to Write an Opinion Essay</b>	<p>Developing and Opinion Essay:</p> <p>Opinion Organization Facts and Opinions (research topic)</p> <p>Counter-argument and Refutation</p> <p>Purpose, method and opinion questions.</p>	<p>Savage, A, P. (2005). <i>Effective Academic Writing 2</i>. Oxford University Press. New York, N.Y.</p> <p>Unit 4</p> <p>TOEFL Reading Practice Test. Pg. 99-101 (passage 5)</p>
7 <sup>th</sup> Week		Writing Opinion Essay 1 (Classwork and peer review)	
8 <sup>th</sup> Week	<b>How to write Opinion Essays 2</b>	<p>Writing Opinion Essay 2 (Classwork)</p> <p>Reference questions</p>	<p><b>TOEFL Practice Videos</b></p> <p>TOEFL Reading Practice Test. Pg. 115-116, 124-126 (passage 5)</p>
9 <sup>th</sup> Week	<b>Review of cohesion and signal words</b>	Sentence addition questions	TOEFL Reading Practice Test. Pg. 131-135, 140 (exercise 7 and 8), 142 (exercise 12) and 144 (exercise 18)
10 <sup>th</sup> Week	<b>How to write an Annotated Bibliography: Paraphrasing and Summarizing</b>	<p>Paraphrasing and summarizing research articles (classwork)</p> <p>Completing summaries and charts</p>	<p>Soles, D. (2010). <i>The Essentials of Academic Writing</i>, Wadsworth CENGAGE Learning. Boston, US. Chapter 3 Review (Pg. 42-52)</p> <p>TOEFL Reading Practice Test. Pg.147-148, 160-161 (passage 3)</p>
11 <sup>th</sup> Week	<b>Writing an Annotated Bibliography</b>	<p>Research articles (3) / for annotated bibliography</p> <p>Using Library and its databases Effectively</p>	<p>Soles, D. (2010). <i>The Essentials of Academic Writing</i>, Wadsworth CENGAGE Learning. Boston, US. Ch. 3. Research your Topic Pg. 34-52.</p> <p>Guidelines for Referencing (APA)</p>

		Skills for Academic Inquiry: Quotation, Paraphrase, Summary and Synthesis  Writing Annotated Bibliography (Classwork)	
<b>12<sup>th</sup> Week</b>		Finish writing Annotated Bibliography	
<b>13<sup>th</sup> Week</b>	<b>Teaching writing and assessing K-8 students</b>	Video Clip	Lenski, S., Verbruggen, F. (2010). Writing Instruction and Assessment for English Language Learners K-8. New York, N.Y.
<b>14<sup>th</sup> Week</b>	<b>Practice Taking  Standardized Tests: TOEFL test</b>	Taking TOEFL tests:  Independent and Integrated Tasks	
<b>15<sup>th</sup> Week</b>	<b>Self – reflection</b>	Self-reflection	

<b>Exam</b>	<b>Product or activity</b>	<b>Percentage</b>	<b>Total</b>
<b>First partial exam</b>	Class Observation # 1/ Observation Report (description)	(20%)	30 %
	In-and-out class work (participation, attendance, editing tasks)	(10%)	
<b>Second partial exam</b>	Observation Report (reflection)	(10%)	40 %
	Opinion Essay	(10%)	
	Annotated Bibliography	(15%)	
	In-and-out class work (participation, attendance, editing tasks)	(5%)	
<b>Third Partial Exam</b>	Standardized test (FCE - TOEFL)	(20%)	30%
	In-and-out class work (Participation, attendance, editing tasks,	(10%)	



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