


## Higher School of Economics 2018

Утверждена Академическим советом  
образовательной программы  
«5» сентября 2018 г., № протокола\_1

Академический руководитель  
образовательной программы

Д.А. Щербakov



# Academic Writing

## Part 1: Course Information

### Instructor Information

**Instructor:** Tatiana Golechkova, Anna Volchanskaya

**Office:** TBA

**Office Hours:** TBA

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### Course Description

This course is designed to introduce students to academic writing and its genres, features and conventions. Starting from general culture-specific and stylistic features of academic writing in English, students will work their way through the writing process, including prewriting research, drafting and revising, editing and proofreading, towards larger academic essays. The course will introduce the students to four major essay types, however, we will start at the sentence level, talk about academic grammar, lexis and syntax, after that we will study different types of paragraphs and their structure. We will master summarizing and reporting other peoples' ideas and arguments before moving on to larger and more analytical types of writing. During the course, the students will be familiarized with theory of argumentation and develop basic research skills.

The course will utilize authentic, culturally enhancing and thought-provoking materials on a variety of topics.

The course will emphasize interactive teaching and learning practices that facilitate the development of both: overall communicative competence, critical thinking skills and specific skills for successful academic writing.

### Prerequisites

33-50 points score on the [placement test](#).

## Learning Outcomes

Upon completion of this course, students should:

- demonstrate proficiency in written academic English
- understand features of various written texts (summaries, essays) and be able to incorporate them in their own writing;
- be aware of formal writing conventions;
- use strategies of effective written communication;
- enrich academic vocabulary and extend grammar range;
- be able to write accurate sentences and coherent paragraphs;
- produce clear text using appropriate logical connectors;
- be able to manage their own writing process such as prewriting, planning, drafting, revising, editing;
- be able to formulate a research question, plan and carry out corresponding research;
- be able to critically evaluate sources of information;
- write longer arguments using a variety of rhetorical modes and techniques;
- master proper citation methods and standards.

## Textbook & Course Materials

### Required Text:

Van Rys, J., Meyer, V., VanderMey, R., Sebranek, P., *The College Writer: A Guide to Thinking, Writing, and Researching*. (Boston: Cengage Learning, 2018)

Sowton, C., *50 steps to improving your academic writing: study book*. (Reading: Garnet Education, 2016)

Hard copies are desirable, but not required. Handouts and electronic resources will be provided by the instructors.

### Additional Materials:

Bailey, S., *Academic Writing: A Handbook for International Students*. (New York: Routledge, 2018)

Blalock, Z., Chin, P., Reid, S., Wray, S., Yamazaki, Y., *Academic Writing Skills 3: Student's Book*. (Cambridge: Cambridge University Press, 2013)

Paterson, K., *English grammar and practice for Academic purposes*. (Oxford: Oxford University Press, 2013)

Porter, D., *Check your vocabulary for academic English*. (London: A&C Black, 2007)

Ramage, J.D., Bean J.C., Johnson, J., *Writing Arguments: A Rhetoric with Readings*. (New York: Pearson Longman, 2017)

Samovar, L.A., Porter, R.E., McDaniel, E.R., Roy, C.S., *Intercultural Communication: A Reader* (Boston: Cengage Learning, 2016)

Vince, M., *Advanced Language Practice*. (Oxford: Macmillan, 2012)

Wyrick, J., *Steps to Writing Well with Additional Readings*. (Boston: Cengage Learning, 2017)

Research papers from various Economic and Political journals

Newspaper and magazine articles on current economic, political and social issues from *The Economist*, *The New York Times*, *The Wall Street Journal* and *Foreign Policy*

**LECTURE/SEMINAR/HOMEWORK HOURS\***

<b>NO</b>	<b>Topic</b>	<b>Lectures &amp; Seminars</b>	<b>Home work</b>	<b>Hours total</b>
	<b>Semester I</b>			
1.	Overview of the course and Diagnostic Writing Test	4	2	6
2.	Academic Convention and Target Audience	8	2	10
3.	Critical Thinking and Analyzing Sources	10	4	14
4.	Academic Language, Style and Syntax	12	4	16
5.	Writing process: pre-writing, drafting, revising, proofreading	8	2	10
6.	Paragraph Structure	10	2	12
7.	Writing a Summary	8	2	10
	<i>Mid-term exam</i>	4		4
	<b>Semester II</b>			
8.	Essay types	6	4	10
9.	Essay structure	6	4	10
10.	Text Organization	6	2	8
11.	Arguments and Argumentation	6	4	10
12.	Research before Writing	6	4	10
13.	Referencing Standards and Avoiding Plagiarism	6	4	10
14.	Self-Editing Strategies	6	2	8
	<i>Final Exam</i>	4		4
	<b>Total</b>	<b>110</b>	<b>42</b>	<b>152</b>

\* - Course instructors reserve the right to amend the order of topics and the number of hours depending on the group level and needs.

## Part 2: Course Requirements and Grading

The course includes two exams, one in Module 2 and one in Module 4.

In the **first semestre** the grade will be calculated according to the following scheme:

<b>Midterm Exam</b>	<b>20%</b>
<b>Attendance and Participation</b>	<b>30%</b>
<b>Writing assignments</b>	<b>20%</b>
<b>Tests and quizzes</b>	<b>30%</b>

In the **second semestre** the grade will be calculated according to the following scheme:

<b>Final Exam</b>	<b>30%</b>
<b>Attendance and Participation</b>	<b>20%</b>
<b>Writing assignments</b>	<b>20%</b>
<b>Tests and quizzes</b>	<b>30%</b>

**The overall course grade (two semestres) will be calculated as follows:**

<b>First Semestre grade</b>	<b>40%</b>
<b>Second Semestre grade</b>	<b>60%</b>

### Attendance

Attendance is crucial to doing well in this course, that is why attendance is mandatory. In emergency situations, students should notify instructors in advance or at least before the missed class. To make up for missed classes students can request additional tasks, successful completion of which will not affect the attendance and participation grade. If a test class is missed, the students can write the test later only if agreed with the instructor before the beginning of the test class, otherwise the test cannot be written and the score for this test is 0.

### In-Class Participation

It is absolutely necessary for students not only to be present in class, but to actively participate every time they attend. Students must prepare for in-

class work in advance in order to be able to contribute to the discussion. In-class participation grade will include preparation for class (homework) and involvement in the discussion.

### **Writing Assignments**

Throughout the course students will write several papers both in class and at home. The final writing assignments grade will be calculated as the mean of all the writing tasks grades.

Written home assignments should be submitted before the deadline set by the instructor. If submitted after the deadline, the paper will receive a grade 0.

Writing is assessed with the help of rubrics.

### **Test and Quizzes**

Throughout the course students will do various language and theory tests and quizzes. The final grade will be calculated as the mean of all the tests and quizzes.

Cheating or suspected cheating of any kind during the tests will result in a grade 0.

Tests are graded in accordance with the number of correct answers.

<b>Grading Breakdown</b>	
<b>10</b> excellent	from 90 %
<b>9</b>	from 85 %
<b>8</b>	from 80 %
<b>7</b> good	from 75 %
<b>6</b>	from 70 %
<b>5</b> satisfactory	from 65 %
<b>4</b>	from 60 %
<b>3</b> unsatisfactory	from 50 %
<b>2</b>	from 45 %
<b>1</b>	from 40 %

### **Academic Integrity Policy**

Cheating, plagiarism, and any other violations of academic ethics are not tolerated. The program academic supervisor and manager will be notified of such instances.

**Mid-term and Final Exams**

Students will be given mid-term and final exams at the end of Semester I and II respectively.

**Mid-term exam** will be organized as a writing assignment in class, comprising **1)** test on writing conventions, academic style and language and **2)** summary of the provided text.

**Final exam** will be organized as an in-class 1000-word essay on one of the topics related to class discussions throughout the year.

**Part 3: Topic Outline/Schedule****Schedule:****Semester I**

- Overview of the course and Diagnostic Writing Test
- Academic Convention and Target Audience
- Critical Thinking and Analyzing Sources
- Academic Language, Style and Syntax
- Writing process: pre-writing, drafting, revising, proofreading
- Paragraph Structure
- Writing a Summary
  
- Mid-term exam

**Semester II**

- Essay types
- Essay structure
- Text Organization
- Arguments and Argumentation
- Research before Writing
- Referencing Standards and Avoiding Plagiarism
- Self-Editing Strategies
- Final Exam

## Class Schedule\*

<b>Semester I</b>		
1	<p><b>Introduction class</b></p> <p><b>Discussion of the syllabus:</b></p> <ul style="list-style-type: none"> <li>• Course objectives</li> <li>• Key dates and assignments</li> <li>• Course materials and textbooks</li> <li>• Course attendance and participation policy</li> <li>• Grading policy</li> </ul> <p><b>Diagnostic test:</b> Response to a statement (300 words)</p>	
2	<p><b>Academic Convention and Target Audience</b></p> <p>Presentation by the lecturer covers the following aspects:</p> <ul style="list-style-type: none"> <li>• Differences between <u>writing and speaking</u>: grammar, vocabulary, syntax.</li> <li>• Differences between <u>academic writing and other forms of writing</u>.</li> <li>• The audience of an academic text: 1) general characteristics; 2) subtypes of audiences; 3) the differences among academic texts dictated by audience specificity</li> </ul>	<ul style="list-style-type: none"> <li>- The presentation provides a number of examples that will be discussed with the students</li> <li>- Style identification exercise</li> <li>- Exercises on identifying stylistic characteristics and differences of text excerpts</li> <li>- Style transformation exercises</li> <li>- Adapting an academic text for 3 types of audiences (general public, students of the discipline, academic journal)</li> </ul>
3	<p><b>Analyzing Sources</b></p> <p>Presentation by the lecturer covers the following aspects:</p> <ul style="list-style-type: none"> <li>• How to choose source material.</li> <li>• Using the Internet for research: advantages and pitfalls.</li> <li>• Critical evaluation of sources. Fact-checking.</li> </ul>	<ul style="list-style-type: none"> <li>- The presentation provides a number of examples that will be discussed with the students</li> <li>- Exercise on analysing in groups a particular source according to discussed criteria; each groups comes up with a 5 minute presentation of their results</li> </ul>
4	<p><b>Critical Thinking</b></p> <p>Presentation by the lecturer covers the following aspects:</p> <ul style="list-style-type: none"> <li>• Using the SQ3R Reading Strategy: <i>Survey, Question, Read, Recite, Review</i></li> </ul>	<ul style="list-style-type: none"> <li>- The presentation provides a number of examples that will be discussed with the students</li> <li>- Active reading exercise: mapping, outlining and evaluating a text suggested</li> </ul>



	<ul style="list-style-type: none"> <li>• Reading actively: <i>Map the text, Outline the text, Evaluate the text</i></li> <li>• Summarizing a text and responding to it</li> <li>• Critical Thinking Through Viewing: Interpreting and evaluating an Image.</li> <li>• Critical Thinking Through Writing: Practicing Modes of Thinking in Your Writing</li> </ul>	<p>by the instructor</p> <ul style="list-style-type: none"> <li>- In groups interpreting and evaluating an advertising images suggested by the instructor</li> </ul>
5	<p><b>Academic Language, Style and Syntax I</b></p> <p>Presentation by the lecturer covers the following aspects:</p> <p>Developing a Style</p> <ul style="list-style-type: none"> <li>- Clear</li> <li>- Concise</li> <li>- Engaging</li> <li>- Emphatic</li> <li>- Use of Cautious or Tentative Language.</li> </ul>	<ul style="list-style-type: none"> <li>- The presentation provides a number of examples that will be discussed with the students</li> <li>- Editing exercises: in groups students will be offered text excerpts which they will need to edit in order to make them clear/concise/more engaging and emphatic/ use less direct language</li> </ul>
6	<p><b>Academic Language, Style and Syntax II</b></p> <p>Presentation by the lecturer covers the following aspects:</p> <ul style="list-style-type: none"> <li>- Word choice:             <ul style="list-style-type: none"> <li>• Word Logic</li> <li>• Selecting the Correct Words</li> <li>• Selecting the Best Words</li> </ul> </li> <li>- Major Errors in Grammar:             <ul style="list-style-type: none"> <li>• Verbs</li> <li>• Nouns</li> <li>• Adverbs</li> <li>• Sentence structures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- The presentation provides a number of examples that will be discussed with the students</li> <li>- The instructor will provide editing exercises that cover the aspects of vocabulary and grammar discussed in the presentation</li> </ul>
7	<p><b>Academic Language, Style and Syntax III</b></p> <p>Presentation by the lecturer covers the following aspects:</p> <ul style="list-style-type: none"> <li>- Period.</li> <li>- Question Mark</li> <li>- Exclamation Point</li> <li>- Comma</li> <li>- Semicolon</li> <li>- Colon</li> <li>- Apostrophe</li> <li>- Quotation Marks</li> <li>- Parentheses</li> </ul>	<p>The instructor will provide exercises that cover the discussed aspects of punctuation</p>

	<ul style="list-style-type: none"> <li>- Brackets</li> <li>- The Dash</li> <li>- The Hyphen</li> <li>- Italics and Underlining</li> <li>- Ellipsis Points</li> <li>- The Slash</li> <li>- Capitalization</li> <li>- Abbreviations</li> <li>- Numbers</li> <li>- Spelling</li> </ul>	
8	<p><b>Paragraph Structure</b> Presentation by the lecturer covers the following aspects:</p> <ul style="list-style-type: none"> <li>- The Topic Sentence</li> <li>- Focusing Your Topic Sentence</li> <li>- Placing Your Topic Sentence</li> <li>- Paragraph Development</li> <li>- Paragraph Length</li> <li>- Paragraph Coherence</li> <li>- The concluding Sentence</li> <li>- Types of Paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>- The presentation provides a number of examples that will be discussed with the students</li> <li>- The students will be provided with exercises on:             <ul style="list-style-type: none"> <li>• Focusing the topic sentence</li> <li>• Analysing the structure of paragraphs</li> <li>• Improving paragraph structure</li> <li>• Improving the cohesion in a paragraph</li> </ul> </li> </ul>
9	<p><b>Writing process: pre-writing, drafting, revising, proofreading I</b> <b>PRE-WRITING</b> Presentation by the lecturer covers the following aspects:</p> <ul style="list-style-type: none"> <li>- Steps in the writing process             <ul style="list-style-type: none"> <li>• Rhetorical situation (role of writer, subject, purpose, audience, medium, context)</li> <li>• Understanding the assignment</li> <li>• Choosing the purpose of your essay</li> <li>• Selecting the subject (limit the subject area, search for topics)</li> <li>• Collecting information (asking questions, identifying and tracking sources)</li> <li>• Pump-writing techniques (Listing, Freewriting, Looping, Clustering, Interviewing, Cross-examination, sketching)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- The presentation provides a number of examples that will be discussed with the students</li> <li>- Students will be offered a freewriting/looping/cross-examining exercise</li> </ul>

10	<p><b>Writing process: pre-writing, drafting, revising, proofreading II</b>  <b>THESIS STATEMENT &amp; OUTLINE</b>                  Presentation by the lecturer covers the following aspects:</p> <ul style="list-style-type: none"> <li>- How to understand your title</li> <li>- Thesis statement (developing, narrowing, polishing, common errors))</li> <li>- Brainstorming ideas to make an outline</li> </ul>	<ul style="list-style-type: none"> <li>- The presentation provides a number of examples that will be discussed with the students</li> <li>- Exercise on improving thesis statements</li> <li>- In groups students will brainstorm ideas for an essay topic and develop an outline which they need to present to the class ( 5 minutes)</li> </ul>
11	<p><b>Writing process: pre-writing, drafting, revising, proofreading III</b>  <b>DRAFTING &amp; PROOFREADING</b>                  Presentation by the lecturer covers the following aspects:</p> <ul style="list-style-type: none"> <li>- Writing a good lead-in (common errors)</li> <li>- Planning the body of the essay ( unity, cohesion and coherence, length)</li> <li>- Writing a good conclusion (common errors)</li> <li>- Writing a good title</li> </ul>	<ul style="list-style-type: none"> <li>- The presentation provides a number of examples that will be discussed with the students</li> <li>- Exercise: Select an example of a successful lead-in; in a group of classmates share your choices. Choose the most effective introduction. Report your decision to the class.</li> <li>- Exercise: finding typical weaknesses in essay conclusions</li> <li>- Exercise: improving unity and coherence of the main body of a sample essay</li> </ul>
12	<p><b>Writing a Summary</b>                  Presentation by the lecturer covers the following aspects:</p> <ul style="list-style-type: none"> <li>- The Reading-Writing Connection</li> <li>- Sample Annotated Essay</li> <li>- Reading Multimodal Texts Analytically</li> <li>- Sample Annotated Advertisement.</li> <li>- Writing a Summary.</li> </ul>	<ul style="list-style-type: none"> <li>- Exercise: 1) listen to audio excerpts of increasing length and write a summary of each excerpt; 2) summarize and article provided by the instructor; 3) in groups prepare a presentation for the class based on your article summary</li> </ul>
13	<p><b>Mid-term exam</b></p>	
<b>Semester II</b>		
1	<p><b>Essay types</b>                  Presentation by the lecturer covers the following aspects:</p> <ul style="list-style-type: none"> <li>- Forms of College Writing and 3 Curricular Divisions: Writing in the</li> </ul>	<ul style="list-style-type: none"> <li>- The presentation provides a number of examples that will be discussed with the students</li> </ul>

	<p>Humanities, the Social Sciences and the Natural Sciences.</p> <ul style="list-style-type: none"> <li>- Rhetorical Modes: Narration, Description, and Reflection.</li> <li>- Overview and characteristics of Definition, Classification, Process, Comparison and Contrast, Cause and Effect and Argumentative Essays.</li> </ul>	
2	<p><b>Essay structure (revision) and common errors</b></p> <p>Presentation by the lecturer covers the following aspects:</p> <ul style="list-style-type: none"> <li>- Planning the Body of Your Essay. Body Paragraphs. Composing the Paragraph Sequence. Transitions between Paragraphs. Avoiding common errors. <ul style="list-style-type: none"> <li>- Beginnings and Endings. How to Write a Good Lead-In. Avoiding Errors in Lead-Ins. How to Write a Good Concluding Paragraph. Avoiding Errors in Conclusions.</li> <li>- How to Write a Good Title.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- The presentation provides a number of examples that will be discussed with the students</li> <li>- Exercise: evaluate essay titles, are they effective?</li> <li>- Exercise: evaluate body paragraphs. Discuss your evaluation with the group and present the results to the class.</li> <li>- Exercise: development of a self-evaluation checklist</li> </ul>
3	<p><b>Text Organization</b></p> <p>Presentation by the lecturer covers the following aspects:</p> <ul style="list-style-type: none"> <li>- Overall coherence and cohesion.</li> <li>- Development by Example. Why and How to Use Examples In Your Writing. Developing Your Essay. Problems to Avoid.</li> <li>- Description. How to Write Effective Description. Problems to Avoid.</li> <li>- Comparison and Contrast. Developing Your Essay. Which Pattern Should You Use? Problems to Avoid.</li> <li>- Definition. Why Do We Define? Developing Your Essay. Problems to Avoid.</li> <li>- Division and Classification. Division. Classification. Developing Your Essay. Problems to Avoid.</li> </ul> <p>Causal Analysis. Developing Your Essay. Problems to Avoid.</p> <p>Essay Functional Language.</p>	<ul style="list-style-type: none"> <li>- The presentation provides a number of examples that will be discussed with the students</li> </ul> <p>Exercise: brainstorming ideas for a comparison and contrast essay (whole class)</p> <p>Exercise: in groups prepare a plan for one of the types of discussed essays, present the plan to the class.</p>

<p>4</p>	<p><b>Arguments and Argumentation</b>                  Presentation by the lecturer covers the following aspects:</p> <ul style="list-style-type: none"> <li>- Strategies for Argumentation and Persuasion. Understanding Arguments.</li> <li>- Structuring Arguments.</li> <li>- Engaging the Opposition.</li> <li>- Arguing Through Appeals.</li> <li>- Making and Qualifying Claims. Reasoning With and Supporting Claims.</li> </ul>	<p>- The presentation provides a number of examples that will be discussed with the students</p> <p>Exercise: identify arguments in the text samples                  Exercise: critique the arguments in student essay sample                  Exercise: in groups think of opposition arguments to the claims in essay samples</p>
<p>5</p>	<p><b>Arguments and Argumentation II</b>                  Presentation by the lecturer covers the following aspects:</p> <ul style="list-style-type: none"> <li>- Identifying and Avoiding Logical Fallacies.</li> <li>- Arguing for Positions, Actions, and Solutions.</li> <li>- Strategies for Constructing an Argument. Sample Argumentative Essays.</li> </ul>	<p>- The presentation provides a number of examples that will be discussed with the students</p> <p>Exercise: fallacy identification                  Exercise: analysis of sample arguments                  Exercise: brainstorming ideas for constructing an argument in groups</p>
<p>6</p>	<p><b>Research before Writing</b>                  Presentation by the lecturer covers the following aspects:</p> <ul style="list-style-type: none"> <li>- Getting Started: From Planning Research to Evaluating Sources.</li> <li>- Papers with Documented Research: Quick Guide.</li> <li>- The Research Process: A Flow Chart.</li> <li>- Getting Focused. Understanding Primary, Secondary, and Tertiary Sources. Developing a Research Plan. Exploring Information Sources and Sites. Conducting Effective Keyword Searches. Engaging and Evaluating Sources. Creating a Working Bibliography. Developing a Note-Taking System.</li> <li>- Summarizing, Paraphrasing, and Quoting Source Material. Avoiding Unintentional Plagiarism.</li> </ul>	<p>- The presentation provides a number of examples that will be discussed with the students</p> <p>Exercise: evaluating sample source material</p> <p>Exercise: in groups brainstorm ideas for a bibliography on a proposed topic (access to Internet is required)</p>

<p>7</p>	<p><b>Research before Writing</b>                  Presentation by the lecturer covers the following aspects:</p> <ul style="list-style-type: none"> <li>- Conducting Research: Primary, Library, Web.</li> <li>- Planning Primary Research. Conducting Surveys. Analyzing Texts, Documents, Records, and Artifacts. Conducting Interviews. Making Observations.</li> <li>- Becoming Familiar with the Library. Searching the Catalog. Using Books in Research. Using Reference Resources. Finding Articles Via Databases.</li> </ul>	<p>- The presentation provides a number of examples that will be discussed with the student</p>
<p>8</p>	<p><b>Referencing Standards and Avoiding Plagiarism</b>                  Presentation by the lecturer covers the following aspects:</p> <ul style="list-style-type: none"> <li>- Building Credibility: Avoiding Plagiarism. Developing Credibility Through Sources Use. Recognizing Plagiarism. Understanding Why Plagiarism Is Serious. Avoiding Plagiarism. Avoiding Other Source Abuses. Critical</li> <li>- MLA Style. MLA Documentation: Quick Guide. MLA Format Guidelines. Guidelines for In-Text Citations. Sample In-Text Citations. Quick Guide: MLA Works Cited. Sample Works-Cited Entries. Sample MLA Paper. "</li> <li>- APA Style. APA Documentation Guidelines. APA Format Guidelines. Guidelines for In-Text Citations. Quick Guide: APA References. Sample Reference Entries. Sample APA Paper.</li> </ul>	<p>- The presentation provides a number of examples that will be discussed with the student</p> <p>Exercise: evaluating quoted material in terms of plagiarism</p> <p>Exercise: in groups make a short reference list for the materials on the handout</p>
<p>9</p>	<p><b>Self-Editing Strategies</b>                  Presentation by the lecturer covers the following aspects:</p> <ul style="list-style-type: none"> <li>- The importance of proofreading.</li> <li>- Proofreading strategies that can improve the final draft.</li> <li>- Common language and grammar</li> </ul>	<p>- The presentation provides a number of examples that will be discussed with the student</p> <p>Exercise: proofread the proposed sample texts</p>

	mistakes. - Making final checks before submitting.	Exercise: write a rough essay draft (200 words), exchange your papers with a classmate and help each other to proofread the paper
	<b>Final Exam</b>	

\* - Course instructors reserve the right to add or omit sub-topics depending on the group level and needs.