

## Syllabus of the course “Academic Writing (English language)”

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3	4
Classroom interaction (hrs.)	72
Self-study (hrs.)	42
Year	2
Format of learning the discipline	Without an on-line course

### 1. COURSE DESCRIPTION

- a) Academic Writing (English language)
- b) Students are expected to possess the English language competence of at least B2 (Common European Framework of Reference). The following courses are the prerequisites for learning the discipline:
  - Foreign Language (English);
  - Independent English Language Exam (IELTS);
- c) Compulsory
- d) The course is meant to enhance the students’ English-language academic writing skills that are key to their success in any academic and professional environment. Firstly, the course enables the students to master the features and peculiarities of academic style of writing in English. Secondly, the course enables the students to practice generating texts that represent four modes of discourse – exposition and description (writing a film review and a CV), narration (writing an entry for a web forum) and argumentation (writing an essay). Finally, the course enables the student to extend their vocabulary and increase their range in order to enhance their general English language competence to the C1 level.

### 2. LEARNING OBJECTIVES

The main objectives of the course «Academic Writing (in a Foreign Language)» are to familiarize students with the main linguistic features of academic style in English; to study the most common genres of oral and written academic discourse; to form skills of generating written and oral academic texts based on their communicative purposes, structure, stylistic features and genre differences; to master the basic principles of communication in the academic environment.

The course will focus on the features of the following genres: an essay (different types), a review, a web forum entry (narrative) and a CV. The focus of the course will be on written forms of communication, whereby the purpose is to form students’ skills of writing English-language academic texts, which are significantly different from the relevant Russian texts.

### 3. LEARNING OUTCOMES

As a result of mastering the discipline a student must:

- **Know:** aims and objectives of academic communication, peculiarities of academic style in both oral and written forms in English, principles of structuring academic texts;
- **Be able to:** apply this knowledge when creating academic research texts in written and oral formats, to detect and correct stylistic errors, inaccuracies and violations in academic text in English; create written texts of the relevant genres taking into account the requirements applied to such works in international exams (IELTS, CAE).
- **Master:** the basic techniques of generating academic texts, namely the preparation of a written plan, selection of sources and linguistic means suitable for the academic style of speech

### 4. COURSE PLAN

**Topic 1.** The notion of discourse. Main modes of discourse: exposition, description, narration, argumentation. Features of academic discourse: style and genre of academic texts. Academic style: specific linguistic means. Syntactic and lexical peculiarities of academic style.

**Topic 2.** The genres of written speech in English (1). Writing a review: communicative purpose, structure and layout, common grammar and vocabulary. Features of description and argumentation in a review. Film review. Book review.

**Topic 3.** The genres of written speech in English (2). Writing a CV: communicative purpose, structure and layout, common grammar and vocabulary. Difference between a chronological and functional CV: communicative purpose, structure and layout. Features of argumentation in a CV. Difference between a CV and a resume.

**Topic 4.** The genres of written speech in English (3). Writing a web forum entry: communicative purpose, structure and layout, common grammar and vocabulary. Features of narration in a web forum entry. Use of narrative tenses.

**Topic 5.** The genres of written speech in English (4).

### 5. READING LIST

#### a. Required Readings:

1. Brook-Hart, G. Complete Advanced: Student's Book with answers: for revised exam from 2015 / G.Brook-Hart, S.Haines. - 2 ed.; 9th printing. - Italy: CAMBRIDGE University Press, 2015. - 253 p. + with CD-ROM. - (Cambridge English).
2. Hewings, M. Cambridge Academic English: An integrated skills course for EAP: Advanced: Student's Book / M.Hewings, C.Thaine; Course consultant M. McCarthy. - Edinburgh: CAMBRIDGE University Press, 2013. - 176 p.
3. Hewings, M. Grammar for CAE and Proficiency with answers: self-study grammar reference and practice / M. Hewings. - Cambridge: CAMBRIDGE University Press, 2009. - 296 p. + with 2 audio CDs. - (Cambridge English).

**b. Optional Readings:**

4. Brook-Hart, G. Complete Advanced: Student's Book with answers: for revised exam from 2015 / G.Brook-Hart, S.Haines. - Italy: CAMBRIDGE University Press, 2014. - 253 p. + with CD-ROM. - (Cambridge English).
5. Hewings, M. Grammar for CAE and Proficiency with answers: self-study grammar reference and practice / M. Hewings. - Cambridge: CAMBRIDGE University Press, 2005. - 296 p. + with 2 audio CDs. - (Cambridge English).
6. Эко, У. Как написать дипломную работу. Гуманитарные науки: учебно-методическое пособие / У.Эко; пер. с итал. Е.Костюкович. - М.: Университет, 2003. - 240 с.

## 6. GRADING SYSTEM

The teacher evaluates the students' work in seminars and their activity of students in discussions:  $O_{participation}$ . Students prepare and submit 3 home assignments:  $O_{current}$ .

The accumulated grade for ongoing assessment takes into account the results of the ongoing work of the student as follows:

$$O_{accumulated} = 0,75 \cdot O_{current} + 0,25 \cdot O_{participation}$$
$$O_{current} = 3 \cdot O_{home assignments}$$

The method of rounding cumulative assessment current control: arithmetic.

The resulting grade for interim control in the form of the exam is set by the following formula, where  $O_{exam}$  – the assessment of work at the exam:

$$O_{final} = 0,4 \cdot O_{exam} + 0,6 \cdot O_{accumulated}.$$

Criteria for assessing home assignments are as follows:

Student receives the highest grade (10 point) if their home assignments fulfill the communicative purpose and are well-written and well-structured demonstrating good academic writing skills in English;

Student receives 8-9 points if their home assignments are well thought-over, well-argued and well-written despite certain structural and stylistic inconsistencies;

Student receives 6-7 points if their home assignments demonstrate gaps in argumentation and reasoning together with certain structural and stylistic inconsistencies;

Student receives 5 points if their home assignments only partially fulfill their communicative purpose and if the student demonstrates insufficient academic writing skills in English;

Student receives 4 points if their home assignments do not fulfill their communicative purposes and if there are significant gaps in their academic writing skills in English;

Student receives 3 points if the home assignments display only certain positive features;

Student receives 2 points in case of a complete lack of academic writing skills in English;

Student receives 1 or 0 points in case of a lack of preparation and knowledge together with manifest illiteracy and an unethical attitude to the discipline in general.

Criteria for assessing the final essay are as follows:

Student receives the highest grade (10 points) if the essay is well-argued and addresses the topic well, if the essay is structured according to the essay type (describe, discuss and defend) and if the essays demonstrates good academic writing skills;

Student receives 8-9 points if the essay is well-written and well-argued and addresses the topic well despite certain structural and stylistic inconsistencies;

Student receives 6-7 points if the essay demonstrates gaps and inconsistencies from the point of view of argumentation together with certain structural and stylistic inconsistencies;

Student receives 5 points if the essay is poorly written and poorly argued and only partially corresponds to the structure of the relevant essay type;

Student receives 4 points if the essay demonstrates significant gaps from the point of view of argumentation and academic writing skills;

Student receives 3 points if the essay displays only certain positive features;

Student receives 2 points in case of a complete lack of essay writing skills;

Student receives 1 or 0 points in case of a lack of preparation and knowledge together with manifest illiteracy and an unethical attitude to the discipline in general.

## **7. GUIDELINES FOR KNOWLEDGE ASSESSMENT**

### **Means of on-going assessment:**

*Examples of home assignments:*

1. You want to do an internship at a foreign company. Write your curriculum vitae (CV) in English.
2. Write a review of the film “Dead Poets’ Society”
3. Write a web forum entry describing the most exciting experience of your life.

### **Means of interim assessment:**

*Examples of topics for a ‘describe’ - type essay:*

1. Describe the methods that universities use to help students find suitable jobs
2. Compare and contrast the position and powers of the UK Prime Minister and the US President
3. Describe the ways in which a degree in philology can be the beginning of a successful career

*Examples of topics for a ‘discuss’ - type essay:*

1. How can employers ensure that their employees are happy and motivated?
2. Discuss the importance of biodiversity to humans
3. What is an education in the humanities good for? Discuss

## 8. METHODS OF INSTRUCTION

- Drafting parts of the text (essay, film review etc.)
- Drafting a plan of an essay
- Doing grammar and vocabulary exercises
- Work in pairs, giving each other constructive feedback
- Conversational practice

## 9. SPECIAL EQUIPMENT AND SOFTWARE SUPPORT

№ п/п	Name	Conditions of Access
1.	Microsoft Windows 7 Professional RUS	<i>Internal university network (contract)</i>
2.	Microsoft Office Professional Plus 2010	<i>Из внутренней сети университета (договор)</i>

Classrooms for seminars and self-study are equipped with personal computers with Internet access and access to the educational information system of the Higher School of Economics.