

ACADEMIC WRITING (Foreign Language)

Course Syllabus

Title of the course	Academic Writing in English		
Title of the Academic Programme	Philology		
Type of the course	Mandatory		
Prerequisites	Students should have fluent English and experience in research and academic writing from their 1 st and 2 nd years of studies.		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	44	70	114
Course Overview	<p>In this course, students are introduced to styles, genres, and formatting conventions of academic writing in English. The course is tailored to meet students' individual research needs in that each student works on her own project, accumulating, consolidating, and revising original texts to contribute to academic conversations in related fields of language and literature studies. Lectures, seminars, independent research, and home assignments engage students and course instructor(s) in a network of face-to-face and online interactions, teamwork, reviewing, and feedback.</p>		
Intended Learning Outcomes (ILO)	<p>The course is aimed at equipping students with essential academic writing skills in English and creating a functional research community and corporate culture modeled on up-to-date communication practices of contemporary global academe.</p> <p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> - Understand the functioning of academic research, writing, editing, and international publishing - Maintain civilized and efficient forms of collegial communication - Present their past research in a CV/research portfolio - Read academic research articles and monographs critically and articulate their judgment of research content and quality - Summarize and paraphrase pieces of academic writing in their research field - Discuss the content, structure, and academic merits of other people's writing - Build up a research team and work on a co-authored writing project - Revise, review, and assess peers' work - Write an abstract for a future and completed project - Collect and select bibliographical references and format them in accordance with an international citation style - Consolidate their reading in their research area by writing an annotated bibliography and /or literature review - Plan and prepare a detailed outline of an academic essay - Work continuously on an academic research paper by focusing step-by-step on its essential parts 		

Teaching and Learning Methods	Lectures with visuals, seminars (group tutorials), groupwork, bibliography search and independent research, reference to academic writing handbooks, guided and/or independent writing and revision, peer review and peer assessment.				
Content and Structure of the Course					
№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	Entering the Field: Introductions and Proposals		4	4	12
2	Processing Bibliography		4	4	12
3	Fashioning the Essay		14	14	46
Total study hours		114	22	22	70
Indicative Assessment Methods and Strategy	<p>- 50% Coursework (home written assignments, in-class participation and attendance) – Students are expected to attend all lectures and seminars and fulfil weekly homework assignments. Activities include team building, team projects, individual short papers, as well as peer review and peer assessment exercises. For attendance, participation, and various task completion, student gain “(participation/contribution) points,” which determine their coursework mark.</p> <p>Example homework assignments:</p> <ul style="list-style-type: none"> - <i>MAKE your English RESEARCH PORTFOLIO. List all titles of your research papers (coursework essays and term papers from undergraduate years 1 and 2, conference papers, publications and any other relevant information). (1 point)</i> - <i>SELECT one bibliographical source that you find most relevant to your project. WRITE a critical ANNOTATION (200-400 words) of it, summarizing its content and showing how it is important for your current research. (1 point)</i> - <i>In reply to your Mid-Term Paper submission email, you will receive another student's paper for anonymous PEER REVIEW AND ASSESSMENT. MARK it using MS WORD editing tools. WRITE a brief OVERALL COMMENT at the end (1 paragraph, 2 sentences minimum). GRADE it (0-10). (1-3 points)</i> <p>Example in-class activities:</p> <ul style="list-style-type: none"> - <i>Work in teams of 3-4. Take it in turns to present your portfolio/CV to your teammates by explaining what the papers listed there are about. Ask and answer questions about each other's titles and papers and share experience. Then compare your layouts and share ideas about how to improve them. Mark down your teammates' advice. Report the gist of your discussion to class. (1-2 points)</i> - <i>In teams, exchange bibliographies and comment (peer-review). In each list, select one source that best fits the MLA citation style and write it out. Pick your team's eyes and brains to make it a perfect MLA style citation. Decide how this particular source is relevant to your research project and tell your teammates. Discuss how to use the source and where it could go in your</i> 				

essay. Elect a spokesperson for the team to report the form and substance of one reference per team (1-2 points).

- *As a group, exchange the printed "bad" versions of the opening paragraph from the main body of your research paper. Read your classmate's paragraph and determine what is wrong with it by marking things out. Rewrite your classmate's bad paragraph, improving it as much as you can. Collect the "good" version your classmate has written and pass on your own correct paragraph to the person who has your "bad" text. Compare the original correct versions with the repaired ones. Discuss the results of the activity in pairs; be ready to report to class (1-2 points).*

COURSEWORK RETAKE STRATEGIES

The student has the right to retake and/or recompensate for the failed or skipped coursework activities regardless of the reasons for failure of timely task completion.

1. Attendance policy

The student can miss 2 out of 22 classes with or without valid reasons, medical or otherwise. The maximum 20 points are allocated to the student's coursework contribution points for 20-22 attended classes. Missing more classes, the student can still send in the homework assignment for the class directly to the course instructor and/or teaching assistant, upon which the student is awarded points for class attendance on the corresponding day. The assignment must be sent no later than the class date directly following the skipped class date. Late submissions are duly noted and processed, but the student does not gain contribution points for those.

2. Homework and classwork contribution make-up

Homework assignments that are not only used for in-class discussion purposes, but required to be handed in and/or uploaded to a course online platform can be submitted and acknowledged with contribution points no later than the last week of its corresponding module. All tasks recommended for completion in the course of Module 2 "burn" on the last day of classes in module 2. Unless otherwise specified in the task, the assignments scheduled in Module 3 cannot be submitted after one week before the last class of the course, i.e. around one week before the module ends. In-class participation points can be made up for by the student's voluntary completion of an extra written task, which is discussed with and endorsed by the course instructor.

3. Consequences of failing the course and reexamination

If the student fails the course, all course assessment components, and not just the exam (term paper), can be re-attempted during the reexamination period. The student is allowed to submit multiple tasks from the Coursework load in order to increase the number of gained contribution and participation points and improve the Coursework mark, alongside the term paper resubmission. Mid-term paper can only be rewritten if it is graded as "Fail" (0-3). Plagiarized mid-term papers are not subject to resubmission. The retake of course assessment assignments is scheduled in accordance with the general terms of the reexamination session.

- **20% Midterm paper** – 4-5 pp. (Times New Roman, 12 pt., double-spaced). Either a literature review *or* an annotated bibliography.

Example mid-term paper assignment:

- *WRITE an Annotated Bibliography in your individual research subject area (MS Word, 500-1000 words, 5-10 sources, MLA citation style): have a TITLE (your term project on the whole or its particular aspect the bibliography characterizes), ORGANIZE your entries alphabetically, and keep your annotations IMPERSONAL.*
- **30% Exam: Term paper** – 8-10 pp. (Times New Roman, 12 pt., double-spaced).

The term paper is a revised and finalized version of the research essay towards which students work throughout the course. Its topic is individually selected by the student from her current research interests (most commonly, based on the main research project for Year 3) and endorsed by the course instructor.

Example titles (from Academic Year 2018/2019):

- The Literary-Critical Controversy of the 1920s (LEF and RAPP: Between "The Literature of Fact" and "Learning from The Classics")
- The Role of the Reader in Umberto Eco's *The Name of the Rose*
- The Functioning of Drug Addicts' Slang In Social Networks
- English Loanwords in Modern Russian Language

Readings / Indicative Learning Resources

Mandatory
 Bailey, Stephen. *Academic Writing: A Handbook for International Students*. Taylor and Francis, 2013. *ProQuest*.
 Strongman, Luke. *Academic Writing*. Cambridge, 2013. *ProQuest*.

Optional
 Berger, Arthur Asa. *The Academic Writer's Toolkit: A User's Manual*. Routledge, 2008. *ProQuest*.
 Casanave, Christine Pears, and Stephanie Vandrick. *Writing for Scholarly Publication: Behind the Scenes in Language Education*. Routledge, 2003. *ProQuest*.
 Murray, Rowena and Sarah Moore. *The Handbook of Academic Writing*. McGraw Hill, 2006. *ProQuest*.
 Pecorari, Diane. *Academic Writing and Plagiarism: A Linguistic Analysis*. Bloomsbury, 2008. *ProQuest*.

Indicative Self- Study Strategies	Type	+/-	Hours
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	20
	Assignments for seminars / tutorials / labs	+	30
	E-learning / distance learning (MOOC / LMS)	+	2
	Fieldwork	-	0
	Project work	-	0
	Other (please specify): Peer review and assessment	+	8
	Preparation for the exam (term paper)	+	10

Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for the course; weekly homework assignments, forums for online contribution. For team homework, other open-access platforms, such as Google Drive may be used.
Facilities, Equipment and Software	Classrooms must be equipped with computers, projectors, speaker systems, and screens for presentations. A web browser, MS Word, MS Powerpoint, and pdf-reading software must be installed. Computers must have access to the Internet.
Course Instructors	Ivan Delazari, Vadim Shkolnikov

Intended Learning Outcomes (ILO) Delivering

Programme ILO(s)	Course ILO(s)	Teaching and Learning Methods for delivering ILO(s)	Indicative Assessment Methods of Delivered ILO(s)
УК-5, ПК-8	Collects and selects bibliographical references and formats them in accordance with an international citation style; consolidates reading in the research area by writing an annotated bibliography and /or literature review	Homework assignments, mid-term paper preparation	Coursework assessment, mid-term paper
УК-7, ПК17	Builds up a research team and works on a co-authored writing project	In-class activities, homework assignments	Coursework assessment
УК-8, ПК-22	Maintains civilized and efficient forms of collegial communication	In-class activities	Coursework assessment
УК-9	Discusses the content, structure, and academic merits of other people's writing; revises, reviews, and assesses peers' work; reads academic research articles and monographs critically and articulate their judgment of research content and quality	In-class activities, homework assignments	Coursework assessment
ПК-2, ПК-9	Understands the functioning of academic research, writing, editing, and international publishing; presents past research in a CV/research portfolio	In-class activities, homework assignments, term paper preparation	Coursework assessment, term paper
ПК-6, ПК-7, ПК-12	Works continuously on an academic research paper by focusing step-by-step on its essential parts; plans and prepares a detailed outline of an academic essay	In-class activities, homework assignments, term paper preparation	Coursework assessment, term paper
ПК-14, ПК-15	Writes an abstract for a future and completed project; summarizes and paraphrases pieces of academic writing in the research field	Homework assignments	Coursework assessment

Course Content

№	Topics of Lectures & Tutorials	Total	Directed Study		Self-directed Study
			Lecture	Tutorial	
Course Chapter I. Entering the Field: Introductions and Proposals					
1-2	Academic Writer's Profile: Records and CVs <i>After course introductions, students present and discuss their research writing experience in groups.</i>	10	2	2	6

3-4	Research Proposals: Titles and Abstracts <i>Students select a research subject, write a titled abstract for the proposed paper, and form teams according to research interests.</i>	10	2	2	6
Course Chapter II. Processing Bibliography					
5-6	Bibliography I: Lists, Summaries, Annotations <i>Students learn bibliography standards and citation styles, conduct a search and co-write a team annotation of one source of common interest.</i>	10	2	2	6
7-8	Bibliography II: Annotated Bibliography vs. Literature Review <i>After writing individual annotations for another source, students prepare the mid-term paper.</i>	12	2	2	8
Course Chapter III. Fashioning the Essay					
9-10	Generic Research Paper: Structure and the Order of Writing <i>Students learn about a standard essay structure, read and discuss research papers published by academic publishers.</i>	10	2	2	6
11-12	Introductions and Outlines <i>Students write an outline of their future term paper and draft and discuss its introduction.</i>	10	2	2	6
13-14	Main Body I: Sections, Paragraphs, Sentences <i>Students work on paragraph structure and polish their language and style in the first section of the term essay.</i>	10	2	2	6
15-16	Main Body II: Argumentative and Presentational Strategies <i>Students get to know and discuss strategies for building an argument and write a second section of the term paper's body.</i>	10	2	2	6
17-18	Main Body III: Cohesion, Transitions, Citations, and Notes <i>Concentrating on cohesive devices, smooth transitions, and inserting extra information, students complete a draft of a third section of the essay body.</i>	10	2	2	6
19-20	Research Results and Conclusions <i>Students look at other people's conclusions and forge their own ones.</i>	10	2	2	6
21-22	Revisions and Abstracts: Finalizing and Proofreading <i>With the full draft of the paper in hand, students conduct peer review, (copy-)editing, and proofreading exercised before submitting the exam paper.</i>	12	2	2	8
Total study hours		114	22	22	70

Assessment Methods and Criteria

Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	Test				
	Essay				
	Report/Presentation				
	Project				
	In-class Participation		*	*	
	Other (homework assignments)		*	*	
Interim Assessment (if required)	Assignment (e.g. written assignment): Mid-term paper		*		
Summative Assessment	Exam			*	

Assessment Criteria

Coursework

Grades		Assessment Criteria
Mark	Number of points ¹	Description of homework and in-class participation
Excellent 10	60 and above	The student attends most classes, participates in teamwork (small group discussions), and volunteers to speak to the class and present the outcomes of her work/teamwork. The student's visibility and intellectual contribution to seminars is high. All or most homework assignments are duly completed.
9	55-59	
8	46-55	
Good 7	41-45	The student attends most classes, participates in teamwork (small group discussions), and volunteers to speak to the whole class at least once in the course of the module. The student's visibility and intellectual contribution to seminars is considerable. Homework is substantial.
6	31-40	

¹ The number of points per mark is tentative. It is subject to minor corrective change in the last week of Module 3.

Satisfactory 5	25-30	The student attends classes and participates in teamwork (small group discussions) but does not volunteer to speak to the class and/or contribute to general discussions. The student's visibility and intellectual contribution to seminars is low. Homework is submitted sparsely.
4	20-24	
Fail 3	11-19	The student never/hardly ever attends classes and therefore is unable to contribute to discussions. The student's visibility and intellectual contribution to seminars is nil. No/hardly any homework assignments are completed.
2	5-10	
1	1-4	
0	0	The student does not show up in class and submits no homework.

Value of Coursework Activities (in maximum contribution points)

Attending one class = 1 point

Contributing to group discussion = 1 point

Acting as an individual/group presenter = 1 point

CV/portfolio = 1 point

Abstract = 1 point

Forming a team = 1 point

Co-writing a team summary of the common bibliographical source = 10 points

Reference list = 1 point

Annotation of a source = 10 points

Peer review of annotation by team member = 1 point

Double-blind peer assessment of mid-term paper = 3 points

Research outline = 1 point

Mid-Term Paper (Annotated bibliography/Literature Review)

Grades	Assessment Criteria
Excellent (8-10)	The paper is informative, and its content is substantial and relevant. It addresses the topic indicated in its title adequately and presents each bibliographical source sufficiently. The material is structured coherently, and the writer's ideas are clear to an academic reader who may not be an expert in the field. The paper size and number of covered sources accord to course requirements. The style agrees with academic writing conventions; minor language errors may rarely occur, which do not prevent the paper from communicating ideas successfully and producing an impression of competent academic writing. References are formatted in accordance with the citation style stipulated by the course requirements.
Good (6-7)	The paper is informative, and its content is mostly relevant. It addresses the topic adequately and outlines most bibliographical sources sufficiently. The material is structured, and the writer's ideas are mostly clear, with minor inconsistencies. The size of the paper and the number of covered items may deviate from the course requirements, but such deviation is not crucial. The style sometimes lapses out of academic writing conventions; language errors may occur, which generally do not prevent the reader from understanding what the writer means. References are formatted in accordance with the citation style stipulated by the course requirements, but there are mistakes.
Satisfactory (4-5)	The paper communicates its message poorly and addresses the topic marginally. There is either no title or no clear connection between the title and some annotated/reviewed sources. The material is badly structured, and the writer's ideas are rather obscure. The size of the paper is not up to the course instructions. Style does not always follow academic writing conventions; language errors sometimes prevent the reader from seeing the point.

	References are not formatted in accordance with the citation style stipulated by the course requirements.
Fail (1-3)	The paper fails to communicate information adequately. There is either no title or no clear indication of relevance of bibliographical selections and their content. The material is presented chaotically, and the writer's ideas are confusing. The size of the paper and the number of covered items are inadequate. The style is embarrassing; language errors are numerous. There are no references provided.
Fail (0)	The paper is plagiarized or not submitted.

Term Paper (Research Essay)

Grades	Assessment Criteria
Excellent (8-10)	The paper is informative, and its argument is substantial and relevant. It addresses the topic indicated in its title adequately and contains a strong analytical component. The material is structured coherently, and the writer's ideas are clear to an academic reader who may not be an expert in the field. The paper size accords to the course requirements. The style agrees with academic writing conventions; minor language errors may rarely occur, which do not prevent the paper from communicating ideas successfully and producing an impression of competent academic writing. References are formatted in accordance with the citation style stipulated by the course requirements.
Good (6-7)	The paper is informative, and its content is mostly relevant. It addresses the topic adequately and attempts original analysis. The material is structured, and the writer's ideas are mostly clear, with minor inconsistencies. The size of the paper may deviate from the course requirements, but such deviation is not crucial. The style sometimes violates academic writing conventions; language errors may occur, which generally do not prevent the reader from understanding what the writer means. References are formatted in accordance with the citation style stipulated by the course requirements, with some mistakes.
Satisfactory (4-5)	The paper communicates information poorly and addresses the topic marginally. There is either no title or no clear connection between the title and content. The material is badly structured, and the writer's ideas are obscure. The size of the paper and the number of covered items are not up to the course requirements. The style does not follow academic writing conventions; numerous language errors prevent the reader from seeing the point. References fail to be not formatted in accordance with the citation style stipulated in the course requirements
Fail (1-3)	The paper fails to communicate information adequately. There is either no title or no clear indication of its relevance to the content of the paper. The material is presented chaotically, and the writer's ideas are confusing. The size of the paper is ridiculous. The style is embarrassing; language errors are numerous. There are no references provided.
Fail (0)	The paper is plagiarized or not submitted. <u>Plagiarism in the term paper nullifies the course grade.</u>

Distribution of marks in grading mid-term and term papers:

- Max 6 marks for content, clarity, structure, coherence, and size +
- Max 2 marks for academic language and style, including general language accuracy +
- Max 2 marks for correct formatting (general layout, Works Cited, in-text citation /where applicable/)
- **Plagiarism:** the paper is marked ZERO.

Plagiarism is any amount of ideas and/or phrasings featured in the text submitted by the student with no reference to their source. If plagiarism occurs in the mid-term or a homework assignment, the paper is marked zero, which the final grade is calculated accordingly. If the term paper (exam) is plagiarized, the student gets a zero for the entire course, so that the coursework and mid-term paper grades are blocked. Double submission (handing in the same paper for two different courses) is equal to plagiarism, unless its terms and conditions are discussed with and endorsed by the course instructor well in advance. To retake the exam, the student must write a different term paper on a different subject, which needs to be approved by the course instructor in advance, during the reexamination period. If the new essay contains no plagiarism, it is marked according to the normal assessment scale, and the coursework and mid-term paper results are restored.

Recommendations for students about organization of self-study

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extending theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;
- Development of cognitive and soft skills: creativity and self-sufficiency;
- Enhancing critical thinking and personal development skills;
- Development of research skills;
- Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student's own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students' past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

- Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
- Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

Recommendations for essay

An essay is a written self-study on a topic offered by the teacher or by the student him/herself approved by teacher. The topic for essay includes development of skills for critical thinking and written argumentation of ideas. An essay should include clear statement of a research problem; include an analysis of the problem by using concepts and analytical tools within the subject that generalize the point of view of the author.

Essay structure:

1. *Introduction and formulation of a research question.*
2. *Body of the essay* and theoretical foundation of selected problem and argumentation of a research question.
3. *Conclusion* and argumentative summary about the research question and possibilities for further use or development.

Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

1. *for persons with vision disorders:* a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
2. *for persons with hearing disorders:* a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
3. *for persons with muscle-skeleton disorders:* a printed text; an electronic document; audios; individual assignments and advising.