Syllabus «Academic writing in English»

Lecturer	Maria Davidenko
Number of credits	2
Contact hours (hrs.)	54 academic hours
Self-study (hrs.)	18 academic hours
Year	4
Learning format	Without an online course

I.   AIMS, LEARNING OUTCOMES И PREREQUISITES

The aim of the course "Academic Writing in English" is three-fold: 1) to provide students with techniques that can help them organize and structure their ideas in a coherent way (e.g. to follow the rule of one main idea per paragraph; ensure paragraphs are logically linked); 2) to do practical exercises that help students work with texts in English (e.g. write short summaries of paragraphs or larger parts of texts using paraphrases for a literature review); 3) to teach students the vocabulary commonly used in academic writing and the basics of academic oral presentation.

At the end of the course students will
know:
- the main academic vocabulary used in research proposals for a bachelor thesis in English;
- the main academic vocabulary needed to give a presentation of own research project in English
- the techniques used to paraphrase original sources that allow to avoid plagiarism
- the techniques used to summarise ideas from multiple sources.

be able to:
- write concise paragraphs that contain one main idea each;
- logically link ideas within paragraphs and paragraphs within separate sections of a text;
- write a 2500-word Project Proposal in English that contains the following: an abstract (200~250); an introduction: a description of the main objective and goals of their proposed research + an explanation of the academic contribution their work makes to the existing literature on a given topic (500 words); a literature review (1300 words); research methods used (300 words); anticipated results (~250); conclusion (~150);
- present own Project Proposal to an audience, using Power Point slides;
- respond to questions after the presentation of own Project Proposal, using appropriate academic vocabulary.

possess:
- writing skills: skills necessary for writing a research proposal in English;
- presentation skills: skills necessary for presenting own Project Proposal in English.

II.   CONTENT OF THE COURSE

[Module 1]
Topic 1. Introduction to the course

Techniques for writing clearly; techniques for writing cohesive sentences; techniques for avoiding repetition in sentences; use of a combination of short and long sentences.

Topic 2. Constructing coherent paragraphs

Techniques for building an 'organic structure' in academic writing; structuring paragraphs; identifying topic sentences.

Topic 3. Paraphrasing and citing other people's ideas

Techniques for paraphrasing authors' ideas; using direct quotes from sources; techniques for referencing authors' work (in-text referencing using APA referencing style).

Topic 4. Making notes and writing a summary from one source

Techniques for making notes from multiple sources; techniques for turning one's notes into concise summaries of sources

Topic 5. Writing summaries from multiple sources

Techniques for making notes; techniques for writing summaries from more than one source; identifying similar and different points across sources; deciding on ways information from sources can be synthesised.

Topic 6. Organizing ideas in a Literature review (part 1).

Selecting excerpts from relevant existing literature; organizing ideas within a literature review; the two main types of literature reviews (chronological and thematic); examples of "synthesis matrix" to organize the sources in a literature review; elements to be included in the matrix.

Topic 7. Organizing ideas in a Literature review (part 2).

Vocabulary and techniques used to demonstrate own evaluation of arguments in sources; indicating to the reader own awareness of counter-arguments.

Topic 8. Providing/presenting evidence.

Techniques for presenting evidence; relevance of evidence; significance of evidence; function of evidence.

Topic 9. Individual consultations on Literature review.

[Module 2]

Topic 10. Discussion of and feedback on the submitted Literature reviews.

Topic 11. Writing the Introduction to a Project proposal

Providing context to own research; writing the Background part of the Introduction; justifying the relevance of the research question/problem.

Topic 12. Writing up the Introduction (cont.).

Writing the Problem statement part of the Introduction; specifying the questions the researcher aims to answer.

Topic 13. Writing up the section on Methods: structure and contents.

Specifying the methods to be used in own research; justifying the selection of these methods; specifying the sample; outlining potential problems with recruiting participants.

Topic 14. Writing up the Anticipated findings/Hypotheses section.

Ways to present anticipated findings/hypotheses; discussing own anticipated findings/hypotheses based on relevant theories/empirical research.

Topic 15. Individual consultations

Topic 16. Writing up the Conclusion.

Strategies for writing the Conclusion; outlining necessary elements: i) summary of main body; ii) limitations of research; iii) practical implications and proposals; iv) suggestions for further research.

Topic 17. Writing up the Abstract.

Techniques for producing a concise summary of own Project Proposal; identifying weaknesses in the argument or its structure.

Topic 18. Individual consultations.

[Module 3]

Topic 19. Preparing a presentation of own Project Proposal.

Examination requirements for a presentation; vocabulary used in an academic presentation; making notes for own presentation; practicing presentation in front of the class.

Topic 20. Preparing slides for a presentation.

Examination requirements for slides; ways of presenting visual aids on slides; vocabulary used to describe graphs and tables.

Topic 21. Rules of an academic discussion.

Techniques for responding to questions after own presentation; ways of responding to 'inconvenient' questions.

Topic 22. In-class presentation of a peer-reviewed journal article OR own Project Proposal

Practicing techniques for making notes, designing slides; practicing vocabulary used in academic presentations; practicing vocabulary to describe graphs and tables; practicing responses to questions.

Topic 23. In-class presentation of a peer-reviewed journal article OR own Project Proposal

Practicing techniques for making notes, designing slides; practicing vocabulary used in academic presentations; practicing vocabulary to describe graphs and tables; practicing responses to questions.

Topic 24. In-class presentation of a peer-reviewed journal article OR own Project Proposal

Practicing techniques for making notes, designing slides; practicing vocabulary used in academic presentations; practicing vocabulary to describe graphs and tables; practicing responses to questions.

Topic 25. Elements of academic writing

Ways of outlining links between cause and effect in academic writing; devices used to examine a problem and evaluate possible solutions (e.g. in the literature review or in the anticipated findings/ discussion of findings). Vocabulary for describing trends over time; use of linking words; academic style vs. informal style.

Topic 26. Individual consultations for writing up the Project proposal and giving presentations.

In the table below, **Homework tasks marked with [*]** are **the ones for which you get a grade**

Week#	Contents	Homework
1-1 **12.09.19**	Intro to the course. Writing clearly. Cohesion in sentences. Avoiding repetition. Using a combination of short and long sentences.	-
1-2 **19.09.19**	Building an organic structure. Constructing coherent paragraphs.	[*] Write an opening paragraph for your Lit review, using the ideas about 'coherent paragraphs' discussed in class. Length: 220-250 w. Submission: email to the Instructor prior to class in week **1-3**
1-3 **26.09.19**	Paraphrasing and citing other people's ideas.	[*]Choose any one paragraph from any article relevant to your research (ideally, something you can incorporate into your Lit review); paraphrase this paragraph as much as possible, using techniques studied in class. Length: 200-250 w. Due: prior to class in Week **1-4**
1-4 **03.10.19**	Making notes & Writing summaries from a source.	-
1-5 **04.10.19**	Writing summaries from multiple sources.	Write a summary of any 2 articles relevant for own research (ideally, this summary should be later incorporated into own Lit Review) [*] Length: 350-400 w. Due: prior to class in week **1-7**
1-6 **10.10.19**	Organizing ideas in a Lit review.	Begin writing own Lit review
1-7 **11.10.19**	Individual consultations on Lit reviews	Writing up own Lit review
1-8 **17.10.19**	Providing evidence.	Writing up own Lit review
1-9 **18.10.19**	Individual consultations on Lit reviews	Writing up own Lit review
Exam period 21.10-27.10		

Week#	Contents	Homework
2-1 31.10.19	Individual consultations on Lit review before submission	-
	Lit review is due: midnight, Friday 01.11.19 [to be confirmed] To be submitted via LMS. Grades and feedback will be returned by 7-8.11.19 via individual emails	
2-2 07.11.19	Writing up the Intro (Background part)	Begin writing own Intro
2-3 14.11.19	Writing up the Intro (Problem statement part)	[*]Write own Intro (Background+ Problem statement). Length: ~500 w. Due: before class in Week 2-4.
2-4 21.11.19	Writing up the Methods section	
2-5	Writing up the Anticipated findings section (Hypotheses/Assumptions)	[*]Write own Methods and Anticipated findings sections. Length: ~300 for Methods & ~100-200 w for Hypothesis. Due: before class in Week 2-6.
2-6	Individual consultations on Project Proposals	-
2-7	Writing up the Conclusion (cont.)	[*]Writing own Conclusion. Due: before class in week 2-8. Length: 200-300 w. Writing Project Proposals. Due: before class in Week 2-8.
2-8	Writing up the Abstract (cont.).	[*]Write own Abstract. Length: max 250 w. Due: before class in week 3-1.
2-9	Individual consultations on Project Proposals.	-
	Exam period	
	Winter break	
Week#	Contents	Homework
3-1	Structure of academic presentations. Commonly used vocabulary.	Writing up Project Proposals.
3-2	Preparing slides, handouts.	Writing up Project Proposals.
3-3	Responding to questions. Commonly used vocabulary.	Preparing a presentation w/slides.
3-4	**Individual presentations of own project proposal**	Writing up Project Proposals/Preparing a presentation w/slides.
3-5	**Individual presentations of own project proposal**	Writing up Project Proposals
3-6	**Individual presentations of own project proposal**	Writing up Project Proposals
3-7	**Individual presentations of own**	Writing up Project Proposals

	project proposal	
3-8	<mark>Individual consultations.</mark>	Writing Project Proposals
	Project Proposal is due: midnight, Friday 06.03.19 [to be confirmed]	
3-9	<mark>Individual consultations.</mark>	
	Exam period	

III.   ASSIGNMENTS

Type of assessment	Due	Description
Homework tasks	Modules 1-2	There are 7 (seven) homework tasks which are marked on a pass/fail basis. If you submit and get a pass for 6 tasks, you get the full mark for this assignment. Generally, the completed tasks will need to be submitted prior to the class via email (details will be announced).
Literature review	Start of Module 2 01.11.19 (to be confirmed)	Length: 1300 words. Resources to use: min 4-5 sources in English. [The marking scheme is provided at the end of this Syllabus]
Individual presentation (6-10 min)	Module 3 31.01.19, 07.02.19 and 14.02.19 (to be confirmed)	This is a practice for the oral defense of own Project Proposal. Ideally, it is based on the material you've developed in modules 1-2 for own PP (alternatively, you can choose to give presentation based an academic peer-reviewed journal article related to own project). Duration: 6-10 min + answer to one-two questions. [The marking scheme (in Russian) is provided at the end of this Syllabus; it is identical to the one will be used by the commission to assess the oral defense of Project Proposals]
Project proposal	Module 3 06.03.19 (to be confirmed)	Project proposal (with Literature review) should include the following sections: Abstract, Introduction (Background, Problem statement, Delimitations, Professional significance, Key terms), Lit review, Methods, Anticipated results (hypotheses/assumptions), Conclusion. Length: 2500 words. [The marking scheme is provided at the end of this Syllabus]

IV.   FINAL GRADE DETERMINATION

G final = 0.2*G homework + 0.3*G lit review + 0.1*in-class presentation + 0.4*G project proposal

IV.   MARKING SCHEMES FOR ASSIGNMENTS

1. Marking scheme for the Literature Review. The grade is given out of 10.

	8-10	6-7	4-5	0-3
Format and general structure	The text is divided into paragraphs in a logical manner: there are: intro, main body, conclusion; the content of **all** parts corresponds to their function. The text meets the word limit requirements.	The text is divided into paragraphs, **mainly** in a logical manner: there are: intro, main body, conclusion; the content of the parts **generally** corresponds to their function. The text meets the word limit requirements.	The text is divided into paragraphs but **not always** in a logical manner. Some paragraphs are also not properly linked to one another (thematically/logically). The text might be **slightly** beyond or above the word limit.	The text is **not** properly divided into paragraphs; or the division into paragraphs is **not logical**. Also, there might be **little or no** logical connection between paragraphs. The text is **too long** or **too short**.
Selection of sources	The Lit review is based on the analysis of the **required number** of sources of higher (5+) and some additional Russian sources (if applicable). **All** sources are **academic**.	The Lit review is based on the analysis of the **sufficient** number of sources in English (no fewer than 5) and some additional Russian sources. **Most** sources are **academic**.	The number of sources might meet the requirement (5 or more), but only **several** sources are in English (1-2). **Most** sources are **academic**.	The Lit review is based on the analysis of the **insufficient** number of sources in English (fewer than 4) and several sources in Russian. OR: the number of sources is sufficient but **most** or **all** of these sources are **non-academic**.
Demonstrated analytical skills	The ideas from the sources are selected according to a particular principle and are organised in a consistent manner **throughout** (e.g. a historical, thematic review). The review shows the student's ability to critically evaluate the content of sources and to explain their relevance to own research question/objective (i.e. the Lit review is not	The ideas from **most** sources are selected according to a particular principle, and are **generally** organised in a consistent manner (e.g. a historical, thematic review). The review shows the student's ability to critically evaluate the content of **most** sources and, in **most** cases, to	The ideas from **some** sources are selected according to a particular principle, but are **not always** organised in a consistent manner (e.g. a historical, thematic review). The review shows the student's ability to critically evaluate the content of **most** sources and, in **some** cases, to explain their relevance to own research question/objective. **At times**, the Lit review	The ideas from **few** sources are selected according to a particular principle, but are **rarely** organised in a consistent manner (e.g. a historical, thematic review). The review shows the student's ability to critically evaluate the content of **some** sources and, in **few** cases, to explain their relevance to own research question/objective. The

	simply a catalogue of short summaries of selected sources).	explain their relevance to own research question/objective (i.e. the Lit review is not a catalogue of short summaries of selected sources).	reads like a collection of summaries of selected sources.	Lit review **generally** reads like a collection of summaries of selected sources.
Referencing	**All** in-text references and **all** the sources in the References section are cited according to the requirements [see the requirements below*]. The References section contains **only** the sources cited in the text.	**Most** in-text references and **most** the sources in the References section are cited according to the requirements [see the requirements below*]. The References section contains **only** the sources cited in the text.	**Most** in-text references are cited according to the requirements but there are **significant inconsistencies** in the References sections, or vice-versa. The References section contains sources **not cited** in the text.	Most/all in-text references and most/all the sources in the References **do not** meet the citation requirements. The References section contains sources **not cited** in the text.
Use of relevant vocabulary	**Appropriate** use of academic vocabulary and professional (sociological) terminology; balanced use of long and short sentences typical of academic writing; **few or no** errors (in sentence structure or grammar) that imped comprehension.	**Mostly** appropriate use of academic vocabulary and professional (sociological) terminology; balanced use of long and short sentences, but **some** sentences are not properly structured; **some** grammatical errors, but neither grammar nor sentence structure errors imped comprehension.	There are **some significant** errors in the use of academic vocabulary and professional (sociological) terminology, but these errors might be restricted to only some parts of the text and do not significantly imped comprehension; balanced use of long and short sentences, but **many** sentences are not properly structured; **many** grammatical errors that **at times** imped comprehension.	There are many **significant** errors in the use of academic vocabulary and professional (sociological) terminology **throughout**; these errors significantly imped comprehension; an overuse of short or long sentences **most** of which are not properly structured; **many** grammatical errors that **significantly** imped comprehension

2. Marking scheme for the Project Proposal. The grade is given out of 10.

	8-10	6-7	4-5	0-3
Achievement of the communication goal (content, form, style)	The text **fully satisfies** the requirements for the Project Proposal. The following information is presented **clearly**: the relevance of the project; its aim and object of study; the process of data collection and analysis; results anticipated. Information is presented in accordance with an academic style.	The text **generally satisfies** the requirements for the Project Proposal. The following information is presented **generally in a clear manner**: the relevance of the project; its aim and object of study; the process of data collection and analysis; results anticipated. Information is **mainly** presented in accordance with an academic style.	The text **partially satisfies** the requirements for the Project Proposal. The following information **is not always** presented in a clear manner: the relevance of the project; its aim and object of study; the process of data collection and analysis; results anticipated. There are multiple stylistic errors.	The text **does not satisfy** the requirements for the Project Proposal. It is **unclear**: what the relevance of the project is; what its aim and object are; how data collection and analysis will be carried out; what its anticipated results are. Information **is not** presented in accordance with an academic style.
Text organization (logic and structure)	The structure of the text **fully satisfies** the requirements. The student uses the language means that make the text concise and logically organized. There is a clear link between parts "aim-methods-results". The text is logically divided into paragraphs.	The structure of the text **generally satisfies** the requirements. The student **mainly** uses the language means that make the text concise and logically organized. There is a clear link between parts "aim-methods-results", but with minor errors. The text is logically divided into paragraphs.	The structure of the text **partially satisfies** the requirements, with several deviations from the required plan. There are several weaknesses in the student's uses of language means that make the text concise and logically organized. There link between parts "aim-methods-results" **is not always clear**. The text **is not always** logically divided into paragraphs.	The structure of the text **does not satisfy** the requirements. The parts of the text **are not** logically connected and there are **multiple errors** in the use of means that allows a logical connection of ideas. The division of text into paragraphs **is not logical**.
Language use (vocabulary, grammar, spelling and punctuation)	The use of academic vocabulary **fully satisfies** the requirements and is in line with the aim of the study. There are no	The use of academic vocabulary **generally satisfies** the requirements; the students demonstrates a high lev-	The use of academic vocabulary **does not allow** the student to fully fulfill the set goal; there are **multiple errors** in the use of vocabulary, gram-	There are **multiple** vocabulary, grammar and punctuation errors that imped understanding. There are **many errors** in the use of professional vocabulary.

	spelling and punctuation errors. There are only minor typographical errors that do not undermine the logic of the text's presentation. Terms are used correctly.	el of the use of academic vocabulary. There **are only minor** spelling and punctuation errors. There **are only few** typographical errors that do not undermine the logic of the text's presentation. Professional terms are **generally** used correctly, but there might be **few** cases of the incorrect use of such terms.	mar, and professional terminology. Spelling and punctuation errors imped understanding.	
Text presentation	The presentation of the text **fully satisfies** the requirements.	The presentation of the text **mainly satisfies** the requirements.	There are **multiple** (max 3) deviations from the requirements in terms of text presentation of the Project Proposal in English.	There are **multiple** (more than 3) deviations from the requirements in terms of text presentation of the Project Proposal in English.

3. The marking scheme for the oral Presentation (in Russian). The grade is given out of 10.

- Время презентации: 6-10 минут.
- Содержание презентации должно соответствовать теме исследовательского проекта.
- Структура презентации:

- приветствие, краткое введение;
- актуальность выбранной темы, объект и предмет исследования, цели, задачи, гипотезы (или предположения), методология исследования;
- основная часть:
  - o теоретические предпосылки и методологическая база,
  - o практическая часть (или ее план);
- полученные или ожидаемые результаты и выводы.
  - Стиль презентации – научный.

Культура речевого поведения: используются нормы этикета, принятые в академической среде и допустимые в ходе презентации научной работы; эффективно применяется графическая наглядность (правильно составленные слайды, использование мультимедийного проектора).

Зачитывание презентации недопустимо. В случае чтения студент немедленно получает предупреждение, и при повторной попытке начать читать написанный текст презентации, экзаменуемый получает неудовлетворительную оценку.

Шкала оценивания концепции ВКР на английском языке

Защита концепции ВКР на английском языке оценивается на основе следующих критериев:

Критерий оценивания	Балл
Обоснованность исследовательского проекта, в соответствии с критериями оценивания ВКР	
Грамотность письменной английской речи в тексте концепции	
Владение профессиональным словарным запасом на английском языке, грамотность устной речи	
Свобода спонтанной английской речи во время дискуссии	

Общая оценка не обязательно является средней арифметической оценкой вышеназванных пунктов.

Общая оценка за концепцию ВКР на английском языке выводится на основе нижеследующих критериев и не является суммой всех предыдущих баллов:

Оценка по десятибалльной шкале	Содержание оценки
1- весьма неудовлетворительно 2- очень плохо 3- плохо	Не обоснована актуальность исследовательской проблемы. Предложена некорректная методология исследования. Присутствуют многочисленные грамматические, словарный запас бедный, проявлена неспособность к спонтанной речи.
4- удовлетворительно 5- весьма удовлетворительно	Слабо обоснована актуальность исследовательской проблемы. Предложена недостаточно корректная методология исследования. В заранее подготовленном тексте (речи) нередки грамматические ошибки. В спонтанной речи присутствуют ошибки; но несмотря на недочеты, смысл речи ясен.
6- Хорошо 7- очень хорошо	Хорошо обоснована актуальность исследовательской проблемы. Предложена корректная методология исследования. В заранее подготовленном тексте (речи) редки грамматические ошибки. Спонтанная речь ясна, но довольно медленна. Словарный запас достаточно богат.
8- почти отлично 9- отлично 10- блестяще	Исследовательский проект полностью соответствует критериям оценивания ВКР. Как в заранее подготовленной, так и в спонтанной речи какие бы то ни было ошибки отсутствуют или очень редки, спонтанная речь свободная, быстрая и естественная, богатый словарный запас.

V.   RESOURCES

V.1 Main readings

1. Bailey, S. (2003) *Academic Writing: A Handbook for International Students*. Routledge Falmer, London and New York. https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1811067&query=academic+writing
2. Murray, R., and Moore, S. (2006). *Handbook of Academic Writing: A Fresh Approach*, McGraw-Hill Education. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=316307
3. Strongman, L (2013). *Academic Writing*. Cambridge Scholars Publishing. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1753150
4. Sword, H (2012). *Stylish Academic Writing*. Harvard University Press. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=3301112
5. Ventola, E., Mauranen, A., and Benjamins, J. (Eds.) (1996). *Academic Writing: Intercultural and textual issues*. Publishing Company. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=680373

V.2 Additional readings

1. Cumming, A. (Ed.). (2006). *Goals for academic writing: esl students and their instructors*. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=622616
2. Hinkel, E. (2003). *Teaching academic esl writing: practical techniques in vocabulary and grammar*. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=425521
3. MacDonald, S. (1994). *Professional academic writing in the humanities and social sciences*. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1354549
4. Murray, N., & Hughes, G. (2008). *Writing up your university assignments and research projects*. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=345139
5. Tran, L. T. (2013). *International student adaptation to academic writing in higher education*. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1731963

V.3 Software

№	Name	Conditions of access
1.	Microsoft Windows 10	*From the University's internal network (contract)*
2.	Microsoft Office Professional Plus 2010	*From the University's internal network (contract)*

V.4 Professional data bases, information systems, online resources (online educational resources)

№	Name	Conditions of access
	Professional data bases, information systems	

1.	University's e-Library, database of online journals and books	URL: https://library.hse.ru/en/e-resources
	Online resources (online educational resources)	
1.	Online portal Open Education	URL: https://openedu.ru/

V.5 Technical resources available for teaching the course

Lecture halls and classrooms for the course contain equipment that allows the use of visual aids:

− Desktop with access to the Interne and University's online library resources; and necessary software: Microsoft Windows 10 and Microsoft Office Professional Plus 2010;

− Multimedia projector.