PhD General Pedagogy, Social Pedagogy, General Didactics and Disciplinary Didactics
34. cycle

Course title:	Coaching I: Academic Writing in English
Course year:	2018-19
Semester:	II
Course Code:	15113F
	Methodological courses and seminars 1st study year
Scientific sector:	Multidisciplinary
Lecturers:	Dr. Daniele Morselli; Dr. Lynn Mastellotto
Module:	Yes - number of modules: 7
Course Lecturers:	Dr. Daniele Morselli; Dr. Lynn Mastellotto
Module Credit Points:	
Total lecturing hours:	5 (Morselli) +10 (Mastellotto) = 15 hours
Total Hours of availability for students and tutoring:	
Office hours:	Dr. Mastellotto – Wednesdays 10.30-12.00 (or by appt.) Dr. Morselli – from Monday to Friday on request
Attendance:	according to the regulations
Teaching Language:	English
Propaedeutic course:	
Course description:	This mini-course in "Academic Writing in English" aims to familiarize PhD students with academic research conventions and academic discourse in English. Participants will learn how to use research databases and referencing software, prepare a literature review, cite sources using APA style, and avoid plagiarism. Additionally, they will learn how to formulate research questions and a thesis statement, how to present an argument, how to structure paragraphs for coherence and cohesion, and how to write an abstract in English for an academic audience.
Specific educational objectives:	By the end of the 15-hour course on "Academic Writing in English", students will be able to do the following: (1) Write a short literature review in English on the chosen research related topic; (2) Write an abstract in English on an assigned topic.
List of topics covered:	• Research databases • Referencing software • How to do a literature review • Quoting and paraphrasing using APA (6th edition) • Turnitin for academic integrity • Formulating research questions • Converting topics into thesis statements • Structuring a paragraph • Academic style in English • Writing an abstract
Teaching format:	Lecture, flipped classroom, workshop, seminar, discussion
Learning outcomes:	On completing the mini-course, students are expected to achieve the following outcomes:

	Knowledge and understanding - demonstrate knowledge of academic research and its conventions - demonstrate knowledge of academic discourse and its conventions - demonstrate knowledge of the features of academic writing - demonstrate knowledge of the features of literature review **Applying knowledge and understanding** – ability to identify the features of academic discourse in English and mobilize these in communication - ability to tailor communication through an awareness of audience, purpose and strategy - ability to plan an abstract and compose one **Making judgments** - ability to think critically about and evaluate the academic conventions in one's own field of study - ability to analyse written academic discourse and evaluate its linguistic and stylistic features in order to evaluate communicative effectiveness - ability to make informed choices about individual writing strategies - ability to select the most relevant papers and make and argument **Communication skills** - ability to discuss aspects of academic culture and academic discourse - ability to use appropriate register and style in English for specific academic audiences and communicative purposes - ability to structure an argument - ability to synthesize key points and discuss them - ability to use general lexis and discipline-specific lexis - ability to write a clear, well-structured text - ability to discuss one's own research with peers & instructor **Learning skills** - ability to draw on knowledge and feedback from the mini-course to improve English language awareness and competence for academic contexts - ability to draw on knowledge and feedback from the mini-course to improve individual academic writing strategies - ability to select and integrate reference materials into writing and to cite these correctly - ability to use databases and search engines for research - ability to use referencing software for academic writing - ability to quote from secondary sources and use paraphrase in text - ability to identify a gap in research - ability to use Turnitin for educational purposes
Assessment:	*Two formative assessments:* (1) **Essay.** Each student will write a short literature review (minimum 300 words) concerning his/her research topic with at least 15 citations (using a referencing software), with an argument, and with a similarity report of no more than 20%. (2) **Abstract.** Students will produce a short abstract (circa 300 words) on an assigned reading / topic during the final lesson.
Evaluation criteria and criteria for awarding marks:	(1) For the essay in Dr. Morselli's class: • Academic writing style • Use of relevant software (Citavi and Turnitin) • Number and relevance of citations • Convincing argument • Similarity report

	(2) For the abstract in Dr. Mastellotto's class*: • Content • Register and style • Clarity, coherence and concision • List of keywords *Please note that a detailed evaluation rubric for Assignment 2 will be distributed in class.*
Required readings & materials:	For Dr. Morselli: **Pre-readings** 1st meeting https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html https://aso-resources.une.edu.au/academic-writing-course/information-basics/paraphrasing-authors/ 2nd meeting https://writingcenter.unc.edu/tips-and-tools/literature-reviews/ https://www.youtube.com/watch?v=70n2-gAp7J0 For Dr. Mastellotto: • Brief readings distributed in class • Selected extracts from John Swales's books (see below) • PPT slides
Supplementary readings:	Macgilchrist, F. (2014). *Academic Writing*. (available on line on the UniBz library) Swales, John M. and C. Feak. (2009) *Abstracts and the Writing of Abstracts*. Ann Arbor, MI: Univ. of Michigan Press. ISBN: 978-0472033355 Swales, John M. and C. Feak (2004, 2nd ed.) *Academic Writing for Graduate Students: Essential Tasks and Skills*. Ann Arbor, MI: Univ. of Michigan Press. ISBN: 978-0472088560