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

Course title:	Academic Writing in English
Course year:	1
Semester:	II
Course Code:	15125
Scientific sector:	Multidisciplinary
Module:	Cycle of seminars 1st study year
Course Lecturers:	Martina Irsara, Cecilia Lazzeretti, Lynn Mastellotto
Module Credit Points:	5
Total lecturing hours:	16 hours
Total Hours of availability for students and tutoring:	
Office hours:	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 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. The course will focus on the use of authentic academic language and task-based learning. Genre and corpus approaches will be used to heighten learners' awareness of academic language in use, through such observation skills as validating, formulating and checking hypotheses about the rhetorical structures and language characterising academic genres. Corpus work will contribute to learning by 'noticing' or 'discovery', encouraging students to adopt an inductive approach in analysing academic language. Participants will then produce an abstract based on the conventions analysed and following the guidelines provided.
Specific educational objectives:	By the end of the 16-hour course on "Academic Writing in English" students will be able to do the following: (1) Identify and analyse the conventions for academic discourse with appropriate genre features (2) Use corpus tools to improve their own writing (3) Write an abstract in English demonstrating critical awareness of generic conventions and academic discourse style
List of topics covered:	• Academic writing and its conventions • Linguistic features of academic writing in English • Aspects of reading for academic writing • Exploiting basic corpus techniques to explore academic language • Compiling a corpus representative of academic language use • Developing arguments • Structure of abstracts • Use of English in academic writing for educational research

Teaching format:	Lecture, workshop, seminar, discussion, individual work
Learning outcomes:	On completing the mini-course, students are expected to achieve the following outcomes: **Knowledge and understanding** - demonstrate knowledge of academic discourse and its conventions - demonstrate knowledge of the structure and language of abstracts **Applying knowledge and understanding** – ability to identify the features of academic discourse in English and mobilise these in communication - ability to work out rules regarding the meaning and use of academic language items through corpus observation - ability to tailor communication through an awareness of audience, purpose and strategy - ability to analyse 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 **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 synthesise key points and discuss them - ability to use general lexis and discipline-specific lexis - ability to write a clear, well-structured text **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 identify a gap in research and present an argument - ability to use corpus tools at a basic level - ability to recognise generic patterns and reproduce them in writing
Assessment:	*One formative assessment:* (1) **Abstract** – students will produce a short abstract based on a CFP (circa 350 words) as a take-home assignment following guidelines provided.
Evaluation criteria and criteria for awarding marks:	For the abstract: • Task achievement • Content • Structure • Organisation • Language use *Please note that a detailed evaluation rubric for this assignment will be discussed in class and available on Teams/OLE.*
Required readings & materials:	Selected chapters from:

	Swales, John M. & Feak, C. (2009). *Abstracts and the Writing of Abstracts*. Ann Arbor, MI: University of Michigan Press. Swales, John M. & Feak, C. (2014). *Academic Writing for Graduate Students: Essential Tasks and Skills*. 3rd ed. Ann Arbor, MI: University of Michigan Press. *Please note:* • *Readings available on the Teams/OLE site for the course* • *PPT slides available on the Teams/OLE site for the course*
Supplementary readings:	Gilmore, A. (2009). Using online corpora to develop students' writing skills. *ELT journal*, *63*(4), 363-372. Graham, A. (2018). *English for academic purposes: A handbook for students.* St. Albans: Critical Publishing. Retrieved from: https://www.criticalpublishing.com/asset/211915/1/Graham_Web_Material.pdf Hyland, K. (2008). Genre and academic writing in the disciplines. *Language Teaching, 41*(4), 543-562. Karpenko-Seccombe, T. (2020). *Academic Writing with Corpora: A Resource Book for Data-driven Learning.* London and New York: Routledge. Swales, John M. & Feak, C. (2010). "From text to task: Putting research on abstracts to work". In M. Ruiz-Garrido, J.C. Palmer-Silveira & I. Fortanet-Gomez (Eds.), *English for Professional and Academic Purposes,* pp. 169-182. Amsterdam: Brill-Rodopi.