

Academic Writing Centre

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| Course title: | Introduction to Academic Writing (workshop) |
| Course year: | all |
| Semester: | 1st |
| Course code: | 19000 |
| Scientific sector: | L-LIN/12 |
| Lecturer: | Dr. Simona Floare Bora |
| Module: | / |
| Lecturer other module: | / |
| Credits: | 2 |
| Total teaching hours: | 20 |
| Office hours: | 6 |
| Attendance: | optional |
| Teaching language: | English |
| Propaedeutic course: | none |
| Course description: | This course offers an introduction to basic writing skills in English for academic contexts, with particular attention to textual clarity, cohesion, and accuracy. Formal aspects of written discourse will be analysed, and students will be guided to adopt appropriate conventions in their own writing through a series of practical tasks. Students will produce short written texts for different communicative purposes. |
| Specific educational objectives: | Students will develop their ability to produce clear, precise and well-structured short texts in English, with appropriate formality. They will develop competence in using English for a range of functions – describing, defining, summarising, comparing, arguing, persuading, etc. – and understand how these are realised linguistically for formal communication in academic contexts. |
| List of topics covered: | <p>Core topics will include:</p> <ul style="list-style-type: none"> • types of academic texts • audience, purpose, style - academic style and academic vocabulary • register: formal/informal language; personal/ impersonal style • sentence structure, simple versus complex sentences, punctuation • nouns and noun phrase structures • the article system • verb tense, aspect, time phrases • paragraph structure & cohesion • summarising and paraphrasing • writing process: from planning to proofreading |
| Teaching format: | Lecture, discussion, workshop |
| Learning outcomes: | <p>On completion of the course, students will:</p> <p>Knowledge and understanding</p> |

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| | <ul style="list-style-type: none"> • have an understanding of typical sentence and paragraph structure in English • understand the concept of register, particularly in relation to writing for academic purposes • understand how English vocabulary and grammar are used in formal contexts • understand different types of academic writing and their linguistic features <p>Applying knowledge and understanding</p> <ul style="list-style-type: none"> • be able to identify and reproduce typical linguistic features of formal writing in English • be able to identify and reproduce different types of academic writing • be able to use English effectively for a number of different communicative functions (e.g. comparison, exemplification, explanation) • be able to write a variety of short, formal texts in English with clarity, coherence and precision • be able to enact a writing process from planning to revising written work <p>Making judgements</p> <ul style="list-style-type: none"> • analyse written academic discourse and evaluate its linguistic and stylistic features • be able to select and use these features in a variety of formal written texts • be able to make informed decisions about appropriate lexis and grammar when producing academic texts • be able to produce well-structured sentences, paragraphs and texts appropriate to communicative purpose and audience <p>Communication skills</p> <ul style="list-style-type: none"> • be able to consider audience and purpose when producing formal texts in English • be able to summarise and paraphrase others' ideas through formal, written texts • be able to communicate their own ideas and opinions in a formal, written context • be able to use vocabulary and grammar accurately and effectively in writing <p>Learning skills</p> <ul style="list-style-type: none"> • be aware of the kinds of errors they typically make in writing and be able to correct them • know how to refer to other texts as sources of language for their own writing • acquire the skills necessary to autonomously produce written formal texts in English |
| Assessment: | <p>Formative: portfolio of tasks completed during the course</p> <p>Summative: final written examination (production of short texts based on writing prompts in timed conditions)</p> |
| Evaluation criteria and criteria for awarding marks: | <p>Formative: adequate completion of tasks carried out during the course. Evidence of critical reflection and skills progress across the portfolio will also be taken into account.</p> <p>Summative: an assessment rubric will be provided identifying specific criteria to evaluate students' writing competence, including task achievement; content/ideas; textual organisation & structure; formality of text; use of</p> |

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| | English; accuracy of grammar and lexis |
| Required readings: | <p>Materials will draw on a range of resources, including:</p> <ul style="list-style-type: none"> • Butler, L. (2017). <i>Longman Academic Writing Series 1: Sentences to Paragraphs</i>. • Hogue, A. & Bixby, J. (2017). <i>Longman Academic Writing Series 2: Paragraphs</i>. • Oshima, A. & Hogue, A. (2017) <i>Longman Academic Writing Series 3: Paragraphs to Essays</i>. • McCarthy, M. & O'Dell, F. (2017) <i>English Vocabulary in Use</i>, Cambridge: Cambridge University Press • <i>Oxford EAP. English for Academic Purposes: Upper-Intermediate B2</i> (2012) |
| Supplementary readings: | <ul style="list-style-type: none"> • Clark, S. & Pointon, G. (2016). <i>The Routledge Student Guide to English Usage: A guide to academic writing for students</i>. • Bailey, S. (2017). <i>Academic Writing: A Handbook for International Students</i>. Routledge. • Hamp-Lyons, L. (2006). <i>Study Writing: A Course in Writing English for Academic Purposes</i>. • Folse, K., Gordon, D & Smith-Palinkas, B. (2017). <i>Grammar for great writing</i>, USA: National Geographic learning. |