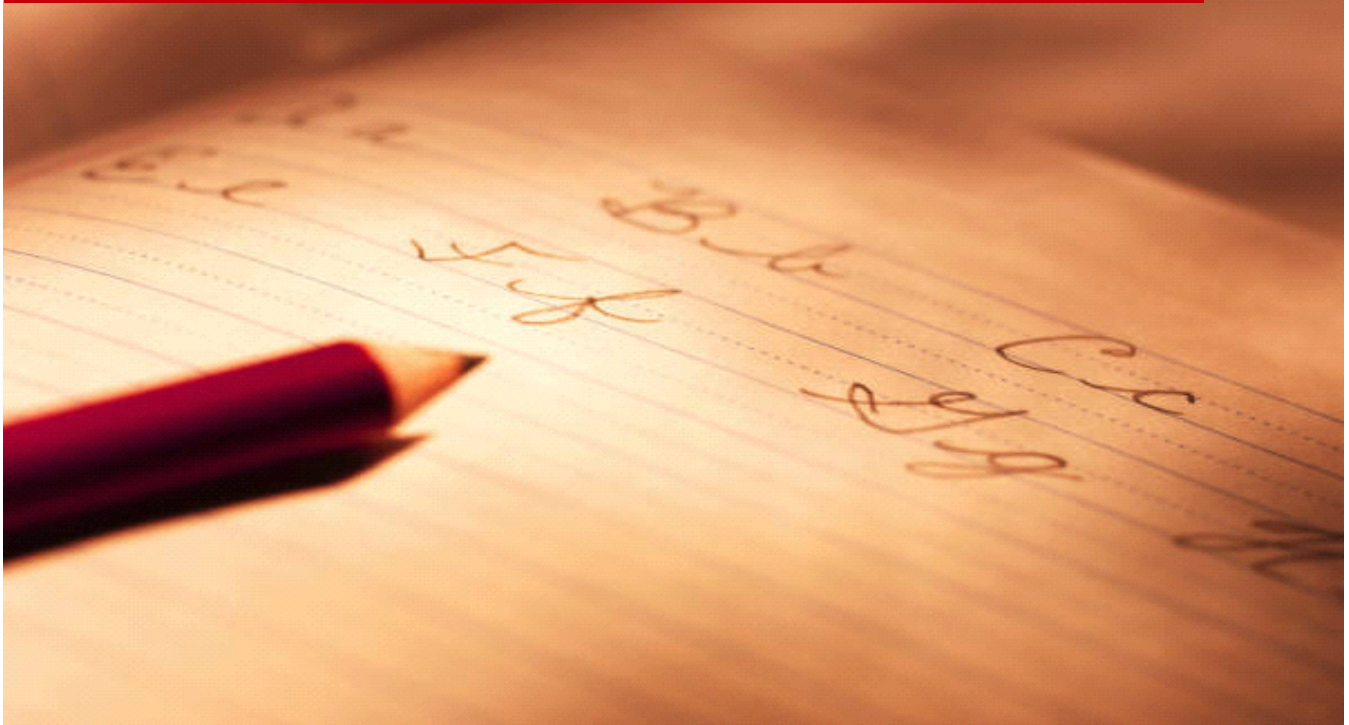


Academic Writing (AW)



# Class Handbook

Introduction, Syllabus, & Assignments

**Presented by**  
Christopher Douloff  
International Graduate School of English  
christopher@igse.ac.kr



## COURSE INTRODUCTION

This course is an introduction to the principles and patterns of academic discourse. Academic Writing (AW) takes a process genre-based approach to writing, so you will learn how to compose short but complex texts for different audiences and purposes and within different genres. Over the semester you will learn how to draft, revise, and edit your writing and evaluate the writing of others.

AW is made up of four modules, and we will spend three weeks (two 2-hour classes per week) each module examining the organization and language features of a particular genre (e.g., academic essay). In each module you will learn what makes the text effective before creating your own. You will analyze models (both purpose-made and authentic), learn specific writing skills and editing techniques, and practice using a range of language forms related to the genre. Pre-class homework should be anticipated, and group work will be the norm during class.

AW has been specially designed for **intermediate** (B1–B2) English language learners and to better prepare **EFL teachers** and **materials developers** to meet these three professional writing demands:

1. adapting coursebook reading passages for more effective classroom use.
2. creating reading passages from scratch (e.g., for use in self-designed materials).
3. evaluating and editing reading passages and providing feedback to authors (e.g., in the role of “editor” or “project manager” in a publishing company).

## COURSE AIM(S)

AW has been designed to help students

- recognize and discuss the qualities of well-written journalistic-style and academic prose.
- draft, revise, and edit in a style appropriate for different audiences and writing contexts.
- use grammar and vocabulary effectively as resources for constructing meaning.
- incorporate the words and ideas of others without plagiarizing.

## SUPPLEMENTARY TEXTBOOK(S)

Dell, F., & McCarthy, M. (2008). *English collocations in use*. Cambridge. [reference only, PDF available]

Dell, F., & McCarthy, M. (2016). *Academic vocabulary in use*. Cambridge. [reference only, PDF available]

## EDTECH RESOURCES

1. Laptop/tablet (for in-class word processing and viewing e-documents)
2. Moodle class website: <http://class.igse.ac.kr> (enrolment key: **AW**)
3. [Flipboard](#), [Padlet](#), [Quill](#)

# Syllabus

|   |   |   |  |  |   |  |
|---|---|---|--|--|---|--|
| Week<br>1                                 | Course Introduction; The Writing Process  |   |  |  |   |  |
| <b>Module 1: Process Analysis Writing</b> |   |   |  |  |   |  |
|   | GET READY TO WRITE  |   |  |  | WRITE   | REVISE & EDIT  |
| 2-4                                       | <b>Target Words</b>   | <b>Model Text(s)</b>  | <b>Rhetorical Focus &amp; Writing Skills</b>   | <b>Vocabulary &amp; Grammar</b>  | <b>Individual/Group</b>   | <b>Editing</b>   |
|   | chunk, circulate, displacement, economically, expertise, facilitate, impact, justifiably, multiply, necessary, only, prepare, professional, un- | <p>“How to Make Hawaiian Poke”</p> <p>“Three Tips for Better Public Speaking”</p> <p>“How Sinkholes Form”</p> | <ul style="list-style-type: none"> <li>Organizing procedures and explanations</li> <li>Presenting information</li> <li>Informal introductions</li> <li>Thesis statements</li> <li>Conclusions</li> </ul> | <ul style="list-style-type: none"> <li>Adverbial clauses of purpose</li> <li>Real conditionals</li> <li>Passive voice</li> </ul> | <p>Mini Essay: Newspaper-style article</p> <p>Mini Essay: IELTS-style explanation of a process (“Part 1”)</p> | <ul style="list-style-type: none"> <li>Punctuation of lists</li> </ul> |

|   |   |  |  |   |   |   |
|---|---|--|--|---|---|---|
| <b>Module 2: Cause-and-Effect Writing</b> |   |  |  |   |   |   |
|   | GET READY TO WRITE  |  |  |   | WRITE   | REVISE & EDIT   |
| 5-7                                       | <b>Target Words</b>   | <b>Model Text(s)</b>   | <b>Rhetorical Focus &amp; Writing Skills</b>   | <b>Vocabulary &amp; Grammar</b>   | <b>Individual/Group</b>                       | <b>Editing</b>  |
|   | affect, awareness, commitment, conform to, differ from, effect, lead to, maintain, over-, refer to, relate to, resourceful, result in, susceptible, thereby | <p>“Why People Abandon Animals”</p> <p>“What Caused the Subprime Mortgage Crisis?”</p> | <ul style="list-style-type: none"> <li>Organizing causal analyses: Block style and causal chains</li> <li>Thesis statements</li> </ul> | <ul style="list-style-type: none"> <li>Connectors for showing cause and effect</li> <li>Verb + <i>-ing</i> forms</li> </ul> | <p>Challenge Essay: TOEFL reading passage</p> | <ul style="list-style-type: none"> <li>Cause-and-effect collocations</li> </ul> |

| <b>Module 3: Comparison-Contrast Writing</b> |   |   |   |  |  |   |
|--|---|---|---|--|--|---|
|  | GET READY TO WRITE  |   |   |  | WRITE                                  | REVISE & EDIT   |
| 8–10   | Target Words  | Model Text(s)   | Rhetorical Focus & Writing Skills   | Vocabulary & Grammar   | Individual/Group                       | Editing   |
|  | compatible, complementary, comprehension, differ, dis-, engage, in-, in terms of, inherently, integral, intensive, practitioner, similar, translation, vocabulary | “A Comparison of Reading Approaches: Intensive vs. Extensive Reading” | <ul style="list-style-type: none"> <li>Organizing comparisons: Point-by-point and block style</li> <li>Formal introductions</li> <li>Thesis statements</li> <li>Paraphrasing and summarizing</li> </ul> | <ul style="list-style-type: none"> <li>Comparison-contrast sentence connectors</li> <li>Adverbial clauses of contrast</li> </ul> | Challenge Essay: Formal academic essay | <ul style="list-style-type: none"> <li>Parentheses and APA style</li> </ul> |

| <b>Module 4: Argumentative Writing</b> |   |   |   |   |   |  |
|--|---|---|---|---|---|--|
|  | GET READY TO WRITE  |   |   |   | WRITE   | REVISE & EDIT  |
| 11–13                                  | Target Words  | Model Text(s)                               | Rhetorical Focus & Writing Skills   | Vocabulary & Grammar  | Individual/Group                                  | Editing  |
|  | adverse, advocate, argue, athletic, compensate, convince, defend, fever, opinion, oppose, physically, position, refute, shortly, syndrome | “Pre-teen Athletic Training: At What Cost?” | <ul style="list-style-type: none"> <li>Organizing arguments</li> <li>Thesis statements and sub-claims</li> <li>Writing under test conditions</li> </ul> | <ul style="list-style-type: none"> <li>Adverbial clauses of concession</li> <li>Conjunctive adverbs and transitional phrases</li> </ul> | Mini Essay: IELTS-style academic essay (“Part 2”) | <ul style="list-style-type: none"> <li>Subject-verb agreement</li> </ul> |
| <b>14–15</b>                           | Writing Portfolio Assignment: Preparation, proofreading, and submission   |   |   |   |   |  |
|  | <b>Note:</b> Syllabus subject to change (depending on national holidays, special IGSE lectures, etc.). See class website for updates.     |   |   |   |   |  |

## ASSESSMENT

| Due        | Weight | Assignment                      |
|------------|--------|---------------------------------|
| Continuous | 20%    | 1. Participation                |
| Week 15    | 80%    | 2. Writing Portfolio Assignment |

### 1. PARTICIPATION

Grades will be awarded at the instructor's discretion based on the following general criteria:

- 1) Punctuality (e.g., arriving to class on time) —
- 2) Preparedness (e.g., having required readings done before class) —
- 3) Engagement (e.g., working on activities/group work meaningfully) —
- 4) Attitude (e.g., taking some responsibility for your own learning) —

☞ See the file "Participation—Grading Criteria" on the class website for details.

**TOTAL** **20**

### Submission

Due Date: Continuous

Format: N/A

## 2. WRITING PORTFOLIO ASSIGNMENT (WPA)

### Overview

A writing portfolio is a collection of your best written work. The purpose of this assignment is to show

- how you've developed your own writing skills this semester and
- how you've applied principles to practice in your writing.


Complete **all** parts below:

**Part 1:** Personal Reflection

**Part 2:** One "mini" essay

**Part 3:** Two "challenge" essays

### Assessment Criteria (represents weighting\*)

|   |           |
|---|-----------|
| 1) Personal reflection **   | —         |
| 2) Overall quality of entries and writing development **  | —         |
| 3) Written presentation: Final products ****  | —         |
|  See the file "Writing Portfolio Assignment" on the class website for details. |           |
| <b>TOTAL</b>  | <b>80</b> |

### Submission

Due Date: Week 15

Format: Electronic (Microsoft Word) via the class website