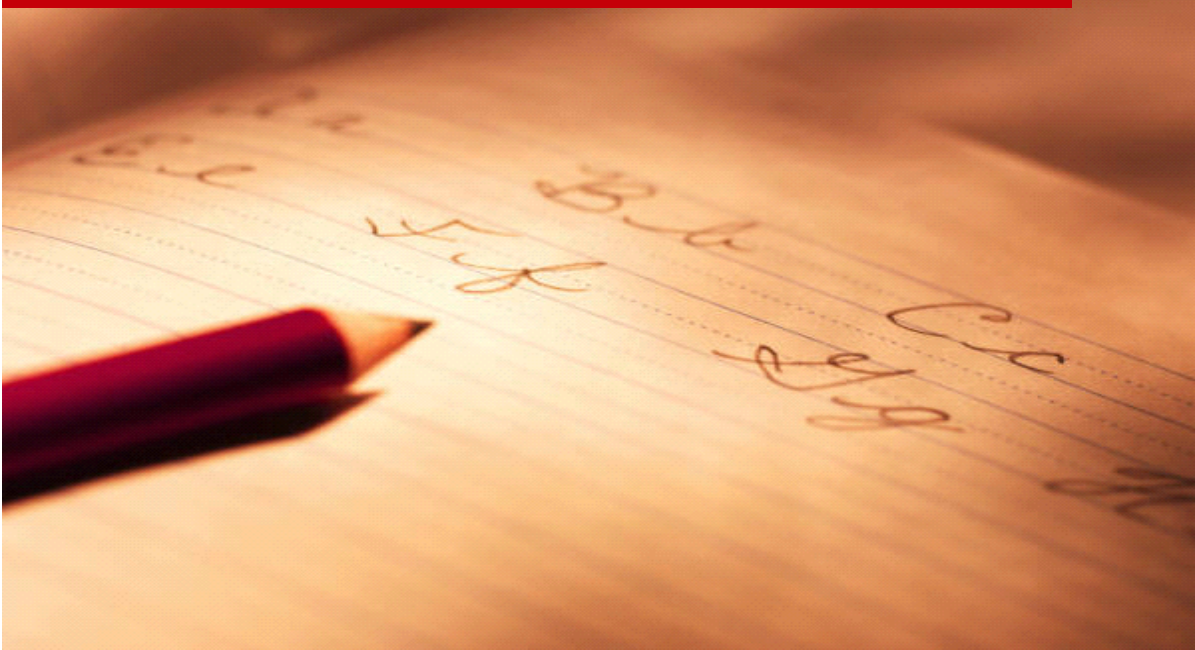


**Academic Writing (AW)**



# **Class Handbook**

**Introduction, Syllabus, & Assessment**

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## 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 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. Some out-of-class work should be anticipated. Pair and group work will be the norm during class.

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

1. **creating** teaching texts and material (from scratch/with the aid of **AI applications**).
2. **adapting** coursebook reading passages for more effective classroom use.
3. **evaluating, revising, and editing AI chatbot** generated texts.

### Course Aim(s)

AW has been designed to help students

- recognize and discuss the qualities of well-written journalistic-style and academic prose.
- draft and edit in a style appropriate for different writing contexts (e.g., the **IELTS** exam).
- 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. (2016). *Academic Vocabulary in Use*. Cambridge. [reference only, PDF available]

### EdTech Resources

1. PC/laptop (for Zoom meetings, word processing, viewing e-documents)
2. Class website: <http://class.igse.ac.kr> (enrolment key: **AW**)
3. ChatGPT, Microsoft Word

## SYLLABUS

Week 1	Course Introduction; The Writing Process					
Module 1: Process Writing						
	GET READY TO WRITE				WRITE	REVISE & EDIT
2–4	Target Words	Model Text(s)	Rhetorical Focus & Writing Skills	Vocabulary & Grammar	Individual	Proofreading
	economy, expert, facilitate, impact, necessary, only, process, professional, trigger, un-	“How to Make Simplified Uzbek Plov” “Three Tips for Better Class Presentations” “How Sinkholes Form”	<ul style="list-style-type: none"><li>• Organizing procedures and explanations</li><li>• Informal introductions</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>	<ul style="list-style-type: none"><li>• IELTS Writing Part 1: Diagram</li></ul>	<ul style="list-style-type: none"><li>• Articles</li></ul>

<b>Module 2: Cause-and-Effect Writing</b>						
	GET READY TO WRITE				WRITE	REVISE & EDIT
5–7	Target Words	Model Text(s)	Rhetorical Focus & Writing Skills	Vocabulary & Grammar	Individual	Proofreading
	affect, awareness, commitment, effect, in-, lead to, maintain, remit, susceptible, thereby	“Why People Abandon Their Pets”	<ul style="list-style-type: none"> <li>Organizing causal analyses: Focus on causes/effects</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>	<ul style="list-style-type: none"> <li>TOEFL reading passage (general subject related)</li> </ul>	<ul style="list-style-type: none"> <li>Parentheses, italics, and numbers</li> </ul>

Module 3: Comparison-Contrast Writing						
	GET READY TO WRITE				WRITE	REVISE & EDIT
8–10	Target Words	Model Text(s)	Rhetorical Focus & Writing Skills	Vocabulary & Grammar	Individual	Proofreading
	compatible, complementary, comprehension, dis-, engage, in-, integral, intensive, practitioner, vocabulary	"A Comparison of Reading Approaches: Intensive vs. Extensive Reading"	<ul style="list-style-type: none"> <li>Organizing comparisons: Focus on point-by-point</li> <li>Formal introductions</li> <li>Paraphrasing and summarizing</li> </ul>	<ul style="list-style-type: none"> <li>Connectors for making comparisons</li> <li>Adverbial clauses of contrast</li> </ul>	• Academic essay (ELT subject related)	• APA style

Module 4: Argumentative Writing						
	GET READY TO WRITE				WRITE	REVISE & EDIT
11–13	Target Words	Model Text(s)	Rhetorical Focus & Writing Skills	Vocabulary & Grammar	Individual	Proofreading
	adverse, advocate, argue, athletic, attribute, compensate, fever, physically, report, syndrome	"Pre-teen Athletic Training: At What Cost?"	<ul style="list-style-type: none"> <li>Organizing arguments</li> <li>Counterarguments, concession, and refutation</li> <li>Writing under test conditions</li> </ul>	<ul style="list-style-type: none"> <li>Conjunctive adverbs and transitional phrases</li> <li>Adverbial clauses of concession</li> </ul>	• IELTS Writing Part 2: Essay	• Subject-verb agreement
14–15	<b>Writing Portfolio Assignment:</b> Preparation, proofreading, and submission					
	<b>Note:</b> Syllabus subject to change (depending on national holidays). 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 based on the following criteria:

- |   |   |
|---|---|
| 1. Punctuality (e.g., arriving to class on time)                    | — |
| 2. Preparedness (e.g., having homework done before class)           | — |
| 3. Engagement (e.g., working on activities/group work meaningfully) | — |

 See the file “**Participation—Grading Criteria**” on the class website.

**TOTAL** **10**

### 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

- what you’ve learned about writing this semester and
- how you’ve applied principles to practice in your writing.

#### 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.

**TOTAL** **80**

### Submission

Due Date: Week 15  
Format: Electronic (**Microsoft Word**) via the class website

## General Study Plan

Study Modules (4)		Assignment (1)
Word files:		Word file: <b>"Writing Portfolio Assignment"</b>
<b>1</b>	<b>"Module 1—Process Writing"</b>	
<b>2</b>	<i>read, analyze, study</i>	<b>Module 1</b> Individual Writing
<b>3</b>	Individual Writing (task)	
<b>1</b>	<b>"Module 2—Cause-and-Effect Writing"</b>	
<b>2</b>	<i>read, analyze, study</i>	
<b>3</b>	Individual Writing (task)	<b>Module 2 OR 3</b> Individual Writing
<b>1</b>	<b>"Module 3—Compare-Contrast Writing"</b>	
<b>2</b>	<i>read, analyze, study</i>	
<b>3</b>	Individual Writing (task)	
<b>1</b>	<b>"Module 4—Argumentative Writing"</b>	
<b>2</b>	<i>read, analyze, study</i>	<b>Module 4</b> Individual Writing
<b>3</b>	Individual Writing (task)	