

Academic Writing & Research Methods in English

3 creds.,
1st semester

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Aims and Objectives

This course is designed to provide students with research and writing methods that will improve their academic and professional writing skills, and consists of three parts:

1. An overview of the methods and skills of academic research including critical reading/thinking and other pre-writing competences.
2. The developing of critical arguments (and other writing aspects) in order to produce high-quality research papers.
3. Writing workshops aimed to help students progress in their final research papers.

Course Program.

The main aim of this course is to familiarize students with the various stages of academic research/writing including pre- and post-writing phases (critical reading, critical analysis, outlining, argument development, organization, and the revision process). The first part of the course will focus on understanding concepts, methods, and best practices that are essential to the writing of high-quality research papers in literature, linguistics, and cultural studies in English. The second course stage centers on the writing phase that includes the development of arguments and research positions that are not merely a report of primary and secondary sources, but rather a critical assessment of these, and in which the final product provides an innovative and unique perspective that contributes to a larger body of research in each field. The third part of the course involves writing workshops focused on students' final research papers (TFM) in which students will have a chance to practice the skills learned throughout the course as well as receive feedback from the instructor on their progress.

Program:

- Unit 1. Pre-writing: textual typologies and the early stages of writing a research paper.
- Unit 2. Research methodologies in English: literature, linguistics, and cultural studies.

Unit 3. Staged, reader-oriented writing: rhetorical strategies, writing stages, and argumentative fallacies.

Unit 4. Post-writing and revision strategies.

Methodology

Classes will consist of lectures, discussions, and small group activities. Strong emphasis will be placed on practical exercises.

Since course will be taught in English, an advanced level of English (C1, CEFR) is recommended.

Assessment

Active participation is required for all students in the course. Students will be expected to complete reading and exercises at home and be prepared to discuss these in class. Students will be evaluated on a combination of in-class participation (40%), including written assignments, and a final academic essay (60%).

Bibliography and Resources

- Canagarajah, A. Suresh (2013). *Critical Academic Writing and Multilingual Students*. University of Michigan Press.
- Cohen, R. F., & Miller, J. L. (2014). Longman Academic Reading Series 4. Pearson Education.
- Ellison, Carol (2010). *McGraw-Hill's Concise Guide to Writing Research Papers*. McGraw Hill Professional.
- Goodson, Patricia (2016). *Becoming and Academic Writer: 50 exercises for paced, productive, and powerful writing*. Sage Publications.
- Lester D., James and James Lester Jr. (2012). *Writing Research Papers: A Complete Guide*. Pearson.
- Swales, John and Christine Feak (2004). *Academic Writing for Graduate Students: Essential Tasks and Skills*. University of Michigan Press.
- Reid, J. M. (2001). "Writing." In R. Carter & D. Nunan (eds.), *The Cambridge Guide to Teaching English to Speakers of Other Languages*. 28-33. Cambridge University Press.
- Reinking, J. A., & von der Osten, R. (2011). *Strategies for Successful Writing: A Rhetoric Research Guide, Reader and Handbook*. Longman.
- Strunk, W. Jr. (1918). *The Elements of Style*. W.P. Humphrey.
- Taylor, Gordon (2010). *A Student's Writing Guide*. Cambridge University Press.
- Weissberg, Robert. and Susan Buker (1990). *Writing Up Research*. Prentice Hall.

Schedule

This is a 6-session course taught in the first teaching period.