Academic Writing
LI 654

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Schedule:
    Group 1: Tuesday 8.00 - 10:00 and Thursday 7:00 – 9:00
    Group 2: Wednesday 10:00 – 12:00 and Thursday 10:00 – 12:00
Credits: 4
In-class time: 4 hours per week
Autonomous work: 8 hours per week
Schoology Code: FKPS-BGBF-BK36N

Rationale

The Academic Writing course is a language and content-oriented course in the Bilingual, English teaching program. In this course, students will have the opportunity to improve and/or master essential writing skills for academic performance at the micro-level writing (punctuation and grammar, for example) and at the macro-level writing (literary genres).

The appropriation and dissemination of social sciences through research, academic articles and texts has been the vehicle of transference of culture, knowledge and science to give meaning to the educative experience (Castelló, 2007). Thus, the need to have an educative space in the language teaching program to conceptualize over the structure, characteristics and style of the texts from a reflective, critical and metadiscursive approach within the academic context. This Academic Writing course is intended to ignite reflective processes regarding the undergraduate students´ academic writing skills and their academic identity in relation to the academic assignments and scholarly products which will be part of their academic life. This course will have a metadiscursive approach so as to critically analyze written discourses from various disciplines and their own. There will be an analysis of styles, reading and writing practices particular to the field of bilingualism literature which will provide some academic strategies, tools and competences for the students.

Objectives

- Train pre-service teachers in the field of bilingualism with C1 level in English and Spanish, with the ability to integrate disciplinary, pedagogical, and research knowledge in their educational practices with intercultural and digital competence.

- Generate spaces that contribute to 21st century citizenship and holistic human development of pre-service teachers so they can take critical and democratic positions towards problems of their contexts within the framework of environmental sustainability.

General competences

The course will prepare students to:

1. Use communicative competence in English and Spanish to fulfill social, professional, and academic purposes; and continuously evaluate it as part of their professional development.

2. Develop digital literacy to work on social, academic, professional, and daily life contexts.

3. Apply knowledge of research processes, and interdisciplinary epistemological traditions in their bilingual education practices with curricular, administrative, didactic, methodological, and evaluative purposes.

4. Commit to environmentally sound practices as citizens of the 21st century.

Learning outcomes

Resultados de aprendizaje del programa	Resultados de aprendizaje: Academic Writing	Assessment LOs
R1: Usa el inglés y el español con un nivel de competencia C1.	• Interpreta de manera crítica y con conciencia del contexto sociocultural los eventos y/o ideas principales de textos académicos en inglés y en	• Quizzes • Worksheets • Descriptive paragraph • Descriptive

	español.	Essay
		• Reflective Essay
	• Sintetiza información técnica en el campo del bilingüismo expuesta en artículos científicos.	• Argumentative Essay
		• Research synthesis (Expository Text)
	• Realiza descripciones, reflexiones, y ensayos de opinión escritos en inglés sobre temas contemporáneos y relacionados con la escritura académica en el campo del bilingüismo y otros relacionados con el campo profesional.	• TOEFL writing practice
		• Gallery walk
R2: 2. Planea, ejecuta y evalúa experiencias de enseñanza y aprendizaje para la educación bilingüe con el propósito de responder a necesidades de diversos contextos educativos.	• Diseña experiencias de escritura académica para aprendices del inglés considerando las condiciones contextuales de los estudiantes. • Integra los resultados de la evaluación formativa para mejorar su competencia escrita en inglés. • Reconoce las estrategias e instrumentos de evaluación de la escritura académica en inglés como modelos que	

	pueden ser incorporados en sus prácticas de evaluación.	
R3: Emplea su literacidad digital en el desarrollo de procesos educativos, académicos e investigativos.	- Clasifica información digital en bases de datos y repositorios de artículos académicos relacionados con el campo profesional. - Utiliza diferentes instrumentos digitales para acompañar y evaluar la construcción de textos académicos. - Utiliza las normas APA 7 como instrumento de reconocimiento de la propiedad intelectual de la información con que se componen los textos académicos.	
R4: Desarrolla proyectos educativos fundamentados en principios disciplinares, pedagógicos e investigativos de su campo profesional.	Distingue las características que componen una revisión de literatura para la construcción de marcos teóricos que soporten la formulación de sus proyectos de grado.	
R5: Exhibe comportamientos fundamentados en valores	Identifica el valor del papel docente en el fomento de la escritura como recurso	

éticos, cívicos e interculturales en su rol como licenciado en bilingüismo.	expresivo humano que asegura la diversidad lingüística y multicultural. ● Transfiere modelos, estructuras y estrategias de la escritura en español e inglés relacionando las implicaciones culturales que suponen las prácticas de escritura desde ambas lenguas.	

Methodology

Students critically analyze written discourses from different disciplines such as models of registers and writing styles that serve as examples of effective practices in the field of academic scientific discourse. In this way, the course is based on a cycle of rhetorical awareness (Feak and Swales, 2012), which allows students to practice the use of common repertoires and expressions of the genre that are common in the writing of undergraduate writing. In this sense, the course will be segmented in two sections: the first on macro-structural considerations and, the second, on microstructural considerations of academic scientific writing. The course is developed in a face-to-face modality and using alternative digital resources as all files and resources uploaded to the platform Schoology.

The content and methodology of the course incorporate elements of these four pedagogical models:

Humanistic: By means of reading assignments, classroom discussion and written tasks, students incorporate skills and concepts presented in the course into individual processes of intellectual, emotional, and spiritual growth that empower them to make meaningful contributions to society. In-class and out-of-class activities aim to present English in ways that, respond to their needs and interests, promote affective

engagement with the language and maximize opportunities to use English to communicate information, feeling and ideas.

Socio-constructivist: Students complete graded in-class and out-of-class tasks, and select from a variety of optional, independent activities according to their interests, needs, and individual learning styles. Work is evaluated considering students' assimilation of skills and concepts into diverse, personalized, individualized models of the English language and bilingual pedagogy.

Critical-reflexive: Students are invited to critically examine their own models and beliefs concerning English and English language teaching in the context of ideas presented in the course. With the aid of the course facilitator (professor) students develop strategies in relation to their individual cognitive styles and thereby assume responsibility for their own learning.

Content based: Audio and written materials used for studying and practicing English language skills present content that enriches students' appreciation of the Anglophone culture, familiarizes them with theoretical concepts relating to EFL pedagogy, and provokes critical thinking and discussion.

Week	Content units, topics and materials	Reading(s) for each week
Week 1	Presentation of Course Program Improving English language learners' academic writing Diagnostic Activity: Use of writing strategies Grammar Review - Practicing writing complex sentences: Using adjective clauses with subject relative pronouns TOEFL reading practice: factual and negative questions	Marulanda, N. & Martínez García J. (2017). Improving English Language Learners: A multi-strategy approach for a multi-dimensional challenge. Pg. 51-55 Swales, J. & Feak, C. (2012). Academic writing for graduate students. University of Michigan Task 1 and 2 Pg. 1-3 Maurer, J. (2006). General English: Applied Grammar. N. Y: Longman. Pg. 184, 185, 186, 190 (Advanced) The complete guide to the TOEFL Practice Test Pg. 27-30 (explanation) and 40-42 (passage 3)
Week 2	Grammar Review - practice writing complex sentences (continue), Using adjective clauses with prepositions, quantifiers or nouns. Nominalization TOEFL reading practice: Inference questions.	Maurer, J. (2006). General English: Applied Grammar. N.Y: Longman. Ch. 20. Pg. 197, 198, 199, 200, 201, 202, 203 (Advanced) The complete guide to the TOEFL Reading Practice Test Pg. 66-67 (passage 1) and 71- 73 (passage 3)

Week 3	Artificial intelligence and Academic Writing Grammar review - parallelism Sentences and fragments Avoid run-on sentences and comma splices Academic vocabulary practice - flow (cohesion and coherence) - old-to new information - this and these summary phrases, Task 21 Sentence connectors, punctuation Task 18 and 19. How to write a descriptive paragraph (TBD).	Dergaa I, Chamari K, Zmijewski P, Ben Saad H. From human writing to artificial intelligence generated text: examining the prospects and potential threats of ChatGPT in academic writing. Biol Sport. 2023; 40(2):615–622 Pg. 248, 249, 250, 287, 288, 289 (Advanced) Pg. 354, 355, 356, 357 (Advanced) Pg. 435, 436, 437, 438, (Advanced) Swales, J. & Feak, C. (2012). Academic writing for graduate students. University of Michigan Pg. 16-28 Swales, J. & Feak, C. (2012). Academic writing for graduate students. University of Michigan Task 16 Pg. 30-37 Swales, J. & Feak, C. (2012). Academic writing for graduate students. University of Michigan Pg. 43-48
Week 4	Write a descriptive paragraph. TOEFL reading practice: Purpose, method and opinion questions.	Swales, J. & Feak, C. (2012). Academic writing for graduate students. University of Michigan Task 16 pg 38-39 Marulanda, N., Osorio, Y. & Lasso, D. (2019). Academic Writing Reference Handbook. Universidad Tecnológica de Pereira. Colombia. The complete Guide to TOEFLtest. Reading Practice. Pg.81-85, 89-90 (passage 5) and 91-94 (passage 1)

Week 5	Connecting sentences. Language focus- stylistic features: challenging old myths about writing. How to write a descriptive essay.	Swales, J. & Feak, C. (2012). Academic writing for graduate students. University of Michigan Pg. 22-25 Swales, J. & Feak, C. (2012). Academic writing for graduate students. University of Michigan Pg. 27 Marulanda, N., Osorio, Y. & Lasso, D. (2019). Academic Writing Reference Handbook. Universidad Tecnológica de Pereira. Colombia.
Week 6	Paragraph structure: general to specific and specific to general. Task 1 and 2. Write a descriptive essay.	Swales, J. & Feak, C. (2012). Academic writing for graduate students. University of Michigan Pg. 55-60
Week 7	Language focus: mid position adverbs. Task 3. How to write a reflective essay. Write a reflective essay.	Swales, J. & Feak, C. (2012). Academic writing for graduate students. University of Michigan Pg 103-108 Marulanda, N., Osorio, Y. & Lasso, D. (2019). Academic Writing Reference Handbook. Universidad Tecnológica de Pereira. Colombia.
Week 8	Graduation Project Modalities Summarizing and paraphrasing: practice activity Task 1 and 2. Plagiarism practice activity: Task 3.	Swales, J. & Feak, C. (2012). Academic writing for graduate students. University of Michigan. Pg. 190 – 195. Swales, J. & Feak, C. (2012). Academic writing for graduate students. University of Michigan. Pg. 196 - 198.

Week	Content	Reference
Week 9	How to write a research summary. Summarizing research articles (classwork). Writing summary.	Swales, J. & Feak, C. (2012). Academic writing for graduate students. University of Michigan Pg.196-198 Marulanda, N., Osorio, Y. & Lasso, D. (2019). Academic Writing Reference Handbook. Universidad Tecnológica de Pereira. Colombia.
Week10	Feedback session – research summaries.	
Week 11	How to write an opinion essay. Opinion essay organization - facts and opinions. Counter-argument and refutation.	Marulanda, N. Osorio, Y. & Lasso, D. (2019). Academic Writing Reference Handbook. Universidad Tecnológica de Pereira. Colombia.
Week 12	Write an opinion essay	Marulanda, N., Osorio, Y. & Lasso, D. (2019). Academic Writing Reference Handbook. Universidad Tecnológica de Pereira. Colombia.
Week 13	Feedback sessions and gallery walk preparation.	
Week 14	Gallery walk presentations and contest.	Marulanda, N., Osorio, Y. & Lasso, D. (2019). Academic Writing Reference Handbook. Universidad Tecnológica de Pereira. Colombia.
Week 15	Practice taking standardized writing tests: independent and integrated tasks.	The complete guide to the TOEFL reading practice test. Pg. 147-148-160-161 (passage 3).
Week 16	Feedback on TOEFL standardized tests.	

* This is a tentative content scheme. All changes will be settled during the first weeks of the course.

Percentage	Assignment	
20% First term	Product 1: Descriptive paragraph	5%
	Product 2: Descriptive Essay	10%
20% **Second term**	Product 3: Reflective Essay	10%
	Product 4: Argumentative Essay	10%
30% **Third term**	Product 5: Gallery Walk	10%
	Product 6: Research Synthesis	10%
	Product 7: Final Written Test	15%
30% **In-and-out of class work**	Grammar & Vocabulary Quizzes Timed-Writing Mock Tests TOEFL – IELTS - Reading Tests In-classroom and online learning activities Reading Reports	30%

Bibliography

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Carter, R. & Nunan, D. (2007). The Cambridge Guide to Teaching English to Speakers of Other Languages. U.K: Cambridge University Press.

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Challenge. GIST: Education and learning research journal. 14(1), January –June 2017, 49 – 63.

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Swales, J., & Feak, C. (2012). Academic Writing for Graduate Students: Essential Skills and Tasks.

Link to the didactic resource bank of the course:

https://drive.google.com/drive/folders/1LXqUMxdHtEePuFMhhNoz0NZFSJDQW1le?usp=sharing