Facultad		Educación			
Programa		CENTRO DE LENGUAS			
Nombre de la Asignatura		Academic Writing			
Código de la Asignatura		Semestre	Periodo Académico	2019-II	
Área Curricular					
Tipo de Asignatura:	Obligatoria		Electiva	X	
Modalidad %:	Teórica		Práctica		Teórica- práctica	X
Pre-requisitos (Código y nombre):	Inglés Nivel B2				
Co-requisitos (Código y Nombre):					
Número de créditos:	2	Horas presenciales/semana	6	Horas presenciales/semestre	96
			Horas Trabajo Independiente/semana		1

EQUIPO DOCENTE

	NOMBRE	CORREO ELECTRÓNICO	HORARIO ATENCIÓN A ESTUDIANTES (Día – Hora)	LUGAR DE ATENCIÓN A ESTUDIANTES
Coordinador(es)	Andrés Barrero	montielmarta@unbosque.edu.co		Centro de Lenguas
Docente(s)	TBA			
Docente(s) laboratorio				
Asesor(es)				
Estudiante – Monitor Ad Honorem				

Información Académica

1. Justification

This course develops a repertoire of English-writing strategies, both technical and theoretical, for faculty members. The aim of this course is to expand publication, conference, and work horizons for researchers, professionals, and/or academics. The course is open to professionals of all disciplines who have achieved a B2 or greater English level.

2. General Content

Elementary Principles of Language Usage and Composition: Participants will review and practice principles of proper usage concerning grammar, sentence structure, and paragraph structure.

Argumentative Writing Strategies: Participants will receive training in the use of templates that assist in the organization and clarity of academic writing. These templates are words and phrases that help academics to: 1.) review and summarize academic literature in their discipline; 2.) firmly establish their own point of view in relation to preexisting literature; 3.) explain and defend their own research and conclusions. Templates are adaptable across a variety of disciplines.

Stylistic Writing Strategies: Participants will learn an assortment of stylistic strategies to employ in their writing. These stylistic strategies will help them achieve a more native tone in their writing. Stylistic writing strategies also take into consideration the participant's discipline, and offer readings and tactics particular to the participant's professional needs.

Production of Writing Sample: Participants will produce a 500-750 word review of an article related to their field of research. Participants will receive personalized guidance from the professor throughout the composition process.

Issues in English Writing: Several lessons and readings are devoted to addressing the particularities of writing in English. These supplementary lessons are intended to underpin the participant's technical skills with theoretical knowledge.

3. **Learning objectives**

Meaningful learning dimension	Learning objectives
Foundational knowledge	After completing this course, participants will have activated the skills to begin writing professionally and academically in English. They will also become better readers of English, and overall achieve the confidence to become more integrated into their discipline on a global level.
Application	Participants will be able to recognize and apply proper usage of punctuation and syntax in professional English writing. Participants will be able to effectively use a variety of clarity-enhancing templates in their professional writing. Participants will be able to stylize their writing to reflect a more native-sounding voice.
Integration	Participants will simultaneously enhance their receptive reading ability and their productive writing ability. This will allow them to increase their fluency holistically in their research field.
Human dimension	Participants will interact with each other through a series of peer-editing workshops. Participants will listen to others' ideas and observations during class discussions and debates. Participants will receive training in using inclusive language and writing charitably.
Caring	Participants will value English as a language that can be used to advance their own careers through careful and considerate writing. Participants will appreciate the philosophical and political issues that must be considered when writing English in a professional context.
Learn to learn	Learners will increase their English reading skills when surveying writing in their own discipline.

	Learners will be able to utilize strategies that enhance and clarify their own writing in English.

4. General learning activities

- **Independent Reading**: Outside of class, participants will read articles, chapters and sections from books, and essays that are relevant to the week's topic.
- **Grammar Exercises**: Participants will complete a series of grammar exercises to fortify their grammatical dexterity.
- **Composition Exercises**: Participants will complete a series of composition exercises that will prepare them for longer writing exercises in the future.
- **Reading Workshops**: By reading exemplary texts of quality English writing, participants will be introduced to concepts and strategies reviewed in class. Reading workshops will serve as case studies participants use to see theory in practice. Readings are drawn from a variety of disciplines, including medicine, hard sciences, social sciences, humanities, and linguistics.
- **Writing and Editing Workshops**: Participants will apply concepts reviewed in class in their own writing samples. They will work in pairs to revise and edit each other's writing.
- **Discussions**: Participants will share ideas about assigned readings.
- **One-on-one revision with professor**: Participants will meet one-on-one with the professor to discuss, review, and revise their writing samples.

5. Assessment and evaluation

- First term 30%
- Second term 30%
- Final term 40%

The evaluation process considers both formative and summative assessment types. Participants will be asked to demonstrate their competences through different sets of activities and tests. Participants will also produce a writing sample at the end of the term, which will consist of a review of an academic article in their discipline.

6. Cronograma

Semana/ Sesión	Actividades Independientes de Aprendizaje	Actividades Presenciales de Aprendizaje	Tema
1.	Reading: "Causes of Unclear Writing"	- course overview - presentation: General Philosophy of English academic writing - writing workshop: production of initial English writing sample	Introduction to English Writing
2.	Reading: pages 1-7 in "Elements of Style" (pdf)	- presentation of review of assigned reading	Elementary Principles of Usage: Possession, Commas, Sentence Structure

		• reading workshop case study: "Noam Chomsky for Refugee Crisis" by Noam Chomsky (handout) • grammar and composition exercises	
3.	Reading: pages 7-17 in "Elements of Style" (pdf)	• presentation of review of assigned reading • reading workshop case study: "The Terrorist Inside My Husband´s Brain" by Susan Schneider Williams (handout) • grammar and composition exercises	Elementary Principles of Composition: Paragraph Structure
4.	Reading: pages 18-25 in "Elements of Style" (pdf)	• presentation of review of assigned reading • reading workshop case study: "If Animals Have Rights, Should Robots?" by Nathan Heller (handout) • grammar and composition exercises • self-revision of initial writing sample	Elementary Principles of Composition: Styling of Sentences and Paragraphs; linking and connecting words
5.		• general review • one-on-one review of exams	**Midterm 1: Grammar Test (in-class)**
6.	Reading: "Politics and the English Language" by George Orwell (online)	• presentation: George Orwell • discussion: "Politics and the English Language" • workshop: identifying bad English writing; the dangers of bad writing	The Importance of Good Writing
7.	Reading: Chapters 1, 2, 3 in "They Say, I Say" (pdf)	• presentation and review of assigned reading	Argumentative Writing Strategy: Summarizing & Quoting Other Research

		• reading workshop: "Hidden Intellectualism" by Gerald Graff (in "They Say/I Say") • writing workshop	
8.	Reading: Chapters 4, 5, 6, 7 in "They Say, I Say" (pdf)	• presentation and review of assigned reading • reading workshop: "Nuclear Waste" by Richard A. Mueller (in "They Say/I Say") • writing workshop	Argumentative Writing Strategy: Explaining Your Own Research
9.	Reading: Chapters 8, 9, 10 in "They Say, I Say" (pdf)	• presentation and review of assigned reading • reading workshop: "Vegetarianism and Utilitarianism" by Peter Singer • writing workshop	Argumentative Writing Strategy: Making Conclusions, Finding Your Voice
10.		• general Review • one-on-one review of exams	**Midterm 2: Writing Exam 1 (in-class)**
11.	Reading: Chapter 13 OR 14 in "They Say/I Say" (pdf)	• review of assigned reading • strategy writing workshop: writing for your discipline • peer editing workshop	Stylistic Writing Strategy: Writing for Your Discipline
12.	Reading: "Write Clearly and Concisely" via IEEE communication society (online)	• review of assigned reading • strategy writing workshop: The Paramedic Method • peer editing workshop	Stylistic Writing Strategy: Concise Language (The Paramedic Method)
13.	Reading: "Passive Voice: When to Use it and When to Avoid It" by University of Toronto (online)	• review of assigned reading • strategy writing workshop: Passive and Active Voice • peer editing workshop	Stylistic Writing Strategy: Passive and Active Voice

14.	Reading: University of New Hampshire Bias-Free Language Guide	• strategy writing workshop: Inclusive Language • peer editing workshop	Stylistic Writing Strategy: Inclusive Language
15.		• drafting of final writing project • general review	**Final Exam: Writing Exam 2: Editorial (take-home)**
16.		• one-on-one discussions of participants´ final writing project	Participant Writing Review and Critique

7. Bibliografía Básica y Complementaria

✓ Birkenstein, Kathy and Gerald Graff. *They Say/ I Say: The Moves that Matter in Academic Writing.* 2nd ed. Norton, 2010.

✓ Chomsky, Noam. "Noam Chomsky for Refugee Crisis." *Chomsky.info https://chomsky.info/05052016/* 5 May 2016.

✓ Heller, Nathan. "If Animals Have Rights, Should Robots?" *The New Yorker.* *http://www.newyorker.com/magazine/2016/11/28/if-animals-have-rights-should-robots* 28 November 2016.

✓ Orwell, George. "Politics and the English Language." *orwell.ru* http://www.orwell.ru/library/essays/politics/english/e_polit/ Accessed 27 January 2017.

✓ Schneider Williams, Susan. "The Terrorist Inside My Husband's Brain." *Neurology.* September 27, 2016 vol. 87 no. 13, 1308-1311.

✓ Strunk, William, and E.B. White *The Elements of Style.* 4th ed. Pearson, 1999.

✓ Williams, Joseph M. *Style: Towards Clarity and Grace.* University of Chicago, 1990.