

## Module Specification: EL117: Academic Writing

1. Factual information			
	EL117: Academic Writing	<b>Level</b>	One
<b>Module Tutor</b>	Ms. Fatma Fayez	<b>Credit Value</b>	4 credit hours
<b>Module Type</b>	Taught		

2. Rationale for the module and its links with other modules
<p>This is a four-credit-hour module of one semester in length. The module aims at helping students acquire the skills of writing academic essays. It is focused on the process of writing, from stimulating ideas, reading sample student essays, analysing paragraph and essay structure, organizing outlines, editing and rewriting the final draft. The module also develops the students' language by providing exercises on sentence structure, drawing the students' attention to problem areas related to writing like run-on sentences, sentence fragments, and verb tense consistency. Language Focus is an important part of each unit. Each essay type has its own related language focus that is most commonly used when writing such essay type. The module also provides students with practice on writing different rhetorical modes/essay types, e.g. process, classification, persuasion, comparison and contrast essays. Self-editing and peer editing are extensively practiced in each chapter. Exercises and timed out activities on peer feedback guided by editing checklists help students detect specific problem areas, that start with global problems, in relation to content, unity (irrelevant parts), organization; and then moving to surface errors related to grammar and mechanics. Each chapter includes editing and proofreading activities focusing each time on a different type of errors, related to the essay type, grammar and language focus of each chapter.</p> <p><b><i>The module has the following features:</i></b></p> <ul style="list-style-type: none"><li>- Theme-based chapters which encourage students to explore ideas.</li><li>- Structure and Mechanics sections to develop accuracy.</li><li>- Vocabulary Builder sections which provide useful language for writing.</li></ul>

## 2. Rationale for the module and its links with other modules

- Abundant and clear models to give students solid support.
- Pair and group assignments to promote collaborative learning.
- Graphic organizers, paragraph checklists, and peer-help worksheets to enrich the writing process.
- Bring It All Together review sections which provide opportunities for consolidation and assessment.

The module prepares the students to write academic essays needed to pursue their academic study throughout different core modules.

## 3. Aims of the module

The module aims to provide the learners with necessary information on:

1. Identifying different rhetorical modes/essay types, essay structure and paragraph structures presented through authentic readings and graded series of activities.
2. Integrating reading and writing by transferring and utilizing the content, vocabulary and organization of an authentic reading passage into their own writing.
3. Writing a well-organized essay guided by sample essays and exercises that gradually acquaint the students with the steps of writing an academic essay.
4. Editing their own and their peer's writing making use of peer-review activities, editing exercises and editing checklists.
5. Producing an accurate polished piece of writing, that is almost error free from errors related to sentence structure, use of suitable connectors, pronoun use and other errors related to the mechanics of writing.
6. Writing an in-class essay within a limited period of time being trained on in the

## 4. Pre-requisite: EL099

### 5. Intended learning outcomes

A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1. understand what writing an essay involves.</p>	<p>Giving short presentations about basics of academic writing to develop students' knowledge and</p>

<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p>A2. become aware of the structure of paragraphs and essays.</p> <p>A3. become familiar with techniques of generating ideas and peer consultation.</p> <p>A4. Understand the basic sentence structure and mechanics of writing an academic essay.</p> <p>A5. recognize different errors related to sentence structure, pronoun use, verb tense consistency and other errors related to the mechanics of writing.</p> <p>A6. become aware of means of editing and correcting their own writing.</p> <p>A7. recognize how to provide feedback on their peer's writing in relation to content, organization, and language issues.</p>	<p>skills of writing an academic text and the structure of an essay.</p> <p>Analyse sample paragraphs and essays in-class discussions.</p>

<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B1. acquire information on how to produce well developed, organized and coherent essays.</p> <p>B2. develop their ability to write essays using appropriate grammar and varied vocabulary items relevant to the topic.</p> <p>B3. improve their analytical and critical thinking skills through the continuing process of preparing for the essay that starts with stimulating ideas through class discussions, reading and researching.</p>	<p>Brainstorming sessions to generate ideas</p> <p>Explanation of different rhetoric patterns followed by interactive in-class discussion.</p> <p>Practicing in-class writing and editing exercises.</p>

B. Cognitive skills	Learning and teaching strategy
B4. be able to observe how language works in the sample essays, editing exercises and feedback.	

C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1. be fully aware of the different stages of writing an academic essay.</p> <p>C2. acquire the skills of writing a well-structured, organized, coherent essay.</p> <p>C3. write a text in appropriate grammar and vocabulary relevant to the written assignment.</p> <p>C4. edit their own and their peer's essays making use of the editing checklists and exercises presented in the course.</p>	<p>Pre-class and in-class writing of assigned topics followed by discussions.</p> <p>Doing some assignments (graded in difficulty) to assess students' production (writing paragraphs and essays). Encouraging cooperative interaction whereby learners express their viewpoints on the texts under discussion.</p> <p>Post-class activities are provided to allow students to expand their understanding by encouraging them to research some relevant topics through the Internet and paraphrase and summarize what they have read to write a certain rhetoric pattern.</p>

D Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1. develop better writing skills through observing the different processes of writing an essay.</p> <p>D2. utilize knowledge and skills of writing structured, relevant, coherent essays and transfer them into more advanced written assignment of the core courses.</p>	<p>Pre-class preparation and in class discussions, including practicing close reading and text-analysis of sample paragraphs and essays. Researching some relevant material through the Internet. Writing assignments that reflect learners' acquired theoretical and practical writing skills in relation to the relevant concepts discussed in the course.</p>

D Key transferable skills	Learning and teaching strategy
<p>D3. improve their written language and expand their vocabulary through the different readings, researching, language activities and editing exercises introduced in the course.</p> <p>D4. make use of feedback from tutors to improve their writing skills.</p> <p>D5. develop confidence in writing an assignment within a limited time gained from the in-class timed writing tasks.</p>	

6. Indicative content.
<p><b>Week 1</b></p> <ol style="list-style-type: none"> <li>1. Course Introduction (a walk through the course book and the assessment)</li> <li>2. Chapter 1: The Organisation of Paragraphs <ol style="list-style-type: none"> <li>a. Identifying a word</li> <li>b. Building vocabulary</li> <li>c. Building paragraphs</li> <li>d. Building a sentences</li> <li>e. Writing paragraphs on holidays around the world</li> </ol> </li> </ol> <p><b>Weeks 2</b></p> <ol style="list-style-type: none"> <li>1. Chapter 2: Characteristics of Good Writing</li> <li>2. Chapter 3: The Writing Process (Reading) <ol style="list-style-type: none"> <li>a. Checking homework</li> <li>b. Building Vocabulary</li> <li>c. Answering selected exercises on coherence, cohesion and unity</li> <li>d. Drawing mind map, using columns and free writing to start outlining your topic</li> <li>e. Writing the first draft, revising and editing it to write the final version</li> </ol> </li> </ol> <p><b>Weeks 3</b></p> <ol style="list-style-type: none"> <li>1. Chapter 4: From Paragraph to Essay <ol style="list-style-type: none"> <li>a. Checking homework</li> <li>b. Building vocabulary</li> <li>c. Expanding a paragraph into a short essay</li> <li>d. Outlining an essay</li> <li>e. Using transitions</li> </ol> </li> <li>2. In-class writing assessment (portfolio)</li> </ol>

## 6. Indicative content.

### Week 4

1. Chapter 5: The Thesis Statement
2. Chapter 6: The Introductory Paragraph
  - a. Checking homework
  - b. Analysing thesis statements
  - c. writing prepositional phrases
  - d. Identifying types of introductory paragraphs
  - e. Evaluating introductory paragraphs
  - f. Avoiding fragments and run-on sentences

### Week 5

1. Chapter 7: The Concluding Paragraph
2. Chapter 8: Body Paragraphs (Reading)
  - a. Checking homework
  - b. Analysing a concluding paragraph
  - c. Developing topic sentences to support the thesis statement
  - d. Writing topic sentences for body paragraphs
  - e. Analysing the first and last sentences in body paragraphs
  - f. Writing body paragraphs

### Week 6

1. Revision of learned skills
2. In-class writing quiz (1)

### Week 7

1. Chapter 9: Process
  - a. Checking homework
  - b. Analysing model essays (1), (2), and (3)
  - c. Reviewing ideas and error analysis
  - d. Using chronological connectors
2. Revision of learned skills
  - a. Bringing it All Together (p. 45 & 46)
  - b. Bringing it All Together (p. 109 – 111)

### Weeks 8

The MTA sittings is unified across branches. It consists of three sections:

- (1) Writing Focus: Students analyse a short essay and fill in the spaces with a suitable chronological connector.
- (2) Outlining Section: Students plan an essay question by filling in a graphic organizer (flow chart).
- (3) Writing Section: Students transfer the previous outline into full sentences to write a four-paragraph essay (350 words) on Process Analysis.

## 6. Indicative content.

### **Weeks 9 & 10**

#### Chapter 11: Persuasion

- a. Checking homework
- b. Building vocabulary
- c. Choosing a topic for persuasion
- d. Ordering of arguments using graphic organizers
- e. Analysing model essays (1), (2) and (3)
- f. Using connectors of argumentation

### **Week 11**

#### Chapter 12: Compare and Contrast

- a. Checking homework
- b. Building Vocabulary
- c. Organizing your essay:
  - i. Basic block style
  - ii. Block comparison style
  - iii. Point-by-point comparison style
- d. Analysing model essays (1)

### **Week 12**

1. Revision of learned skills
2. In-class writing quiz (2)

### **Week 13**

#### 1. Chapter 12: Compare and Contrast

- d. Checking homework
- e. Building Vocabulary
- e. Analysing model essays (2) and (3)
- f. Using connectors of comparison

#### 2. In-class writing assessment (portfolio)

### **Week 14**

Revision of learned skills

Bringing it All Together (p. 170 - 172)

### **Week 15**

Final exam

## 6. Assessment strategy, assessment methods and their relative weightings

The nature of EL117 as a writing practice module dictates a special mode of assessment in which regular writing in class is essential. The assessment plan comprises two major components:

### **1) Continuous Assessment which consists of:**

**A. Class work including:**

- Two in-class TMAs (14%)
- Two written assignments submitted for the portfolio (6%)

This form of assessment will be conducted as follows:

Students are expected to attend every lecture and are also expected to participate fully during class time. The students will be asked to write two in-class TMAs (14%) on weeks five and twelve. Each in-class TMA (7%) has an essay and an editing activity that will be assessed by the tutor.

The students will also be asked to submit two written assignments for the portfolio (6%) by week three and thirteen.

- In first assignment, the students will be asked to write an extended paragraph about 100 - 150 words on a topic of their choice and then write it in-class for the first 15 minutes of the tutorial in week three. The students will be assessed on the content, organization, language and mechanics of their writing.
- In the second assignment, the students will be asked to edit and rewrite a given paragraph. They have to edit for unity, cohesion and coherence in addition to grammar, spelling and punctuation marks.

**B. Mid-term assessment (MTA) (30%)**

The mid-term exam will be carried out during week 8 and will be one hour and a half in duration. It will be composed of two essay prompts to choose one from. The students would be assessed as well on an outline (graphic organizer) of the topic they will write on. The exam will also include an error correction activity or a paragraph to edit after specifying the number of mistakes in the text.

**2) Final Assessment:**

The final exam will be two hours in duration. The students will be given an essay to read and outline using a graphic organizer/diagrammed outline. There will be two essay prompts to choose one from and write about 400 words on the topic. The students will be requested to reflect on the learned structure and mechanics of writing through some editing exercises.

The balance between components of assessment is shown in the table below:

Components	Form of Assessment	Marks	%
<b>CONTINUOUS ASSESSMENT</b>	1) In-class TMA (1)	7	7%
		7	7%
	2) In-class TMA (2)	6	6%
	3) Two written assignments submitted for the portfolio		
	MTA	30	30%



<b>FINAL ASSESSMENT</b>	FINAL EXAM	<b>50</b>	<b>50%</b>
<b>TOTAL</b>		<b>100</b>	<b>100%</b>

<b>7. Course Material</b>
<p>The teaching material for EL117 consists of:</p> <ul style="list-style-type: none"> <li>• Printed Material: <ul style="list-style-type: none"> <li>• Course Book</li> <li>• Answer Key Booklet</li> <li>• This Course Guide</li> <li>• Additional Readings</li> <li>• Recommended Texts</li> <li>• Online resources that are introduced in this Course Guide</li> </ul> </li> </ul>

<b>8. Teaching staff associated with the module</b>	
Tutor's name and contact details	Contact hours
<b>Name:</b> Ms. Fatma Fayez <b>Email ID:</b> <a href="mailto:ffayez@aou.edu.kw">ffayez@aou.edu.kw</a>	TBA