

Course content

This course aims to improve undergraduate students' academic and scientific writing in English. It has been designed to meet the needs of students across various disciplines, providing them with the necessary skills to interpret and write different types of scientific and academic texts essential for their studies with a specific focus on research-based essays.

Learning outcomes

Upon completion of the course, the student is expected to be able to:

- Produce coherent and structured texts;
- Present their arguments or points of view in writing;
- Recognize various genres and be aware of their aims;
- Compare different text styles and genres;
- Write texts in different scientific and academic genres;
- Produce a longer text in a genre from their field of study.

Instruction

Eight compulsory two-hour long seminars given online (via Zoom).

Course requirements

- You must come to class well prepared as the seminars will be based on your active participation.
- All completed assignments should be submitted via **Athena>Assignments** as instructed in class.
- If you are absent, you will be expected to complete make-up work. It is your responsibility to inform the teacher of your absence and to ask what make-up work you should do. If you miss more than two seminars, you will not qualify to receive a grade for this course.

Students are required to complete the following in order to receive a grade for the course:

- Participation, class attendance and assignments: pass/fail
- Final assignment, grading: A-F.

Forms of examination

The course is examined on the basis of an assessment of active participation at seminars, as well as written assignments. Students will receive a pass or fail for their participation and assignments. Students will receive a letter grade on a seven-point scale for their final assignment related to the learning objectives of the course:

- A = Excellent
- B = Very Good
- C = Good
- D = Satisfactory
- E = Adequate
- Fx = Inadequate (fail)
- F = Inadequate (fail)

The grading criteria for the course are listed below (last page).

Assignments

Students are required to submit a number of assignments throughout the course:

- An essay proposal by January 30 (23:59).
- An academic paragraph by February 6 (23:59).
- An introduction by February 13 (23:59).
- A literature review by February 27 (23:59)
- A draft for peer review by March 1 (23:59).
- A 5-minute presentation of their final assignment by March 13 (15:00).

Final Assignment

The purpose of the course is to give you the opportunity to write a 2000-word research-based essay on a topic of your choice from within your field of study. The assignment deadline is March 20, (23:59).

Course Schedule

Zoom room:

<https://stockholmuniversity.zoom.us/j/68010375919?pwd=dEVUcnhGVk1yNWdvTy9mM1U1S1hUT09>

Day & Room	Topics and seminar activities	Homework for next seminar
SEMINAR 1 January 17 15:00-17:00 ZOOM	<ul style="list-style-type: none"> - Introduction to academic and scientific writing in English - The structure of a research-based essay and a topic-based essay 	Work on your essay proposal and bring it to class.
SEMINAR 2 January 24 15:00-17:00 ZOOM	<ul style="list-style-type: none"> - Peer review: proposals - Academic writing: style basics - Writing a paragraph - Achieving unity and coherence in writing - Sentence structure: parallelism 	Revise and submit via Athena (Assignments): your essay proposal by January 30 (23:59) . Write an academic paragraph describing the background, the rationale, and the goals of your essay. Bring it to class.
SEMINAR 3 January 31 15:00-17:00 ZOOM	<ul style="list-style-type: none"> - Peer review: paragraphs - Writing the introduction: CARS model - Formulating research questions - Stance - Using sources; plagiarism 	Submit via Athena (Assignments): your academic paragraph by February 6 (23:59) . Write your introduction with your research questions. Bring your draft to class. Find academic sources for your project. Start reading and take notes (i.e., prepare an annotated bibliography that you can use later, when you write the literature review).
SEMINAR 4 February 7 15:00-17:00 ZOOM	<ul style="list-style-type: none"> - Peer review: introduction - Writing the literature review - Hedges and boosters 	Submit via Athena (Assignments): your introduction by February 13 (23:59) . Start working on the literature review . Write up a draft and bring it to class.
SEMINAR 5 February 14 15:00-17:00 ZOOM	<ul style="list-style-type: none"> - Peer review: literature review - Writing the methods section - Writing the analysis/results 	Start collecting your data. Start writing your analysis. Bring your draft so far to class. Submit via Athena (Assignments): your literature review by February 27 (23:59) .
SEMINAR 6 February 28 15:00-17:00 ZOOM	<ul style="list-style-type: none"> - Writing the discussion - Writing the conclusions - Developing an argument 	Submit a draft for peer review by March 1 (23:59) . Send the peer review back by March 6 (12:00) and bring to seminar 7
SEMINAR 7 March 6 15:00-17:00 ZOOM	<ul style="list-style-type: none"> - Sentence problems - Peer-review discussion 	Prepare a short presentation of your work for pre-defense workshop. Submit the presentation by March 13 (15:00)
SEMINAR 8 March 13 15:00-17:00 ZOOM	<ul style="list-style-type: none"> - Present your project (5 minute presentation) 	Revise your work. Submit via Athena (Assignments): your final project by March 20 (23:59) .

NB: Please note that all seminars will be conducted on Zoom via a link provided by the teachers. Assignments will be further specified in seminar handouts (also available on *Athena*).

In the event of a failed final essay or participation, resubmissions are to be made by May 1, (23:59).

Grading criteria

Participation and assignments

Pass The student has participated actively in a minimum of six seminars. The student has submitted all assignments in accordance with the assignment instructions given.

Fail The student has not participated actively in seminars. One or more assignments were not in accordance with the assignment instructions given.

Final assignment

You will be graded on:

- your ability to formulate clear and manageable research questions
- your ability to find relevant academic sources, to summarize them and discuss them with a critical stance
- your ability to discuss your findings in a clear and critical way and to relate them to prior research
- your ability to draw conclusions
- your ability to follow the genre conventions of an academic research essay
- your ability to write in English appropriate for the genre

A Excellent achievement: the student has demonstrated an excellent command of written English. In his/her written work, the student is able to identify and comply with a given genre's conventions and to organize his/her writing in a highly coherent, well-punctuated and grammatically accurately fashion. Written work is virtually error-free, well-expressed, and well-structured.

B Very good achievement: the student has demonstrated a very good command of written English. In his/her written work, the student is able to identify and comply with a given genre's conventions and to organize his/her writing in a coherent and largely grammatically accurate fashion. Written work contains only minor language errors and is generally well-structured.

C Good achievement: the student has demonstrated a good command of written English. In his/her written work, the student is largely aware of a genre's conventions and is able to organize his/her work in a reasonably coherent and grammatically accurate fashion. Written work contains a low frequency of language errors and is broadly well-structured.

D Satisfactory achievement: the student has demonstrated an acceptable command of written English.. The student is able to organize written work in a basically coherent fashion and has some awareness of genre. The assignments meet the basic requirements of structure, and language errors do not greatly impede communication.

E Adequate achievement: the student has demonstrated an acceptable, but minimal, command of written English. He/she is able to organize writing in a somewhat coherent and reasonably accurate fashion. Language errors do not totally impede communication. The student's work is passable and meets the minimum requirements of structure.

Fx Inadequate (fail): some more work required to pass. The student must demonstrate an acceptable level of general English proficiency.

F Inadequate (fail): because of inadequate achievement in one or more components.