

**Far Western University**  
**M.Phil. /Ph.D. Program**  
**(For CPL, TESOL and English)**

**Course Title: Advanced Academic/Research Writing**

**Credit hours: 3**

**Course No. : CPL/TESOL/Eng. 613**

**Teaching hours 48**

**Semester: First**

**1. Course Description**

This course aims to impart knowledge and skills of academic writing to the students so that they can understand and create/produce the academic genres like reviews, seminar papers, research articles/reports etc. for publication and finally prepare a dissertation. The course consists of five units. The first unit exposes the students to the universal features of academic writings, while the second and third units engage them into the various forms of academic writing. The fourth and fifth units provide them with the inputs of language and mechanics necessary for research writing.

**2. General Objectives**

General objectives of this course are as follows:

- I. To acquaint the students with the world of academic writing.
- II. To familiarize the students with different genres of academic writing.
- III. To enable them to write for presentation and publication
- IV. To sharpen their skills in the styles and language of academic writing
- V. To make them aware of academic language
- VI. To enable them to critically analyze and review the texts

**3. Learning Outcomes:** At the end of the semester the course participants will be familiar with the nature of academic/research writing in general and of different genres in particular, and they will be able to produce them in an acceptable form.

**4. Contents in Details:** The course contents and sources of the materials are listed below.

**Unit 1: Nature of Academic Writing**

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- 1.1. Introducing Academic writing (Greene & Lidinsky, 2012, pp. 1-4; Murray, 2005, pp. 1-8)
- 1.2. Academic writing as an enquiry process (Greene & Lidinsky, 2012, pp. 4-28)
- 1.3. Academic writing as a conversation (Graff & Birkestein, 2017, pp. 1-25)
- 1.4. Problems and sources of research writing (Booth, Colombus & Williams, 2016, pp. 86-104)



- 1.5. Identifying, searching and evaluating the sources (Greene & Lidinsky, 2012, pp.120-138)
- 1.6. Summarizing, paraphrasing and synthesizing (Greene & Lidinsky, 2012, pp.139-176; Bailey, 2015, pp.420-51)

## **Unit 2: Writing and Structuring the Manuscript**

**12**

- 2.1. Writing for academic journals (Murray, 2005, pp.9-35)
- 2.2. Strategies for getting writing done (Haylot, 2014, pp. 23-41)
- 2.3. Writing a research proposal (Paltridge & Starfield, 2007, pp.55-65)
- 2.4. Structure of thesis/Dissertation (Paltridge & Starfield, 2007, pp.66-81)
- 2.5. Types of articles/research (APA Manual, 2020, pp.4-10)
- 2.6. Constructing a research paper (Swales & Feak, pp.277-378)
- 2.7. Academic articles (Hartly, 2008, pp.21-71)

## **Unit 3: Other Genres**

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(Hartly, 2008; Gaillet & Guglielino, 2014 related sections)

- 3.1. Books/ book chapters
- 3.2. Seminar/conference papers/proceedings
- 3.3. Posters
- 3.4. Books/ journals/articles reviews
- 3.5. Annotated bibliography
- 3.6. Blogs
- 3.7. Bibliographic entries
- 3.8. Monographs
- 3.9. Podcasts

## **Unit 4: Grammar and Mechanics 8**

- 6.1. Writing style and Grammar (APA Manual, 2020, pp.111-127)
- 4.2. Mechanics of style: Punctuation, spelling, capitalization, Italics, Abbreviations, numbers (APA Manual, 2020, pp.153-181)
- 4.3. Language focus: Formal grammar and style, The grammar of definition, Indirect questions, Citation and tense, Levels of generalization (Swales & Feak, 2012 related sections)

## **Unit 5: Revising, Editing and Academic Language 8**

- 5.1. Making arguments (Booth, Colombus & Williams, 2016, pp.129-143)
- 5.2. Argument and discussion (Bailey, 2015, pp.85-89)
- 5.3. Academic style (Bailey, 2015, pp.139-145)
- 5.4. Revising and editing (Richards & Miller, 2008, pp.127-178)
- 5.5. Plagiarism and ways of avoiding it (Greene & Lidinsky, 2012, pp.180-186; Bailey, 2015, pp.25-30)
- 5.6. Reducing bias in language (APA Manual, 2020, pp.131-149)



### Instructional Techniques

- Lecture and discussion
- Explanation and illustration
- Group/pairwork/ class interaction
- Self-study and presentation
- Research and seminar
- Online support

## 5. Evaluation

### 5.1 Internal Evaluation: 60%

Internal evaluation will be done by course teacher. S/he will evaluate the students' academic activities and performance of course work based on following activities:

1. Class participation and interaction.....10 marks
2. Reading assignment/test.....10 marks
3. Short Term papers.....10 marks
4. Written test 10 marks
5. Long term papers/project work.....20 marks

### 5.2 Final Examination 40%

This examination will be conducted by the office of the Dean. The nature of questions and marks division is as follows.

2. Long answer questions 4 questions x10 marks=40

**Semester Plan:** One class of three hours, one day a week.

## 6. Prescribed Texts

American psychological association.(2020).Publication manual of the American Psychological Association.7<sup>th</sup> edition. Washington DC. American Psychological Association.

Bailey, S. (2015). Academic writing: A handbook for international students. New Your: Routledhe.

Greene, S. &Lidinsky, A. (2012).From inquiry to academic writing. Boston. Bedford/St.Martin's

Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., &Fitzerald, W. T. (2017).*The Craft of Research*. Chicago & London: The University of Chicago Press.

Gaillet. L. L.&Guglielmo, L. (2014). *Scholarly Publication in Changing Academic Landscape*. New York: Palgrave Macmillan.

Graff, G.&Birkenstein, C. (2017).*They Say/ I Say: The Moves That Matter in Academic Writing*. W.W. Norton & Company: London and New York.

Hartley, J. (2008). *Academic Writing and Publishing: A Practical Handbook*. London: Routledge.



Haylot, E. (2014). *The Elements of Academic Style: Writing for the Humanities*. New York: Columbia University Press.

Murray, R. (2005). *Writing for academic journals*. Berkshire: Open University Press

Paltridge, B. & Starfield, S. (2007). *Thesis and Dissertation in a Second Language*. New York: Routledge.

Richards, J. & Miller S. (2008). *Doing academic writing in education*. New Jersey. Lawrence Erlbaum Associates, Inc. Publishers.

Swales, J. & Feak, C. B. (2012). *Academic Writing for Graduate Students: Essential Tasks and Skills*. Ann Arbor: University of Michigan Press.

## 7. Further Readings

Alley, M. (2018). *The craft of scientific writing*. USA: Springer

Derrick, G. (2018). *The Evaluator's Eye: Impact Assessment and Academic Peer Review*. London: Palgrave Macmillan.

Egbert, J. & Sandan, S. (2015). *Writing Educational research*. New York: Routledge.

Paltridge, B. (2017). *The Discourse of Peer Review: Reviewing Submissions to Academic Journals*. London: Palgrave Macmillan.

Pecorari, D. (2010). *Academic writing and plagiarism*. London. Continuum International Publishing Group.