

Identification	Subject (code, title, credits)	Academic Writing and Ethics
	Department	English Language and Literature
	Program (undergraduate, graduate)	MA
	Term	Fall, 2026
	Instructor	Dr. Davud Kuhi
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	Classroom/hours	
	Office hours	
Prerequisites		
Language	English	
Compulsory/Elective		
Required textbooks and course materials	Swales, J. & Feak, C. (2012). <i>Academic Writing for Graduate Students: Essential Tasks and Skills</i>. (3rd edn). University of Michigan Press. Weissberg, R. & Buker, S. (1990). <i>Writing Up Research</i>. Prentice Hall Regents.	
Course website		
Course outline	This course has a genre-based nature. The structural and functional properties of academic texts will be introduced through a genre-based instruction. The course will present the fundamental properties of academic texts through analysis-practice-production tasks.	
Course objectives	The current course has been designed to help MA candidates from a variety of disciplines write academic texts on the subjects of their own disciplines. This will be achieved through a genre-based instruction developed within analysis-practice-production cycle, i.e. the instructor will provide authentic samples of academic texts (focusing on their generic properties), and will involve the participants in awareness-raising analysis tasks. This will be followed by practice tasks on similar texts and finally the participants will be asked to produce their own texts on topics of relevance to their own discipline.	

Learning outcomes	The learning outcomes of the above-mentioned genre-based instruction can be summarized as: - Analyzing the academic texts in terms of their formal and functional properties - Awareness of the discursive values of textual choices in academic texts - Awareness of effective strategies of academic text production - Producing effective academic texts to meet the highest possible standards of the academic communities with which the participants are affiliated		
Teaching methods	Instructor's Presentations		*
	Classroom Writing Tasks (Analysis, Practice, Production Tasks)		*
	Weekly Assignments		*
Evaluation	Methods	Date/deadlines	Percentage (%)
	Active involvement in classroom tasks, presentations and term projects		30
	Midterm exam		20
	Final exam		50
	Total		100
Assessment	It should be understood that in a course like this the assessment system is not a one-shot summative paper and pencil test conventionally uses at the end of a semester. The assessment system here would comprise of a combination of subjective, dynamic, longitudinal assessment (achieved through analysis tasks, presentations, weekly writings, classroom writings, etc.) and two macro-test (including the midterm and final exam). It should be remembered that even these macro-tests would not focus on local understanding of the type we expect in multiple-choice exams. What is expected is deep understanding and being able to express that understanding with fluent academic English in essay-type exams. Due to the genre-based nature of the instruction in this course, the participants are also expected to demonstrate a high degree of genre-awareness in their production tasks. This genre awareness should be made visible in both the formal and functional properties of the texts produced in classroom writings, weekly writings, midterm exam writing and final exam writing.		

Policy	Attendance (Lateness): Attendance is important. Absences can be detrimental to one's grade due to the number of class activities (presentations and class participation) and complexity of the subject. For every three unexcused absences one (1) point will be deducted from the grade point average. More than 10 unexcused absences are excessive. Free participation is discouraged. Missed exams or assignments: Advance notification should be given if the student is unable to attend a scheduled presentation or test. Full class participation and completion of assigned homework are necessary. Academic Dishonesty: Any plagiarism while studying will be severely penalized, including the possibility of receiving a non-pass for the course. Reference should be given to the sources used in one's work. However, any research paper consisting of references and citations only, without further analysis by the student, will not be acceptable either. Cheating during the tests will be penalized including the possibility of a zero mark on the test. Topics of presentations / project papers will be pre-determined by the instructor. Free presentations / paper topics are not allowed. Presentation in cooperation with other students is allowed if pre-agreed with the instructor.
Artificial Intelligence (AI) Policy	Students are permitted to use artificial intelligence (AI) tools, including generative AI applications, to support their learning, brainstorming, idea development, language improvement, and revision, unless the use of AI is explicitly restricted for a particular assignment or assessment. AI should be used as a learning support tool rather than a substitute for students' own thinking, analysis, and academic work. Students are responsible for the accuracy, originality, and academic integrity of all submitted work. Any use of AI that contributes substantially to an assignment should be appropriately acknowledged or cited, where required. Students should critically evaluate AI-generated information because such tools may produce inaccurate, incomplete, or misleading content. Students must not use AI tools to generate or complete an assignment when the instructor has explicitly prohibited their use. Submitting AI-generated content as entirely the student's own work, without appropriate acknowledgment, may be considered a violation of academic integrity. Students are also expected to comply with all assignment-specific instructions regarding the acceptable and unacceptable uses of AI.

Weekly Activities:

Week	Activity
1	Introduction to the course
2	An approach to academic writing (Swales et al. 1)
2	Writing general to specific texts I (Swales et al. 2)
3	Writing general to specific texts II (Swales et al. 2)
4	Problem, process and solution I (Swales et al. 3)
5	Problem, process and solution II (Swales et al. 3)
6	Data commentary I (Swales et al. 4)
7	Data commentary I (Swales et al. 4)
8	Midterm Exam
9	Writing summaries I (Swales et al 5)
10	Writing summaries II (Swales et al 5)
11	Writing critiques I (Swales et al 6)
12	Writing critiques I (Swales et al 6)

13	Constructing a research paper I (Swales et al. 7)
14	Constructing a research paper II (Swales et al. 8)
15	Constructing a research paper III (Swales et al. 8)
16	Conclusions