Identification	Subject (code, title, credits)	ENGL335, Academic Writing, 3KU/6 ECTS	
	Department         English Language and Literature Department		
	Program (undergraduate,	Undergraduate	
	graduate)		
	Term	Fall, 2025	
	Instructor	Konul Hajiyeva	
	E-mail:	konul.hajiyeva@khazar.org	
	Phone:		
	Classroom/hours	4 academic hours	
	Office hours	Monday – Friday	
Prerequisites	ENGL 310		
Language	English		
Compulsory/Elective	Compulsory		
Textbooks and	1. Meyers, A. (2020). Longman Academic Writing Series Level 5: Essays to		
course materials	Research Papers. Pearson Education.		
	2. Folse, K. S., & Pugh, T. (2020). Great Writing 5: From Great Essays to		
	Research (5th ed.). National Geographic Learning / Cengage Learning.		
	3. Bailey, S. (2015). Academic Writing: A Handbook for International Students		
	(4th ed.). Routledge.		
	4. Liss, R., & Davis, J. (2012). Effective Academic Writing 3 (2nd ed., Student		
	Book). Oxford University Press.		
	5. Oshima, A., & Hogue, A. (2006). Writing Academic English (4th ed., Level 4). Pearson Longman.		
Course description	This course is designed to develop students' skills in writing clear, well-structured,		
-	and coherent academic texts. It focuses on research-based writing, critical		
	thinking, proper citation, and the conventions of formal academic style. By the end		
	of the course, students will be able to produce essays, reports, and assignments		
	that meet university-level academic standards.		
Course objectives	By the end of this course, students will be able to:		
	Develop clear, coherent, and well-structured academic texts.		
	Apply research-based writing techniques and properly cite sources.		
	<ul> <li>Use appropriate academic vocabulary and formal style.</li> </ul>		
	Critically analyze and evaluate information for writing purposes.		
	Understand the conventions and expectations of university-level writing.		
Learning outcomes	Upon successful completion of t	his course, students will be able to:	
	Write essays, reports, and assignments that demonstrate clarity, coherence, and		
	structure.		
	Integrate and cite sources correctly using recognized academic referencing		
	styles.		
	Employ precise, formal, and academic language in writing.		
	Formulate and support arguments with evidence and critical reasoning.		
	Identify and correct common errors in grammar, punctuation, and style in		
	academic writing.	•	
Teaching methods	Lecture	+	

		<b>Group Discussion</b>		+	
		Presentation Presentation		+	
		Interactive activities Individual assignments Peer Feedback		+	
				+	
				+	
E	valuation	Methods	Date/deadlines	Percentage (%)	
		Midterm Exam	November	30	
		Quizzes	October / December	10	
		Research-oriented project	December	10	
		Critical review	November	5	
		Activity	During the term	5	
		Participation	During the term	5	
		Final Exam	January	35	
		Total		100	
Assessm	ent	Class activity and participati	ion	100	
1100000111		Active participation is essen		ourse. Your engagement in	
		peer reviews, discussions of			
			<del>-</del>	_	
tasks will form the basis of participation assessment. By actively confollowing class guidelines, you can earn up to 10 points toward you			-		
	Research-oriented project  Students conduct a mini-research paper on a chosen topic, collecting at least the			, 5	
				pic, collecting at least three	
sources, applying research skills, proper citation, and structured argumentation			_		
		Critical review			
Students write a review of a book, movie, or article using an academ focusing on critical analysis, structured argumentation, and formal langu		e using an academic style,			
		, and formal language.			
	Quizzes  Quizzes are an important component of your semester grade. You will comp				
			r grade. You will complete		
		two written quizzes during the semester. Successfully completing the quizzes			
		allows you to earn up to 10 points.			
<b>Policy</b> Full-time students are expected to attend all elements of their course		of their courses unless they			
		are sick or have permission	of their School Dean. In	general, to be eligible for	
		taking exams students should not miss more than 30% of the class hours. In			
		addition, the students are ex	pected to be in the class	room ready to work at the	
		appointed hour. It is the stude	nted hour. It is the students' responsibility to be on time, ready and attentive.		
		Continuing and unexcused ab	sence or lack of participa	tion may lead to withdrawal	
	from the course. All forms of cheating and plagiarism are strictly banned. If			are strictly banned. If 25%	
plagiarism is found in a submitted assignment, the student gets no point for			= = = = = = = = = = = = = = = = = = =		
	the student submits the assignment later than due time, 20% of the grade for			_	
		assignment is subtracted. The student whose behavior is disruptive either to the			
instructor or other students will be removed from the team.		team.			
		Tentative S	Schedule		
Week	Date/Day	Тор		Textbook/Assignments/	
vv eek	(tentative)	_		Reading	
	,				

1	The Writing Process (Part 1)	
	1.1 Background to Writing	
	The purpose of academic writing	Bailey, S. (2015).
	Common types of academic writing	Academic Writing: A
	The format of long and short writing tasks	Handbook for
	The features of academic writing	International Students (4th
	Some other common text features	ed.).
	Simple and long sentences	
	Unit 1: Reviewing the Essay	
	• Elements of Great Writing	
	• What Is an Essay?	Folse, K. S., & Pugh, T.
	• The Introduction Paragraph	(2020). <i>Great Writing 5:</i>
	Body Paragraphs	From Great Essays to
	• The Conclusion Paragraph	Research (5th ed.)
	• Grammar: Modifying Nouns	
	Building Better Vocabulary	
	Building Better Sentences	
2	Chapter 1. Expository Essays	
	Introduction	Meyers, A. (2020).
	Noticing Vocabulary: Negative Prefixes	Longman Academic
	A Clear Thesis Statement	Writing Series Level 5:
	Topic Sentences	Essays to Research Papers.
	A Strong Conclusion	
	Writing Assignment: A Personal Essay about the	
	Writing Experience	
3	Chapter 2. Classification Essays	
	Introduction	
	Noticing Vocabulary: Collocations	Meyers, A. (2020).
	Introductory Paragraph	Longman Academic
	Body Paragraphs	Writing Series Level 5:
	Concluding Paragraph	Essays to Research Papers.
	Establishing Unity and Coherence	
	Writing Assignment: A Classification Essay from	
	Survey Data	
4	Chapter 2. Process Essays	
	Introduction	
	Noticing Vocabulary: Irregular Plurals from Latin	
	and Greek	Meyers, A. (2020).
	Introductory Paragraph	Longman Academic
	Body Paragraphs	Writing Series Level 5:
l	· · · · · ·	1
	Concluding Paragraph	Essays to Research Papers.
	Concluding Paragraph Writing a Summary and an Abstract	Essays to Research Papers.
	Writing a Summary and an Abstract	Essays to Research Papers.
		Essays to Research Papers.

5	Unit 3: Using Original Sources	
	• Elements of Great Writing	
	Using Information from Sources  Using Direct Outstation and Bayanhussing	Folgo V C & Duch T
	Using Direct Quotation and Paraphrasing  Methods of Cities Sources	Folse, K. S., & Pugh, T.
	Methods of Citing Sources  Letter be size of Direct Over this property of the state of the	(2020). Great Writing 5:
	• Introducing a Direct Quotation or a Paraphrase	From Great Essays to
	• Summarizing	Research (5th ed.)
	• Synthesizing	
	Building Better Vocabulary	
	Building Better Sentences	
	Writing	
6	Chapter 4. Cause / Effect Essays	
	Introduction	Meyers, A. (2020).
	Noticing Vocabulary: Phrasal Verbs	Longman Academic
	Chain Organization	Writing Series Level 5:
	Block Organization	Essays to Research Papers.
	Distinguishing between Cause and Effect	
	Writing a Summary and an Abstract	
	Writing Assignment: A Cause / Effect Essay about a	
	Historical Event	
	Thistorical Brent	
7	Chapter 5. Extended Definition Essays.	
	Introduction	Meyers, A. (2020).
	Noticing Vocabulary: Synonyms	Longman Academic
	Three Ways to Define a Term	Writing Series Level 5:
	Expanding on a Definition	Essays to Research Papers.
	Paraphrasing Material from Sources	Lissays to Research 1 apers
	Writing Assignment: An Extended Definition Essay	
	about a Concept	
	uboui a Concepi	
8	Unit 7. Graphs with a trend	
	Re-wording the introduction	
	Writing an overview	
	Language to describe changes 1: Verbs and adverbs	
	Language to describe changes 1: Adjectives and	
		Brown, R., & Richards, L.
	nouns Unit & Comparative graphs	(2017). IELTS Advantage
	Unit 8. Comparative graphs  Very language for making comparisons	` ′
	Key language for making comparisons	Writing Skills: A step-by-
	More comparative structures	step guide to a high IELTS
	Advanced comparatives and linking devices	writing score.
	Describing numbers	
	Unit 9. Processes and maps	
	Using the present simple passive to describe a	
	process	
	Linking stages together	

9	QUIZ 1	
	MIDTERM EXAM	
10	Chapter 6. Problem / Solution Essays	
	Introduction	Meyers, A. (2020).
	Noticing Vocabulary: Adverbial Intensifiers	Longman Academic
	Introductory Paragraph	Writing Series Level 5:
	Body Paragraphs	Essays to Research Papers
	Concluding Paragraph	
	Writing Assignment: A Problem / Solution Essay	
	about Education	
11	Chapter 7. Summary / Response Essays	
	Introduction	
	Noticing Vocabulary: Words Related to Cultural	Meyers, A. (2020).
	Change	Longman Academic
	The Summary	Writing Series Level 5:
	The Response	Essays to Research Papers
	Writing Assignment: A Summary / Response Essay	
	on Culture	
12	Chapter 8. Argumentative Essays	
	Introduction	
	Noticing Vocabulary: Synonyms	
	Block Organization	Meyers, A. (2020).
	Point-by-Point Organization	Longman Academic
	The Introductory Paragraph(s)	Writing Series Level 5:
	Body Paragraphs	Essays to Research Papers
	Concluding Paragraph	
	Writing Assignment: An Argumentative Essay on a	
	Controversial Topic	
13	Writing models (Part 4)	
	4.1 Case studies	Bailey, S. (2015).
	4.2 Literature reviews and book reviews	Academic Writing: A
	4.4 Reports	Handbook for
	4.5 Surveys	International Students (4th
	Unit 8: The Research Paper	ed.).
	Chapter 9. Research Papers	
	• Elements of Great Writing	
	• What Is a Research Paper?	Folse, K. S., & Pugh, T.
	Narrowing Your Focus	(2020). <i>Great Writing 5:</i>
	Developing an Effective Thesis Statement	From Great Essays to
	Documenting Research	Research (5th ed.)
	• Preparing to Write a Research Paper	
	• Grammar: Passive Voice	Meyers, A. (2020).
	A Research Paper of Five or More Pages	Longman Academic
		Writing Series Level 5:
		Essays to Research Papers

14	Critical Review	
	Research-oriented project presentation	
15	Revision	
	QUIZ 2	
16	FINAL EXAM	