<table>
<tr><td rowspan="8">Identification</td><td>Subject(code title, credits)</td><td colspan="2">ENGL 335 Academic Writing-3KU/6ECTS</td></tr>
<tr><td>Department</td><td colspan="2">English Language and Literature</td></tr>
<tr><td>Program (undergraduate, graduate)</td><td colspan="2">Undergraduate</td></tr>
<tr><td>Term</td><td colspan="2">Winter and Spring, 2022</td></tr>
<tr><td>Instructor</td><td colspan="2">Yaser Hadidi (PhD)</td></tr>
<tr><td>E-mail:</td><td colspan="2">yaser.hadidi@khazar.org
hadidiy@hotmail.com</td></tr>
<tr><td>Phone:</td><td colspan="2">+989143156780 (WhatsApp)</td></tr>
<tr><td>Classroom/hours</td><td colspan="2">One online session a week, according to the schedule
- one session lasting at least 2 hours and 30 minutes;
- or two sessions each lasting at least 75 minutes
- It is quite possible that, due to the nature of the course, thesessions may well spill beyond 3 hours
- Students are expected to plan accordingly</td></tr>
<tr><td>Prerequisites</td><td colspan="3">English Composition</td></tr>
<tr><td>Language</td><td colspan="3">English</td></tr>
<tr><td>Compulsory/ Elective</td><td colspan="3">Compulsory</td></tr>
<tr><td>Required textbooks and course materials</td><td colspan="3">- Oshima, A., Hogue, A. & Curtis, J. (2014). Longman Academic Writing Series(Volume 3): Paragraphs to Essays. New York: Pearson Education, Inc.
- Oshima, A., Hogue, A. & Ravitch, L. (2014). Longman Academic WritingSeries (Volume 4): Essays. New York: Pearson Education, Inc.</td></tr>
<tr><td>Course outline</td><td colspan="3">This course is designed to give students an opportunity to develop the essential and core skills in academic writing. The core and globally recognized elements of academic writing will be discussed, and students will be walked through a considerable number of practical writing exercises at every step of the way. In addition to the instructor providing evaluation and guidance, students themselves will provide an audience for the writing done in the class and will provide feedback, interaction, and critiques of each other’s work.</td></tr>
<tr><td>Course objectives</td><td colspan="3">1. For students to become familiar with the essential and core knowledge of academic writing, mostly in tune with the internationally recognized body of core concepts in academic writing.
2. For students to be exposed to a lot of practice at writing and thereby receiving practical feedback on the pitfalls involved.
3. For students to gain a stronger appreciation of the process of writing and revision.</td></tr>
<tr><td>Learning outcomes</td><td colspan="3">After finishing the course, the students will be able to:
- acquire and apply a variety of techniques to generate basically acceptable academic writing;
- understand the writing processes of academic writers;
- read as a writer and editor objectively; and hopefully also become a better and more sensitive and conscious reader</td></tr>
<tr><td rowspan="3">Teaching methods</td><td colspan="2">Instructor’s Lectures</td><td>√</td></tr>
<tr><td colspan="2">Group and Class Discussion and Students’ Presentations</td><td>√</td></tr>
<tr><td colspan="2">Students’ Completing Writing Exercises Assigned on the Textbooks and Instructor’s Commentary</td><td>√</td></tr>
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<tr><td rowspan="5">Evaluation</td><td>Methods</td><td>Date/deadlines</td><td>Percentage (%)</td></tr>
<tr><td>Midterm Exam</td><td>The 7th Week</td><td>30</td></tr>
<tr><td>Participation</td><td>Every Session</td><td>10</td></tr>
<tr><td>Activity, Presentations, Writing Tasks and Exercises</td><td>Every Session, as assignedby the Instructor</td><td>25</td></tr>
<tr><td>Final exam</td><td>The 16th Week (may contain material coveredbefore mid-term too)</td><td>35</td></tr>
<tr><td></td><td>Total</td><td></td><td>100</td></tr>
<tr><td>Assessment, Evaluation and Expectations from the Students</td><td colspan="3">Students are expected to:
1. organize thoughts and information for writing, develop drafts, analyze, revise and edit work as appropriate for audience and purpose,
2. write for reflection and self-expression,
3. make connections with prior knowledge and experience
4. read, interpret, evaluate and give written and oral responses to academic texts
5. gain and review skills in writing sentences, paragraphs, and multi-paragraph essays,
6. utilize speaking and listening skills to participate in small group and whole group discussions, oral readings, and presentations,
7. utilize computers and internet to enhance their word processing skills, research skills, and publication skills.
Throughout the course, students are expected to complete a number of homework assignments, as this course is an attempt at being as hands-on and practical as possible. The exercises inside the assigned textbook are very important and students SHOULD complete the exercises and present them in and out of class.</td></tr>
<tr><td>Policy</td><td colspan="3">Classroom Expectations:
1. Respect everyone in the room, including yourselves.
2. Be on time.
3. Be prepared for class. (Bring all materials, homework, texts, etc. necessary for learning. Doing the exercises inside the assigned chapters is of crucial importance)
4. Challenge yourself. (Everyone is capable of exceeding the norm)
5. Work cooperatively with your peers to build a strong classroom community.
Attendance (Lateness) Class Participation:
Talking about what we are reading and writing is an explicit part of this course. If you do not like to attend class, do regular reading assignments, and have participation required of you, you should either not take this course or you should settle for a lower grade than your written work might otherwise warrant. 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.
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.</td></tr>
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Tentative Weekly Schedule

Week Number	Assigned Reading or Activity for theWeek	Reading Source Used
1	Academic Paragraphs	Oshima et al (vol. 3)
2	Narrative Paragraphs	Oshima et al (vol. 3)
3	Basic Paragraph Structure	Oshima et al (vol. 3)
4	Logical Division of Ideas	Oshima et al (vol. 3)
5	Process Paragraphs	Oshima et al (vol. 3)
6	Definition Paragraphs	Oshima et al (vol. 3)
7	**Mid-term Exam!**	
8	Cause / Effect Paragraphs	Oshima et al (vol. 3)
9	Comparison / Contrast Paragraphs	Oshima et al (vol. 3)
10	Essay Organization	Oshima et al (vol. 3)
11	Opinion Essays	Oshima et al (vol. 3) (2014): chapter 10
13	Paragraph Structure Unity and Coherence	Oshima et al (vol. 4) (2014): chapter 1 and 2
14	Using Outside Sources	Oshima et al (vol. 4)
15	From Paragraph to Essay	Oshima et al (vol. 4)
16	**Final Exam!**	

(Coverage, the ground covered, may turn out to vary in practice, but there will not be any changes made to the syllabus sources)