



Course Specification

— (Postgraduate)

Course Title: Academic Writing

Course Code: *Enter Course Code.*

Program: Master of Arts in Applied Linguistics

Department: Languages and Translation

College: Humanities and Social Sciences

Institution: Northern Border University

Version: 1

Last Revision Date: May 14, 2024



Table of Contents

A. General information about the course:.....	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:	4
C. Course Content:	6
D. Students Assessment Activities:	7
E. Learning Resources and Facilities:.....	8
F. Assessment of Course Quality:	9
G. Specification Approval Data:.....	9



A. General information about the course:

1. Course Identification:

1. Credit hours: (3)

2. Course type

A. University College Department Track

B. Required Elective

3. Level/year at which this course is offered: (2)

4. Course General Description:

This course is designed to equip students with the essential skills and knowledge required to excel in academic writing. Through a comprehensive exploration of various types of academic writing, including research articles, book reviews, and journal articles, students will acquire a solid understanding of key principles, conventions, and structures. Emphasis will be placed on developing proficiency in the academic writing process, from drafting to revising, and incorporating feedback to produce polished written works. Using a combination of interactive lectures, practical exercises, and collaborative activities.

5. Pre-requirements for this course (if any):

NA

6. Pre-requirements for this course (if any):

N/A

7. Course Main Objective(s):

The main objective of this course is to familiarize students with various types of academic writing, including research articles, book reviews, and journal articles, and to develop their proficiency in the academic writing process from drafting to revising and incorporating feedback. Students will understand key principles, conventions, and structures of academic writing across disciplines and enhance their ability to communicate effectively and persuasively in academic contexts through written expression.

2. Teaching Mode: (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning 		
4	Distance learning		

3. Contact Hours: (based on the academic semester)



No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify).....	
Total		45

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Identify an understanding of the fundamentals of academic writing, including key principles, conventions, and structures.	K2	Class / Group Discussion, Investigation, Brainstorming, Peer learning, Observation	Written exams (essay), Discussion, Presentations, Reports .
1.2	Acquire knowledge of various types of academic writing, such as research articles, book reviews, and journal articles, through practical exploration and analysis.	K2	Model-based Learning, Class / Group Discussion, Brainstorming, Peer learning,	Written exams (essay), Discussion, Presentations, Reports .
2.0	Skills			
2.1	Develop proficiency in the academic writing process, including drafting, revising, and incorporating feedback	S4	Class/ Group Discussion , Brainstorming, Peer learning, Self-learning, Brainstorming, Summary	Written exams (essay), Discussion, Presentations, Reports .



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	to produce polished written works.			
2.2	Acquire the skills necessary to effectively utilize published sources in academic writing, including summarizing, paraphrasing, and citing sources according to academic standards.	S4	Class/ Group Discussion, Peer learning, Self-learning.	Written exams (essay), Discussion, Presentations, Reports .
3.0	Values, autonomy, and responsibility			
3.1	Recognize the value of constructive feedback and peer collaboration in improving writing skills and enhancing the quality of academic work.	V2	Class/ Group Discussion, Brainstorming,	Discussion, Presentations.
3.2	Understand the ethical principles of academic integrity, honesty, and the importance of avoiding plagiarism in scholarly writing	V1	Class/ Group Discussion,	Discussion, Presentations.

C. Course Content:

No	List of Topics	Contact Hours
1.	<ul style="list-style-type: none"> Introduction to the course Academic writing: definition & style characteristics and expectations of academic writing. 	3
2.	<ul style="list-style-type: none"> Plagiarism: plagiarism and its various forms. Academic integrity and ethical writing practices. 	3





	<ul style="list-style-type: none"> ● Learning strategies to avoid unintentional plagiarism 	
3.	<ul style="list-style-type: none"> ● Elements of Academic Writing (1): Argument, Cause and effect, and Cohesion ● Analysing examples of academic texts to identify and understand these elements in context. 	3
4.	<ul style="list-style-type: none"> ● Elements of Academic Writing (2): Comparison, Discussion, Style ● Analysing examples of academic texts to identify and understand these elements in context. 	3
5.	<ul style="list-style-type: none"> ● Researching and Writing ● Fundamentals and Feedback 	3
6.	<ul style="list-style-type: none"> ● Generalizations, Facts, and Academic Reality ● Results, Discussion, and Academic Relevance ● Definition, Vocabulary, and Academic Clarity 	3
7.	<p>Getting Started and Getting to First Draft</p> <ul style="list-style-type: none"> ● Overcoming writer's block and setting goals for the writing process. ● Generating ideas and brainstorming potential topics for academic writing assignments. ● Preparing for the drafting process by outlining main ideas and organizing thoughts. 	3
8.	<p>Working with a Draft and Reworking the Draft</p> <ul style="list-style-type: none"> ● Focusing on main ideas and developing arguments in the drafting stage. ● Revising and shaping the draft to improve coherence, clarity, and logical flow. ● Polishing the revised draft through careful editing and proofreading for language and style consistency. 	3
9.	<p>Writing Summaries and Paraphrases</p> <ul style="list-style-type: none"> ● Understanding the importance of summarizing and paraphrasing academic sources accurately and ethically. ● Learning techniques for condensing complex ideas into concise summaries while preserving key points and arguments. ● Practicing paraphrasing skills to restate information in one's own words while maintaining the original meaning and integrity of the source. 	3
10.	<p>Using Quotations and Citations</p>	3





	<ul style="list-style-type: none"> Exploring the appropriate use of quotations to support arguments and provide evidence in academic writing. Understanding the conventions of citing sources in various citation styles, such as APA, MLA, or Chicago. Practicing proper citation techniques. 	
11.	<p>Writing Models and practice (1): Reporting and Designing Surveys</p> <ul style="list-style-type: none"> Understanding the process of designing surveys for academic research. Exploring techniques for collecting and analysing survey data. Practicing writing reports based on survey findings, including data interpretation and presentation. 	4.5
12.	<p>Taking Ideas from Sources</p> <ul style="list-style-type: none"> Learning how to effectively integrate ideas and information from academic sources into one's own writing. Understanding the importance of proper attribution and citation when incorporating ideas from sources. Practicing techniques for synthesizing multiple sources to support arguments and analysis. 	4.5
13.	<p>Writing Models and practice (1): research article and book review</p> <ul style="list-style-type: none"> Exploring the structure and conventions of academic journal articles in Applied linguistics filed. Discussing the main elements and the common verbs and phrases used in each section of the article. Practice writing part of an article. Practice reviewing a book 	
14.	Peer feedback practice	3
Total		45

D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Participation	Throughout	10%
2.	Assignments and activities.	Weakly	40%
3.	Midterm Exam.	Weak 9	30%
4.	Final Exam.	Weak 16	20%
	Total		100

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)



E. Learning Resources and Facilities:

1. References and Learning Resources:

Essential References	<p>American Psychological Association. (2020). Publication Manual of the American Psychological Association (7th ed.). APA.</p> <p>Bailey, S. (2018). Academic Writing: A Handbook for International Students. Routledge.</p> <p>Galvan, J.L., & Galvan, M. C. (2017). Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences. Routledge.</p> <p>Graff, G., & Birkenstein, C. (2018). "They Say/ I Say": The Moves That Matter in Academic Writing. W.W. Norton & Company.</p> <p>Murray, R. (2019). Writing for Academic Journals. Open University Press.</p> <p>Turabian, K.L. (2018). A Manual for Writers of Research Papers, Theses, and Dissertations. University of Chicago Press.</p> <p>Williams, J.M., & Bizup, J. (2016). Style: Lessons in Clarity and Grace. Pearson.</p>
Supportive References	Dew, S. E. (2012). Learn English Paragraph Writing Skills. San Bernardino, CA: Stephen E. Dew.
Electronic Materials	https://owl.purdue.edu/owl/purdue_owl.html
Other Learning Materials	

2. Educational and Research Facilities and Equipment Required:

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	classrooms
Technology equipment (Projector, smart board, software)	Computer with a printer, Access to an internet connection.
Other equipment (Depending on the nature of the specialty)	

F. Assessment of Course Quality:

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	Direct
Effectiveness of students' assessment	Students Faculty members	Direct
Quality of learning resources	Quality Unit Faculty / students	Indirect
The extent to which CLOs have been achieved	Quality Unit Faculty / students	Indirect
Other		

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))





Assessment Methods (Direct, Indirect)

G. Specification Approval Data:

COUNCIL /COMMITTEE	Department of Languages and Translation Council
REFERENCE NO.	Session 23, 1445
DATE	14 May 2024

