Name of Course: Academic Writing for Culture, Politics and Society

Instructors: Center for Academic Writing - Borbála Faragó, Zsuzsanna Tóth (2 groups)

No. of Credits and no. of ECTS credits: 2; ECTS 4

<table>
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<th>Fall 2022,</th>
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<tr>
<td>Class Times/Pre-session Week: Monday to Thursday 11.50-12.50 and 13.50-14.50</td>
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<td>Class Times/Fall Term: Tuesdays 10.50-11.50 and Thursdays 10.50-11.50</td>
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<td>Classroom location: TBA</td>
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Mandatory, no prerequisites

- Depending on each instructor, there may be variations in terms of specific readings and tasks in the syllabus for each group.
- The most recent updates will be always announced in advance and posted on the e-learning course site.

Office hours: One hour per week TBA by individual instructor. In addition, The Center for Academic Writing offers students the opportunity to have regular consultations discussing their departmental coursework in terms of academic writing issues. Students can register at https://ceu.mywconline.com/register.php, in order to view our schedule and book a suitable consultation slot if they would like to use this service.

Course Description: The course Academic Writing is an introduction to the conventions and genres of academic writing. The aim of this course is to increase students’ agency as writers by acquiring both the theoretical knowledge and practical skills necessary to produce texts for the interdisciplinary academic discourses. More specifically, students will have an opportunity to practice critical reading and writing, such as summarizing, analyzing, evaluating and synthesizing ideas. Students will also learn how to engage with scholarly sources effectively and incorporate them into their own texts. Students will practice presentation skills, so that they are able to prepare and deliver presentations in other classes. Students will finally learn how to construct and support a written argument, and how to best utilize their authorial voice.

The course Academic Writing is placed in the Modes of Expression I Module.

Learning Outcomes

Upon completion of this course, students will be able to:

- Engage with readings critically by evaluating the various contexts (social, historical, or personal) surrounding and underpinning each text
• Identify and utilize elements, structuring principles and conventions of various writing modes within academia

• Increase awareness and skills of effective responding to texts in a written form

• Effectively summarize and analyze various texts while identifying and highlighting their main ideas and messages

• Develop independent perspectives and arguments via persuasive support and successful incorporation of research

• Practice the revision skills necessary for the accomplishment of a writing project

• Constructively critique their own and peers' writing, with an awareness of the collaborative and social aspects of the writing process

• Develop and improve presentation skills via constructive feedback

Intellectual Foundations of the Course
The course plays an integral role within the CPS Program as it provides students with knowledge, expertise and skills that strengthens their agency as independent scholars, thinkers and writers in the interdisciplinary academic environment.

Weekly Schedule
Readings will be assigned and available on the course e-learning site (Moodle) and via electronic access to the CEU library. The class is mainly hands-on, workshop-based, but short weekly readings will be assigned as well. In addition to the readings and assignments stated in the syllabus, some additional short tasks may be assigned during the course (timely completion of these additional assignments may count as part of the Attendance and Participation grade).

Pre-session Week, DAY 1: TOPIC: CRITICAL READING AND THE WRITING PROCESS
Class 1 (9/12) Introduction to Course
Class 2 (9/12) Critical reading, note taking (Homework: read the article, prepare notes)

Pre-session Week, DAY 2: TOPIC: SUMMARIZING A TEXT
Class 3 (9/13) Discussion of notes
Class 4 (9/13) Workshop: writing the summary

Pre-session Week, DAY 3: TOPIC: EVALUATING A TEXT
Class 5 (9/14): Discussion: how to bring in evaluation
Class 6 (9/14): Workshop: start writing the evaluation (Homework: finish the first draft of critique)

Pre-session Week, DAY 4: TOPIC: EVALUATING A TEXT, PEER FEEDBACK
Class 7 (9/15): Discussion: analyzing sample critiques, peer feedback
Class 8 (9/15): Workshop: peer feedback session
CRITIQUE 1 (GRADED, 30%) DUE: End of Pre-session, DEADLINE: Sunday, 9/18, 11.59 pm
Requirements: The essay needs to respond to an assigned reading in a critical way and provide elements of summary and evaluation. Further assignment instructions will be provided in class. Length: 500 words.

1ST MANDATORY CONSULTATION (5%) ON CRITIQUE BETWEEN SEPTEMBER 19-30
GRADE shared with students by October 3)

Week 1: TOPIC: ENGAGING WITH SOURCES: Effective integration of sources
Class 9 (9/20): Introducing sources
Class 10 (9/22): Source integration skills

Week 2: TOPIC: WORKING WITH SOURCES
Class 11 (9/27): Effective database searching skills (Advanced searching, Boolean operators, etc.) (Library workshop)
Class 12 (9/29): Introduction to source-managing software (Zotero): (Library workshop)

Week 3: TOPIC: INTEGRATING SOURCES
Class 13 (10/4): Understanding Plagiarism
Class 14 (10/6): Workshop: working with Turnitin

SOURCE INTEGRATED CRITIQUE 2 (MANDATORY SUBMISSION BUT NOT GRADED, 10%) DUE: End of Week 3 DEADLINE: Sunday, 10/09, 11.59 pm
Requirements: Revise Critique 1 so that the critique is strengthened by engaging with 2-3 sources. The method of incorporation of the sources would necessarily involve summarizing but also use of direct quotes and paraphrases. This will result in a change in the length and content of the critique and thereby its genre too. Argumentation could be introduced here with specific reference to using supporting evidence and other authors to make a claim. The critique needs to respond to an assigned reading in a critical way and provide elements of summary and evaluation. Further assignment instructions will be provided in class. Length: 700 words.

OPTIONAL CONSULTATION IF FEEDBACK IS REQUESTED BETWEEN OCTOBER 10-31

Week 4: TOPIC: PRESENTATION SKILLS
Class 15 (10/11): Introduction to presentations, how to choose a topic
Class 16 (10/13): Workshop, student presentations, brainstorming blog-themes
Week 5: TOPIC: PRESENTATION SKILLS
Class 17 (10/18): Workshop, student presentations
Class 18 (10/20): Workshop, student presentations

Week 6: TOPIC: ARGUMENTATIVE WRITING – ACADEMIC BLOG
Class 19 (10/25): Introduction, discussion of genre
Class 20 (10/27): Workshop: finalizing blog-themes

Week 7: TOPIC: ARGUMENTATIVE WRITING – THE BLOG ENTRY
Class 21 (11/03): Analyzing sample writings

Week 8: TOPIC: ARGUMENTATIVE WRITING – THE BLOG ENTRY
Class 22: (11/08) Workshop: assignment requirements, creating blog entry outlines
Class 23: (11/10) Workshop: finalizing blog entry outlines (reflecting on writing process)

Week 9: TOPIC: ARGUMENTATIVE WRITING
Class 24: (11/15) Workshop: peer feedback session

ARGUMENTATIVE WRITING (BLOG ENTRY) 3 (GRADED, 30%): DUE END OF WEEK 9
Deadline: Sunday, November 20th, 11:59pm
Requirements: Write an argumentative blog entry. Further assignment instructions will be provided in class. Length: 800 words.

2ND MANDATORY CONSULTATION (5%) ON ARGUMENTATIVE WRITING BETWEEN NOVEMBER 22 - DECEMBER 4

Assignments

- Assignment 1: Critique 1: This critique will summarize and evaluate the text that will be assigned by the instructor. Length 500 words. CRITIQUE 1 (GRADED, 30%) DUE: End of Pre-session Week, DEADLINE: Sunday, 9/18, 11.59 pm
- Assignment 2: Critique 2: This critique will consist of the revised Critique 1 and will need to effectively engage with 2-3 sources in addition. Length: 700 words. SOURCE INTEGRATED CRITIQUE 2 (MANDATORY SUBMISSION BUT NOT GRADED, 10%) DUE: End of Week 3, DEADLINE: Sunday, 10/09, 11.59 pm
- Assignment 3: Argumentative Writing, Blog Entry: The Blog Entry will discuss arguments pro and contra a given topic decided upon in class, including an introduction and a conclusion. Length: 800 words. ARGUMENTATIVE WRITING 3: (GRADED, 30%) DUE: End of Week 9, DEADLINE: Sunday, 10/20, 11:59pm
Assessment

- **Participation:**  10%  Attendance – no more than 2 absences, Providing Written Feedback to Peers, Contributing to Class Discussions, Contributing to Class Workshops by Timely Preparation
- **Assignment 1:** 30%  Responding to the Assignment Requirements, Length and Submission Requirements Fulfilled
- **Assignment 2:** 10%  Percentage given FOR SUBMISSION; NOT GRADED. Responding to the Assignment Requirements, Incorporation of Feedback, Incorporation of 2-3 Sources, Length and Timely Submission Requirements Fulfilled
- **Presentation:** 10%  Preparing and Delivering Presentation, Active and Constructive Feedback Given to Other Students
- **Assignment 3:** 30%  Responding to the Assignment Requirements, Incorporation of Feedback, Incorporation of Sources, Length and Timely Submission Requirements Fulfilled on Rough and Final Drafts
- **2 Mandatory consultations:** 10%  Attending both consultations

Grading

Assignments will be evaluated according to the CEU Grading Criteria. Assignments need to adhere to CEU's Policy on Student Plagiarism.

**Grading Scheme:**  A  A-  B+  B  B-  C+  F

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<td>70-63</td>
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Late Submission Policy:

Mandatory Written Assignments – Assignments 1, 2 and 3 – need to be submitted on time. Late submissions will result in lowering the FINAL GRADE by ½ letter grade per each day the assignment is late. However, one late submission is permitted without penalization: Assignment 1 or Assignment 2, but not Assignment 3, may be submitted one day later.