



21084746 Academic Writing

Instructor: Varavejbhsisis Yossiri

Course Duration: 16 Weeks

Course Level: Advance

Prerequisite: Proficiency in English language

Course Description

English Academic Writing is designed to help students develop the essential skills necessary for effective writing in an academic context. Through a series of lectures, discussions, and writing assignments, students will learn how to craft clear, coherent, and persuasive essays, academic papers, and other academic texts. Emphasis will be placed on critical thinking, argumentation, organization, and proper use of academic conventions. By the end of the course, students will have improved their ability to communicate their ideas effectively in written form.

Learning Outcomes

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

1. To develop students' critical thinking skills and their ability to analyze and evaluate different types of texts.
2. To enhance students' understanding of academic writing conventions, including structure, style, and formatting.
3. To improve students' ability to write clear and concise thesis statements and develop well-supported arguments.
4. To enhance students' research skills, including finding and evaluating credible sources and incorporating them into their writing.
5. To improve students' ability to revise and edit their own work, including grammar, punctuation, and coherence.
6. To provide students with opportunities for collaborative writing and peer review.
7. To cultivate students' awareness of ethical considerations in academic writing, including plagiarism and citation conventions.

In-class Performance

Active participation at all class sessions is mandatory. It is advisable that you attend no less than 60% of the class sessions, which equals to no more than 3 reasonable absences. If you miss more than three classes, your final course grade will be lowered by one sign. For each subsequent absence, your grade will be lowered an additional sign. Two late arrivals (over 15-minute-tardiness) equal one absence. There is no excused absence except if you are ill and need medical treatment at the hospital. Should you be ill or otherwise unable to attend class, you should notify the instructor in advance of your absence. Please make every effort to arrive punctually. In addition, you are responsible for all materials and work covered on days that you are absent.

Teaching Methods

Lecturing (brief presentations and question method); case studies (whole-group analyses and discussions); peer review (providing peer feedback); written assignments (providing topics that will require research and synthesis of information collected); presentations

Out-of-Class Performance

The content of the **YRU E-Learning** online platform ranges from synchronous and asynchronous activities, grammar exercises and compositions, pod-casts and video clips, blogs and a reflective journal. Your contributions to the online platform must be prepared in advance to each class and will be incorporated into the content of each class session. All assignments of the student online platform are part of your grade.

Late Assignments

Except in cases of illness with a doctor's note, I will **NOT** accept any late assignments. Please complete all out-of-class first and second drafts of essays and peer response forms by the beginning of the class on the due date. Since the course focuses on your writing process, all papers written must go through the drafting process. For this reason, final drafts that have not been seen or commented on by the instructor will not be accepted.

Academic Honesty and Plagiarism

Academic dishonesty in any form is considered unacceptable behavior. In this course, we are most concerned with plagiarism. Just a few reminders about what constitutes plagiarism:

- Copying directly from a source without quotations or citations is plagiarism.
- Submitting as your own part of or an entire paper produced verbatim by someone is also plagiarism. This can be either a work you have purchased or obtained in some other way.
- Paraphrases or summaries that are too close in vocabulary and sentence structure to the author's original writing and ideas constitute plagiarism.
- Unauthorized transfer and use of someone else's computer files as your own
- Getting too much help with the ideas and the language of a paper which bears your name may also be considered plagiarism. Since this is a language course, getting help from friends or relatives is not permitted because these untrained editors are often unable to draw the line between "helping/teaching" and "editing/writing it for you."

***** When the plagiarism appears to be intentional, there may be a number of consequences. These include FAILING the assignment. *****

Evaluation

Note the following testing and grading policy. Missed tests cannot be made up. Your grade for course will be comprised as follows for a total of 100 points:

| | |
|-------------------------------------|-------------|
| In-class Performance | 10 % |
| Weekly Reflective Journal | 15 % |
| 3 Written Assignments (500 words +) | 30 % |
| 1 Final Project (800 words+) | 30 % |
| Final Exam | 15 % |
| Total | 100% |

I wish you all the best for a productive and engaging semester. Should you have concerns about the course please contact assignment.ajb@gmail.com

Assessment Rubric for Written Assignment

| Criteria | 4 Exemplary | 3 Accomplished | 2 Developing | 1 Beginning |
|--------------------|---|---|--|---|
| Purpose/Audience | The writing engages the reader with an original approach to the subject. It may encompass conflicting ideas and inspires the reader to contemplate the relationship of complex ideas. | The writing clearly goes beyond the minimum requirements of the assignment. It attempts to engage the reader through originality and presentation of complex ideas. | The writing meets the minimum requirements of the assignment. It offers insight into the subject through basic logic and the presentation of ideas based on some evidence. | The writing fails to meet the minimum requirements of the assignment. It offers little insight into the subject and has serious flaws in logic and omissions in evidence. |
| Thesis and Support | The writing has a clearly articulated original thesis and subordinate ideas supported by reliable and relevant evidence based on original research. | The writing has a clearly articulated thesis supported by appropriate evidence and sound logic. Minor gaps in logic and argument may appear. | The writing has a clear thesis and related subordinate ideas supported by clear thinking and appropriate evidence. Logical arguments may be one-sided or incomplete. | The writing may need a more clearly articulated thesis and/or appropriate related subordinate ideas. Logic is unclear and adequate supporting evidence is lacking. |
| Organization | The writing flows smoothly and logically from a well-defined thesis. It contains an appropriate introduction, conclusion, and smooth transitions between paragraphs. | The writing is organized logically and flows well. An introduction and conclusion are evident, but transitions between body paragraphs may be smoother. | The writing demonstrates rudimentary organization and logical structure, but ideas need to be more fully developed and supported by more appropriate evidence. | The writing is noticeably lacking in organization. There is no clear introduction nor conclusion and ideas are neither carefully nor fully developed. Supporting evidence is clearly lacking. |
| Style | The writing engages the reader through an original prose style appropriate to the subject. Language is precise. Sentences are varied but not noticeably so. Active voice is apparent. | The writing keeps the reader's attention through a carefully crafted prose style. Language chosen is appropriate to the subject, but may call attention to itself in minor ways. | The writing is clear but could be expressed in a style more appropriate to the subject. It is jargon-free but may require a more complete explanation of some terms used. | The writing lacks clarity and is sometimes confusing. The language chosen is not appropriate to the subject nor the assignment. |
| Syntax/Grammar | The writing contains sentences that are always complete and grammatically correct, and free of confusion and ambiguity. | The writing contains sentences that are complete or which imply unstated connections and/or conclusions. The writing may exhibit a few minor errors in grammar or style, but do not impair the flow of the reading. | The writing contains some grammatical errors easily corrected by adherence to a uniform style throughout. Additional proofreading would help eliminate errors. | The writing is confusing and ambiguous owing to substantial errors of grammar and syntax. There is no evidence of proofreading, editing, or rewriting. |

Assessment Rubric for Discussion

A - LEVEL PARTICIPATION (9-10 Points)

- The participant integrated evidence from the reading, lecture, or past experience in supporting their argument.
- The participant consistently posted insightful comments and questions that prompted on-topic discussion.
- The participant consistently helped clarify or synthesize other class members' ideas.
- If disagreeing with other class members' ideas, the participant stated his or her disagreement or objections clearly, yet politely.

B - LEVEL PARTICIPATION (7-8 Points)

- The participant was notably lacking in one or two of the items listed for A-level participation.
- The participant consistently had to be prompted or coaxed to participate.
- The participant usually, but not always, expressed herself or himself clearly.

C - LEVEL PARTICIPATION (4-6 Points)

- The participant was consistently lacking in two or more of the items listed for A-level participation.
- The participant was extremely reluctant to participate, even when prompted.
- The participant rarely expressed himself or herself clearly.

D - LEVEL PARTICIPATION (1-3 Points)

- The participant frequently attempted (success is irrelevant) to draw the discussion off-topic, even if the participant's participation otherwise conforms to a higher level on the rubric

F - LEVEL PARTICIPATION (0 Point)

- The participant consistently failed or refused to participate at all, even when specifically prompted or questioned, even if the participant's participation otherwise conforms to a higher level on the rubric.