



Academic Writing Course

INTRODUCTION

Welcome to Academic English Writing Course by Elia Edu Hub. Our course will provide you with the writing skills and the knowledge needed for your university study and future career.

This program is a 78-hour course specifically designed to improve writing skills in English for Academic Purposes (EAP). It is designed for learners seeking to improve their writing proficiency in preparation for study at an English medium university. The course is divided into 20 days, with each day made up of 4-hour units. It is primarily intended for adult English language learners whose English proficiency level is between IELTS 6.0 and 6.5.

AIMS

Course outcomes:

- ✓ Ability to use a mix of simple, compound and complex sentences
- ✓ Ability to write with a reasonable level of accuracy overall
- ✓ Ability to use correct grammar and punctuation
- ✓ Ability to arrange information coherently and write with clear overall progression of information
- ✓ Understand the importance of paraphrasing and can paraphrase appropriately
- ✓ Ability to structure paragraphs appropriately
- ✓ Ability to use cohesive devices effectively
- ✓ Ability to use referencing successfully
- ✓ Ability to highlight ideas effectively and support them with relevant information



COURSE ASSIGNMENTS

An important component of writing skills development is the production by learners of a portfolio of writing at each level, which is completed outside class. Its purpose is to increase the overall amount of writing that students do and from this provision of regular outside-class writing practice maximise learners' opportunities to develop their skill in writing. Each level requires learners to produce six short pieces of writing based on text types being taught in those units when portfolio writing tasks are set. Following the setting of a portfolio writing task, time is set aside for in-class peer feedback on the each other's accomplishment of the task. The teacher simply monitors the peer feedback session.

The portfolio writing pieces are kept and maintained by students as a portfolio of work for the duration of the course. Aside from the monitoring, peer feedback sessions are held, and teacher directly gives a one on one progress meeting with learners. The portfolio writing tasks are supported by lessons that provide opportunities for discussing the task, practising language, reading samples, completing outlines, and using checklists for editing. The tasks are to be completed at home, and then brought into class for feedback sessions where learners have the opportunity to discuss their writing with peers and teacher to encourage self-reflection for improved writing skill. The feedback sessions can vary according to learner needs and teaching styles, with a variety of tasks and tools available to guide feedback of specific aspects of writing with others (i.e. content, structure, vocabulary, grammar).

While each portfolio writing task will not be graded, students gain specific feedback from the teacher, peers and self to improve writing. Teachers monitor peer feedback sessions and provide input as perceived necessary, and at this time also check whether each student has completed the portfolio task as per the course requirement.

In short, the goals of portfolio writing are to help learners improve their writing through regular extension writing practice and peer feedback, and also to provide teachers with opportunities to reflect on learner progress quickly and effectively in order to modify and improve teaching and learning according to learner needs.

COURSE CONTENT

	IELTS 5.5 intake	IELTS 6 intake
Themes and topics	<p>The Internet Society Social Networks Using the Internet for Study Global Companies International Communication Review</p> <p>Cities Urbanization Urban Environment Urban Design Sustainable Living</p>	<p>Organizations Organizational Structure Organizations in a Global World Challenges in Organizations</p> <p>Leadership in a Global World Leadership Styles Global Management Perspectives on Leadership</p>
Writing tasks	Summary (academic to semi-formal) Literature reviews (e.g. critical reviews) Paraphrasing main ideas Contrastive Summary Synthesis of purpose Comparison of focus, purpose and position in 3 academic texts and evaluation E-journals Description of data with discussion (essay) Hybrid task: defining, summarizing, discussing, evaluating	Descriptions of graphics Literature reviews (e.g. critical reviews) Reflections on opposing viewpoints Paraphrasing main ideas Contrastive Summary Synthesis of purpose Comparison of focus, purpose and position in 3 academic texts and evaluation E-journals Hybrid essay: defining, summarizing, comparing, explaining, evaluating
Language	<p>Verb Phrase</p> <ul style="list-style-type: none"> • Present simple tense • Present perfect simple • Subject-verb agreement • Modal auxiliary verbs - verb phrase form (present & past tense- active & passive voice) - present modals to express tentativeness (e.g. <i>may, might</i>) • Passive voice – tense form overview • Reporting verbs and their complements <p>Clauses and Structures</p> <ul style="list-style-type: none"> • Clause structure – independent clauses & finite dependent clause overview - independent clauses & non-finite dependent clauses - verb phrases and their complements • Adjuncts – preposition phrases & adverbial phrases • Coordination - conjunctions: <i>for, yet, not only...but also...</i> - ellipsis in coordinate <i>and, but, or</i> clauses • Participle clauses • Relative clauses – defining & non-defining - following prepositions - reduced relative clauses (participle and verbless) • Causal relationships - prepositions: <i>due to, because of, as a result of</i> - verb phrases: <i>lead to, result in, this means</i> • Concession - subordinators: <i>whereas, while</i> - adverb: <i>though</i> • Contrast – subordinators: <i>even though, although, though</i> - preposition: <i>despite, in spite of</i> • Purpose : <i>so as to; for the purpose of + verb-ing ;</i> subordinator: <i>so that</i> • Nominalization - verb phrase to noun phrase • Subjunctives: e.g. <i>if it were to + V1, + ind. clause</i> • Phrases of concession & critique • Exemplification: <i>for example, for instance, e.g., such as, namely</i> • Explanation: <i>that is to say, in other words ,i.e.</i> <p>Word Level</p> <ul style="list-style-type: none"> • Collocations • Countable and mass nouns • Determiners: articles, demonstratives <p>Other</p> <ul style="list-style-type: none"> • Cohesion - noun & verb phrases - using transitive verbs in passive voice to maintain theme - implied • Phrases for hedging & expressing levels of tentativeness • Punctuation - capitals, commas, colons, semi-colons, hyphens • Academic style: balancing simple, compound & complex sentences 	<p>Verb Phrase</p> <ul style="list-style-type: none"> • Present simple tense • Subject-verb agreement • Reporting verbs and their complements • Passive voice <p>Clauses and Structures</p> <ul style="list-style-type: none"> • Clause structure: independent & dependent clauses • Finite dependent clauses: noun clauses • Clause structure – verb phrases and their complements • Relative clauses - defining & non-defining - following prepositions - reduced (participle and verbless) • Participle clauses • Nominalization - verb phrase to noun phrase • Purpose: <i>for the purpose of + verb-ing, so that, so as to, in order to</i> • Exemplification & Explanation: <i>that is to say, in other words ,i.e., for example, for instance, such as, namely</i> • Phrases of concession & critique • Conditionals & subjunctives • Causal relationships: explicit & implicit • Phrases of contrast and concession • Phrases of addition • <i>given</i> (preposition) & <i>given that</i> (subordinating conjunction) <p>Word level</p> <ul style="list-style-type: none"> • Countable and mass nouns • Determiners • Collocations <p>Other</p> <ul style="list-style-type: none"> • Hedging & levels of tentativeness • Cohesion - noun & verb phrases - using transitive verbs in passive voice to maintain theme - implied • Punctuation - colons, semi-colons, hyphens • Academic style: balancing simple, compound & complex sentences
IELTS entry benchmark	5.5	6
CEFR correlation	B1	B2

COURSE SCHEDULE

Week 1		
Day 1 (4 hours)	Day 2 (4 hours)	Day 3 (2 hours)
Introduction to writing course (1hr)	Analysing assessment questions (2hrs)	Evaluating sources 1 (2hrs)
Diagnostic writing task (2hrs)	Finding sources (2hrs)	Evaluating sources 2 (2hrs)
Introduction to process writing (1hr)		
Day 4 (4 hours)	Day 5 (4 hours)	
Finding information in textbook (2hrs)	Learning vocabulary (1hr)	
Selecting journal articles (2hrs)	Selecting vocabulary to learn (2hrs)	
	Learning review 1 (1hr)	

Week 2		
Day 1 (4 hours)	Day 2 (4 hours)	Day 3 (2 hours)
Referencing sources (2hrs)	Reading and note-taking (2hrs)	Paraphrasing (2hrs)
Identifying and interpreting arguments (2hrs)	Supporting your ideas (2hrs)	Summarising (2hrs)
Day 4 (4 hours)	Day 5 (4 hours)	
Identifying perspectives from sources (2hrs)	Writing academically (2hrs)	
Writing with synthesis (2hrs)	Learning review and feedback (2hrs)	

Week 3					
Day 1 (4 hours)		Day 2 (4 hours)		Day 3 (2 hours)	
Writing an introduction	(2hrs)	Outlining an academic essay	(2hrs)	Writing a thesis statement	(2hrs)
Writing complex sentences	(2hrs)	Evaluating arguments	(2hrs)	Concise writing	(2hrs)
Day 4 (4 hours)		Day 5 (4 hours)			
Writing verbs accurately	(2hrs)	Using punctuation effectively	(2hrs)		
Developing an argument	(2hrs)	Learning review and feedback	(2hrs)		

Week 4		
Day 1 (4 hours)	Day 2 (4 hours)	Day 3 (2 hours)
Writing gerunds and infinitives accurately (2hrs) Writing with cohesion (2hrs)	Using prefixes and suffixes to understand meaning (2hrs) Writing a conclusion (2hrs)	Identifying reference words (2hrs) Redrafting your essay (2hrs)
Day 4 (4 hours)	Day 5 (2 hours)	
Writing dependent prepositions accurately (2hrs) Independent writing task (2hrs)	Learning review and feedback (2hrs)	