



## COURSE SYLLABUS

# Supporting Academic Writing in all Subjects, 1.5 credits

*Supporting Academic Writing in all Subjects, 1,5 högskolepoäng*

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<b>Course Code:</b> LSWR23	<b>Education Cycle:</b> Second-cycle level
<b>Confirmed by:</b> Director of Education Dec 5, 2022	<b>Disciplinary domain:</b> Education
<b>Valid From:</b> Spring 2023	<b>Subject group:</b> PE1
<b>Version:</b> 1	<b>Specialised in:</b> A1N
	<b>Main field of study:</b> Education

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### Intended Learning Outcomes (ILO)

On completion of the course, the student should be able to:

Knowledge and understanding

- describe basic aspects of text, relevant for text adaptation to context, genre, subject and reader
- identify pedagogical perspectives on support for academic writing in higher education

Skills and abilities

- apply relevant linguistic knowledge to analyse texts from different genres in their own subject
- compare and reflect upon similarities and differences between textual properties of students' texts and textual properties of subject specific texts written by specialists in the discipline
- design and support students' writing process attending to pedagogical and textual aspects

Judgement and approach

- reflect upon the progression in students' academic writing process
- identify their need for deepened knowledge and improve their competence in supporting academic writing
- use collegial learning to improve their competence in supporting academic writing
- critically reflect on their support of students' academic writing

### Contents

- Basic linguistic concepts relevant for text adaptation to context, subject, genre and receiver
- The writing process
- Pedagogical perspectives on support for academic writing
- Collegial learning

### Type of instruction

The teaching consists of lectures, seminars and exercises performed individually and in groups.

A learning management system is used.

Students who have been admitted to and registered for a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course instance to which they were accepted. After that, the right to receive instruction/supervision expires.

The teaching is conducted in English.

Swedish may be used.

### **Prerequisites**

Bachelor's degree minimum 180 credits and employment as a university lecturer, doctoral student or the equivalent. English proficiency is required. Exemption is granted from the requirement in Swedish.

### **Examination and grades**

The course is graded Fail (U) or Pass (G).

The examination is based on the intended learning outcomes.

The course is examined through two individual written assignments. The first assignment is based on reflection. The second assignment is based on a log involving collegial learning, and reflection.

Further information concerning assessment of specific intended learning outcomes and grading criteria is provided at the beginning of the course.

The final grade of the course is issued only when all elements of examination have been passed.

Students are guaranteed a minimum of three attempts to pass an examination, including the regular attempt.

If a student has failed the same examination three times, the student can request that the next attempt be graded by a new examiner. The decision to accept or reject such a request is made by the director of Educate.

In case a course is terminated or significantly altered, examination according to the earlier syllabus shall be offered on at least two occasions in the course of one year after the termination/alteration.

Registration of examination:

<b>Name of the Test</b>	<b>Value</b>	<b>Grading</b>
Individual written assignment, Metalanguage for text work and text properties in subject-specific texts	0.5 credits	U/G

Individual written assignment, Pedagogical perspectives on writing support	1 credit	U/G
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### Course evaluation

The instruction is followed up throughout the course. A course evaluation is conducted at the end of the course. A summary and comments are published in the learning management system. The evaluation constitutes a basis for future improvements to the course.

### Course literature

Afdal, Hilde W., Spernes, K. & Hoff-Jenssen, Reidun (2022). Academic reading as a social practice in higher education. *Higher Education* (2022). <http://www.doi.org/10.1007/s10734-022-00893-x>. 19 p.<sup>1</sup>

Badenhorst, Cecile, Moloney, Cecilia, Rosales, Janna, Dyer, Jennifer & Ru, Lina (2015). Beyond deficit: graduate student research-writing pedagogies. *Teaching in Higher Education* 20(1), 1–11. <http://www.doi.org/10.1080/13562517.2014.945160>. 11 p.

Bastalich, Wendy (2011). Beyond the local/general divide: English for academic purposes and process approaches to cross disciplinary, doctoral writing support. *Higher Education Research & Development* 30(4), 449-462. <http://www.doi.org/10.1080/07294360.2010.518954>. 14 p.

Gorzycki, M., Desa G., Howard, P.J. & Allen, D.D. (2020) "Reading Is Important," but "I Don't Read": Undergraduates' Experiences With Academic Reading. *Journal of Adolescent and Adult Reading* 63(5), 499-508. <http://www.doi-org.proxy.library.ju.se/10.1002/jaal.1020>. 9p.

Harper, Rowena & Orr Vered, Karen (2016). Developing communication as a graduate outcome: using 'Writing Across the Curriculum' as a whole-of-institution approach to curriculum and pedagogy. *Higher Education Research & Development* 36(4), 688-701. <http://www.doi.org/10.1080/07294360.2016.1238882>. 14 p.

Jonsmoen, Kari Mari & Greek Marit (2017). Lecturers' text competencies and guidance towards academic literacy. *Educational Action Research* 25(3), 354-369. <http://www.doi.org/10.1080/09650792.2016.1178156>. 16 p.

Minkyung Choi, Joseph N. Todaro (2022). From Considerate to Challenging Texts: A Four-Tiered Text Approach to Thematic Reading. *Journal of Adolescent and Adult Literacy* 65(6), 457-467. <http://www.doi.org/10.1002/jaal.1222>. 11 p.

Pilcher, Nick & Richards, Kendall (2016). The paradigmatic hearts of subjects which their 'English' flows through. *Higher Education Research & Development* 35(5), 997-1010. <http://www.doi.org/10.1080/07294360.2016.1138455>. 14 p.

Webster, Simon & Green, Simon (2021). Scaffolded Practice Assignment Writing to Support Emergent Disciplinary Literacies. *The Electronic Journal for English as a Second Language* 25(1).

<http://www.tesl-ej.org/wordpress/issues/volume25/ej97a/ej97a16/>. 18 p.

Approximately 30 pages of scientific text chosen by the participant and 2-3 hours of pre-recorded mini-lectures will be added.

#### Reference literature

Bastalich, Wendy, Behrend, Monica & Bloomfield, Robert (2014). Is non-subject based research training a 'waste of time', good only for the development of professional skills? An academic literacies perspective. *Teaching in Higher Education* 19(4), 373–384.

<http://www.dx.doi.org/10.1080/13562517.2013.860106> .

Blomström, Vendela, & Wennerberg, Jeanna (2015). *Akademiskt läsande och skrivande*. Studentlitteratur.

Clughen, Lisa & Connell, Matt (2011). Writing and resistance: Reflections on the practice of embedding writing in the curriculum. *Arts and Humanities in Higher Education* 11(4), 333-345.

<http://www.doi.org/10.1177/1474022211429543>

Eklund Heinonen, Maria, Lennartson-Hokkanen, Ingrid & Nord, Andreas (2018). "Mer än bara text och ord" *Akademiskt skrivande i utbildningar i socialt arbete och sociologi* (FUMS Rapport 235). Institutionen för nordiska språk, Uppsala universitet.

Hoel, Torlaug Løkensgard (2010). *Skriva på universitet och högskolor. En bok för lärare och studenter*. Studentlitteratur.

*Journal of Academic Writing*. <http://www.publications.coventry.ac.uk/index.php/joaw/index>

León Pérez, Isabel K. & Martín-Martín, Pedro (2016). On the importance of a genre-based approach in the teaching of English for Medical Purposes. *Language Learning in Higher Education* 6(1), 95-117.

[http://www.journals.scholarsportal.info/pdf/2191611X/v06i0001/95\\_otioagtoefmp.xml](http://www.journals.scholarsportal.info/pdf/2191611X/v06i0001/95_otioagtoefmp.xml).

Luhach, Suman (2020). Recreating Discourse Community for Appropriating HOCs in Law Undergraduates' Academic Writing. *IAFOR Journal of Education: Studies in Education* 8(4), 151-170. <http://www.doi.org/10.22492/ije.8.4.09>.

McWilliams, Robyn & Allan, Quentin (2014). Embedding Academic Literacy Skills: Towards a Best Practice Model. *Journal of University Teaching & Learning Practice* 11(3).

<http://www.doi.org/10.53761/1.11.3.8>

Pessoa, Silvia, Mitchell, Thomas D., Gomez-Laich, Maria Pia, Maune, Michael & Le Roux, Cecile (2022). Scaffolding the Case Analysis in an Organizational Behavior Course: Making Analytical Language Explicit. *Journal of Management Education* 46(2), 226–251.

<http://www.doi.org/10.1177/1052562921994892>.

Rosa, Holly & Hodgson-Drysdale, Tracy (2021). Learning to teach science genres and language of science writing: Key change processes in a teacher's critical SFL praxis. *Language and Education*, 35(5), 429-445. <http://www.doi.org/10.1080/09500782.2021.1960558>.

Please note that changes may be made to the reading list up until eight weeks before the start of the course.

**Citing Sources – How to Create Literature References**

<http://ju.se/library/search--write/citing-sources---how-to-create-literature-references.html>

**The Interactive Anti-Plagiarism Guide – Jönköping University**

Information about plagiarism at higher education institutions

Available in the learning management system.